

# **Slovene language policy in time and space**

The trajectory of a language strategy from  
inception to implementation

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# Abstract

The Resolution for a National Language Policy Programme 2014-2018 was adopted by the Slovene parliament in the summer of 2013, and was intended to set a common agenda in the area of state language policy. In this thesis, I investigate its trajectory from inception to (attempted) implementation. My study analyses policymaking practices during a time of political, social and economic instability in Slovenia, and investigates how the roles of various actors involved with the policy changed along with the political landscape. It focusses particularly on the traditional role of linguists as authorities on language in Slovenia.

To analyse these processes, I develop a comprehensive theoretical framework for language policy analysis, drawing on social field theory, social action theory, state theory, interpretive policy analysis, critical discourse studies, and critical sociolinguistics. The framework analyses policy as a set of practices which occur across different social spaces, such as fields and nexuses of practice. It also takes into account the changeability of such spaces, particularly how transformations in the broader socio-political context open and close opportunities for agency.

The thesis includes four case studies, each exploring a different aspect of the policy process, consisting of the media discourse about language policy in Slovenia, the drafting of the policy text, a parliamentary committee meeting about it, and its implementation. The studies draw on a broad data-set comprised of media texts, documentary data, correspondence, interview data and observation data. For my analysis, I combine the discourse historical approach in critical discourse analysis with mediated discourse analysis to develop a methodology which enables analysis of discourse from the perspective of text as well as social action.

My analysis of the public discourse surrounding language policy in Slovenia finds an ongoing ideological debate between two groups of linguists. I find that members of both groups were successful in inserting their own ideology in the policy text, but that opportunities to do so occurred at different times. I find that linguists voicing the established language ideology were particularly successful in using their symbolic capital to exert influence on policymaking across different sites.



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# Introduction

## **Background and motivation**

This thesis is an investigation of the inception, drafting and implementation of the Resolution for a National Language Policy Programme 2014-2018 (below: RLP-14). This document, drafted between 2011 and 2013, was adopted by the Slovene parliament and aimed to set a common strategy for all state institutions concerned with language policy. However, its trajectory was disturbed by a number of different events, all of which are investigated throughout this thesis, and all of which highlight different features of the Slovene context which are salient to language policy.

Political instability played perhaps the most dramatic role in the drafting of RLP-14. The period analysed here (2010-2015) has seen the most dramatic power shifts since Slovene independence in 1991, changes which were augmented by the economic instability that marked the fallout of the Eurozone crisis. RLP-14 was drafted under three separate governments, and is being implemented under a fourth. As detailed in this thesis, these political changes caused true upheaval in the document, as its various versions reflected the agendas of different governments.

Perhaps more than of Slovene politics, however, this thesis is an investigation of contemporary Slovene linguistics and its role in state language policy. RLP-14 was largely written by linguists, with various drafting teams contributing to it under different governments. This thesis investigates how these teams of linguists shifted the agenda to suit their own interests, and how the various political changes enabled them to do so.

A major theme in this thesis is ideology, and more specifically, ideological struggle. The thesis investigates how RLP-14 became embedded in a conflict between two poles in Slovene linguistics, one advocating a traditional nationalist-prescriptivist approach to language policy and planning, and another looking to embrace more liberal views on linguistic diversity, migration and technology.

## **Aims of the study**

Slovene linguists have held centre-stage for a considerable period when it comes to corpus planning, as this is a language policy mechanism which has traditionally been

directly accessible to them, for instance through the production of dictionaries and style guides (see Ch. I). However, this access is far from unlimited in the case of the mechanisms of state language policy, by which I understand all language-related measures taken by actors acting within the institutions of the state, such as a strategic document like RLP-14 (see Ch. II for a more detailed discussion). In these cases, decision-making power is not squarely in the hands of linguists, but of the politicians and bureaucrats that make up the legislative and executive branches of state government. To achieve their goals in state language policy, therefore, linguists are required to step out of their comfort zone, the field of academia, and engage with actors and practices in other, very different fields.

Therefore, the overarching aim of this thesis is to investigate the relationship between politics and language policy. While past analyses of language policy have taken the state into account, it is only in recent years that more detailed accounts have emerged of how language policy is developed and put into practice as an instrument of state power. This thesis addresses this gap by bringing key aspects of contemporary policy analysis and state theory together with the specific dynamics of language policy in a prescriptive environment like Slovenia.

The cornerstones of the theoretical framework proposed by this thesis are the dimensions of space and time, which aim to capture both the diversity of practices that can together be seen as constituting ‘language policy’ and the changeability of these practices, either through contextual shifts or struggles. The framework focusses on how fields (e.g. Bourdieu, 1990) shape policy at the macro-level, and how policy is done in individual nexuses of practice (e.g. Scollon, 2008) at the micro-level. It also takes into account how individual nexuses and fields change with time, and how such changes impact policy.

This thesis begins by investigating the background of language policy in Slovenia, analysing the dynamics of public discourse about the topic. Given the motivation introduced above, the starting hypothesis in this case is that the entrenched standard language ideology will be hegemonic in the discourse. This, however, poses a number of additional questions related to the nature of hegemony in discourse: How is the dominant ideology expressed in discourse through the use of available linguistic means? What are its core discursive features? What actors are responsible for voicing it?



Crucially, it also requires an investigation of whether any other voices or ideologies are present in the discourse, and if yes, what their relationship is to the hegemonic voices and ideology.

<b>Research Question</b>
<p>1) <i>What voices and topics were prominent in the media discourse about Slovene language policy?</i></p> <p>1a) <i>What discursive strategies were typical of the different voices?</i></p> <p>1b) <i>What language ideologies underlie them?</i></p>

A detailed analysis of public discourse about language policy in Slovenia can enable a more detailed investigation of concrete policymaking processes. The first of these is the writing of such a policy text, which was in this case heavily impacted by the political changes which occurred in Slovenia during this time. No less than four different versions of RLP-14 exist, and a major aim of this thesis is to describe the differences between them. This poses additional questions: Were the differences related to the different authors of the various drafts? How do they relate to the ideologies identified in the discourse surrounding language policy? Did political changes during the drafting stage impact the relationships between different ideologies in the text?

<b>Research Question</b>
<p>2) <i>How did the text of the Resolution for a National Language Policy Programme (RLP-14) develop during drafting?</i></p> <p>2a) <i>What deletions, additions, substitution or reorderings were made?</i></p> <p>2b) <i>What discourse strategies and language ideologies were present in the text?</i></p> <p>2c) <i>How did relations between language ideologies change during redrafting, and how did this correlate with political changes?</i></p>

What typifies policy at the state level is the engagement of different actors across fields – it is the meeting point of a number of different perspectives, both practical as well as

ideological. In this particular case, however, where linguists have traditionally played such a key role in language planning, this engagement across fields brings with it a complex interaction of ideologies and practices. Most interestingly, it presents potential challenges to the linguists' hitherto absolute authority by positioning them as inherent stakeholders but not as inherent decision-makers in the policymaking process. A third interest of this thesis is therefore what happens when such interaction occurs during policymaking in a parliamentary committee. How do actors adapt to new practices when attempting to achieve their goals? Are they able to rely on capital from one field when acting in another, and to what extent? How does this impact the development of the policy text in the committee?

<b>Research Question</b>
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<p>3) <i>How did the language ideologies in RLP-14 and in the discourse about it impact policymaking practices in a committee of the Slovene parliament?</i></p>
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<p>3a) <i>What mediated actions can be detected in the committee session of 28 June 2013 and what practices do they reflect?</i></p>
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<p>3b) <i>What was the role of capital from the field of linguistics at the committee session?</i></p>
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Finally, this thesis aims to address the question of what happens to a language policy strategy like RLP-14 once it has been written and officially adopted. How is it read by different actors? How does it become embedded in various other projects in the area of language policy? How do political changes impact it? In this thesis, I investigate the “dictionary debate”, a public discussion which took place after RLP-14 was adopted by the Slovene parliament, and which centered on what institutions should lead and participate in the creation of a new dictionary of Slovene. As it emerged, RLP-14 was a key element of this debate, but was interpreted in fundamentally different ways by different actors.

<b>Research Question</b>
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<p>4) <i>What was the role of RLP-14 as an officially adopted strategic document in the debate about a new dictionary of Slovene?</i></p>
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*4a) What voices can be distinguished in the dictionary debate, and what language ideologies were they related to?*

*4b) Did different actors interpret RLP-14 differently? If so, how was this related to language ideologies and political tactics?*

*4c) How were these different readings linked to the proposed project to create a new dictionary of Slovene?*

The research questions given above are formulated on the basis of my review of the context, the theoretical frameworks I refer to, and the methodologies I draw on. Therefore, I revisit them in Ch. III to discuss in more detail how each of the analysis chapters addresses them.

### **Outline of the thesis**

As explained above, this thesis is context-driven in terms of its motivation. It is also highly context-specific in many ways, and, as such, requires a systematic overview of the historical, political and social processes with which it engages. The first chapter of the thesis is therefore devoted to a systematic overview of the relevant contextual factors, with a particular focus on the historical background of the contemporary Slovene political and sociolinguistic situation (see Ch. I).

Ch. II is divided in two parts. The first is devoted to overviewing the key literature in the various scientific fields that this thesis draws on, primarily political theory, language policy, and policy analysis. The second part is devoted to formulating a comprehensive theoretical framework which can account for the various facets of policy at state level. It focusses particularly on the movement of policy through space and time by examining the different processes which occur across different social fields, while taking into account their dynamic nature at the same time. It links these processes to discourse and text, and concludes by considering the position of critical research in language policy.

Ch. III presents the design of this study, both in terms of data collection and analysis. It combines the discourse-historical approach to critical discourse analysis with mediated discourse analysis in order to bring together micro-analysis of texts with the investigation of the social actions that texts mediate. It also presents the data collection procedures, outlining how the different samples were collected and analysed.

Ch. IV-VII contain the analysis where the concepts developed in Ch. II are applied to the data. Ch. IV investigates the discourse about language policy in the Slovene media. Ch. V examines how RLP-14 was written and rewritten by different groups. Ch. VI analyses how RLP-14 was debated in a parliamentary committee, and how the interests of its writers were represented in this new setting. Finally, Ch. VII focusses on how RLP-14 became embedded in an ongoing conflict once it was officially adopted.

Ch. VIII first overviews the results of the case studies in the light of the research questions, and then considers them from the perspective of the entire study. It also reflects on the contributions and limitations of this study, as well as the opportunities for future research it presents.

# I. Context: Slovenes and their language policies

## 1 Introduction

This chapter provides a comprehensive description of the relevant historical, social, and political context that a study of Slovene language policy must take into account.

The first sections provide a succinct overview of the historical development of the Slovene language, with particular focus on the gradual development of nationalism and linguistic authority from the 16<sup>th</sup> to the 20<sup>th</sup> Century. I cover three key topics: The first is the Reformation, a period key to the present-day Slovene national mythopoesis, when the first large bodies of texts in Slovene were produced, and when an awareness of community first began to develop among Protestant intellectuals (1550-1600). The second period comprises both the Enlightenment and Romanticism periods, when national identity in the true sense emerged among Slovene-speaking intellectuals. In this time, linguists truly took centre-stage by assuming prominent positions of cultural power, helping to establish a common national identity by constructing a common national language (1700-1900). The final historical period I overview is the early 20<sup>th</sup> Century, when Slovene linguistics received its institutional basis with the establishment of the University of Ljubljana, and the Academy of Arts and Sciences, which remain key to its self-legitimation (since 1900).

The second part focusses more specifically on the present-day situation. First, I overview the role of the Slovene language (and linguistics) in the latter years of socialist Yugoslavia and at the time of its dissolution. I then pass to a discussion of language policy in independent Slovenia, focussing particularly on the position of linguists as authority figures in late modern society. I pay particular attention to the language policymaking attempts in the 1990s, oriented specifically towards providing a mechanism to safeguard the dominance of Slovene, which ultimately led to the drafting of the Public Use of Slovene Act in 2004. I overview the key provisions of this act, and the main points of the discussions about it, linked particularly to its attempt to institutionalise a prescriptive approach in all domains of public life. I also analyse how the writers of the act attempted (and failed) to provide a stable institutional mechanism for its implementation. While the initial versions of the act wished to establish a government body for this purpose, its final version saw this replaced with a programme

document which would form the basis for inter-institutional coordination in matters of language policy. I analyse the first of these documents, and the discussions about it, before introducing the second, which is at the centre of this study.

## 2 From spoken to written Slovene vernaculars<sup>1</sup>

The first settlement of Slavic-speaking peoples in the areas around present-day Slovenia occurred in the 6<sup>th</sup> Century AD as part of the great west-ward migrations of the time. Compared to the shape of Slovenia today, the territory first settled was situated to the north, in what is today the Austrian region of Carinthia (Kärnten). Soon after settlement, the Slavs in this valley established Carantania, a dukedom which managed to retain the right to self-government for around a century before being incorporated into the growing Frankish Empire (Štih et al., 2008, pp. 27ff).

This period (700-1000) was marked by the gradual spread of the Christian faith throughout the Slavic communities in this area, a process facilitated through the use of the local vernaculars, as evidenced by the Freising manuscripts, religious texts which were written down around 1000, though evidence suggests they had been part of an oral tradition from several centuries before. These texts, along with other manuscripts from the Early Middle Ages, represent the earliest written evidence of the developing vernacular Slavic language of the area, and represent a counter-example to the tradition of Cyril and Methodius, written in Old Church Slavonic, and based on Orthodox Christian theology (Štih et al., 2008, pp. 30-33).

Evidence of the social and sociolinguistic conditions in the Middle Ages suggests a situation of great complexity in the various regions inhabited by speakers of Slovene vernaculars<sup>2</sup>. These were the low-prestige communicative code, spoken primarily by the poor and uneducated serfs, while the burghers, clergy and nobility primarily spoke German, and often also Latin and/or Italian (Ahačič, 2003, 2004). Writing was a

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<sup>1</sup> In this chapter, I consider *Slovene language* to be a 19<sup>th</sup> Century construct, intrinsically linked to nationalism, and thus avoid using it when discussing preceding periods. To describe the many different language variants present in this space, I use the term *Slovene vernaculars*.

<sup>2</sup> From the Middle Ages to 1918, different parts of the territory of present day Slovenia fell under a number of different *Länder* (sg. *Land*). In this time, these were political and administrative units, which were also the main basis of community identity and belonging before the development of nationalism (Štih et al., 2008, pp. 65ff). Before becoming “Slovene”, speakers of Slovene vernaculars would thus have identified with the Land they lived in, i.e. Carniola (Ger. Crain, Sl. Kranjska), Carinthia (Kärnten, Koroška), Styria (Steiermark, Štajerska), Istria (Istra) or Gorizia (Goriška).

practice limited only to the most educated, representing only about 3% of the population at the end of the 15<sup>th</sup> Century (Ahačič, 2004). In terms of language choice, however, the situation was less than clear-cut. What truly distinguished the language repertoire of the higher classes from that of the lower classes was its adaptability, that is, their multilingualism. In many cases, evidence suggests that this included some level of proficiency in the vernacular language, and that direct communication between serfs and landowners was relatively common (Ahačič, 2006).

Throughout this time, several relatively short manuscripts evidence the continued use of the vernaculars for religious purposes. However, it was not until the Reformation in the 16<sup>th</sup> Century that the use of vernacular in writing became more commonplace. The efforts of the Protestant writer Primož Trubar (1508-1586) were central in this: his opus includes more than 25 books in his vernacular, among which are the *Abecedarium* and *Cathecismus* (1550), now considered the first-ever printed books in the Slovene language. Later in the same century, a translation of the Bible was produced by Jurij Dalmatin (c. 1547-1589), and a grammar of the Carniolan vernacular by Adam Bohorič (c. 1520-1598).

In contemporary Slovene national mythology, these periods fulfil a key function. A continuity between Carantanians and contemporary Slovenes is presupposed, and creates a feeling of having a common history among regional groups which are in fact considerably different from one another. The 19<sup>th</sup> Century is thus seen as a period of *reawakening*, when the awareness of belonging to a common community re-emerged, rather than being a period when national identity was constructed (Rotar, 2007, p. 123). Politically, the period of Carantanian independence, however short, now plays an important part in Slovenian national mythology, as an affirmation of the Slovenes' distinctiveness, and their right to and capability for independent self-government. The appropriation of Carantanian symbols (e.g. on currency) is thus commonplace, though not unproblematic, as this legacy is also seen as legitimising self-government for Carinthia, which has led to a number of conflicts across the Austrian-Slovenian border (Štih, 2012).

Language also plays a key role in national mythopoesis, that is, the systematic creation of national historical narratives (cf. Heer et al., 2007; Wodak et al., 2009). The enthronement ritual used in Carantania during this time is often described as having

been held “in Slovene”, and the Freising manuscripts have been characterised as representing this “Old Slovene”, despite the fact that the development of Slovene as a *language* was several centuries away, and all that existed during this time was simply an array of local *vernaculars*. The Protestant writers were the first to attempt to mass produce printed texts in one of these vernaculars, and their writings clearly indicate a wish to reach an audience wider than that of their own vernacular community (Ahačič, 2006). This concern meant that the idea of a broader language community began to develop among the writers (this would eventually lead to the more explicit identification with a *nation*, cf. Anderson, 2006), though the intentions of the Protestants here were clearly oriented towards promoting their own religious message (Ahačič, 2006).

The Catholic crackdown on Protestantism in the 17<sup>th</sup> Century meant that the large body of vernacular Slovene writing produced by the authors of the Reformation remained unrivalled for nearly 150 years. Only a few vernacular works were produced until the Enlightenment, and most writing was done either in Latin or German, though Ahačič finds that scholarly interest in the local vernaculars continued throughout this time (Ahačič, 2009, 2010).

The Habsburg Enlightenment, led by Maria Theresa (1740-1780) and her son Joseph II (1780-1790), began to reshape this situation. The introduction of compulsory education in 1774 meant that literacy levels, which had remained nearly unchanged since the Reformation, finally began to rise. Multilingualism was now prominent, and a sizeable German-speaking community now resided in the area, particularly in the towns and cities (Rotar, 2007, p. 118; Vodopivec, 2006, pp. 7-21). Most crucially, a local educated class developed and once again began to write in vernacular Slovene, most notably with authors such as Marko Pohlin (1735-1801), who compiled a vernacular Slovene grammar, and Anton Tomaž Linhart (1756-1795), who translated and adapted two plays, and also wrote two histories of Austrian South Slavs. The legacy of these authors in the contemporary Slovene mythopoesis is somewhat distorted: their intentions, linked to Enlightenment ideals, have been reframed according to the conservative nationalist point of view which developed in the 19<sup>th</sup> Century (Rotar, 2007, pp. 113ff), and which I present in the following section.



### 3 Constructing a nation and a language

At the end of the 18<sup>th</sup> Century, a new generation of cultural figures began to step into positions of power in the various areas which are now seen as Slovene-speaking. While Linhart, Pohlin, and other Enlightenment figures were all intellectuals who came from towns, and as such promoted values linked to those contexts, such as multilingualism, cultural exchange, etc., the new generation was vastly different. Hailing mostly from the countryside, these figures promoted conservative values such as deference to traditional religious or feudal authority, attachment to the homeland and family, and despised the mixing of languages characteristic of towns at the time (Rotar, 2007).

The first important example of this was the linguist Jernej Kopitar (1780-1844). He opposed language mixing, and instead proposed that a truly pure Slovene language could be found among the uneducated people in the countryside (Orožen, 1996, p. 21). At the same time, he was also the Imperial Censor for Slavic languages, a position which he used to prevent the publication of a number of progressive works during the lead-up to the 1848 revolutions (Rotar, 2007, p. 125). Among his targets were the poet France Prešeren and the philologist Matija Čop, who are now revered as heroes of the national revival, but who at the time were part of a progressive cultural elite – an element of their legacy which has now mostly been suppressed (Rotar, 2007, p. 160).<sup>3</sup>

Eventually, this conservative ideology was established as the basis for Slovene-ness by figures such as Kopitar, the writer Fran Levstik, the newspaper editor Janez Bleiweis, and the politician Janez Evangelist Krek. With the support of the Catholic Church and the Habsburg administration, this group successfully distanced liberal-thinking actors from the political mainstream throughout the 19<sup>th</sup> Century (Štih et al., 2008, p. 303). The properties of this ideology are based on an attachment to the homestead and family, deference to royal and religious authority, and the rejection of modernity, including capitalism, which was seen as non-Slovene and damaging to the national psyche (Rotar, 2007; Vezovnik, 2009; Žižek, 1984). Many of these values continue to shape contemporary Slovene public discourse (Vezovnik, 2009), and consequently reproduce an inherent paradox, that is, a contradiction between complete deference to external

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<sup>3</sup> Rotar remarks that nearly all Slovene scholars who have studied Prešeren have dedicated great efforts to solve a single “pseudo-problem”: “how to incorporate at least Čop (with his international affiliation) and Prešeren (a Petrarchist who was knowledgeable about Byron and contemporary German poetry) into the homeland mainstream” (Rotar, 2007, p. 160).

authority and the internal sovereignty that the concept of nation brings with it (Žižek, 1984).

During this time, what is now called the Slovene language also slowly took shape. At the beginning of the 19<sup>th</sup> Century, there was no such thing, and writers across different *Länder* simply used the vernacular variant closest to them (Jesenšek, 2005, pp. 15ff). Many of these vernaculars eventually developed into regional standards: aside from the Carniolan standard existing in and around Ljubljana, which had the longest written tradition (ranging back to the Reformation, other examples were the East Styrian standard (Jesenšek, 2005) and the Prekmurje standard (Jesenšek, 2008), both of which developed distinct written traditions, following their own writing conventions. These standards saw increasing usage in the first half of the 19<sup>th</sup> Century, though German continued to dominate public communication, politics, and education until after the 1848 revolutions (Vodopivec, 2006, pp. 39-40).

Despite the fact that the revolutionaries in Vienna were not truly successful in their bid to reform the monarchy, the waning power of the Habsburg dynasty meant that concessions to the various ethnic groups within the Empire were made throughout the second half of the century. A major step on this path was the translation of the Penal Code into the minor languages of the Empire in 1849 (Štih et al., 2008, p. 287). Aside from representing the first official recognition of “the Slovene language”, this translation is also interesting linguistically, as it marks the first appearance of “New Slovene”, a national language which was intended to replace the regional standards, and thus to form the basis of Slovene national identity. New Slovene was thus constructed to be supra-dialectal, and while it continued to draw largely on the vernacular writing tradition of Ljubljana, it also incorporated elements from other areas, particularly from the Eastern Styrian space (Orožen, 1996). What also made New Slovene supra-dialectal was its historicism: Jernej Kopitar and his successor Franc Miklošič (1813-1891) theorised that Old Church Slavonic had developed in the Pannonian space, and thus effectively represented “Old Slovene”, and a number of features of New Slovene were archaisms, which were reintroduced or reaffirmed during this period despite not having been parts of any or most of the vernaculars were actively spoken at this point (Thomas, 1997, p. 140; see also Herrity, 1994; 2001; Pogorelec, 2011).

#### **4 Consolidating language and authority**

By the end of the 19<sup>th</sup> Century, New Slovene had thus acquired a relatively stable form, and with the support of economic, political and religious power, had mostly taken the place of the various regional standards as the main language of public communication alongside German (Jesenšek, 2008). As outlined above, members of the conservative elite played a key role in this process, and established conservatism as an inherent property of Slovene national identity, thus also securing a hegemonic position for themselves. This domination would eventually outlive the Habsburg monarchy, and would continue until World War Two and the socialist revolution.

The fall of Austria-Hungary in the immediate aftermath of World War One (1918) gave its South Slav peoples – Slovenes, Croats, Bosnians and Bosnian Serbs – their first opportunity for self-government. They were, however, unable to get their brief, de facto independence recognised by the international community, and, threatened by the territorial ambitions of Italy, reluctantly joined the Kingdom of Serbia, thus creating the Kingdom of Serbs, Croats and Slovenes under the reign of King Peter Karađorđević. The policy of this new state was focussed on creating a common identity, but was consistently undermined by strong nationalism in each of the three major nations, and by the continuous animosity between the Catholic Slovene and Croat and the Orthodox Serb cultural elites (Štih et al., 2008, pp. 349ff).

For the Slovene language community, the 1920s were a time of relative security and stability. While the unitary tendencies of the new state meant that Serbo-Croatian began to be used alongside Slovene in some domains (the official language was defined as Serb-Croat-Slovene), Slovene now faced much less competition from German. The most important development occurred immediately after the creation of the new state, with the establishment of the University of Ljubljana. The linguist Fran Ramovš was a key figure in this period, and was also instrumental in the establishment of the Academy of Arts and Sciences in 1938. Both of these institutions provided Slovene linguistics with an added dimension of legitimacy, and thus served to consolidate its authority over the standard language it had created in the previous century.

While the creation of the new state meant that Slovene became the dominant language in many new fields, it also soon became evident that it was not sufficiently equipped for

these new challenges, particularly with regard to terminology. Linguists in Czechoslovakia, also a newly independent nation which had previously been part of Austria-Hungary, faced similar issues. Their solution was a theory of standard language (Cz. *spisovný jazyk*, Sl. *knjižni jezik*<sup>4</sup>), which broke away from older theories of standardisation by focussing not on historical forms, viewing the standard as static and conservative, but by foregrounding what it saw as its polyfunctional nature when compared to the monofunctional “everyday speech” (Jedlička, 1965, p. 187). As a theory of language policy it was similar to the German and Italian examples in that it was interested primarily in establishing modernity (Neustupný, 2006), and as such advocated an active approach involving the planned intellectualisation of the standard, seen as facilitating more complexity, precision and clarity to prepare the standard for the wide array of functions it needed to fulfil (Havranek, 1969, p. 202).

The Prague School approach also involves active cultivation of the language (Cz. *jazyková kultura*, Sl. *jezikovna kultura*), by which it means conscious care for the standard language, grounded in theoretical linguistic research and supported by education as well as the practices of professional language users (Daneš, 2006). The primary objective of cultivation is to ensure that the standard is prepared to fulfil as wide a spectrum of functions as possible. Apart from the functional aspect, the Prague approach also sees the standard as the “language of common expression of the entire community of a nation [with its tasks defined by] the needs of this national community“ (Havranek, 1969, p. 197), thereby attaching to it a crucial symbolic role for the nation it is seen as linked to (cf. Vidovič-Muha, 2001).

As Kalin Golob (1996) finds, Slovene linguists became aware of the Prague School’s approach soon after it was initially formulated, and began to draw on it extensively, seeing it particularly as a means of overcoming the extreme purism of the 19<sup>th</sup> Century. However, they were only partly successful, a situation which mirrored that of the Prague linguists, who had designed their approach to language planning as a move away from the aggressive ethnic nationalism and linguistic purism characteristic of early modernity, and had instead based their approach on functionalist criteria and minimal

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<sup>4</sup> Rather than ‘standard language’, I translate this as ‘literary language’ in order to illustrate the terminological and conceptual distinction possible in Slovene between ‘standardni jezik’ and ‘knjižni jezik’. In this case, the word ‘literary’ is not to be understood as ‘linked to literature’, but as ‘suitable for general use in writing’ (see also Ger. *Schriftsprache*).

intervention. Starý (1995) argues that, because their theory of standard language was ultimately still an overt expression of nationalist ideology, they were not able to do so completely.

The lead-up to World War Two was a turbulent time in the South Slavic kingdom, as inter-ethnic conflict continued to cause political upheaval. In 1928, after a shooting in the parliament (where a Serb killed three Croats), King Alexander dissolved parliament and suspended the constitution. This was followed by period of absolutist rule, during which the King concentrated his efforts on imposing a common identity on the disparate ethnic groups, causing unhappiness, and ending with his assassination by a Croat exile in Marseille in 1934. During this period, the gradual rise of the Communist Party presented a new challenge to the traditional Slovene political establishment – it reacted by banning the Communists completely, but could not prevent their popularity from increasing at a time of economic crisis (Dolenc, 2010; Štih et al., 2008; Vodopivec, 2006).

On the eve of World War Two, the Slovene political elite were relatively unprepared for the conflict. Once the German, Italian and Hungarian armies had divided up the territory among themselves, established politicians began an effort to negotiate with the occupiers to secure favourable treatment for the Slovene population whenever possible. The Communists continued to be excluded from such negotiations, and responded by organising a resistance organisation, which a number of other groups opposed to negotiations also joined. Soon, this resistance became a guerrilla war against the occupying forces, led by the increasingly strong Communist Party. As a reaction to this threat, and the acts of violence that the resistance fighters occasionally committed against the Slovene population, more radical figures in the conservative camp set up an anti-communist militia, eventually organised as an auxiliary SS unit. Until the end of the war, both sides subsequently engaged in violence against the civil population, and against each other, until the German retreat in 1945 allowed the Communists to score a final victory and massacre most of their opponents (Štih et al., 2008, pp. 415-453).

The immediate post-war situation of the Slovene language community is one of paradox. The establishment of socialist Yugoslavia, led by Josip Broz Tito, meant that a new political class came to power and began to pursue different cultural and economic policies, at first following the Soviet example, but eventually taking a more moderate

route after the Tito-Stalin split of 1948 (Štih et al., 2008, pp. 454-475). For the Slovene language, however, little changed. Key functions at state level continued to be shared with Serbo-Croatian, and a policy of de facto federalism was now formalised in the constitution. The key institutions for linguists, the University and the Academy, continued to operate, and saw little change. More importantly, the relatively rigid and conservative standard language, which had been relatively stable since New Slovene had been introduced a century ago, continued to be the dominant code of public communication.

During the war, due to various factors including the practical realities of writing illegally, the lack of education in the traditional literary norm, and the Yugoslavist leanings of parts of the resistance movement, a much more relaxed written language variant emerged, which included elements of spoken language and words freely imported from other languages (Dobrovoljc, 2004; Popič, 2014). Noting that many new writers in the media were not sufficiently competent in the conservative standard Slovene, editors, supported by prominent cultural figures, applied a temporary solution – they hired linguists to ensure that texts published in the media conformed to the standard, and to educate writers. Soon, this temporary fix became a permanent profession – the proofreader – and a prominent feature of the Slovene linguistic context (Verovnik, 2005).

## **5 Yugoslavia and its language policy**

The upheaval immediately post-war was followed by a period of stability and economic growth in the late 1950s, and slow political liberalisation in the 1960s. At the same time, nationalist sentiment, silenced since the war, once more began to rise, and calls for cultural and political decentralisation became stronger. By 1971, this culminated with a period of public unrest in Croatia, and of open unhappiness in the other republics, which Tito eventually stifled by removing the local party leaderships, and replacing them with members of the older, more traditional generation of communists (Štih et al., 2008, pp. 476-488). The movement to promote a separate Croatian (standard) language, rather than consider Croatian as a dialect within Serbo-Croatian, played a central role in these discussions, and a Croatian Orthography based on this idea was banned during the

crackdown<sup>5</sup>. Soon after, in 1974, a new constitution was passed, which fulfilled many liberal demands, but failed to prevent the continued unhappiness of Slovenes and Croats which ultimately contributed to the bloody conflict of the 1990s (Štih et al., 2008, pp. 488-489).

Similar movements occurred in Slovenia, where linguists were particularly interested in safeguarding the position of Slovene in relation to Serbo-Croatian in domains of special concern, such as politics and science, where Serbo-Croatian tended to take on the function of a *lingua franca*. The Slovene in the Public Sphere movement, led by linguists, was particularly influential in promoting this type of agenda in the public sphere by promoting a concerted effort in resistance of the *de facto* preference for Serbo-Croatian<sup>6</sup> (Popič & Gorjanc, 2014). A particularly notable feature of this movement was the *language tribunal*, a team of linguists and proofreaders who regularly published opinions about language use in the public sphere (Pogorelec, 1983). The 1980s also saw a boom in *language corners*, short newspaper columns providing guidance in various language issues, many of which focussed on preventing Serbo-Croat influence on Slovene (Kalin Golob, 1996). Throughout this period, the language policy agenda of Slovene linguists continued to be governed by language cultivation (see above), as is evident from the orientation of these initiatives – all focussed on the standard language (Neustupný, 2006).

In addition to this cultural struggle between nationalists and those who advocated a common Yugoslav identity, the 1980s foregrounded several additional lines of division within the country. Pressure to open up the political arena to non-Communist actors rose, particularly in Slovenia and Croatia, where calls for more autonomy gained strength. The motivation for this was also economic, as the two westernmost republics had consistently outperformed the rest of the country, yet had to submit all funds to the central government for the development of poorer areas. An ever increasing external debt caused the Yugoslav currency to become unstable, which eventually led to

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<sup>5</sup> The *de facto* policy to promote a common Serbo-Croatian standard continued throughout the existence of socialist Yugoslavia, despite its *de jure* federalism. Many of the effects of this policy were later reversed during the 1990s as new national standards were promoted (Bugarski, 2004).

<sup>6</sup> While “Slovene in the Public Sphere” might appear to have been a successful bottom-up initiative, it was in fact legitimated through existing social organisations, as a joint project of the Slavic Studies Society (the traditional association of Slovene linguists) and the Socialist Alliance of Working People (the organisation intended to complement the League of Communists by housing all non-political activities, primarily those related to the public sphere).

hyperinflation in the late 1980s<sup>7</sup>. In the same period, animosity between the various nations, particularly between Slovenes and Serbs, led to open confrontations. The collective presidency, which included one representative per republic or province, gradually became deadlocked, and political decision-making eventually came to a standstill (Jović, 2009).

In 1990, Slovenia and Croatia held parliamentary and presidential elections. In Slovenia, while the parliamentary election was won by the anti-regime DEMOS coalition, the Milan Kučan became president with the support of political parties which had been formed from existing socialist organisations (see Figure 1 for an overview). At the end of the year, an independence referendum was held, where the two sides temporarily joined forces, and achieved a landslide 88% victory for the pro-secession campaign. This period, along with the 10-day conflict with the Yugoslav army in 1991, has now passed into national memory as a heroic narrative of struggle for freedom (Ramet, 2008). In contemporary discourses, it is seen as decisive move towards the developed and democratic West, i.e. Europe, where Slovenes will be able to fulfil their full cultural potential, and away from the limiting and threatening East, i.e. the Balkans (Vezovnik, 2009).

## **6 Language policy and politics in independent Slovenia**

With independence, the status of Slovene as the dominant language of public communication was further strengthened to cover nearly all domains. Concessions were made to the indigenous Italian and Hungarian minority, who were given rights to visible bilingualism, and bilingual public services and education, and the Roma minority, who received rights to language and culture maintenance<sup>8</sup>. Despite the relative dominance of Slovene, however, discussions continued about how to establish a formal framework for language policy, with a view to protecting Slovene from outside influence. As early as 1994, an expert group was established to advise the Committee for Culture and Education in the Slovene National Assembly. In the same year, an open letter signed by

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<sup>7</sup> Chossudovsky (2003) argues that the direct cause of this was the unwillingness of international organisations such as the World Bank to renegotiate the terms of the debt, part of a US-orchestrated effort to undermine socialist regimes and transform them into market economies.

<sup>8</sup> The 2002 Census gives the following numbers of speakers for these linguistic communities: 3762 Italian, 7713 Hungarian, 3834 Romani, compared to 1 723 434 for Slovene. The question asked was “What is your mother tongue?”, and only one language could be given in response. <http://www.stat.si/popis2002/si/default.htm>



10 linguists and public intellectuals was sent to the Slovene parliament, with demands for a law to be drafted to facilitate safeguarding the role of Slovene, and for a body to be established to oversee its implementation (Gorjanc, 2009; Stabej, 2001, 2006).

Language and culture maintenance had been prominent themes in the independence debates of the late 1980s (see e.g. Rupel, 1987), and some of those discussions had explicitly touched upon the status of migrant communities in Slovenia<sup>9</sup>. Many of these were economic migrants, who arrived in Slovenia in the 1960s and 1970s as unskilled labourers at a time of shortage caused by the emigration of Slovenes to the West, as well as better access to higher education, which meant that fewer Slovenes were interested in such positions (Zorn, 2010). In many cases, particularly with first generation migrants, their knowledge of Slovene was limited to a basic conversational level, often in the form of an interlanguage, which was largely due to a lack of motivation to become familiar with standard Slovene at a time when all official communication could also be conducted in Serbo-Croatian (Balažic Bulc, 2004; Ferbežar, 2007; Petković, 2010; Požgaj-Hadži & Balažic Bulc, 2005; Požgaj-Hadži & Ferbežar, 2001; Požgaj-Hadži et al., 2009; Stabej, 2007a). The status of these communities has remained largely unresolved, and unsuccessful integration policies in the 1990s have led to their alienation from Slovene culture, and the development of a sub-culture specific to that context<sup>10</sup>.

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<sup>9</sup> Numbers for these communities: 54079 Croatian, 36265 Serbo-Croatian, 31499 Bosnian, 31329 Serbian, 7177 Albanian, 4760 Macedonian. As above, these figures relate to identification with a single “mother tongue”. As many members of these communities are in fact bilingual, or speakers of Slovene as a first language, the numbers should be seen as conservative.

<sup>10</sup> Perhaps the most glaring example of administrative failure occurred immediately after independence. In Yugoslavia, all holders of Yugoslav *citizenship* were also citizens of one of its republics. Many migrants living in Slovenia, including some who were born there, were thus not Slovene citizens, though they held the status of *permanent residence* in Slovenia, a status which entitled them to receive public services in Slovenia. With independence, the Ministry of the Interior called for those citizens of other republics who wished to become Slovene citizens to submit applications, and those who did not wish to do so to register as *aliens* with a permanent residence in Slovenia. Approximately 170 000 persons chose to become citizens, and a small number chose not to. However, a significant number, now estimated to be around 25 000 persons, did not submit any documentation for a variety of reasons (some were absent, others did not receive the documentation, while some did not understand it). In February 1992, their names were simply removed from the register of permanent residents, stripping them of any political and social status in Slovenia, with no possibility of appeal. Many of these “erased” persons were citizens of republics which soon became warzones, and thus effectively became stateless persons as they were unable to secure evidence of any sort of status in any country. Despite decisions by the Constitutional Court that the 1992 actions were illegal, the status of the “erased” remained largely unresolved until a ruling in their favour by the European Court for Human Rights in 2012 (Kogovšek, 2010).

While the view of Serbo-Croatian as a threat to Slovene has continued since 1991, the main focus of language protection debates in the 1990s was on English, and its role in globalisation. In 1996, linguist Janez Dular, Minister of Culture at the time, wrote a draft bill entitled *Act on the Public Use of Slovene as an Official Language* (PUS-1). The proposed Act would forbid, or severely limit, the use of all other languages in public communication, thus forcing near complete monolingualism on the Slovene linguistic landscape (Gorjanc, 2009; Sajovic, 2003). It also proposed the establishment of a dedicated government body, the Department for Slovene Language, to oversee its implementation, with the power to dispense financial penalties where violations were detected. However, when Dular's term ended after the 1996 election, PUS-1 was shelved, and it was not until 2000 that it was put forward again, during the time of the short-lived conservative government under the premiership of Andrej Bajuk. In this period, the Department for Slovene Language was also established, and Janez Dular appointed as its Head.

The Bajuk government, however, had no time to take PUS-1 further. It had taken power only six months before the 2000 parliamentary election, when the merger between the People's Party (SLS) and the Christian Democrats (SKD) led to the fall of Janez Drnovšek's grand coalition. At the election, Drnovšek's Liberal Democrats (LDS) won by a landslide, and PUS-1 soon found itself set aside once again. In 2004, it was brought back in a reformed version, now entitled the *Act on the Public Use of Slovene* (PUS-2), and with the support of 10 MPs led by Social Democrat Majda Potrata. This new version, eventually passed by parliament<sup>11</sup> in 2004, retained most of the features of PUS-1, but crucially did not include any provisions for a central language planning body, which caused Janez Dular to distance himself from it (Sečnik, 2005). Instead, its implementation was delegated to an array of different institutions, mainly inspectorates (for Culture and Media, Labour, Market, and Internal Affairs) and other bodies (Meden & Zadnikar, 2009).

This left Dular's Department for Slovene Language in a problematic position. In 2002, it had been transferred from the Government to the Ministry of Culture, and had thus

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<sup>11</sup> The Slovene parliament has two chambers: the National Assembly is the main legislative body, elected through a system of proportional representation; the National Council is a consultative body, with members representing key interest groups of Slovene society (regions, cultural institutions, higher education, labour unions, and others).

had its status downgraded. With no legal basis for its existence, and no formal role in the implementation of PUS-2, it could only alert other institutions to any violations that were reported to it (Meden & Zadnikar, 2009). However, after the 2004 election, won by the conservative Democratic Party (SDS), Janez Dular once again took centre stage by authoring a national language policy strategy. Instead of setting up a dedicated body, PUS-2 obliged the government to compile such a document every 5 years, and submit it to parliament, in order to set a common strategy in language policy matters. After more delays, the document was passed by parliament in May 2007, with the official title *Resolution for a National Language Policy Programme 2007-2011* (RLP-07).

This document encoded a conservative nationalist ideology and took a hostile view of multilingualism and foreign languages in education, paying little attention to linguistic diversity in Slovenia, thus coming into direct conflict with EU language policy (Savski, forthc. a; see also Stabej, 2007b, c). As with PUS-1 and PUS-2, it was also based on a top-down view of language policy, one which is based on the Slovene tradition of elite authority over language (see above), but which has been increasingly challenged with the advent of late modern society, where traditional values and authority have become relativized<sup>12</sup> (Savski, in preparation; see also Giddens, 1992). Its implementation also proved problematic. Janez Dular retired in 2009, and his successor Velemir Gjurin left when yet another administrative reorganisation in 2011 further downgraded the status of the Department in the hierarchy of the Ministry of Culture. This institutional instability, combined with the non-binding status of RLP-07, meant that only a few of its provisions were actually realised, and little of the projected funding was allocated.

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<sup>12</sup> The position of *proofreaders* has now also become eroded. Since their appearance in the aftermath of World War 2, these “language policing experts” have remained prominent in the public writing practices of the community, and their presence has been integrated into these practices (Červ & Logar Berginc, 2009; Popič, 2014). However, as public writing has become much more accessible in the digital age (Barton & Lee, 2013), this mechanism of language policing is now being bypassed. The fact that many proofreaders are now advocating for an official licencing system to be established is a sign that the community itself has sensed this threat.

<b>Years</b>	<b>Prime Minister (Coalition parties<sup>13</sup>)</b>	<b>Minister (Party)</b>	<b>Language policy actions</b>
1989-1992	Lojze Peterle (DEMOS: SKD, SDS, SDZ, SKZ, ZS)	Andrej Capuder (SKD)	Constitution drafted
1992-1993	Janez Drnovšek (LDS, SDS, SD, ZS, DS, SSS)	Borut Šuklje (LDS)	
1993-1997	Janez Drnovšek (LDS, SKD, ZLSD until 1996, SDS until 1994)	Sergej Peljhan (LDS, 1993-96)  Janez Dular (SKD, 1996-97)	First draft of Public Use of Slovene Act (PUS-1) is prepared by Dular
1997-2000	Janez Drnovšek (LDS, SLS, DeSUS)	Jožef Školjč (LDS, 97-2000)	PUS-1 shelved, then reintroduced by National Council
2000	Andrej Bajuk (SLS+SKD, SDS)	Rudi Šeligo (SDS)	Department of Slovene Language established, Janez Dular named Head
2000-2002	Janez Drnovšek (LDS, SLS, SD, DeSUS, SMS)	Andreja Rither (SD)	PUS-1 rejected by National Assembly
2002-2004	Anton Rop (same coalition)		Department reorganised  PUS-2 passed at the final session of parliament
2004-2008	Janez Janša (SDS, NSi, SLS, DeSUS)	Vasko Simoniti (SDS)	Resolution for a National Language Policy Programme 2007-2011 written by Dular and passed by parliament

Table 1: Overview of governments and language policy actions (1989-2008)

<sup>13</sup> Prime Minister's party given first, then parties are listed in order of voting result. Acronyms explained in Figure 1.

## 7 The immediate context of this thesis

This thesis examines the trajectory of the document which succeeded RLP-07, *Resolution for a National Language Policy Programme 2014-2018* (RLP-14). In doing so, it covers the period between 2011 and 2015, a time during which a number of major transformations occurred in the Slovene political arena. To provide an initial frame of reference, these are broadly sketched out in the following paragraphs. The ramifications of these changes, however, are visible throughout the thesis and will be highlighted when appropriate in Ch. IV-VII.

Janez Janša's conservative coalition lost the 2008 election, and the centre-left government which followed it, led by Social Democrat PM Borut Pahor, was plagued by internal rifts and media scandals throughout its term, which ended prematurely after two coalition partners (the Pensioners Party [DeSUS] and the liberal ZARES) left the government in 2011. During this time, a period of political upheaval began, particularly in the centre-left arena, where the existing parties lost much of their support to new, *ad hoc* political formations. Two of these, Positive Slovenia led by Ljubljana mayor Zoran Janković, and the Citizens' List led by former Minister for Public Administration Gregor Virant, came first and fourth in the 2011 snap election despite having been founded only months before, whereas both of the established liberal parties (LDS and ZARES) failed to win any parliamentary seats<sup>14</sup>. When Janković failed to negotiate a coalition, Janez Janša once again became Prime Minister, but his time in power was limited as, in December 2011, after only one year in power, he was implicated in a corruption scandal, which sparked protests across Slovenia and ultimately led to the fall of his coalition in February 2013.

This volatility among the liberal and socialist parties continued to dominate the Slovene political scene in the following years. Even though the fall of the Janša government enabled the left to take power, it was not Zoran Janković who became Prime Minister. He had been implicated in the same corruption scandal as Janša, and could not gain support, so, in March 2013, Alenka Bratušek, a prominent member of his party, became the first woman to lead the Slovene government. While her government, which included the Social Democrats as well as the Pensioners' Party and the Citizens' List, managed

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<sup>14</sup> As of October 2015, both parties had been disbanded.

to achieve relative stability and began to pursue a policy agenda (evident also in the case of RLP-14, see Ch. VI and VII), this was brought to a halt in the spring of 2014, when Zoran Janković announced he would challenge Bratušek for the leadership of Positive Slovenia at the forthcoming party congress. Janković, who had temporarily resigned his leadership in early 2013 and had once again been elected as Mayor of Ljubljana, defeated Bratušek at the congress in late April 2014 and thus became leader of Positive Slovenia once again. Bratušek reacted by immediately resigning from the party, and by resigning as Prime Minister a week later. As no coalition could be formed at this point, another snap election was called and scheduled for 13 July 2014.

During this time, another major theme was the corruption trial held against the Democratic Party leader Janez Janša. The District level trial, where Janša was a co-defendant accused of having accepted a bribe in exchange for awarding a government weapons supply contract to Patria, a Finnish company, had concluded in June 2013 with a guilty verdict. When his appeal was rejected by the Constitutional Court in June 2014, Janša was ordered to begin serving his two-year prison sentence, and did so on 20 June, less than a month before the election. During the electoral campaign, the Democrats, who had backed him and continued to claim the accusations against him were politically motivated, were therefore temporarily led by a team of senior party figures.

The parliamentary election itself brought about yet another major transformation on the centre-left of Slovene politics. The most visible change was the appearance of a centrist party formed by noted law professor Miro Cerar on 2 June 2014 (initially named simply Miro Cerar's Party, renamed to the Modern Centre Party in 2015). This party won a landslide victory by securing 34.61% of the vote and 36 of the 90 seats, a margin of 13.8%, or 15 seats, over Janša's Democrats<sup>15</sup>. Cerar's party, together with Alenka Bratušek's newly-formed Alliance party and the United Left, a newly formed socialist party, completely displaced Positive Slovenia and the Citizens' List, who won only 3% and 0.6% of the vote respectively, and were therefore left with no parliamentary

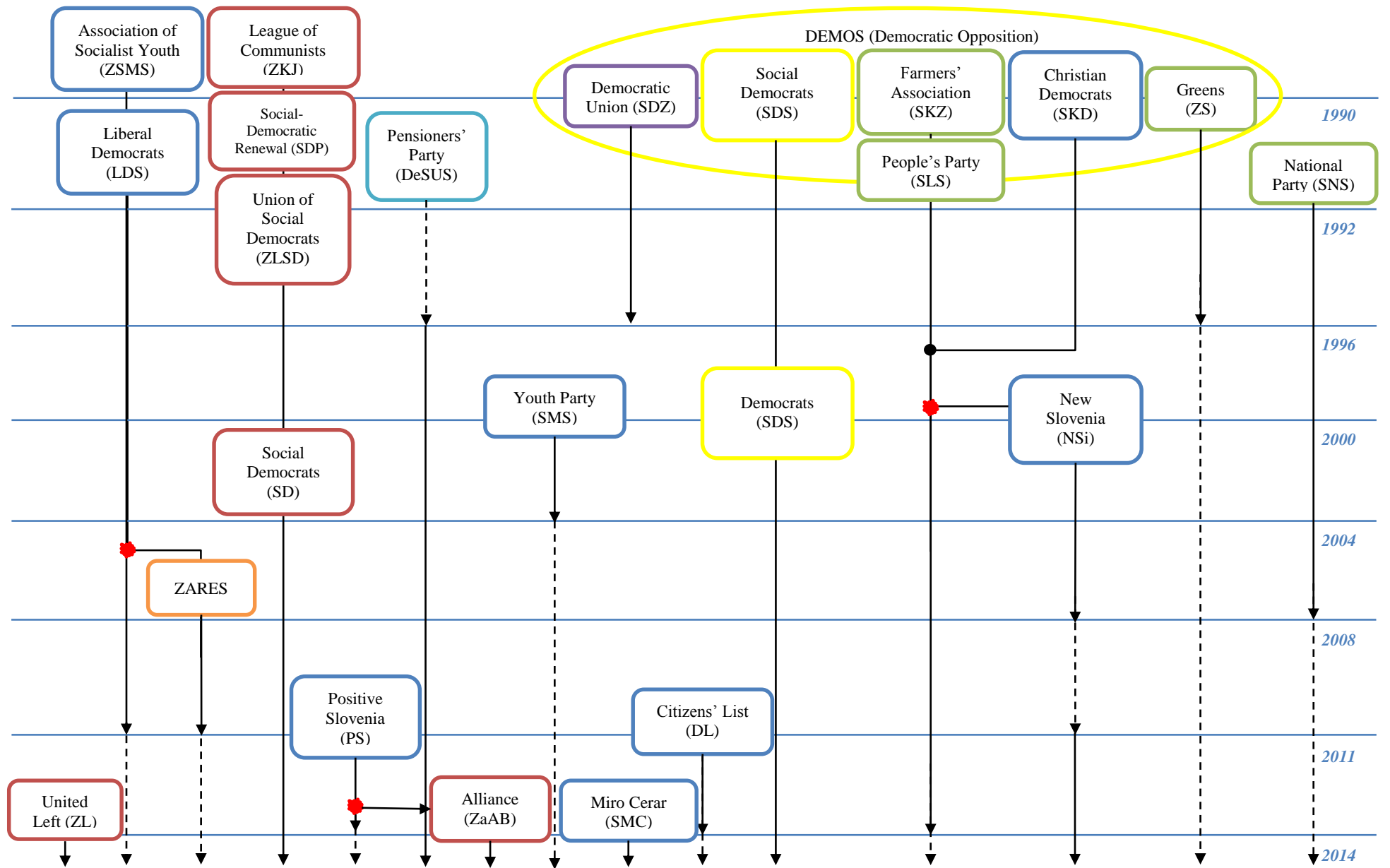
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<sup>15</sup> Janez Janša was elected to parliament despite being imprisoned for the majority of the campaign. While the newly elected parliament had initially confirmed his mandate, the coalition eventually announced it would propose a vote on whether Janša, as a convicted criminal, could be a deputy – a motion which was defeated on 15 October, meaning that Janša, who had been given leaves from prison to be able to attend daily parliamentary sessions, was no longer a deputy as of that day. At the beginning of 2015, however, the Constitutional Court announced that the original guilty verdict was to be overturned, and the trial restarted from the District level. At the same time, it decided that the motion to remove Janša's mandate was illegal, and directed the National Assembly to reverse its decision and restore his mandate.

representation. Cerar formed a coalition with the Pensioners' Party, now the third-largest parliamentary group with 10 deputies (up from 6 in 2011), and the Social Democrats, who had won 6 seats (down from 10 seats in 2011 and 29 in 2008). His cabinet was officially sworn in on 18 September 2014.

The changes which occurred across the Slovene political sphere, and most visibly on the left, have completely transformed the landscape. As can be seen from Figure 1, which summarises the histories of contemporary Slovene political parties, new parties have displaced established ones, so that the Social Democrats, as the formal continuation of the Slovene League of Communists (1945-1989) are now the oldest party in the country. On the other hand, the Democrats, who were established as part of the anti-communist DEMOS coalition in 1989, continue to be the dominant party on the right of the political spectrum.

Figure 1 (see following page): Slovene political parties 1989-2014 (see Figure 2 for explanation of symbols)





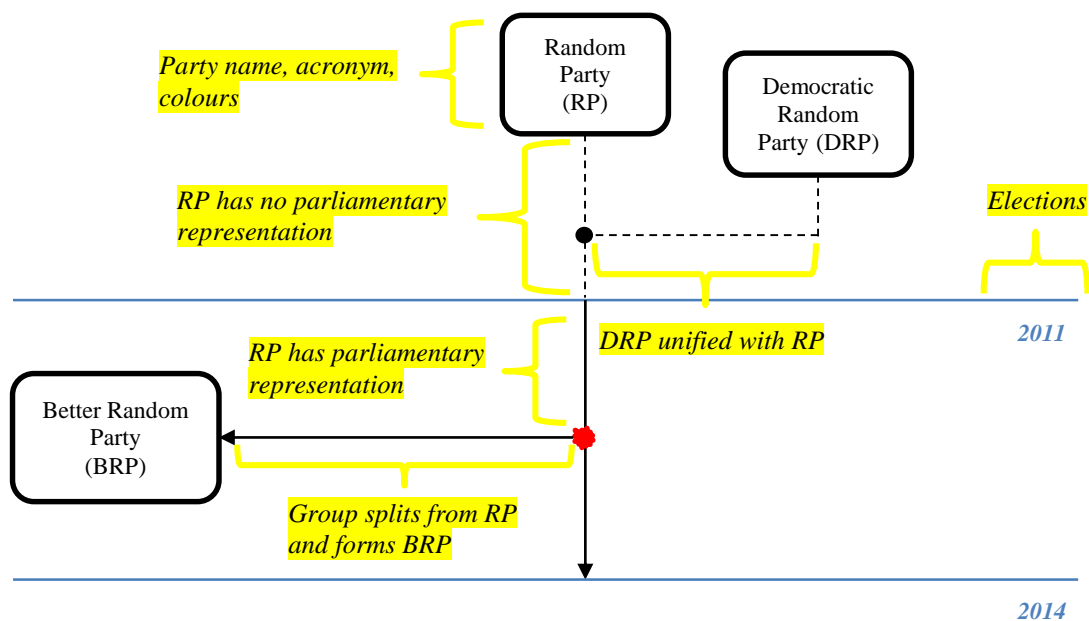


Figure 2: Explanation of Figure 1 (see annotations in yellow)

## II. Theorising on language policy

This chapter presents the theoretical framework that supports my analysis of Slovene language policy. It begins with a brief overview of the key concepts I refer to throughout the chapter, such as politics and policy. The next two sections survey the two fields I engage with in this thesis, language policy and interpretive policy analysis. I argue that, while the broad focus of language policy research has expanded it into new and productive directions, it has meant that its understanding of policy, and particularly of its organisational dimension, has become diluted. I propose that interpretive policy analysis, with its focus on the function and meaning of policy in society, can help bridge this gap.

In the second part of the chapter, I overview the key aspects of my theoretical framework. The first two sections are devoted to the central dimensions of space and time, which refer to the array of social fields and nexuses of practice in which policy actions take place, and to the constant changeability of the power relations – or allocations of symbolic capital – that define these spaces. I then argue that, while policies can be investigated as texts, analysing the discourse which surrounds a policy and which develops across different spaces and times allows policy analysis to take into account the different meanings policy texts may attain. I conclude the chapter by outlining the critical stance I follow in this thesis, one which combines the normative stance of Habermasian approaches with the promotion of grass-roots agency that is part of critical ethnography.

### **1 An overview of key concepts**

As Chilton (2004, p. 3) remarks, there appears to be a fair amount of ambivalence about politics in general discourse, varying between seeing it as a continuous and brutal power struggle or as an expression of the ever-present human faculty for cooperation. Similarly, there seems to be a plethora of representations of politics as a “dirty game”, yet often very clearly juxtaposed with the “noble cause” that politicians should always follow (see for instance Wodak, 2011, pp. 21-23). Whether these reflect the existence of abstract presuppositions for social action (Habermas, 1984), social imaginaries as idealised and context specific constructions of what a just social system should be like (Taylor, 2005), or simply a fallacious distinction between “good” and “bad” politics

(Jessop, 2014) is a matter for discussion, particularly salient for a critical analysis of policy (see below). In his analysis of government, Aristotle viewed it as an inherently human capacity, linked to the human capacity for speech (Miller, 2012), a link which recent researchers of language in politics have stressed (e.g. Chilton, 2004; Fairclough & Fairclough, 2012).

Among researchers, politicians, and others, there is a fairly broad plurality of opinion as to what constitutes *politics*, where it occurs, where it doesn't, and how tangible those boundaries are (for a conceptual history of the concept of politics, see e.g. Palonen, 2006). For the purposes of my analysis, Jessop's view of politics as a set of practices linked to state power is most useful:

Politics refers to formally instituted, organised or informal practices that are directly oriented to, or otherwise shape, the exercise of state power. In contrast to the presumed relative stability of the polity as an instituted space, politics refers to dynamic contingent activities that take time. They may occur within the formal political sphere, at its margins, or beyond it. Relevant political activities range from practices to transform the scope of the political sphere, define the state's nature and purposes, modify the institutional integration and operating unity of the state, exercise direct control over the use of state powers, influence the balance of forces inside the state, block or resist the exercise of state power from 'outside', or modify the wider balance of forces that shapes politics as the art of the possible. Key issues include the forces involved in different political activities, which issues get thematised as legitimate topics of state action and political mobilisation, who defines the conditions for declaring a state of exception, and shifts in the political conjuncture. (Jessop, 2014, pp. 208-209)

Notably, Jessop thus also understands politics in a fluid way, as a field which may be narrowed and spread by social forces to cover a variety of topics, through the processes of *depoliticisation* and *repoliticisation* (ibid.). These do not only uncover the fleeting nature of politics, but also demonstrate how important social consent is regarding what issues are of such importance to the community that they should be addressed in a political discussion, and what power may be attained if members of the community are influenced to "see" a particular problem. Jessop, for instance, gives the example of how, during the respective financial crises in the last decade, both the US and EU leaderships 'depoliticised' the debate about the crisis, in effect limiting the scope of the debate to

an array of measures serving to alleviate the effects of the credit crunch rather than to reform the financial sector (ibid.).

Similarly to politics, the borders which divide the *state* from society have also been drawn in fundamentally different ways (see e.g. Chambers & Kopstein, 2006). For Gramsci, the state did not only encompass the formal institutions that are commonly referred to through this term, i.e. *political society*, but also those actors or groups in *civil society* which support the position of the former in some way (e.g. cultural figures, intelligentsia, etc.). Only together can these achieve what Gramsci calls “hegemony protected by the armour of coercion” (1999, p. 532), where hegemony equals cultural dominance and is supported by civil society, while coercion (e.g. use of force) remains in the hands of the institutions of the state (Weber, 1919).

In this thesis, I will follow a narrower definition of the state, one proposed by Jessop as part of his strategic-relational approach<sup>16</sup> to state power (see e.g. Jessop, 2007). He sees the state as “a distinct ensemble of institutions and organisations whose socially accepted function is to define and enforce collectively binding decisions on a given population in the name of their common interest or general will” (Jessop, 1990, p. 341). In this model, the state is defined not as an actor in itself, but rather as an array of possible spaces that actors may populate, and which bring with them both agentive opportunities as well as structural constraints (Jessop, 2007, p. 37; see also Jessop, 2015). This perspective on the state refocuses attention both on the actors involved in exercising state power, as well as on the actions they (may) perform in particular contexts (see below for further discussion).

Policy, while being closely linked to the institutions of state, is at the same time a broader phenomenon which involves a complex set of different actors and institutions not traditionally associated with the state in its narrow sense (e.g. agencies, research institutes, interested private businesses, charities, etc.). Given that this refocuses attention from pure top-down government to how coordination between various levels takes place, policy can therefore be more clearly seen through the concept of governance, seen as “mechanisms and strategies of coordination in the face of complex

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<sup>16</sup> The name of this approach refers to the understanding of the state not as an entity, but as a social relation where actors with different strategic interests attempt to exercise state power (see Jessop, 2007, 2015).

reciprocal interdependence among operationally autonomous actors, organizations, and functional systems” (Jessop, 2015, p. 166; see also Kooiman, 1993; Pierre, 2000). The practices through which state power is played out at the micro-level have also been analysed by Foucault through his notion of governmentality (e.g. Foucault, 1991; see also Pennycook, 2002).

In a broader sense, a state-centered view of policy does not entail complete separation of the state (and politics) from civil society, but rather positions these as two poles in a single continuum. While Gramsci analyses the link between the two as a prerequisite for hegemony, this potential for dominance does not necessarily mean that civil society is destined to act in coordination with politics – it also has the potential to develop in a more independent way, and counter-balance state power in the form of the *public sphere* (Habermas, 1989).

In current times, a second important issue has to be taken into account, namely of how work in politics is mediated to members of the political community that is being governed. Wodak (2011) approaches this with the theatre metaphor – which Goffman originally used to explain identification with occupations – as an audience-oriented performance on the *front-stage* on one hand, contrasted with a completely separate and exclusive *back-stage* on the other. This strict separation, enforced by explicit (or implicit) gatekeeping practices, is characteristic of modern politics, and creates a particular challenge for researchers due to the difficulties involved in accessing the back-stage (ibid.). It can also be seen as a challenge to democratic government – if decisions are made in the back-stage, and the decision-making process is merely performed in a dramatized form for the audience, this greatly reduces transparency and limits political participation. In policymaking specifically, there is a great amount of movement between the front- and back-stage, particularly where various decisions are made out of view, and are then presented as ready-made ‘facts’ or ‘options’ to the public (see the following sections for a more detailed discussion of these issues).

In connection with the state as a polity and politics as a field, *policy* is therefore seen as “an attempt to define, shape and steer orderly courses of action, not least in situations of complexity and uncertainty” (Jenkins, 2007, p. 25; cf. Levinson et al. 2009). While policies in the contemporary state may take many forms (in terms of text as well as practice, see below), what they have in common is that their attempt at directing action

is legitimated through the *a priori* authority of the state as an ensemble of institutions working toward the common good of a given political community (see above). However, as discussed at length below, this does not imply a linear understanding of policy – as a simple “write-apply-repeat” cycle – but rather one which strikes a balance between policies as instruments of structure and the agency of individuals engaged in policy creation and implementation.

## **2 Two fields of (language) policy analysis**

In this section, I survey the two distinct fields which inform my research. I begin with an overview of the now established field of language policy, tracing its historical development from the 1950s to today. I argue that, while the field of language policy has become extremely broad and inclusive, researchers working within it have, with few exceptions, not attempted to theorise the place of language policy within the contemporary state. I compare it to the field of policy analysis, and particularly to the interpretive stream which have developed within it in recent years, finding a number of parallels as well as a number of ideas which have the potential to bridge the various gaps in the analysis of state language policy.

### **2.1 Language policy as an emergent field of inquiry**

As discussed at length by Ricento (2000) and Johnson (2013), the emergence of language policy as a distinct field of research was sparked by the immediate needs of newly-created developing nations in the immediate aftermath of World War 2 (see also Jernudd & Nekvapil, 2012; Johnson & Ricento, 2013; Spolsky, 2010). At this time, a number of newly-formed states, former colonies of major Western nations, struggled with the various conceptual and practical issues of the transition from dependence to independence, including ones linked to language choice. Early scholars in language planning, mostly structural linguists “with interests in language typologies and sociolinguistics” (Ricento, 2000, p. 197), attempted to address such issues by proposing concrete solutions to new nations.

In most cases, these solutions were based explicitly on the values of modernity, particularly in terms of how diversity within polities was seen (see e.g. Neustupný, 2006). Invariably, early language planners saw linguistic diversity as an obstacle to both practical governance as well as national unity, preferring to propose policies which

would encourage linguistic unification and homogeneity (e.g. Fishman et al., 1968). As language was considered a vehicle of social modernisation, the specific languages proposed to unify communities were ones which were seen as sufficiently developed to perform this function (Haugen, 1966). Most often, this was a major Western language, usually either French or English – both were already present in many developing nations due to their function in colonial administrations – and the aim was for this language to be used in formal or specialised functions, with the end result therefore being a stable diglossia (Ricento, 2000).

The earliest approaches in language policy were inspired by the successful modernisation of Western nations (Ricento, 2000) and were therefore, in practice, continuations of trends from the period between 1800 and 1950. In Ch. I, I presented the recent intellectual history of Slovene linguistics, focussing particularly on the impact of the Prague school in the 1920s (see e.g. Toman, 1995). At that time, the chief concern of linguists in both the Slovene- and Czech-speaking areas was modernisation, just as with the scholars above. However, while Fishman, Haugen and their contemporaries were essentially proposing to import ‘modernised’ languages into communities, the Prague linguists were concerned specifically with developing an indigenous language for this purpose (see e.g. Daneš, 2006; Nekvapil, 2008; Neustupný, 2006). Slovene and Czech had already been standardised to a great extent in the 19<sup>th</sup> Century, but were mostly only used in low-prestige situations, whereas German was the preferred choice in official public communication (Rindler Schjerve, 2003; see Ch. I for a more detailed discussion).

From its very beginnings, language policy was therefore a pro-active field, oriented towards proposing solutions for the problems of developing nations. However, while this broad problem-orientation was retained as the field evolved, its ideological basis shifted and the early studies discussed above were soon being criticised from various perspectives. One reason for this was the shift of the field of sociolinguistics – which language policy is closely linked to – away from positivism and quantitative studies towards interpretive and critical conceptualisations (Johnson, 2013a). Ricento (2000) argues that another major factor in this was the realisation that the newly-independent states were, in most cases, not undergoing rapid development, but had instead become even more dependent on their former colonists. Rather than promoting social and

economic equality, early language planning models were therefore seen as having unwittingly served the interests of the established powers (Williams, 1992, pp. 123ff; see also Johnson & Ricento, 2013).

This signalled a ‘critical’ turn within the field of language policy, as a number of new approaches were developed to take such power dynamics into account (see e.g. Unger, 2013). Tollefson’s Critical Language Policy (CLP, see e.g. Tollefson, 1991) drew on the Marxist critique of ideology as well as the works of Habermas, Gramsci and Foucault to describe language policy as an instrument of top-down power. Similar works from the same period were Phillipson’s critique of English as a global language (Phillipson, 1992) and his work with Skutnabb-Kangas on linguistic human rights (Skutnabb-Kangas & Phillipson, 1994). All three streams represent a clear move away from classic language policy (see above), and in many cases even an explicit critique of the solutions proposed by the scholars of the preceding period – such as the introduction of a Western language, as well as the ideal of linguistic homogeneity (cf. Ricento, 2000).

This critical impetus in the field was then further developed through a link between language policy and critical discourse analysis (CDA, see below and Ch. III). The data-driven approach of CDA has led to new types of data as well as new analytical frameworks being incorporated in analyses of language policy (see Barakos & Unger, forthcoming). In their historical analysis of EU language policy, Krzyżanowski & Wodak (2011) examine not only policy texts but also speeches and surveys to show how EU discourse about multilingualism was embedded in a larger-scale political agenda. They combine this with an analysis of language practices within EU institutions as well as the language ideologies that underlie them (Wodak et al., 2012; see also Krzyżanowski & Wodak, 2010).

With this critical turn, a distinct sub-field of sociolinguistics also developed around the notion of language ideology (e.g. Woolard, 2008). In contrast with language policy, which had up to that point been interested almost exclusively in examining social processes at the macro-level, research on language ideologies examined beliefs about language use at the micro-level (e.g. metapragmatics, see Silverstein, 1979). Gal (1993), for instance, conducted an ethnographic study of a German-Hungarian bilingual community in a small town in Hungary, examining at the same time the linguistic



practices of community members as well as how they rationalised them, and how they resisted hegemonic beliefs (for research on language ideological debates, see e.g. Blommaert, 1999; Hogan-Brun, 2005; Milani, 2008; see also Ch. VI).

Since the late 1990s and early 2000s, authors such as Spolsky and Shohamy have also refocussed the field of language policy in this direction, by focussing more explicitly on linguistic practices. Spolsky proposed a three-pronged definition of language policy, consisting of the language practices of a community, its language ideologies, and any attempted interventions in those, be they either *de jure* or *de facto* (Spolsky, 2004; see also Schiffman, 1996). His view that “language policy exists even where it has not been made explicit or established by authority” (ibid., p. 8) represented a broadening of the field, and opened up many new avenues of research – Spolsky himself examines language policy in entirely different domains such as religion (Spolsky, 2004) and the family (Spolsky, 2012). Shohamy’s work builds on Spolsky’s model by focussing on the different mechanisms that are available to language policy actors (Shohamy, 2006), such as language tests (Shohamy, 2001). Ethnographic approaches build on this further by seeing language policy as “not only official acts and texts, but also undeclared, unofficial interactions and discourses that regulate social statuses, uses, and choices, and that are transacted in everyday social practice” (McCarty et al., 2010, p. 32).

In this thesis, I draw on all three contemporary streams in the field, though to differing extents. I draw on critical discursive approaches to language policy both conceptually, though the integration of a discursive dimension in my model of language policy (see below), and methodologically, by drawing on the discourse-historical approach and on mediated discourse analysis (see Ch. III). I also refer to language ideology in my theoretical framework (see below), and use this concept to link the macro-theoretical and the micro-analytical levels by identifying ideological features voiced by actors in media discourses about language policy (see Ch. IV and VII). Finally, though my critical stance draws on the CDA tradition by presenting a critique of hegemonic voices in discourse, it also draws on critical ethnography by focussing on counter-hegemonic agencies (see below), and is thus also influenced by ethnographic approaches to language policy.

## 2.2 Policy analysis and the argumentative turn

In the 1950s, as scholars began to outline what is now the field of language policy, the work of Lasswell, now an extremely influential author across a number of different fields (Turnbull, 2008), was also crucial in establishing a problem-oriented and interdisciplinary field of research: the policy sciences (Lasswell, 1951). He envisioned this field as a link between social science and policymaking, that is, as scientific knowledge which is to be taken into account in the political process and thus contributes to human dignity (Torgerson, 2007), an ambition not dissimilar from that of early scholars in language policy (see above). However, while language policy scholars have mostly focussed on analysing the contents of policy proposals, Lasswell explicitly argued that the policy sciences should supplement this by studying the policy process at the same time (Lasswell, 1973).

This meant that the newly emergent field drew on a number of theoretical traditions ranging from economics to political theory (Bobrow & Dryzek, 1987). From its beginnings up to the present day, however, research in policy analysis has been dominated by neo-positivism, and therefore focussed on producing carefully sampled quantitative empirical studies with falsifiable findings, such as surveys, cost-benefit analyses, etc. (see e.g. Haas & Springer, 2014; Putt & Springer, 1989). As Fischer extensively outlines, the underlying aim was that of all positivist research, “to generate a body of empirical generalizations capable of explaining behavior across social and historical contexts, whether communities, societies, or cultures, independently of specific times, places, or circumstances” (Fischer, 1998, p. 131). Elsewhere, studies have drawn on game theory, where policymaking is analysed from a formalist and logic-based position as a form of strategic decision-making (see e.g. McCain, 2009).

The fundamental belief that underlies such studies is that policy as a process can be generalised into a straightforward cyclical model. The view of policy as a linear and invariable stage-by-stage sequence of events is present in Lasswell’s approach, as it is across many different analyses to policy. Cycle-based approaches to policy view policy as a step-by-step process which passes invariably from agenda-setting and problem identification through the legislative procedure to implementation and later to reassessment (Jann & Weigrich, 2007). While this model manages to capture some aspects of policymaking effectively, Jann & Weigrich acknowledge that it ultimately

represents an oversimplification of policymaking to a simple initiate-continue sequence (ibid., p. 56), and that it embodies a particular view of political action:

The policy cycle is based on an implicit top-down perspective, and as such, policy-making will be framed as a hierarchical steering by superior institutions. And the focus will always be on single programs and decisions and on the formal adoption and implementation of these programs. The interaction between diverse programs, laws, and norms and their parallel implementation and evaluation does not gain the primary attention of policy analysis. (Jann & Weigrich, 2007, p. 56)

Various later approaches have challenged this view, specifically from the perspective of implementation, with new models appearing which see implementation as not only a top-down, but also a bottom-up or mixed process where local actors in the administration system have a greater amount of creative freedom than cycle-based approaches grant them (Pülzl & Treib, 2007). Similarly, the idea of the policy cycle does not take into account the possibility that there is a distinction between front- and back-stage, or that some facets of policy may be intended purely for performance, while other remain hidden (see Naurin, 2007; Wodak, 2011).

At the beginning of the 1990s, once again in parallel to similar developments in language policy, the field of policy analysis underwent what Fischer and Forrester term an “argumentative turn” (1993). A major epistemological transformation, this meant a switch of focus from attempting to predict social behaviour while separating “facts” from “values” (Fischer, 1998; see also Wagner, 2007) to accepting and studying different effects of policy in society, analysing these through qualitative methods, and providing thicker, more context-specific descriptions of how policy is created and how its provisions affect or are integrated into existing practices. This heterogeneous group of approaches, now commonly termed interpretive policy analysis (IPA), is defined by its aim to analyse different meanings of policy, that is, “the values, feelings, or beliefs they express, and on the processes by which those meanings are communicated to and ‘read’ by various audiences” (Yanow, 2000, p. 14).

For IPA, policy meaning is the primary focus, and is not seen only as representative of people’s beliefs and perceptions, but also as constitutive, that is, as shaping beliefs (Wagenaar, 2007, 2014). These meanings are not only contained in texts – even though the texts which carry meaning through the policy process are of course considered

important – they are more crucially expressed by the various actions that accompany policy (Yanow, 2000). These meanings can often be contradictory, and one of the primary interests of interpretive approaches to policy is the relationship between the intended meanings of policymakers and the resulting interpretations of grass-roots actors (ibid.; see also Johnson & Johnson, 2015). This in part reveals another grounding principle of interpretive policy analysis, the commitment to studying policy formation and interpretation together, rather than separately (ibid., pp. 17ff).

Another key focus for interpretive approaches are *communities*, seen broadly as social groupings which are generally presupposed in policymaking, and have at the very least a (formal or informal) way of distinguishing members from non-members (Stone, 2012). This can be linked to broad macro-social indicators (e.g. nationality, language, age, gender, class, employment), or to more specific micro-social traits (e.g. teachers at a particular school, researchers at a specific institute, members of an extended family, etc.). In any case, these represent epistemic communities with similar beliefs of knowledge, which the interpretive policy analyst then needs to identify when accessing the local knowledge that is needed to make sense of a policy situation (Yanow, 2000, p. 27). Linked to the existence of different communities is the focus of some interpretive researchers on policy translation, seen as the act of changing policy meaning by introducing it into a new context, thus practically re-creating it and enabling a new spectrum of interpretations (Lendvai & Stubbs, 2007, pp. 176ff)<sup>17</sup>.

Other recent approaches have approached policy from a similar epistemological basis, but a different field, that of educational research. Here, policy is seen as primarily an exercise of power, that is, as a type of normative discourse through which a particular vision of reality is constructed, a vision (imaginary) for a future state-of-affairs is given, and a plan is proposed to achieve that goal (Levinson et al., 2009, p. 770). One of the central roles of policy is therefore meaning-making, that is, the construction of a meaningful image of reality and, in essence, limiting the interpretive space for social constructions of reality (Ball, 2006). With this view of policy in mind, questions of power and domination are immediately foregrounded, as the question of who gets to create policy becomes very relevant. Since policy is in the position to establish a

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<sup>17</sup> This is also of concern to discourse-centred approaches to policy, e.g. Wodak & Fairclough (2010), who examine how the EU guidelines for higher education policies were recontextualised in Austria and Romania (see below for more discussion of these approaches).

dominant or hegemonic construction of reality, the issue of who is able to create policy or access policymaking contexts becomes crucial (Levinson et al., 2009, see also Levinson & Sutton, 2001).

Similar to other approaches in political science which foreground the interpretive side of policy studies (see above), Levinson et al. (2009) also propose the concept of policy appropriation as a more dynamic and localised version of the older and more statically defined implementation. Thus, local bureaucratic actors are afforded a large amount of power, and are actually seen as creating new, context-specific policies in their specific localities, with considerations made according to the specific features (beliefs, practices, experience) of the contexts in question. While this leads to a different view of policymaking as a more devolved practice where many different actors are empowered, the view of policy as a meaning-making practice of power outlined above mitigates this to some extent, as the individual interpretations of local actors are limited by the constraints of the initial interpretation as defined in the policy.

Interpretive or ethnographic studies of policy generally involve conducting in-depth localised studies, which attempt to describe and understand the practices of local policy actors, and the reasoning behind them. Wodak (2000), for instance, analyses the construction of a European Union unemployment policy document by analysing not only the genesis of the text through its different versions, but also by analysing the minutes of the various meetings where the text was discussed. The document was subject to ongoing tension between the interests of employers, focussed on stimulating competitiveness and flexibility, and trade unions, interested in maintaining social cohesion and security. As Wodak finds, the actions of the chair of the committee which drafted the document were key in effecting a compromise in this case, underlining the importance of the strategic use of power in such situations (see also Muntigl et al., 2000).

Another example of this is Brown (2010), who investigated the ambiguous position of teachers attempting to support the revitalisation of the Võro language in Estonia. To do this, she spent a large amount of time at the schools themselves, observing the teachers and students, learning from them, and conducting interviews. Her work is thoroughly applied, as it also involved holding discussions where she provided her participants with the results of her on-going study, thus also securing a source of participant-driven

analysis. She found, for instance, that while the intention of the policy was always to provide students and teachers with “choices” in terms of participation in language classes, many teachers found this spectrum of choice to be limited in various ways (e.g. by the availability of practical means), while others ended up reproducing existing ideas about minority language classes as “less important” (Brown, 2010, p. 311).

In the theoretical framework presented in this thesis, I draw on several of the central ideas of interpretive policy analysis. By focussing on the non-linearity of how policy is structured in time (see below; see also Ch. V), I draw on IPA’s relativisation and reconceptualization of the policy cycle. With my focus on how members of different communities engage in policy-related action, and particularly on how language ideology affects both the writing and reading of policy (see Ch. V, VI and VII), I draw on the claim of IPA that policy meaning varies according to the reader.

#### “Language policy” and “policy”: summary

In this section, I have surveyed the key fields of scientific research that frame this study. I began with a general overview of concepts, where I settled on a definition of the state as an institutional ensemble – a set of potential agencies – which is granted legitimacy by the presupposed trust of its citizens, and defined politics as the field oriented towards exercising the power of these institutions. Against this background, I defined policy as an array of practices oriented towards regulating social action, which is granted legitimacy through the state apparatus.

I then presented a brief survey of the development of the field of language policy from its beginnings in the 1950s to the present day. I outlined how the field began as a set of problem-oriented models, now termed “classical language policy” by Ricento (2000). I then described how new approaches, critical of the classical models for their orientation towards monolingualism and functional diglossia, began to appear. I also introduced ethnographic approaches, which view language policy as the sum of all the linguistic practices and ideologies in a given language community or domain.

To bridge the gap between state theory and language policy, I explored the field of policy analysis, tracing its development and finding many parallels with language policy, both fields starting with an explicit problem-orientation in the 1950s and undergoing a critical-argumentative turn in the 1980s. I focussed on the interpretive

approaches which have developed in policy analysis since the critical turn, particularly on those which treat policy meaning as a developing and fluid entity, one which is subject to the agency of the participants in the policy process.

### **3 Language policy in time and space**

In the following section, I develop the theoretical framework for language policy. I draw on state theory, social field theory, and social action theory to create a model of policy as an array of social spaces which allocate opportunities for agencies. I also draw on theories of time and political change to argue that these spaces undergo constant change, and that opportunities for agency appear and disappear as a result of power struggles and other contextual events.

#### **3.1 Policy at an intersection of social spaces**

In the complexity of contemporary politics and society, the issue of how to comprehensively account for the range of spaces where policy is “done” is a challenge for policy analysts. As outlined above, politics is a broad field, and merely looking at the narrow level of government is not sufficient for a full analysis of political action. At the heart of this is the simple fact that the state, just like any organisation, is not a monolithic whole, but rather the sum of its many different parts – an array of “various potential structural powers [which through its institutions offers] unequal chances to different forces within and outside of the state to act for different political purposes” (Jessop, 2007, p. 37). Thus, while the nature of state power is by default top-down, the various institutions of the state are also sites which provide opportunities for a number of different policy actors to exert agency, depending on the momentary balance of forces in the political context and the existence of a “will for policy” (Levinson et al., 2009, p. 771; see also Hult, 2010).

These actors approach language policy from a number of different social spaces, with social fields being the broadest of those spaces. In this thesis, I follow Bourdieu’s assertion that society is essentially a configuration of different fields, or spaces in which actors act and which govern the power relations between them (e.g. Bourdieu, 1984). As Bourdieu writes, fields are sites of forces in that they contain a particular distribution of capital (or power), but they are also sites of struggle to change this status quo and redistribute the capital (Bourdieu, 1993, p. 30). Fields are centred on a particular activity

and have, through their development, acquired a particular amount of autonomy within society, reflected in the existence of field-specific markers of achievement – means of acquiring capital (Maton, 2005). In sum, a field is a “relatively autonomous domain of activity that responds to rules of functioning and institutions that are specific to it and which define the relations among the agents” (Mangez & Hilgers, 2014, p. 5).

To describe the distribution of power within a field, Bourdieu speaks of three types of capital (Bourdieu, 1986). Along with *economic capital*, which relates purely to the distribution of assets that may easily be converted into money, Bourdieu also finds that two other forms of capital are crucial determiners of power relations within fields. *Cultural capital* is accumulated through access to privileged forms of knowledge or skill, either through explicit schooling or implicit learning, which can in some cases also be converted to money (e.g. by considering the amount of money invested in acquiring a particular skill). Under cultural capital, Bourdieu also includes ways of institutionally recognising acquired knowledge, such as diplomas and certificates. *Social capital*, on the other hand, is acquired through group membership, and is essentially a reflection of the social network an actor can mobilise.

Language policy, as a complex social phenomenon, involves constant interaction between a number of fields. In its narrowest sense, policy involves action in two closely related fields, politics and public administration, each with its own particular structure and identity (cf. Lipsky, 2010; Wodak, 2011, 2015). Another field closely related to policy-related action is the media, partly due to how closely contemporary politicians have adapted to the practices of that field (Wodak, 2011, 2015), but also because communicating policy to the public occurs largely through the media, and has evolved into a specialised sub-field (Krzyżanowski, 2013). In the case of language policy, another key field is linguistics, which is itself part of the bigger field of academia and more broadly, the public sphere (e.g. Habermas, 1989). Each of these fields is defined not only by a set of subject positions and by the allocation of capital within it, but also by a particular set of social practices – ways of acting which have become part of the structure of a particular field (Bourdieu, 1984; see also Ch. III).

However, while fields themselves offer a set of broad social spaces, agents engage in social actions in more situated local spaces, where a particular configuration of social practices enables them to do so. Following R. Scollon (1998, 2001a, 2001b, 2004,



2008), I see such intersections as sites of engagement which allow actors to engage in political action, or as “window[s] constituted in social practices which enable [a] particular instance of discourse” (R. Scollon, 1998, p. 29). While sites of engagement are one-time windows which enable a specific actor to act in a given situation, they can also attain durability if a nexus of practice develops around that particular intersection of social practices, which then becomes a distinct social activity (R. Scollon, 2001b, p. 177ff), similarly to how a field gradually attains autonomy within a given society (see above). Conversely, existing nexuses of practices often become sites of engagement in relation to specific policies (for instance, in Ch. VI, I analyse how a parliamentary committee meeting enabled linguists and politicians to deliberate on a particular policy).

This link between fields, located at the macro-social level, and nexuses of practice, located at the micro level, allows a comprehensive examination of what specific social activities constitute “policy”. Within the field of politics, policy is done at parliamentary sessions but also in low-, mid- and top-level meetings of various types (e.g. Wodak, 2000). In public administration, meetings are again important, but they are often geared towards applying an already existing policy, particularly at the local level of policy implementation (e.g. Johnson & Johnson, 2015). At the same time, a journalist writing about a particular policy can be seen as engaging in political action, as can readers of the article the reporter writes. While neither are necessarily directly engaged in the decision-making process, their engagement with the policy co-constructs the discourse surrounding it, and is thus constitutive of policy meaning (see below).

At the same time, these spaces are, in fact, not located along a single horizontal plane on which actors may move around and act without restraint. As discussed above, fields are in effect constituted by a particular configuration of capital, and this in turn affects the opportunities individual actors have to engage in social action in particular nexuses of practices. It may be that a nexus of practice is located behind the scenes, and is therefore only accessible to those with prior knowledge of it, as is the case with lobbying meetings (e.g. Naurin, 2007). In these cases, most actors will have no knowledge of the events, though it is possible that they will be made public *post festum* through first- or second-hand accounts. In other cases, such as in a parliamentary session, the actions may be fully visible to the public as they unfold, but it may be that only a specific set of actors (i.e. parliamentary deputies) is able to participate fully while others may only

be present in the audience, and though provisions may exist to enable the limited involvement of outsiders, their use is ultimately also governed by gatekeeping practices.

All this indicates that, while policy involves agentive opportunities being granted to a broad variety of actors, such opportunities are at the same time limited by the forces that exist within particular fields, creating a constantly-changing balance between structure and agency (e.g. Giddens, 2015; Jessop, 2007). Where this becomes particularly evident is when actors enter a new field with the intention of acting within it, for example when linguists appear at a public hearing in parliament (see Ch. VI). In these cases, where actors have not internalised their knowledge of a particular field into their habitus – or historical body – this is a potential source of insecurity until the actors begin to acquire a “feel for the game” (Lamaison & Bourdieu, 1986; see also Reay et al., 2009). On some level this will mean acquiring new practices, however actors will initially rely on practices they are already familiar with, and will develop strategies to help them achieve their goals under new circumstances (Bourdieu, 1990). This can be aided by the fact that, to some extent, a feeling of solidarity exists among actors occupying similar positions in different fields (see e.g. Bourdieu, 1991), meaning that when actors attempt to act in a new field, they may be able to draw on capital accumulated in other fields, depending on contextual factors.

While nexuses of practice can be enduring spaces enabling political action and may transcend single policies, their roles change through time, even with regard to a single policy. Consider, for instance, a situation where researchers are asked to prepare a draft policy document. They prepare the document, drawing on their knowledge and expertise, and submit it to the ministry. Their role, however, is quite relative to the context, as they are constrained to an extent by the practices and historical narratives which surround that particular polity, as well as any demands made by actors such as politicians, administrators, lobbyists, etc. Therefore, the choices they make when designing the policy document are far from being independent, and a power struggle takes place at that early stage. After the document is first drafted, however, it is subjected to various changes, this time from the perspective of public administration, budgeting, agenda setting, and party politics. While some of these steps may be institutionalised (for instance, through the parliamentary legislative process), some of these are completely context- and policy-specific: depending on the situation, the

original expert group may be consulted, or it may be sidelined, or even replaced, and its power thus relativized (see Ch. V and VII; see also Kryzanowski & Wodak, 2011; Wodak, 2000).

### 3.2 Reconceptualising time in policy

As discussed above, one of the foundational concepts behind neo-positivist approaches to policy was that of the policy cycle, which imposed an invariable structure of time on all policy processes: all were said to begin with agenda setting (problem-identification) and conclude with implementation and evaluation, before returning to the first stage (see e.g. Howlett & Ramesh, 1995). In this model, it appears that, by the nature of the political process itself, the vertical and lateral dimensions impose, in coordination, various institutionalised limits about who can do what in policy where and when. Politicians and experts plan and decide policy while grass-roots actors simply implement it.

In this thesis, I follow a different view, and see the foundations of this traditional view as an ideological construct seeking to legitimise privileged access to policy for those in specific institutionalised positions at the expense of actors who are not able to access those positions at the required times (e.g. Harvey, 1990; Nowotny, 1994). Instead, I follow the argument of interpretive approaches to policy that policy meaning is variable and that grass-roots actors are key in creating it (see above). This breaks up the policy cycle model in various ways: it allows for the “problem” to be contested where there is no unanimous agreement on what a policy must “solve” (Turnbull, 2008), leading to a situation where a clear-cut “policy selection” phase is no longer a viable way of describing what is in reality a much broader debate. At the same time, it allows for inconsistencies between the way a policy is designed and the way it is implemented across different contexts (e.g. Falkner, 2005).

This position of course does not mean that the importance of time is rejected in this thesis, but rather that it is relativized in order to facilitate greater agency for actors in all sites of policymaking. It also does not mean that the idea of stages in policy creation and implementation is completely abandoned, but rather that it is relativized and made specific to various policies, treating each policy as a specific product of its context, and thus describing the different stages accordingly (see e.g. Wodak & Fairclough, 2010).

Notably, it also means admitting that there are indeed limits imposed by social structure, but also that agents are able, at different times by different means, to overcome those limits in their struggle and thus to also influence structure, for instance by seeking coalitions or forming communities (Giddens, 2015; Jessop, 2007).

A study which demonstrates such dynamics in practice is Johnson's analysis of how a sub-section of the No Child Left Behind Act (NCLB, adopted in 2002) was implemented in a Philadelphia school district (see e.g. Johnson, 2009; 2013b). One key point of contention in NCLB was the position of English-language education (for a summary of such debates in the US, see Lawton, 2013), and by the time the policy was adopted, it had been amended to accommodate the arguments of actors advocating monolingual education, as well as those arguing for bilingualism. As Johnson (2013a, b) describes, this created a significant amount of implementational space for local actors (cf. Hornberger, 2005), and allowed them to interpret the text in either direction. In the school district he researched, one administrator responsible for the implementation of NCLB interpreted it as supportive of bilingual education, and was successful in securing federal funding with this argument. However, when this administrator was replaced as part of a reshuffle, her successor took the opposite position, and interpreted NCLB as a pro-monolingualism policy (Johnson, 2013a, p. 211-212). Once again, she was successful in securing federal funding with this argument (ibid.).

To Johnson, this indicates how important institutionally empowered individuals, whom he calls policy arbiters, can be in policy (see e.g. Johnson, 2013b). At the same time, it also demonstrates that the reconceptualization of time in policy is not only important because it enables analysts to capture a greater array of agency in the policy process, but also because it highlights that these agencies are also subject to great fluctuations. In this example, it was an administrative reshuffle which altered the array of potential agencies in such a way that ended up shifting the policy agenda within a single school district. The same can happen at a much larger level. For instance, Birkland (2006) demonstrates how the extreme nature and high media and public interest in the 9/11 attacks spurred a number of major changes in aviation security policy, which would previously have been considered excessive due to the low probability of such an attack (see also Birkland, 1997; Lo Bianco, 2008). At the same time, unexpected events can also alter the intended effects of public policy. Sarewitz et al. (2003) give an example

from 1997, when due to the development of El Niño in southern Africa, several agencies warned farmers about the potential drought and suggested measures to mitigate its effects. In the end, the drought never occurred, but because many farmers had followed the instructions given by the agencies, the area suffered a grain shortage due to decreased production.

In politics, policy shifts happen as a result of changes in the political agenda. These may be motivated by single dramatic events or, for instance, by the rising popularity of a particular policy solution (e.g. phonics in primary education, see Papen, 2016). They are also likely to occur as part of “normal” political change, that is, as power is transferred from one party to another, or from one leader to another (see Ch. V-VII). An example of this was the fundamental shift in both agenda as well as rhetoric that occurred in the UK during the New Labour period (see e.g. Fairclough, 2002; Mulderrig, 2011). At the same time, policy agendas are also open to change as part of much broader ideological or discursive transformations. Krzyżanowski (2013), for instance, analyses discursive shifts in EU environmental policy, finding that major agenda changes have taken place in recent decades, tending towards economisation, that is “approaching public and other discourse [...] from the point of view of their overall ‘usability’ for the local or global economy” (Krzyżanowski, 2013, p. 105).

These examples indicate the value of studying time in policy. Rather than studying policy (and society) as a set of fixed spaces and subject positions for actors to step into, it enables a dynamic and fluid approach, one which appreciates not only the structural power of fields, but also the ability of actors to transform them. As Bourdieu himself has acknowledged, while fields themselves represent relatively stable autonomous spaces, defined by an array of possible subject positions, practices and allocations of capital, this stability in practice represents a status quo, and as such is a consequence of historical struggle, and is therefore subject to transformative struggles in the present and future (Bourdieu, 1993; see also Harvey, 1990). In other words, structures such as fields are at the same time constitutive of actions as well as constituted by actions, following what Giddens terms the “duality of structure” (see e.g. Giddens, 2015). What this also highlights is that time and space, while being two distinct dimensions, cannot be easily separated:

Seeing space as a moment in the intersection of configured social relations (rather than as an absolute dimension) means that it cannot be seen as static. There is no choice between flow (time) and a flat surface of instantaneous relations (space). Space is not a ‘flat’ surface in that sense because the social relations which create it are themselves dynamic by their very nature. (Massey, 1992, p. 81)

The social spaces – fields and nexuses – outlined above should therefore be seen as undergoing constant movement and transformation. As transformations occur, the array of possible sites of engagement in policy – the nexuses of practice that enable social action – will also shift along with them, and actors may find that existing avenues enabling them to act have closed, while others may find that new avenues have opened. These openings and closings of opportunities might depend on what Levinson et al. (2009) call “will to policy” (see also Hamann, 2003), or might simply occur due to other, unrelated events. In either case, these processes highlight that the array of social practices which constitute policy are entangled in broader social processes and, inevitably, have a discursive dimension to them.

## **4 Policy and discourse**

### **4.1 Policy as text and genre**

Policy is without question a textually mediated social practice in the majority of cases in contemporary polities. That is not to say that policies *have* to be written down to function as such (cf. Jenkins, 2007), as Jordens and Little (2004) show in their study of how work in the medical context is organised: when analysing narratives of medical workers speaking about their work, they found that implicit policies, containing preferred configurations of actors across contexts, were distinct elements within those narratives. Similarly, the field of language policy has provided many examples where language-related norms are created as a matter of routine without there being any particular text which codifies them (e.g. family language policy, see Spolsky, 2012).

However, while policy may take many shapes and forms in various polities, it is almost inevitably mediated through texts in any contemporary state. Very often, such texts fall under the category of ‘legislation’. As has been extensively analysed (see for example Charnock, 2009; Conley & O’Barr, 1998; Maley, 1994; Melinkoff, 1963; Williams, 2004; 2009), legal texts are characterised by a number of typical uses of linguistic

means, such as: frequent repetition of lexical items and infrequent use of pro-forms or synonyms, the use of terminology from various different codes, the use of characteristic syntactic structures, such as passives, and the restricted use of tenses (e.g. present and future only). All these are intended to create a text which is minimally ambiguous as well as sufficiently flexible that it can be applied to new, unforeseen circumstances (Engberg & Heller, 2008; Maley, 1994).

Another key characteristic of legal texts in general, and often of policy texts in the narrower sense, is the fact that, while they were written by a set of actors through an organised drafting process, they are ultimately not associated with those writers. Rather they become associated with the institution or polity that they govern. In Goffman's terms, while the *authors* of the text, that is, those who provided the words it contains, are backgrounded, the text becomes associated almost exclusively with a *principal*, that is, the actor or institution who is committed to the words and whose beliefs or authority they represent (Goffman, 1981, pp. 144-145). For example, EU legislation typically begins with a statement setting out who the principal is, such as "The Council of the European Union [...] has adopted this regulation".

This association with the principal rather than the author(s) is linked to the organisational function of policy, or rather, to the fact that it is an attempt at directing social action which is legitimated by the structure of a particular polity (cf. Jenkins, 2007). With the state, the source of this legitimation is the presupposed universal acceptance of the state's institutions as acting in the common interest and following the general will (Jessop, 1990, p. 341). Therefore, while text-internal criteria can to some extent provide a suitable description of policy as text, this is only a partial account which must be completed through a text-external analysis, where the focus is on the social practices which the policy texts mediate (Savski, *forthc. b*; see also Bhatia, 2004).

This two-sided analysis foregrounds, among other features, the fact that every policy is mediated through a number of different texts, and that these texts are connected in intertextual genre chains (e.g. Krzyżanowski, 2013). In the EU, for example, a number of different genres exist to support a number of possible actions: regulations are binding in their entirety on all member states, while directives and decisions are more open, and recommendations are non-binding. In addition to this, other texts are used to either stimulate or direct policy debates, or to communicate details of them to the broader

public (for a more detailed overview, see Krzyżanowski, 2013; see also Papen, 2016, pp. 56ff). While these are not policy texts in the strictest sense – they do not establish policy but report on it – they are part of a broader discourse, and thus also constitutive of policy meaning (see below).

In the organisational context, one of the defining features of policy texts is their *fluidity of form*. As discussed above, policymaking involves actors from several different fields engaging in social action across a number of nexuses of practice and at various possible times. The development of a policy text reflects this: rather than being written by authors in a linear way, the text develops as a set of relatively isolated fragments, which are eventually joined to form a single text. However, despite the fact the authorship of these fragments is transferred to the institutions of the state, they are not representative of a single authorial voice, but are rather polyphonic and therefore potentially also dialogical (Savski, *forthc. b*; Wodak, 2000; Wodak & Weiss, 2002).

In addition to this fluidity of form, and perhaps even more intensely, policy documents are *fluid in meaning*. This follows from one of the principles of interpretive policy analysis (see above for discussion), which sees the meaning of policy as constantly varying and shifting depending on the actors which engage with it (e.g. Stone, 2010, Yanow, 2000, Wagenaar, 2014). Policy is thus seen as a process of “representation and of the production and reproduction of meanings” (Jenkins, 2007, p. 34). Thus, while the contents of a policy document undergo change in the policy process, the meaning of that content also shifts as different actors engage with the policy, even if the words in the text remain unchanged. Such different meanings can arise because the actors that interact with policy come from different communities and fields (see above; see also Yanow, 2000), and thus engage with the policy from the perspective of their own habitus.

#### 4.2 Policy as discourse

The importance of fluidity of meaning and recontextualisation indicates that a broader analysis of policy is required, one which is able to analyse the engagement of different actors with policy by taking into account a multitude of secondary texts and genres (Gale, 1999). As discussed above, I see policy as a heterogeneous array of social actions occurring at different times and in different spaces. In many cases, these are discursive



actions, by which I mean all those which involve semiosis of any kind (Reisigl & Wodak, 2009, p. 89): reading a policy text, analysing it, making a political speech, writing a newspaper article, posting on social media. With this semiosis, a ‘discourse about policy’ gradually develops (cf. Ball, 2006), and in it policy meanings are constructed through the discursive action of different actors across various fields and sites of engagement (see above). I therefore see policy analysis as the study of an unfolding public discourse, one which transcends the borders of single fields of action or nexuses of practice (cf. Reisigl & Wodak, 2009).

I follow Reisigl & Wodak (2009, p. 89) by seeing discourses as related to macro-topics (such as policies or social issues), and as constituted by the different perspectives of the actors that participate in them. Discourses are therefore by definition polyphonic and dialogical (i.e. constituted by different voices and the interactions between them, cf. Bakhtin, 1981) in that they contain different voices (the concrete contributions of specific actors or groups) and ideologies (the belief systems behind those contributions). Discourses may also come to be dominated by hegemonic voices and/or ideologies. In this respect, discourses are also shaped by the power relations (allocations of capital) that constitute the various fields where discursive actions take place. In this sense, discourses are, like fields, sites of constant struggle between forces which seek to uphold the status quo and those seeking to transform it (see above). For instance, in Ch. IV I analyse how the media discourse about Slovene language policy became dominated by the voices of linguists, and eventually, by a particular language ideology.

Behind the different voices that constitute discourses are different belief systems, or ideologies. There are many different interpretations of this concept, many of which are rooted in very different epistemological positions (for overviews, see e.g. Eagleton, 1991; Mannheim, 1976; Thompson, 1991). On the one hand, there is the classical view, rooted in the works of Marx, where ideology is seen as a sort of “false consciousness”, an array of beliefs imposed by members of the ruling class on the rest of society in order to solidify their own dominance (e.g. Eagleton, 1991, pp. 70ff). In the background to this is a sharp distinction between the ideological and the non-ideological, or as Bloch proposes, between ideology and cognition (Bloch, 1985; 1986). Cognition, he writes, is simply constituted by the beliefs that actors develop through experience in the social world, which ideologies uproot through a “systematic and furious assault” (Bloch, 1985,

p. 40-41). While this assault may be realised through actual violence, Gramsci argues that culture is the more common means of imposing ideology on a society (e.g. Gramsci, 1999). His concept of hegemony is intended to encompass this mode of cultural domination, and focusses particularly on the role of intellectuals in upholding particular ideologies, treating them as part of an expanded state (see Gramsci, 1999).

As Van Dijk remarks, a major presupposition underlying the Marxist view is that the researcher analysing ideology is able to free him- or herself from its influence (1998, p. 3). Van Dijk argues that this ultimately means that the analysis of ideology is itself ideological in that its power depends on the false belief that scientific investigation is non-ideological (*ibid.*). His solution is to offer a view of ideology which is based not on its role in supporting a particular power relationship, but one which focusses on the role of ideologies as binding social representations in communities (*ibid.*, p. 8). As Woolard & Schieffelin (1994) discuss, this and other ‘neutral’ understandings of ideology have been particularly influential in sociolinguistics, where the focus of investigations of language ideologies is often on “banal” everyday beliefs (see above; see also Woolard, 2008), though this does not in any way necessarily imply a blindness to how sociolinguistic phenomena are related to power relations (as is analysed in terms of linguistic prescriptivism by Cameron, 1995; see also Milroy & Milroy, 1999).

The focus of this thesis is on how actors engage with language policy in particular social spaces at particular times, with particular attention being paid to the role that the interaction between different social fields and practices plays in this (see above). From one perspective, ideologies are seen as part of the foundation of social fields, as belief systems which are rooted in the organisation of a particular field, and are in particular linked to the allocation of capital within that field. At the same time, however, ideologies can also be examined at the level of the individual actor, where they reside in the habitus (S. Scollon, 2001), which is in turn seen as the interface between practice and ideology (Eagleton, 1991). Therefore, while ideologies are primarily seen as belief systems which bind social groups (see e.g. Van Dijk, 1998), they can also be analysed at the level of an individual individual, based on the social groups one comes into contact with.

In this thesis, I thus see policy as a phenomenon which is inherently both discursive and ideological. As discussed above, I understand policies to be attempts to guide social

action within a given polity. However, as Levinson et al. point out, all policies are constituted not only by their 'normative' element, i.e. the particular actions they attempt to guide and the means they propose to achieve this, but also by the fact that they provide particular constructions of social reality (Levinson et al., 2009, p. 770). For example, a document setting a particular literacy policy will also contain a representation of the state of affairs in society and the educational system which will legitimate its measures (e.g. Papen, 2016, pp. 56ff). I see these constructions of social reality as rooted in the ideologies which bind the various actors that engage with policy into communities, and see the interactions between actors as constitutive of the discourse which surrounds policy.

## **5 Language policy and critique**

As discussed above, the beginnings of both the field of language policy as well as that of policy analysis in the 1950s were marked by a common concern for human well-being. Howard Lasswell envisioned the policy sciences as creating a link between the social sciences and policymaking, that is, as scientific knowledge to be taken into account in the political process and thus contributing to human dignity (Torgerson, 2007). He drew this commitment from pragmatism, at that time an influential movement across the social sciences which claimed that problem-solving should be the central orientation of all scientific work (see e.g. Dewey et al., 1998). As Ricento finds, the same orientation applied to early works in the field of language policy (Ricento, 2000; see above for a more detailed discussion).

Developing at the same time, mostly from the Frankfurt school of critical theory but also influenced by pragmatism in its orientation towards action and problem-solving (Aboulaflia et al., 2002) was Habermas's theory of communicative action (e.g. Habermas, 1984; 2001; 2003; 2007). In his critical theory of social action, Habermas proposes that there are two overarching types of actions that humans orient towards other humans, strategic and communicative. Strategic action is essentially a social counterpart of instrumental action (where humans manipulate objects) with its orientation towards achieving a particular goal, whereas communicative action is oriented towards achieving understanding, and is seen to be enabled by the cognitive predispositions which enable human beings to communicate and co-exist (Habermas, 1984, pp. 286ff, Habermas, 2003).

Habermas bases his claims on the importance of language and communication in human socialisation. In his formal pragmatics, he claims that in speech, three types of validity claims are made with every utterance: claims of *truth* (that the utterance corresponds to the state of affairs in the objective world), claims of *truthfulness* (that the speaker is sincere in their assertion), and claims of *normative rightness* (that the assertions of the speaker are just in terms of intersubjective relations) (Habermas, 1984, pp. 305ff). All three are prerequisites for communicative action, and can be challenged as part of the orientation towards understanding that is central to that type of action (ibid., p. 286). More crucially, along with complete inclusivity and lack of coercion, they also characterise what Habermas calls the *ideal speech situation* (2001, pp. 97-99). In his theory, this utopia of an interactional situation functions as a set of presuppositions which enable communication between actors by giving it a normative basis in the shape of its idealised form:

In accordance with formal pragmatics, the rational structure of action oriented toward reaching understanding is reflected in the presuppositions that actors must make if they are to engage in this practice at all. The necessity of this “must” has a Wittgensteinian rather than a Kantian sense. That is, it does not have the transcendental senses of universal, necessary, and nominal conditions of possible experience, but has the grammatical sense of an “inevitability” stemming from the conceptual connection of a system of learned – but for us inescapable – rule governed behaviour. (Habermas, 2003, p. 86)

As can be seen from this extract, Habermas’s theory has many parallels with linguistic approaches, specifically speech act theory (e.g. Austin, 1962), and Wittgenstein’s analysis of language games (Wittgenstein, 1953). Early on, he set what he termed *communicative competence*<sup>18</sup>, seen as “the rule system that a competent speaker must know [to be able to communicate simultaneously at the intersubjective and objective levels]”, to be the primary object of inquiry of his formal pragmatics (Habermas, 2001, pp. 67ff). What sets Habermas apart from scholars who have proposed similar frameworks (including idealised predispositions for behaviour in communication) is the

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<sup>18</sup> It is not a coincidence that this term is similar to Chomsky's *linguistic competence*, as the programme of generative grammar was an influence on Habermas in his early period (Habermas, 2001, p. 68).

fact that his interest in society and politics, coupled with his strong social transformative agenda, led him to apply this pragmatic theory to society as a whole.

For Habermas, the presuppositions of the ideal speech situation do not serve only as a utopia of face-to-face communication, but are seen as the foundations of a just and open political system, and thus also function as the foundation for a strong normative critique of social issues. Notably, Habermas has applied his theory to the question of the secularity of the modern state, particularly to the question of how actors of different religious convictions can come together in discourse in contemporary society (Habermas, 2007). Acknowledging the importance of religion to European social consciousness and theory, his approach proposes common social learning, a kind of translation whereby both religious and secular members of society would continuously strive to learn about each other's perspectives (*ibid.*).

Habermas's theories of communicative action and his analysis of the public sphere (e.g. Habermas, 1984; 1989) have been widely influential as well as widely criticised. As Wright (2008) summarises, his works have been criticised as examples of utopianism, elitism, incompatibility with modern mass media, sexism and for their nearly exclusive focus on Western societies. At the same time, they have also been widely incorporated into various academic streams and fields, such as in critical discourse analysis (CDA) as part of the discourse-historical approach (DHA; see Forchtner, 2011; see also Ch. III). For the DHA, Habermas's model of communicative action offers a theoretical backing for socially engaged research, and for the critique of hegemonic or discriminatory discursive practices (see e.g. Reisigl & Wodak, 2001). Habermas has also been influential in policy analysis, particularly by researchers aiming to develop deliberative democracy by enhancing transparency, with the argument that this will provide a "civilizing effect" both in terms of quality of argumentation as well as accountability (Naurin, 2007, p. 210; see also Fischer, 2007; Licht et al., 2013).

In the field of language policy, a distinct critical stream has also developed, which has to a large extent displaced the classical approaches which laid the foundations of the field in the 1950s (see above; see also Johnson, 2013; Ricento, 2000; Unger, 2013). The approaches closest to Habermasian epistemology (e.g. Habermas, 2012) are those which focus on the universality of linguistic human rights, seeing them as "necessary to fulfil people's basic needs and for them to live a dignified life, and [...] that therefore

are so basic, so fundamental, that no state (or individual or group) is supposed to violate them” (Skutnabb-Kangas, 2006, p. 273; see also Kloss, 1977; May, 2012; Réaume & Pinto, 2012; Rubio-Marin, 2007). Elsewhere, critical approaches in language policy have been conceptualised along the lines of a Marxist critique of ideology (Tollefson, 1991; 2006) and of a Foucauldian analysis of governmentality (Pennycook, 2006).

Johnson (2013a) argues that these approaches to language policy share not only the explicit aim of battling social injustices (cf. Unger, 2013), but also the assumptions that drive that commitment. As already discussed above, the assumption that the analyst stands above ideological influence is a significant part of the Marxist tradition of critique of ideology (Van Dijk, 1998). Johnson argues that scholarship in language policy has at the same time assumed that the structural power of ideology overrides the agencies of individuals involved in the policy process (2013a, pp. 41-43). He continues to argue that:

“critical scholarship needs to take into consideration the power of its own discourse. While illuminating relations and mechanisms of power is an important task, by focusing exclusively on the subjugating power of policy, and obfuscating the agency of language policy actors, there is a danger in perpetuating a view of policy as necessarily monolithic, intentional, and fascistic – this helps reify critical conceptualizations as disempowering realities.” (Johnson, 2013a, p. 43)

In this thesis, I aim to avoid generalisations of the sort Johnson warns against, rather focussing on analysing both the dynamics of structural power as well as the agentic potential inherently present in all polities. My conceptualisation of policy as an array of social spaces which open and close with the passage of time is aimed precisely at striking a balance between these two extremes, with the understanding that research design in itself can obscure agency or exaggerate hegemony (Johnson, 2013a).

Therefore, in addition to the Marxist and Habermasian tradition of critiquing hegemonic forces, also a prominent feature of the DHA and CDA (e.g. Forchtner, 2011), I draw on critical ethnography, an approach which combines the detailed qualitative focus of traditional ethnographic studies with an overt political stance (e.g. Madison, 2005; Thomas, 1992), and which aims to critique power imbalances from the perspective of the dominated as well as the dominant. In other words, critical ethnographers seek to

engage in a dialogue with the Other, thereby voicing and advocating the needs of the disadvantaged (Madison, 2005).

In summary, the link-up between these two traditions entails a reflexive approach to critique, one which is able to account both for the power of ideology as well as the power of individuals in carrying it, being carried by it, and resisting it (e.g. S. Scollon, 2001). The four case studies (Ch. IV-VII) focus specifically on describing the social and discursive actions of individuals and groups, whether these are ultimately seen as supporting or opposing hegemony. At the same time, by exposing hegemonic actions and practices, this critical stance retains at its centre the values of Habermas's rational utopia, namely inclusivity and orientation towards consensus, and more broadly, human dignity and dialogue.

#### Language policy in time and space: summary

In the second part of Ch. II, I have developed a theoretical framework for language policy. I began by overviewing the different types of social spaces that language policy consists of, starting with social fields, such as politics and academia, where subject positions are available for actors to engage in social action. The actions themselves, I continued, take place in individual sites of engagement, windows of opportunity in social practices, often conventionalised in the form of nexuses of practice, such as a drafting team meeting, a public debate, or an academic conference.

I also propose that these agentic opportunities are not without bounds, nor are they fixed in time. Rather, they are subject to a number of structural constraints – such as the allocation of capital within a particular field – and are also subject to change, either as a result of power struggles or simply due to events in their broader social or physical contexts. Such changes, which range from changes of government and cabinet reshuffles to natural disasters, shift power relations across the entire array of spaces (fields or nexuses of practice) and thus open or close opportunities for agency.

I continued by arguing that the semiotic practices which are part of this shifting array of spaces constitute an unfolding discourse about policy. Policy meanings are constructed in this discourse, which I see as a polyphonic entity, with multiple voices expressing multiple ideologies through the use of different discursive strategies (cf. Ch. III).

I concluded by examining the position of social critique in my language policy framework. I overview Habermas's theory of communicative action, which constructs a rational utopian model of free and open deliberation, and consider its feasibility in politics and policy. I argue that while Habermas's model provides a crucial grounding for critical research, because the focus of my framework is on balancing structural constraints with agentive opportunities, the critical ethnographic commitment to studying the agencies of individuals and to researching the perspectives of the dominated is a necessary addition.



### III. Study design

#### 1 Introduction

Policy is a largely textually mediated nexus of social practices, therefore close textual analysis is of great importance to any analysis of policy. The toolkit offered by the *discourse historical approach* (DHA) to *critical discourse analysis* (CDA) has been employed successfully in policy analysis on several previous occasions (e.g. Unger, 2013; Wodak, 2000; Krzyżanowski & Wodak, 2010, 2011; Wodak et al., 2012). On the other hand, as discussed above (see Ch. II), policy is also an array of spaces where numerous different actors, communities, practices, discourses and ideologies meet. This necessitates a broader view, one which is able to switch perspectives and analyse texts from the perspective of the social actions and practices which texts mediate. For this purpose, the second approach this thesis draws on is *mediated discourse analysis* (MDA), a methodology which shares the social commitment of the DHA, but makes social action its primary focus (R. Scollon, 2001a).

The DHA is one of several conceptually and methodologically relatively consolidated streams that have developed within the pluralist CDA group since the early 1990s (see e.g. Fairclough et al., 2010; Wodak & Meyer, 2009). It is distinguished by its commitment to conducting methodologically pluralist and detailed case studies which often combine multimodal textual analysis with ethnographic methods such as interviews, observation and focus groups (Reisigl & Wodak, 2009; Wodak & Meyer, 2009). Along with policy, it has been applied to areas such as history (Heer et al., 2007), national identity (Wodak et al., 2009), contemporary politics (Wodak, 2011; 2015), racist and discriminatory rhetoric (Reisigl & Wodak, 2001), and organisational communication (Wodak 1996; Muntigl et al. 2000).

The DHA, as all CDA, seeks “to unmask ideologically permeated and often obscured structures of power, political control, and dominance, as well as strategies of discriminatory inclusion and exclusion in language use” (Wodak et al., 2009, p. 8). It aims to do this by formulating critique at three levels (summarised from Reisigl & Wodak, 2009, p. 88):

- (a) Text or discourse critique, where internal inconsistencies, contradictions or dilemmas are exposed.
- (b) Socio-diagnostic critique, where the aim is to demystify the persuasive or manipulative discursive practices by employing a broad approach to contextual and social analysis.
- (c) Prospective critique, which aims to contribute to social well-being by formulating concrete guidelines.

Its main focus thus is on language and semiosis – though its open approach to data collection and analysis means that language is not the only type of data taken into account – or more specifically on language as a tool of those in power. By critiquing language, the DHA therefore critiques those who have the means and opportunities to initiate or support positive social change (Reisigl & Wodak, 2009, p. 88).

MDA, an approach which is loosely associated with CDA, has also developed along a similar trajectory. Suzanne Scollon, who developed MDA with her late husband Ron Scollon, traces its development back to their work on inter-ethnic communication between the aboriginal and English-speaking inhabitants of Alaska (S. Scollon, 2003; see also Scollon & Scollon, 1979). Similarly to the DHA, MDA has since developed progressively through a number of detailed case studies. Several of these were conducted in Hong Kong, where, with their colleagues, the Scollons analysed the development of national identity during the hand-over process from Britain to China (e.g. Scollon & Scollon, 1997), the impact of ideology on individuals in a community of practice (S. Scollon, 2001, 2003), and other topics. MDA was later formulated in a more consolidated and theorised form by R. Scollon (1998) and has since been applied to a variety of other topics.

As alluded to above, what distinguishes MDA from the DHA is its primary focus. While the DHA takes many types of data into account, its principal focus is on discourse as expressed through language and images, which distinguishes it from MDA. As Ron Scollon states, the main focus of MDA is social action, “whether or not language (or discourse) is involved in the action” (R. Scollon, 2001a, p. 143). An analysis of mediated discourse will thus often begin with a question such as: “What is/are the action(s) going on here?” and will only ask about the role of discourse once the action

itself has been identified (S. Scollon & de Saint-Georges, 2012). Thus, while discursive practices remain of concern to MDA as social practices which are intrinsically linked to the social order (R. Scollon, 2001a), MDA does not see them as being privileged among social practices in this respect (S. Scollon & de Saint-Georges, 2012)<sup>19</sup>.

Therefore, while MDA shares with the DHA a commitment to the demystification of power relations and aims to help understand, explain and possibly resolve social issues (R. Scollon, 2001a), it does so from a different epistemological position. While systemic-functional linguistics and interactional sociolinguistics remain strong influences for MDA (see e.g. Scollon & Scollon, 2004), the integration of social practice theory (see Ch. II) and mediated action theory (Wertsch, 1993) means that the starting analytical focus of MDA is the individual and the community, with texts (and language) only becoming relevant as they emerge as mediational means in analysed actions (R. Scollon, 2008, p. 18). In terms of research methodologies, micro-level textual analysis is therefore secondary to ethnography, or nexus analysis as the MDA terms its methodology (e.g. Scollon & Scollon, 2007).

Elements from both of these approaches have already been integrated in the framework presented in Ch. II. However, as the research presented in Ch. IV-VII also draws on the important principles of both approaches, this thesis proposes not only a conceptual but also a methodological synergy between the two. This entails reference to three different levels of analysis, discourse, text, and social action.

Following both the DHA and MDA, *discourse* continues to be the crucial focus of the analysis. It is seen as “a cluster of [...] semiotic practices” (Reisigl & Wodak, 2009, p. 89) which are socially constituted as well as constitutive – though not uniquely so among social practices (see above) – and are related to a particular macro-topic. It is important to stress that the precise conceptualisation of discourse as an analytical concept depends on the research questions and the methodology used (Reisigl & Wodak, 2009). In this thesis, the discourse being investigated is related to the macro-

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<sup>19</sup> It should be stated that, however broad, MDA’s understanding of discourse, similarly to the DHA, is ‘linguistic’ in the sense that it focusses the use of semiotic resources (language, images, sound). This distinction between the discursive and non-discursive in society would certainly not be possible for non-linguistic conceptualisations of discourse, such as that of discourse theory (Laclau & Mouffe, 1985).

topic of language policy in Slovenia in the broadest sense, and a particular language policy document in the narrowest sense.

While discourse is an abstract analytical construct, which is analysed by investigating semiotic practices across a particular data-set, *texts* are the single units of analysis where discourses are instantiated through the use of concrete semiotic resources. From the diachronic perspective of the DHA, these are seen as multimodal records of past social actions which, while being durable over time (Reisigl & Wodak, 2009; see below), are inseparable from the social actions they mediate (R. Scollon, 2008; see below). Any close textual analysis of how available semiotic resources are deployed within a particular text must therefore necessarily be linked to an analysis of social actions and practices.

As discussed above, discursive practices are seen as a particular sub-category of social practices, one which is of primary interest to any discourse analysis, but which is not seen as the exclusive focus of the analysis presented here. *Social actions* are seen as one-time instantiations of social practices within a particular site of engagement (R. Scollon, 2001a) – seen as a real-time window where practices intersect in such a way that enables an action to occur (R. Scollon, 1997; 1998). Following Wertsch (1993), all social actions are seen as mediated by a particular mediational means, or cultural tools (R. Scollon, 2001a). Examples of mediational means include semiotic resources such as a text, or language in the narrowest sense, an image, sound, gesture, as well as material objects, such as a pen, computer, or, famously, in R. Scollon's example of having coffee at Starbucks, the mediational means were a menu, a coffee cup, money, and others (e.g. R. Scollon, 2001b, pp. 1ff).

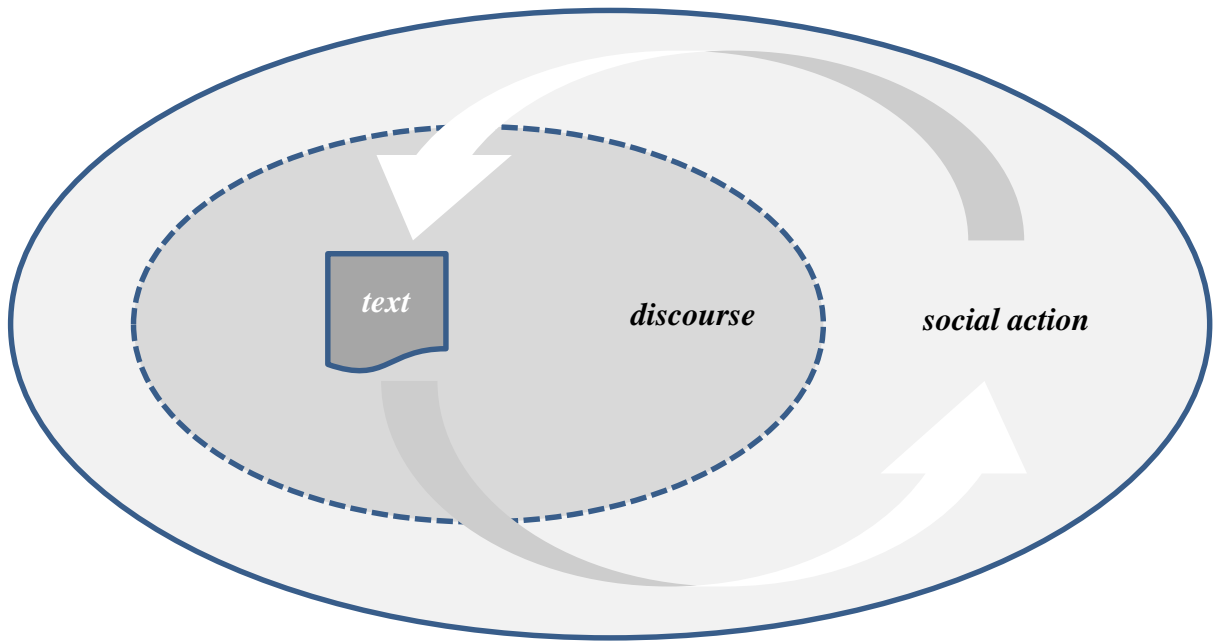


Figure 3: Three levels and two perspectives of analysis

These three levels of analysis are seen as complementary in the synthesis of the DHA and MDA presented in this thesis, and are analysed recursively throughout. In practice, they are also seen as enabling two analytical perspectives. The first is *text-to-action*, where a particular text, or set of texts, is chosen to be the starting point of the analysis. Following a close linguistic analysis of the text, whereby key discursive strategies are identified, and finally the social actions which the text mediates are examined. In the second perspective, *action-to-text*, the starting point is the social action, and the text is initially approached as an artefact in the field, with detailed analysis being initiated as a result of cues from actors, actions, and practices observed by the analyst.

The design of this thesis is intended to integrate both perspectives in the analysis of a single policy text. At times, because of the specific characteristics of how a particular case study was designed and undertaken, one of the two perspectives is employed more prominently. For example, Ch. IV starts with a data-set comprised exclusively of texts, as its goal is to describe the mainstream media discourse about Slovene language policy. Its broader conclusions regarding practices in the Slovene media follow from this analysis of text and discourse. Ch. VI, on the other hand, starts from a detailed examination of the parliamentary committee as a nexus of practice. I observe actions and practices at the committee session, gathering information about them through

interviews, while close analysis of (written or spoken) language begins when the key themes are identified.

While the aim of this chapter is to present a coherent analytical framework, I acknowledge that the detailed analysis of each of the three levels presented above requires a specifically dedicated toolkit. The following sections overview the key analytical concepts underlying each of the three levels, providing examples where necessary.

## **2 Three levels of analysis**

### **2.1 Text**

As discussed above, texts are seen as durable records of social actions (Reisigl & Wodak, 2009, p. 89) in which they act as a mediational means (R. Scollon, 2008). In other words, when a social actor performs a social action which is mediated through semiotic resources, such as language or images, they take advantage of the means available to them, i.e. those offered by the systemic properties of a given language or visual grammar, and their knowledge about the social practices that reflect the use of those resources within a given community. Texts are the products of this process, and are therefore key sources of evidence about social actions and practices.

The policy text, for example, can mediate several actions: commenting (see Ch. IV), writing (see Ch. V), amending (see Ch. VI), interpreting (see Ch. VII), or others – Scollon gives the example of an environmental policy text which, when placed in a box on the floor, mediates the action of ‘resting one’s feet’ (R. Scollon, 2008, p. 18). Every text is also shaped by how it is embedded in social practices, meaning that the way textual genres emerge as stable ways of using semiotic resources is ultimately shaped by text-external factors (e.g. Bhatia, 2004). Texts also only become meaningful when used as mediational means – without an associated action, a text is therefore only an artefact, a set of marks on paper or in digital form, which may at the most be said to have meaning potential (R. Scollon, 2008, p. 18). The ultimate focus of textual analysis is therefore on *how* the text functions as a mediational means (ibid.).

My textual analysis was conducted in two steps. The first step was an analysis of the topics or contents of the texts, which in practice meant overviewing the entire data-set

(see below) and making notes of the topics covered. In the sense that this was an analysis of text macro-structure (Van Dijk, 1977), the methodology employed was similar to that of content analysis (Krippendorff, 2004). In practice, as the initial phase of the study had involved an overview of the historical context (see Ch. I), the methodology I used was a mix of two streams within content analysis: on the one hand, the conventional fully inductive version, where codes are derived directly from a close reading of the data and gradual generalisation across various sources, and the more deductive directed approach, where pre-existing categories are used from the beginning of analysis (Hsieh and Shannon, 2005). This segment of the analysis was done with the help of NVivo, where the data was coded and then reviewed in several cycles.

This initial content analysis enabled me to identify key themes in the texts (as well as the broader discourse surrounding them), which I summarise at the beginning of Ch. IV. By creating schematic overviews of topics and participating actors, I was able to narrow down the set of texts to be analysed in depth for each chapter, based on what I had identified as “key issues” for each chapter<sup>20</sup> (see section 3 for a more detailed account of how data was collected).

The second step in the textual analysis was an in-depth linguistic analysis of individual texts which had emerged as important, either due to the topic they engaged with or the actors that were involved in their production. At this level of detailed analysis, I referred to the research questions given by Reisigl & Wodak (2009, p. 93) to identify instances of available linguistic means being used as part of broader strategies (see Table 2).

<i>Research question</i>	<i>Strategy type</i>
How are persons, objects, phenomena, events, processes and actions named and referred to linguistically?	Nomination
What characteristics, qualities, features and actions are attributed to social actors, objects, phenomena, events and processes?	Predication
What claims are made and what arguments are employed?	Argumentation

<sup>20</sup> This was of particular importance for chapters which relied on very broad collections of texts, such as Ch. IV, where content analysis was a crucial way of ‘filtering’ the data for detailed qualitative analysis.

Are linguistic means being used to modify the force of utterances?	Intensification or mitigation
How do the above indicate different perspectives?	Perspectivisation

Table 2: Overview of strategies (adapted from Reisigl & Wodak, 2009)

In terms of the discursive construction of social actors and the world surrounding them, *nomination* and *predication* are the two core strategy types which enable the construction of similarity and of difference, and thus of inclusion and exclusion (Reisigl & Wodak, 2001, pp. 45ff). As this thesis is ultimately not only a policy analysis, but an investigation of a lengthy language ideological debate, the many nominations and predications found throughout the data were in many cases key points of difference between ideologies, in addition to other contrasts (see Ch. IV). For instance, a text may refer to “Slovene and other languages” (thus using ethnicity as a means of both assimilation and dissimilation) or “minority languages” (reference in terms of relative size), or it may be more specific in distinguishing between “indigenous minority languages” and “languages of immigrants” (invoking the concept of indigenous languages, often as a basis for different treatment, see e.g. May, 2012), as was particularly common throughout – with the same distinction being applied to the communities associated with different languages. On the other hand, such an ethnicity-based construction of community could be avoided through reference to space, e.g. “inhabitants of Slovenia”, or affiliation to the state, e.g. “citizens of Slovenia”, and of speakers as “language users”, where language is related to the community in terms of function.

When the illocutionary force of statements is strengthened, *intensification* strategies are analysed (Reisigl & Wodak, 2001, pp. 81ff). These may take the form of modal expressions or grammaticalised discourse markers, such as in “We must really do this”, or can also be reflected through metaphorical nominations or predications. Perhaps the clearest example in terms of language is the term “mother tongue”, where the source domain of FAMILY is used to imply that a bond between a speaker and his/her language is like the bond between a mother and her child, with the implication that only one language can fulfil this role (see e.g. Wodak, 2015). Such emotional representations of languages and speakers can be found throughout the data, mostly in connection to conservative views (early modern language ideology, see Ch. IV-V), and supported by



evidence of purported threats. At the opposite pole of *mitigation* of statements, the use of modality or discourse markers can also reduce the strength of statements, as can the insertion of various conditional constructions, such as “Minority rights will be respected where possible”. The use of terminology is also a particular feature of the data in this thesis, with terms such as “language community”, “language planning” and “language culture” being used to project a neutral rather than emotional voice.

However, use of terminology can also indicate *perspectivisation*, or the presence of different voices within a polyphonic text (e.g. Savski, *forthc.* a, b). Terms such as “language culture”, “literary language” and “plurifunctionality of language” are used as clear markers of community belonging within Slovene linguistics, as they are key concepts of the Prague school of language planning which dominated Slovene linguistics for most of the 20<sup>th</sup> Century (see Ch. I). Perspectivisation can be implicit, as with the use of specific terms, or explicit, such as in reference to “them” or “the other side” in a debate, which shows awareness of differences by the actors involved and is thus an invaluable guide in analysis.

This contrast also becomes evident when *argumentation* strategies are investigated through the analysis of topoi, which are seen as implicit conclusion rules that enable logical transition from the argument to the conclusion or claim (Reisigl & Wodak, 2001, pp. 74ff; see also Reisigl, 2014). In practice, this means identifying a particular claim behind a text and identifying the presupposed knowledge – the topos – that is required to construct coherence within the text<sup>21</sup>. As Reisigl (2014) details, both claims and topoi are closely related to the speech act they are embedded in – in MDA terms, to the social action the language is mediating at the time. In Table 3, for instance, the speech act being performed is an interrogative<sup>22</sup> which includes a claim to truth (presupposing the existence of a threat to the Slovene language) and to normative rightness (presupposing

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<sup>21</sup> While argumentation appears under ‘text’ in this chapter for reasons of structure and presentation, it can also be seen as a feature of discourse or even social action.

<sup>22</sup> The example is taken from a newspaper interview, and the person speaking is the interviewer, making the identification of speech acts relatively straightforward. However, I acknowledge that this is far from straightforward, particularly if linguistic form and social action are conflated (e.g. an interrogative structure does not always equate to an interrogative speech act, see e.g. Leech, 1983).

the centrality of Slovene to language policy), with two topoi being used to support the claim<sup>23</sup>.

Text	Claim	Topos
<p>“Is the central position of Slovene, <u>as dictated by the constitution</u>, stressed <u>enough? Is Slovene safe enough?</u>” (see Example IV.6)</p>	<p>“The protection of Slovene from threats should be central in language policy”  (claim to truth and normative rightness)</p>	Topos of threat (“if threat T exists, then action X should be performed to avoid it”)
		Topos of law (“if law L prescribes action X, then X should be carried out”)

Table 3: Identification of claims and topoi

In my analysis of the genesis and recontextualisation of a policy document in Ch. V, I also refer to the four types of transformation suggested by Wodak (2000): *addition* (insertion of new elements into the text), *deletion* (complete removal of elements from the text), *reordering* (shift of elements to new positions), and *substitution* (replacement of one element with another). I see these as indicators of the voices of different social actors contributing to a particular text (see also Savski, forthc. a, b), and therefore as a demonstration of the natural heteroglossia and dialogicality of policy texts, that is, the presence of multiple voices and the interaction between those voices (Bakhtin, 1981; Lemke, 1995).

## 2.2 Discourse

Individual instances of semiosis, such as texts or images, are seen as instantiations of discourse (Reisigl & Wodak, 2009, p. 89) enabled by sites of engagement, or one-time windows in social practices (R. Scollon, 2001a; see also Ch. II). Discourse is therefore a higher-level aggregation of semiotic practices that transcends the level of the text, and discourse analysis is an exercise of abductive research, in which the constant movement between theory and analysis at different levels is central (Wodak, 2001, p. 67-70; see also Kolko, 2011). As discourses are tightly interwoven with the practices of particular fields and nexuses of practice, but ultimately transcend the boundaries of those spaces

<sup>23</sup> In my identification of individual topoi, I refer to both what Reisigl (2014) refers to as “formal” schemes (such as topoi of authority, number, etc.) as well as what he terms “content-related”, where individual topoi are identified based on the topic being analysed (e.g. topos of comparison with Serbia).

(Reisigl & Wodak, 2009, pp. 90-92), discourse analysis is also closely linked to the analysis of social action (see below). In this thesis, I adopt the notion of discourse strategy from the DHA (e.g. Wodak et al., 2009) and see it as the link between these three levels of analysis, text, discourse and social action.

A discourse strategy is seen as “a more or less intentional plan of practices [...] adopted to achieve a particular social, political, psychological or economic goal” (Reisigl & Wodak, 2009, p. 94). As Wodak et al. (2009, pp. 31-32) detail, the source of the concept is the theory of social practice of Bourdieu, for whom strategies are “sequences of actions objectively oriented towards an end that are observed in all fields” (Bourdieu, 1990, p. 200). These result not from conscious and rational thought, but are seen as applications of practical knowledge to new situations which enable the individual to act in an agentic manner. In other words, strategies are spoken of when individuals are thrown into unknown circumstances and, having acquired a “feel for the game” (Lamaison & Bourdieu, 1986, p. 111), unconsciously apply knowledge of practices internalised in their habitus to achieve a certain goal. Effective strategies are therefore “those which, being the product of dispositions shaped by the immanent necessity of the field, tend to adjust themselves spontaneously to that necessity, without express intention or calculation” (Bourdieu, 2000, p. 138, cited in Mérand & Forget, 2012, p. 97)<sup>24</sup>.

In practice, I carried out the identification of discourse strategies concurrently with the linguistic analysis of the text (see above): as identical or similar realisations began to appear across a number of different texts and, thus, to indicate the key discursive practices of a community, I grouped the various linguistic realisations into discourse strategies. As the array of discourse strategies developed, I was able to switch perspectives and search for existing strategies within texts by investigating recurring realisations (see Figure 4). As part of my abductive analysis, I also referred to my review

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<sup>24</sup> The DHA’s understanding departs from Bourdieu where intentionality or accountability are concerned. In part, this is because of their underlying aim to expose discursive moves by powerful actors, and the belief that “any critical investigation would be superfluous if those criticised could skirt responsibility for their (discursive) actions by simply shifting it to discourse or a discourse formation” (Wodak et al., 2009, p. 32). From this perspective, their understanding is also influenced by Habermas’s notion of strategic action as goal-oriented and potentially manipulative, as opposed to consensus-oriented communicative action (see Ch. II). As acknowledged by Wodak (p. c.), her understanding is also influenced by Van Dijk & Kintsch’s (1983) analysis of discourse production and comprehension strategies (see also Wodak & Lutz, 1986).

of the context (see Ch. I) and previous research (Savski, *forthc. a*) for indications of common discourse strategies.

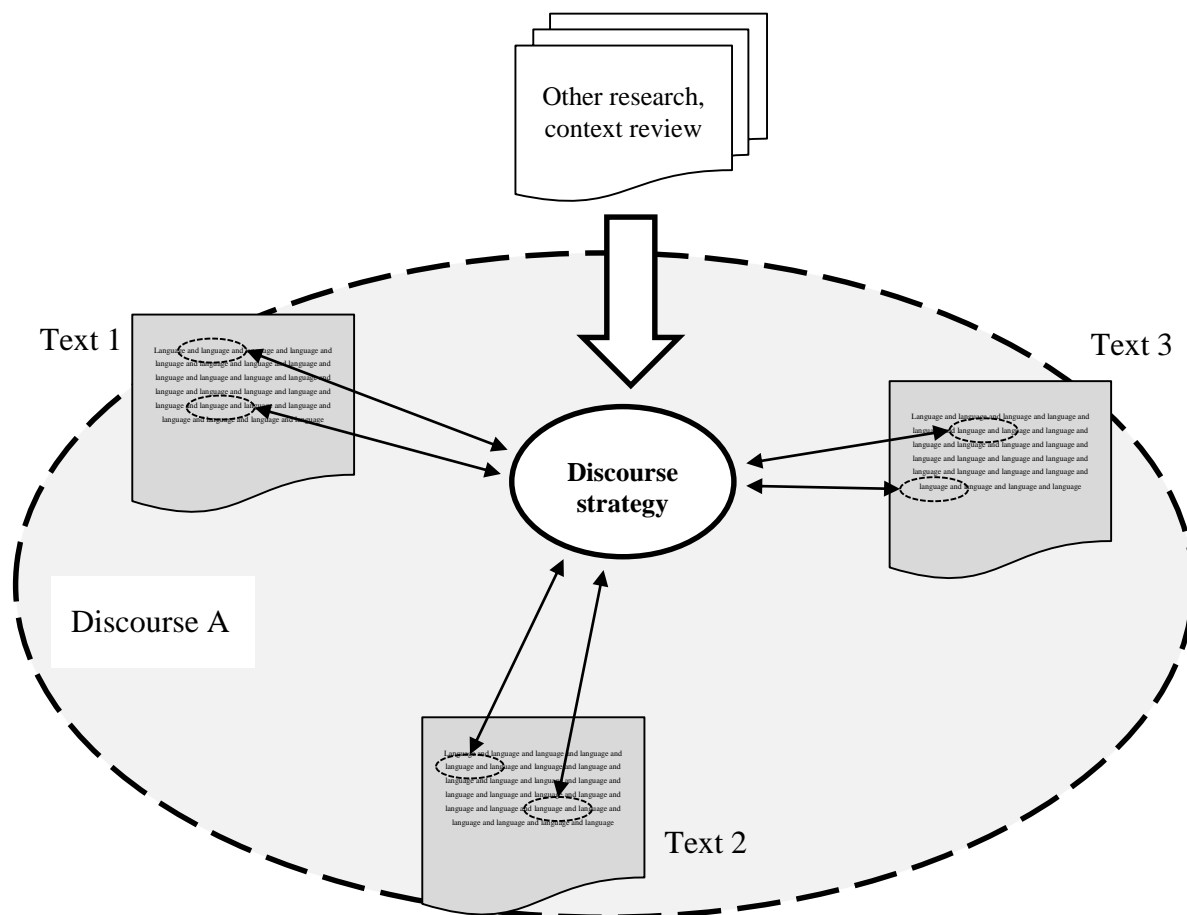


Figure 4: Analysing discourse strategies

Just as text, discourse is also heteroglossic and dialogical: it contains a number of different voices produced by different actors, which is indicated by the presence of various opposed discourse strategies (Reisigl & Wodak, 2009, p. 89). I therefore paid special attention to the prominence of the voices of different actors, the discourse strategies they used, and the language ideologies they voiced through them (see particularly Ch. IV and VII). As well as being heteroglossic, any discourse is also entangled with other discourses surrounding it. Where such interdiscursive links existed between the discourse about language policy and, for instance, discourses about other political or linguistic issues, I describe such links in my analysis.

### 2.3 Social action

Along with the theory of mediated action (see Wertsch, 1993), the main theoretical background to MDA is Bourdieu's theory of social practice, which is also a source of several key concepts in this thesis. As outlined in Ch. II, one focus of this thesis is how social actors avail themselves of available social spaces to engage with policy and co-construct its meaning. These spaces – sites of engagement where policy-related mediational actions take place – are windows of opportunity, constituted by social practices. These, in turn, are seen as agglomerations of mediated actions and appropriate mediational means, which are recognised as distinctive within a given society (R. Scollon, 2001a). They are part of a person's historical body, or habitus, a collection of experiences and actions learned through socialisations, or "history turned into nature" (Bourdieu, 2013, p. 78).

In this thesis, I align with MDA conceptually in the sense that the analysis of social action is seen as an overarching analytical goal (e.g. R. Scollon, 2001a), and the analysis of texts and discourses as integral parts of this broader analysis. While this signals a partial theoretical and methodological departure from the DHA, which proposes a four-levelled model of context to analyse what surrounds text and discourse (see e.g. Wodak, 2008), many of the features analysed are ultimately the same, though they are approached from a different perspective. Following MDA, the focus is on social actions, on the actors that perform them, and on the mediational means that are used (see above). As mediated social actions are seen as one-time instantiations of practices, and therefore as results of historical development, their analysis entails a diachronic perspective, and thus creates a significant parallel with the DHA.

In Bourdieu's theory, social practices are seen as constitutive elements of fields, distinctive sub-orders of society in which actors are located (see Ch. I; see also e.g. Bourdieu, 1984), and in which practices are instantiated through actions. MDA identifies a sub-element of the field, which it terms as a nexus of practice, and sees it as a recognisable grouping of social practices with an associated group of social actors and an archive of potential mediational means (R. Scollon, 2001, p. 150). It distinguishes a nexus from a community of practice (e.g. Wenger, 1999), which is seen as a more specific and higher-level social institution (R. Scollon, 2001, p. 151), with a more stable set of actors. Following Wertsch (2001), communities of practice are seen as a source

of explicit or implicit identification for those involved, whereas a nexus, while durable, is a much more open space which actors enter and exit.

Communities are also constituted by shared ideologies, or belief systems. Various theoretical conceptualisations of ideology exist and are described above (see Ch. II). In this analysis, I will see ideologies as belief systems located in the background of practices, at a more foundational level of social organisation (Eagleton, 1991). In this context, in addition to dispositions and perceptions (see Ch. II), the habitus is then also seen as the result of the accumulation of fossilised ideologies (S. Scollon, 2001), and thus as an interface between practice and ideology (Eagleton, 1991). In this thesis, I analyse social (in particular discursive) practices and treat emergent beliefs as examples of language ideologies (see Ch. IV), before analysing their broader impact on policymaking (see Ch. V-VII). I also analyse how language ideologies impact on power relations between actors, as governed by their access to different types of capital, in particular nexuses of practices.

The primary methodology of nexus analysis, as MDA calls its approach to social action (e.g. R. Scollon, 2001b), is ethnography, a method which is also of prime importance to the DHA (Krzyżanowski, 2011; Krzyżanowski & Oberhuber, 2007). As this thesis is written from a diachronic perspective, it adopts a historical ethnographic perspective (see below) by collecting various types of data. Where direct observation of actions was possible (through video-recordings of parliamentary sessions), and my analysis was based on the action-to-text perspective, I followed MDA by combining four different types of observation:

Type of observation	Research question	Data sources
Member categorisation	How do members identify actions and practices?	Observed data, interviews
Objective observation	What actions or practices can you observe in a setting?	Observed data
Member experiences	How do members position themselves in communities or nexuses of practice?	Interviews

Researcher-member interaction	How do members react to suggested categorisations of actions or practices?	Interviews
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Table 4: Types of observation (adapted from R. Scollon, 2001, pp. 163-164)

By collecting these different types of observation, MDA aims to construct a comprehensive picture of a given nexus of practice. In its purest form, it does so without making any presuppositions about what is relevant and what isn't (R. Scollon, 2001a, p. 152). In this thesis, as the nexus analysis is situated within a broader study, it was ultimately also guided by the preliminary findings from other analyses, and therefore did not start from a completely 'blank' slate. However, as indicated above, the main aim of my analytical approach was to balance the text-to-action and action-to-text perspectives, and allowing textual analysis to guide observation is part-and-parcel of that balance.

### 3 Data

The key analytical stance of this thesis is that a "policy document", seen as a text which mediates policy action in a given polity (see Ch. II), whatever broad form it may take, is ultimately a fluid entity, and that its analysis should be sensitive to this fact. In the first place, its fluidity can be seen through a diachronic analysis of its development from a sentence in a political programme, through its various draft forms and ultimately into its final officially adopted form. This final text is therefore a collage of different pieces of language, contributed to by different authors at different times and in different places (see e.g. Wodak, 2000). As an inherently heteroglossic and dialogical entity, a policy therefore requires a *sui generis* approach to data collection which is able to capture such dynamics (cf. Savski, forthc. b).

On the other hand, I assume in this thesis that policy, as a social practice or nexus of practice, is mediated not only by a single "policy text", but through a range of different texts and practices. Together, I see these as single elements within a broader discourse about policy, a collection of semiotic practices which is constituted by and constitutive of policy meaning (see above and Ch. II). A discourse analysis of policy therefore entails analysing a disparate collection of texts belonging to different genres and fields, such as policy communication (Krzyżanowski, 2013), political speeches and media

reports (Koller & Davidson, 2008), and others (see below). As this thesis ultimately also seeks to describe policy as a nexus of practice, these texts are approached from two perspectives, text-to-action and action-to-text (see above).

My approach to data collection in this thesis therefore aimed to construct as broad a data-set as possible: as many possible sources as possible were explored and, where suitable, integrated into the study. A major reason for this was my aim to overcome the fact that I had little access to some venues where the “discourse about policy” unfolded. The causes for this were purely practical and typical for all fieldwork. For example, some events I might have attended were inaccessible due to teaching commitments or lack of funding, or simply because they had not been publicised. In one case (the public consultation about a new dictionary, see Ch. VII), my request to access a recording of the event was denied by the organiser. However, many of the key sites of engagement where policymaking actions took place were ultimately accessible to me through the narratives provided by textual descriptions, or by my interviewees.

As these narratives are however one-sided accounts of events, they are not taken at face value wherever possible. Where two or more distinctly different narratives exist, they are contrasted and integrated into the study in this form (see particularly Ch. VII). Elsewhere, they are used to supplement field notes or nexus analysis (see particularly Ch. V and VI). In this sense, my study also draws on historical ethnography, as it is “an attempt to elicit structure and culture from the documents created prior to an event in order to understand how people in another time and place made sense of things” (Vaughan, 2004, p. 321). This approach, which combines historiographic and ethnographic methods, has elsewhere been referred to as trace ethnography, due to the attention it pays to documentary traces of social practices (Geiger & Ribes, 2011). As an analytical perspective which seeks both to reconstruct history as well as analyse historical narratives, historical ethnography is strongly related to CDA approaches to discourse about history and the DHA (see e.g. Flowerdew, 2012; Galasinska & Krzyżanowski, 2009; Heer et al., 2008; Martin & Wodak, 2003; Wodak et al., 1990). This aspect of the study is particularly prominent in Ch. V and VII, where documentary data and interviews are the focus of my analysis.

With this approach to data collection and analysis, my study follows the principle of triangulation as proposed by both the DHA (e.g. Wodak et al., 2009, pp. 7-10) and MDA



(R. Scollon, 2001). In practice, triangulation means combining various different data sources to construct a more pluralistic description of whatever phenomenon is being analysed. MDA specifically aims to construct data of several types: objective observation (fieldwork, textual analysis) is combined with the subjects' own generalisations and narratives, as well as evidence of subject-researcher interaction (R. Scollon, 2001, pp. 151ff). In this thesis, a number of different data sources are therefore analysed, and are presented in the following section.

### 3.1 Documentary data

As outlined above, the first major source of data in this thesis is official documentary data. By this, I mean the various authentic records of the policy process that were made publicly available online by the Ministry of Culture or Slovene parliament during the time of writing. The documents below were downloaded and saved in PDF format in NVivo:

- (a) Various versions of the Resolution for a National Language Policy Programme 2014-2018 (RLP-14), incl. three drafts (April 2012, January 2013, May 2013) and the final version (July 2013), as well as a draft of the Action Plan for Language Resources (August 2014). In total, 5 texts.
- (b) Responses (comments, critiques, proposals) to draft versions, submitted by members of the public to the Ministry of Culture. In total, 72 texts.
- (c) Preparatory studies conducted before the drafting of RLP-14 began. In total, 2 texts.
- (d) Suggestions submitted by members of the public to the Ministry of Culture before drafting began. In total, 10 texts.
- (e) Decrees, invitations and press releases issued in relation to RLP-14 by the Ministry of Culture. In total, 3 texts.
- (f) Amendments to RLP-14, submitted during the parliamentary process. In total, 46 texts.

- (g) Reports, decrees and opinions about RLP-14 submitted during the parliamentary process. In total, 20 texts.
- (h) The websites of the Ministry of Culture relating to RLP-14, including archived versions.

These documents are part of policy in its narrow sense, as a nexus of practice oriented towards governing a polity (see Ch. II), as well as policy communication, seen as a secondary nexus of practice dedicated to mediating policies to the general audience (Krzyżanowski, 2013). In any historical account, documentary evidence such as this can of course never be considered complete: while some documents are made public, and thus represent records of the social actions they mediate, other might not be publicly available or might be lost (Davies, 2008, pp. 197-204).

In an account of policy not all the documents collected can be seen as equal. Due to this fact, I categorised them further depending on whether they I used them in the study as primary, secondary or tertiary sources (see Figure 5). I adopt this distinction from historiography to elaborate on which sources I consider to be direct and authentic records of policy (primary), indirect and analytical records of policy (secondary), or broad overviews of policy (tertiary). The chief basis for this distinction – which is seen as flexible and depends on analytical perspective (e.g. Kragh, 1989) – is that secondary and tertiary sources contain interpretations of the contents of primary sources. As such, they are of high value as they indicate how primary sources are embedded in their historical context, but at the same time cannot be considered fully authentic accounts. In terms of MDA, they mediate a different social action – commenting on a draft, for instance – and therefore cannot be considered as authentic records of a previous social action – proposing a draft – whereas the text which was the mediational means for that action, i.e. the draft itself, can be seen as an authentic record.

The classification of sources also influenced the level of detail of the analysis of each text in this data-set, as did the focus of the case study where they were used. In Ch. V, where the focus was on the development of RLP-14 during the drafting stage, the draft versions of that text represented the central source of information. The secondary textual sources in that case were the various responses submitted to the Ministry of Culture – these were compared to the developing policy document to see what suggestions were

followed – as well as the preparatory studies and various official decrees and notices. In Ch. VI, where the perspective adopted was action-to-text (see above), data selection was guided by the nexus analysis, and texts were analysed in detail when they emerged as mediational means in key social actions. Thus, of the many amendments, reports, opinions and suggestions submitted, only two competing proposals were analysed in detail due to their significance in the debate itself, as well as to the implementation efforts analysed in Ch. VII.

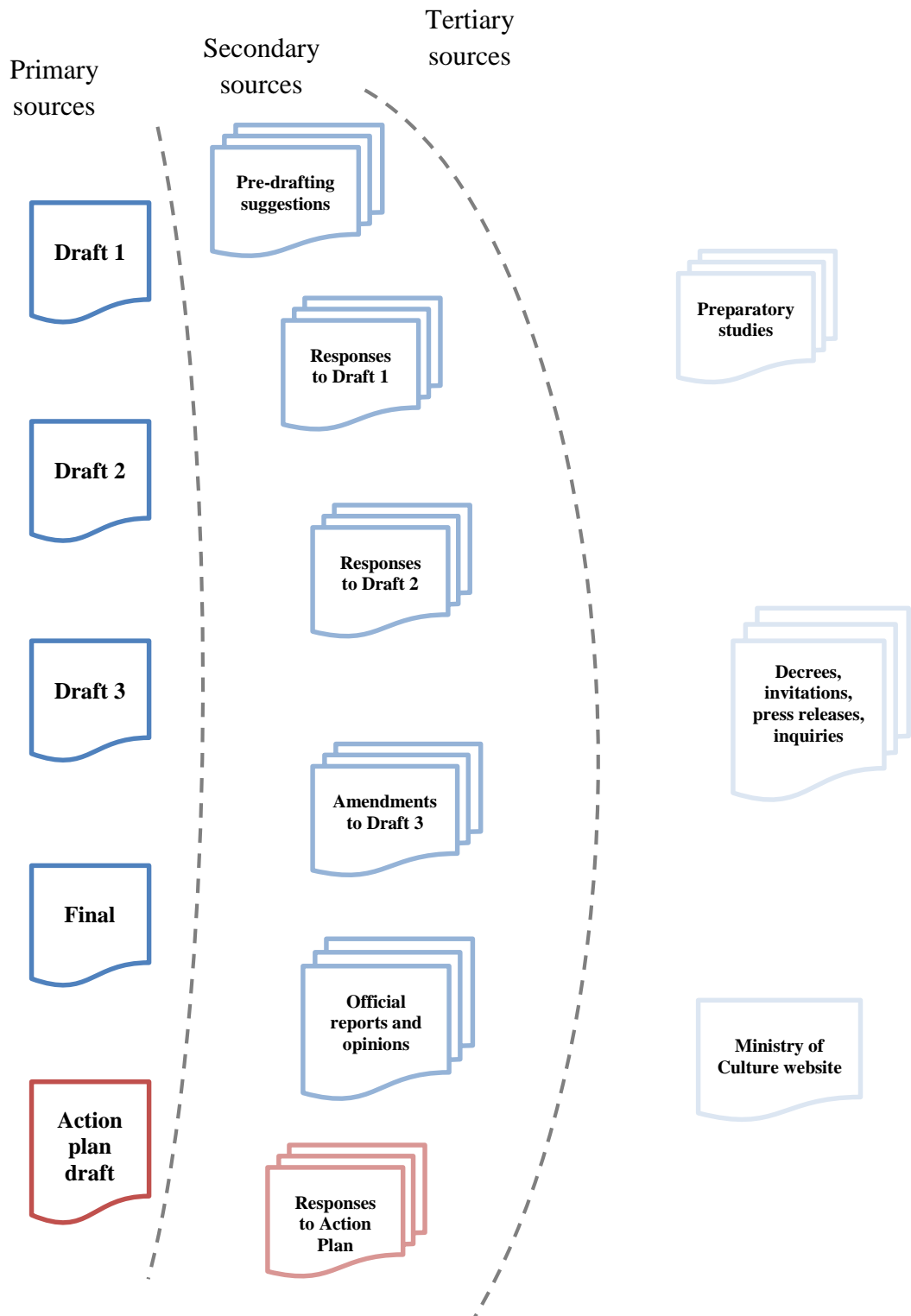


Figure 5: Overview of documentary data (blue – see Ch. IV-VI, red – see Ch. VII)

### 3.2 Email correspondence

In Ch. VII, email correspondence is a key source of information about the scholarly debate about a new dictionary of Slovene, which took place after RLP-14 was adopted by the Slovene parliament. The source of this correspondence was Slovlit, an online mailing list used mostly by Slovene linguists and literary scholars. This list is often a site of debates<sup>25</sup> and it was therefore unsurprising that it became an important source of information as the “dictionary debate” continued through 2013 and 2014. I followed the list during this period, collecting all relevant emails either as they were sent out or from the online archive. In all, 16 emails from this period were analysed in detail (see Ch. VII), while 9 emails were overviewed during the preparation of Ch. IV, consisting of Slovlit debate about the Roma language that was covered in the media. The list is open to anyone, but posts are moderated by its owner (a member of staff at the University of Ljubljana).

### 3.3 Media reports

Aside from analysing texts which mediate policy directly and those which do so indirectly in the fields of politics and public administration, my intention in this thesis was to see how the discursive strategies found within these “policy” texts would compare to a broader sample of Slovene public discourse about language and language policy. I therefore assembled a data-set of media texts, which ultimately totalled 68 (including 42 newspaper texts, 19 texts from online news portals, and 7 radio/TV reports or programmes) separate texts, published in different media outlets between July 2011 and October 2014.

The first important resource was the major Slovene newspapers. For the purposes of this research, I defined as “major” those daily newspapers whose print editions had a circulation above 100 000 per issue, as measured in the latest national readership survey (where circulation refers to the total number of people between 10 and 75 years of age projected to read any given edition). I collected texts by accessing each individual outlet’s online archive (in some cases, this required me to subscribe to the publication

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<sup>25</sup> For example, a lengthy debate developed upon the 2014 publication of a new Slovene translation of the Quran. The main topic of the debate was about the decision of the translators to adopt a non-standard spelling of God’s name – *Allah* – rather than the prescribed spelling – *Alah*. As was the case in the example given in this thesis (see Ch. IV), the debate was eventually covered by the media.

for a short period, as the archive was inaccessible to non-subscribers) and searching for texts which made a direct reference to RLP-14, the policy text I was interested in<sup>26</sup>. By using these criteria, which allowed me to limit what might otherwise have been an overly broad data-set, considering that I was using an exclusively qualitative approach, I ended up with a set of 42 media texts collected from either the print or online editions of the top five Slovene newspapers according to circulation (see Table 5).

Publication	Circulation	Articles in data-set
<i>Slovenske novice</i>	336 000	0
<i>Žurnal24</i>	242 000	0
<i>Delo</i>	157 000	22
<i>Dnevnik</i>	112 000	20
<i>Večer</i>	108 100	0

Table 5: Print publications reviewed vs. data-set (Source: NRB 2013-14<sup>27</sup>)

From the 5 publications with a circulation higher than 100 000 per issue, only two newspapers – the traditional broadsheets *Delo* and *Dnevnik* – made any mention of RLP-14 whatsoever. In fact, as my analysis demonstrates, those two newspapers became key sites of engagement where interpretations of the document clashed (see Ch. IV). The lack of coverage of RLP-14 by other newspapers can be explained both by the niche status of language policy as a media topic, as well as the different focus of these publications: *Slovenske novice* is a tabloid which includes only a few pages of news, *Večer* is a regional newspaper published in Maribor and covering a mix of local and national topics, and *Žurnal24* was a regional newspaper published in Ljubljana, which covered only major national topics<sup>28</sup>.

<sup>26</sup> I used the name of the document as the keyword in the search, along with other possible variations (due to morphology etc.).

<sup>27</sup> <http://www.nrb.info/podatki/> (Accessed 3 September 2015)

<sup>28</sup> Its high circulation was caused by the fact that it was distributed for free, usually at bus stops, meaning that a single copy would have a very high projected readership. In 2014, the print edition was discontinued, and *Žurnal24* became an online-only media outlet.

Given that the internet is now also a major source of news for most of the population, my analysis includes not only newspapers and their online editions, but also online news portals. I chose to collect data from the top Slovene news portals according to circulation (which refers to the number of unique Slovene IPs visiting the site within a specific 1-month period), but excluding portals which were linked to print newspapers, since I had already covered those above. Once again, I only collected articles which made direct reference to RLP-14, which created an additional set of 19 texts.

News portal	Circulation	Articles in data-set
<i>24ur.com</i>	704 624	4
<i>Siol.net</i>	527 723	1
<i>Rtvslo.si</i>	462 217	14

Table 6: News portals reviewed vs. data-set (Source: MOSS, data for July 2015<sup>29</sup>)

It is notable that, as with the newspapers above, the two top news portals according to circulation, *24ur.com* (linked to POP TV, the biggest Slovene private TV station) and *Siol.net* (linked to Telekom, the state telephone and internet provider), included little coverage of RLP-14. Any articles which made reference to the text did so only briefly in the context of other topics – such as a report about the resignation of Majda Širca, Minister of Culture, in the summer of 2011 – but included no in-depth coverage at all. However, as above, a more established outlet, *Rtvslo.si* (the portal of the national radio and TV station and the oldest Slovene online news portal), covered RLP-14 at several times and in detail.

I also wanted to analyse radio and TV news coverage of RLP-14, but this proved more difficult as I could find almost no evidence that any TV or radio station had mentioned the policy at any point in their prime-time news programming. The data-set included a single TV news report where RLP-14 was mentioned in a 2-minute segment about a public consultation regarding a new dictionary of Slovene (see Ch. VII), aired by TV Slovenia on 12 February 2014 as part of the daily programme *Kultura ob 22h* (Culture

<sup>29</sup> [http://www.moss-soz.si/si/rezultati\\_moss/obdobje/default.html?period=201507](http://www.moss-soz.si/si/rezultati_moss/obdobje/default.html?period=201507) (Accessed 03 September 2015)

at 10pm). This was a slight surprise given that the online portal of the state TV had covered RLP-14 on several occasions (see above), though this might be a reflection of the fact that the two have different conventions and management teams.

Another solitary example was an 11-minute segment about RLP-14 aired by Radio Slovenia 3 as part of *Naše poti* (Our journeys), a weekly programme aimed specifically at the Roma community. This piece of data was not part of the original data-set of media reports, which was collected from outlets catering to a broader audience, but rather emerged as important during the course of the study, as it represented engagement with RLP-14 and the discourse about it from a distinct minority community. It is described in more detail in Ch. IV.

All other mentions of RLP-14 on TV or radio were in niche programming, devoted to an expert audience interested in a specific topic. The prime example of this is *Jezikovni pogovori* (Linguistic debates), a weekly 25-minute radio programme broadcast by Radio Slovenia 3, and devoted exclusively to language and linguistics. At various times between July 2011 and October 2014, *Jezikovni pogovori* featured interviews or debates which made some reference to RLP-14, including two episodes which focussed exclusively on the policy.

Date	Topic
3 Jan 2012	Interview with Marko Stabej about the newly written draft of RLP-14.
26 Jun 2012	Special double-feature on the challenges of multilingualism. Debate between Marko Stabej and Janez Dular.
3 Jul 2012	
16 Jul 2013	Interview with Simona Bergoč about the newly adopted RLP-14.
25 Feb 2014	Debate between Janez Dular, Karmen Pižorn and Darija Skubic about first vs. foreign languages in education.

Table 7: Episodes of *Jezikovni pogovori* in the data-set<sup>30</sup>

<sup>30</sup> Several of these individuals played visible roles in the creation of the policy, as is explained in Ch. IV-VII. A summary of their backgrounds: Stabej was the leader of one of the drafting teams and is a professor of Slovene at the University of Ljubljana, Dular is a former head of the Slovene Language Department at the Ministry of Culture, Bergoč is the current head of that department, Pižorn is a lecturer in English



These five episodes are also included in my data-set, and are located at the intersection between the fields of media and academia: the content they provide includes (and potentially also presupposes) specialised knowledge, and is provided mostly by academics (linguists), but is also adapted to a broader audience and broadcast on a public radio station. Other examples from the data-set can be seen in a similar light, particularly the feature-length articles in the two broadsheets, *Delo* and *Dnevnik*, which linguists were also major contributors to.

As I argue in Ch. IV, the general dynamics of the media coverage of RLP-14 indicates an important distinction between two different types of news outlet. Broadcasting outlets, such as newspapers, major online portals, and prime-time TV and radio news programmes, have high visibility and a high out-reach, but included little if any coverage of RLP-14 – the exceptions being two traditional broadsheets and one portal. On the other hand, narrowcasting outlets, such as *Jezikovni pogovori*, saw much more coverage of RLP-14 but did so for a smaller and more specialised audience (see Ch. IV).

### 3.4 Observed data

As discussed in Ch. II, the design, making, interpreting and implementation of a policy involves a complex set of practices from several fields. As time unfolds, policy passes through space, and in this way several different nexuses of practice become sites of engagement which enable actors to engage in political action. Each individual text in the data-set described above therefore represents a written record of a single site of engagement with policy. As elaborated above, one methodological aim of this thesis was to combine this type of analysis, where text is the starting point and social practice the point of arrival, with the reverse perspective, where an examination of social practices guides textual analysis. In this thesis, I therefore also include analysis of observed data in Ch. VI and VII, where the action-to-text perspective becomes more prominent.

The use of observed or ethnographic data is a major feature of both approaches described above, MDA (see e.g. Scollon & Scollon, 2004) and the DHA

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language teaching at the University of Ljubljana, and Skubic is a lecturer in Slovene language teaching at the same university.

(Krzyżanowski, 2011; Krzyżanowski & Oberhuber, 2008; for combinations of ethnography and CDA, see also Johnson, 2011; Dray & Papen, 2004). Past analyses of policy have incorporated analysis of drafting team meetings and correspondence in their analysis of the writing of a policy document (e.g. Wodak, 2000). My own choice of data in this case was guided by what I could access. As all drafting team meetings had taken place before my analysis began, I switched my focus to the Slovene parliament, where several sessions were devoted to RLP-14 (see Table 8). While I wasn't able to observe these sessions directly, all were broadcast live online, and my observation of these sessions and of the recordings available on demand constitutes the main set of observed data<sup>31</sup>. After an initial viewing of all the sessions, I noted that the most in-depth discussions took place at one session of the Committee for Culture in the National Assembly, where all the amendments to RLP-14 were also debated and voted on. I therefore decided to make this session the subject of a more detailed nexus analysis (see Ch. VI).

National Assembly (NA)	Committee for Culture (2 sessions)	Plenary session (1 session <sup>32</sup> )
	Committee for National Communities (1 session)	
	Public Hearing (1 session)	
National Council (NC)	Committee for Culture, Science, Education and Sports (1 session)	Plenary session (1 session)

Table 8: Overview of parliamentary sessions

Along with the video recordings, I was able to access transcripts of the different sessions. These are produced for the public by the Slovene parliament and are, in most cases, verbatim records of the sessions. However, as the transcripts were inaccurate or

<sup>31</sup> In the strictest sense, the main body of observed data in this thesis was therefore not collected through direct observation, but through a video recording of events in the field. As described above, my research does not in any way claim to represent an ethnography in the fullest sense, where the researcher enters the field directly with the aim of creating an authentic account of the practices present within it. As Clifford asserts, however, even the most complete of ethnographic accounts ultimately represents a “partial truth”, as it cannot account for all the different forces at work in any setting (Clifford, 1986).

<sup>32</sup> While the actual NA plenary session took place over several days, it is formally treated as one single session.

incomplete in some places, I reviewed them completely and made adjustments where necessary. As with the interview data below, I did not transcribe silences, hesitations or non-verbal features, as these did not emerge as relevant, except in the case of a single interaction between a linguist and the committee chair. In this case, I included in the transcription that both persons smiled during the exchange, as I understood this to indicate mutual awareness of a potential face threat (see Ch. VI).

The parliamentary session was initially planned to be the only piece of observed data. In November 2013, however, I participated in a linguistic symposium in Ljubljana, and observed how a plenary session was transformed into a fiery debate between two embattled groups of linguists about the new dictionary of Slovene. Sensing the significance of this particular event, I wrote up brief field notes after the session and, as the “dictionary debate” ultimately became the focus of the final case study of this thesis, I had the opportunity to include these field notes in my account (see Ch. VII).

### 3.5 Interview data

The final set of data collected for this thesis was collected through seven in-depth interviews with the key actors involved in the writing and implementation of RLP-14. The initial purpose of this was to add an insider perspective to the account of this policy and the policymaking practices provided here. The explanations, opinions and narratives provided by the interviewees therefore guided my analysis of the different types of data above. However, it soon became clear that, given the fact that, like the rest of the data, the interviews were conducted after the many different key events had taken place, they could no longer be seen simply as accounts of how actors had experienced a particular event. Instead, they were marked by subsequent events, by the different rationalisations that actors had developed for their own actions (see e.g. “post hoc coherence”, Wodak, 2011, p. 116), by a lack of clear memory of the events concerned, or potentially by the unwillingness of participants to give certain details or their wish to influence my understanding of events. As encounters with agentive participants – who enter the interview situation with a set of motives and potentially an agenda – these interviews are inherently incomplete accounts, similar to life histories (e.g. Davies, 2008, pp. 204-209). They are intended to complement the rest of the analysis, and the narratives provided by the participants have been integrated into my own writing where appropriate.

To collect a broad range of accounts, I contacted as many of those who had significantly impacted RLP-14 as I could. I contacted potential participants via emails which included a short account of who I am and what my research interest is – where I made reference to RLP-14 specifically – as well as a sheet outlining their rights as participants. Out of the 10 potential participants I contacted, seven responded and agreed to be interviewed. All seven waived their right to anonymity. Table 9 contains a list of participants and provides a short account of their role with RLP-14.

Name	Role	Date
Marko Stabej	Professor of Slovene, University of Ljubljana Drafting team leader	October 2014
Marko Snoj	Head of the Slovene Language Institute, Academy of Arts and Sciences Re-drafting team member	October 2014
Majda Potrata	Deputy in the National Assembly (retired in 2014) Chair of the Committee for Culture (Also present: Potrata's aide Robert Horvat)	October 2014
Simona Bergoč	Head of the Slovene Language Department, Ministry of Culture	October 2014
László Göncz	Deputy in the National Assembly Chair of the Committee for National Communities	October 2014
Uroš Grilc	Minister of Culture (2013-14)	April 2015
Vojko Gorjanc	Professor of Slovene, University of Ljubljana Coordinator of the Consortium for Language Resources	April 2015

Table 9: Overview of interviewees

The interviews were conducted in a semi-structured manner: I compiled a list of topics and/or specific questions for each individual interviewee, but also allowed the interviewees to govern topic choice where appropriate. In some cases, this meant that

specific parts of RLP-14 were discussed – this was particularly true of the interviews with Bergoč, Potrata, Snoj and Grilc, who all directed my attention to the amendment which specified the role of the Academy of Arts and Sciences. In both Ch. VI and VII this ended up being a key topic, as I examined the negotiations during the genesis of that piece of text as well as the different readings of it during implementation.

The interviews were generally between 45 minutes and 1 hour long (one was 25 minutes and one 1 hour 20 minutes). All were conducted in Slovene and were recorded with a single voice recorder. In many cases, the recorded interview was followed by an informal discussion between myself and the participants. This allowed me to build a rapport with them in case a follow-up interview was needed, to gauge their feelings about particular events in a more informal setting, and to obtain off-the-record information. As I understood these discussions to be confidential, they are not cited in the study. All recordings were first transcribed in summary form in Slovene – I made notes on topics, statements and references – before key extracts were transcribed verbatim and translated into English by myself.

#### **4 The case studies**

As outlined above, this thesis draws on several different sources of data, covering various texts, observed data, and elicited interview data (see Figure 6). The thesis presents a coherent theoretical framework to account for the spatiotemporal dynamics of policy as a complex array of social practices (see Ch. II). To apply this theoretical framework, it develops a coherent analytical framework which combines two approaches in critical discourse analysis to arrive at a comprehensive operationalisation and related description of discursive social practices.

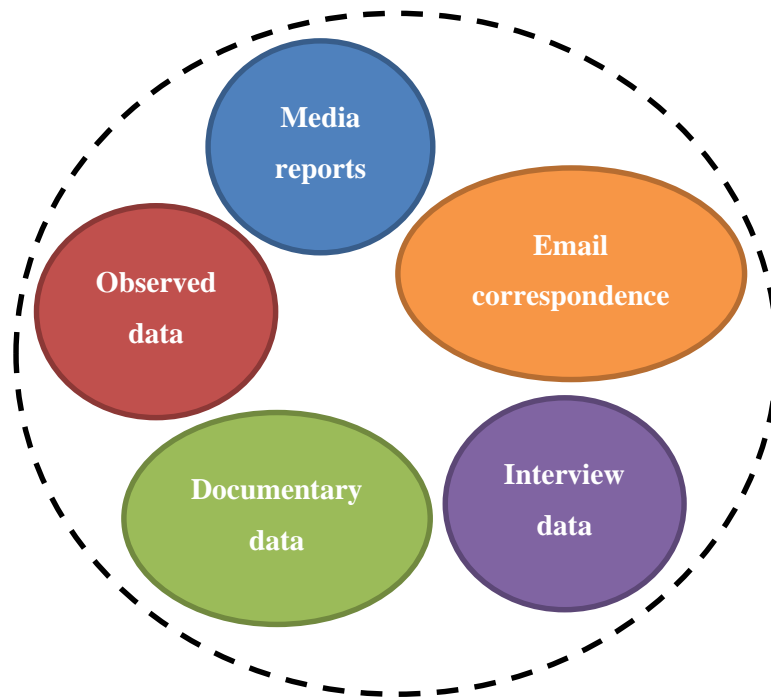


Figure 6: Sources of data (summary)

The four case studies approach this data-set in different ways, depending on the focus of the respective chapter. Each case study aims to address and operationalise one grouping of the research questions as detailed below. The top-level research questions are developments of the broad aims of the thesis (see Introduction), while the lower-level questions cover concrete analytical concepts as outlined above.

The first case study, **Topic trajectories: voices in an ideological debate** (see Ch. IV), presents a macro-level analysis of the media discourse surrounding RLP-14 and aims to address the following research questions:

5) *What voices and topics were prominent in the media discourse about Slovene language policy?*

5a) *What discursive strategies were typical of the different voices?*

5b) *What language ideologies underlie them?*

As its focus is on the dynamics of a public debate, this chapter draws largely on a broad data-set of media texts, and analyses it first in terms of topics/contents, and then in terms of linguistic realisations and discursive strategies (1a). It describes a developing

language ideological debate and compares how prominent the voices of different actors are in that debate (1b).

The second case study, **Drafting disputes: time and uncertainty in policy**, moves the focus of the analysis away from the public debate and places it squarely on the policy text. It does so with the aim of describing the genesis of the text in order to elaborate on the theoretical claims that policy texts are characteristically fluid in form and that this fluidity is subject to shifting power relations (see Ch. II). The case study addresses the following research questions:

6) *How did the text of the Resolution for a National Language Policy Programme (RLP-14) develop during drafting?*

6a) *What deletions, additions, substitution or reorderings were made?*

6b) *What discourse strategies and language ideologies were present in the text?*

6c) *How did relations between language ideologies change during redrafting, and how did this correlate with political changes?*

Analytically, this case study continues to draw on the text-to-action perspective: it places the policy texts at the centre of its analysis and analyses their context based on cues received from the textual analysis. It begins with an analysis of how the policy text developed through its various drafting stages, focussing on what was added and removed (2a). It then analyses these dynamics in terms of the discursive strategies and language ideologies identified in the previous case study with the aim of drawing concrete links between the dynamics of the public debate and the policy text (2b). By combining analysis of the policy text with documentary data and interviews, this case study investigates how changes in the broader political context allowed particular ideological agendas to be foregrounded at the expense of others (2c).

The third case study, **Policy in parliament: the committee as a nexus of practice**, investigates the impact of space on language policy. As discussed above (Ch. II), this thesis sees policy as a complex nexus of practice which involves a number of different actors across different fields and nexuses or communities of practices. The analysis in this case study focusses on the how the practices in the field of politics and the

parliamentary committee as a nexus of practice impacted RLP-14. It aims to address the following research questions:

7) *How did the language ideologies in RLP-14 and in the discourse about it impact policymaking practices in a committee of the Slovene parliament?*

7a) *What mediated actions can be detected in the committee session of 28 June 2013 and what practices do they reflect?*

7b) *What was the role of capital from the field of linguistics at the committee session?*

To address these questions, this case study switches analytical perspectives by focussing primarily on social action, and by allowing this focus to guide its selection and reading of relevant texts. It begins with a description of the committee as a nexus of practice, drawing mainly on observed data and interviews to provide an account of a single session of the Committee for Culture in the Slovene National Assembly (3a). It then investigates how, as outsiders in both the committee as nexus, and in the field of politics, linguists acted to defend their interest at the session by drawing on their capital from the field of linguistics (3b).

The fourth and final case study, **Interpretation for implementation: policy meaning in time and space**, is intended both to add to the analysis by exploring a new avenue, as well as to provide a conclusion to the overall narrative about RLP-14. Its focus is on how, as a result of the ideological debate which defined the genesis of RLP-14, the meaning of this text became the subject of debate as well. It addresses the following research questions:

8) *What was the role of RLP-14 as an officially adopted strategic document in the debate about a new dictionary of Slovene?*

8a) *What voices can be distinguished in the dictionary debate, and what language ideologies were they related to?*

8b) *Did different actors interpret RLP-14 differently? If so, how was this related to language ideologies and political tactics?*

8c) *How were these different readings linked to the proposed project to create a new dictionary of Slovene?*



This case study draws on all of the different data sources available to create a comprehensive narrative of how the process of implementing RLP-14 began in 2013-2014. It focusses on the “dictionary debate”, a public debate about creating a new dictionary of Slovene, which took place during this time. It examines the dominant voices and discursive strategies, comparing them to those associated with the language ideologies analysed in previous case studies (4a). It examines RLP-14 as the mediational means in different social actions, focussing on the ways in which understandings of the text depended on the ideology and tactic of the interpreter (4b). It concludes by describing how the presence of these different readings influenced the proposed project to create a new dictionary (4c).

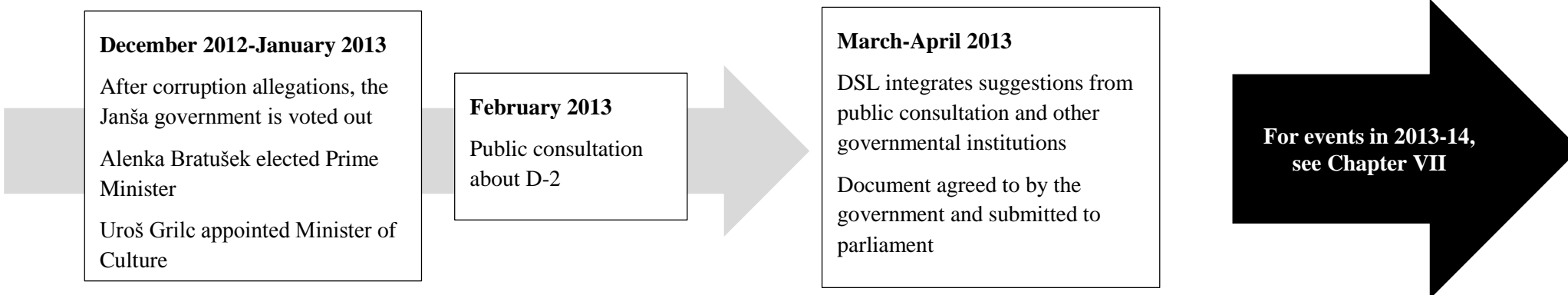
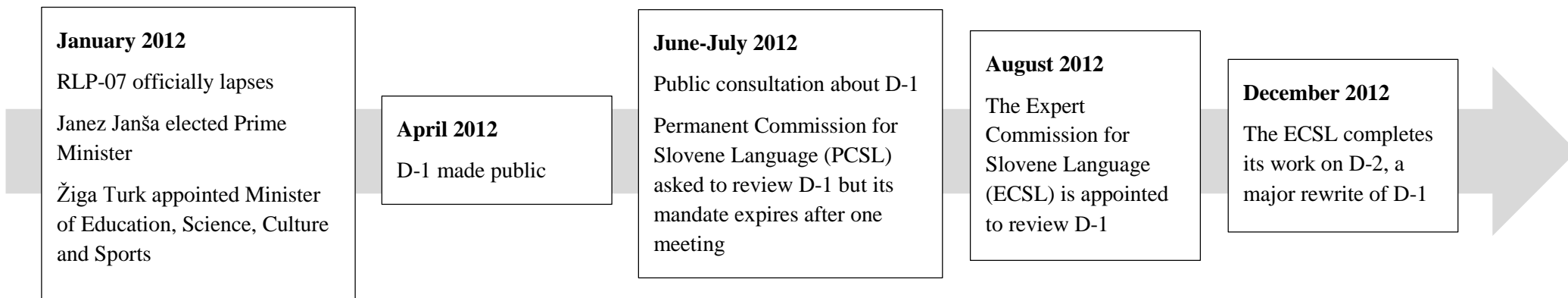
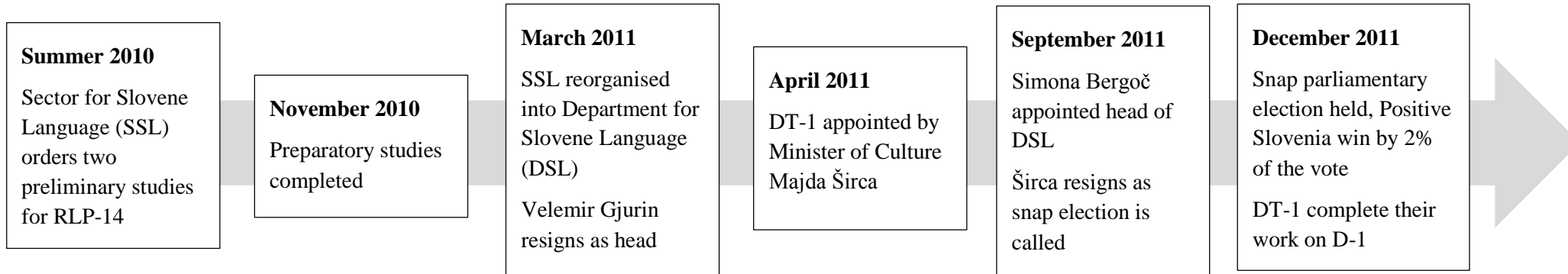
# The Resolution for a National Programme of Language Policy 2014-2018

As discussed in the Introduction and in Ch. I, this thesis investigates the trajectory of a single policy document. In this section, I summarise briefly the key events in the development of this text and relate them to events and occurrences in the political context (see also Figure 7).

The Resolution for a National Language Policy Programme 2014-2018 (RLP-14) was originally intended to cover the period between 2012 and 2016. Its preparation began in 2011, under the new Head of the Department for Slovene Language at the Ministry of Culture, Simona Bergoč, with a methodology document which set out the structure and aims of the programme. A drafting team (DT-1), led by Marko Stabej, Professor of Slovene at the University of Ljubljana, was soon appointed and began work on the new text. By the time the team had finished the text, however, the Pahor government had fallen, and it took another six months for this draft (D-1) to be published. This text immediately drew criticism, mostly due to its perceived excessive liberalism, and soon after a new drafting team was appointed by the Janša government. This team produced a revised text (D-2) in January 2013, but the fall of the Janša government soon after caused more uncertainty.

Zoran Janković, leader of Positive Slovenia and winner of the 2011 snap election, had been implicated in the same corruption scandal as Janša (see Ch. I). As this meant he did not have enough support to create a coalition with himself as Prime Minister, Alenka Bratušek, a senior member of Positive Slovenia, became Prime Minister and the party's acting leader at the same time. Her government submitted RLP-14 to parliament in April 2013, but only after several more changes had been made as part of the inter-institutional coordination process, making this a third version of the document (D-3). More changes were made in the parliament before the final version of the text was passed on 15 July 2013. These events are summarised in Figure 7, which covers the period relevant to Ch. IV-VI. Figure 8 provides an overview of the key institutions referred to throughout the analysis.

Figure 7 (see following page): Timeline of key events (2010-2013)



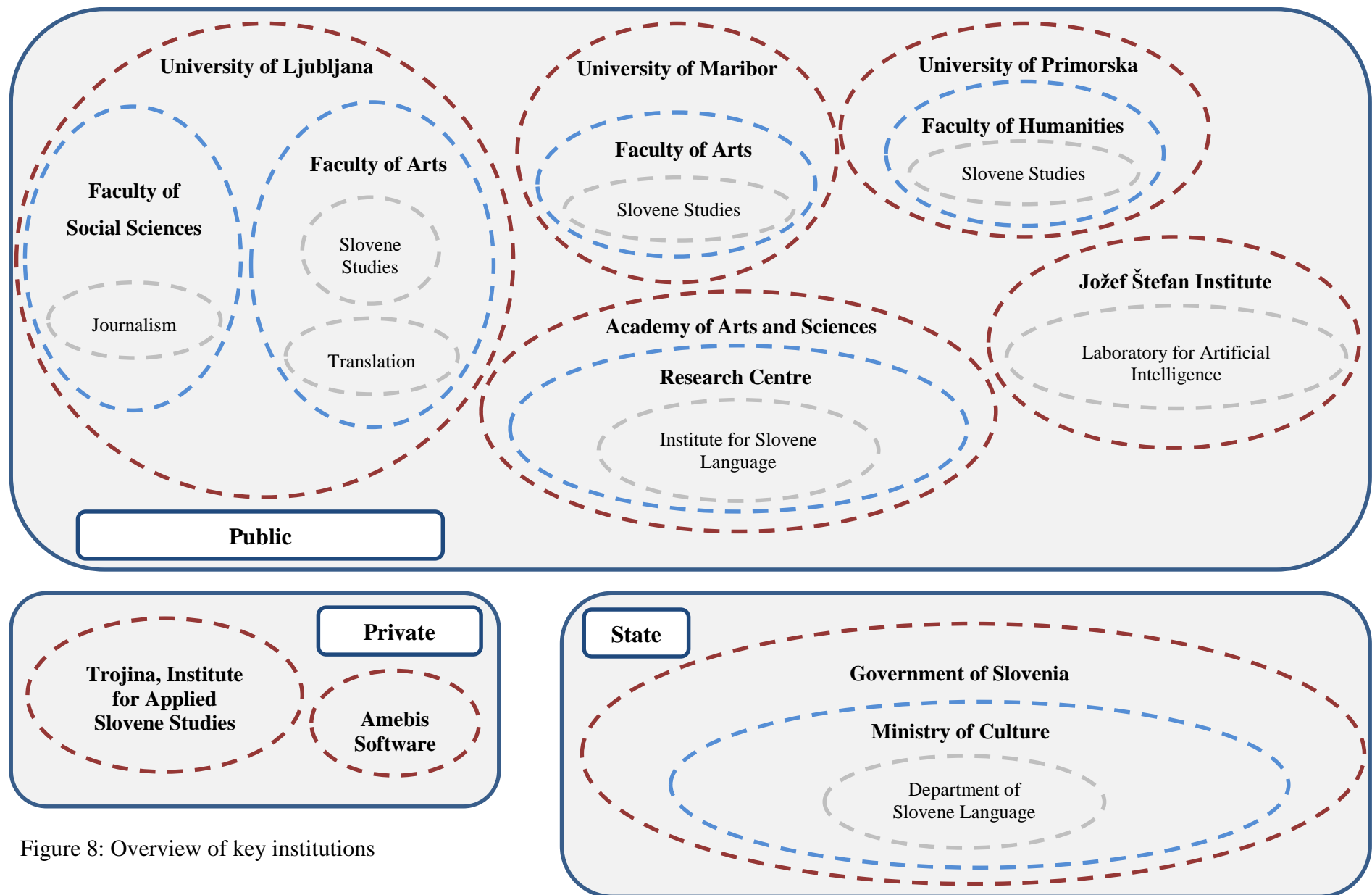


Figure 8: Overview of key institutions

## IV. Topic trajectories: voices in an ideological debate

As discussed in Ch. II, I conceptualise policy in this thesis as a complex array of social practices which is oriented towards regulating actions and practices in a given polity, and which transcends a number of different fields, nexuses of practice, and times. Therefore, while policy often does take the form of a text (such as RLP-14), its meaning is constructed in the discourse surrounding it. In this chapter, I focus on this discursive dimension of policy, focussing on the media debate that surrounded RLP-14 during the time of its drafting (from 2011 to 2013).

I begin by overviewing the general dynamics of the media debate, including the macro-topics which dominated it and the types of media outlets which enabled actors to participate in the public discourse. I then focus on the hegemonic voices in the debate – those of linguists – finding that they were engaged in an ideological debate between a traditionally dominant modernist language ideology and a more recent late modern language ideology. As I find, the conflict between the two groups of linguists voicing these competing ideologies came to completely dominate the discourse, resulting in the marginalisation of other voices.

### **1 General dynamics of media coverage**

As discussed above (see Ch. III), my study relies on a triangulatory approach to data collection (drawing on several different kinds of data) and a multi-level analysis (combining contextual and textual analysis to analyse discourses). In this chapter, I focus on one part of the entire data-set, comprised of various texts from the media sphere that referred directly to RLP-14, the policy document I am analysing (for information about data collection, see Ch. III; for a more detailed sketch of the context, see Ch. I).

The first level of my textual analysis of the data-set was an inductive analysis of the different topics that were present in the discourse about RLP-14 during the drafting of the document (2010-2013, see Ch. VII for 2014-2015). Six topics emerged as a result of this analysis and are presented in Table 10 (see Ch. III for a description of how I arrived at these). These topics were not equally prominent in the discourse, and I discuss some emergent patterns of discursive hegemony in the following sections.

Language, identity and protection	Ethnic minorities
Languages in education	“Special needs” minorities
Slovene and the European Union	Slovene minorities in other countries
Language research, resources and technologies	The policy process

Table 10: Overview of topics in the public discourse about RLP-14

An initial finding that emerged through the topic analysis was a distinction between two types of media outlets. The first were *general media outlets*, which are characterised by an orientation towards broadcasting, that is, media production aiming for a large and diverse audience, and covering a variety of macro-topics, with particular focus on topics of major public interest, but with a limited level of detail. The second group were *topic-specific media outlets*, which are oriented towards narrowcasting, and therefore focus on providing in-depth coverage of topics that are of specific interest to their audience. In Chae & Flores’s terms, a broad market is at the same time shallow while a narrow one is deep (Chae & Flores, 1998).

These two categories are used by scholars in the field of media and communication studies to describe how the development of technology has affected the media market. Narrowcasting began with the appearance of various on-demand technologies, such as video-cassettes and cable television, which enabled media consumers to make choices much more closely related to their own interests (e.g. Waterman, 1992), thereby eroding the dominance of broadcast media, a trend which continues to strengthen in the digital era (e.g. Hirst et al., 2014).

The distinction between broadcasting and narrowcasting played a key role in determining the trajectory of various topics in the data-set, as well as the amount of space devoted to RLP-14. As I discuss below, general media outlets played a key role in constructing hegemonic policy meaning, while topic-specific outlets were often sites where competing interpretations could be clearly identified. The data also showed that detailed coverage of RLP-14 and the various discussions about it was limited to two key periods:

- (a) The first was during June and July 2012, when the publication of the initial draft of RLP-14 was covered by several articles on *Rtvslo.si* and in *Delo*, where a detailed review of the draft by five experts was published. RLP-14 was also discussed in the radio programme *Naše poti* and language policy was the focus of a two-part debate in *Jezikovni pogovori*.
- (b) The second was in July 2013, when various articles in most of the major outlets (all except *24ur.com* and *Siol.net*) covered the parliamentary debates about RLP-14 to some extent. Two in-depth interviews about RLP-14 were also published, one in *Delo* and one in *Jezikovni pogovori*.

Outside these two periods, RLP-14 was referred to only in a few texts, almost exclusively with a single phrase or sentence in other contexts. For example, it was listed as one of the priorities of the incoming Minister of Culture Uroš Grilc in a report from his parliamentary hearing in March 2013. The two exceptions to this rule were the radio programme *Jezikovni pogovori*, where an interview about the priorities of the initial draft was held in January 2012, and *Radijska tribuna*, a talk show which held a general debate about language policy in August 2012. I describe these cases in more detail below, where appropriate.

As discussed in Ch. II and III, the public discourse about a policy is seen as both polyphonic and dialogical, that is, including the voices of several actors as well as interaction between them. The following sections therefore often focus on the actions of individuals, while also aiming to describe how such actions tie into more general discursive strategies, and in turn, how these reflect specific ideologies.

## **2 Hegemonic voices and ideologies**

The first in-depth engagement with RLP-14 occurred before the text itself was published, in January 2012, when Marko Stabej, head of the team that produced the initial draft (D-1), was interviewed in *Jezikovni pogovori*. In this interview, Stabej responded to general questions regarding the content and structure of D-1, as well as its general aims as conceived by its writers.

[Speaking: Stabej] In general, in this language policy programme, we paid special attention to those who we believe are linguistically or communicatively disadvantaged,

that is, those needing particular care, and clearly this ranges from various groups of speakers with special needs to speakers of minority languages and speakers of Slovene as a second or foreign language.

[...] But it's true, we feel more and more that we don't have specific very everyday services in Slovene. If we go to the famous translation engine, the biggest commercial engine which offers such services [Google], which we pay for by looking at adverts all the time, there for instance you can click on Serbian, and it will read out the translation to you. This isn't possible for Slovene.

Example IV.1: *Jezikovni pogovori*, 3 January 2012<sup>33</sup>

The issues that Stabej foregrounds here reflect the major concerns of D-1 (see Ch. 5 for a detailed analysis of the text itself), and are also indicative of the topics and arguments that were introduced into the discourse about RLP-14 by the writers of D-1. On the one hand, the issue of minority rights was consistently foregrounded, and in line with the text, a pro-multilingualism stance was adopted, supported by argumentation based on topoi of humanitarianism<sup>34</sup> and democracy<sup>35</sup>, part of a broader discursive strategy of *politicising language* (representation of language as carrier of political rights). On the other hand, language was represented as a site of technological development, through the strategy of *technologisation of language*<sup>36</sup>. In the example above, this strategy is realised through topic choice, but also involves an argument characteristic of the more conservative voices analysed below. It is based on a particular interpretation of the topos of comparison<sup>37</sup>, where the situation of Slovene is being compared with that of Serbian, with the underlying assumption that the Slovenes (as a European nation) should be better developed than the Serbs (as a nation from the Balkans)<sup>38</sup>.

The voices of Marko Stabej and of several other linguists who worked on D-1 of RLP-14 (see Ch. V) draw on a *late modern language ideology*. Late modernity is here seen

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<sup>33</sup> Different styles of underlining are used throughout the thesis to show how particular parts correspond to the analysis. The only exceptions to this convention are selected extracts in Ch. V and VI, where underlining and strike-through are used to indicate additions and deletions to RLP-14. These differences are highlighted where relevant.

<sup>34</sup> "If human rights of minorities are being violated, language policy should attempt to respect them."

<sup>35</sup> "If minorities are in an unequal position, language policy should try to eradicate it."

<sup>36</sup> I use this term independently of Fairclough's (1996) usage.

<sup>37</sup> "If Slovenia is lagging even behind Serbia, urgent actions should be undertaken to correct this state."

<sup>38</sup> This is a common topos in contemporary Slovene public discourse, where negative representations of Serbs are commonplace (see Ch. I; see also Vezovnik, 2009).



as a reconfiguration of modernity that has occurred as a result of the development of post-industrial society, and is characterised (among other things) by a gradual erosion of traditional sources of identity, such as the nation, religion, family, state, and by more stress on the individual as an agent of identity-creation (Beck, 1992; Giddens, 1992). Transnational cooperation, be it political (in institutions such as the EU), socio-cultural (globalisation and glocalisation) or economic (through the advent of multinational businesses), is also an important marker of late modernity, as is the mobility associated with it (e.g. Chouliaraki & Fairclough, 1999, p. 3). For language policy, late modernity brings a major challenge to top-down linguistic authority: as the linguistic choices of the individual become important markers of cultural identity, and thus become commodified, the elevated status of the standard language becomes eroded, and the vernacular obtains prestige (Heller, 2011; Rampton, 2006; Skubic, 2003).

Early in the policy process (before the publication of D-1 in April 2012), the late modern language ideology obtained space in the media through the voices of linguists such as Stabej. However, it gradually became displaced as another, more entrenched ideology began to emerge. An early example of this came on the occasion of International Mother Tongue Day (21 February), when deputy Majda Potrata called on the Minister of Education, Science, Culture and Sports to improve the position of the Department for Slovene Language at his Ministry (see Ch. I and V), and to accelerate processes related to RLP-14 (which at that time had been put on hold, see Ch. V). Potrata's initiative was reported on as part of routine reports about the International Mother Tongue Day. In these articles, linguistic minorities in Slovenia were not discussed, with the focus being on the position of Slovene as a mother tongue in need of protection.

[Tomaž Simčič, a school administrator from the Slovene minority in Italy] stressed that teaching Slovene behind borders is crucial to maintaining Slovene identity. “Identity is based on language. If we give up teaching Slovene, this means destroying the existence of the Slovene minority behind the border.” This opinion was shared by [Marjan] Sturm [president of the Association of Slovene Organisations in Carinthia]. As he said, the key to preserving the Slovene minority in Carinthia was to increase the amount of Slovene speakers. It is important to note that out of the 45 percent of pupils who attend bilingual classes, 80 percent are from German speaking families.

Example IV.2: Rtv slo.si, 21 February 2012

This extract, featuring the voices of two Slovenes living in neighbouring countries, indicates an interpretation which relies on *culturalisation of language*, an overarching discursive strategy which involves representing language as primarily a carrier of culture<sup>39</sup>. This is a clear contrast to economisation – the representation of language as a means of achieving social or economic development that has become increasingly more dominant in EU discourse about language policy (Krzyżanowski & Wodak, 2011; see also Krzyżanowski, 2013) – as well, more crucially in this instance, as the politicisation of language indicated above.

A clearer conflict between these two interpretations developed after D-1 was published. At that time, a detailed review entitled “What should language policy be like?” was published by *Delo*. Prepared by reporter Milan Vogel, it included comments by five people, three linguists from academic institutions (Ada Vidovič Muha, Erika Kržišnik, Marko Snoj), a literature teacher and politician (Zoran Božič), and a writer and political figure (Tone Peršak). I provide three extracts which typify the interpretation of RLP-14 that these gave.

The draft of the National Programme of Language Policy 2012-2016 can be seen as the product of a particular linguistic ideology. With the focus of the text on the “heterogeneity of language needs of different speakers”, the fundamental logical hierarchy established by Slovene as the mother tongue and at the same time the official language in relation to all other languages, is being erased. Thus, its identity role, contained in the term mother tongue – not used by [the text] – is being erased, as well as its symbolic role, contained in its status of state language, in our case official language (of the state). It appears that the reference to only its communicative role has enabled [the text] to treat Slovene equally to all other languages in the Slovene space. Is this the perspective of Slovene? How else should we understand the statement that “the main goal of Slovene language policy is to form a community of independent speakers with a developed language competence in Slovene and other languages /.../”?

Example IV.3: Ada Vidovič Muha; *Delo*, 21 May 2012

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<sup>39</sup> The present study indicates that culturalisation of language is also entrenched in Slovene society through several institutionalised practices: articles about language policy were mainly published in subsections of newspapers or websites dealing with “culture” and language policy matters are handled by the Ministry of Culture.

Here, Vidovič Muha, Professor Emeritus of Slovene Language at the University of Ljubljana, makes reference to a three-pronged view of Slovene<sup>40</sup> which is rooted in the theory of language cultivation, which essentially presupposes a monolingual and homogeneous society whose members orient to a common language as a basis for their identity (see Ch. I). She makes use of the metaphorical term mother tongue, seen here as a linguistic means of intensification, and criticises D-1 for not using it in reference to Slovene.

Let those who silently observe the current desperate state of Slovene higher education and science, who don't oppose it, or even support it, be aware that Slovene is still their mother tongue. And God don't let them experience what so many Slovenes did, who in the past in Italy, Austria, Australia, Argentina and Canada wanted to forget the language of their mother, and only taught their children to babble in Italian, German, English, Spanish or French. And on their death beds, when they were hit by dementia, these parents needed a translator to talk to their own children!

Example IV.4: Zoran Božič; *Delo*, 21 May 2012

In his comments, Božič focusses mostly on the issue of language choice in higher education. This has been an area of debate in Slovene language policy, where figures prioritising the role of Slovene have clashed with others advocating internationalisation and, therefore, more use of English in higher education<sup>41</sup>. Just as Vidovič Muha, he also makes use of means of intensification, though to a much greater extent. Perhaps the most striking feature is his construction of a narrative in which he uses nominational and predicational means to build a contrast between Slovene as a language and other languages as babble.

Both extracts above indicate another major discursive strategy that dominated media discourses about RLP-14, and which is entrenched in Slovene discourses about language policy. *Essentialisation of language* is a discursive strategy which is

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<sup>40</sup> In summary, the Prague linguists claimed that a standard language had three functions within a national community: a communicative role (as the common code of public discourses), a symbolic role (as a recognisable feature of the national community to outsiders), and an identificational role (as the primary source of national identification for members of the national community). See Ch. I for more discussion of the Prague School and its importance to traditional Slovene linguistics.

<sup>41</sup> In terms of discursive strategies, this typically involved clashes between culturalisation and essentialisation on one side, and economisation (based on contemporary EU discourse about higher education policy, see Jessop et al., 2008) on the other.

ideologically rooted in romantic nationalism, and which relies on the presupposition that there is a fundamental and unbreakable emotional bond between an individual and their language (e.g. Neustupny, 2006; Wodak, 2015). A typical linguistic realisation of this strategy is the term “mother tongue”, which in the case of RLP-14 drew a clear distinction between two interpretations of the policy. In D-1, and in the writings of those who agreed with its values, the term “first language” was more common; however, almost all those disagreeing with D-1 preferred the term “mother tongue”, and several criticised the writers of D-1 for not using it (as Vidovič Muha does above)<sup>42</sup>.

A final extract from this article signifies a third key discursive strategy:

The draft resolution makes a positive impression in some places, but it’s unfortunately neither perfect nor equally good in all parts. Its lack of perfection shows for example in the lack of measures that would attempt to prevent the poor language use of users extremely lacking in consciousness. Has the time not arrived to prevent incomprehensible labels on products and instructions for use, the violation of orthographic rules in slogans such as “Vem zakaj” and pollution such as “HappyPek”, all of which are spreading like the plague and with their general presence cause unneeded doubt in language users and disgust with knowledgeable speakers? [...]

Example IV.5: Marko Snoj; *Delo*, 21 May 2012

In this extract from comments by Professor Marko Snoj, Director of the Institute for Slovene Language at the Slovene Academy of Arts and Sciences, a number of linguistic means of intensification are again used. However, rather than supporting a view of language as the principal marker of ethnic identity, these reinforce the strategy of *regularisation of language*. This involves the representation of language as a system of inviolable rules or norms which enable a distinction between right and wrong usage. It is driven by a belief system linked to the theory of language cultivation, where the national (standard) language, as described and codified by linguistics, is considered as the correct form, and all deviation is considered an infraction of a social norm (see Ch. I; see also Cameron, 1995; Daneš, 2006; Milroy & Milroy, 1999; Savski, in

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<sup>42</sup> A possible counter-argument could be that the metaphorical element of “mother tongue” (where domains of family and ethnicity are being linked) has been lost. However, Božič also clearly uses the phrase “the language of their mother”, indicating that the link to the source domain is still significant to him.

preparation)<sup>43</sup>. This discursive strategy is linked to social practices, namely the traditional *modus operandi* of Slovene linguistics – focussed on prescription of the standard language – and also reflects the predominant language ideology (see Ch. I; see also Savski, in preparation).

Extracts IV.4 and IV.5 also indicate a fourth discursive strategy which was typical in the discourse about language policy analysed here. In each of these, speakers of Slovene are *constructed as threats* to the language, a pattern which Sajovic (2003) has identified as a particular feature of Slovene language ideology. In either case, be it the cautionary narrative constructed by Zoran Božič or the emotional critique of speakers' practices by Marko Snoj, the construction of a threat to Slovene is used in combination with the strategy of essentialisation to legitimate linguistic prescriptivism and other practices which are part of the traditional approach to language planning in Slovenia (see Ch. 1).

The discursive strategies prevalent in these voices offer a significant contrast to those discussed above, and thus, rather than a late modern ideology, indicate a *modernist language ideology* in the discourse about Slovene language policy. In social terms, this ideology continues to place the state at the centre of their attention, and, in contrast to the late modern ideology, understand it as primarily a cultural community, i.e. as primarily a *Kulturnation* rather than a *Staatsnation*. The “national” standard language is thus foregrounded as the primary concern of language policy, and the primary means of identity creation, while socio-cultural and linguistic variation as markers of identity are backgrounded, along with individual agency (de Cillia & Wodak 2006; Neustupný, 2006; Wodak et al., 2009; Wodak, 2015).

This modern ideology, however, also retains considerable parallels with *early modernity*, meaning that these voices could also be seen as ideological hybrids. Though the theoretical basis of this approach to language planning is the theory of language cultivation, whose Czech authors explicitly sought to distance themselves from the nationalist purism of their predecessors (Daneš, 2006), the consistent use of means of intensification in the examples above creates a powerful narrative characteristic of romantic nationalism rather than pure modernism. This indicates a parallel with the Czech situation: while the Prague linguists attempted to establish a completely new

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<sup>43</sup> In my interview with Marko Snoj, he compared following orthographic rules to “good manners”, commenting that, while “it’s not obligatory to follow it, it’s nice to do so”.

narrative by defining a set of scientific criteria for language cultivation, they failed to make a complete break with purism, and ended up being constrained by the same “syndrome of national destiny”, as Starý describes their emotional preoccupation with the fate of the Czech nation (Starý, 1995). Similarly, Slovene linguists such as Vidovič Muha and Snoj above retain such a preoccupation while identifying explicitly with language cultivation as an academic and controlled language planning process.

A key characteristic of this modern ideology is its naturalisation in discourse. As I remark above, language is *a priori* categorised as a cultural matter in Slovene media and politics, and this practice is aligned with the strategy of culturalisation. The space afforded to voices containing this ideology was also typically much greater, and of higher visibility – while the critique of D-1 I analyse above was a feature-length article with a number of invited contributors, the response by the authors of D-1 was a short letter to the editor. Another key difference between the two were the actors who voiced each ideology: while the late modern ideology was almost exclusively only present as a result of a linguist being interviewed or quoted, the modern ideology was produced not only by linguists, but also by reporters and other figures. This became particularly evident as RLP-14 was being finalised, and media coverage of it increased:

[Kolšek] My reading of how the language policy vision, as the fourth section of the Introduction to the Resolution is entitled, is described is probably also slightly “ideological”. You wrote that the “main goal of Slovene language policy is the formation of a community of independent speakers with a developed language ability in Slovene, adequate knowledge of other languages, with a suitable level of linguistic confidence and a suitable level of openness to accepting linguistic and cultural diversity”. Is the central position of Slovene, as dictated by the constitution, stressed enough? Is Slovene safe enough?

[Ahačič] ~~Of course, this is strongly stressed in the following paragraph.~~ In general, the Resolution will of course not solve anything, but it will be a positive influence on the path that Slovene should follow. We, people, create and co-create it ourselves, and the Resolution shows the way.

Example IV.6: *Delo*, 15 July 2013

This example is from an interview with linguist Kozma Ahačič, the leader of the team which rewrote RLP-14 during August-December 2012. In this question, the interviewer, reporter Peter Kolšek, offers several characteristics of the modern ideology: he prioritises the national language (Slovene, other languages are not mentioned in the interview), he assumes the centrality of state authority (through his reference to the constitution), and he draws on the topos of threat<sup>44</sup> (through his question about whether Slovene is safe). In his reply, Ahačič accepts these premises and offers agreement.

Alongside this interview, another review of RLP-14, also written by Kolšek, was published in *Delo*, as well as a report describing the main topics of the parliamentary committee session where the document was discussed (see Ch. VI). This, coupled with the space afforded to RLP-14 in the review piece above, distinguished *Delo* from other general media outlets both in terms of the quantity of articles covering the policy as well as their quality (in terms of in-depth engagement with the text and the discourse about it). However, the articles explored above also predominantly made space for those voicing the modern ideology. One likely explanation for this particular situation are the profiles of the two reporters who produced most of this content, Milan Vogel and Peter Kolšek: both are experienced writers who have set the agenda of the *Culture* sub-section of *Delo* for a long period, and both have a Slovene language degree, meaning that they have been socialised into the predominant ideology of Slovene linguists.

However, as I discuss above, a more general reason is simply the naturalised position of this language ideology in the Slovene media sphere, as well as the fact that language policy is of little interest to the media. Due to this, Marko Stabej told me, experienced reporters rarely approach the topic:

[Stabej] Usually they send a young beginner who generally just doesn't know what to do, so they offer these stereotypes, but the interesting thing is that even if they don't offer stereotypes, we [linguists] offer them, in terms of the threat to Slovene and so on.

Interview quote IV.1: Marko Stabej

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<sup>44</sup> "If a threat exists to the language, actions should be undertaken to safeguard it." This is a common topos in Slovene discourse about language policy, linked particularly to the (early) modern language ideology (cf. Savski, forthc. a).

Thus, what is usually foregrounded, either by the reporters, or by linguists themselves, is the modern language ideology – Stabej refers to a particular discursive strategy that is part of it, the construction of a threat to the Slovene language (see above). The combination of these factors means that alternative voices in Slovene language policy find it difficult to achieve prominence, or to be heard at all. In the following section, I focus on these voices, and in particular on the spaces which enabled them to be heard in the discourse about RLP-14

### **3 Backgrounded voices in the media sphere**

The biggest and most notable group whose voices remained in the background throughout the discourse were linguistic minorities, a generalised category which subsumes several disparate groups. The first are the Italian and Hungarian national communities (following official terminology), numbering approximately 4000 and 8000 members respectively (as of 2002<sup>45</sup>). These communities are considered indigenous, i.e. “have lived in Slovenia for centuries and in a consolidated territory where they do not self-identify as foreigners or immigrants, but justifiably consider themselves as indigenous, aboriginal or native populations, and in some small settlements retain majority status to this day” (Ribičič, 2004, p. 32). The territories referred to are the Slovenian Littoral and Istria (Italian-Slovenian bilingualism) and Prekmurje (Eastern Slovenia, Hungarian-Slovenian bilingualism). In these areas, they enjoy full collective rights: political representation (one deputy each in the National Assembly, plus representatives at the local level), bilingual public administration, access to education in their first language (where Slovene is taught as a second language), and visible bilingualism (public signs etc.).

These two communities are in a paradoxical position in the Slovene media sphere. They are guaranteed a media presence as part of their constitutionally protected collective rights, and thus formally enjoy a privileged position (Makarovič & Rončević, 2006). For example, both communities have dedicated space on the national radio and TV network: four Hungarian-language 30-minute programmes are aired every week on TV Slovenia 1 and a dedicated Hungarian-language radio station transmits on a daily basis;

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<sup>45</sup> See the 2002 census at <http://www.stat.si/popis2002/si/default.htm>. Since then, Slovenia has ceased to carry out censuses with field data collection, and instead information from official databases is collated. As a result, no data regarding ethnic affiliation or mother tongue is collected.



a slightly different situation applies to the Italian-speaking community, where a dedicated channel, TV Capodistria, airs a full daily schedule in Italian five days a week, and a shortened schedule on two days. However, Makarovič & Rončević (2006) find that this presence is relative, as these two communities are only rarely mentioned in any amount of detail in Slovene-language broadcasting media. This is mirrored by my study, where no space at all was given to the voices of these minorities, and their presence was limited to single mentions in descriptions of the policy text.

The deputies also adopted the proposed Resolution for a National Language Policy Programme 2014-2018. In addition to providing a legal frame for Slovene language policy, this also specifies care and responsibility for Slovenes across borders and all for whom Slovene is not the mother tongue – members of the Hungarian and Italian national minorities, the Roma community, and other language communities and immigrants. The programme also pays special attention to Slovene as an official language of the EU.

Example IV.7: *Dnevnik*, 16 July 2013

The Roma community, consistently distinguished from the Italian and Hungarian minorities as in the example above, is also granted collective rights by the Slovene constitution (Ribičič, 2004). However, in comparison to those two communities, these rights are limited in several points, with no visible bilingualism or public administration access in Romani, or political representation on a national level. Instead, in a system which has been dubbed as having “two and a half minorities” (Rončević, 2005, p. 196), Roma representatives are guaranteed seats in specific local councils, and the state offers support to activities which mainly focus on language- and identity-maintenance activities (libraries, Romani pre-school groups, etc.). The implementation of these provisions differs greatly between various areas. In Eastern Slovenia, where a relative level of tolerance towards the Roma exists, they are mostly implemented to a high level. In Southern Slovenia, however, where tolerance levels are low, there have been examples of open defiance, where elected Roma representatives have been prevented from taking their seats on local councils (Ribičič, 2004, p. 38).

The media presence of the Roma community is also guaranteed by law, and the state broadcaster RTV Slovenia produces content for the community on a regular basis. The most visible example is *Naše poti*, an hour-long radio programme aired by Radio Slovenia 1 on Monday evenings. In contrast to the Italian and Hungarian communities,

Roma are highly visible in Slovene broadcast media (Makarovič & Rončević, 2006). They are, however, typically represented in conflict situations, and mostly in negative terms, in the role of perpetrators (e.g. Petković, 2003), but rarely in the role of providing information to the reader (Makarovič & Rončević, 2006). Similarly to the two communities above, the Roma community received relatively little mention in the mainstream media discourse examined in my study, and its voices were almost never heard. However, in contrast to the communities above, a discussion about the Roma community developed at one point during the discourse, which temporarily increased the visibility of this community in the policy process.

This discussion began on Slovlit, an online discussion list catering mainly to Slovene linguists and literary scientists. It was sparked by the publication of the comments of the Slavic Studies Society to the first draft version of RLP-14 (see following chapter for analysis). The comments were essentially a collection of responses by different linguists, one of whom, Martina Križaj Ortar (a Professor of Slovene at the Faculty of Education, University of Ljubljana) briefly commented: “I believe the Roma language does not exist”<sup>46</sup>. In the following days, a number of criticisms were submitted to Slovlit, an online discussion forum hosting mostly Slovene linguists and literary scholars. This prompted the President of the Society, Boža Krakar Vogel (mentioned above), to respond and defend Križaj Ortar’s comments. The debate was later covered by *Naše poti* in an extended segment on 9 July 2012:

[Speaking: Announcer] To achieve the broadest inclusion possible in the preparation of the resolution, the drafting team invited a broad array of institutions in language planning and policy to submit their agreement or comments. More from Enisa Brisani. [Speaking: Reporter] An opinion was also published by the Slavic Studies Society, where after the publication of the statement by a noted Slovenian linguist “I believe the Roma language does not exist” a debate about the Roma language developed. President of the Slavic Studies Society, Boža Krakar Vogel. [Speaking: Krakar Vogel] One of the polemicists who reacted to our statement on the web ascribed to us the claim that we said that the Roma language does not exist, but no one actually said this in our statement. However, one of our members wrote the sentence “I believe the Roma language does not exist”. This was Dr Martina Križaj Ortar, a linguist who is well versed in register variation in

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<sup>46</sup> This sentence came at the very end of her comments on the document, as part of a list of additional comments, with no further discussion.

language. She thought that the Roma language does not yet exist as a standardised literary language, but is in the process of standardisation and much research is being done to this end. For now, the language of the Roma, as she believes it's better to call this, is just a language of many dialects, while a common super-variant is still being established.

Example IV.8: *Naše poti*, 9 July 2012

Three speakers are present in this excerpt: the topic is introduced by the radio announcer (these are professional presenters who work on various Radio Slovenia programmes), and while some detail is given by the investigating reporter (in this case also the editor of the programme, Anisa Brisani), Krakar Vogel's narrative provides the main account of the debate. It includes a denial of the statement itself, or rather, its requalification through the theory of language cultivation, where a language is valued according to its use in prestigious situations – as a national or “literary” standard (see Ch. I, cf. Savski, in preparation). Following Van Dijk's (1992) analysis of the denial of racism, this can be seen as a combination of act denial (“She did not say that”) and intent denial (“She did not mean that”). It is complemented by an attempt to shift blame onto a third party – the “polemicist” who “attributed” the claim to them. This denial remained unchallenged throughout the programme, which later allowed Krakar Vogel to take up a position of power:

[Speaking: Krakar Vogel] In fact, we in no way reject the legitimacy of language to any community, let it be the Roma, let it be members of the languages of former Yugoslavia, let it be any other language, they all have a legitimate right. This is also solidly and sensibly addressed by the national language policy programme which was being discussed. Where we have objections and what it does not sensibly address is the position of Slovene in the Republic of Slovenia. This is because the use of Slovene is left very freely only to the motivation of individuals. We know that global English is much better equipped in PR terms, and in many situations if the speaker is able to choose freely, he will simply choose the language which seems more useful. This is especially true in education, higher education, it is also true for business, and some other key segments. Here Slovene cannot be left solely to the choice of speakers, its use must be prescribed.  
[...]

Example IV.9: *Naše poti*, 9 July 2012

In this extract, Krakar Vogel first restates her interpretation of the debate, and is then able to introduce a topic change, thus foregrounding her own agenda – and the (early) modern language ideology described above as hegemonic in the media discourse about Slovene language policy. She identifies two threats typical of this language ideology, English as a global language and “unfaithful speakers” (see above; cf. Sajovic, 2003), foregrounds several prestigious domains of language use (cf. language cultivation, above), and concludes that legal prescription is necessary to safeguard the status of Slovene (cf. modernist ideology in language policy, above). In this way, in a media space intended to foreground minority voices, these ended up being backgrounded as the space effectively became a vehicle for the hegemonic voice of linguists, and for the early modern language ideology promoted by them. This is confirmed when considering airtime: Krakar Vogel spoke for 200 seconds in total, which accounted for nearly half (43.5%) of the 460 seconds available for the segment. Alongside her, the voice of a linguist of Roma origins was also present.

[Speaking: Reporter] Samanta Baranja [is] a German language teacher by education [and] a PhD student in linguistics, working on the characteristics of the Roma language in Prekmurje, adds the following about the statement that the Roma language does not exist. [Speaking: Samanta Baranja] I don't agree with this statement in general. The Roma language is part of the Indo-Aryan language family, its Indian origin is confirmed by numerous important pieces of research [...] Whether this is the Roma language or the language of the Roma, this is the same as asking whether this is Slovene, or any other language, or the language of the Slovenes. Are the Prekmurje and Dolenjska dialects not the Slovene language? If yes, then the Prekmurje and Dolenjska dialect of Roma is also the Roma language. [...]

Example IV.10: *Naše poti*, 9 July 2012

Alongside the reporter, Enisa Brisani, Samanta Baranja, a Roma and linguistics PhD student, provided the main voice from within the community. She is introduced as an expert, though with no explicit mention that she is also a member of the Roma community – a possible explanation may be that, to the Roma target audience, her surname would explicitly mark her as a member. Presumably, her role in the segment was to act as a counter-balance to Boža Krakar Vogel, but as she received considerably less airtime (only 120 seconds, 26% of the available time), her voice remained largely

backgrounded. Her remarks were also further relativized when Krakar Vogel was once again given the floor.

[Speaking: Reporter] When is a language a language, and is the Roma language then a language, or is it better to speak of the language of the Roma, Boža Krakar Vogel.

[Speaking: Krakar Vogel] A language is of course when it is the means of communication in a community, however a language has register variation, meaning it can be only on the level of speaking, conversation, expression of the most general communicative topics, or it can be written, it can become the language of artistic texts, official communication, well this is when it reaches the variation of a standard language, when it has its grammar, its dictionary, and some other signs of what we can call a full literary language.

[Speaking: Reporter] Among the Roma in Slovenia as well as more broadly in Europe, Romani is wide-spread as a means of communication, therefore it is a language. In numerous European countries, efforts are under way to standardise Romani, which apparently will have to be carried out on a lower, national level, due to the diversity of dialects.

#### Example IV.11: *Naše poti*, 9 July 2012

In this case, she is openly positioned as an expert by the reporter, when she is asked to establish a definition of what a “language” is. Once again, Krakar Vogel foregrounds the (early) modern ideology by establishing a hierarchy of languages: those which are merely spoken and are therefore inferior, and those which are used in prestigious domains, thus being superior “literary” languages. The concluding remarks of the reporter once again do not challenge this interpretation, but rather follow it by foregrounding the need to standardise Romani. This example indicates how the media presence of minority voices can become relativized when these are forced to compete with hegemonic voices. In this case, just as in the mainstream media outlets above, a linguist voicing the hegemonic (early) modern ideology was given the most space – paradoxically even though the intention behind including the segment in the programme was presumably to provide a community-based interpretation.

The same often occurred in the broadcast media coverage of minority-related topics in the discourse. As discussed above, in-depth engagement with these topics in broadcast outlets was relatively sparse throughout the policy process. This was true of all minority groups, both the Italian and Hungarian minorities, the Roma community, and the third

major group, “non-official” linguistic minorities. While a number of different communities exist which have no collective linguistic rights in Slovenia, the most numerous groups are those associated with the other nations of the former Yugoslavia – Serbs, Croats, Bosnians, Montenegrins, Macedonians, and Albanians. Compared to the relatively small “official” minorities, these communities number around 127 000, or 7% of the total population of Slovenia, but are not considered indigenous (based on the criteria discussed above) – they are instead classed as recent immigrants (Ribičič, 2004). Media representations of these communities are common (Makarovič & Rončević, 2006) but often negative (e.g. Vezovnik, 2009), whereas media space for the members of these communities is often difficult to find as, differently from the above Hungarian, Italian and Roma communities, the state has no responsibility to provide space in any of its media outlets for them.

The article below is an exception – published just a week before RLP-14 was adopted by the Slovene parliament, it provided a strong critique of Slovene language policy in relation to immigration, more precisely its failure to provide classes in the Bosnian language and culture to migrant children.

[Teacher of Bosnian Jasmina] Imširović says that children from families with roots in the former Yugoslavia are often “semi-lingual” when using the language of their parents. As the similarities between the two languages are significant, they often use words from both languages when speaking their mother tongue. “We’ve managed to change this” she said.

The hidden potentials of multilingual children (when learners knew Bosnian better, their knowledge of English also improved, for instance) are not recognised by the Slovene state. Around 200 000 members of nations from the former Yugoslavia live in Slovenia, but there have not been any institutionalised possibilities for intercultural dialogue for twenty years. Despite the fact that EU regulations give minority language speakers rights to state support in mother tongue learning, there is no such provision in the budget for the members of Yugoslav minorities. [...]

Example IV.12: *Dnevnik*, 1 July 2013

On the surface, the article gives voice to the minorities through quotes of its members. However, it also draws heavily on the hegemonic (early) modern ideology, most notably with its presupposition that speakers are naturally monolingual – this is presupposed

both linguistically and through the demonization of bilingualism and interlanguage use. There is also ambiguity regarding which language “mother tongue” is referring to, Slovenian or Bosnian. The strategy of essentialisation, expressed through this presupposition and nomination, is also evident below, where the learners are effectively assigned a home state – other than Slovenia.

[...] [The classes], which cover one or two hours per week, are mostly dependent on the success of the “home states”. Language teachers in Slovenia are thus (partly) financed by Croatia, Macedonia and Serbia. Each state has decided on a different approach on this issue: Macedonia signed a bilateral treaty about this matter with Slovenia, Serbia deals with it through its diaspora ministry, but Bosnia and Herzegovina is unable to pay for teachers due to economic deprivation and political instability. Due to this, the Bosnian diaspora in Slovenia would be left to fate, if it weren't for – Switzerland.

For a whole year, Switzerland enabled children in Ljubljana, Jesenice and Velenje, who are of course Slovene citizens, to “recognise the cultural heritage of their parents as a source of wealth and an advantage, and not as an obstacle” [quote from Admir Baltić, representative of the Bosnian Cultural Society]. [...]

Example IV.13: *Dnevnik*, 1 July 2013

What is also interesting to observe about the article is its re-use of an established pattern of constructing Slovene national identity. Vezovnik (2009) analysed a sample of Slovene media texts and found that Slovene identity was being constructed relative to two extremes, one being a mythicized West, represented mostly by the successful states of the European Union, and the other being a mystified East, represented by the Balkans, or more specifically, the states of the former Yugoslavia. In this case, the same is true: Slovenia is being constructed in relation to Switzerland, representing the mythicized West, and to Bosnia, as the mystified and dangerous East. This effectively relativizes the position of the minorities whose interests the article was probably intended to promote – while it gives space to minority members, it at the same time positions them as the Other in terms of their belonging to another mother tongue and state, as well as a dangerous sphere.

#### **4 Conclusions: the enactment of hegemony**

In this section, I have analysed the media discourse surrounding RLP-14, and have found that the dominant voices were those of linguists, who were given more space than other actors to participate in the media discourse. This meant that a language ideology anchored in modernity, drawing on a conceptualisation of language policy as top-down action in favour of the national standard language, which it idealises and sees as the main feature of national identity, achieved the dominant position.

Those voicing this ideology, which is entrenched in Slovene language policy discourse, found space in most broadcast outlets, either because – as in the case of reporters – they are at the same time the gatekeepers to those nexuses of practice, or – in the case of linguists – they were enabled to do so by the reporters/gatekeepers. What also characterised this ideology was that, although nominally modernist, actors voicing it were quick to return to the emotional rhetoric more characteristic of early modernity, when efforts to solidify the primal status of the nation were still under way.

As discussed in Ch. II, hegemony in discourse may be realised at the level of voice, where a particular actor or group achieves dominance in a given discourse, or at the level of ideology, where a particular belief system dominates a discourse through the voices of a variety of actors. In this case, hegemony was established both in terms of the voices that were heard in the discourse – predominantly those of linguists – and at the level of ideology – where an entrenched system of beliefs about language was voiced not only by linguists, but also by reporters and others.

While this double domination could be seen as effectively creating a monologic discourse, the analysis above shows that resistance was possible when actors were given space to voice alternative ideas. The most prominent voices in this respect were those of other linguists who gained limited space and used it to voice the alternative late modern language ideology. Its core beliefs reflect the social transformations of late modernity: explicit nationalism is backgrounded in favour of a view of language policy as an enabler of economic and technical development.

In contrast to those voicing the (early) modern ideology, however, these actors found it harder to forward their agenda, particularly in broadcast media outlets, where it was only on few occasions that this voice was heard. The inability of these linguists to gain



a stronger footing in public discourse can, like their difficulties in gathering political support in the parliamentary debate analysed in Ch. V, be attributed to a lack of social and cultural capital. In addition to voicing the entrenched ideology, which is itself a source of symbolic capital, actors like Snoj, Vidovič Muha and Krakar Vogel (see above) were able to draw on a substantial amount of cultural capital, as professors at established universities or research institutes, and of social capital, through their acquaintance with influential reporters.

The intense discursive battle between the linguists voicing these two ideologies had a major side-effect: it further backgrounded the voices of others who traditionally find little or no space in Slovene media, and who were only rarely able to do so here. My analysis of these dominated voices shows the paradoxical position that members of minority communities are put in when seeking media space in Slovenia. Evidence from the discourse about RLP-14, presented above, shows how an implicit condition for their presence is often the concurrent prominence of a hegemonic voice or ideology. Both my detailed examples, from the Roma radio programme *Naše poti* and the article from the daily newspaper *Dnevnik*, show that on the occasions when minority voices were clearly heard, they were juxtaposed or joined with key facets of the dominant language ideology.

In a sense, this paradoxical situation is also evident in how various groups are categorised. A group which I did not discuss above, and which also failed to attain media prominence, were “speakers with special needs”. This naming was consistently imposed on a disparate collection of communities, comprising the blind and visually impaired, the deaf and hearing impaired, people with dyslexia and dyspraxia, and people with cognitive impairments. Although these groups ultimately managed to achieve greater prominence in parliament (see Ch. VI), they consistently did so through different channels and by advocating different interests. This joint categorisation, based on the hegemonic medicalised interpretation of their linguistic practices, is at odds with how the communities position themselves (see e.g. Kusters & De Meulder, 2013), therefore indicating yet another example of domination.

As an analysis of an ideological debate, this chapter has significant parallels in other research in sociolinguistics (see e.g. Blommaert, 1999; Hogan-Brun, 2005; Milani, 2008). It is also an indicator of how specific the position of linguists is in the Slovene

media – they were by far the most prominent voices throughout the entire debate. From this perspective, it is not unsurprising that they were also the actors who were called upon to write the new language policy strategy, RLP-14. In the following chapter, I examine the development of RLP-14 throughout its drafting, focussing particularly on the different discursive strategies that could be detected in the text at different times. In this way, I aim to establish a link between the ideological debate analysed in this chapter and the development of language policy at the level of the state.

## V. Drafting disputes: time and uncertainty in language policy

As I describe in Ch. II, language policy is – in the context of the contemporary state – largely textually-mediated. A number of different texts or genres are able to perform this function, ranging from white papers to laws, with the exact relationships between them governed by the organisational structure of a specific polity (Savski, forthcoming b). In Slovenia, one such genre is the national programme, to which RLP-14 also belongs. In this chapter, I overview the drafting of RLP-14 from the perspective of the text itself, by analysing the different changes that occurred in it, as well as from the perspective of events in the broader political context, particularly the political changes that occurred in Slovenia during this time.

In Ch. II, I discussed how time is important to policy, focussing particularly on how major changes in the socio-political context have the potential to impact the policy process by “reshuffling” the power relations between different actors. Below, I focus specifically on how the text of RLP-14 developed as different groups of linguists were empowered to change it by the different administrations that governed Slovenia between 2011 and 2013. I focus particularly on how this development was related to the ideological debate described in the previous chapter, given that many of those who participated in the debate were also active in the drafting of RLP-14.

### 1 Initial planning and drafting

The Public Use of Slovene Act (PUS) of 2004 obliges the Republic of Slovenia to pursue an active language policy, and prescribes that a *national programme* be passed to set concrete objectives for every four year period. It also requires that this national programme be adopted by the National Assembly (the legislative chamber of the Slovene parliament, see Ch. VI) in the form of a resolution. It does not, however, prescribe precisely who is responsible for the drafting of such documents. The first programme, drafted during 2006 and adopted in 2007 as the Resolution for a National Language Policy Programme 2007-2011 (RLP-07), was written almost exclusively by Janez Dular, then Head of the Section for Slovene Language (SSL) at the Ministry of Culture. The document represented a continuation of Dular’s efforts in language policy

(he had also written an early draft of PUS), and was dominated by a prescriptive and deeply conservative-nationalist view (see Ch. I; for a detailed analysis of RLP-07, also see Savski, *forthc.* a).

With RLP-07 set to expire at the end of 2011, initial planning for the following national programme (eventually to be adopted as RLP-14) began in 2010, under the then recently appointed SSL Head Velemir Gjurin. In line with the conventions of the national programme as a genre, often used by governments to establish policy priorities in specific areas (such as higher education, technology, sports), the first step was to conduct a detailed study of the current situation. To this end, the SSL commissioned two studies during 2010:

- (a) Review of the implementation of projected measures and tasks for the achievement of goals set by the resolution [RLP-07] (with a socio-cultural analysis of the impact of their implementation) according to responsible institutions, time frames and budgetary means, with a qualification of given and usable indicators (below: Review)
- (b) Proposed methodology for the preparation of a National Programme of Language Policy for 2012-2016 (below: Methodology)

A public tender was held to select the research teams to conduct these studies. The first was carried out by three researchers at the Institute for Civilisation and Culture<sup>47</sup> in Ljubljana (Alja Brglez [team leader], Ahac Meden, Simona Felicijan), and the second by a team of researchers employed at the University of Ljubljana (Marko Stabej [team leader], Monika Kalin Golob, Mojca Stritar, Nataša Gliha Komac, Primož Vitez). Both studies were completed and submitted to the SSL in November 2010.

The contents of both studies overlapped significantly, as both teams, for instance, analysed RLP-07 in detail and produced breakdowns of the measures it proposed and the various institutions intended to carry out those measures. The Review concluded that a comprehensive analysis of implementation was impossible without a more in-depth study, mostly due to the general nature of many of the measures proposed by

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<sup>47</sup> Along with research and publishing activities, this private institute provides consulting services in the area of policy implementation, particularly in relation to the areas of culture, science and (higher) education (see <http://www.ick.si/>, Accessed 2 December 2015).

RLP-07 (pp. 100-101). As a result, the authors proposed that the new resolution be more specific in terms of the measures it proposes, and the institutions that were intended to implement individual measures (pp. 102-103). The Methodology produced similar findings, and following from this its authors proposed that the new resolution have a two-part structure. The first part would define “the prioritised orientations of Slovene language policy in the following five year period”, and the second to set “those special operational goals that follow the principal orientations and cover exclusively what needs to be designed, created and financed anew – that is, what would be urgently needed in the Slovene language space but does not exist as yet” (p. 5).

Crucially, the authors of the Methodology proposed two timelines which projected that the new programme would be finalised and adopted by the end of 2011, and that its implementation would begin in 2012, immediately after the expiration of RLP-07. At the beginning of 2011, however, there was a reshuffle of various governmental administrative departments. As part of this, the status of Gjurin’s unit changed, and the Section for Slovene Language became the Department for Slovene Language (DSL). This had various implications. First, while the SSL was part of the Directorate for Cultural Development and International Affairs, one of the various independent sub-units of the Ministry of Culture, the DSL was a unit directly attached to the office of the Minister, intended to provide expert input on language policy matters. Second, and most important, this change had workforce-related implications: when established as part of a Directorate, a *Section* is guaranteed at least five full-time public officials, while no such guarantee exists for *Departments*. Velemir Gjurin resigned in the wake of this decision, and long-time Ministry of Culture official Ciril Baškovič was appointed to temporarily lead the DSL.

These organisational shifts meant that, since the preparatory studies had been conducted during 2010, no further work was done on the new resolution. It was at this point that Marko Stabej was approached to lead the drafting that would produce the new resolution.

[Stabej] I assumed that, in parallel with the implementation of the first resolution, the second document was also being prepared. [...] It then became clear, in spring 2011, that in truth there was nothing, no draft, of any new resolution, basically that the Section had

not prepared anything, and then Stojan Pelko, Secretary at the Ministry of Culture<sup>48</sup>, called me and asked if I would be prepared to cooperate in this as leader of the drafting team where the resolution would be prepared, and it would need to be done relatively quickly.

Interview quote V.1: Marko Stabej

In respect to his appointment, Stabej explained that he had previously been in touch with the Minister of Culture Majda Širca, when in 2007, he wrote a critique of the then newly adopted RLP-07 for the left-wing journal *Mladina*. At the time, Širca was a deputy for the liberal opposition party Zares, and she later invited Stabej to participate at a press conference organised by the party, to provide an expert opinion on the resolution in 2007. Stabej also described how he tried to gather a team whose members would cover particular areas of concern rather than appointing representatives of key linguistic institutions, a decision which later became the centre of a power struggle. Seven of the eight members of the final drafting team (DT-1) were linguists from research institutions, while one was a public official (see Table 11).

<b>DT-1</b>	
Professor Marko Stabej (team leader)	Department of Slovene Studies, Faculty of Arts, University of Ljubljana
Dr Helena Dobrovoljc	Institute of Slovene Language, Slovene Academy of Arts and Sciences
Darja Erbič	Department of European Affairs, Government of Slovenia
Dr Tomaž Erjavec	Jožef Štefan Institute, University of Ljubljana
Dr Ina Ferbežar	Centre for Slovene as a Second or Foreign Language, Department of Slovene Studies, Faculty of Arts, University of Ljubljana
Professor Monika Kalin Golob	Faculty of Social Sciences, University of Ljubljana
Dr Simon Krek	Jožef Štefan Institute, University of Ljubljana and Trojina, Institute for Applied Slovene Studies

<sup>48</sup> Ministries of the Slovene government are led by a Minister (their number varies from government to government), who is assisted by one or more Secretaries. These are responsible for the day to day running of their ministry (or a particular sub-unit of a ministry), and often exert a great deal of political influence over their area, so much so that their appointment is regularly a part of the political negotiations between parties when coalitions are formed.

Professor Martina Ožbot	Department of Romance Studies, Faculty of Arts, University of Ljubljana
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Table 11: Members of DT-1

As will be discussed in detail below, the text that DT-1 produced was significantly different from the mainstream language ideology – rather than the (early) modern, it contained strategies characteristic of the late modern ideology (see Ch. IV for description, see below for analysis of the document). As discussed in Ch. IV, what characterised actors voicing the late modern language ideology was that they were mostly linguists employed at smaller academic institutions, and this is reflected in the make-up of DT-1. Other than Stabej and Dobrovoljc, no members of the team came from the two traditional centres of Slovene linguistics, the Institute for Slovene Language at the Academy of Arts and Sciences, and the Department of Slovene Studies at the University of Ljubljana.

Most notably, two members, Erjavec and Krek, came from the Jožef Štefan Institute, a publicly owned research institution focussing mainly on science and technology. Krek was also the only member to be employed (part-time) at a private research institution, Trojina. As discussed further in Ch. VI and VII, the position of this institute, established in 2004 by Simon Krek, Marko Stabej and Vojko Gorjanc, in questions of language planning and standardisation became a major issue of contention, particularly from actors representing the Academy of Arts and Sciences and its Institute for Slovene Language.

During this time, the search for a permanent head of the DSL continued. The first call for applications in April 2011 was unsuccessful, and in the second call Dr Simona Bergoč<sup>49</sup> was selected and took up the post in September.

[Bergoč] When I arrived at the Department of Slovene Language in September 2011, the drafting team led by Dr Stabej was already working. Because we were in a bit of a rush by then due to time constraints, we had to work with existing partial analyses. In principle, you begin the process of drafting a national programme by analysing the current situation and finding out what the needs are. In 2011, Dr Stabej began working

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<sup>49</sup> Simona Bergoč had previously worked as a lecturer at the University of Primorska in Koper, Slovenia, and had recently completed her PhD at the University of Ljubljana, supervised by Marko Stabej (later published as a monograph, see Bergoč, 2011).

with his team in April, before I arrived, and I then finished this work with them, or rather I enabled them to finish their work in 2012. That's when the problems began.

Interview quote V.2: Simona Bergoč

“The problems” she mentions here refer to the political instability which eventually led to the sizeable delay in the production of the final text. To a certain extent, the Pahor government had been plagued by instability (both political and economic) throughout its term (see Ch. I). This escalated just as Bergoč took up her post, with the government coalition beginning to dissolve, with Minister Širca, along with others from her party, leaving their posts in the government. Her replacement was Boštjan Žekš, the Minister responsible for Slovenes Abroad, who temporarily also took on the duties of the Minister of Culture. As DT-1 worked on their text, a snap election was called and eventually held in November 2011, resulting in a defeat for the parties of the Pahor government, and a win for the newly established Positive Slovenia, led by Ljubljana Mayor Zoran Jankovič. However, as Jankovič was unsuccessful in his attempts to form a coalition, it was not until February 2012 that a new government came into power.

The centre-right cabinet led by PM Janez Janša pledged to resolve the economic crisis, mostly through imposing austerity measures. One such measure was a reorganisation of ministries, which meant that the Ministry of Culture ceased to exist as an independent body, and its tasks and employees were taken over by the new Ministry of Education, Science, Culture and Sports (nicknamed the Super-Ministry due to its many responsibilities). While this theoretically meant that the newly appointed “Super Minister” Žiga Turk covered several areas, the practical effect was that various secretaries were appointed to oversee the specific areas of the Ministry. For the area of culture, this was Aleksander Zorn, a literary historian who had previously been an editor for Mladinska Knjiga, a major Slovene publishing house, before being elected to the National Assembly as deputy of the Slovene Democratic Party. These changes meant that the now completed first draft version (D-1) was not published until April 2012, though this was down to practical reasons rather than any immediate change of agenda.

[Me] You mentioned that the problems in this case began in 2012, how do you remember this period?



[Bergoč] Problems, these are actually normal processes in the public administration. What was unusual were the dynamics of the changes in government (recent governments have averaged a year and a half in power), which causes constant returns to the starting point.

[Me] I mean, there was already the fact that the resolution wasn't published immediately, there was a delay.

[Bergoč] The delay was because we got a new government, and before minister Turk (or Secretary Zorn, who was covering our area at the time) could get acquainted with all the areas and our material concretely, quite a bit of time passed. It wasn't anything special, no hidden agenda, he simply took the time to get to know each area of the Ministry. [...]

Interview quote V.3: Simona Bergoč

On its publication, D-1 met with heavy criticism from various individuals and groups. More than 50 comments were submitted to the DSL, which presided over the month-long public consultation. Respondents ranged from concerned lay members of the public to linguists, academic bodies, linguistic societies, state institutions, and societies representing various linguistic minorities. This then led to further action in relation to D-1:

[Bergoč] [...] The Secretary [Zorn] even took the time to look over all these responses, and was of the opinion that a thorough revision of the text needed to be done. We discussed how this could be done. The first idea was that the [DSL] should prepare a revision based on the comments from the public consultation, and that the Permanent Committee for Slovene Language [PCSL] should then review this revision and adopt it, along with any corrections it might have. [...]

Interview quote V.4: Simona Bergoč

Both Bergoč and Stabej explained to me that this was a special addition to the regular tasks of the PCSL, a 5-member committee which had originally been established to consider applications to public tenders in the area of Slovene language at the Ministry of Culture. However, before this committee ever had a discussion about D-1, two more members were added to it, both from the Institute for Slovene Language (ISL) at the Slovene Academy of Arts and Sciences.

[Stabej] We were supposed to start to work on this, but then the government changed, and the, not the minister but the secretary, [Aleksander] Zorn arrived, and from what I know, this is not published anywhere, but of course with this resolution the [Institute for Slovene Language] clearly became upset [...] and [its director Marko] Snoj went to see Zorn and said that he insists that he and [Kozma] Ahačič should be in this group, and they were appointed to it.

Interview quote V.5: Marko Stabej

In this expanded form, the PCSL then had a single meeting to discuss D-1, before its mandate expired. According to the website of the DSL, where the entire drafting process is summarised, the PCSL “made remarks on the draft and the comments from the public consultation. [The DSL] then, following their recommendations, relevant comments from the public consultation, and the language policy directives of the Ministry, prepared a revision of the text”. However, it was not until another committee had revised the text that an “official” second draft (D-2) was published. The Expert Committee for Slovene Language (ECSL) was supposed to succeed the PCSL as a permanent group of experts that would provide input to the Ministry in the field of linguistics. Its five members were appointed to it on 27 August 2012, and soon after it began its work on a major revision of D-1 (see Tables 11-14).

<b>PCSL (original members)</b>	
Dr Janez Dular	Retired from the Department of Slovene Language, Ministry of Culture, Government of Slovenia
Professor Marko Jesenšek	Department of Slovene Studies, Faculty of Arts, University of Maribor
Dr Majda Kaučič Baša	Faculty of Education, University of Primorska, Koper
Jakob Müller	Retired researcher at the Institute of Slovene Language, Slovene Academy of Arts and Sciences
Professor Marko Stabej	Department of Slovene Studies, Faculty of Arts, University of Ljubljana

Table 12: Original members of PCSL

<b>PCSL (additional members)</b>	
Professor Marko Snoj	Institute of Slovene Language, Slovene Academy of Arts and Sciences

Dr Kozma Ahačič	Institute of Slovene Language, Slovene Academy of Arts and Sciences
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Table 13: Additional members of PCSL

<b>ECSL (original members)</b>	
Dr Kozma Ahačič	Institute of Slovene Language, Slovene Academy of Arts and Sciences
Dr Janez Dular	Retired Head of the Department of Slovene Language, Ministry of Culture, Government of Slovenia
Professor Marko Jesenšek	Department of Slovene Studies, Faculty of Arts, University of Maribor
Marta Kocjan-Barle	Retired proofreader and editor at DZS (State publishing company of Slovenia)
Professor Marko Snoj	Institute of Slovene Language, Slovene Academy of Arts and Sciences

Table 14: Original members of ECSL

<b>ECSL (additional members)</b>	
Dr Simon Krek	Jožef Štefan Institute, University of Ljubljana and Trojina, Institute for Applied Slovene Studies
Dr Miro Romih	Amebis Software <sup>50</sup>

Table 15: Additional members of ECSL

Compared to the make-up of DT-1, the membership of the ECSL showed a major shift in terms of institutional representation. While DT-1 included a number of members from smaller linguistic academic institutions (see above), the ECSL included two representatives of the Institute for Slovene Language, as well as Janez Dular, a prominent figure in Slovene language policy (see Ch. I). Most notably, it did not include any of the DT-1 members, or anyone specialising in language technologies. According to Bergoč, this caused consternation among several members of DT-1, and led to them requesting that someone specialising in that area be included in the ECSL as well. In December 2012, one month before the revised D-2 was published, Minister Turk therefore named two additional members to the team, Simon Krek and Miro Romih.

<sup>50</sup> Amebis is a private company established in 1991 and specialising in the development of language technologies, such as electronic dictionaries, automatic spelling- and grammar-checkers, etc.

## 2 Redrafting D-1

D-2 was published in January 2012 and represented a major reworking of D-1. According to Marko Snoj, the ECSL had simply “entered comments from the public consultation, nothing else”. However, much of the text had changed, in particular in relation to a number of key topics, which I overview in this section.

### 2.1 Slovene language and national identity

The current Slovene language situation requires a considered and active language policy, which, while taking into account historical facts and tradition, at the same time carries out new tasks and achieves new goals under modern circumstances. A language policy oriented towards development is based on the belief that the Slovene state, Slovene language, and Slovene language community are vital and dynamic entities, which should develop and strengthen further, in a way that will enable all inhabitants to live in freedom, welfare, as well as tolerance and responsibility.

Example V.1: D-1, p. 3

Extract 1 presents the first few sentences of the vision statement from D-1. In the first sentence, the authors prioritise the needs of the modern language situation, and mitigate the importance of “historical facts and tradition”. This is a dialogical element, an intertextual reference to previous language policy documents (PUS and RLP-07, both of which made extensive references to history and tradition), indicating the wish of the authors to break away from past Slovene language policy. These intertextual references continue throughout the vision statement, and remain at a very vague level, never making explicit reference to either text or any actors, but rather using indeterminate quantifiers such as “**some** language policy documents and publicly expressed opinions in the past”. All these statements were removed from D-2.

The second point of interest in Extract 1 is the importance placed on the concept of “development”, seen here in a positive light, as a continuous process, and linked to other concepts such as “freedom, prosperity, tolerance, responsibility”, which are seen as its preferred goals. These draw heavily on EU language policy: while the prioritisation of development and prosperity supports the view of language as an instrument of economic growth, the stress put on tolerance and responsibility reflects the importance laid by EU

policies on developing a cohesive society (for an analysis, see Krzyżanowski & Wodak, 2011, pp. 129-131; see also Wodak & Boukala, 2015).

In D-2, these statements were heavily modified<sup>51</sup>:

The modern Slovene language situation requires a considered and active language policy, which ~~while taking~~ takes into account historical facts and tradition and at the same time carries out new tasks and achieves new goals under modern circumstances. A language policy oriented towards development is based on the belief that the Slovene state, Slovene language, and Slovene language community are vital and dynamic entities, which should develop and strengthen further, ~~in a way that will enable all inhabitants to live in freedom, welfare, as well as tolerance and responsibility.~~ In those areas which require special care in order to maintain the scale, vitality and dynamicity of the Slovene language, measures must be ensured to improve the situation when required.

Example V.2: D-2, p. 7

As can be seen, the dialogical significance of the statement regarding history and tradition is confirmed by the fact that the second drafting team removed the mitigating conjunction “while” (sicer), thus changing the relation between “tradition” and “modern circumstances” from one of opposition to complementarity. At the same time, the key values which D-1 extracted from EU language policy, have been substituted with a different statement. This reconceptualises the notion of development, understanding it in terms of traditional Slovene approaches to language policy, in terms of language maintenance through prescription (see Ch. I). The inserted sentence also presupposes the existence of “areas which require special care” to prevent language shift, thus contributing to the construction of a threat.

Discursively, previous Slovene language policy documents stressed the role of the standard language as the primary national symbol of unity and representation, and backed this up by making emotionally intense claims about the link between language and national identity, while at the same time resorting to the construction of threats to the language and nation (see Ch. IV; see also Savski, forthc. a). A threat may take the form of an external force (such as the EU, see below, or globalisation, migration etc.), but often it is constructed as coming from within the national community itself, most

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<sup>51</sup> In all extracts, I will use underlining to show additions and crossed out text to show deletions.

often as Sajovic (2003) argues, from speakers who are seen as sources of potential damage to the language. The traditional solution to this was legislative linguistic prescription, based on a highly idealised view of language, and often including elements of xenophobic linguistic purism (Kalin-Golob, 2009, p. 144). D-2 relies heavily on this discourse in its vision statement:

The right of individuals to use their own language and to form linguistic communities is a fundamental part of guaranteeing basic human rights. Alongside this, Slovene language policy ~~works from the assumption that the Slovene language and language community do not require protection based on explicit legal prohibition of the use of other languages, as some language policy programmes and public opinions in the past were understood~~ must take appropriate measures to ensure that Slovene remains the main voluntary choice for native speakers in the largest possible array of private and public uses, while where experience has shown that some speakers of Slovene are prepared to unjustifiably neglect their mother tongue, the possibility of legally binding prescription of use in certain situations is not to be a priori renounced.

Example V.3: D-2, p. 7

Several features indicate the presupposed essential bond between nation and language in this extract, including the attribution of speakers to a *home* (the home state, culture, and language<sup>52</sup>), or the use of the intensifying term “mother tongue” (which consistently replaced terms such as “first language” in D-2). This extract again illustrates an ongoing dialogue with D-1, where the possibility of legislation requiring the use of Slovene was dismissed in favour of “motivating speakers for its use” (p. 3), while here the possibility is explicitly allowed – though the intertextual reference is again made in vague terms (through the use of the reflexive impersonal construction, “se ne sme odpovedovati” [“is not to be renounced”]). To justify this claim, an internal threat is constructed through the use of calculated vagueness, realised here through the use of indeterminate quantifiers such as “some” and omission of actors, e.g. in “experience shows” (experience is not attributed to any actor).

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<sup>52</sup> The concept of »home« is significant in Slovenian culture; as Vezovnik (2009) finds, it was at the root of the 19th Century nationalist-conservative movement, from which many facets of contemporary Slovene national identity have developed (see also Žižek, 1984).

## 2.2 Multilingualism and minority rights

The authors of D-1 made limited use of vagueness to mitigate demands about minority rights (e.g. their use of the emotional term “mother tongue” was limited to references to minority groups, which could be interpreted as a strategy of *dissimilation*, i.e. stressing difference between majority and minority, see Wodak et al., 2009, p. 33). In spite of this, diversity was generally promoted, following contemporary EU discourse about multilingualism, and knowledge of foreign languages was stressed as an essential skill in modern society (see above). However, the transition from D-1 to D-2 involved a large number of changes in areas related to the status of minorities and the role of ethnic diversity in Slovenia. Extract 4 shows the additions made at the beginning of the preamble:

Although the National Language Policy Programme is a response to the entire language policy situation, Slovene (the planning of its status and corpus) is at the centre of its care, while it also gives its attention to all other languages which come into the frame of Slovene language policy. Today, Slovene is an internally integral, socially and structurally intact language oriented towards development, which it should also remain in the future. The Republic of Slovenia thus ensures that Slovene is used and continues to develop in all fields of public life within the boundaries of the Slovene state, and in European and international contexts where appropriate.

Example V.4: D-2, p. 8

The additions made have the effect of strengthening the importance of Slovene relative to other languages (the predications reflect this, while Slovene receives “care”, other languages receive “attention”). The additions in the text continue in the same manner:

The main goal of Slovene language policy is the formation of a community of independent speakers with a developed linguistic capacity in Slovene and an adequate knowledge of other languages, an appropriate amount of linguistic confidence, and an ~~high~~ appropriate level of openness to accepting linguistic and cultural difference and diversity.

Example V.5: D-2, p. 8

In the above sentence, the changes in Draft 2 demonstrate a clear difference in the understanding of multilingualism and diversity. The importance of other languages as opposed to Slovene is mitigated (“*adequate* knowledge of other languages”), as is the importance of openness to accepting diversity (“*high level*” changed to “*appropriate level*”). In both instances, while concepts have not been removed, they have been mitigated by the insertion of predications which re-establish relationships between them. The addition of “linguistic confidence” is also potentially significant – this concept is often used in reference to the confidence of speakers to use Slovene as opposed to other (foreign) languages in situations where they are presented with this choice. This shows that, not only is the significance of diversity in Slovenia being relativized; the importance of knowing foreign languages is also mitigated.

In the section about Slovene as a foreign language, this mitigation continues:

With migration processes, there is an increasing number of persons interested in learning Slovene as a second or foreign language both within the Republic of Slovenia and beyond its borders. For ~~those~~ minority members, migrants, and all other foreigners arriving in Slovenia and staying for longer periods, access to knowledge of (or education in) Slovene is fundamental, as it enables them to more easily actively participate in society, and thus have equal opportunities in personal development, employment, access to information, etc., as majority speakers. Alongside this, their right to the use of their own language and culture must be guaranteed within legal and budgetary means.

Example V.6: D-2, p. 20

In Extract 6, the additions made have different functions. The first adds a more specific reference, and acts to broaden the provisions of this segment to more groups (i.e. not only those arriving, but also those already present, including the official minorities). The second change is significant, as it greatly mitigates the demands on the state to ensure language and culture maintenance in all these communities. In argumentative terms, the *topos of law*<sup>53</sup> is used to essentially limit its responsibilities to the minimum

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<sup>53</sup> If an action is required by law, then that action should be performed.



prescribed by law, and the *topos of economic burden*<sup>54</sup> is implied to further limit them according to economic viability (Reisigl & Wodak, 2001, pp. 78-79).

This continues in sections referring to the required actions of the state vis-à-vis linguistic minorities:

The Republic of Slovenia thus far only guarantees the right to use and develop their first language to speakers of Slovene for whom Slovene is not a first language only in cases where this is one of the indigenous minorities or the Roma community. Though the possibility of mother tongue education is guaranteed to some speakers by bilateral agreements, the realisation of these rights is not systemic and is only realised in primary and secondary schools in the form of optional modules; in these cases, these languages are not taught as first languages, but as foreign languages.

Example V.7: D-1, p. 13

Extract 7 presents an example of how the authors of D-1 critiqued existing state language policy, specifically the lack of any serious initiative from the state relating to minority language maintenance. The ECSL deleted most of this statement, and the parts they added significantly reframed the text:

The starting point of Slovene language policy in this field is that a well-developed language capacity in the first language, which with minorities and immigrants is not Slovene, is one of the basic conditions for the development of a language capacity in Slovene.

The Republic of Slovenia thus far only guarantees the right to use and develop their first language to speakers of Slovene for whom Slovene is not a first language only in cases where this is one of the indigenous minorities or the Roma community. The Republic of Slovenia already guarantees the right to use and develop their cultures and first languages to both indigenous national communities, whose languages also have official status alongside Slovene in the areas populated by the Italian or Hungarian national community, as well as encouraging the maintenance and development of the Roma language and culture on the basis of the Roma Community in Slovenia Act.

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<sup>54</sup> If an action can be reasonably considered to be economically unviable, then that action should not be performed.

Though the possibility [continues as above]

Example V.8: D-2, p. 22

The changes made transform this segment of the document from a critique to an affirmation that the existing state of affairs is sufficient for the minorities. The statement added at the beginning of the section functions as a re-framing device by moving the focus away from minority languages, which it sees as merely supporting the learning of Slovene. The force of the statement is greatly mitigated by changes in time-framing (from “**thus far** guarantees” to “**already** guarantees”). Also, though it continues to speak about issues with first language teaching based on bilateral agreements, this is additionally mitigated by the differentiation made between indigenous minorities, which are foregrounded in terms of the policy priorities, the Roma community, and immigrant minorities, the former of which is backgrounded, while the latter are completely omitted. This differentiation is characteristic of discourse about minorities in Slovenia, and is based on a definition of indigenous minorities as those which have come to be under Slovene jurisdiction based on international agreements in which they played no part (Novak-Lukanovič & Limon, 2012). These minorities are contrasted with the Roma community, routinely maligned in Slovene politics (e.g. Petković, 2003), and immigrants, primarily referring to Bosnians, Serbs, Croats, Macedonians, Albanians, and other communities who arrived en masse as labourers before Yugoslavia broke up (Zorn, 2010), and are also a regular target of discrimination and xenophobia (Bajt, 2010).

Clear shifts were also made in all parts where the EU was referenced in D-1:

[Language policy] pays special attention to the advantages and challenges of the status of Slovene as an official language of the European Union.

Example V.9: D-2, p. 7

In relation to EU bodies, it shall additionally remain a priority to defend the perspective that the implementation of the principles of free movement of persons, goods, services and capital cannot undermine the clear domiciliarity of the official language of each individual member state, and that the state has a right to legal safeguards and other

mechanisms in order to neutralise any negative language policy implications of freedom of movement.

Example V.10: D-2, p. 44

Extracts V.9 and V.10 show statements added in Draft 2 at the very end of two sections, the first in the vision statement, and the second in a section dealing specifically with Slovene as an official language of the EU. V.10 is particularly significant, as it openly shifts RLP-14 in opposition to a key segment of contemporary EU policy, the right to free movement. These additions are also significant from the perspective of previous Slovene language policies, particularly RLP-07, where the EU was routinely represented as a threat to the Slovene nation and language (Savski, forthc. a). Given that the main author of RLP-07, Janez Dular, was also a member of ECSL, and thus a contributor to D-2, this is an unsurprising shift.

### 2.3 Priorities in linguistic research

The third area where many changes were made to the text were the sections which were intended to set language policy objectives in the field of linguistic research. In D-1, the focus of these sections was mainly on the development of language technologies, such as corpora:

The basis for language description is established by collected empirical evidence of language use, covering different varieties of language. The next Programme for Language Resources should take into account the permanent and controlled development of those basic corpora which make possible the continued analysis of Slovene, for the needs of its description. Among these are a reference corpus of Slovene, the expansion and upgrade of the spoken corpus, a web corpus, multimodal corpora (text + picture + sound), corpora of written production by school pupils, and other corpora to be proposed by the upcoming programme.

Example V.11: D-1, p. 21

This paragraph was removed as the entire section entitled “Language Description” was rewritten. The text which was put in its place included only one mention of corpora as a policy priority (as a lexicographic tool). Instead, it introduced additional priorities for linguistic research:

Alongside this it should not be forgotten that Slovene is not only the contemporary standard language. Slovene are also the dialects, and Slovene also has a history and a pre-history. For this reason, attention should be paid to dialectological research, particularly the creation of linguistic atlases, dialect dictionaries and monographs about particular (dying) dialects, and to historical and comparative linguistic research, particularly the creation of a historical dictionary of Slovene, a historical grammar, an update to the etymological dictionary, etc.

Example V.12: D-2, p. 33

The additions are unsurprising, considering the fact that one of the contributors to D-2 was an etymologist, Marko Snoj. In fact, the changes made to this section almost entirely follow the proposals Snoj had submitted to the DSL following the publication of D-1. At the same time, they also reflect the priorities of the Institute for Slovene Language at the Academy of Arts and Sciences, which devotes a significant part of its research to historical linguistics. With its prioritisation of language technologies, D-1, on the other hand, had reflected the research orientations of a number of its writers, a matter which Snoj had also highlighted in his critique of D-1<sup>55</sup>.

Taking into account the different make-ups of the two teams which had produced D-1 and D-2 from the perspective of institutional representation, the changes made in this part can be seen as part of a broader struggle between not only different ideologies, but also different institutions. As discussed above, the team which had produced D-1 included only one representative of the Institute, while ECSL included two, one of whom was its chair, Kozma Ahačič, and the other the director of the Institute, Marko Snoj. The following additions, made to the section entitled “Standardisation”, again follow the trend of increasing the prominence of the Institute. The addition of the final sentence below was later debated in parliament, and a compromise solution was eventually found through political means (see Ch. VI).

The idea for an online language counselling service, already present in the previous resolution for 2007-2011, shows that one of the major priorities of language policy is to

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<sup>55</sup> “The writers [of D-1] initially find that [language description] consists of a grammar as the constructive segment of language and the dictionary as the naming segment. [...] To these descriptions of language, corpora are also cleverly added, despite not being at the same level, since corpora are neither a part of language nor its description, but only collections of data and a direct source language resource to a small group of very clever users.”

improve linguistic confidence and improve the reputation of Slovene among its speakers, which can be achieved by informal learning about the language standard. /.../ All this indicates there is an urgent need for a language counselling body, which would function through an organised freely accessible online portal with as much linguistic information about Slovene as possible, with which it would be possible to reach a broad audience of lay and expert language users. In line with tradition and good practice, the base resource of standardisation, the Slovene Orthography, is adopted by the Slovene Academy of Arts and Sciences.

Example V.13: D-2, p. 35

In sum, the additions made to the text meant that D-2 represented a significant shift in terms of the priorities of Slovene language policy, as well as the ideologies that underlie it. Overall, the authors of D-1 had signalled a will to distance themselves from previous language policy, particularly both RLP-07 and PUS. Considering the analysis of the ideological debate in Ch. IV, many of the choices made by DT-1 reflect the discursive strategies employed by those voicing the late modern ideology. The revisions made by ECSL, however, meant that many of the discursive strategies which had dominated that debate as well as previous language policy documents, were reintroduced in D-2. What enabled this major transformation was the change in political relations brought about by the 2011 election and the subsequent election of the Janša government. I discuss how this can be interpreted as a feature of policy in the following section.

### **3 Epilogue and conclusions**

This chapter underlines several points made regarding time and policy in Ch. I. Policy at the state level is not a uniform process, but one of great complexity which offers various agentive opportunities as well as structural constraints (Jessop, 2007). In this case, various linguists were empowered in the policy process at various times, and were given the opportunity to set the agenda on behalf of the state apparatus. However, with the passage of time, governments changed and political priorities along with them, meaning that such windows of agency closed (e.g. Levinson et al., 2009).

One effect of this, which will be observed again in detail in the following chapter, is that the ‘policy text’ can in fact be seen as a series of fragments, which are composed by different authors, potentially at different times and in different spaces (cf. Wodak,

2000). In this case, this was exacerbated by the re-drafting of D-1 in late 2012, where various parts of the text were modified to create D-2.

These points were additionally confirmed by the events that followed the publication of D-2. Following another public consultation, D-2 was to enter “inter-institutional coordination”, a phase of negotiation between the body proposing the text (the Ministry of Education, Science, Culture and Sports) and other governmental bodies (ministries, agencies, etc.). During this time, however, another period of major political instability was under way in Slovenia. In December 2012, the Commission for the Prevention of Corruption published a report accusing Prime Minister Janša of being unable to account for the sources of his income, and by the beginning of 2013, protests had erupted around the country. Soon after, several political parties left the government, and by February a new coalition had been formed under the premiership of Alenka Bratušek, interim leader of Positive Slovenia.

This new left-centre government reinstated the Ministry of Culture as an independent body, and Uroš Grilc was elected as the new minister. This meant that, once again, a new agenda took the lead in the area of language policy. The DSL under Simona Bergoč retained greater policy influence, and was entrusted with reviewing D-2 in light of the comments made in the public consultation. Only 3 comments on D-2 had been submitted to the DSL during January, one of which was a detailed critique of the changes, made by Iztok Kosem, director of Trojina, a private research institute founded by, among others, Simon Krek and Marko Stabej, two members of DT-1<sup>56</sup>.

One of the criticisms made by Kosem was that the role of the Academy in research and language standardisation had been increased excessively with the addition of the text fragment shown in example V.13 (see above). The DSL followed Kosem’s proposal to reverse this change, and removed the text fragment that the ECSL had inserted. This meant a major shift for the members of the ECSL who, just as the members of DT-1 a year before, had lost the ability to influence policy.

[Snoj] When [D-1] was amended according to the public consultation, the resolution [D-2] went into public consultation again, and only Trojina, Institute for Applied Slovene

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<sup>56</sup> The interests of Trojina and the actors it brings together were later to become a major topic once the officially adopted text of RLP-14 was to be implemented (see Ch. VII for detailed analysis).

Studies, made comments, and then the Ministry on their own initiative integrated their comments, without asking the [ECSL] anything. I don't know whether you know this spicy detail. [...] So much for the impartial nature of the Ministry.

Interview quote V.6: Marko Snoj

Marko Snoj clearly interprets this as a consequence of the changed agenda within the Ministry and the DSL, and most significantly, interprets it as a partisan move by the actors within those institutions. Soon after, the ECSL was disbanded, and replaced by a new system of three separate committees, which Snoj again interpreted from this perspective:

[Snoj] [The problem was that] the ECSL, where I was, [like the PCSL] received a decree giving it a four or five year mandate, was disbanded after a year. That was the problem. But please, we have no right to comment on the decisions of the Minister, or we do have the right to comment, but we have no influence, he had that right.

Interview quote V.7: Marko Snoj

This extract demonstrates a feeling of disempowerment by Snoj similar to that seen in the comments made by Bergoč and Stabej above. It is also significant that in both cases, the source of disempowerment is the political influence of the minister or secretary. It shows that, aside from being embedded in a running conflict between two language ideologies and two groups of actors representing competing institutional interests, the drafting process also became politicised in the sense that it became subject to party-political shifts in agenda. This was to continue after the inter-institutional coordination was completed, and the now third version (D-3) was formally submitted to the Slovene Parliament as the Proposed Resolution for a National Programme of Language Policy (RLP-14) in May 2013. I analyse this in Chapter VI.

## VI. Policy in parliament: the committee as a nexus of practice

As discussed in Ch. II, one of the main features of the framework for analysing language policy introduced by this thesis is its attention to the many disparate social spaces where policy-related action takes place. At the macro-level, language policy transcends a number of different social fields (such as politics, public administration, linguistics, media). At the micro-level, individuals act within the particular nexuses of practice that make up such fields.

In this chapter, I present a detailed study of one such nexus of practice. I focus specifically on the parliamentary committee, by analysing a session of the Committee for Culture of the Slovene National Assembly. I examine the roles of a number of individuals present at this session, where RLP-14 was discussed and amended. The particular focus of this chapter is on how linguists, when entering the field of politics, were able to rely on the symbolic capital accumulated in the field of linguistics, despite the many differences between the two fields.

### 1 Introduction

The structure of the Slovene parliament is bicameral, but asymmetrical, as only one chamber has legislative power. The National Assembly (NA) has 90 members, 88 deputies representing political parties that contest a general election (where proportional representation is used), and two deputies representing the Italian and Hungarian national community respectively. The NA debates and votes on all proposed policies and legislation, has the power to make amendments, and is thus the main legislator body in the Slovene system. The National Council (NC) has 40 deputies, 18 representing various *interest groups* (business, trade unions, agricultural and skilled workers, etc.) and 22 representing the *regions* of Slovenia. Its role is mainly consultative, and while it can veto any piece of legislation passed by the NA, this veto can be overridden by a re-vote in the NA.

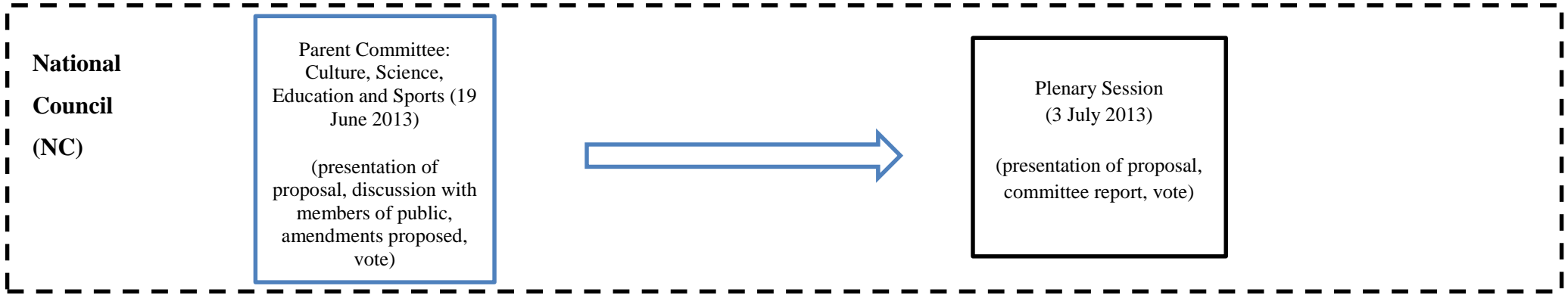
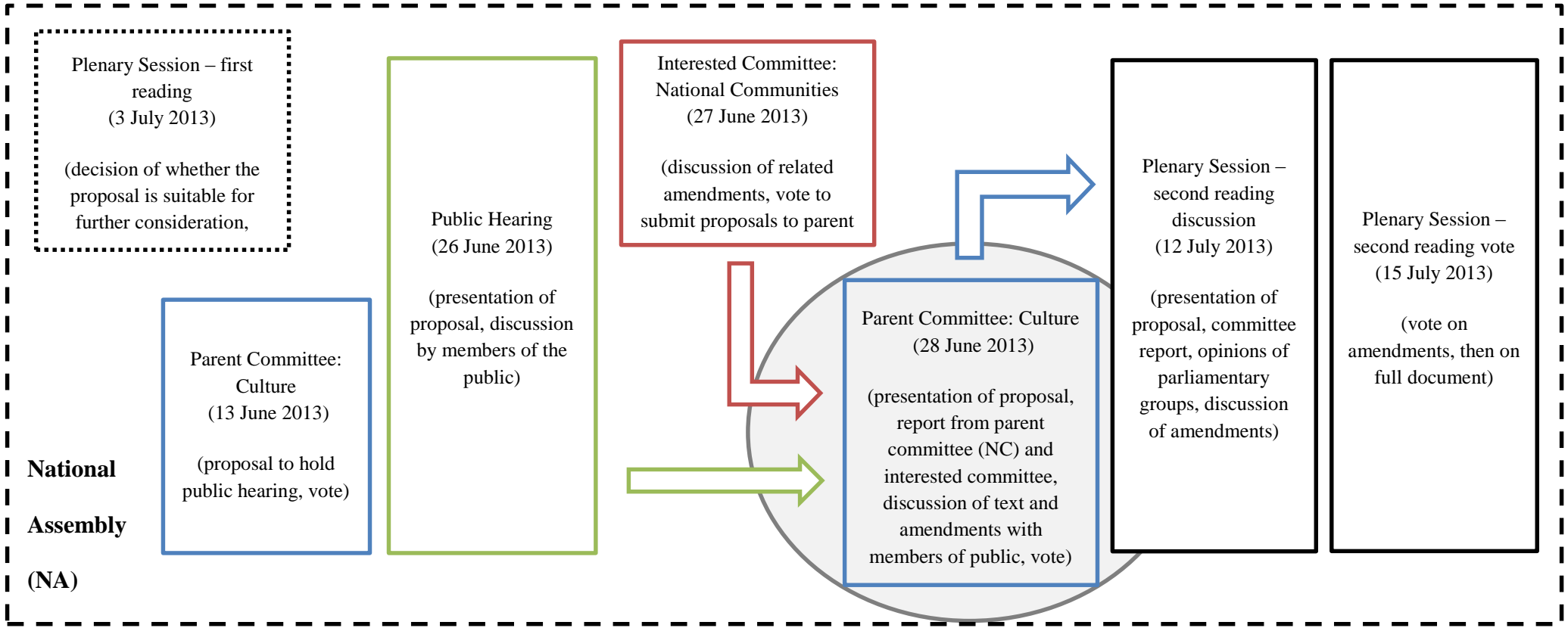
After its long drafting, and after it was formally approved by the government on 27 May, the Resolution proposal (D-3) was formally submitted to Parliament. As part of its *first reading*, the proposal was then initially circulated to all members of the National



Assembly (NA), and a 15-day window was set, when a group of any 10 NA members could request that the proposal be discussed at the following plenary session. As no such request was made, the text was automatically deemed suitable for further consideration, i.e. the *second reading*, and was subsequently sent to the NA Committee for Culture (NA-Cult), and to the NC Committee for Culture, Science, Education and Sports (NC-CSES), which were designated its *parent committees* in each chamber of the Slovene parliament respectively. Additionally, the Committee for National Communities (NA-NatCom) also discussed the proposal as an *interested committee*. The text was finally discussed at the plenary sessions of each body (NA-Plen and NC-Plen) and put to the vote along with the proposed amendments.

The session of NC-CSES was organised on 19 June 2013. It featured a number of discussants from civil society, including linguists (Erika Kržišnik and Marko Stabej), a representative from the Slovene branch of PEN International (Tone Peršak) and a representative of the association of the blind and sight-impaired (Jožef Gregorc). Present with them were two representatives of the body proposing the resolution, the Ministry of Culture (Simona Bergoč and Aleš Črnič), and the members of the committee. These included representatives of the sectors of education (Zoran Božič, Chair) and research (Janvit Golob), the union of workers in education (Branimir Štrukelj), the universities (Radovan Pejovnik), and others. The discussion covered a number of topics, but focussed on the question of language in higher education and language identity. The resulting proposals were then submitted by the chair to NA-Cult which, as the parent committee in the NA, has the ability to propose them as amendments.

Figure 9: Overview of parliamentary sessions (grey circle indicates focus of this case study)



NA-Cult was formed in 2012, when its area was split from the Committee for Culture, Education and Sports. Its scope of activities is described as legislation related to art, culture, the media, language, religion, and other areas assigned to the Ministry of Culture. Between 2011 and 2014, the committee chair was Majda Potrata (Social Democrats). The first engagement of NA-Cult with the proposal was at an urgent session on 13 June, where deputy Aljoša Jerič (Positive Slovenia) presented a proposal to organise a public hearing (PH) to gather opinions from interested members of public. The motion was unanimously passed, and the PH was organised on 26 June. There, the Minister of Culture presented the text, and various members of the public provided their opinions. The discussion featured a number of speakers, mainly linguists (Marko Stabej, Janez Dular, Simon Krek, Janez Orešnik, Tomaž Sajovic), representatives of various communities with disabilities, and Laszlo Göncz, deputy for the Hungarian national community, and chair of NA-NatCom.

NA-NatCom is a permanent committee established by the Rules of Procedure of the NA which considers all matters related to the status of the Hungarian and Italian national communities. While it is chaired by either of the two national community representatives, they are the only minority members, as all others are deputies from the party groups. The committee provides minority deputies with the opportunity to provide input on policymaking, and as Göncz explained to me, their relative lack of specialised support in other areas also means the scope of their work ultimately remains limited to the area of minority rights. NA-NatCom debated on the proposal on 27 June, again with Bergoč and Črnič in attendance, along with a representative of the Department for Minorities, and agreed to propose several amendments. Most of them focused on wording changes, where the wordings in the document diverged from the language used in the constitution. As an interested committee, NA-NatCom submitted their proposals to the parent committee, NA-Cult, where all were endorsed as amendments and submitted to NA-Plen.

The main session of NA-Cult was held on 28 June. Present along with the committee members were the Minister for Culture Uroš Grilc and Simona Bergoč, together representing the body proposing the resolution, and various members of the public, including the linguists Janez Orešnik and Simon Krek, two representatives of the blind community, Tomaž Wraber and Jožef Gregorc, and Zoran Božič, as the rapporteur for

NC-CSES. The debate focussed mainly on three topics, the status of linguistic minorities in Slovenia, the status of special needs minorities, and the status of research institutions in language policy and standardisation. Several amendments were proposed for each and some were finalised at the session itself (see Table 16).

Ref.	Amendment group	Source	Comments
A	Changes to parts referring to linguistic minorities	Separate proposals by NA-NatCom and coalition	<b>Some passed</b>
B	Inclusion of Academy of Arts and Sciences as institution responsible for implementation	Proposals by coalition and opposition	Final version agreed on at NA-Cult, <b>passed</b>
C	Addition of parts specific to sign language	Proposals by Jani Möderndorfer and coalition	One set agreed upon at NA-Cult and <b>passed</b>
D	Changes to parts referring to teaching and research in Slovene at foreign universities	Proposals by National Council, adopted by NA-Cult	<b>Passed</b>
E	Various minor changes to terminology or structure	Proposed by various, adopted by NA-Cult	<b>Passed</b>

Table 16: Overview of amendments

As an institutionalised setting, one governed both by explicit rules (e.g. the Rules of Procedure and various pieces of legislation) and implicit principles (e.g. established “ways of doing things”), the parliamentary committee is best approached as a nexus of practice. I will see this as a site of engagement with policy which is repeated over time, and involves a particular configuration of social practices which make it clearly distinct from other sites of engagement (R. Scollon, 2001a; 2001b; Scollon & Scollon, 2004). One example of the social practices which define this nexus is the allocation of roles to the different actors present at a committee session, and the resulting ‘explicit’ distinction between insiders and outsiders.

This distinction is most starkly reflected by who at the session is allowed to vote on proposals or questions of procedure. In the committee sessions, only *parliamentary deputies who are committee members* (or are standing in for other committee members

from their parliamentary group) are able to vote. Other actors present at the committee session have no such possibility (though they may exert their influence in other ways, see below). Parliamentary deputies who are not committee members, for example, are able to contribute to the debate, but ultimately cannot participate in the vote. The same is true of those at the other pole, the *members of the public*. These are present at the committee session either by invitation of the committee chair, or by their own initiative. They are able to participate in the debate, but ultimately also have no voting privileges. The same is true of the rapporteur from the National Council, whose role is to raise issues on behalf of the NC. In addition to these, various *secretaries* and the *legal counsel* are also present at all sessions in a supporting role (see below for example).

Role in committee	Name (affiliation)	Status and relevant background
Committee members present at the session	Majda Potrata (Social Democrats)	<b>Chair of NA-Cult</b> NA Member 2000-2014 Background: university lecturer, high school teacher; MA in Slovene Literature
	Dragan Bosnić (Positive Slovenia)	<b>Deputy Chair</b> NA Member 2011-2014 Background: high school teacher (biology), athletics coach
	Samo Bevk (Social Democrats)	NA Member 1996-2014 Background: mayor, museum director
	Janja Napast (Slovene Democratic Party)	NA Member 2011-2014 Background: reporter; BA in Linguistics
	Jožef Jerovšek (Slovene Democratic Party)	NA Member 1996-2014 Background: head of planning in a chemical factory
	Aljoša Jerič (Positive Slovenia)	NA Member 2013-2014 Background: musician
	Jožef Kavtičnik (Positive Slovenia)	NA Member 2000-2004 (Liberal Democrats), 2011-2014 Background: primary school headmaster
	Alenka Jeraj (Slovene Democratic Party)	NA Member 2004- Background: career politician
	Branko Kurnjek (Citizens' List)	NA Member 2013-14 Background: researcher at Institute for Information Sciences, Maribor
	Matej Tonin (Nova Slovenija)	Covering for Ljudmila Novak NA Member 2011-

Temporary committee members <sup>57</sup>		Background: career politician
	Jani Möderndorfer (Positive Slovenia)	Covering for Mitja Meršol NA Member 2011- Background: sign language interpreter, public administration
Representatives of the proposer (Government of Slovenia)	Uroš Grilc	Minister of Culture 2013-2014 Background: researcher, university lecturer, public administration; PhD in Philosophy
	Simona Bergoč	Head, Department of Slovene Language, Ministry of Culture, 2011- Background: university lecturer, public administration; PhD in Linguistics
National Council rapporteur	Zoran Božič	Chair of NC-CSES NC member representing educational sector Background: university lecturer; PhD in Literature
Parliamentary Legal Counsel representative	Samo Divjak	PhD in Law
Members of the public	Janez Orešnik	Professor of General Linguistics, University of Ljubljana (retired); PhD in Linguistics; member of the Slovene Academy of Arts and Sciences
	Simon Krek	Researcher, Jožef Stefan Institute; drafting team member (see Ch. V for more information); PhD in Linguistics
	Tomaž Wraber	President, Association of Blind and Sight Impaired Societies of Slovenia
	Jožef Gregorc	Representative, Association of Blind and Sight Impaired Societies of Slovenia

Table 17: Detailed overview of actors present at NA-Cult session of 28 June<sup>58</sup>

<sup>57</sup> In cases where committee members are unable to attend, they are allowed to name a replacement from their own parliamentary group. The replacement member has access to all the privileges of committee membership, such as voting, at the session they attend.

<sup>58</sup> Information about the professional and educational backgrounds of participants was sourced from the website of the National Assembly ([www.dz-rs.si](http://www.dz-rs.si)), of the National Council ([www.ds-rs.si](http://www.ds-rs.si)), of the Government ([www.vlada.si](http://www.vlada.si)), or the University of Ljubljana ([www.uni-lj.si](http://www.uni-lj.si)). All websites can now be accessed in archived form via [web.archive.org](http://web.archive.org) (Accessed 26 November 2015).

## 2 Linguistics in parliament: language ideology and capital

So what is the position of experts, or of members of the public (as they are termed in the Slovene parliament) in such sessions? By their design, parliaments are bound to norms of participation, transparency and accountability, and the inclusion of the public in policy discussions is a crucial and routine part of this. At the same time, a relatively well-established system of gate-keeping is also in place to control who may contribute in what way. In the most basic way, physical access to the Slovene parliament is limited by the security services who scrutinise each potential visitor to the building. This means of physically excluding unwanted actors from the building is legitimated through the state's monopoly on coercion (Weber, 1919). However, while such coercive means are occasionally employed, they are not relevant to the present discussion. Instead, my interest is in the differences which were established between the various actors at the meeting of NA-Cult on 26 June 2013.

If the parliamentary committee is seen as a nexus defined by a specific intersection of social practices (see above), knowledge of those practices can therefore be seen as a “gate”, that is, a mechanism which allows members, or *insiders*, to be segregated from non-members, or *outsiders* (Scollon & Scollon, 2004, pp. 123-125). In this case, this gate does not necessarily serve to physically exclude actors from the nexus of practice – though, as mentioned above, the parliament has access to that type of gate as well – but rather impedes their ability to participate in policymaking. As this is one of the aims of the committee, this gate establishes a power relationship between the two, where those with insider knowledge about policymaking practices wield greater power than those who lack this knowledge.

As analysed in Ch. IV, however, the most prominent actors participating in the discourse about RLP-14 were linguists. At this session of NA-Cult, two linguists were also present as members of the public, each representing one of the two major groups who clashed during the drafting of RLP-14 (see Ch. V). Janez Orešnik, the 73-year-old retired Professor of General Linguistics at the University of Ljubljana and member of the Slovene Academy of Arts and Sciences, was there to represent the “modernist” side, while Simon Krek, lexicographer and researcher at the Jožef Stefan Institute, who had

participated in the drafting of the proposed text (see Ch. V), was there to represent the “late-modern” camp<sup>59</sup>.

While this meant that the two were in an inherent antagonism, it should also be highlighted that, as participants in the nexus of practice, both can be considered outsiders in terms of their knowledge of policymaking practices when compared to many of the deputies present, as well as their knowledge of the more general conventions of the Slovene National Assembly. A banal example of this could be seen at the public hearing on 26 June, where Janez Orešnik asked whether he should sit or stand while speaking, and was informed by Potrata, the chair, that the usual practice was to stand. Another example occurred at the NC-CSES session, where Erika Kržišnik presented the views of the Slavic Studies Society, and made several proposals for changes to the text. When she was told this was no longer possible<sup>60</sup>, she made the following comment:

[Kržišnik] I apologise, I want to know whether I am the only one asking myself why I’m here this afternoon if nothing can be changed? Why weren’t we here on an afternoon one month ago?

#### Example VI.1: Erika Kržišnik at NC-CSES

The dynamics of the parliamentary debates about the proposed Resolution, however, also shows another power relationship present in the background. This does not distinguish between insiders and outsiders in committee meetings, but is constituted in the battle for legitimacy between experts and non-experts in the area of the policy, predominantly the Slovene language and linguistics. Consider the following exchange which unfolded when the chair Majda Potrata challenged Janez Orešnik by asserting that a new grammar of Slovene should not concern itself with setting the standard as much as describing it.

[Orešnik] Well, I could agree with this [that a new grammar should not set the standard], but there is a problem which has been mentioned twice before today, and this is

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<sup>59</sup> I have assigned the two to these categories based both on their prior involvement as well as their contributions at the session, particularly in relation to the amendment discussed in more detail below.

<sup>60</sup> Once a policy text has been formally submitted to the Slovene parliament, it can only be modified through an amendment. In this case, a number of the proposals made by Kržišnik were suggested as amendments at the NA-Cult session by Zoran Božič, the NC rapporteur, and several were endorsed by the committee members.



normativity. Normativity has to be in the hands of one institution, we can't have two or three normativities in Slovenia, as this would mean that for instance some schools follow one orthography and others another orthography and so on. The Academy has to have some special rights because of this. Has to.

[Potrata] I'm not opposing you Dr Orešnik, but I doubt that the Slovene grammar of any next author will also need to have the status of a normative manual, which will be approved by the Academy. Our views seem to be different here. Please.

[Orešnik] Yes, you're completely correct. I'm talking about normative manuals such as the orthography, the dictionary of standard Slovene, terminological dictionaries and perhaps some other things I've forgotten right now.

[Potrata] Thank you. I won't remember if its Lithuania or Latvia, but anyway, one of these Baltic countries leaves normativity to its government, the executive branch, I don't want times like that, that's why I think it should be written that it should be handled by institutions which have the knowledge, the potential, and everything, to decide about these things. But I understand this section about language description as being about more than just dictionaries, but also including other language descriptions, and that's why I'm talking about grammar. Please.

#### Example VI.2: Janez Orešnik and Majda Potrata at NA-Cult

This exchange between the committee chair and a prominent linguist uncovers a conflict between two authorities. The first to take a powerful stance is Orešnik when he initially replies to Potrata's challenge with a number of unmitigated statements regarding the status of his institutions, so much so that Potrata attempts to repair the interaction by mitigating her own stance. The short exchange which then unfolds between them is significant in the committee as a nexus of practice, and is related to how the discussion is moderated by Potrata as the committee chair. Following the usual protocol in sessions of the Slovene parliament, her practice throughout the meeting was, when a speaker had finished their turn, to thank them and pass the word to the next person (by using the word *izvolite*, here very loosely translated as "please"). This was most usually also reciprocated by the speakers with a "thank you".

[Orešnik] I only wanted to foreground the role of the SAZU in normativity.

[Potrata] Yes.

[Orešnik] Only that.

[Potrata] Yes, thank you.

[Orešnik, smiling] And I would wish that this be taken into account in the resolution.

[Potrata, smiling] Yes, thank you. Please, Mrs. Jeraj.

#### Example VI.3: Janez Orešnik and Majda Potrata at NA-Cult

While they were not interruptions in the conversational sense, his turns are a significant deviation from the established committee practice where the chair gives the word to speakers. In fact, Potrata's responses show an increasing amount of discursive power being wielded on her part to end Orešnik's turn. He finishes by offering a heavily hedged statement, perhaps to counter-act the potential face threat as, despite the hedging, the statement is ultimately a strong expression of volition, given the context. In this sense, the fact that they exchanged smiles at this point of the interaction can also be seen as a signal that both were aware of the potential face threat.

Seen more broadly, this exchange suggests that knowledge of the field of linguistics became extremely important during the NA-Cult debate about RLP-14, in some cases even more important than knowledge of committee practices, as demonstrated by Orešnik in his flouting (or violation) of the established rules of interaction. In terms of the functioning of a nexus of practice, this meant that instead of an insider-outsider distinction based on institutional membership and political knowledge (partly institutionalised through the roles afforded to actors, see above), a temporary *gate* was established based on whether an actor had specialised knowledge in the area of linguistics. This considerably re-drew the lines of power between the participants at the session, as those with no specialised knowledge were at a clear disadvantage in the debate:

[Tonin] I'm not really an expert for Slovene, but I would like to read you a letter I received from a Slovene linguist, and it says the following, to be very precise and not say anything superficially or incorrectly. And so it says the following [...]

#### Example VI.4: Matej Tonin at NA-Cult

This statement by Matej Tonin opened the discussion on whether the SAZU should be explicitly included in the document. He introduces a letter from an unnamed linguist, and when introducing it, he is careful to position himself as a non-expert, and to position his reading as authentic, thus ensuring that the backing for his arguments remains with the authority of the author of the letter. At this stage, the background and identity of individuals also comes into play. While Tonin, who is a career politician and has an education in political science, explicitly constructs himself as a non-expert, a number of committee members were able to resort to expert knowledge. Chair Majda Potrata, a former teacher of Slovene and university lecturer (for Slovene language pedagogy), does possess such knowledge, and drew on it heavily as a means of asserting her own authority. In the following extract, she makes two references to her knowledge and background:

[Potrata] [...] it's not enough to translate, we have to create [the language of science] because we think it, and this is why the development of language in science is a very crucial obligation, and because I myself, before I became a politician, dealt with these matters, let me just remind you of the very important name of the excellent Slovene linguist and reputed professor in Vienna and other things, Fran Miklošič, who produced readers in Slovene to allow teaching in Slovene at Slovene grammar schools in the 1850s. I'll spare you all the history since then, because I excel in it, but this is what I always stress, when the Slovene language had to compete to be recognised in terms of language planning in various situations, we could muster the strength, and it would be a shame to waste it now [...]

#### Example VI.5: Majda Potrata at NA-Cult

Aside from Potrata and Orešnik, other actors present at the session were also able to draw on such knowledge. Janja Napast, one of the junior deputies present, also sought to establish herself in the debate by making reference to her education in linguistics, as well as through a public salute to Orešnik, her former professor. Though they held political or administrative positions and performed other roles at the committee session, Simona Bergoč, Uroš Grilc and Zoran Božič, as holders of PhDs in linguistics, philosophy and literature, were also able to draw on their specialised knowledge.

It is highly significant that among all those who participated in the debate at this time, Orešnik stood out for his lack of any investment in positive self-presentation, a major

contrast to Krek, the other linguist present. The relationship between these two individuals highlights a recurring theme in this thesis. In my analysis of the ideological debate that dominated the broader media discourse about language policy during this time (see Ch. IV), I found that the groups voicing the two competing language ideologies were doing so from fundamentally different positions. Linguists voicing the established (early) modern ideology did so with high amounts of capital in the field of linguistics, particularly cultural – many are holders of professorships at the top Slovene universities or research institutes. Significantly, they voiced the ideology with the support of reporters, thereby also relying on social capital within the field of media. Those voicing the late modern ideology could not rely on such pre-existing capital and, as Krek does at this session, made attempts to build up capital as the debate was ongoing (see below, example VI.6; see also Ch. VII).

Returning to the session itself, one explanation for why linguistic knowledge became so important could be that it was simply inevitable given the profiles of many of the committee members. However, the fact that the topic of the session was language policy can also be seen as an important factor. As shown in Ch. IV, the voices of linguists in Slovene language policy debates are invariably prominent, and the discourse they produce has become largely entrenched as “common sense” in the Slovene media sphere. This means that representations of language as a cultural asset, a key property of Slovene national identity and as a regularised system (enabling right vs. wrong distinctions) are commonplace. These representations also reflect a broader language ideology, which can also be witnessed at work in this committee session. When I asked linguist Marko Stabej to comment on the interaction between politicians and linguists in matters of Slovene language policy, he made the following remark:

[Stabej] The politicians are generally afraid simply because they are frustrated and so on as speakers, with this myth or stereotype of Slovene as a value and that [...]

Interview quote VI.1: Marko Stabej

His reference to the frustration of politicians as speakers refers to the more general feeling of anxiety that speakers of Slovene have due to the highly regularised nature of the standard language – and due to the prevalence of regularisation as a strategy of how language is represented. At the same time as disempowering speakers, this language

ideology also elevates linguists as the holders of expert knowledge and those empowered to set the rules of the standard language (for a historical explanation of this role, see Ch. I). As this means that linguistic knowledge is a good source of symbolic capital in Slovene society, it offers an explanation for why several of the committee members attempted to establish their authority in this way. This meant that, for a period of time during RLP-14, even though the setting was outside their comfort zone, the ‘game’ of parliamentary policymaking was played on the terms of Slovene linguists.

### **3 A return to politics: practices of policymaking**

As indicated above, linguistic knowledge played an important role in the session of NA-Cult as a source of symbolic capital. This was of particular importance to linguists, key stakeholders in RLP-14, who had already dominated the writing of the proposed text (see Ch. V) as well as the public discourse about it (see Ch. IV). Majda Potrata, Chair of NA-Cult, reported that she and other committee members had been lobbied prior to the session by members of both groups of linguists that had clashed during the drafting of the document (see Ch. V), as was usual in such cases. One particular sticking point was a proposal to enhance the role of the Slovene Academy of Arts and Sciences in the text through an amendment which would specify its role in standardisation. Two competing proposals were submitted for this purpose, one by the government and another by the opposition deputies, and in this section I overview how a consensus was reached in this situation.

The key difference between the two proposals (see below for full text) was the status of the Academy: while both proposed to increase its role, the opposition amendment elevated it to the status of an institution responsible for implementation, rather than one that all responsible institutions will cooperate with. This is not unexpected, as the opposition proposal had in fact been added to the text during its first re-drafting, based on the proposal of Marko Snoj, Head of the Slovene Language Institute at the Academy and member of the team responsible for the redrafting. It was later removed during a second redrafting which took place just before the text was submitted to parliament and which Snoj criticised in his interview with me, indicating the polarised nature of the entire drafting process (see Ch. V).

The Slovene parliament, as well as the broader political sphere, are themselves polarised. As in many European states, the Slovene political space is strongly divided between *leftist* and *rightist* traditions, with the added consideration that the leftist parties which dominated Slovene politics in the 1990s and early 2000s were direct descendants of communist organisations, while the rightist parties of the same period had been formed specifically to oppose Yugoslav communism (see Ch. I). While the period between 2011 and 2013, when the drafting of RLP-14 took place, was marked by major shifts in the political arena, with several new parties emerging on the left-centre of the Slovene political sphere, this polarisation remained prominent as most voters of the newly formed leftist party Positive Slovenia had simply migrated from other leftist parties.

In this polarised discursive environment, policy still had to be made through consensus. It is striking that this was a particular feature of the committee’s work, as no deputy voted against any of the proposed amendments (all amendments were passed with between 7 to 10 votes for, while various opposition members abstained from voting at different points). Consensus-building was a particular feature of the debate about how the Academy should be included in the text, where two competing amendments were submitted.

Government proposal	Opposition proposal
<p><i>In section 2.2.3 (Standardisation), change final paragraph to read:</i></p> <p>Responsible institutions: Agency for Research and Development, Ministry of Education, Ministry of Culture <u>(all in cooperation with the Academy of Arts and Sciences, universities and research institutions)</u></p>	<p><i>In section 2.2.3 (Standardisation), add new third paragraph reading:</i></p> <p><u>The base codification manual and Slovene orthography is, in line with tradition and good practice, adopted by the Academy of Arts and Sciences, which in line with its legal obligations also cooperates in the development of all other base language manuals of Slovene with normative contents.</u></p> <p><i>Change final paragraph to read:</i></p> <p>Responsible institutions: Agency for Research and Development, Ministry of Education, Ministry of Culture, <u>Academy of Arts and Sciences</u></p>

Table 18: Competing amendment proposals (suggested additions underlined)

Of the two linguists present, Janez Orešnik argued for the opposition proposal, while Simon Krek argued for the government proposal, both on the basis of their linguistic expertise. Orešnik's argument, as can be seen above (VI.3), was based on traditional Slovene sociolinguistic beliefs (as reflected in the mentions of “tradition” and “good practice” in the proposed amendment), where the domination of a single institution over the standard language is seen as the guarantee of stability – so much so that the alternative Orešnik offers above amounts to sociolinguistic anarchy. Krek, on the other hand, argued that other institutions should be involved in setting the standard:

[Krek] [...] I'd also like to speak about one of the amendments mentioned here, and I'm a bit sorry that the Academy has been mentioned so many times here, and I'd really prefer not to mention it in a bad context but I still have to say that because I come from the Jožef Stefan Institute I know well where languages are moving, particularly languages of the EU, what will happen in the future, and here I think we need a strong, very strong warning, that all languages are passing into the digital context, and that this means we have to do something about this on the level of the Slovene-speaking community. The best we can really do is to establish an infrastructure allowing all to participate in the development of resources and tools which will be in the future, and are needed now. In this sense, I think it's crucial to include in the Resolution, if the academy is to be included [...], it seems a bit unfair to me to give privileges to this part, while knowledge at the Jožef Stefan Institute, where I work, exists and will become more important, and at the universities in particular. So I propose that if the Academy is to be set as the leading institution in language policy in the future, I think the universities and the Jožef Stefan Institute should also be included. Thank you.

#### Example VI.6: Simon Krek at NA-Cult

Additionally, he appeals to the topoi of comparison<sup>61</sup> and threat<sup>62</sup> through his references to other contexts, and his final assertion that language planners in the Slovene community (“we”) must follow these developments. Interestingly, though he begins his comments as if he were going to criticise the Academy (with a hedging device “I'd really prefer not to [...] but I have to mention”), he retreats from this, or rather, focusses on positive self-presentation rather than negative other-presentation. A particular focus of his argumentation here is on constructing his own authority as an expert, which is

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<sup>61</sup> “If we want X to be similar to Y, then action Z should be taken.”

<sup>62</sup> “If threat X exists, action Y should be taken to avoid it.”

particularly achieved through repeatedly associating himself with a research institution (topos of authority<sup>63</sup>), and his assertion that he possesses specialised knowledge which comes from this position. This is significant given that, as I analyse above, a number of non-linguists in the room had also attempted to assert such knowledge.

At its root, the question of what role the Academy should be given in RLP-14 was mostly of interest to linguists, and was discussed on their terms. However, as the debate about the two proposals unfolded, it began to be politicised as the different deputies engaged with the topic and began to reinterpret it through the commonplace polarised political discourse.

[Tonin] I'm not really an expert for Slovene, but I would like to read you a letter I received from a Slovene linguist, and it says the following, to be very precise and not say anything superficially or incorrectly. And so he says the following: “The resolution has a very unhappy history, among other things what was lost from the final version is the part which states that the Slovene Academy of Arts and Sciences has the last word with normative Slovene language manuals, that is, the orthography, dictionary of Slovene, academic grammar, and so on. Academies have this role in many countries” and he lists them, France, Sweden, Slovakia, and so on again. “The usurping of all this work and the finance for its realisation is the wish of Trojina, a private business” which is supposed to be in the background of this government coalition. “This will cause the linguistic norm to completely fall apart, and the Institute for Slovene Language to falter.”

#### Example VI.7: Matej Tonin at NA-Cult

In this extract, deputy Matej Tonin (Nova Slovenija – Christian Democrats) reads a letter he received from a linguist with concerns about the status of the Academy. His reading begins as a simple exercise of voicing the written word. While he reads the letter, however, he adds his own interpretation which crucially creates a link between the assertions of the letter and the political groups, where an alleged link between Trojina, a private research institute (founded by, among others, Simon Krek; see Ch. VII), and the governing leftist coalition is created. This interpretation – which reinterpreted the letter from this “political” standpoint – was later recycled by several

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<sup>63</sup> “If authority A supports statement X, then X is reasonable.”



other opposition deputies (Jožef Jerovšek and Alenka Jeraj, both Slovenian Democratic Party).



Figure 10: Discussion chamber in the Slovene parliament (Potrata seated on the right, Grilc bottom left, Jeraj top left)

When it came to the vote, according to usual practice, the opposition amendment was to be voted on first, as it was broader. However, as deputies Majda Potrata (Social Democrats, coalition) and Alenka Jeraj (Democrats, opposition) and minister Uroš Grilc attempted to reach agreement regarding the final form of the amendment that the committee would propose at the plenary session, they encountered problems. One potential reason for this might be the structure of the committee chamber, as the three were effectively sitting opposite each other at three corners of the room (see Figure 10), which in this case seems to have caused problems as it became unclear what part of the text was being referred to<sup>64</sup>:

[Grilc] So, if we add to this text what was proposed, if I understood correctly, “The Slovene Academy of Arts and Sciences in cooperation with universities and research institutions”, then this is OK. Did I understand correctly?

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<sup>64</sup> Due to the fact that my observation is based on video data, and is therefore itself mediated, this analysis has not been able to engage in a more in-depth way with how the structure of the physical space, in this case the room and where participants were seated, was implicated in the making policy. For this reason, this analysis is to be seen as a potential additional explanation.

[Jeraj] Yes, but we still have this paragraph...

[Potrata] It doesn't seem to be problematic, it seems we agree about who standardisation belongs to, I'd just like to ask about this.

[Grilc] In the text. That we also add in the text, so that the sentence is then: "The basic codification ..."

[Potrata] Yes.

[Grilc] "... manual and Slovene Orthography are confirmed, in line with tradition and good practice, by the Slovene Academy of Arts and Sciences in cooperation with universities." Is this what you meant?

[Jeraj] Well, I meant down there with the institutions, but if you think we need to change the text as well.

[Grilc] Well, if we change the institutions, then the text is not good. Either we change both or just the institutions as we did before.

[Jeraj] Well it must be confirmed by the Academy, from what I understand by this.

[Potrata] If you will allow me. I see this differently. I understand that cooperation of all is what is needed for the creation of these manuals. We've discussed this now. I understand that you want it to be written especially that standardisation, what is linked to standardisation, is the domain of the Academy. Then I still think that we should also correct the text. If you allow me, five minute recess. I'd still want for this amendment to be prepared so that it stands up, because the text here... I call a five minute recess.

Example VI.8: Majda Potrata, Alenka Jeraj and Uroš Grilc at NA-Cult

In part, this interaction shows that a major concern for the three actors involved in this discussion was not only to create a compromise, but also to formulate a reasonably coherent text based on that compromise. In this case, the three refer to the different parts of the text that are to be amended, "the text" referring to a part of section 2.2.3 and "the institutions" referring to the list of institutions responsible for implementing the provisions of that section. When interviewed, both Potrata and Grilc foregrounded that a major risk in writing amendments 'on the fly' at committee sessions is to disturb the inner coherence of a text, potentially placing it in contradiction with itself:

[Grilc] These things are sometimes very awkward from the expert standpoint, when amendments are written, because you're intervening in a consistent text. Of course you have the government's legal counsel there, who checks things over, but it's impossible. Anyway, these are ideal opportunities to bring in some complete stupidity.

#### Interview quote VI.2

The solution to this situation was for Potrata as Chair to call a five minute recess to allow them to agree on the final form of their proposal. In practice, this meant that the TV relay was temporarily suspended, and no transcription was made. As Minister Grilc told me, these three committee members then gathered to agree on the final form of the amendment.

NA-Cult amendment proposed to Plenary
<i>In section 2.2.3 (Standardisation), add new third paragraph reading:</i>
<u>The base codification manual and Slovene orthography is, in line with tradition and good practice, adopted by the Academy of Arts and Sciences, which in line with its legal obligations also cooperates in the development of all other base language manuals of Slovene with normative contents.</u>
<i>Change final paragraph to read:</i>
Responsible institutions: Agency for Research and Development, Ministry of Education, Ministry of Culture <u>(all in cooperation with the Academy of Arts and Sciences, universities and research institutions)</u>

Table 19: Final amendment (additions underlined)

As can be seen, the final text incorporated elements of both proposed amendments. The addition of a new third paragraph, as proposed by opposition deputies and originally proposed during the first redrafting of the text (see Ch. V), was included. At the same time, the changes made to the final paragraph, where the institutions responsible for policy implementation are listed, reflect the argument behind the government proposal: as the Academy is not a government body, it cannot be listed as a responsible body, but as one which cooperates with others in policy implementation. This final form was

negotiated at the session itself, during the 5-minute recess called by Potrata. I asked her to comment on this practice when I interviewed her:

[Potrata] [Calling a recess] is down to the personal style of the chairperson. I was never happy to pass amendments which appear at the committee session, because it can happen that you miss something [...]

Interview quote VI.3: Majda Potrata

She initially foregrounded a practical reason for calling a recess: amendments proposed at the committee itself need to be reviewed in the light of the entire text to ensure that any changes do not cause inconsistencies, and this is easiest to do during a recess (see the interaction in example VI.8, and Grilc's comments in quote VI.2). However, the more pressing reason she gave was negotiation:

[Potrata] Or [I would call a recess] if I sensed, based my experience as a long-time deputy, if I had the feeling that something would go wrong when it came to the vote. Here I have to admit that I can be a bit personal, if I thought something was good, that it should be passed, I then ensured it was. Meaning that you call a pause and go talk to the coalition partners, without the public, and explain to them in detail and in calm, one more time, why it might be good to add or remove something. [...]

Interview quote VI.4: Majda Potrata

[Potrata] These are usually things that are not seen in the committee, we can tell you about this. Before every public committee session is held, negotiations within the coalition also take place, and these are cruel negotiations, often worse negotiations than those between the coalition and opposition at the session. Because the opposition there, if you ignore their insults and teasing and that stuff, when you look at the contents of their arguments, they really don't have the weight that sometimes the different arguments and positions of coalition partners have. Here you get conflicts between sometimes very different concepts, we always had most problems with liberals, with the Liberal Democrats before, then with Zares and Positive Slovenia, with what you might call neoliberalism [...]

Interview quote VI.5: Majda Potrata

It is significant that what Potrata foregrounds here is negotiation with other coalition partners. Whereas the animosity between the left and right is a prominent part of the Slovene political sphere, tensions between the parties that constitute each of those groups are less prominent. This is particularly true when those parties form a government, where there is a need to present a common front despite the different ideologies that the coalition parties represent. In these cases, negotiations in the back-stage enable the rational persuasion of partners to support a particular proposal, rather than the emotional rhetoric that dominates front-stage debates between coalition and opposition. This draws parallels with Naurin's study of lobbying in the European Union, and his finding that the nature of negotiation in the back-stage was often more pragmatic than in the front-stage (Naurin, 2007). In terms of identity construction, this also allows coalition partners to save face and avoid publicising their policy concessions – in the highly saturated Slovene political space, this is of particular importance to smaller parties who wish to avoid losing their parliamentary representation (see Ch. I). Finally, as Potrata stresses, this practice also offers space for individuals to exert their agency, though it should be remarked that this is said from the perspective of a long-time committee chair rather than an “ordinary” deputy.

Returning to the parliamentary committee as a nexus of practice, the developments analysed in this section are seen as reflecting the mediatised nature of contemporary politics. Wodak (2011) analyses this in terms of Goffman's remarks about the construction of professional identities – where individuals perform a front-stage identity “in character” when an audience is present, while they are free to “step out of character” in the back-stage. This distinction is of course not absolute, as performance plays a key part of the life of any professional – in Bourdieu's terms, it is part of an individual's habitus (e.g. S. Scollon, 2001; see Ch. II). Within the various nexuses or communities of practice they participate in, politicians routinely perform workplace identities, though the audiences that such performances are “done for” vary with different settings<sup>65</sup> (Wodak, 2011, pp. 7-14).

The audience in this case is “the public”, which can be present in different ways in parliamentary settings. On the one hand, members of the public can physically access

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<sup>65</sup> Politicians will, for example, perform their roles differently in a televised debate, at a party conference, and in a closed-doors meeting.

the various chambers where parliamentary sessions take place. The only exceptions to this rule are where a session has been designated as closed in cases where the material under discussion is classified or otherwise protected. On the other hand, the presence of the public at parliamentary sessions can also be indirect, as all sessions are recorded and broadcast on public television, on a dedicated channel and a dedicated website. Minutes are also made of all sessions, and are publicly available online. The media also play a key role in extending this audience by reproducing “sound-bites” from the parliamentary sessions.

At the NA-Cult session, this public performance was temporarily suspended in order to negotiate a compromise between the various embattled sides: the two linguists, the coalition and opposition, and the coalition parties themselves. Crucially, the know-how which allowed the different sides to come to this compromise ultimately came from the politicians in the room, not from the linguists. While their specialist knowledge had played a key role, and had become a source of symbolic capital in the nexus of practice, the need to arrive at a compromise on a key issue meant that skill in political decision-making was pushed to the fore at the key voting stage of the session.

#### **4 Epilogue and conclusion**

NC-Plen voted on the resolution proposal on 3 July and unanimously adopted a motion supporting the resolution, along with a proposal for an amendment relating to language technologies for speakers with special needs. The NA-Plen session took place shortly after (from 9 to 15 July), immediately before the summer break began for deputies. The discussion about the resolution took place on Friday, 12 July, as the second-to-last item on the agenda of a session which ultimately finished at 8.45pm. Only a few deputies were present at the session, and the discussion mostly featured deputies who were also NA-Cult members and had already discussed the Resolution there. When I challenged Majda Potrata about whether this was motivated by a lack of interest in the topic, this was her reply:

[Potrata] [...] I'm not surprised, it has always been like this that legislation about education, reports by the ombudsman, this type of thing, come in days when there is usually no vote at the end, and those [absent are the ones] who don't prepare and are not interested in these things, and who think the discussion won't bring political points. This is very important, if it's a topic where you can't say the same thing ten times, spit on

people left and right ten times [many deputies don't attend]. I would want it to be [on Tuesday morning], but I guarantee you that if the Resolution had been discussed [then], the chamber would have been just as empty with only a few discussants.

Interview quote VI.6: Majda Potrata

In her reply, she linked the low number of attendees to the practice of holding discussions and votes separately: in this session, for instance, the plenary debates took place during the week of 8 July, while most of the voting took place on Monday, 15 July, the final day before the parliamentary holiday. All proposed amendments were passed with varying levels of support, including the change to the status of the Academy discussed above, and RLP-14 was finally adopted with 82 votes for and none against.

In this chapter, I have focussed on the parliamentary committee as a nexus of practice, and as a site of engagement with policy. I analysed the role of knowledge in policymaking at committee level, particularly with reference to the role that outsiders play in parliamentary settings. I hypothesised that, due to a lack of knowledge regarding the official and unofficial policymaking practices in parliament, outsiders could be disadvantaged when attempting to realise their goals. However, I noted that this distinction became backgrounded when another type of specialist knowledge, related to the field of linguistics, as well as individuals' status within that field, became foregrounded in the debate. This meant that the position of linguists as traditional authorities in Slovenian society was temporarily introduced into the parliamentary setting, and that knowledge/status in the field of linguistics became a better source of symbolic capital than knowledge/status in politics.

However, as the decision-making process came to the most crucial stage, political skill was once again foregrounded in the formulation of an amendment to the proposed policy text. Where linguists had failed to find agreement – one drafting team had included no mention of the Academy of Arts and Sciences while another introduced it in a prominent position as one of the institutions to be directly responsible for the implementation of RLP-14 – politicians drew on their skills to formulate a compromise text. Due to the left vs. right split that dominates Slovene politics, the relationship between the leftist coalition and rightist opposition meant that an effective front-stage debate between the two was difficult. At the same time, the differences of opinion

within the government coalition, along with the need for the coalition to present a common front, also meant that a front-stage debate between them was difficult. I show how the practice of the “five minute recess”, whereby the committee chamber temporarily becomes a back-stage setting, was used to overcome these issues, and enabled agreement on an amendment submitted jointly by the entire committee.

From the perspective of the thesis as a whole, while this chapter again describes an on-going ideological conflict between linguists, a major theme of both Ch. IV and V, it also casts more light on the institutional interests which underly that conflict. In Ch. V, the amount of changes made during the redrafting signalled a major ideological shift. However, it was the role of the Academy of Arts and Sciences which became the main point of conflict in relation to RLP-14 in parliament, and which became the focus of the NA-Cult session.

Looking ahead to Chapter VII, the compromise reached at the NA-Cult session regarding the role of the Academy in language standardisation was to become a key theme of the early attempts at implementation, as it was reflected by the attempts of the Ministry of Culture to effect a broader compromise between linguists. Minister of Culture Grilc, one of the actors involved in drafting the main amendment in this part of the text, specifically saw this as a compromise made possible by the situation and actors involved:

[Grilc] There you can see very well when someone from the outside, who is not a 100% expert, who is there as a politician, looks at things from a common sense perspective, in the end that is what you need to get to where you had to get anyway. Looking at the solution which the right and left agreed with [...], the point is that no one is excluded, and this is very clear [...] To me, that wording we adopted in the Resolution is very common sense, and it seems good to have the experience of how a politician sees this [...]

Interview quote VI.7: Uroš Grilc

This was echoed by Potrata, the committee chair, who pointed out the changed text to me during our interview, and remarked “This is the fruit of my labours”, indicating how strongly she identified with the compromise she had helped to reach. Both she and Grilc made repeated reference to their mediating role as politicians, contributing to one final



point in this chapter: while knowledge of linguistics became a source of symbolic capital at the committee session, this does not mean that those involved began to necessarily *identify* with the field linguistics. Potrata was in fact clear that, once one enters politics, one is “no longer considered an expert [in his or her field]”, and was clear throughout that she was a politician mediating between linguists. Grilc, who continued to act as a mediator in the next stage, when the implementation of RLP-14 began, made the same point. I focus on this period in the following chapter.

## VII. Interpretation for implementation: policy meaning in time and space

As analysed in depth in Ch. V and VI, the text of RLP-14 underwent several phases of writing and rewriting, so that its final form was a compromise that took into account the interests of several actors. As discussed in Ch. II, once a policy text is officially adopted within a polity, the differences between the different voices are in effect ‘glossed over’ as the text in its entirety becomes associated with the organisational structure of the polity. However, the case of RLP-14 indicates that this compromise can be reversed in cases where, despite a compromise having been achieved, the overall causes of the conflict reemerge.

In this chapter, I analyse the “dictionary debate”, a public discussion about how and by whom a new dictionary of Slovene should be created. I link this discussion to the previous ideological debate (see Ch. IV), both in terms of the actors involved and the discourse strategies relied on. I then link my findings to RLP-14, showing how different actors engaged in the debate attempted to interpret the text according to their own interests.

### 1 The dictionary debate: an introduction

As discussed in the previous chapters, the drafting of RLP-14 was affected by political instability (see Ch. V), but its trajectory was most dramatically impacted by the ideological debate and institutional conflict surrounding it (see Ch. IV-V). As concluded in Ch. VI, one particular point of conflict was the role of the Academy of Arts and Sciences in language standardisation, and one of the results of the parliamentary engagement with RLP-14 was the formulation of a compromise amendment which specified a role for the Academy in the implementation of the document, but also bound it to cooperate with other institutions in the Slovene linguistic space.

In the introductory section to this chapter, I will summarise the “dictionary debate”, which followed the finalisation of RLP-14 and its adoption by the Slovene parliament, and which can be seen as a direct continuation of the various debates analysed in Ch. IV-VI. My intention here is to provide a brief overview of the situation as it was at the point when policy implementation was set to begin. I will focus on a particular area of

implementation, namely the project to create a new dictionary of Slovene, and will show how the events below impacted the interpretation of RLP-14 – or rather, how ideological differences motivated different readings of a single policy text.

Concurrently with the final, parliamentary stage of the genesis of RLP-14 (see Ch. VI), the dictionary debate was sparked by the publication of a proposal to create a new dictionary of Slovene. Authored by three researchers, Simon Krek, Iztok Kosem and Polona Gantar<sup>66</sup>, the proposal laid out a detailed plan to replace the current Dictionary of Standard Slovene, based on data collected during the 1960s, with an online corpus-based dictionary. The proposal (Krek et al., 2013), which included an estimate of the amount of funds needed to carry out such a project, was published online in June 2013, and a public presentation was organised at the same time. Vojko Gorjanc (Professor in the Department of Translation, University of Ljubljana), who later took a prominent position in the consortium which adopted this proposal (see below), saw this as a crucial step which marked the beginning of a more concrete debate:

[Gorjanc] The presentation of the proposal by the three authors [was the beginning of any discussions about a new dictionary]. [...] I thought that it was of great value for the Slovene space that these three authors created a proposal on their own and offered it up for public discussion. And it was only then that things started to happen, not only those related to who gets what where with the resolution [...], more in the sense that conceptual discussions began.

Interview quote VII.1: Vojko Gorjanc

Despite this shift to a more practical object of debate, there was no change in the two principal groups participating in the discussion, or in the linguistic ideology their argumentation drew on. If anything, the events of the second half of 2013 would lead to a consolidation of the two groups and a more permanent division between them. The first step on this route was the face-off between Janez Orešnik and Simon Krek described in Ch. VI, where the two were at opposite poles regarding the role of the Academy. In brief, while Orešnik argued that the Academy of Arts and Sciences, with

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<sup>66</sup> Krek was employed at the Jožef Štefan Institute, University of Ljubljana and Trojina, Institute for Applied Slovene Studies, and had been an active participant in previous events, incl. the drafting of RLP-14 (see Ch. V) and the parliamentary debate (see Ch. VI). Kosem was employed at Trojina, Institute for Applied Slovene Studies, and Gantar at the Institute for Slovene Language, Academy of Arts and Sciences.

its Institute for Slovene Language, should be the primary institution responsible for language standardisation – which includes the production of normative dictionaries – Krek had argued that no such a priori assignment of roles should take place. As analysed in Ch. I, both positions were reflected in RLP-14 at different times: DT-1, which included Krek, had made no mention of the Academy in its text, while the ECSL had stressed its role in specific terms when it revised the document.

The question of which institution should take charge of the dictionary project soon became a source of constant and serious conflict in the media and academia, one which was to hamper the implementation of RLP-14 in this area. Initially, the media coverage of Krek et al. (2013) focussed on presenting the details of the proposal: the weekly magazine *Pogledi* published an interview with Krek about the proposal and the daily newspaper *Delo* also included a feature article about the need for a new dictionary which confronted the views of several linguists as well as Simona Bergoč, Head of the Department at Slovene Language at the Ministry of Culture. The event that sparked the subsequent fiery debate was the publication of a review of the proposal by the Director of the Institute for Slovene Language at the Academy, Professor Marko Snoj. Along with a strong critique of the proposal (particularly the example lexemes which were included with it), he made allegations regarding the interests hidden behind it:

What is interesting is that nearly all the 15 signed [who expressed their support for Krek et al.'s proposal] are part of the interest circle of Trojina, a private institute financed exclusively with public money, to which they are linked either as business partners, current or former employees, current or former temporary employees or co-owners. Rather than the lexicographical competences of those involved, it would therefore be more sensible to speak about their business interests in the sense of the (initial) 4.2 million Euros of taxpayer money [the estimate cost of the project].

Example VII.1: Marko Snoj in *Delo*, 21 September 2013

As discussed in Ch. V, Trojina is a private research institute specialising in Slovene language studies, founded in 2004 by Simon Krek, Marko Stabej and Vojko Gorjanc. Snoj had already stated during the drafting that the first version of RLP-14 had been written with the interests of Trojina in mind (see Ch. V), and repeated these allegations here. In the article, he concluded that his Institute had already expressed their interest in cooperating with the three authors of the proposal, one of whom (Polona Gantar) was

also their own employee, where “each of the cooperating sides would take over those tasks it is most competent in and for which it has suitable references”.

In response to this, Simon Krek then had an article published two weeks later in the same newspaper (5 October), where he in turn critiqued the work of the Institute, stating that “The fact that the already existing Dictionary of Standard Slovene and Dictionary of Newer Lexis are not freely accessible as digital databases tells a lot about their owner (the Academy’s Research Centre) and their understanding they have of their own role as a public service financed by taxpayers”.

At this point, two antagonistic groups of voices were therefore established. Just as in Ch. IV, they were marked by ideological differences on the one hand, but also by the institutional affiliations of key actors on the other. One group of voices emanated principally from the Academy and the Institute for Slovene Language, who argued that the new dictionary should be their project. This claim was based mainly on the combined topoi of financial benefit and threat contained in the tacit accusations of corruption<sup>67</sup>, but also strongly reinforced by the topos of history<sup>68</sup>. The latter was best exemplified by Marko Snoj in my interview with him:

[Snoj] [The Academy safeguarding its role in normativisation is like] the Central Hospital safeguarding its role in conducting heart surgery. [...] How can we know who will care for the normativisation of Slovene, other than the Academy which was established also for this purpose, and which survived regimes, wars, one of the few constants in Slovene history must be removed, because otherwise others won’t have the possibility to prosper for five years.

Interview quote VII.2: Marko Snoj

The other major group of voices were the authors of Krek et al. (2013) who, partly due to the link made by Marko Snoj above (example VII.1), became associated with the name of Trojina, even though their proposal was not written under that name. Its argumentation was in many ways a continuation of the late modern language ideology described in Ch. IV. However, in the dictionary debate, it was particularly strongly

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<sup>67</sup> “If there is a risk of corruption or over-spending of taxpayer money, actions should be undertaken to avoid that risk.”

<sup>68</sup> “If there is a traditional course of action, the same course should be followed in the present.”

based on the topoi of financial benefit and threat, just as the ‘competing’ voice above, but was strongly reinforced by references not to history but to the topoi of private initiative<sup>69</sup> and technology<sup>70</sup>. Consider the following example from an article by Simon Krek, where all four linguistic means are present:

If the [Dictionary of Newer Lexis] is the product which embodies the current lexicographical knowledge of the [Institute for Slovene Language], we should be worried, as it is obviously not in tune with advanced European practices [...] The second reason to be worried is that new lexicographic methods allow work to be rationalised much more than was possible in the days of “manual” production. If, by examining the yearly reports of [the Institute] and using available information to see who worked on what project, we estimate how much we spent for the [Dictionary of Newer Lexis], we can get to a conservative guess of €2 million – for 6399 words. This is a very extravagant number. For a new dictionary of 100.000 words, we would then need more than €30 million. By taking into account new technological means and a different organisation, it would be possible to get a new dictionary for around a seven times lower amount.

Example VII.2: Simon Krek in *Delo*, 5 October 2013

The topoi of financial benefit and threat (of overspending) are used relatively clearly, in addition to the reinforcing topos of numbers. Also clearly present is the topos of technology. It is also notable that the topos of comparison is being used to warn against the threat of falling behind other nations (cf. Ch. IV for a similar argumentation also used by Krek). The topos of private initiative (see above), however, can in this case be abstracted from the broader point that Krek is making: since there is a clear risk of overspending and lack of expertise or contemporaneity in the Institute’s work, the dictionary project should be opened to competition and awarded to whoever can carry it out best. It is significant that this argumentation is somewhat related to the logic which is characteristic of (neo)liberalism, where competition and private initiative are lauded, while the public sector is seen as inefficient and slow (Jessop, 2002). This link illustrates

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<sup>69</sup> “If several public and private institutions are competing for project funding, it should be awarded to a private institution”.

<sup>70</sup> “If A is technologically more advanced than B, then A should be given funding.”

well how the late modern language ideology is entangled with other dominant ideologies of its time.

As was the case with the broader discourse surrounding the drafting of RLP-14 (see Ch. IV), where an emerging late modern language ideology competed with the entrenched tropes of the more established modern ideology, the key difference was in whether the arguments of either side were taken up by reporters in the media. As was the case then, this played to the interests of the more established side. In the daily newspaper *Dnevnik*, commentator Ranka Ivelja published a feature article about the topic, recontextualising the key points of Snoj's argumentation:

[Trojina], which is hinted to have the support of the powers-that-be, though this is hard to confirm, has been very successful at gaining projects at public tenders in the area of Slovene linguistics... Only for the good of Slovene?

[Those speaking in favour of the] Academy quietly add that several supporters of Trojina did their PhDs with Marko Stabej, among them Krek and Simona Bergoč, Head of the Department for Slovene Language at the Ministry of Culture, and that this is an influential lobby with academic and financial interests. [...] Trojina is a non-profit institute, but it's possible to transfer taxpayer funds to private pockets in that way as well, they insist.

Example VII.3: *Dnevnik*, 14 October 2013

This was followed by several more pieces in the next few weeks: a further article written by Ivelja, which summarised the position of the Ministry of Culture (15 October), a response by Bergoč debunking the claims in the article from 14 October (16 October), another article by Ivelja which summarised the situation (16 October), and finally a response by Krek and Kosem debunking the claims made in the initial article of 14 October (2 November). This dynamic interchange led the Rtv slo.si portal (which has continuously covered language policy topics, see Ch. IV), which summarised the debate on 2 November, to use the term “academic war” when describing the situation.

In mid-November, immediately after this exchange, the annual Slovene linguistic symposium *Obdobja* took place, and it was here that the depth of this split became truly evident. As a presenter at the conference, I witnessed the events of the plenary session on the first day in person, particularly the plenary speech of Emerita Professor of

Slovene Language Ada Vidovič Muha (notable for voicing the (early) modern language ideology during the drafting of RLP-14, see Ch. IV), and immediately afterwards wrote up field notes about it:

The first plenary by Ada Vidovič Muha takes double the planned time [40 minutes instead of 20], and Vidovič Muha consistently ignores the timekeeping efforts of the chair. Her talk is about language and national identity, focussing mostly on the position of Slovene as the language of science. Towards the end it becomes a scathing critique of the proposal for a new dictionary by Krek, Kosem and Gantar, which she accuses of being unscientific because it only proposes to take into account lexical words (open class), but not function words (closed class).

[...]

Because of Vidovič Muha not having followed the time limit, the beginning of the discussion is nearly at the very end of the allotted time. All three speakers are asked to come up to the podium, and the floor is opened for questions.

Simon Krek, one of the authors of the dictionary proposal, responds to Vidovič Muha, and gets involved in a heated discussion with her. He accuses her of having misquoted the proposal when criticising them – they do propose to take into account function words, but Vidovič Muha had simply ignored an entire part of the text to suit her argument. He reads the text out from his iPad to prove this. She does not acknowledge his accusation, and stands by her criticism.

Vojko Gorjanc makes a comment that all discussion here is futile due to the completely different views that are present, and makes reference to a recent discussion which was a precursor to today. I later learn this was several days earlier, when Gorjanc delivered a public lecture on the occasion of being elected to the title of Professor (following tradition in Slovenia). His lecture, about heteronormativity in the description of language, was in part a critique of the work of Vidovič Muha, his former PhD supervisor. I later hear from friends that the discussion between them on that occasion was also extremely heated.

[...]



The discussion ends twenty minutes over schedule and in an extremely tense mood.

Field notes, Extract 1: Plenary session at the Obdobja symposium, 14 November 2013

Vojko Gorjanc, when we discussed this occasion in my interview with him in April 2015, remarked that the criticisms made by Vidovič Muha were “pure manipulation” and that the level of discussion was “completely unsuitable for a serious academic meeting”, though his interpretation was that “they” (referring to the linguists affiliated to or supporting the Academy of Arts and Sciences) had “wanted it this way”. The Obdobja symposium demonstrated how polarised Slovene linguistics had become by this point, and showed how difficult it would be to carry out the implementation of RLP-14.

## **2 Different readings of policy**

While the antagonism between the voices of those advocating the interests of the Academy and those advocating the interests of Trojina dominated the media and linguistic spheres in late 2013, a third prominent voice began to emerge at the same time. Behind it was Uroš Grilc, the Minister of Culture, who had previously been influential in engineering a compromise between the two sides while RLP-14 was being finalised in parliament. As I discuss in Ch. VI, the compromise reached in parliament was as follows (example from section 2.2.3 Standardisation):

Responsible institutions: Agency for Research and Development, Ministry of Education, Ministry of Culture (all in cooperation with the Academy of Arts and Sciences, universities and research institutions)

Example VII.4: RLP-14, p. 37

According to how Grilc and the Ministry under him interpreted this paragraph, it bound all the actors mentioned to cooperate. Working with Simona Bergoč, Head of the Department of Slovene Language at his ministry, Grilc attempted to mediate between the two groups several times. In the drafting of the Action Plan for Language Resources, which was intended to guide the implementation of RLP-14 in practice, he also named a team which involved actors from multiple institutions, including both Simon Krek and

Marko Snoj. His most visible intervention in the “dictionary debate” was the organisation of a one-day public consultation on 12 February 2014.

Dear Sirs,

You are invited to participate in the Public Consultation about the New Dictionary of Contemporary Slovene, which will take place on 12 February 2014 at the Ministry of Culture.

[...]

The new dictionary of Slovene is also foregrounded in the initial sections of [RLP-14]. [...]. In [RLP-14] we committed ourselves to joining our forces (Ministry of Culture, Ministry of Education, Agency for Research, Academy of Arts and Sciences, universities and research institutions) to create a new dictionary. The consultation is designed to be a concrete step in a common direction [...]

Example VII.5: Invitation by the Ministry of Culture, 12 December 2013

In this example, taken from the invitation to the event, this interpretation is clearly spelt out: the text uses RLP-14 as a backing in its argument, and employs “we” to reinforce this accompanied with a list of actors copied from the policy text. The consultation was set-up as a mini conference, with a number of different speakers making presentations, and also included the main actors of the preceding media debate, Marko Snoj and Simon Krek. It concluded with the participants adopting a conciliatory statement of intent:

1. The consultation foregrounded the need to continue talks about the design of the new dictionary of Slovene, where interdisciplinary cooperation between experts from different institutions (institutes, universities, and others) should be – and those present agree can be – reached.

[...]

Example VII.6: Statement of intent, 12 February 2014

Both the principal actors involved in organising it, Bergoč and Grilc, echoed the intention that was stated in the invitation above, namely to bring the two sides back together and to fund a joint project to create a new dictionary:

[Grilc] The consultation was excellent. [...] The consultation was really, I'd say, comprehensive, there was a condensed debate, just polemic enough that you had the feeling that things are developing, that we're moving towards some sort of goal.

Interview quote VII.3: Uroš Grilc

[Bergoč] [The consultation] was an attempt to bring positions closer, and in fact they did become closer at that consultation – the participants adopted a promising common statement – but as has happened several times now, this consensus lasts for a bit of time and then conflicts return.

Interview quote VII.4: Simona Bergoč

As Bergoč states, however, the conciliatory effect of the event was short-lived, and the reasons why this did not last are perhaps best exemplified by the following accounts of the event, by Marko Snoj and Vojko Gorjanc, each from their own perspective:

[Snoj] The consultation was a consultation, it was organised by one side, which advocates a particular approach to lexicography, it organised it at the ministry because it had and probably still has support there, political and otherwise, I won't say what kind as this is known anyway. They clearly didn't listen to us there, or didn't want to [...]

Interview quote VII.5: Marko Snoj

[Gorjanc] [There was the consultation] and there was a wish from the ministry that we come together about the proposal. Well, but what was visible was that there are two proposals, two different ideas of what a dictionary should be, and at the same time there was some sort of pressure from the ministry that we need to adopt a common statement. In the background, there was the idea that the ministry would finance one project, that there are supposed to be funds intended for that, and that we had to get to a common solution and participation, so, a pressure that cooperation is necessary despite visible conceptual differences. I'm not sure if this pressure is good, I think the ministry can work to coordinate, it can have its ideas about what it wants, but on the other hand I don't think it's right that it intervenes in this way in a discussion between experts.

Interview quote VII.6: Vojko Gorjanc

The two accounts demonstrate striking differences in how the consultation was perceived. Neither linguist saw it as productive, which is clearly a difference from how enthusiastically Grilc described it above. Most crucially, however, both assessed the tactic of the Ministry, and its interpretation of RLP-14, as an unwarranted intervention. For Gorjanc, this was an intervention by non-linguists, or outsiders, in a linguistic debate, and as political pressure to find common ground where there was none. For Snoj, more crucially, the intervention of the Ministry was essentially a move on behalf of “the other side”, rather than from a neutral actor.

Both accounts should of course be interpreted as given from a specific historical perspective (Snoj was interviewed in September 2014 and Gorjanc in April 2015), and also as marked by the following events. One month after the consultation, Snoj, as Head of the Institute for Slovene Language at the Academy, sent out to several individuals and to a public mailing list an “Invitation to Cooperate”<sup>71</sup>:

Dear colleagues, Slovene linguists!

The Consultation about a New Dictionary of Slovene showed that there is a sufficiently broad consensus about its contents to enable the implementation of the idea in the broadest possible cooperation. [...]

At the Institute for Slovene Language we have therefore decided to end unproductive activities and accept the responsibility expected of us by the public. [...] We have decided to lead the activities surrounding the preparation of a proposal, as we were formed with the intention of preparing basic dictionaries of Slovene, and have done this work for seven decades without pause (neither the Ministry nor the Department for Slovene Language possesses the competences to do this, and some institution must lead the preparations) – but that we will be particularly sensitive to the ideas of outside researchers for this exact reason. We showed that we are able and prepared to do this by accepting all their main proposals in the joint statement which came out of the [Consultation].

Example VII.7: Slovlit, 24 February

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<sup>71</sup> The version analysed here was sent out to the Slovlit public mailing list. The invitations sent to individuals differed slightly according to the addressee.

The invitation drew a nearly immediate response from a group of linguists who had participated in the consultation, including Gorjanc and Krek:

As the Minister of Culture stated at the [consultation], there is a commitment in Slovenia “for all actors in this area, that is, the Ministry of Culture, Ministry of Education, Agency for Research, Academy, universities and research institutions to join forces and create the conditions for the development of a new dictionary”. The initiative of the Institute for Slovene Language is currently a move where individuals have been invited or appointed to bodies which are intended to decide on the proposal and later the development of the dictionary, without any consultation with the said actors. We believe that both the proposal and the dictionary should be developed in consensual agreement within a consortium of institutions which should also carry out the project of a new dictionary of Slovene. In this sense, the initiative of the Institute is in explicit opposition to the joint statement from the consultation which the Institute had also agreed with.

Example VII.8: Slovlit, 25 February 2014

This response drew on the words of Grilc – themselves a recontextualisation from RLP-14 (see above) – to argue that the “invitation” was violating the agreement reached at the consultation two weeks before. The fact that this was essentially a clash between two readings of RLP-14 was supported by another point of conflict. When outlining the organisational structure, the letter proposed a mechanism to resolve any open questions:

[...] Where we do not manage to find a common solution (we are sure there will not be many and that they will not be important), we will leave the final decision to the Academic Council of the Institute [of Slovene Language], where the Head of the Institute [Marko Snoj] will abstain from voting. In this way, the Academy, whose participation in the preparation of the new dictionary is anticipated in RLP-14, will also have an important say about the contents, and the Institute will also take all external responsibility for the quality execution of the project.

Example VII.9: Slovlit, 24 February 2014

The reference made here is to the precise part of the text amended in parliament (see Ch. VI) and referred to by Grilc (see above). As above, the response written by the group of linguists showed disagreement with this interpretation:

Firstly, the Academic Council of the Institute is part of the Academy's Research Centre, not the Academy itself, and by doing this Dr Snoj is giving one of the consortium partners the guarantee of a veto on any decisions consensually adopted within the consortium. Secondly, [RLP-14] mentions the Academy as a participant in the preparation of all language manuals in the context of normative questions, which is sensible, as the Academy is supposed to officially adopt the orthography. Following the text of [RLP-14], the Academy can comment on any solutions in the future proposal, and only those which are linked to the norm, only as the Academy and not as the Academic Council of one of the institutes which form the Academy's Research Centre.

Example VII.10: Slovlit, 25 February 2014

The difference between the two interpretations of RLP-14 is effectively a question of textual semantics, or more precisely, of what the mention of "Academy" in the text refers to. For Snoj, the word "Academy" is an overarching term which includes not only the Academy of Arts and Sciences, but also the Research Centre which was founded by the Academy in 1981, and which links a number of different institutes which had previously simply been attached to the Academy. However, for the authors of the response the Academy and the Research Centre are two separate bodies, and all mentions of "Academy" in RLP-14 only refer to the former (see Figure 11).



Institute has a long tradition in lexicography (topos of history) and will complete the project without risk of corruption (topos of threat) and excessive cost (topos of financial benefit), it should be the leading institution. The same is true of Krek et al.'s reading, whose argumentation allows a seamless transition to the 'alternative' reading: as Trojina and its affiliated institutions have more technological knowledge (topos of technology) and as they will complete the project at lower cost (topos of financial benefit) and as it is fairer to award the project to a private rather than a public bidder (topos of private initiative), the Institute should not lead the project.

From this perspective, these two interpretations of RLP-14 are motivated both by differing language ideologies – modern and late modern – as well as, to an extent, simply different interests: each of the two actors involved 'bends' the meaning of the text according to what has more potential to provide benefit (i.e. project funding) to the institution they represent. In either case, they demonstrate how interpretation of policy texts can vary according to beliefs, community belonging, and political agenda (see Ch. II; see also Stone, 2012; Wagenaar, 2014; Yanow, 2000). The importance of all these factors is also underlined by the third interpretation of RLP-14 present in the dictionary debate, that of Uroš Grilc and his Ministry of Culture, who constantly foregrounded the mention of "cooperation" rather than the mentions of any particular institution in the text – which Grilc himself had had a key hand in shaping (see Ch. VI):

[Grilc] In essence, this resolution said that the predisposition for any public [financial] support to this project is to bring together all the key stakeholders in cooperation, irrespective of what the ministries then agree [in terms of who provides funding]

Interview quote VII.7: Uroš Grilc

This stresses one more crucial factor when considering the different interpretations of RLP-14: while several interpretations of a policy text may exist, not all are equal, or rather, not all actors have the same privilege in interpreting policy. In this case, while I identified three interpretations of the policy document in my analysis of the dictionary debate, it should be observed that, ultimately, only Grilc's interpretation could be seen as legitimate – not because his reading is semantically more correct, but because it is



backed by the authority of the state<sup>73</sup>. In other words, while both groups of linguists may have had their interpretations of RLP-14, these were ultimately of little importance as they had no backing from the institutions responsible for the implementation of the policy. The fact that, ultimately, no project has received funding as of the time of writing also indicates that neither alternative interpretation has managed to achieve any such backing.

### **3 Epilogue: language policy stuck in the mud?**

As discussed in this chapter, the first stage of the implementation of RLP-14 was heavily impacted by the continued antagonism between two groups in Slovene linguistics, focussed principally on the proposed project to create a new dictionary, but ultimately also concerning broader matters of language ideology (thus being a continuation of the debates analysed in Ch. IV) and institutional power. Given the fact that RLP-14 had been adopted in the meantime, and was now an authority in itself, the clearest contrast to the previous debates was that these began to revolve around how the text should be interpreted and applied.

In parallel with these debates, the Action Plan for Language Resources, intended to provide more precise guidelines for the implementation of RLP-14 in that sub-field, was being drafted by a team which included both Simon Krek and Marko Snoj, the most visible representatives of both sides of the dictionary debate. The text produced by this team was released to the public on 23 June 2014, and was almost immediately met by protests from Snoj, who claimed the text had been released without his approval, and demanded that he be removed from the list of authors. Days later, Simon Krek made the same demand, arguing that, if Snoj's name was not included among the names of the authors, he also did not want to be associated with the text. The current version of the text therefore only includes the names of four authors, i.e. Helena Dobrovoljc, Tomaž Erjavec, Darinka Verdonik and Špela Vintar.

This new disagreement also signalled the final breakdown in communication between the two sides and is perhaps best demonstrated by the fact that the Consortium for Language Resources and Technologies was formed in May 2014. Coordinated by Vojko

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<sup>73</sup> Johnson (2013b), analysing a similar situation at the local level of policy appropriation, proposes the concept of language policy arbiters for actors who are in a position to govern policy interpretation.

Gorjanc, this consortium was established by three universities (Ljubljana, Maribor, Primorska), one public research institute (Jožef Stefan), one private institute (Trojina) and two private businesses (Alpineon and Amebis). This consortium immediately set itself the goal of preparing a detailed dictionary proposal, based on the ideas provided by Krek et al. (2013). Notably, however, this consortium included neither the Institute for Slovene Language nor the Academy or its Research Centre, as they declined to participate and later announced their own dictionary project (see below).

At this point, the broader background to these processes must also be considered as it soon began to play a key role. Just as had occurred during the drafting of RLP-14, major political changes were under way in Slovenia, as a newly formed centrist party stormed to victory at the parliamentary elections on 13 July 2014. Miro Cerar's Party (later to be renamed Party of the Modern Centre), created just months before the election by noted law professor Miro Cerar, won 34.6% of the popular vote and 36 seats out of 90 in the National Assembly, compared to the 21 seats won by its main opponent, the Democratic Party of former PM, Janez Janša<sup>74</sup>. Positive Slovenia, which had surged to victory in similar fashion in 2011, received less than 3% and was left without any parliamentary representation, though a breakaway group headed by PM Alenka Bratušek secured 4 seats under the Alliance banner. This meant that the instability which had marked Slovene politics over the previous years continued, as an entirely new party took the leading position in government. The new coalition, which also included the Pensioners' Party and the Social Democrats, was formally announced with the signing of the coalition agreement on 3 September 2014, and the new government was formally appointed on 18 September.

This marked the end of Uroš Grilc's ministership, and the arrival of Julijana Bizjak Mlakar to the Ministry of Culture. By this time, the Action Plan for Language Resources (see above) had been drafted and made public, while at the same time, language policy had also been prioritised in a much broader document:

[Grilc] The other important story [...] was of course the real basis for the project of a dictionary of contemporary Slovene to actually begin, that basis is in the [Operative

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<sup>74</sup> The election was dominated by the fact that Janša had been found guilty of corruption in an arms deal in 2006-7 and was imprisoned for most of the campaign because of this.

Programme for the application of European Cohesion Policy 2014-2020] which we very precisely integrated this project into to guarantee a source of funding [...]

Interview quote VII.8: Uroš Grilc

On the arrival of the new government, this Operative Programme [OP] had also been drafted, but was later reworked according to the different priorities of the new cabinet, and all mentions of the new dictionary, or of language policy in general, were removed. At the same time, the progress of the Action Plan stopped at the drafting stage, along with the progress of a number of other drafts prepared by the previous minister.

[Gorjanc] [The Action Plans] are apparently in the drawer of the current minister [Bizjak Mlakar]. This is an assumption. [...] I mean, no one knows what's going on with this, no one at the Ministry wants to give any information about what is going on with this, while at the same time it's clear that whatever is going on is going on completely independently and without coordination among different actors who, following [RLP-14], should be working in coordination and cooperation.

Interview quote VII.9: Vojko Gorjanc

[Grilc] We had prepared [lists three other drafts], which the new team received. They did not move any of them [to the next stage]. I mean, there are problems at different levels, the current team have the problem of not being experts, they've not got a single bill through in six months, there is a lacklustre climate [...]

Interview quote VII.10: Uroš Grilc

This new development meant that, if any further developments were to be achieved in the dictionary project, several major obstacles would have to be cleared by all those involved. In the first half of 2015, both 'sides' attempted to stimulate movement in their own projects. In April, the Institute for Slovene Language published its own proposal for a New Dictionary of Standard Slovene, and announced that work on it would begin immediately. As no special source of financing had been secured, this work would initially be supported by the research funding regularly allocated to the Institute. However, as only a limited number of full-time staff could be assigned to the project, and no funds were available for extra staff to be hired, the Institute's proposal set a 20-year timeline for the project: the final print and electronic versions of the new dictionary

would thus only be available in 2035 (though the electronic version would be made available online as it was developed).

At the time that the details of the Institute's project were announced, the Consortium for Language Resources and Technologies announced that it was planning to publish a detailed proposal for its new Dictionary of Contemporary Slovene, based on the ideas presented in Krek et al. (2013), by the autumn. To gather momentum and support, the consortium members compiled a petition against "language anti-policy"<sup>75</sup> where they pointed out the lack of commitment to language policy by the government regarding RLP-14, the Action Plan, and two other documents where language had either been removed or not taken into account: the Operative Programme governing the assignment of EU cohesion funds (see above), and the Intelligent Specialisation Strategy, a document devoted mainly to IT development strategy. At the time of writing, the petition has been signed by 108 individuals, including many of the linguists discussed above (but excluding any affiliated to the Academy).

The leadership of the Consortium also turned to the National Assembly and petitioned former PM Alenka Bratušek's Alliance party to intervene by challenging the government over its lack of action in language policy. Aided by former minister Grilc, the party's deputies then addressed several challenges, mostly directed at the Ministry of Culture, as part of the monthly "question time" in the Slovene parliament. On 27 January 2015, Alliance deputy Mirjam Bon Klajnšek addressed a question to the Minister of Culture, Julijana Bizjak Mlakar, as well as Stanka Setnikar Cankar, the Minister of Education, specifically asking how they would support the development of a new dictionary. Both ministers responded immediately, though both Grilc and Gorjanc remarked to me that their responses were extremely general and far from concrete. In April, two more questions were simultaneously submitted by two other Alliance deputies. Alenka Bratušek addressed a question to the Minister of Education – as Setnikar Cankar had resigned and no replacement had been named, this was addressed to Prime Minister Miro Cerar as the Minister pro tempore – regarding the lack of action alerted to by the petition (see above).

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<sup>75</sup> [http://www.pravapeticija.com/jezikovna\\_antipolitika](http://www.pravapeticija.com/jezikovna_antipolitika) (Accessed 3 August 2015)

The other question, submitted by Jani Möderndorfer, was directed at Julijana Bizjak Mlakar, and challenged her about the status of the Department for Slovene Language at her ministry. Since the beginning of her term, the Minister had announced that the Department would be reorganised once again (for the fourth time since its establishment in 2000, see Ch. I, and the second time in the time-frame analysed in this study, see Ch. V). This time, the intention was allegedly to link the area of language policy with that of reading culture, and to transfer both to the Directorate for Creative Arts. In addition to questioning her about this, Möderndorfer also brought her attention to allegations of mobbing against employees at her ministry who had expressed their disagreement with these plans.

The responses to these questions provide a conclusion to this epilogue which is perhaps also indicative of what the future may bring. Alenka Bratušek's question actually went unanswered because, soon after it was submitted, a new Minister for Education was appointed<sup>76</sup>. Bizjak Mlakar responded to Möderndorfer's question by rejecting all his claims – including those related to mobbing of employees, which she denounced as fictitious. She concluded thus:

Esteemed deputy, given the malicious falsities that you are spreading with your allegations, allow me to make you a similar suggestion to the one we made to *Dnevnik* reporter M. P. [who had reported on the allegations of mobbing], that is, to find better informants.

Example VII.11: Written response by Julijana Bizjak Mlakar, Minister of Culture, to Jani Möderndorfer, 7 May 2015

The developments outlined in this epilogue underline one of the major themes of this study: the importance of time, socio-political developments and political interests in policy. Just as described in Ch. V, when political transformations enabled a different language policy agenda to come to the foreground and dictate the redrafting of RLP-14, the events after the 2014 parliamentary election indicate another major change. This time, however, it does not appear that a particular language policy agenda, and with it a group of linguists, has been empowered. Rather, the change at the top of the Ministry

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<sup>76</sup> While the government is obliged to respond to all questions submitted by deputies, this does not apply in cases where a new minister is appointed after the question is submitted.

of Culture signalled a transition from an active and engaged institution which was prepared to encourage cooperative projects and commit funds to them, to a passive institution concerned mainly with administrative affairs. For the two groups of linguists who were engaged in the dictionary debate, this has led to a stalemate, where two projects have been proposed, but no substantial source of funding has been secured.

In conclusion, this chapter has shown that even a policy text that has been nominally finalised continues to be the centre of a polyphonic discourse once its implementation begins. In this case, I have shown how RLP-14 came to be embedded in a debate about the creation of a new dictionary of Slovene, and how key actors drew on RLP-14 to substantiate their claims. I also showed how two groups of linguists developed competing interpretations, while the Ministry of Culture advocated a third, consensus-oriented reading.

Just as in Ch. V, the epilogue of this chapter also underlines the extent to which policy actors are subject to occurrences in the political context. As analysed above, the departure of Uroš Grilc and the arrival of Julijana Bizjak Mlakar at the top of the Ministry also meant a major shift in agenda: while Grilc had made a new dictionary one of the Ministry's priorities, and had advocated for EU cohesion funds to be allocated to it, Bizjak Mlakar did not see it as a priority and the funds were reassigned to other projects. In other words, the "will to policy", as Levinson et al. (2009) call the willingness of empowered actors to engage in policy-related action, was lost.

## VIII. Conclusions

### 1 Contributions

This thesis contributes to the field of language policy on the level of theory, by integrating a more complex understanding of what policy is, both as a process as well as a product, and what its social roles are, as well as by proposing a comprehensive methodology for policy analysis. My aim on both these levels is to provide conceptual contributions without introducing “new” concepts – which would in actual fact have been reconfigurations or recombinations of existing concepts with new, flashy names – by exploring the new theoretical and methodological avenues that existing concepts already have the potential to create.

At the level of theory, this thesis offers an integrated framework which allows a comprehensive analysis of language policies in the contemporary state. In Ch. II, I identified this as a particular shortcoming of language policy as an academic field, and proposed to complement it by drawing on interpretive policy analysis, social field theory, state theory and discourse studies. The framework I offer describes language policy comprehensively, as a nexus of practice which lies at the intersection of different fields, such as media, academia, politics and public administration. Describing such dynamics has been a particular challenge in this study, but is also one of its main contributions.

In many ways, this thesis has been an investigation of what happens when practices and fields interact in policy. The importance of linguists to RLP-14 has been a recurring theme, and it is indeed striking how much they were able to rely on their accumulated symbolic capital across various fields, including politics and the media. At the same time, while linguists dominated the discourse surrounding the policy, it is also significant that they were subject to a number of different forces which constrained their abilities to exercise agency. This paradoxical situation serves as a reminder that the loudest voices in a particular discourse are not necessarily the ones who are able to wield power without constraint.

In a similar fashion, the emerging theoretical and practical contribution of this thesis is the greater and more detailed attention it has paid to how changes in the political, social

and economic landscape affect policies and actors engaging with them on the micro-level. This is of particular value as it also adds a significantly different perspective to the debate about structure and agency: while such changes do present limits to individual actors' agency, they do not do so necessarily because of structural forces, but in some cases simply because of unrelated processes and coincidental occurrences.

The complex development of RLP-14 underlines the importance of reconsidering the time dimension in policy. As I discuss in Ch. II, logical and cyclical models are not able to take into account the reality of contemporary politics, where policy is a series of continuous accelerations and decelerations, turn-arounds and set-backs. The significant contribution of this thesis is to provide a practical model to describe the factors which are behind this dynamic, including political change and social change.

This thesis also offers important methodological contributions. It integrates two approaches in critical discourse studies in order to provide a comprehensive analytical framework, through which both text or social action can be the first "port of call" in a discourse analysis. It also offers an alternative view of policy texts, not as homogeneous units, but as a polyphonic succession of developing fragments, one which even when officially adopted continues to allow multiple readings. A third area of methodological contribution in this thesis is its attention to the polyphonic nature of public discourses.

The methodological improvements in this thesis do not relate only to policy, but also to the study of public discourses. By highlighting their polyphonic nature, the analytical framework introduced in this thesis rebalances the relationship between structure and agency in studies of large public discourses. It takes into account not only the hegemonic discourse, but also all those opposing it, while focussing on the specific social actors involved either in establishing or resisting dominance. In this way, my study is able to point specifically to those responsible for reproducing domination and to those resisting it.

Finally, this thesis has aimed to address a major gap in the literature by providing a large-scale empirical study of contemporary Slovene language policies and language ideologies, an area which has seen little attention. In this sense, my research is also intended as a critique of Slovene sociolinguistics and its continued lack of attention to the need for empirical study of the beliefs and practices of Slovene speakers. With the



exception of a limited number of small-scale studies (Bitenc, 2009; 2013; Buić, 2011), hardly any recent empirical work has been conducted to establish what the current beliefs and practices are with regard to language in Slovenia. The analysis of language ideology in this study is aimed at closing this gap.

## **2 Summary of findings**

In the Introduction to this thesis, I presented my principal motivation for this thesis: the complex and dynamic contemporary sociolinguistic situation in Slovenia. As I elaborate in Ch. I, there are historical reasons behind the present state of affairs, where linguists retain regulatory power in standardisation processes. ‘Ordinary’ speakers are left largely in an ideological ‘limbo’ between an internalised wish to follow the rules while at the same time retaining a feeling that their own practices are inadequate. During the development of Slovene nationalism in the 19<sup>th</sup> Century, intellectuals, among them linguists, adopted the crucial role of nation-building. Through their concerted efforts, a unified national standard language eventually emerged and displaced the various regional variants which had previously been used in the various parts of the country. As this new variant was, in effect, a planned language – including various elements from regional standards as well as some historicised features – rather than a code used in everyday contexts. While this policy enabled the standard to be enforced, it also meant that linguists were elevated to a position of absolute authority, based on their privileged knowledge of and about the standard variant.

In the 20<sup>th</sup> Century, this position of power was further consolidated, as the end of Austria-Hungary and the establishment of the Kingdom of Yugoslavia allowed Slovene to replace German as the language of choice in many new fields or domains. At this time, Slovene linguists adopted the Czech theory of language cultivation as their guiding theory in language planning, thus legitimating their continued direct intervention and prescription. The establishment of key academic institutions, such as the University of Ljubljana in 1919 and the Academy of Arts and Sciences in 1938, further consolidated the linguists’ positions of authority. The establishment of socialist Yugoslavia in 1945 did little to overturn this position, as these key institutions were left relatively untouched, and while standard Slovene had to compete with Serbo-Croatian in prestigious fields at the federal level, its position of power within the Slovene republic remained largely unquestioned, and with it the linguists’ authority. This has continued

to be the case since independence in 1991, though sociolinguistic changes in the late modern era are now posing a serious challenge to this status quo, as the development of online technologies has meant that much less public writing can be policed in this way.

In the broadest sense, the focus of this thesis was therefore the present state of language policy in Slovenia, with particular attention paid to the role of linguists as historically powerful actors. To analyse this by investigating a concrete example of recent language policy, I chose the Resolution for a National Language Policy Programme 2014-2018 (RLP-14), a recently adopted strategic document in this area, as my case study, because the document had gone through various revisions and had ultimately become a site of serious struggle within Slovene linguistics. However, while linguists were important actors in its drafting, this was a state policy document; thus, I would argue that it had to be conceptualised and analysed as such. Along with the analysis of the text itself, this would involve an analysis of the practices and discourses surrounding it. As described in Ch. II, the field of language policy alone does not provide sufficient theoretical background for this type of analysis, as, with the exception of a few recent studies (e.g. Johnson, 2009; 2013a, b), there is insufficient theorising of concepts such as policy, state or polity (see Ch. II).

In the second part of Ch. II, I have therefore suggested a theoretical framework for the analysis of language policy which draws on contemporary state theory, interpretive policy analysis, critical discourse studies, and social practice theory. The framework proposes to situate language policies in time and space by studying how policymaking as a nexus of social practices is governed by those two dimensions. By time, I refer to all those processes in the background of policymaking which shift the status quo and open or close windows of opportunity, through which actors may engage with policy in agentive ways. By space, I refer to the array of windows of opportunity that are created through social practices which allow such agentive engagement with policy to occur. I argue that, as actors engage with a given policy at different times and in different spaces, a “discourse about policy” begins to develop and different policy meanings are generated by the actors participating in it, reflecting their different backgrounds, knowledge, interests, beliefs or ideologies. This presents a challenge to the critical study of language policy, as it requires an adjusted agenda, one which is not solely focussed

on exposing and critiquing top-down power, but also on analysing and promoting bottom-up agency.

This framework presents a particular challenge, as it necessitates an analytical approach which enables the description of links between the macro-level of fields and the micro-level of individual texts and actions. I therefore proposed an appropriate methodological framework in Ch. III. I drew on the discourse historical approach (DHA) to critical discourse analysis (CDA) and on mediated discourse analysis (MDA) to propose a recursive analysis on three levels, text, discourse and social action, in order to provide a comprehensive picture of the discursive practices in a given community, their linguistic realisations, and their relationship with other social practices.

In Ch. IV-VII, I presented the four case studies which lie at the core of this thesis. As presented in the Introduction, the aim of this thesis was to answer four overarching research questions. As detailed at the end of Ch. III, each of the case studies focussed on addressing one of these questions, along with several sub-questions.

Ch. IV, **Topic trajectories: voices in an ideological debate**, aimed to address the following research questions by analysing a data-set composed of media texts published during the drafting of RLP-14:

1) *What voices and topics were prominent in the discourse about Slovene language policy?*

1a) *What discursive strategies were typical of the different voices?*

1b) *What language ideologies underlie them?*

My inductive analysis of the data found that the voices of two groups of linguists were hegemonic in this debate. The first, which sought to establish a position of power at the early stages of the period analysed (2011 to 2013), was characterised by its use of three discursive strategies, politicisation, technologisation, and instrumentalisation of language. I argued that these two actors voiced a late modern language ideology, one characteristic of the contemporary focus on mobility, technological and economic development, and the consequent decline of the *Kulturnation*.

Linguistic realisations	Discourse strategy	Language ideology
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Topos of democracy	Politicisation (language as carrier of political rights)	Late modern
Topos of humanitarianism		
Topos of comparison	Technologisation (language as carrier of technological development)	
Nomination: “Language users”, cf. culturalisation and essentialisation	Instrumentalisation (language as means to achieve a goal)	

Table 20: Realisations of the late modern language ideology

The second group, whose voices grew more prominent with the passage of time and eventually became completely dominant across the entire discourse, was characterised by a number of established discourse strategies, namely culturalisation, essentialisation and regularisation. These strategies voice the historically more established language ideology which is a blend of early modern and high modern values. This combination lies behind language cultivation, the approach to language planning that has been dominant in Slovene linguistics since the early 20<sup>th</sup> Century. In contrast to the late modern ideology, where language is primarily seen as a means of organising a political community, its position here is primarily as a feature of the cultural identity of a monolingual national community.

Linguistic realisations	Discourse strategy	Language ideology
Nominations expressing <i>language=nation</i> , e.g. “the language of Slovenes”, “our language”	Culturalisation (language as carrier of culture)	(Early) modern
Cultural issues as hypernym for language issues		
Construction of threat, e.g. “the PR power of global English”		
Use of intensification, e.g. “mother tongue”, “foreign babble”	Essentialisation (first language as essence of humanity)	

Right vs. wrong dichotomy Use of intensification, e.g. “errors are spreading like a plague”	Regularisation (language use as right or wrong)	
Nomination and predication, e.g. “users lacking in consciousness”, “Slovenes who wanted to forget the language of their mother”	Construction of threat (in reference to speakers or external entities)	

Table 21: Realisations of the (early) modern language ideology

While the principal actors voicing both hegemonic ideologies were linguists, the key contrast between the two groups was their institutional affiliations. Those voicing the entrenched (early) modern ideology belonged mostly to an older generation and held senior positions at key institutions which represent the mainstream of Slovene linguistics: the Institute for Slovene Language at the Academy of Arts and Sciences and the Departments for Slovene Language at the two biggest universities in Ljubljana and Maribor. In comparison, the linguists voicing the late modern ideology were mostly younger, and were employed in junior positions at smaller institutions outside the mainstream (research institutes, other departments or faculties at the University of Ljubljana, etc.). In this sense, the ideological debate was sparked by an attempted challenge to the mainstream, which was ultimately unsuccessful since the entrenched position of the (early) modern ideology meant that it was voiced not only by linguists, but by reporters as well.

As indicated, linguists were consistently the most prominent actors throughout the media texts analysed. As coverage of RLP-14 had been sporadic and mostly limited to two broadsheet newspapers and one online portal, this meant that alternative voices found little space in this public debate. This lack of representation or inclusion applied most strongly to the different ethnic and linguistic minorities in Slovenia, whose position in the media is often tenuous – consisting either of being completely backgrounded or represented in negative terms – and who found little opportunity to have their voices heard in the debate. In cases where this was possible, such as with the radio programme produced for the Roma community, their voices were placed alongside those of the linguistic mainstream, and thus again effectively backgrounded.

In Ch. V, **Drafting disputes: time and uncertainty in policy**, I explored the development of RLP-14 as a policy text, that is, as a developing and polyphonic text. I aimed to address the following questions:

2) *How did the text of the Resolution for a National Language Policy Programme (RLP-14) develop during drafting?*

2a) *What deletions, additions, substitution or reorderings were made?*

2b) *What discourse strategies were present in the text, and what language ideologies did they voice?*

2c) *How did relations between language ideologies change during redrafting, and how did this correlate with political changes?*

Two distinct draft versions of RLP-14 were produced, the first in 2011 (D-1, published in April 2012) and the second in 2012 (D-2, published in January 2013). They were produced by different teams named by different Ministers of Culture serving under different governments. Upon analysing the two texts, it became clear that a major ideological shift had taken place during that time. While D-1 was closely aligned with the drafting team that produced it, many of whom participated in the ideological debate, voicing the late modern language ideology, D-2 was in many cases altered to voice the (early) modern ideology by a group of linguists, many of whom concurrently voiced that same ideology in the public discourse.

<i>Deletions</i>	<i>Additions</i>	<i>Substitutions</i>	<i>Reorderings</i>
<p>Critique of previous language policies</p> <p>Critique of status quo</p>	<p>Critique of EU language policies</p> <p>Means of mitigation, e.g. “minority rights must be guaranteed <u>within legal and budgetary means</u>”</p> <p>Means of intensification, e.g.</p> <p>Construction of threat, e.g.</p>	<p><u>Literary language</u> for <del>standard language</del></p> <p><u>Mother tongue</u> for <del>first language</del></p>	<p>Slovene vs. other languages, increased differentiation, e.g. “a developed linguistic capacity in Slovene and <u>an adequate knowledge of other languages</u>”</p>

	Vagueness, e.g. “experience shows”, “some actors”		
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Table 22: Summary of differences between D-1 and D-2

Through this textual analysis, an analysis of documentary data, and narratives collected through interviews, it became clear that this major ideological transformation of the text had been enabled by the change in government. While the team who produced D-1 had been appointed by a liberal democratic minister working in a centre-left government, the centre-right government who replaced them in early 2012 clearly had a different view of what was needed in language policy. As a result, the “late modern” drafting team fell out of favour while actors voicing the (early) modern ideology in the public debate (see Ch. IV) were able to argue their case successfully and to shift the focus of RLP-14 significantly.

In my theoretical framework, I identified institutional and political change in time as a key factor in policy, one which injects dynamicity into an otherwise static model (see Ch. II). The position of non-governmental actors involved in drafting policies, whether directly or indirectly (as consultants), is one marked by instability and dependence on the current political agenda. When the first drafting team was named by the minister, this opened a window of opportunity for them to act *within the state apparatus*. If policy is seen as an array of potential agencies, this meant that one of those agentive windows was opened to them, and the actors were afforded the opportunity to exercise state power (see Ch. II). However, with the change in government, this window of opportunity closed and another opened – but for actors advocating a different policy agenda. At the same time, the writing of RLP-14 was also impeded throughout by organisational changes at the Ministry of Culture.

As I analyse in this chapter, the actors involved in drafting and redrafting RLP-14, as well as those who participated in this process as administrators or decision-makers, also experienced insecurity as a result of these political changes. Simona Bergoč, head of the Department for Slovene Language at the Ministry, referred to “problems” and to “usual happenings in public administration”, for instance. She also made several moves to distance herself from the decision-making process, attributing most actions during the redrafting to higher-level ministry officials. When a new power change happened in

2013, and a new Minister for Culture changed the agenda yet again, Marko Snoj, a member of the team which produced D-2, saw his team's removal as illegitimate political intervention, remarking "so much for the impartiality of the ministry".

In Ch. VI, **Policy in parliament: the committee as a nexus of practice**, I shifted my attention from time to space by focussing on a specific example of policymaking, the parliamentary committee. I addressed the following questions:

3) *How did the language ideologies in RLP-14 and in the discourse about it impact policymaking practices in a committee of the Slovene parliament?*

3a) *What mediated actions can be detected in the committee session of 28 June 2013 and what practices do they reflect?*

3b) *What was the role of knowledge, practices, and social capital from the field of linguistics at the committee session?*

In this chapter, my primary focus was on the interactions between different actors, primarily between politicians and linguists, who I saw as different in several respects: In relation to RLP-14, while most of the politicians involved in these sessions had had little or no contact with the policy before it was submitted to parliament, linguists had drafted most of the text, and had shaped it according to their own agenda(s). On the other hand, any linguists involved in the policymaking process in parliament were venturing into a different field, one where they would be outsiders. As much as policy, this chapter was therefore an exploration of how actors adapted their arguments and attempted to conform to the practices of an existing nexus of practice, with the clear goal of defending their policy agenda.

However, as I found in my analysis, the situation was far from clear-cut as far as how the relationship between insiders and outsiders in the nexus of practice shaped the power relations between participants. While I detected examples of linguists struggling due to their lack of knowledge of parliamentary practices, it was also obvious that knowledge of committee practices was not the only source of capital in the session analysed. As the session unfolded, and the discussion passed to the role of the Academy of Arts and Sciences in matters of language standardisation, a topic which had also seen much attention during the drafting of RLP-14 (see Ch. V), expert knowledge from the field of linguistics became increasingly more important as a source of symbolic capital. A number of committee members, including the chair, made moves to profile themselves



as knowledgeable in the field of linguistics, or as un-knowledgeable in one case, meaning that the linguists present at the session were gradually able to draw on their own cultural capital from that field. This was particularly true of Janez Orešnik, the retired professor representing the “(early) modern” group, who was successful in advocating the role of the Academy in standardisation when an amendment was proposed to increase its role in language policy.

The process of formulating this amendment, however, was the point where *practical* political knowledge was once again foregrounded, as the chair had to manoeuvre past several obstacles. One banal problem was the structure of the chamber, where the negotiating actors were placed in opposite corners, leading to misunderstandings as to what part of the text was being referred to at various times in the discussion. More crucially, the actors negotiating were located at opposite poles of the political spectrum, meaning that the chair had to bridge the gap between the government and the opposition, as well as between different parties within the governing coalition. To break the deadlock between these different sides, the chair resorted to an informal parliamentary practice and called a short recess, during which time the video cameras were switched off and the audio recording was interrupted. During this time the key political actors sat together and negotiated a compromise amendment, one which included elements proposed both by the governing parties and the opposition.

As I analyse in Ch. VII, **Interpretation for implementation: policy meaning in time and space**, the compromise text negotiated during the committee session soon became embedded in a debate about how to organise the creation of a new reference dictionary of Slovene. This gave me the opportunity to investigate RLP-14 as a mediational means, as a cultural artefact which different actors use as a means to an end. This case study aimed to address the following research questions:

4) *What voices can be distinguished in the debate about the new dictionary of Slovene, and what language ideologies were they related to?*

4a) *Did different actors interpret RLP-14 differently? If so, how was this related to language ideologies and political strategies?*

4b) *How were these different readings linked to the project to create a new dictionary of Slovene?*

In terms of the voices and language ideologies involved, the dictionary debate was effectively a continuation of the ideological debate that had accompanied the drafting of RLP-14. Once again, a group of younger linguists voicing a late modern language ideology attempted to challenge the hegemony of an established group of linguists voicing an (early) modern language ideology. Similarly to the previous debate, the “(early) modern group” was more successful in foregrounding itself, as the language ideology they voiced is entrenched in the Slovene media sphere. Consequently, they were able to achieve prominence in the media as well as the academic sphere.

The significant difference at this point was the active presence of the state apparatus in the debate. While state actors had remained in the background during drafting, with linguists taking centre stage in communicating RLP-14 to the general public in the media, the new Minister of Culture took an active interest in this debate. Apart from intervening in the media, he organised a public consultation to begin a dialogue between the two sides. However, as my study shows, members of both sides saw this as an unwarranted intervention from an outside force.

At this point, the debate indicated that several alternative readings of a single segment of RLP-14 co-existed. The minister, who had been instrumental in negotiating this segment in parliament (see above), argued that the text required cooperation between all institutions, and stated that that was the only route to public funding. When Marko Snoj, a prominent member of the (early) modern group proposed an organisational structure for the dictionary project, he based his proposal – that the Institute for Slovene Language at the Academy of Arts and Sciences should take a leading role – on his reading of RLP-14. However, the response of the late modern group indicated a third reading, where the Academy would have a supervisory role, while the Institute would be placed on a level playing field with the other actors. Each of these distinct readings of RLP-14 was justifiable within the different arguments provided by each side, indicating the extent to which a policy text can be “bent” in support of particular agendas.

Ultimately, however, none of the actors behind these agendas could take further steps toward implementation. While both sides formulated proposals for their own dictionary projects, the situation changed with the next political shift. The June 2014 parliamentary election produced a new winner, and when the new Minister of Culture took over in the

autumn, this signalled an end to the active agenda pursued by her predecessor. Current developments suggest that, as language policy was moved off the list of priorities, funding opportunities also dried up, meaning that the two dictionary projects have had to continue without additional funding.

These findings highlight the general importance of time and space in policy: Linguists were involved with RLP-14 in several different capacities from beginning to end, and different groups were successful in forwarding their own agendas in the document. As became evident in Ch. VI, one factor which enabled them to do so was their cultural capital – their formal affiliation to academic institutions and their specialised knowledge. Given their lack of capital in the field of politics, the fact that they were able to ‘import’ capital from the field of academia can be seen as a practical manifestation of ideology – in a community where speakers are unsure of their language ability, linguists are able to take the dominant role in a broad range of spaces when language-related decisions are being made. However, as underlined by Ch. V and VII, their ability to do so also relies on their social capital – how effectively they are able to invoke social networks – within the fields of politics and public administration.

### **3 Limitations and future research**

The main limitation of this thesis is its timing relative to the policy process: when I began my PhD in 2012, the first version of the document had already been drafted, and as it was not until the summer of 2013 that I was able to decide on the specific focus of my study; thus, my study had to also rely on what documentary data was publicly available, and on the accounts of actors who had experienced the policy process first hand. From this perspective, my thesis represents the view of a member of the public – an outsider not privy to the behind-the-scenes events – who seeks to understand and trace the creation of policy.

While the lack of first-hand ethnographic investigation presents a major limitation, I designed the study specifically to address it, primarily through the use of triangulation, both in data collection and analysis. In this way, I have sought to create a “historical ethnography” of the policymaking process by comparing documentary data with individual accounts of key events, with a large-scale analysis of public discourse providing background information. In one case study, where video evidence was

available, I also used observation as a method of data collection, though this was once again a *historical* rather than unfolding source of data.

Where the timing of my research also played a part was the relatively concise treatment of policy implementation in Ch. VII. While the “dictionary debate” was highly visible during this time, and as such merited being singled out for more detailed analysis, it is, however, not a given that this will be the area where RLP-14 will be the most significant, particularly given the current stand-still. However, as such conclusions are only possible from a greater time distance, a more comprehensive study of the implementation of RLP-14 – one along the lines of Johnson’s field-work-centred analysis of US educational policy (e.g. Johnson, 2010; 2013a, b) – will have to be carried out in the future. Such a study will be of particular value in 2017 and 2018, when RLP-14’s mandate expires, and a new language policy strategy will need to be drafted.

Another shortcoming of this study, one which is not unrelated to the lack of first-hand ethnographic evidence, is its assumption of the centrality of the policy text. What I mean by this is that a single policy text has been placed at the centre of the study on the assumption that this text is what currently *matters* in Slovene language policy, whereas there may be situations where this is not the case. In those examples, which my research has not incorporated, language policy initiatives might develop in parallel to such an “official” document, unburdened by the various political and ideological shifts that slowed down the drafting of RLP-14. I believe that this could be addressed through an additional case study of *parallel* language policy initiatives, which would also enable a more complete assessment of the role of RLP-14 in its broader social context.

#### **4 Language policy: by the linguists, for the linguists?**

The above findings offer a possibility for general reflection on the various themes emerging from this thesis. Returning to the theoretical framework presented in Ch. II, both the dimensions of time and space which I assumed were crucial to the study of policy have been confirmed as relevant. Given the many dramatic political changes that have occurred in Slovene politics, it is hardly surprising that time was important in the trajectory of RLP-14. The reason was the volatility of the Slovene political climate, which is best explained through the transformation of the political scene in recent years (see also Ch. I). Beginning with the 2004 election, which was the first won by a right-

wing party since independence, the parties of the left have been in turmoil. With the gradual disintegration of the Liberal Democrats, who had been the biggest governing party throughout the 1990s, the Social Democrats initially took over as the leading leftist party. However, as their government unravelled during 2011, they also began to lose support. By the time of the snap election held in December of that year, their support had dwindled, and many leftist voters were looking for alternatives.

When Ljubljana mayor Zoran Janković, previously CEO of Mercator, a major supermarket chain, offered an alternative just months before the election, a large number of voters migrated to his party, which secured him a narrow win on polling day. In 2014, much the same happened when law professor Miro Cerar took power with another newly-formed party, this time through a landslide victory. These parties, initially named simply “Zoran Janković’s Party” and “Miro Cerar’s Party”, were formed in a similar manner to Berlusconi’s Forza Italia! in the early 1990s, as an alternative offered by a strong leader, one who intentionally positions himself as a non-politician. In Slovenia, this was exacerbated by the gradual radicalisation of the right wing since 2008, a process which is linked mostly to the corruption trial against Janez Janša, leader of the Democratic Party and Prime Minister in 2004-2008 and again in 2012-2013.

Shifts between left-centre and right-centre governments are not themselves to blame for the slow progress of RLP-14, as they do not necessarily cause complete agenda changes – as Majda Potrata, a Social Democrat deputy, remarked in her interview with me, her positions are often closer to the right than the left in questions of language. Organisational changes played a much greater part in stalling the drafting process of RLP-14. The arrival of different figures at the Ministry of Culture meant that different styles of work were adopted, and while some ministers preferred to stay in the background, and to delegate various tasks to subordinates, others took a prominent role and attempted to dictate the agenda. These various changes impacted the work of the Department for Slovene Language at the Ministry, which has seen a number of reorganisations and personnel changes as language policy has drifted around the political agenda from centre-stage to periphery.

Given the narrow focus of this thesis, on a single policy in a relatively small country, another emergent theme is the prominent role of particular individuals in policy. The process of planning, drafting, adopting and implementing RLP-14 has in many ways

been a succession of fits and starts, of stand-stills and rapid advances. In many cases, concrete movements were initiated by specific actors, who saw RLP-14 as a crucial policy. One such example was deputy Majda Potrata, who intervened in the ideological debate between linguists by effectively forcing a compromise through her role as committee chair (see Ch. VI). Another was Uroš Grilc, who used his role as Minister of Culture to initiate various types of actions related to RLP-14. Yet a third was Julijana Bizjak Mlakar, his successor, whose role was as more that of an “anti-mover”, given that the implementation of RLP-14 stalled during her tenure.

However influential these political actors were, RLP-14 was ultimately a document which was dominated by the agendas of Slovene linguists. Their traditional role in Slovene society, as I discuss in Ch. I, is that of authorities – carriers of privileged knowledge and nation-builders – and this impacted the policy process in a number of different ways. One was their general presence *and impact* in three different fields: media (Ch. IV), public administration (Ch. V), and politics (Ch. VI), in addition to their “home” field of academia. In all these situations, their agendas were not only heard but in many cases incorporated in the policy, which emphasises the symbolic capital they are able to draw on as language authorities.

Another was the ease with which they were able to foreground their own agendas in the media (Ch. IV), though it became obvious that a major ideological conflict was underway in the Slovene linguistics community. This is mostly linked to a generational shift and the eroding position of an older generation of linguists based at central institutions. As their power is being challenged by a younger generation, the entrenched (early) modern language ideology, which stresses the standard language as a feature of national identity, is also losing its hegemonic position, though as my analysis shows, this shift is far from complete.

A final broad finding of this thesis is how ubiquitous this debate eventually became, and how little discursive space was left open to other voices as a result of it. In this sense, the ideological debate between linguists ultimately constituted a false dichotomy, an apparent opposition between two extremes which ultimately serves only to mask a greater diversity of thought. Throughout the discourse about RLP-14, the voices of minorities were heard on few occasions. While the drafting teams had collected proposals from minority communities, it became obvious that this was not sufficient

when RLP-14 entered parliament: a number of proposals were made by actors representing the deaf and hearing- or blind and sight-impaired communities, as well as various ethnic minorities. The fact that members of these communities only at that point had the opportunity to give more concrete proposals for the policy text is indicative of how non-inclusive the drafting process of the text actually was for *non-linguists*.

In fact, when considering the entire genesis of RLP-14, linguists can clearly be identified as the key actors in its writing, and its mediation to the general public. Assuming that many critical scholars active in language policy as a scientific field would welcome the opportunity to be involved in policy, this seems like a positive development. However, given the findings of this study, I believe it also begs a series of questions: At one point, RLP-14 allocated more than €6 million for one single area of linguistic research, and the priorities in this area had been set by the linguists who had drafted the text. Is it not at all problematic that the actors who are the primary authors of a policy are also its primary financial stakeholders? Would the situation be the same if this was an energy policy, and a nuclear energy distributor had written a section prioritising nuclear energy?

The fact that the policy became the centre-piece in a discursive struggle between two groups of linguists is an indicator of its importance to them and their field. However, the lack of space for others in the policymaking process indicates that this was ultimately a lost opportunity to achieve greater inclusion. Instead, RLP-14 was a policy written **“by the linguists, for the linguists”**.

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# Appendices

See CD Appendix for complete data-set including:

- All collected documents;
- Media texts & video/audio recordings;
- Complete untranslated transcripts of parliamentary sessions;
- Audio recordings of interviews;
- Field notes.

## Appendix 1: Untranslated interview extracts

### Quote IV.1

[Stabej] Praviloma pošljejo mladega začetnika ali začetnico, ki praviloma pač ne ve, kaj bi, in ponudi pač tiste stereotipe, zanimivo pa je, da tudi če ne ponudi stereotipov, pa jih mi ponudimo o ogroženosti in tako naprej.

### Quote V.1

[Stabej] Jaz sem pač domneval, da se pripravljata paralelno z izvajanjem prve resolucije, da se pripravljata druga. [...] Potem se je izkazalo, je bilo to spomladi 2011, da v resnici ni ničesar, ni nobenega osnutka, od kakršne koli nove resolucije, skratka da takrat služba ni pripravila. In potem je takrat sekretar na ministrstvu Stojan Pelko, me je poklical in vprašal če bi bil pripravljen sodelovati pri tem kot vodja skupine, v kateri bi pripravili resolucijo, ki bi jo bilo treba sorazmerno hitro pripraviti.

### Quote V.2

[Bergoč] Ko sem septembra 2011 prišla v Službo za slovenski jezik, je že delovala skupina za pripravo resolucije, ki jo je ravno tako vodil dr. Stabej. Ker nam je takrat zaradi časovnih okvirov že malce tekla voda v grlo, smo si morali pomagati z že obstoječimi delnimi analizami. Načeloma se postopek sprejemanja nacionalnega programa začne tako, da analiziraš stanje in ugotoviš potrebe. Leta 2011 je dr. Stabej s svojo skupino začel z delom že aprila, pred mojim prihodom, jaz pa sem to z njimi dokončala oziroma jim omogočila, da so v letu 2012 dokončali z delom. Potem pa so se začele težave.

### Quote V.3

[Me] Omenili ste, da so se v tem primeru problemi začeli leta 2012, kako se spomnite tistega obdobja?

[Bergoč] Problemi ..., to so pravzaprav običajni postopki v državni upravi. Kar je neobičajno, je dinamika menjavanja oblasti (zadnje vlade so v povprečju zdržale leto in pol), ki potegne za seboj nenehno vračanje na izhodišče.

[Me] Mislim, bila je že zadeva s tem, da se resolucija ni takoj objavila, ampak je prišlo do zamude.

[Bergoč] Zamuda je bila torej zato, ker smo dobili novo vlado, in preden se je minister Turk (oziroma državni sekretar Zorn, ki je bil tedaj pristojen za naše področje) seznanil z vsemi področji in našim gradivom konkretno, je minilo kar nekaj časa. Ni šlo za nič posebnega, nobene skrite agende, enostavno si je vzel čas, da spozna vsako področje ministrstva. [...]

#### Quote V.4

[Bergoč] Državni sekretar si je takrat celo vzel čas in pregledal te odzive in bil mnenja, da je treba opraviti temeljito redakcijo besedila. Pogovarjala sva se, kako bi to lahko uresničili. Prva ideja je bila, da služba pripravi redakcijo na podlagi odzivov iz javne razprave in usmeritev ministrstva, kar smo naredili, in takrat se je tudi strinjal, da redna komisija za slovenski jezik to redakcijo besedila pregleda in ga sprejme s svojimi morebitnimi popravki. [...]

#### Quote V.5

[Stabej] In mi smo kakor da se bomo začeli s tem ukvarjat, potem se je pa tukaj zamenjala oblast, in je prišel, ni bil minister ampak državni sekretar, Zorn, in po mojem vedenju, to ni nikjer objavljeno, je bilo tako, da seveda se ob tej resoluciji se je ZRC, Inštitut Frana Ramovša se je očitno vznemiril, jaz vam tukaj lahko povem še take zanimive podrobnosti, ampak bova prišla do tega. In je Snoj šel k Zornu in je rekel, da vztraja, da mora bit v tej skupini še on pa Ahačič, in so ju priključil.

#### Quote V.6

[Snoj] Ko je bilo to popravljeno v skladu z javno razpravo, je šla resolucija še enkrat v javno razpravo, in tam se je oglasila samo Trojina, Zavod za uporabno slovenistiko, in potem je ministrstvo samo od sebe dalo pripombe Trojine noter, ne da bi komisijo sploh še kaj vprašali, to ne vem, ta pikantna podrobnost ne vem, če vam je znana. [...] Toliko o nepristranskosti ministrstva, hočem reči.

#### Quote V.7

[Snoj] Torej, zamenjava se je zgodila zato, ker je komisiji potekel mandat, to je naravno dejstvo, bila je imenovana za štiri ali pet let, Komisija za slovenski jezik ne, bolj problematično je bilo to, da naslednja komisija, v kateri sem bil jaz, in je dobila odločbo o imenovanju tudi za štiri ali pet let, je bila razpuščena po enem letu. To pa je problem. Ampak prosim, ministrovih odločitev nimamo pravice komentirati, oziroma imamo pravico komentirati, nimamo pa nobenega vpliva na to, on ima to pravico.

#### Quote VI.1

[Stabej] Politiki so v glavnem prestrašeni pri tem po mojem, enostavno, ker so kot govorci frustrirani in tako naprej in ta fama in ta stereotipnost o slovenščini kot vrednoti in tako naprej.

#### Quote VI.2

[Grilc] Te stvari so včasih s strokovnega vidika zelo nerodne, ne, ko se pišejo amandmaji, ker posegaš v neko konsistentno besedilo. Sej imaš tam vladno pravno-zakonodajno služno, ki pač čekira, ampak je nemogoče ne, to so pač idealne prilike, da kakšno čisto neumnost not prineseš.

#### Quote VI.3

[Potrata] To je pa osebni slog predsedujočega. Namreč tako je, jaz nikoli nisem bila zagovornica sprejemanja amandmajev, ki priletijo na mizo na odboru, zaradi tega ker takrat lahko kakšno stvar spregledaš.

#### Quote VI.4

[Potrata] Ali pa če sem zaslutila, morate razumeti, da sem bila izkušena, da sem bila že dlje časa v parlamentu, in če sem imela občutek, da bi pri glasovanju šlo kaj narobe, tu pa moram priznat, da sem malo osebna. Če sem kaj mislila, da je zelo dobro, da bi moralo bit sprejeto, da sem potem naredila tako, da sem zagotovila, da je bilo sprejeto. Kar pomeni, da laže narediš, da narediš odmor, da se greš pogovorit, in se tam mimo javnosti s koalicijskimi parterji dogovoriš in jim razložiš podrobneje, v miru, še enkrat, zakaj bi kaj bilo dobro sprejet ali kaj opustit.

#### Quote VI.5

[Potrata] To so navadno stvari, ki se na odboru ne vidijo, to vam lahko midva poveva drugače, pred vsako sejo odbora, pred vsako javno sejo, se opravijo tudi usklajevanja znotraj koalicije, in to so kruta usklajevanja, to so pogosto hujša usklajevanja kot so tista med opozicijo in koalicijo na odboru, ker opozicija tam, če odmislite tiste zmerljivke pa pikanja in te stvari, potem ko gledate njihove vsebinske argumente, nimajo take teže, kot imajo težo včasih različni argumenti in stališča znotraj koalicije, tu se pa v resnici zelo različni koncepti krešejo, mi smo imeli vedno največ težav z liberalci, včasih z LDS, potem z Zaresom, s Pozitivno Slovenijo, to so ti, kar se reče neoliberalizem.

#### Quote VI.6

[Potrata] Je pa res, mene nič ne preseneča, ker to je vsa leta tako, da prihajajo šolski zakoni, poročilo Varuha človekovih pravic, take teme v dneve ko navadno na koncu ni glasovanja in tisti, ki se ne pripravljajo in jih te stvari ne zanimajo in ki mislijo, da razprava ne bo prinesla političnih točk, to je zelo pomembno ne, če je to neka tema ob kateri se ne more desetkrat isto stvar povedat, desetkrat popljuvat vse levo desno, bi tudi jaz želela da bi bilo, ampak vam jamčim, da če bi bila resolucija v obravnavi v torek dopoldan, bi bila dvorana ravno tako prazna in razpravljalcev nekaj malega.

#### Quote VI.7

[Grilc] Tam se lepo vidi, ko nekdo zunanji, ki ni 1000 procentno strokovnjak, ki je v funkciji politika tam, pogleda na stvari malo zdravorazumsko, da je na koncu to to, kjer je bilo treba tako ali drugače priti. Če gledaš zdej rešitev, s katero so se strinjal tako desni kot levi [...] da pravzaprav nihče ni izključen, da dajmo res narediti, da nihče ne bo izključen, da je bilo to zelo jasno [...] Tako da, meni je tista dikcija, ki je zdaj v resoluciji, ki je bila pač potem tam sprejeta, tako, zdrava pamet. In se mi zdi dobro imeti izkušnjo, kako nek politik gleda [...]

#### Quote VII.1

[O slovarju se je začelo govoriti] s predstavitvijo novega koncepta treh avtorjev. [...] Načeloma je bilo po mojem za slovenski prostor zelo dragoceno, da so ti trije avtorji sami pripravili koncept in ga dali v javno razpravo. In šele takrat so se stvari začele dogajati, ne samo te ki so bile povezane z merjenjem moči, kdo bo kje dosegel kar koli v zvezi ali z resolucijo ali predvsem akcijskim načrtom, bolj v tem smislu da so se začele razprave, ki so konceptualne.

#### Quote VII.2

[Snoj] Kot da bi rekli, da je kliničnemu centru uspelo uveljaviti, da bo še naprej delal srčne operacije, to je primerjava. SAZU je bil v resoluciji, oziroma v prvotnem osnutku, mi smo, oziroma akademik Orešnik je uspel ubraniti, da bi to vrgli ven, to je nekaj drugega, ampak tam so bili močne intence, kako pravopis in normativnost odvzeti akademiji in jo dati komu, komu, ne vemo? Ne, ne vemo? Kako naj vemo kdo bo skrbel za normativnost slovenskega jezika, če ne akademija, ki je bila tudi za to ustanovljena, in ki je preživela režime, vojne, ena rednih stalnic v slovenski zgodovini, jo je treba seveda odrezati, ker sicer drugi nimajo možnosti petletnega prosperiranja.

#### Quote VII.3

[Grilc] Posvet je bil odličen. [...] Ampak tako, posvet je bil tak res, bom rekel, res celovit, bila je neka zgoščena debata, ravno prav polemična, da nekako si imel občutek da se stvari razvijajo, da gremo k nekemu cilju.

#### Quote VII.4

[Bergoč] [Posvet] je bil poskus, da se stališča približajo, in dejansko so se na tistem posvetu tudi zblížala (udeleženci so sprejeli obetavne skupne sklepe), ampak kot se je že večkrat do zdaj zgodilo, ta konsenz traja nekaj časa, potem pa ponovno nastopi konflikt.

#### Quote VII.5

[Snoj] Posvet je bil kot posvet, organizirala ga je ena stran, ki zagovarja določen pristop k slovaropisju, organizirala ga je na ministrstvu, ker je tam imela in ima verjetno še podporo, politično, in siceršnjo, ne bom zdaj govoril kakšno, ker to se tako ve. Poslušali nas očitno niso, kar smo mi tam povedali, ali pa niso želeli.

#### Quote VII.6

[Gorjanc] [Bil je posvet in] želja ministrstva, da se poenotimo glede koncepta. No in tam se je spet videlo, kar se je videlo ves čas, da obstajata dva koncepta, dve različni splošni ideji, kaj naj slovar bo. Hkrati pa nek pritisk ministrstva, da je treba priti do skupne izjave, v ozadju je bila pa predvsem ideja, da bo ministrstvo financirano en projekt, da naj bi bila za to namenjena sredstva in da je treba sodelovati. Se pravi, pritisk, da je treba nujno, kljub temu, da so vidne konceptualne razlike, sodelovati. Ne vem, če je tak pritisk dober, ministrstvo lahko deluje usklajevalno, lahko ima svoje ideje o tem, kaj hoče, po drugi strani pa ni dobro, da posega na tak način v neko strokovno diskusijo.

#### Quote VII.7

[Grilc] V bistvu je ta resolucija povedala, da je predpostavka javne podpore temu projektu, ne glede na to, kako bi se potem ministrstva dogovorila [...] ima ta pogoj, da je treba k sodelovanju pritegniti vse ključne deležnike.

#### Quote VII.8

[Grilc] Druga zelo pomembna zgodba, vzporedno s tem, je bila pa seveda realna podlaga, da se projekt Slovarja sodobnega slovenskega jezika sploh začne izvajati, to pa je podlaga v Operativnem programu za novo evropsko finančno perspektivo, kjer smo zelo natančno umestili ta projekt notri, da je zagotovljen vir financiranja.

#### Quote VII.9

[Gorjanc] Nekje so izgleda v predalu zdajšnje ministrice. To je domneva. [...] Mislim, ne ve se kaj se s tem dogaja, nihče na ministrstvu noče dat nobene informacije o tem, kaj se s tem dogaja, hkrati je pa zelo jasno, da se dogaja vse kar se dogaja zelo partikularno in neusklajeno pod različnimi akterji, ki bi morali glede na resolucijo delovati usklajeno in skupno.

#### Quote VII.10

[Grilc] Mi smo imeli pripravljene [tri druge osnutke zakonov], kar je nova garnitura dobila. Niti enega niso dali naprej. Hočem rečt, je to lahko problem na več načinov, zdajšnja garnitura ima sploh problem s strokovnostjo, ker pač niso v pol leta enega zakona spravili skoz, dosti je nedelavno vzdušje.

## **Appendix 2: Untranslated extracts**

[Stabej] Tukaj, kot nasploh v tem jezikovnopolitičnem programu, smo posebej pozornost posvetili tistim, za katere se nam zdi, da so jezikovno ali pa sporazumevalno prikrajšani, to se pravi tisti, za katere je treba posebej poskrbeti, in jasno, da je to od različnih skupin oseb s posebnimi potrebami do govorcev manjšinskih jezikov do govorcev sloveščnine kot drugega ali tujega jezika.

Je pa res, vse bolj čutimo, da za slovenščino nimamo določenih zelo vsakdanjih storitev, če gremo od znamenitega prevajalnika, največjega komercialnega ponudnika tovrstnih storitev, ki jih plačujemo s tem, da vedno gledamo reklame, tam recimo lahko klikneš tudi na srbsščino, da ti prevod prebere, v slovenščini to še vedno ni mogoče.

#### Example IV.1: Jezikovni pogovori, 3 January 2012

[Tomaž Simčič] [p]oudarja, da je v zamejstvu poučevanje slovenščine za ohranjanje slovenske identitete bistvenega pomena. "Na jeziku sloni identiteta. Če odpišemo poučevanje slovenščine, to pomeni uničiti obstoj slovenske manjšine za mejo." Takega mnenja je tudi Sturm. Kot je dejal, je ključnega pomena za ohranjanje slovenske manjšine na Koroškem povečanje števila

govorcev slovenskega jezika. Pomembno je, da od 45 odstotkov učencev dvojezičnega pouka, prihaja 80 odstotkov učencev iz nemško govorečih družin.

Example IV.2: RTVSLO.si, 21 February 2012

Osnutek Nacionalnega programa za jezikovno politiko 2011–2016 (NPJP) zlasti s konceptualnim Uvodom je mogoče razumeti kot izdelek določenega jezikoslovnega nazora. Z usmeritvijo besedila v »heterogenost jezikovnih potreb različnih govorcev« se briše temeljna problemska hierarhija, ki jo vzpostavlja slovenščina kot materni in hkrati uradni jezik države glede na vse druge jezike. Briše se torej njena jezikovnoidentifikacijska vloga, ki jo vsebuje že terminološki pojem materni jezik – NPJP ga ne uporablja –, in simbolna, ki jo vsebuje državni jezik, pri nas uradni jezik (države). Kot kaže, je ohranitev samo komunikacijske vloge omogočila NPJP-ju obravnavo slovenščine izenačiti z vsemi drugimi jeziki, ki so v slovenskem prostoru. Je to perspektiva slovenščine? Kako naj sicer razumemo usmeritev, da je »/o/srednji cilj slovenske jezikovne politike oblikova/ti/ skupnost samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini in drugih jezikih /.../«?

Example IV.3: Ada Vidovič Muha; Delo, 21 May 2012

Naj se tisti, ki molče opazujejo sedanje pogubno dogajanje v slovenskem visokem šolstvu in znanosti, ki mu ne nasprotujejo ali ga celo podpirajo, zavedajo, da je slovenščina vendarle njihova materinščina. In ne daj bog, da bi se jim zgodilo tako kot premnogim Slovencem, ki so v preteklosti v Italiji, Avstriji, Avstraliji, Argentini in Kanadi hote pozabili na jezik svoje matere in učili svoje otroke čebljati samo italijansko, nemško, angleško, špansko ali francosko. In ti starši so na smrtni postelji, ko jih je doletela starostna pozaba, za pogovor z lastnimi otroki potrebovali prevajalca!

Example IV.4: Zoran Božič; Delo, 21 May 2012

Predlog resolucije na nekaterih mestih sicer zbuja pozitiven vtis, vendar žal ni niti popoln niti v vseh delih enako dober. Nepopolnost se na primer kaže v pomanjkanju ukrepa, ki bi poskušal preprečiti slabo jezikovno prakso skrajno brezvestnih uporabnikov. Ali ni že napočil čas, da onemogočimo že kar nerazumljive opise izdelkov in navodila za uporabo, kršenje pravopisnih pravil v sloganih tipa Vem zakaj in onesnaževanje tipa HappyPek, ki se širijo kot kuga in s svojo splošno prisotnostjo zbuja nepotreben dvom pri uporabnikih ter gnev pri jezikovno ozaveščenih govorcih?

Example IV.5: Marko Snoj; Delo, 21 May 2012

[Kolšek] Rahlo »ideološko« je najbrž tudi moje branje opredelitve Jezikovnopolitične vizije, tako se glasi četrto poglavje iz Uvoda v resolucijo, kjer ste zapisali, da je »osrednji cilj slovenske jezikovne politike oblikovanje skupnosti samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z ustrezno stopnjo jezikovne samozavesti in ustrezno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti«. Ali je tukaj osrednji položaj slovenščine, kakor ga veleva ustava, dovolj poudarjen? Je slovenščina dovolj varna?

[Ahačič] Seveda, že v naslednjem odstavku je prav to izrecno poudarjeno. Resolucija na splošni ravni seveda ne bo rešila ničesar, bo pa pozitivno prispevala k poti, po kateri bi moral slovenski jezik. Ustvarjamo in soustvarjamo ga ljudje sami, resolucija pa kaže smer.

Example IV.6: Delo, 15 July 2013

Ob tem so poslanci soglasno sprejeli tudi predlog resolucije o nacionalnem programu za jezikovno politiko 2014–2018. Ta poleg formalnopravnega uokvirjanja slovenske jezikovne politike določa tudi skrb in odgovornost za zamejce ter vse, ki jim slovenščina ni materni jezik – pripadnike madžarske in italijanske narodne manjšine, romske skupnosti in drugih jezikovnih skupnosti ter priseljence. Posebno pozornost program namenja tudi slovenščini kot uradnemu jeziku EU.

Example IV.7: Dnevnik, 16 July 2013

[Announcer] Delovna skupina je z namenom čim širše vključenosti v pripravo resolucije povabila širok krog institucij s področja jezikovnega načrtovanja in politike k svojim soglasij in objavi svojih predlogov. Več o tem Anisa Brisani. [Anisa Brisani] Svoje mnenje so podali tudi v Slavističnem društvu Slovenije, kjer se je po objavi izjave priznane slovenske jezikoslovke "Menim, da romščina ne obstaja" razvila debata glede romskega jezika. Predsednica Slavističnega društva Boža Krakar Vogel. [Boža Krakar Vogel] Eden od polemikov, ki je reagiral na našo izjavo na spletu, nam je pač pripisal trditev, da smo rekli, da romščina ne obstaja, vendar tega nihče v naši izjavi ni trdil. Pač pa je ena od naših članic zapisala stavek "Menim, da romščina ne obstaja", to je bila doktorica Martina Križaj Ortar, jezikoslovka, ki se dobro spozna na zvrstno razplatenost jezika, in je zato menila, da romščina kot standardiziran knjižni jezik še ne obstaja, ampak je v procesu standardiziranja in se zato tudi delajo mnoge raziskave na to temo. Zaenkrat je jezik Romov, kot ona meni, da je to bolje poimenovati, pač jezik številnih narečij, ane, neka skupna nadvarianta pa se šele vzpostavlja.

Example IV.8: Naše poti, 9 July 2012

[Krakar Vogel] Mi namreč nikakor ne zanikamo legitimnosti jeziku nobene manjšine v Sloveniji, naj gre za Rome, naj gre za pripadnike jezikov bivše Jugoslavije, naj gre za kakšen drug jezik, vsi imajo seveda legitimno pravico. To tudi ta nacionalni program jezikovne politike, o katerem je tekla debata, tudi solidno in smiselno rešuje. Tisto, kar mi ugovarjamo in česar ne rešuje smiselno, je pa položaj slovenščine v Republiki Sloveniji. Namreč zelo svobodno je prepuščena raba slovenščine zgolj motiviranosti uporabnikov. Mi vemo, da je piarovsko dosti bolj podprta globalna angleščina in v marsikaterem položaju, če bo govorec lahko izbral, se bo odločal pač za tisti jezik, ki se mu bo zdel bolj koristen. Zlasti gre tu za šolstvo, visoko šolstvo, gospodarstvo, in nekatere ključne segmente. Tu slovenščina ne sme biti prepuščena zgolj poljubni rabi govorcev, ampak mora biti njena raba tudi predpisana.

Example IV.9: Naše poti, 9 July 2013

[Anisa Brisani] Samanta Baranja, profesorica nemškega jezika, doktorska študentka na področju jezikoslovja, v svoji nalogi pa se osredotoča na jezikovne značilnosti prekmurske romščine, pa o mnenju da romščina ne obstaja, dodaja [Samanta Baranja] Sama se s to izjavo načeloma ne strinjam. Romski jezik prištevamo k indoarijskim jezikom, njegov indijski izvor potrjujejo ... O tem ali je to romski jezik ali jezik Romov je enako kot če bi se vprašali ali je to slovenski, ali kateri koli drug jezik, ali jezik Slovencev. Mar prekmurski ali dolenski dialekt ni slovenski jezik? Če je, potem je tudi prekmurski ali dolenski romski dialekt tudi romski jezik.

Example IV.10: Naše poti, 9 July 2013

[Anisa Brisani] Kdaj je jezik jezik, in ali je torej romski jezik jezik ali je primerneje govoriti o jeziku Romov, Boža Krakar Vogel. [Boža Krakar Vogel] Jezik je seveda takrat ko je sredstvo sporazumevanja za komunikacijo med neko skupnostjo, vendar je jezik zvrstno razplaten, to se pravi lahko je samo na ravni govorjenja, pogovarjanja, izražanja najbolj splošnih sporazumevalnih tem, lahko pa je jezik tudi zapisan, lahko postane jezik umetniških besedil, uradnega sporazumevanja, no to je pa takrat kadar doseže neko razvejanost v obliki knjižnega jezika, ko ima svojo slovnico, svoj slovar, in nekatere druge znake torej bi rekli polnega knjižnega jezika. [Anisa Brisani] Med Romi v Sloveniji in tudi po Evropi je romščina razširjena kot sredstvo sporazumevanja, torej jezik je. Po številnih državah Evrope potekajo poskusi standardizacije romskega jezika, ki pa bo očitno glede na raznolikost narečij morala potekati na nižjih, državnih nivojih.

Example IV.11: Naše poti, 9 July 2013

Imširovičeva pravi, da so otroci iz družin, ki imajo korenine v nekdanji Jugoslaviji, pri uporabi jezika svojih staršev velikokrat »poljezični«. Ker so podobnosti med jezikoma precejšnje, pri



govorjenju materinščine uporabljajo besede obeh jezikov. »To nam je uspelo spremeniti,« je dejala.

Skritih potencialov večjezičnih otrok (ko so tečajniki bolje obvladali bosanski jezik, se je denimo izboljšalo tudi njihovo znanje angleščine) pa ne prepozna slovenska država. V Sloveniji živi približno dvesto tisoč pripadnikov narodov nekdanje Jugoslavije, a institucionalnih možnosti za razvoj medkulturnega dialoga ni že dve desetletji. Četudi načela delovanja EU manjšinskim govorcem dajejo pravico do državne podpore pri učenju maternega jezika, postavke v proračunu za učenje materinščine pripadnikov jugoslovanskih manjšin ni.

Example IV.12: Dnevnik, 1 July 2013

Zato je pouk, ki obsega eno ali dve uri na teden, največkrat odvisen od uspešnosti »matičnih držav«. Jezikovne učiteljke v Sloveniji tako (deloma) financirajo Hrvaška, Makedonija in Srbija. Vsaka država je pri tem sicer ubrala nekoliko drugačen pristop: Makedonija ima s Slovenijo na to temo sklenjen meddržavni sporazum, Srbija zadeve ureja prek svojega ministrstva za diasporo, Bosna in Hercegovina pa plačila učiteljev zaradi ekonomske izčrpanosti in politične nestabilnosti ne zmore. Tako bi bila bosanska diaspora v Sloveniji prepuščena usodi, če ne bi bilo – Švice.

Ta je otrokom v Ljubljani, na Jesenicah in v Velenju, ki so seveda slovenski državljani, vse leto omogočala, da so »kulturno dediščino svojih staršev lahko prepoznali kot bogastvo in prednost in ne kot oviro«. »Kompetenten in samozavesten mladostnik postane oseba, ki je konkurenčna na trgu dela, je manj izpostavljena revščini in socialni izključenosti in lahko bistveno prispeva k ekonomski in socialni koheziji družbe, v kateri živi,« nam je projekt z naslovom Korenine v Bosni, drevo v Sloveniji predstavil Admir Baltić iz Bošnjaške kulturne zveze.

Example IV.13: Dnevnik, 1 July 2013

Sodobna slovenska jezikovna situacija zahteva premišljeno in dejavno jezikovno politiko, ki sicer upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo, in sicer tako, da vsem prebivalcem in prebivalkam, vsem govorcem in govorkam omogočajo svobodno življenje v blaginji ter v strpnosti in odgovornosti.

Example V.1: D-1, p. 3

Sodobna slovenska jezikovna situacija zahteva premišljeno in dejavno jezikovno politiko, ki upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo. Na področjih, ki potrebujejo za ohranjanje obsega, vitalnosti in dinamičnosti slovenskega jezika še posebno skrb, pa je potrebno zagotavljati ukrepe, ki bodo stanje po potrebi izboljševale.

Example V.2: D-2, p. 7

Bistveni del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Ob tem mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govornicah ostajala prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe, kjer in kolikor izkušnje kažejo, da so nekateri govorniki slovenščine pripravljeno svoj materni jezik neupravičeno zapostavljati, pa se ne sme apriorno odpovedovati možnosti zavezujočega pravnega predpisovanja rabe v določenih jezikovnih položajih.

Example V.3: D-2, p. 7

Čeprav je Nacionalni program za jezikovno politiko odziv na celotne jezikovnopolične razmere, je v ospredju njegove skrbi in predlaganih ukrepov slovenščina (urejanje njenega statusa in korpusa), ob tem pa svojo pozornost namenja tudi vsem drugim jezikom, ki spadajo v okvir slovenske jezikovne politike. Slovenščina je danes notranje celovit, družbeno in strukturno neokrnjen ter razvojno odprt jezik in taka naj bo tudi v prihodnosti. Republika Slovenija zato zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj meja slovenske države ter v ustreznih evropskih in mednarodnih okvirih.

Example V.4: D-2, p. 8

Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z ustrežno stopnjo jezikovne samozavesti in ustrežno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti.

Example V.5: D-2, p. 8

Z migracijskimi procesi se tako v Republiki Sloveniji kot tudi zunaj njenih meja večja število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za pripadnike manjšin ter

priseljence in vse druge tujce, ki prihajajo v Republiko Slovenijo in ostajajo daljši čas, je dostop do znanja (oziroma učenja) slovenščine temeljnega pomena, saj se z njim lažje aktivno vključujejo v družbo in imajo pri tem enake možnosti za osebni razvoj, zaposlitev, dostop do informacij itd. kot večinski govorniki. Pri tem mora biti v okviru zakonskih in proračunskih možnosti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture.

Example V.6: D-2, p. 20

RS govorcem slovenščine, katerih prvi jezik ni slovenščina, doslej zagotavlja pravico do uporabe in razvoja prvega jezika in kulture le v primeru, če gre za katero od avtohtonih manjšin ali romsko skupnost. Možnost učenja materinščine je nekaterim govorcem zagotovljena tudi po bilateralnih pogodbah, vendar je uresničevanje teh pravic nesistemizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki izbirnih predmetov; pri tem ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki.

Example V.7: D-1, p. 13

Slovenska jezikovna politika na tem področju izhaja iz predpostavke, da je dobro razvita jezikovna zmožnost v prvem jeziku, ki pri manjšinah in priseljencih in slovenščina, eden od temeljnih pogojev za razvoj jezikovne zmožnosti v slovenščini.

Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov, prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture.

Možnost učenja materinščine [...]

Example V.8: D-2, p. 22

Posebno pozornost namenja tudi prednostim in izzivom, ki jih prinaša dejstvo, da je slovenščina uradni jezik Evropske unije.

Example V.9: D-2, p. 7

Poleg tega naj v razmerju do organov EU ostaja aktualno zagovarjanje stališča, da uveljavljanje načela prostega pretoka oseb, blaga, storitev in kapitala ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih

varovalk in drugih mehanizmov za nevtralizacijo negativnih jezikovnopolitičnih implikacij prostega pretoka.

Example V.10: D-2, p. 44

Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika. Prihodnji program za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov in drugi korpusi, ki jih bo predvidel prihodnji program.

Example V.11: D-1, p. 21

Ob tem se ne sme pozabiti, da slovenščina ni samo današnji knjižni/standardni jezik. Slovenščina so tudi narečja in slovenščina ima tudi zgodovino in predzgodovino. Zato je treba posvetiti pozornost tudi dialektološkim raziskavam, zlasti pisanju lingvističnih atlasov, narečnih slovarjev in monografij o posameznih (zamirajočih) narečjih, ter zgodovinsko- in primerjalnojezikoslovnim raziskavam, zlasti sestavi zgodovinskega slovarja slovenskega jezika, zgodovinske slovnice, prenovi etimološkega slovarja itd.

Example V.12: D-2, p. 33

Iz konteksta ideje o spletni jezikovni svetovalnici, ki je postavljena že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorci, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da je potreba po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinjalo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postala še bolj nujna. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov. Temeljni kodifikacijski priručnik, Slovenski pravopis, skladno s tradicijo in dobro prakso sprejema Slovenska akademija znanosti in umetnosti.

Example V.13: D-2, p. 35

Septembra 2012 so tako dopolnjeno delovno besedilo prejeli člani nove redne Strokovne komisije za slovenski jezik, ustanovljene s sklepom ministra 27. 8. 2012: dr. Kozma Ahačič, predsednik, dr. Janez Dular, dr. Marko Jesenšek, ga. Marta Kocjan - Barle in dr. Marko Snoj. Vanjo sta bila s sklepom ministra 13. 12. 2012 imenovana še dr. Simon Krek in g. Miro Romih. Ta strokovna komisija je v dogovoru z vodstvom ministrstva in s sodelovanjem Službe za slovenski jezik pripravila redakcijo delovnega besedila resolucije.

Example V.14: Narrative from Ministry of Culture website

Se oproščam, zanima me, ali se samo jaz sprašujem, zakaj sem danes popoldan tukaj, če se ne da nič več spremenit? Zakaj nismo bili en mesec pred tem tukaj popoldan?

Example VI.1: Erika Kržišnik at NC-CSES

[Orešnik]: Saj s tem bi se jaz lahko strinjal, samo je problem, ki je bil danes že dvakrat omenjen in to je normativnost. Normativnost mora biti v rokah ene inštitucije, ne moremo imeti v Sloveniji dveh ali treh normativnosti, ker bi to potem pomenilo, da se ene šole ravnajo recimo po enem pravopisu, druge šole pa po drugem pravopisu in tako naprej. In zaradi tega mora SAZU imeti tukaj neke posebne ingerence. Mora.

[Potrata]: Saj jaz vam ne nasprotujem, dr. Orešnik ampak dvomim pa, da bo slovenska slovnica, ki jo bo naslednji avtor napisal, tudi morala dobiti status nekega normativnega priročnika, ki ga bo potrdil SAZU. Tu se morebiti najina pogleda razlikujeta. Izvolite.

[Orešnik]: Ja, to imate popolnoma prav. Jaz govorim o normativnih priročnikih kot so pravopis, Slovar slovenskega knjižnega jezika, terminološki slovarji in morda še kaj kar sem zdajle pozabil.

[Potrata]: Hvala. Ne bom se spomnila ali Litva ali Latvija ampak v glavnem ena od teh baltskih držav prepušča normativnost vladi, izvršni veji oblasti, jaz si takih časov ne želim, zato mislim, da mora biti tako napisano, da to morajo biti tiste inštitucije, ki imajo znanje, ki imajo potencial in vse, da o teh stvareh odločajo. Ampak jaz razumem to poglavje o jezikovnem opisu, kot tisto, ki presega samo slovarje ampak vključuje tudi druge jezikovne opise in tu sem pri slovnici. Izvolite.

Example VI.2: Janez Orešnik and Majda Potrata at NA-Cult

[Orešnik]: Jaz sem samo hotel poudariti vlogo SAZU pri normativnosti.

[Potrata]: Ja.

[Orešnik]: Samo to.

[Potrata]: Ja, hvala.

[Orešnik]: In bi si želel, da bi to bilo v resoluciji upoštevano.

[Potrata]: Hvala. Izvolite gospa Jeraj.

Example VI.3: Janez Orešnik and Majda Potrata at NA-Cult

Jaz nisem pretiran strokovnjak za slovenski jezik, bi pa vam prebral eno pismo, ki sem ga dobil od enega slavista in pravi naslednje, da bom zelo natančen, da ne bom kakšne stvari površno in netočno povedal. In sicer, on pravi naslednje [...]

Example VI.4: Matej Tonin at NA-Cult

[P] remalo [je], če ga samo prevajamo, mi ga moramo ustvarjati, ker ga mislimo in zato je razvoj znanstvenega jezika zelo pomembna zaveza in ker sem se sama takrat, ko še nisem bila političarka s temi vprašanji ukvarjala, naj vas samo spomnim na zelo pomembno ime imenitnega slovenskega jezikoslovca in uglednega dunajskega profesorja, da ne rečem še kaj, Frana Miklošiča, ki je s slovenskimi berili omogočil tudi pouk slovenščine v slovenskih gimnazijah v 50-ih letih 19. stoletja. Prizanesla vam bom z vso zgodovino naprej, ker jo obvladam, ampak to je ravno tisto, kar vedno poudarjam, takrat, ko se je slovenščina morala v okviru jezikovnega načrtovanja potegovati za uveljavitev v posameznih položajih, smo zmogli ta napor in škoda bi ga bilo zapraviti zdaj [...]

Example VI.5: Majda Potrata at NA-Cult

[Addition proposed by opposition] Temeljni kodifikacijski priročnik in Slovenski pravopis skladno s tradicijo, dobro prakso, v okviru svojih zakonskih zadolžitev ter v sodelovanju z vsemi ustanovami s področja jezikovnega načrtovanja potrjuje Slovenska akademija znanosti in umetnosti. Na podlagi svojih zakonskih zadolžitev sodeluje tudi pri nastajanju vseh drugih temeljnih priročnikov slovenskega jezika z normativnimi vsebinami.

[Government proposal] Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

[Opposition proposal] Nosilci: ARRS, MIZŠ, MK, SAZU.

Table 17: Competing amendment proposals

Oglasil bi se še v zvezi z enim od amandmajev, ki je tukaj omenjen in sicer malo mi je žal, da je danes tolikokrat tukaj omenjen SAZU Slovenska akademija znanosti in umetnosti in jaz je gotovo ne bi želel omenjati v slabem kontekstu ampak moram reči vendarle, da je predvsem glede na to, da prihajam iz Inštituta Jožef Štefan precej dobro vem kam se jeziki gibljejo, predvsem uradni jeziki Evropske unije, kaj se bo dogajalo v prihodnosti in tukaj se mi zdi, da je potrebno močno, zelo močno opozorilo, da se vsi jeziki premikajo v digitalno okolje in to pomeni da je potrebno na ravni skupnosti govorcev slovenščine nekaj narediti v zvezi s tem. Tisto kar največ lahko naredimo je to, da vzpostavimo primerno infrastrukturo da lahko vsi sodelujejo pri razvoju vseh virov in orodij, ki bodo v prihodnosti in so že zdaj potrebne. V temu smislu se mi zdi, da je nujno v resolucijo vključiti, če se vključi kot akter slovenska akademija, ki kot vemo je ustanovitelj Znanstveno raziskovalnega centra SAZU, znotraj katerega deluje inštitut, se mi zdi nekako neupravičeno, da bi ta del privilegirali, medtem ko znanja obstajajo in bodo vedno bolj pomembna tista, ki obstajajo na inštitutu Jožef Štefan, kjer delujem in predvsem pa na univerzah. Tako da predlagam, da če se bo vključil kot eden od nosilcev jezikovne politike v prihodnje tudi SAZU predlagam, da se vključijo tudi univerze in Inštitut Jožef Štefan. Hvala lepa.

#### Example VI.6: Simon Krek at NA-Cult

Jaz nisem pretiran strokovnjak za slovenski jezik, bi pa vam prebral eno pismo, ki sem ga dobil od enega slavista in pravi naslednje, da bom zelo natančen, da ne bom kakšne stvari površno in netočno povedal. In sicer, on pravi naslednje: “Resolucija ima prav nesrečno zgodovino, med drugim je že iz že popravljenega besedila izpadel del, ki govori o tem, da ima SAZU zadnjo besedo pri slovenskih normativnih priročnikih, to so pravopis, slovar slovenskega jezika, znanstvena slovnica in tako dalje. Akademije imajo v marsikateri državi to vlogo, pa jih ne šteje, Francija, Švedska, Slovaška in spet tako naprej. Vsa ta dela in denar za njihovo izdelavo si namreč hoče prisvojiti zasebno podjetje Trojina”, ki naj bi bila v ozadju te vladne koalicije. “To bo povzročilo popoln razpad jezikovne norme in tudi propad Inštituta za slovenski jezik Frana Ramovša.”

#### Example VI.7: Matej Tonin at NA-Cult

[Grilc]: Torej če se pri temu tekstu doda, kot je bilo predlagano, če sem prav razumel, Slovenska akademija znanosti in umetnosti v sodelovanju z univerzami in raziskovalnimi inštitucijami, potem je to v redu. Če sem prav razumel?

[Jeraj]: Ja, ampak še ta odstavek imamo ...

[Potrata]: Kaže, da ni problematičen, da soglašamo komu pripada standardizacija, vprašam to samo še.

[Grilc]: V tekst. Da se da tudi v tekst notri, da bi se potem stavek glasil: »Temeljni kodifikacijski ...«

[Potrata]: Ja.

[Grilc]: »... priročnik in slovenski pravopis skladno s tradicijo in dobro prakso sprejema Slovenska akademija znanosti in umetnosti v sodelovanju z univerzami.« Ste tako mislili?

[Jeraj]: No, jaz sem mislila tam pri nosilcih, če pa mislite da je treba v tekstu popraviti tudi...

[Grilc]: Ja, če popravimo pri nosilcih, potem tekst ni v redu. Ali popravimo oboje ali pa samo določimo nosilce, tako kot smo jih prej.

[Jeraj]: Ja sprejeti mora SAZU, jaz razumem, po tem, ...

[Potrata]: Če dovolite. Jaz vidim to drugače. Jaz razumem, da pri nastajanju teh priročnikov je sodelovanje vseh potrebno. To smo zdaj že ugotavljali. Razumem pa, da vi želite imeti posebej napisano, da pa standardizacijo, to kar je s standardizacijo zvezano, je pa pristojnost SAZU-ja. Ja. Potem jaz vseeno res mislim, da bi bilo treba tekst popraviti. Če dovolite, pet minut odmora. Jaz bi le želela, da je ta amandma tako pripravljen, da bo stal, ker tu nam tekst ... Prekinjam za pet minut.

Example VI.8: Majda Potrata, Alenka Jeraj and Uroš Grilc at NA-Cult

Temeljni kodifikacijski priročnik in Slovenski pravopis skladno s tradicijo, dobro prakso, v okviru svojih zakonskih zadolžitev ter v sodelovanju z vsemi ustanovami s področja jezikovnega načrtovanja potrjuje Slovenska akademija znanosti in umetnosti. Na podlagi svojih zakonskih zadolžitev sodeluje tudi pri nastajanju vseh drugih temeljnih priročnikov slovenskega jezika z normativnimi vsebinami.

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

Table 18: Final amendment

Zanimivo ob tem pa je, da domala vseh 15 podpisanih spada v interesni krog zasebnega zavoda Trojina, financiranega izključno z javnim denarjem, s katerim so povezani kot poslovni partnerji, zdajšnji ali nekdanji zaposleni, zdajšnji ali nekdanji honorarni sodelavci ali v smislu



solastništva. Bolj kot o leksikografskih kompetencah soprodpisanih bi bilo torej smiselno govoriti o njihovih poslovnih interesih v obsegu (za začetek) 4,2 milijona evrov davkoplačevalskega denarja.

Example VII.1: Marko Snoj in Delo, 21 September 2013

Če je torej SNB izdelek, ki uteleša trenutno leksikografsko znanje, zbrano na ISJFR, smo lahko zaskrbljeni, saj je očitno, da ni sinhroniziran z naprednejšo evropsko prakso – ki je sicer sama še v iskanju ustrezne digitalne forme, vemo pa, da bo ta zgolj v jedrnih elementih spominjala na knjižne slovarje. Tega znanja in vpetosti v evropski leksikografski prostor na ISJFR trenutno ni. Drugi razlog za skrb je ta, da nove leksikografske metode omogočajo veliko bolj racionalno delo, kot je bilo mogoče v časih »ročne« izdelave. Če si ogledamo letna poročila ISJFR in iz navedb, kdo je delal pri katerem projektu, čez palec izračunamo, koliko denarja smo porabili za izdelavo SNB, ob zelo konzervativni oceni pridemo do številke 2 milijona evrov – za 6399 gesel. To je zelo razkošna številka. Za nov slovar s približno 100.000 gesli bi torej potrebovali čez 30 milijonov evrov. Ob upoštevanju novih tehnoloških možnosti in z drugačno organizacijo bi bilo mogoče nov slovar narediti za približno sedemkrat manjšo vsoto.

Example VII.2: Simon Krek in Delo, 5 October 2013

Mesto objave je pomembno, kajti zavod Trojina, ki naj bi po nekaterih težko preverljivih namigih užival tudi podporo oblasti, je bil v minulih letih na razpisih za projekte s področja slovenistike zelo uspešen... Samo v dobro slovenščine?

Potihoma dodajajo, da je precej podpornikov Trojine doktoriralo pri dr. Stabeju, med njimi dr. Krek in dr. Simona Bergoč, ki vodi Službo za slovenski jezik na MK, da gre torej za vpliven lobi s strokovno-finančnimi interesi. (Ponosen sem, da je dr. Bergočeva doktorirala pri meni, na to odgovarja ugledni slovenist dr. Marko Stabej.) Trojina je sicer neprofitni zavod, a tudi tako je mogoče, vztrajajo, javna sredstva prelivati v zasebne žepe.

Example VII.3: Dnevnik, 14 October 2013

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

Example VII.4: RLP-14, p. 37

Spoštovani,

vabimo vas, da se udeležite Posveta o novem slovarju sodobnega slovenskega jezika, ki bo 12. februarja 2014 na Ministrstvu za kulturo.

Novi slovar slovenskega jezika je izpostavljen tudi v uvodnih poglavjih Resolucije o nacionalnem programu za jezikovno politiko 2014–2018, ki jo je Državni zbor po dolgotrajnem zakonodajnem postopku, v katerem je sodelovala tudi strokovna in zainteresirana javnost, sprejel julija 2013. Z resolucijo smo se zavezali, da s skupnimi močmi (Ministrstvo za kulturo, Ministrstvo za izobraževanje, znanost in šport, Javna agencija za raziskovalno dejavnost, SAZU, univerze in raziskovalne inštitucije) oblikujemo novi slovar. Posvet je zasnovan kot konkreten korak v skupno smer [...]

Example VII.5: Invitation by the Ministry of Culture, 12 December 2013

1. Posvet je izpostavil potrebo po nadaljevanju pogovorov o zasnovi novega slovarja slovenskega jezika, pri čemer je treba - prisotni pa se strinjajo, da je tudi mogoče - doseči interdisciplinarno sodelovanje strokovnjakov z različnih institucij - inštitutov, univerz in drugih.

Example VII.6: Statement of intent, 12 February 2014

Spoštovani kolegi slovenisti!

Posvet o novem slovarju slovenskega jezika je pokazal, da vlada o njegovi vsebini dovolj velik konsenz, ki omogoča zamisel uresničiti v kar najširšem sodelovanju. Poskusi usklajevanja z ekipo, ki je dala maja 2013 v javnost Predlog za sestavo Slovarja sodobnega slovenskega jezika, so se kljub deklarativni volji vseh izkazali za neuspešne. Po našem mnenju se je to zgodilo predvsem zaradi zavedanja vseh, da je usklajevanje slovaropisnega koncepta sprva demokratično, v zaključni fazi pa nedemokratično, saj se je treba glede nekaterih odprtih vprašanj enostavno odločiti.

Na Inštitutu za slovenski jezik smo zato sklenili, da končamo z neplodnimi aktivnostmi in prevzamemo odgovornost, ki jo javnost od nas pričakuje. Po grobem izračunu so namreč samo sodelavci Inštituta za slovenski jezik za te aktivnosti porabili približno 2000 delovnih ur, kar ob upoštevanju cene raziskovalne ure znese prek 60.000 evrov. Odločili smo se, da bomo aktivnosti priprave koncepta vodili mi, ki smo bili ustanovljeni z namenom, da sestavimo temeljne slovarje slovenskega jezika, in ki to delo kontinuirano opravljamo že skoraj sedem desetletij (ne ministrstvo ne Služba za slovenski jezik za to nima strokovnih kompetenc, neka institucija pa priprave mora voditi) - a da bomo prav zato še posebej občutljivi za zamisli neinštitutskih raziskovalcev. Da to znamo in zmoremo, smo pokazali že s tem, da smo v izjavi Posveta o novem slovarju brez posebnih težav sprejeli vse njihove temeljne predloge.

Example VII.7: Slovlit, 24 February 2014

Kot je na Posvetu o novem slovarju sodobnega slovenskega jezika povedal minister za kulturo, obstaja v Sloveniji zaveza, da "s skupnimi močmi vsi akterji s tega področja, torej Ministrstvo za kulturo, Ministrstvo za izobraževanje, znanost in šport, Javna agencija za raziskovalno dejavnost, SAZU, univerze in raziskovalne inštitucije, ustvarijo pogoje za nastanek novega slovarja." Pri pobudi Inštituta za slovenski jezik gre trenutno za akcijo, v kateri so bili brez posvetovanja z omenjenimi akterji enostransko vabljeni in poimensko določeni člani teles, ki naj bi odločali o konceptu in kasneje o izdelavi slovarja. Menimo, da mora tako koncept kot slovar nastati v konsenzualnem dogovoru v okviru konzorcija institucij, ki naj bi izvedle projekt izdelave novega slovenskega slovarja. V tem smislu je pobuda v eksplicitnem nasprotju s sklepi posveta, s katerimi se je strinjal tudi Inštitut.

Example VII.8: Slovlit, 25 February 2014

Glede mest, o katerih se ne bi mogli uskladiti (prepričani smo, da jih ne bo veliko in da ne bodo pomembna), bomo pustili končno odločitev Znanstvenemu svetu Inštituta, v katerem se bo predstojnik pri teh vprašanjih vzdržal glasovanja. Na ta način bo imela pomembno besedo glede vsebine tudi Slovenska akademija znanosti in umetnosti, katere sodelovanje pri pripravi novega slovarja predvideva že Nacionalni program za jezikovno politiko 2014-2018, Inštitut pa bo prevzel tudi navzven vso odgovornost za kakovostno izvedbo projekta.

Example VII.9: Slovlit, 24 February 2014

Prvič, Znanstveni svet Inštituta je del ZRC SAZU, ne SAZU, s tem pa dr. Snój enemu članu konzorcija zagotavlja veto na konsenzualno sprejete odločitve znotraj konzorcija. Drugič, nacionalni program za jezikovno politiko 2014-2018 kot udeleženca pri izdelavi jezikovnih priročnikov SAZU omenja v kontekstu normativnih vprašanj, kar je smiselno, ker naj bi SAZU potrjeval slovenski pravopis. Glede na besedilo resolucije rešitve v bodočem slovarskem konceptu lahko komentira SAZU kot Akademija, in to zgolj tiste, ki so povezane z normo, ne pa znanstveni svet na enem od inštitutov ZRC SAZU.

Example VII.10: Slovlit, 25 February 2014

Cenjeni poslanec, dovolite mi, da glede na zlonamerne izmišljotine, ki jih širite s svojimi navedbami, svetujem tudi vam podobno, kot smo svetovali Dnevnikovi novinarki M. P., namreč, naj si poišče bolj zanesljive informatorje.

Example VII.11: Written response by Julijana Bizjak Mlakar, Minister of Culture, to Jani Möderndorfer, 7 May 2015



### Appendix 3: Ethics documentation

Date: XYZ

<b>PROJECT INFORMATION SHEET</b>
----------------------------------

**Researcher:** Kristof Savski ([k.savski@lancaster.ac.uk](mailto:k.savski@lancaster.ac.uk))

Department of Linguistics and English Language  
Lancaster University  
Lancaster, LA1 4YL  
United Kingdom

**Project Title:** The discursive construction of language policy

**Aims:** My research is a PhD project which explores how actors from different areas of society engage with policy and contribute to it. As part of it, I am conducting a case study about how the Resolution for a National Language Policy Programme 2014-2018 was drafted and used. The project involves analysing the different versions of the resolution, as well as texts which respond or refer to any version of the resolution and parliamentary debates about the resolution.

**Your role:** To supplement my analysis, I am conducting interviews with actors who were particularly visible in the policy process. The aim of this is to ensure that my analysis is as exhaustive as possible, and that it covers the points of view expressed by actors as comprehensively as possible. By agreeing to an interview, you would have the opportunity to reflect on your experience of the policy process, including adding any comments you feel are salient but you have not been able to make. The expected duration of an interview is between 30 minutes and 1 hour.

**Data protection standards:** My study will ensure that the names of all participants are kept anonymous, unless you explicitly state that you wish for your name to be included in the study. If you choose to remain anonymous, I am, in line with data protection legislation and the ethics guidelines of Lancaster University, committed not to include your personal details in my thesis or any associated publication or presentation, divulge your personal details to anyone, including any other participants in the study, and further to archive all documents and data securely, in such a way that your identity remains known only to myself. This includes all forms, interview notes and voice recordings. Names will not be included in any transcripts (or extracts thereof).

**Use of information and associated risks:** Any information obtained in this interview will be used solely for research purposes, to support and guide a detailed analysis of how the language policy documents in question were created and are used. Extracts of interviews may be used in the thesis or in subsequent publications or presentations, and full transcripts may be released to the research community at a later date (**these will be anonymised**). If participating in the study, you should be aware that complete anonymity cannot be achieved in some situations without compromising the integrity of the research. If you choose to be anonymous, your name or any specifically identifying details will not be included. However, a description of how your opinions are relevant to the study will still be included (e.g. member of drafting committee, discussant at public hearing) to contextualise your contributions. If you wish, this description can be agreed with you at the time of the interview or at a later date, before the study is completed and first published.

**Your rights:**

You have the right to freely and voluntarily make your decision to participate in the study. You have the right to be informed about the implications of participation before making this decision. You have the right to withdraw from participating or change your decision regarding anonymity for up to six months after the interview takes place, without providing a reason. If you choose to withdraw, it is understood that no information you have provided will be used in the study.

If you believe any of the above rights have not been respected, you have the possibility to make a complaint on ethical grounds to the following address:

Elena Semino  
Head of Department  
Department of Linguistics and English Language  
Lancaster University  
LA1 4YL  
Lancaster  
United Kingdom

Email: [e.semino@lancaster.ac.uk](mailto:e.semino@lancaster.ac.uk)

Phone: +44 1 524 594 176

Participant Identification Number:

## CONSENT FORM

"The discursive construction of language policy"

Researcher: **Kristof Savski**

**Please mark**

1. I confirm that I have read and understand the information sheet dated XYZ for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw, without giving any reason, at any time before the study is complete or first published.
3. I understand that any information given by me may be used in the thesis, publications or presentations by the researcher.
4. I agree to take part in a one-to-one discussion that will be audio-recorded, transcribed anonymously and used for the purposes of research.
5. I confirm that I have reviewed the information regarding anonymity and use of information in the information sheet attached, and that I have made the following decision regarding the use of my name and details:

I **wish to remain anonymous** in the thesis, or any associated publications or presentations.

I **agree to the use of my full name and details** in the thesis, or any associated publications or presentation.



6. I agree to take part in the above study.

_____	_____	_____
Name of Participant	Date	Signature
<i>Kristof Savski</i>	_____	_____
Researcher	Date	Signature

**When completed, please return in the envelope provided (if applicable).  
One copy will be given to the participant and the original will be kept by  
the researcher.**

**Ministrstvo za izobraževanje, znanost, kulturo in šport**

**Nacionalni program za jezikovno politiko  
2012–2016**

**Osnutek**

**april 2012**

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## Uvod

### Okvir nacionalnega programa za jezikovno politiko

Z letom 2012 preneha veljati Resolucija o nacionalnem programu za jezikovno politiko 2007–2011 (ReNPJP 2007–2011, sprejeta 7. maja 2007 v Državnem zboru RS), zato je tedanje Ministrstvo za kulturo kot predlagatelj v skladu s prvim odstavkom 28. člena *Zakona o javni rabi slovenščine* v letu 2011 začelo pripravljati predlog novega nacionalnega programa, ki naj bi načrtoval strokovne smernice za jezikovnopolitične odločitve in ukrepe v naslednjem petletnem obdobju. V ta namen je bila s sklepom ministrice za kulturo aprila 2011 imenovana osemčlanska delovna skupina za oblikovanje in redakcijo osnutka predloga nacionalnega programa za jezikovno politiko 2012–2016 (NPJP 2012–2016). Novi predlog v temelju nadaljuje smernice prejšnjega nacionalnega programa, toda z večjim poudarkom na heterogenosti jezikovnih potreb različnih govorcev ter na razvoju jezikovnih virov, ki omogočajo njihovo uresničevanje. Delovna skupina je z namenom vključitve čim širšega kroga zainteresiranih strani v pripravo novega predloga povabila k sodelovanju vse ustrezne institucije, ki jih posredno ali neposredno zadeva področje državnega jezikovnega načrtovanja in politike – vladne in nevladne, v RS in zunaj nje, akademske ustanove, predstaviške organizacije itd. Kljub kratkemu časovnemu okviru se jih je veliko odzvalo in predlogi njihovih ciljev ter ukrepov so vključeni že v besedilo osnutka. Predlog NPJP 2012–2016 bo sicer v skladu s predpisanim postopkom pred vladno obravnavo doživel še javno obravnavo in medresorsko usklajevanje, tako da bo na razpolago še nekaj časa za dopolnjevanje. Ko ga bo Vlada RS potrdila, pa bo predložen Državnemu zboru RS, ki ga bo sprejel v obliki resolucije.

Sodobna slovenska jezikovna situacija zahteva preiščeno in dejavno jezikovno politiko, ki sicer upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo, in sicer tako, da vsem prebivalcem in prebivalkam, vsem govorcem in govorkam omogočajo svobodno življenje v blaginji ter v strpnosti in odgovornosti. Bistven del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov in posameznic do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Poleg tega razvojna jezikovna politika izhaja iz prepričanja, da slovenski jezik in slovenska jezikovna skupnost v Republiki Sloveniji ne potrebuje take zaščite, ki bi temeljila na izrecnem zakonskem preprečevanju in strogem omejevanju javne rabe drugih jezikov, kakor je bilo razumeti nekatere jezikovnopolitične dokumente in javno izražena mnenja v preteklosti. Taka zaščita vsaj posredno izhaja iz domneve, da bi brez trdnega pravnega okvira njene obvezne rabe govorce slovenščine v javni in uradni rabi svoj jezik množično opuščali. Za nadaljnjo vitalnost in krepitev položaja slovenščine je treba govorce predvsem motivirati za njeno rabo, hkrati pa jo temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorce.

Slovenska jezikovna politika mora v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje.

Zato jezikovnopolitični program predvideva kot začetni izvedbeni korak za doseg ciljev oblikovanje treh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih programov:

- 1) nacionalnega programa za jezikovno izobraževanje;
- 2) nacionalnega programa za jezikovno opremljenost;
- 3) nacionalnega programa za formalnopravni okvir jezikovne ureditve Republike Slovenije.

Program jezikovnega izobraževanja predvideva že Zakon o javni rabi slovenščine v 13. členu; potreba po drugih dveh programih pa je utemeljena vsebinsko in izhaja iz strokovnih izkušenj pri spremljanju in usmerjanju slovenske jezikovne situacije.

Programi se pripravijo tako, da minister, pristojen za kulturo, na predlog vodje Sektorja za slovenski jezik v enem mesecu po sprejetju Resolucije v Državnem zboru imenuje tri delovne skupine. Skupino za pripravo programov za jezikovno izobraževanje in jezikovno opremljenost sestavljajo predstavniki strokovnih, znanstvenih in civilnodružbenih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopolitičnih ukrepov. Skupino za pripravo programa za formalnopravni okvir sestavljajo pravni strokovnjaki iz vseh vej oblasti, strokovnjaki za jezikovno politiko in vodja Sektorja za slovenski jezik na ministrstvu, pristojnem za kulturo. Skupine v enem letu od imenovanja pripravijo program, ki ga nato po ustreznih postopkih sprejme Vlada Republike Slovenije. Za koordinacijo priprave programov in delovanja delovnih skupin skrbi Sektor za slovenski jezik na ministrstvu, pristojnem za kulturo.

### **Jezikovnopolitična vizija**

Republika Slovenija zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj njenih meja in v evropskih ter mednarodnih okvirih. Republika Slovenija skrbi za to, da se lahko vsi njeni državljani in prebivalci vključujejo v sporazumevalne procese, ki jim omogočajo enakopravno sodelovanje v državni in mednarodni skupnosti, pridobivanje in izmenjavo znanja ter izpolnjevanje njihovih osebnih, poklicnih in kulturnih potreb. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini in drugih jezikih ter z visoko stopnjo pripravljenosti sprejemanja jezikovne in kulturne drugačnosti ter različnosti. Za ta namen država zagotavlja zbiranje, obdelovanje in trajno javno dostopnost zanesljivih informacij o vseh pojavnih oblikah slovenščine, še posebej o njeni standardni različici. Skrbi tudi za podatkovne jezikovne vire, ki jih govorci slovenščine potrebujejo pri učenju in rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorci drugih jezikov (vključno s slovenskim znakovnim jezikom in slovensko Brajevo pisavo) pri učenju in rabi slovenščine. Republika Slovenija

slovenščini zagotavlja prevladujočo vlogo v uradnem in javnem življenju znotraj države. Hkrati omogoča sporazumevanje in obveščanje v drugih jezikih v skladu s pravno ter demokratično legitimnimi jezikovnimi in sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. Republika Slovenija se zavzema za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah in pravic govorcev slovenščine kot uradnega jezika Evropske unije ter v mednarodnih telesih. Slovenščina na marsikaterem področju jezikovne rabe za govorce slovenščine že zdaj ni več edina možnost; s povečanim svetovnim pretokom znanja, blaga in storitev ter še uspešnejšim učenjem drugih jezikov se bodo možnosti izbire različnih jezikov za izpolnjevanje različnih sporazumevalnih potreb širile. Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri vseh njenih govorcih prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe ter da se bo čim več govorcev drugih jezikov želelo slovenščino naučiti in jo uporabljati. Republika Slovenija obenem skrbi za krepitev in dosledno uresničevanje jezikovnih pravic ustavno določenih manjšin, drugih jezikovnih skupnosti in priseljencev.

### **Nosilci dejavne jezikovne politike**

Neposredni nosilci jezikovne politike RS so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da prevzamejo zanjo ne le izvajalsko in proračunsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Iz rezultatov analize izvajanja prve resolucije o nacionalnem programu jezikovne politike je mogoče sklepati, da je bilo le malo državnih ustanov in organov dejansko vključenih v določanje resolucijskih ciljev in nalog, kaj šele, da bi poskrbeli za ustrezna proračunska sredstva in prevzeli njihovo organizacijsko izvedbo.

Sedanji sektor za slovenski jezik je sicer že pred pripravo predloga prvega nacionalnega programa za jezikovno politiko poskušala na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje slovenske jezikovne politike. Tako je Vlada RS 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretariata Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na tedanjem Ministrstvu za kulturo. V petih letih po imenovanju se ni komisija sestala niti enkrat, zato lahko ocenimo, da taka oblika medresorskega usklajevanja ni primerna za oblikovanje in izvajanje celovite jezikovne politike RS. Usklajevanje formalnopravnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na območju RS) je sicer nujno potrebno – načelne vsebinske usmeritve za to prinaša tudi predlog novega programa za jezikovno politiko –, toda dejavna jezikovna politika, h kateri se je RS zavezala z *Zakonom o javni rabi slovenščine*, pomeni bistveno širšo dejavnost, ki zadeva tudi druge vsebine in posledično druge mehanizme izvršilne oblasti.

Sektor za slovenski jezik na Ministrstvu za izobraževanje, znanost, kulturo in šport (v nadaljevanju MIZKŠ) je v obstoječi strukturi izvršilne oblasti Republike Slovenije ključno telo za koordinacijo slovenske jezikovne politike in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane. Toda slovenska jezikovna politika sega vsebinsko gledano vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato bi bilo za izvajanje novega jezikovnopolitičnega programa dobro oblikovati novo medinstitucionalno delovno skupino za spremljanje in nadaljnje oblikovanje tako razumljene širše jezikovne politike RS. Ustanovitev skupine bi se morala ravnati po združenih načelih odgovornosti in operativnosti. S tem mislimo po eni strani na načelno odgovornost najvišjih predstavnikov in predstavnic ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa na konkretno in operativno odgovornost posameznih javnih uslužbencev in uslužbenk kot stalnih sodelavcev in sodelavk skupine. Skupina bi morala biti imenovana s sklepom vlade, sestavljali bi jo javni uslužbenci in uslužbenke iz tistih organov izvršilne oblasti, katerih dejavnost je najbolj neposredno povezana z jezikovnopolitičnimi vprašanji; mednje poleg tistih iz sestave zgoraj omenjene komisije gotovo spadajo v obstoječi strukturi organov tudi Direktorat za evropske politike na Ministrstvu za zunanje zadeve (v nadaljevanju MZZ), Urad Republike Slovenije za Slovence v zamejstvu in po svetu, Služba za narodnosti na Ministrstvu za notranje zadeve (v nadaljevanju MNZ) in drugi. Koordinator take delovne skupine bi moral biti Sektor za slovenski jezik, katere vodja bi moral biti predsednik delovne skupine.

Iz analize uresničevanja ReNPJP 2007–2011 lahko posredno sklepamo, da slovenski javni uslužbenci in uslužbenke večinoma niso bili dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja niti se niso dejavno vključili v pripravo dokumenta, kar se kaže v pomanjkanju ukrepanja in poročanja, vse to pa ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato predlagamo, da Sektor za slovenski jezik izdela poseben dokument z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi tistim javnim uslužbenkam in uslužbencem, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne delovne skupine je smiselno prirediti posebno izobraževanje za imenovane člane in članice, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja ter usmeritve in cilje novega jezikovnopolitičnega programa. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bodo posamezniki in posameznice motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za njihovo izvrševanje oz. nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

Pri predlogu ciljev in ukrepov v nacionalnem programu jezikovne politike za naslednje petletno obdobje zato med nosilci navajamo samo državne organe, ne pa drugih javnih in zasebnih zavodov, ki po svojih ustanovnih aktih in delovnih programih opravljajo različne jezikovnonačrtovalne naloge. Dolžnost državnih organov je, da za vsak cilj in ukrep v jezikovnopolitičnem programu po veljavnih postopkih izberejo najprimernejšega izvajalca in poskrbijo za ustrezno izvedbo.

Jezikovna politika je sestavni del drugih politik, od šolske do gospodarske, z njo je še posebej povezana kulturna politika. K splošnim ciljem, izraženim v viziji tega jezikovnopolitičnega programa, lahko s svojo dejavnostjo gotovo pomembno prispevajo najrazličnejši dejavniki in javni sistemi, kot so splošne knjižnice, Javna agencija za knjigo, kulturne in umetniške ustanove ter drugi. Toda naloga jezikovnopolitičnega programa je izpostaviti najnujnejše jezikovne cilje in ukrepe v naslednjem petletju, ne pa opredeljevanje jezikovne vloge in poslanstva teh ustanov in sistemov.

O zagotavljanju in izvajanju ustaljenih jezikoslovnih znanstvenoraziskovalnih in strokovnih dejavnosti se ta jezikovnopolitični program ne izreka, saj gre za avtonomno in trajno dejavnost, za katero so odgovorne pooblašene ustanove. Viri za to dejavnost morajo biti zagotovljeni ne glede na prioritete veljavnega jezikovnopolitičnega programa, neodvisno od sredstev, predvidenih za njegovo izvedbo.

Oštevilčenje ukrepov pri posameznih ciljeh in ukrepih ne pomeni prioritete razvrščanja.

## **Vsebinska opredelitev jezikovne politike RS 2012–2016 s cilji in ukrepi**

### **I Jezikovno izobraževanje**

1. Uvod
2. Splošni cilji in ukrepi
3. Slovenščina kot prvi jezik
  - 3.1 v RS
  - 3.2 zunaj RS
    - A Slovenci v tujini (začasna mobilnost)
    - B Zamejstvo in izseljenstvo
4. Slovenščina kot drugi in tuji jezik
5. Jeziki manjšin in priseljencev v RS
6. Tuji jeziki
7. Govorci s posebnimi potrebami
8. Jezikovna ureditev slovenskega visokega šolstva in znanosti

#### **1. Uvod**

Znanje jezikov je hkrati simbolna in praktična vrednota, ki mora biti dostopna vsakomur ne glede na kulturno, izobrazbeno ali premoženjsko ozadje. Zato RS skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev v slovenščini, v drugih maternih jezikih manjšin in priseljenjskih skupnosti in v drugih jezikih, v skladu s potrebami posameznikov in posameznic, s kulturnimi, z gospodarskimi in drugimi družbenimi potrebami ter skladno z načeli evropske raznolikosti in večjezičnosti. Hkrati država skrbi za jezikovno izobraževanje v slovenščini za Slovence po svetu in za tujce.

V skladu s tradicijo pozitivnega vrednotenja znanja različnih tujih jezikov in glede na sodobne potrebe po konkurenčnosti, odprtosti in demokratičnosti Slovenije je ena prednostnih usmeritev slovenske jezikovne politike podpiranje jezikovne raznolikosti in spodbujanje funkcionalne večjezičnosti. Cilj je, da bi bili govorci slovenščine kot prvega jezika jezikovno kompetentni in ozaveščeni in da bi razvili zmožnost učinkovitega, samozavestnega in kvalitetnega sporazumevanja v slovenščini in vsaj še v dveh jezikih, tako na področju splošne kot poklicne rabe. Pri tem naj se utrjuje zavest o



enakovrednosti vseh jezikov, o položaju slovenščine kot domicilnega oziroma prvega jezika v Republiki Sloveniji in o tem, da je slovenščina drugi ali tuji jezik za številne govorce. RS tem govorcem zagotavlja pridobivanje jezikovne zmožnosti v slovenščini in njeno rabo.

Skladno s spoštovanjem temeljnih človekovih pravic in načel Evropske unije se Slovenija zavezuje k spodbujanju medsebojnega razumevanja, solidarnosti in družbene kohezije. Javnost se mora dejavno zavedati, da se imajo v večjezični in večkulturni družbi vsi pravico polno vključevati v javno življenje, da mora biti srečevanje z različnostjo strpno in naklonjeno ter da imajo različne skupine govorcev slovenščine in drugih jezikov različne sporazumevalne potrebe in različno stopnjo jezikovne zmožnosti.

Jezikovno izobraževanje ima ključno vlogo pri uresničevanju navedenih usmeritev. V tem okviru je bistvena razširitev razumevanja vloge učiteljev slovenščine in drugih jezikov. Ti niso le posredovalci jezikovnega znanja, temveč so vezni člen med različnimi jeziki, kulturami in identitetami. Da bi učitelji to vlogo v resnici lahko opravljali, jih je treba usposobiti in jim dati pooblastila za samostojno delo, ki med drugim vključuje tudi prožno uporabo in udejanjanje učnih načrtov glede na različne potrebe tistih, ki jih učijo. Ti tako postanejo jezikovno samozavestnejši in pridobijo boljšo samopodobo.

## **2. Splošni cilji in ukrepi**

Nekateri cilji in ukrepi na področju jezikovnega izobraževanja se morajo načrtovati povezano in enotno ne glede na različnost jezikov in ciljnih skupin. Načrtovanje in izvajanje jezikovnega izobraževanja mora temeljiti tudi na ustreznih podatkih o jezikovni rabi, sporazumevalnih potrebah, jezikovnih stališčih ipd. (več o tem v poglavju Jezikovna opremljenost).

### **1. cilj: Jezikovnotehnološka opismenjenost govorcev slovenščine**

#### **Ukrep:**

- izobraževanje (učiteljev in učečih se) za delo z jezikovnimi viri.

### **2. cilj: Ozaveščenost o različnosti sporazumevalnih potreb in načinov sporazumevanja**

#### **Ukrep:**

- senzibilizacija o različnih sporazumevalnih potrebah različnih skupin govorcev in sprejemljivosti različnih oblik sporazumevanja.

### **3. cilj: Večjezikovna in medkulturna ozaveščenost**

#### **Ukrepi:**

- priprava dodatnih učnih vsebin in gradiv s področja večjezičnosti in medkulturne komunikacije.

#### **Učitelji:**

- medkulturno opismenjevanje učiteljev in vzgojiteljev.

#### **Učeči se:**

- vzgajanje za večjezičnost in medkulturnost.

Nosilec: MIZKŠ.

### **3 Slovenščina kot prvi jezik**

#### **3.1 V Republiki Sloveniji**

Kot uradni jezik Republike Slovenije in kot prvi jezik večine državljanov je slovenščina pri načrtovanju jezikovne politike deležna posebne pozornosti.

V skladu s cilji jezikovne politike, katere izhodišča so podana tudi v *Beli knjigi* (2011), izobraževalni sistem – od osnovne šole do univerze – govorcem slovenščine kot prvega jezika omogoča, da v tem jeziku v optimalni meri udeležijo svoje jezikovno-izrazne potencialne, se razvijejo v jezikovno kompetentne osebe in se opremijo za učinkovito, tj. razumljivo in sprejemljivo javno in uradno komunikacijo ter za druge vrste specializirane komunikacije, glede na posameznikove potrebe. *Zakon o javni rabi slovenščine* (13. člen) zavezuje Vlado RS k sprejetju posebnega programa jezikovnega izobraževanja, ki naj bi poleg rednega izobraževanja omogočal jezikovno izpopolnjevanje mladine in odraslih, ter programa, namenjenega priseljencem v RS. Program, namenjen govorcem slovenščine kot prvega jezika, ni bil ne oblikovan ne sprejet. Tak celovit program bi za govorce slovenščine kot prvega jezika pomenil možnost, da se usposobijo tudi za nenehno nadgrajevanje jezikovne zmožnosti v slovenščini, za učinkovito oblikovanje besedil v slovenščini, za prevajanje v slovenščino in iz nje za lastne potrebe ipd., med drugim z rabo jezikovnih virov in orodij (gl. Splošni cilji in ukrepi).

#### **1. cilj: Izpopolnjevanje jezikovne zmožnosti govorcev slovenščine kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje**

##### **Ukrepi:**

- priprava nacionalnega programa za jezikovno izobraževanje govorcev slovenščine kot prvega jezika;
- izdelava kazalnikov za razumljivo in sprejemljivo javno in uradno komunikacijo za potrebe različnih ciljnih skupin;
- organiziranje in izvajanje ustreznih jezikovnih usposabljanj glede na sporazumevalne potrebe različnih ciljnih skupin.

Nosilca: MIZKŠ, MPJU.

Omenjeni cilj lahko dosežemo le s stalnim spremljanjem sodobnega jezikovnega stanja slovenščine v vseh njenih razsežnostih in pojavnih oblikah. Spričo vloge slovenščine kot prvega jezika je prednostna naloga slovenske jezikovne politike spodbujanje temeljnih in aplikativnih raziskav o slovenskem jeziku in njegovih govorcih, njihovi jezikovni zmožnosti, sporazumevalnih potrebah, stališčih ter kontrastivnih, sociolingvističnih in drugih raziskav o slovenskem jeziku v razmerju do drugih jezikov. V okviru izobraževalnega sistema naj bo ob spremljanju razvoja bralne pismenosti prednostna naloga predvsem to, da se rezultati raziskav bralne pismenosti (Pisa), rezultati nacionalnih preizkusov znanja in mature uporabijo pri nadgradnji učnih načrtov in načrtovanju jezikovnega pouka.

#### **2. cilj: Ugotavljanje jezikovnega stanja**

##### **Ukrep:**

- spodbujanje raziskav o sodobnem slovenskem jeziku in njegovih govorcih – vključno z regionalnimi različicami in slovenščino zunaj RS.

Nosilci: MIZKŠ, ARRS, Urad vlade za Slovence v zamejstvu in po svetu.

### 3.2 Zunaj Republike Slovenije

#### A. Slovenci v tujini (začasna mobilnost)

V kontekstu mobilnosti, zlasti evropske, mora jezikovna politika upoštevati tudi tiste govorce slovenščine kot prvega jezika, ki v tujino odhajajo za omejeno časovno obdobje, npr. iz službenih razlogov. Tudi njim mora biti zagotovljena možnost nadgrajevanja jezikovne zmožnosti v slovenščini. To še posebej velja za njihove otroke, ki določen del svojega življenja odraščajo in se šolajo izven matične države. Znanje slovenščine sicer primarno lahko pridobivajo v družini, vendar je za vzdrževanje in širjenje jezikovne zmožnosti nujno tudi sistematično učenje slovenščine kot prvega jezika v njegovi funkcijski raznolikosti, kakršno otrokom, ki odraščajo v Sloveniji, omogoča šolanje v domačem izobraževalnem sistemu. Zato mora vsaj deloma tudi siceršnje izobraževanje otrok, učencev in dijakov, tj. pridobivanje znanja pri drugih predmetih, potekati v slovenskem učnem jeziku – nenazadnje zaradi možnosti njihovega kasnejšega vključevanja v slovenski izobraževalni sistem. Organizacija takšnega sistematičnega izobraževanja je seveda mogoča le v omejenem obsegu, pogosto celo le na daljavo, bolj celovito pa je zanjo mogoče poskrbeti tam, kjer so potrebe zaradi večjega števila šolajočih se otrok in mladine večje (npr. v primeru otrok slovenskih uslužbencev v Bruslju in Luksemburgu).

#### 1. cilj: **Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku**

##### Ukrepi:

- izdelava sistema e-gradiv za samostojno učenje slovenščine kot prvega jezika in drugih predmetov v slovenščini na daljavo in za kombinirano učenje;
- organizacija poletnih šol/taborov v RS za otroke govorce slovenščine kot prvega jezika, ki odraščajo in se šolajo v večjezičnih okoljih;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot prvega jezika za tiste, ki so zaključili šolanje oz. se šolajo zunaj RS;
- povečanje števila učiteljev slovenščine na evropskih šolah v Bruslju in Luksemburgu.

#### 2. cilj: **Usposabljanje učiteljev v dvo- in večjezičnih okoljih**

##### Ukrep:

- sistematično formiranje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udeležanju jezikovno-izraznih potencialov in pri razvijanju funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku.

Nosilca: MIZKŠ, MZZ.

#### B. Zamejstvo in izseljenstvo

Zamejstvo in izseljenstvo sta integralni del slovenskega jezikovnega prostora. Zato je razumljivo, da si slovenščina v zamejstvu zasluži primerljivo pozornost, kot se ji namenja v Sloveniji. Jezikovne potrebe v zvezi s slovenščino so v zamejstvu in izseljenstvu pri posameznih skupinah govorcev lahko zelo različne, zato je smiselno njihovo evidentiranje in sprotno analiziranje stanja.

Slovenska politika se zavzema, da se pravica do znanja in uporabe slovenščine v zamejstvu uveljavlja v vseh situacijah in okoljih, kjer je raba slovenščine zakonsko predvidena oziroma kjer obstaja želja govorcev po njeni zastopanosti. V odnosu do izseljenstva, za katerega je v primerjavi z zamejstvom značilen še krhkejši položaj slovenščine, je ključno, da si jezikovna politika prizadeva za spodbujanje rabe in učenja slovenščine v vseh krogih in situacijah, kjer za to obstaja interes.

Govorcem slovenščine – tako tistim, za katere je slovenščina prvi jezik, kot tistim, ki slovenščino uporabljajo kot drugi oz. tuji jezik – se omogoča čim kvalitetnejše pridobivanje in utrjevanje jezikovne zmožnosti, kar bo osnova za samozavestno in učinkovito sporazumevanje v slovenščini v funkcijsko raznolikih sporazumevalnih situacijah. Obenem je pomembno tako učiteljem kot učečim se omogočiti, da pridobijo zmožnost nenehnega nadgrajevanja in širjenja zmožnosti v slovenščini.

Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno spodbujati enotno zbiranje in hranjenje informacij o specifični jezikovni rabi ter obveščanje v zvezi z jezikovno situacijo in jezikovnimi potrebami.

#### 1. cilj: **Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku**

##### **Ukrepi:**

- povečanje študentskih skladov, ki omogočajo bivanje in izobraževanje Slovencev iz zamejstva in izseljenstva v Sloveniji, povečanje transparentnosti študentskega sistema;
- organizacija seminarjev o Sloveniji in slovenski kulturi ter o dvo- in večjezičnosti v družbi, družini in na osebni ravni;
- spodbujanje rabe slovenščine v informativnih in predstavitvenih gradivih klasičnega in spletnega formata;
- spremljanje stanja v zvezi z javno rabo slovenščine v zamejstvu in izseljenstvu v zvezi z uresničevanjem jezikovnopoličnih načrtov;
- podpora pri pripravi učnih gradiv in učbenikov slovenščine posebej za ciljne skupine na dvojezičnih območjih v zamejstvu.

#### 2. cilj: **Optimizacija poučevanja in učenja slovenščine**

##### **Ukrepi:**

##### **Učitelji:**

- sistematično usposabljanje vzgojiteljev in učiteljev – tako učiteljev slovenščine in drugih jezikov kot učiteljev nasploh – za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udeleževanju jezikovno-izraznih potencialov in pri razvijanju karseda široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku ter pri kvalitetnem razvijanju zmožnosti v slovenščini kot drugem oz. tujem jeziku;
- izdelava celovite metodike poučevanja slovenščine v večjezičnih okoljih;
- usposabljanje učiteljev v šolah s slovenskim učnim jezikom in dvojezičnih šolah v obliki specializiranih tečajev.

Učeči se:

- organizacija tečajev splošnosporazumevalne slovenščine, strokovne slovenščine (glede na potrebe posameznih strok in poklicev, vključno z javno upravo) in prevajanja tako za govorce slovenščine kot prvega jezika kot tudi za druge;
- organizacija daljših bivanj in tečajev slovenščine v RS za učence in dijake šol s slovenskim učnim jezikom in dvojezičnih šol v zamejstvu;
- uveljavitev in prilagoditev slovenskega sistema preverjanja in certificiranja znanja slovenščine v skladu z evropskimi standardi.

Ob navedenih ukrepih lahko h kvalitetni rabi slovenščine na dvojezičnih območjih v zamejstvu prispeva tudi naslednje:

- omogočanje telekomunikacijske pokritosti roba slovenskega govornega prostora in zagotovitev dostopnosti slovenskega radia in televizije;
- medkulturno in medjezikovno ozaveščanje v okviru čezmejnega povezovanja.

K ohranjanju in izboljšanju položaja slovenščine v izseljenstvu, kjer ne gre le za govorce, ki želijo vzdrževati in širiti svojo sporazumevalno zmožnost v slovenščini kot prvem jeziku, temveč tudi za govorce, ki si želijo revitalizirati slovenski jezik in kulturo, bi poleg zgoraj navedenih skupnih ukrepov lahko pripomogli še naslednji ukrepi, usmerjeni k optimizaciji poučevanja in učenja slovenščine:

Učitelji:

- usposabljanje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v izseljenstvu pomagali pri glede na možnosti in okoliščine optimalnem udejanjanju jezikovno-izraznih potencialov in pri razvijanju karseda široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini;
- usposabljanje učiteljev slovenščine v obliki specializiranih, konkretnim potrebam prilagojenih seminarjev slovenščine.

Učeči se:

- izdelava e-gradiv za (samo)učenje slovenščine v izseljenstvu.

### 3. cilj: **Širitev jezikovne zmožnosti v slovenščini med govorce večinskih jezikov**

**Ukrep:**

- promocija slovenščine in podpora izobraževanja v slovenščini za govorce večinskih jezikov.

Nosilci: Urad Vlade RS za Slovence v zamejstvu in po svetu, MIZKŠ, MZZ.

### 4. Slovenščina kot drugi in tuji jezik

Z migracijskimi procesi se tako v RS kot tudi zunaj njenih meja večja število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za tiste, ki prihajajo v RS in ostajajo daljši čas, je pomembno, da se lahko aktivno vključujejo v družbo in imajo pri tem enake možnosti do osebnega razvoja, zaposlitve, dostopa do informacij itd. kot večinski govorce, kar je vse odvisno v prvi vrsti od dostopa do znanja (oziroma učenja) slovenščine. Pri tem mora biti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture. Za otroke in mlade priseljence, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, so nekateri ukrepi predvideni v *Beli knjigi* (2011), odraslim brezplačni

dostop do znanja slovenščine kot drugega jezika odpira *Uredba o integraciji tujcev* (velja le za priseljence iz t. i. tretjih držav). Študentje, ki prihajajo na študij v Slovenijo v okviru programa Erasmus, imajo možnost brezplačne enkratne udeležbe na tečaju slovenščine, drugi študentje pa take možnosti nimajo (problematika visokega šolstva je resolucijsko pokrita v nadaljevanju pod točko 8).

Slovenija skrbi za promocijo učenja slovenščine v tujini posebej z mrežo lektoratov na tujih univerzah, v Sloveniji pa tudi s štipendiranjem oseb, ki se slovenščine učijo zunaj meja RS in v Slovenijo prihajajo na krajše in daljše tečaje. Vendar je to štipendiranje z izjemo Seminarja slovenskega jezika, literature in kulture na Univerzi v Ljubljani omejeno na osebe slovenskega rodu in ni povsem transparentno. Glede na raznoliko ciljno publiko in najrazličnejše sporazumevalne potrebe se zato kot prioriteta kažete naslednja cilja:

#### 1. cilj: Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku

##### Ukrepi:

- izdelava ustreznih e-gradiv (vključno s priložniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in v tujini.

##### Učitelji:

- sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov);
- usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po Uredbi o integraciji tujcev;
- usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini;
- usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.

##### Učeči se:

- izdelava posebnih programov in tečajev za opismenjevanje nepismenih tujih govorcev;
- organizacija tečajev slovenščine za vse tuje študente, ki prihajajo na študij v RS za krajši ali daljši čas in niso vključeni v program Erasmus (pripravljalni tečaji pred vpisom za tiste, ki se vpisujejo kot redni študenti, »sprotni« specializirani tečaji za zainteresirane), in za gostujoče visokošolske sodelavce (raziskovalce, učitelje);
- sistemska ureditev štipendiranja za udeležbo na tečajih slovenščine v RS za osebe, ki niso slovenskega rodu, ki pa lahko pomembno prispevajo k promociji slovenščine, kulturnim izmenjavam itd. (prevajalci, kulturni delavci, raziskovalci ...);
- usposabljanje javnih uslužbencev za delo s tujimi govorniki slovenščine.

Nosilci: MIZKŠ, MNZ, MZZ, , MPJU, Urad vlade za Slovence v zamejstvu in po svetu.

#### 5. Jeziki manjšin in priseljencev v RS

RS govorcem slovenščine, katerih prvi jezik ni slovenščina, doslej zagotavlja pravico do uporabe in razvoja prvega jezika in kulture le v primeru, če gre za katero od avtohtonih manjšin ali romsko skupnost. Možnost učenja materinščine je nekaterim govorcem zagotovljena tudi po bilateralnih pogodbah, vendar je uresničevanje teh pravic nesistemizirano in se v okviru osnovnega in srednjega

šolstva udejanja le v obliki izbirnih predmetov; pri tem ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki.

Eden od pomembnih ciljev, h katerim RS zavezujejo tudi načela EU, je zato zagotoviti vsem govorcem, katerih J1 ni slovenščina (tako pripadnikom avtohtonih manjšin ali romske skupnosti kot vsem ostalim), pravico do ohranjanja in/ali obnavljanja (revitalizacije) lastnega jezika in kulture. Nekatere cilje in ukrepe v zvezi s tem predlaga *Bela knjiga* (2011), kot na primer sistemsko ureditev učenja materinščin (in pripadajočih kultur), oblikovanje ustreznih učnih načrtov in usposabljanje učiteljev, rešitve in priporočila Bele knjige 2011 pa je treba nadgraditi tudi z naslednjimi **ukrepi**:

- jezikovno usposabljanje javnih uslužbencev za komunikacijo v madžarščini in italijanščini, na območjih, kjer živi romska skupnost, pa v romščini;
- usposabljanje javnih uslužbencev za delo z govorcji, katerih prvi jezik ni slovenščina (med drugim tudi prilagajanje govorcem z uporabo njihovega ali tretjega (skupnega) jezika, če je to potrebno);
- izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost);
- zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

Nosilci: MPJU, MIZKŠ, MNZ.

## 6. Tuji jeziki

V **osnovno- in srednješolskem izobraževanju** naj bosta pouk tujih jezikov in pouk slovenščine medsebojno koordinirana, predvsem glede slovnčnih in nasploh jezikoslovnih pojmov in terminologije; tako pri slovenščini kot pri tujih jezikih naj se obravnava slovnice povezuje z besediloslovnimi vidiki, pri snovanju učnih načrtov pa naj bodo izhodišče dejanske komunikacijske potrebe učencev. Kot je razvidno iz *Bele knjige* (2011), se obvezno učenje prvega tujega jezika predvideva od 7. leta starosti (fakultativno od 6. leta); učenje drugega tujega jezika se lahko začne z 9. letom starosti, čeprav zgolj na fakultativni ravni. Razmeroma zgodnja uvedba tujih jezikov v izobraževalni sistem učenecem omogoča, da učenje jezikov dojamajo kot nekaj naravnega in da postopoma razvijajo zavest o jezikovni in kulturni raznolikosti, pozitivno pa vpliva tudi na njihov kognitivni razvoj. Smiselno je, da je tako v osnovni kot v srednji šoli izbor tujih jezikov širok; kot prvi tuji jezik naj se poleg angleščine ponudita vsaj še nemščina in francoščina, kot drugi pa smiselna paleta evropskih jezikov, pri čemer naj se upošteva tudi možnost učenja latinščine; na ravni učenja tretjega jezika in na fakultativni ravni naj bo nabor jezikov še večji. Učenci naj se navajajo na uporabo jezikovnih tehnologij, seveda v okvirih svojih kognitivnih zmožnosti in sporazumevalnih potreb.

**Cilj: Optimizacija poučevanja in učenja tujih jezikov**

**Ukrepi:**

**Učitelji:**

- usposabljanje učiteljev jezikov za poučevanje posameznih starostnih skupin, predvsem tistih, ki se doslej tujih jezikov niso učile;
- usposabljanje učiteljev slovenščine na področju tujih jezikov in učiteljev tujih jezikov na področju slovenščine.

Učeči se:

- izdelava ustreznih učnih gradiv (učbenikov in priročnikov) za različne stopnje poučevanja tujih jezikov;
- vključevanje vsebin v učbenike slovenščine, ki bodo navajale na razmišljanje o večjezičnosti kot pravilu, ne izjemi in o jezikovni raznolikosti kot vrednoti.

**Zunaj institucij formalnega izobraževanja** se kvalitetno učenje in raba tujih jezikov pri odraslih govoricah omogočata predvsem z naslednjimi ukrepi:

- spodbujanje tečajev tujih jezikov na delovnem mestu in drugje (vključno z izobraževalno TV);
- spodbujanje izobraževanja prevajalcev in tolmačev za potencialno deficitarne jezike;
- stalno/sprotno izobraževanje članov prevajalskih in lektorskih služb na jezikovnem in strokovnem področju.

Nosilec: MIZKŠ.

## **7. Govorci s posebnimi potrebami**

Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z Brajevo pisavo ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnejše vključevanje v družbo. RS se je sicer z najrazličnejšimi dokumenti (Ustava RS, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z govorci s posebnimi potrebami, pa naj gre za slepe/slabovidne, gluhe/naglušne, gluho-slepe ali osebe s specifičnimi motnjami, kot je disleksija, je omogočiti tem govorcem, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila takšne alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govorce s posebnimi potrebami. V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim potem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih npr. slovenščina ni prvi, ampak drugi jezik). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifični sporazumevalni potrebi omenjenih govorcev in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorci s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi.

### **1. cilj: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku**

**Ukrepi:**

- izobraževanje v slovenskem znakovnem jeziku na vseh stopnjah šolanja;
- izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik;
- uveljavitev slovenskega znakovnega jezika kot izbirnega predmeta v šoli;
- usposabljanje tolmačev za slovenski znakovni jezik.

### **2. cilj: Omogočanje alternativnih poti sporazumevanja za slepe in slabovidne v javnem življenju**

**Ukrepi:**



- oblikovanje obrazcev, listin ..., ki se izdajajo na upravnih enotah ipd. za slepe in slabovidne (možnost elektronske seznanitve z vsebino obrazcev);
- opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne;
- posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki;
- avdiodeskripcija TV-oddaj in filmov;
- opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne.

### 3. cilj: **Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri večinskih govornicah**

#### **Ukrep:**

- tečaji znakovnega jezika, Brajeve pisave ipd.

### 4. cilj: **Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami**

#### **Ukrepa:**

- razvoj metod in didaktičnih gradiv za osebe s posebnimi potrebami in govorce s specifičnimi motnjami (npr. z disleksijo ipd.);
- usposabljanje učiteljev/vzgojiteljev za delo z njimi.

### 5. cilj: **Vključevanje oseb s posebnimi potrebami v družbo**

#### **Ukrep:**

- usposabljanje učiteljev in vzgojiteljev za delo z osebami s posebnimi potrebami in specifičnimi motnjami (kot je npr. disleksija idr.), vključene v procese rednega izobraževanja.

Nosilci: MIZKŠ, MNZ, MDDSZ.

## **8. Jezikovna ureditev slovenskega visokega šolstva in znanosti**

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kvalitetnimi partnerji z evropskih in neevropskih univerz.

V zvezi z rabo jezika v visokem šolstvu in znanosti so med prioriteta za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine na obeh področjih. Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo obeh področij, je povezana predvsem z dvema strateškoražvojnima zahtevama:

- z izmenjavo študentov in profesorjev ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020;
- z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS.

Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in R Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja.

### 1. cilj: Ohranitev status slovenščine kot uradnega in učnega jezika visokega šolstva

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti. Hkrati sistemsko urejajo poučevanje tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

#### Ukrepi:

MIZKŠ in univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja resolucije NPVŠ in strategij postaviti transparentne modele za smiselno vključevanje tujih študentov in univerzitetnih učiteljev:

- s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi lahko izbirali tudi domači študenti;
- z izdatnejšim sofinanciranjem učinkovitega učenja slovenščine tujih študentov;
- z izvajanjem kombiniranega poučevanja z izročki predavanj in konzultacijami v tujih jezikih ter s predavanji in frontalnim delom v slovenščini;
- s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega odnosa med domačimi in gostujočimi študenti.

Zakonodaja mora določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku, in ne tega v celoti prepustiti univerzam. Hkrati mora upoštevati vso kompleksnost pojma internacionalizacija in znotraj nje jasno ločevati med krajšimi in daljšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev. Za daljše oblike vključevanja v visokošolski proces (npr. za študente nad 1 leto, za zaposlene nad 3 leta) se ponudi možnost učenja slovenščine in se po izteku omenjenega obdobja zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Država mora spodbujati izdelavo univerzitetnih učbenikov in prevodov kvalitetnih učbenikov iz tujih jezikov.

Ker se strateška usmeritev univerz in države glede povečanja izmenjav ujema, Ministrstvo za izobraževanje, znanost, kulturo in šport nameni takim programom in dejavnostim dodaten denar, in sicer v okviru zajamčenega financiranja, saj gre za dodatne programe oz. module in dejavnosti.

Nosilec: MIZKŠ.

### 2. cilj: Razvijati sporazumevalno zmožnost v strokovnem jeziku

Številni dokumenti in zaveze slovenske države načrtujejo dejavno večjezičnost prebivalcev EU. Ob tem je treba na univerzitetni in visokošolski strokovni ravni vzpostaviti tudi učenje strokovne

slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega (akademskega) pisanja. Ob tem je treba poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih za visokošolske učitelje in študente.

#### **Ukrepi:**

- Na podlagi temeljite raziskave in analiz strokovno-znanstvenega pisanja na univerzitetni ravni, tujih zgledov ter specifičnosti programov je treba izdelati učni načrt za obvezni uvodni predmet v 1. letniku prvostopenjskih programov, ki bo vključeval omenjene vsebine, in sicer v modulih, ki jih bodo različni tipi programov delno ali v celoti vključili kot obvezno sestavino dodiplomskega študija. Razpiše se projekt, katerega rezultat je nabor modulov in gradiv za učni načrt predmeta.
- Izdelata se načrt usposabljanja učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih ter načrt preverjanja jezikovnega znanja v drugih jezikih za tiste učitelje, ki izvajajo izbirne module in programe v drugih jezikih.
- Za potrebe dela na ravni EU se oblikuje poseben magistrski študijski program za pridobitev strokovnega naziva pravnik lingvist.

Nosilec: MIZKŠ.

### **3. cilj: Izboljšati položaj slovenščine kot jezika znanosti**

Merila za volitve v nazive visokošolskih učiteljev ter predpisi za akreditacijo visokošolskih programov in institucij (NAKVIS) so rezultat zavedanja predvsem mednarodne razsežnosti slovenske znanosti. Enako ravna pri dodeljevanju sredstev tudi ARRS, ko vrednoti odličnost slovenskih znanstvenikov za dodeljevanje projektnih sredstev.

Gledano razvojno, je seveda poudarjanje potrebe po objavljanju v tujih revijah in tujem jeziku razumljivo, saj so merila in z njimi univerzitetna habilitacijska politika hotela preseči omejenost slovenskega znanstvenoraziskovalnega dela na domači prostor in ga kakovostno sopostaviti tujemu ter tako povečati odličnost raziskovalnega dela zaposlenih. V časih, ko so bile tuje objave prej izjema kot pravilo, so se univerze smiselno odzvale s poudarjanjem nujnega objavljanja v tujem jeziku.

Taka politika pa je povzročila zapostavljanje in ponekod popolno ukinitve znanstvenih objav v slovenščini kot nujnega pogoja za napredovanje v znanstvene nazive, za mentorstva doktorskih študentov ter za vodenje raziskovalnih projektov in programov. To je škodljivo vsaj z dveh vidikov: razvijanja slovenskih terminologij ter slovenščine kot jezika visokošolskega in univerzitetnega izobraževanja ter ukinjanja kakovostnih slovenskih revij. Sedanja politika napredovanj tako povzroča, da v strokah postaja slovenščina že skoraj obrobni jezik. Smiselno znanstveno in strokovno objavljanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, na ta način v njenem jeziku sooblikuje družbo znanja in javnosti tako vrača vložena javna sredstva.

Med merili za pridobitev najnižje stopnje univerzitetnega učitelja in učiteljice na primer ni merila "obvladovanje slovenščine kot jezika stroke", med merili za raziskovalno odličnost pa so objave v tujih jezikih edino merilo znanstvene uspešnosti in veljajo nesorazmerno več kot tiste v slovenščini, tudi tam, kjer obstajajo kakovostne slovenske znanstvene revije.

Če je v preteklosti bilo nujno spodbujati pisanje v tujem jeziku, je danes situacija obrnjena: zaradi razvoja slovenščine v znanosti se mora spodbujati kakovostno objavljanje v slovenskem jeziku. Prav zato bi morale univerze, ARRS in NAKVIS uravnovežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavljanje v slovenščini.

**Ukrepi:**

- Univerze morajo prek habilitacijske politike vzpostaviti spodbude za smotrno objavljanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavljanja v tujem jeziku morajo NAKVIS, ARRS in Univerze kot pogoje za izvolitve in pogoje za financiranje programskih skupin vpeljati tudi obvezno objavljanje učbenikov, terminoloških gradiv in preglednih strokovnih člankov ter monografij v slovenščini. Ti so tudi vir za nastajanje terminoloških in jezikovnih baz ter drugih jezikovnih virov, ki so resolucijsko obdelani v naslednjem poglavju.

Nosilca: ARRS, MIZKŠ (v sodelovanju z univerzami).

## **II Jezikovna opremljenost**

1. Uvod
2. Jezikovni opis
3. Standardizacija
4. Večjezičnost
5. Jezikovne tehnologije
6. Digitalizacija
7. Govorci s posebnimi potrebami

### **1. Uvod**

Opremljenost slovenščine in slovenske jezikovne skupnosti z jezikovnimi viri, priročniki, orodji in (svetovalnimi) storitvami je obravnavana kot eden ključnih dejavnikov, od katerega je odvisno uresničevanje večjega števila ciljev jezikovne politike. Analize dosedanjega jezikovnega načrtovanja so pokazale, da je ena od osrednjih težav opremljenosti jezika pomanjkanje sinteze potreb jezikovne skupnosti govorcev slovenščine in s tem povezano nadzorovano načrtovanje jezikovne infrastrukture s strani državnih organov, ki te dejavnosti financirajo. Cilj, ki je skupen vsem podpoglavjem v tem delu resolucije, je sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih virov, priročnikov, orodij in storitev v obliki posebnega programa za jezikovno opremljenost, in sicer v roku enega leta od sprejetja resolucije, za kar je zadolženo MIZKŠ, ožje Sektor za slovenski jezik.

Obravnavava jezikovne infrastrukture, ki zagotavlja ustrezen sodoben opis slovenskega jezika, je omejena predvsem na vire, orodja in storitve, ki so pomembni s stališča jezikovne opremljenosti domačih in tujih govorcev slovenščine za uspešno sporazumevanje v slovenščini, učenje in poučevanje jezika, zagotavljanje ustavnih pravic do uporabe jezika ter zagotavljanje pravic oseb s posebnimi potrebami. Od časa sprejema pretekle resolucije o nacionalnem programu jezikovne politike je prepoznavna sprememba na področju jezikovne infrastrukture predvsem pospešena digitalizacija in razvoj informacijskih in komunikacijskih tehnologij. Ta dva procesa postavljata okvir za nadaljnji razvoj infrastrukture, ki bo glede na svetovne in evropske trende ter hitrost sprememb predvsem digitalna, spletna in mobilna. Evropska unija pri svoji jezikovni politiki kot širšem okviru nacionalne resolucije sledi svetovnim trendom in vlaga v razvoj digitalnih virov za uradne jezike EU in druge evropske jezike, čemur mora slediti tudi Slovenija in se priključiti iniciativam, ki bodo omogočile, da viri, orodja in storitve za slovenščino ostanejo v okvirih, ki jih EU želi zagotoviti za vse svoje uradne jezike.

### **2. Jezikovni opis**

Tradicionalno sta opis določenega jezika zagotavljala predvsem dva (knjižna) priročnika: slovnica in slovar kot generična zastopnika opisa slovničnega sistema jezika in opisa besedišča. Oba priročnika sta imela več pojavnih oblik, ki so bile bodisi namenjene različnim ciljnim uporabnikom ali pa so obravnavale različne dele slovničnega sistema oz. besedišča. V digitalni dobi so se obema kot temeljni vir pridružili besedilni korpusi, ki predstavljajo tako gradivno osnovo za izdelavo drugih priročnikov (in jezikovnotehnoloških aplikacij) kot tudi neposredni jezikovni vir, namenjen preverjanju jezikovne rabe s strani vseh govorcev jezika. Digitalno in spletno okolje je spremenilo priročnike tudi z vsebinskega stališča na način, da so podatki o enem ali drugem vidiku jezika v novem okolju

organizirani drugače kot v knjižnem, saj lahko en sam vir vsebuje podatke, ki so bili prej razpršeni po več knjižnih publikacijah, ali pa so različne vrste podatkov v samostojnih priročniških bazah povezane med sabo na način, ki uporabnikom omogoča hkraten dostop do vseh podatkov. Klasični knjižni jezikovni priročniki s prehodom v digitalno okolje spreminjajo svojo naravo in izkoriščajo možnosti, ki jih ponuja hiter dostop do velike količine primerno organiziranih jezikovnih podatkov v računalniških podatkovnih bazah.

Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika. Prihodnji program za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov in drugi korpusi, ki jih bo predvidel prihodnji program.

Edini splošni slovarski opis slovenščine je omejen na *Slovar slovenskega knjižnega jezika*, ki mu oznaka sodobnosti ne ustreza več. Program za jezikovno opremljenost mora predvideti tak slovarski opis sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških in drugih. Program mora upoštevati tudi potrebo po različnih opisih sodobne slovenščine, ki so prilagojeni govorcem slovenščine z različnimi možnostmi na različnih stopnjah izobraževanja (šolski slovar) ali govorcem z različnimi jezikovnimi potrebami (slovar za tuje govorce ipd.). Z jezikovnim opisom je povezan tudi razvoj računalniških baz, ki izhajajo iz analiz besedišča, kot so seznam osnovnih oblik v slovenščini (frekvenčni slovar), leksikon besednih oblik, z vidika zapisa verificirane sezname besed v slovenščini, ki so osnova za izdelavo črkovalnikov, in druge baze, ki jih bo predvidel prihodnji program.

Dosedanji slovnični opisi slovenščine so omejeni na knjižne izdaje znanstvenih slovnice in učbenikov v različnih oblikah in so skoraj v celoti dostopni le v tiskani, komercialni obliki. Bodoči program za jezikovno opremljenost mora poleg podpiranja obstoječih slovničnih opisov predvideti tudi izdelavo prosto dostopnih spletnih aplikacij, ki vsebujejo podatke slovnične narave in so prilagojene govorcem slovenščine z različnimi možnostmi na različnih stopnjah izobraževanja (šolska slovnica) ali govorcem z različnimi jezikovnimi potrebami (slovnica za tuje ipd.).

**Cilj: Opis sodobne slovenščine, prilagojen govorcem z različnimi možnostmi na različnih stopnjah izobraževanja in z različnimi jezikovnimi potrebami**

**Ukrepi:**

- Sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno sodelovanje pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Oblikovanje prosto dostopnega spletnega portala z vsemi obstoječimi jezikoslovnimi podatki o sodobni slovenščini, namenjen splošnim uporabnikom in strokovni javnosti.

Nosilca: ARRS, MIZKŠ.

### 3. Standardizacija

Ugotavljanje aktualne jezikovne norme se začne z ugotavljanjem dejanske rabe in njenim vrednotenjem glede na opisano normo – tu se standardizacijska dejavnost tesno povezuje s sistemskim opisom jezika in prva težava obstoječih standardizacijskih pripomočkov je pomanjkanje aktualnih jezikovnih opisov. Za kontinuirano sledenje neskladjem med aktualnim standardom in rabo je treba v bodočem programu jezikovne opremljenosti predvideti možnosti načrtovane izrabe jezikovnotehnoloških orodij in virov za te potrebe. Izgradnja tovrstne jezikovnotehnološke infrastrukture omogoča pridobitev deloma samodejne in (kar je še pomembneje) objektivne podatkovne zbirke, ki jo z ustrezno jezikovno interpretacijo lahko uporabljamo v vseh fazah standardizacijskega procesa.

Koncipiranje normativnih jezikovnih priročnikov, ki so namenjeni najširšemu krogu jezikovnih uporabnikov in s katerimi bo mogoče najbolj učinkovito zadostiti zahtevam po hitri in nedvoumni informaciji glede jezikovnih zadreg, je mogoče le s predhodnimi raziskavami, v katerih bo odgovorjeno na vprašanja, kako naj bo priročnik za aktivno rabo jezika zasnovan in katera vprašanja govorcev naj rešuje. Standardizacijska dejavnost mora pri iskanju načinov za zapis ugotovljene norme v priročniku upoštevati vse novejši rezultate, s katerimi bi se uporabnikovim pričakovanjem približala v taki meri, da bi dosegla stanje, ki ga obvladujemo s t. i. konceptom minimalne intervencije.

Iz konteksta ideje o spletni jezikovni svetovalnici, ki je bila osnovana že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorcji, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da so se potrebe po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinjalo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postale še bolj pereče. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek organiziranega spletnega portala, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov.

Danes večina jezikovnih uporabnikov pri pisanju uporablja računalnik in pri tem uporablja urejevalnike besedil, v katere so ponudniki tovrstnih storitev (npr. Microsoft) vključili črkovalnike, namenjene odkrivanju in odpravljanju tipkarskih in pravopisnih napak v besedilih. Podobno orodje na črkovalne napake opozarja tudi pri brskanju po spletu (npr. Googlov iskalnik s sintagmo »ste morda mislili ...« uporabniku sugerira pogostejšo obliko zapisa). V nedavni raziskavi, ki je bila izvedena v širši populaciji jezikovnih uporabnikov, se je izkazalo, da je le malo tistih, ki priporočilo črkovalnika preveri še v kakem od jezikovnih priročnikov, več pa je tistih, ki orodju zaupajo. Iz odgovorov pa je mogoče sklepati, da bi bil odstotek slednjih še večji, če bi bili prepričani o strokovni podprtosti tega orodja. Rezultati nas prepričujejo, da se z digitalno dobo odpira vprašanje prevlade orodij, ki nastajajo izven dosega in vpliva slovenističnega jezikoslovja ali slovenske jezikovne politike. Posredno poseganje teh orodij na jezikovno rabo se skokovito povečuje in zato odpira vprašanje prikaza jezikovnih podatkov v uporabniku prijaznih aplikacijah, integriranih v urejevalnike besedil in spletne iskalnike. Ena od nalog jezikovne politike v prihodnjem obdobju je zato tudi oblikovanje strategij, s katerimi bo mogoče z dostopom do ustreznih virov in orodij vplivati na ponudnike teh storitev.

**Cilj: Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine in tujim govorcem, ki se želijo naučiti slovenščine, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se v skladu z njim sporazumevajo**

**Ukrepi:**

- Sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in servisov, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev svetovalnega telesa, ki deluje prek organiziranega spletnega portala.
- Posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom.

Nosilci: ARRS, MIZKŠ.

**4. Večjezičnost**

Pri načrtovanju večjezičnih virov za prihodnje obdobje ne moremo več govoriti o dvojezičnih ali terminoloških slovarjih, temveč o slovarskih bazah ali večjezičnih bazah znanja, ki jih izkoriščamo bodisi neposredno za preverjanje informacij v ustrezni spletni ali drugi aplikaciji (ali izvedeni tiskani obliki) bodisi za uporabo v orodjih, ki na druge načine pomagajo pri učenju tujih jezikov, prevajanju ali tolmačenju, kot so sistemi za strojno prevajanje, sistemi za računalniško podprto prevajanje, sistemi za podporo tolmačenju itd. Opisane vire je mogoče izkoristiti, če je vzpostavljena ustreza (spletna) infrastruktura. Predpogoj za nastanek jezikovnih priročnikov ali zagotavljanje tehnoloških rešitev, ki rešujejo kontrastivne težave med dvema ali več jeziki, pa je obstoj sodobnih virov in orodij za slovenščino ter opis jezika z enojezičnega stališča.

Pri dosedanjem jezikovnem načrtovanju je veljalo, da so enojezični priročniški viri in orodja za slovenščino domena javnega financiranja, dvo- in večjezični viri in orodja pa so bili prepuščeni bodisi naključnemu entuziazmu posameznikov bodisi komercialni sferi. Z vstopom v digitalno paradigmo ta koncept ne zadostuje, kajti ena od posledic razvoja IKT je ta, da so tradicionalni dvo- ali večjezični priročniki s prestopom v spletno oz. digitalno okolje postali komercialno bistveno manj zanimivi ali celo nezanimivi, kar kažejo trendi po Evropi in v svetu, ne le v Sloveniji. Po drugi strani je v digitalnem okolju mnogo lažje izkoriščati podatke iz ene baze podatkov za sestavljanje drugih baz s sorodno vsebino, kar velja tudi za dvo- ali večjezične baze, terminološke baze podatkov itd. Z vzpostavitvijo ustrezne infrastrukture je mogoče izdelati večjezične vire tudi za jezike ali specializirana tematska področja, ki do sedaj še niso bili obdelana, česar brez ustrezne infrastrukture zaradi manjšega števila ciljnih uporabnikov ne bi bilo realno pričakovati.

Strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in jezikovno usposabljanje strokovnjakov na vseh terminoloških področjih. Jeziki z večjim številom govorcev so v prednosti že zato, ker jih na večjem trgu močnejše podpira jezikovna industrija (dostopnejše in številnejše sodobne slovarske baze, terminološke zbirke, jezikovni korpusi, sistemi za strojno prevajanje itd.), zato je pri jezikih z manjšim številom govorcev še toliko pomembnejša vloga države. Bodoči program za jezikovno opremljenost mora upoštevati to dimenzijo z vzpostavitvijo terminološkega portala s spletnim forumom za hitro izmenjavo mnenj o terminoloških rešitvah.

**Cilj: Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo terminološkemu delu ter učenju in poučevanju tujih jezikov**

**Ukrepi:**



- Sprejetje temeljnih usmeritev glede razvoja sodobnih dvo- ali večjezičnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev splošnega večjezičnega portala, kjer je na voljo prosto dostopna večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov (portal naj omogoča tudi izkoriščanje moči množice (t. i. crowd-sourcing) pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta).
- Vzpostavitev terminološkega portala, ki vsebuje tako terminološke podatke kot tudi učinkovit svetovalni servis in izkorišča možnosti hitre izmenjave mnenj, ki jih omogoča splet; v okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU.
- Dodelitev prioritete statusa pri razpisu projektov tistim, ki vsebujejo sestavljanje večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov ter večjezičnih in terminoloških baz podatkov.

Nosilca: ARRS, MIZKŠ.

## 5. Jezikovne tehnologije

Razvoj informacijskih in komunikacijskih tehnologij v zadnjih 10 letih ustvarja »digitalno vrzel«, zaradi katere bodo jeziki, ki bodo pri tem razvoju zaostajali, postali manj privlačni in konkurenčni v globalno povezanem svetu. Digitalna vrzel ločuje jezike, ki so dovolj prisotni na svetovnem spletu, za katere obstajajo sodobni digitalni viri in so jezikovnotehnološko razviti, od tistih, pri katerih se zaostanek s skokovitim razvojem IKT tehnologij povečuje. Za večino uradnih jezikov Evropske unije so bili v zadnjih desetih letih izdelani načrti razvoja digitalnih virov in jezikovnotehnoloških aplikacij, s čimer posamezne države oz. jezikovne skupnosti na sistematičen in programiran način skrbijo za prehod svojih jezikov v digitalno okolje. Programi imajo tipično naslednje cilje:

- identifikacija akterjev na področju jezikovnega opisa, jezikovnih tehnologij in virov;
- sistematična analiza jezikovne rabe in z njo povezanih potreb jezikovne skupnosti;
- izdelava seznama obstoječih in manjkajočih računalniških jezikovnih izdelkov in storitev za raziskovalne skupnosti in splošno publiko;
- vzpostavitev organiziranega skladiščenja, vzdrževanja in distribucije obstoječih virov in orodij;
- vzpostavitev dolgoročnega programa razvoja digitalnih jezikovnih virov in orodij;
- vzpostavitev sodelovanja z evropskimi iniciativami za izmenjavo digitalnih virov in orodij.

Medsebojno primerljivost takih programov med drugim zagotavlja upoštevanje evropskih iniciativ, kot so raziskovalne infrastrukture CLARIN in DARIAH, infrastrukturni projekti, npr. META-NET, itd. Nacionalni programi za jezikovnotehnološko infrastrukturo predpostavljajo, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo

različnih virov financiranja. Med upoštevanimi jezikovnimi viri in orodji so pri evalvaciji jezikovnotehnološke razvitosti posameznega jezika kot pri drugih sorodnih projektih navadno upoštevani naslednji kazalci:

**Jezikovne tehnologije** (orodja, tehnologije, aplikacije):

- črkovalniki in moduli za preverjanje slovnične ustreznosti;
- strojno prevajanje, strojno podprto prevajanje v različne jezike;
- sinteza in prepoznavanje govora (govorni informacijski sistemi, pripomočki za učenje govorne slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov);
- tokenizacija, oblikoskladenjsko označevanje, oblikoslovnja in besedotvorna analiza in sinteza;
- skladenjsko razčlenjevanje (površinska ali globinska skladenjska analiza stavkov, vezljivost);
- stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge);
- semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila);
- procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.);
- luščenje informacij (avtomatsko indeksiranje besedil, multimedijsko luščenje informacij, večjezično luščenje informacij);
- informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje);
- avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

**Jezikovni viri** (jezikovni podatki, baze znanja):

- referenčni korpusi, specializirani korpusi;
- skladenjsko označeni korpusi (odvisnostne drevesnice);
- semantično in diskurzno označeni korpusi;
- vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi;
- govorni korpusi (posnetki govornega jezika, jezikoslovno označeni govorni korpusi, dialoški korpusi);
- multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki);
- semantični leksikoni, slovarji sinonimov, ontologije;
- jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice;
- leksikoni besednih oblik in večbesednih enot, terminološke baze.

Predvideni jezikovnotehnološki viri in orodja so v določenih delih povezljivi s klasičnimi in novimi jezikovnimi priročniki, namenjenimi tako splošni kot strokovni publiki. Povezljivost jezikovnotehnoloških in drugih priročniških potreb je smiselno izkoristiti in predvideti skupne elemente tako pri izdelavi programa jezikovnotehnoloških virov in orodij za slovenščino kot pri načrtovanju novih priročniških virov za slovenščino.

Ena od temeljnih zadreg pri dosedanjem razvoju proračunsko financiranih orodij in virov je ta, da jih po koncu projektov oz. obdobja financiranja večinoma ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je nejasen status avtorskih pravic oz. dostopnosti pri virih in aplikacijah, ki že obstajajo. Način za premostitev teh težav je ustanovitev institucije ali konzorcija institucij, ki poskrbi, da so vsi viri, financirani s pomočjo javnih sredstev, trajno in čim bolj prosto dostopni za vse uporabnike. Pri jezikih z manjšim številom govorcev, kot je slovenščina, je pomembno tudi, da so viri dostopni tudi za morebitno komercialno uporabo, kjer je to dopustno in mogoče, ker je to eden od učinkovitih načinov spodbujanja rabe jezika v digitalnem okolju.

**Cilj: Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo prosto dostopnih virov in orodij**

**Ukrepi:**

- Sprejetje dolgoročnega programa (5–10 let) razvoja sodobnih jezikovnih virov in tehnologij na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju virov in orodij. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih virov in tehnologij za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev osrednje institucije ali konzorcija institucij, ki ima za nalogo povezovanje, zbiranje, razvoj in distribucijo digitalnih virov in jezikovnotehnoloških aplikacij. Institucija ali konzorcij institucij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

Nosilca: ARRS, MIZKŠ.

## **6. Digitalizacija**

Prehod v digitalno okolje predpostavlja, da sčasoma vsa besedilna ali druga gradiva (avdio, video itd.), ki predstavljajo kulturno in znanstveno dediščino, postanejo (prosto) dostopna v digitalni obliki. Prosta dostopnost takšnih jezikovnih virov spodbuja njihovo uporabo na digitalnih medijih, vključno z medsebojno povezljivostjo, in nudi empirično osnovo za razvoj jezikovnih tehnologij slovenskega jezika. Prost dostop omogočijo licence, kot so Creative Commons, kjer se avtorji odpovedo (delu) avtorskih pravic nad digitalnim izvirnikom, s čimer se omogoči ne samo pregledovanje, temveč tudi prenos in nadaljnje razširjanje jezikovnih virov. Odprtost je tudi tehnološko pogojena in jezikovni viri naj bi bili zapisani z ustreznimi mednarodnimi standardi in priporočili, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot npr. Konzorcija za zapis besedil (Text Encoding Initiative, TEI).

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenograme oz. iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirnikov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči

množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru.

Digitalizacija obstoječih jezikovnih priročnikov in drugih jezikovnih virov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu ostaja eno od prioritetenih področij resolucije. V času veljavnosti resolucije 2007–2011 je bil zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika in Slovenskega pravopisa (2001), vendar zgolj prek spletnega vmesnika, torej za spletno pregledovanje teh virov, medtem ko dostop do celotne podatkovne baze ni bil omogočen. Ti pomembni jezikovni viri tako ostajajo neuporabni za namene vgradnje v sekundarne aplikacije kot tudi za razvoj jezikovnih tehnologij za slovenski jezik. Zaostaja tudi dostopnost že izdelanih terminoloških slovarjev in nekaterih drugih javno financiranih slovarskih zbirk: etimološki slovar, onomastične zbirke (slovenska krajevna imena, zbirke podomačenih tujih zemljepisnih imen, statistični podatki o imenih in priimkih itd.).

Znanstvena produkcija v slovenskem jeziku je dragocen vir slovenskega (strokovnega) izrazja, do sedaj pa možnosti za zajem, procesiranje in distribucijo takih besedil niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so npr. objave v znanstvenih in strokovnih zbornikih in revijah, je mogoče ta besedila jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami v okviru splošnega terminološkega portala.

**Cilj: Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire, ki predstavljajo kulturno dediščino in znanstveno produkcijo, vezano na slovenski jezik**

**Ukrepa:**

- V mehanizmu izbire projektov, katerih namen je produkcija jezikovnih virov in ki so financirani z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri dostopni v največji možni meri tako s stališča avtorskih pravic kot standardov zapisa.
- Dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelavo skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi tekstnokritične izdaje) in digitalizacijo jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku.

Nosilca: ARRS, MIZKŠ.

## **7. Govorci s posebnimi potrebami**

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne ter pripomočki za osebe z govorno-jezikovnimi težavami. Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oz. izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhoti pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo

znakovni jezik (npr. servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni).

Infrastruktura, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot npr. v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalce zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z Brajevo pisavo.

### **Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji**

#### **Ukrepi:**

- Vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v nacionalni program razvoja jezikovnih virov in tehnologij.
- Opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika.
- Izdelava orodij za komunikacijo z gluho-slepimi, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

Nosilca: ARRS, MIZKŠ.

### **III Formalnopravni vidiki programa slovenske jezikovne politike**

Nadaljnje formalnopravno uokvirjanje slovenske jezikovne politike je potrebno, pri tem pa je treba upoštevati naslednje smernice:

Razen v temeljnem pravnem aktu, v ustavi RS, kjer je na splošno določen status slovenščine in drugih jezikov v RS, morajo biti formalnopravna določila v zvezi s statusom, obvezno rabo in obveznim znanjem slovenščine in drugih jezikov jasna, zavezujoča, splošno sprejemljiva v javnosti, medsebojno usklajena in realno uresničljiva, izvedljiva z natančno predvidenimi jezikovnonačrtovalnimi koraki.

Obstoječa zakonska in druga pravna določila, ki zadeve v zvezi z jeziki regulirajo le načelno, bodisi z zagotavljanjem prednostnega položaja slovenščine bodisi z zagotavljanjem pravic govorcem slovenščine in drugih jezikov, pa so bila v času od svojega sprejetja neuresničena, sistematično neupoštevana ali drugače prezrta, morajo biti bodisi izločena iz zakonodaje bodisi dopolnjena v skladu s prejšnjim odstavkom.

Zakonska določila glede položaja, obvezne rabe in znanja jezikov morajo biti v skladu s pravno ter demokratično legitimnimi jezikovnimi in sporazumevalnimi potrebami državljanov in drugih prebivalcev Republike Slovenije ter drugih govorcev slovenščine. Zakonska določila glede jezikov morajo biti skladna s pravnim redom EU in ne smejo vnaprej ustvarjati mednarodnih pravnih sporov.

Zakonska določila naj odločilne subjekte v slovenski jezikovni situaciji jasno zavezujejo k takemu obveznemu jezikovnemu in jezikovnonačrtovalnemu ravnanju, ki bo v skladu z ustavnimi določili statusa slovenščine in drugih jezikov in v skladu s cilji tega jezikovnopolitičnega programa.

Vsebinsko in izvedbeno problematična mesta v veljavnem formalnopravnem jezikovnopolitičnem okviru RS so mdr.:

- Določila o obveznem poimenovanju pravnih oseb zasebnega prava, imena obratov, lokalov in drugih poslovnih prostorov v slovenščini (Zakon o javni rabi slovenščine); merila za ustreznost poimenovanj z zakonskimi določili so se izkazala za neoperativna in neobjektivizirana, zato mora v veliko domnevno dvomnih primerih posebno mnenje o ustreznosti izdelovati Sektor za slovenski jezik. Na ta način je blokirano drugo delovanje Sektorja, hkrati pa se po nepotrebem podaljšujejo različni registracijski in drugi upravni postopki. Vprašljiv je tudi sam jezikovnopolitični učinek te zahteve in njenega uresničevanja.
- Določila o potrebnem znanju slovenščine in drugih jezikov za posamezne poklice in druge namene (Zakon o javni rabi slovenščine, Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil, področni zakoni); dejansko je mogoče znanje slovenščine na različnih stopnjah glede na obstoječi certifikatni sistem zahtevati samo od tujih govorcev slovenščine; za domače govorce slovenščine bi bilo treba bodisi razviti dodaten sistem potrjevanja ravni znanja slovenščine bodisi raven jezikovnega znanja posredno zahtevati s stopnjo izobrazbe, kot se dejansko izvaja že zdaj. Hkrati bi vsaj za zaposlitve v javnem sektorju morali formalnopravno in vsebinsko uskladiti zahteve po certificiranem znanju slovenščine in drugih jezikov ter poskrbeti za njihovo primerljivost z lestvicami Skupnega evropskega jezikovnega okvira. Obstoječi certifikatni sistem za slovenščino kot tuji jezik, ki je tudi mednarodno priznan, mora dobiti zakonsko pravno podlago.
- Določila o slovenščini kot učnem jeziku slovenskih javnih visokošolskih ustanov; pravni okvir mora zagotoviti nadaljnjo krepitev slovenščine kot učnega jezika v slovenskem visokem šolstvu in kot znanstvenega jezika, hkrati pa zagotoviti tako prožno jezikovno ureditev, ki bo omogočala nadaljnjo krepitev kakovostnega mednarodnega visokošolskega in znanstvenega sodelovanja.
- Določila o jezikovnih pravicah državljanov in prebivalcev RS, ki niso domači govorniki slovenščine, italijanščine, madžarščine in romščine; pri nadaljnji demokratizaciji slovenskega javnega prostora je treba zvišati raven njihovih jezikovnih pravic in poskrbeti za možnost njihovega učinkovitega uresničevanja.

#### **Ukrepa:**

- Raziskave vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopravnega okvira jezikovne ureditve Republike Slovenije;
- sprejetje programa za prenovo formalnopravnega okvira jezikovne ureditve Republike Slovenije, v koordinaciji Sektorja za slovenski jezik pri Ministrstvu za izobraževanje, znanost, kulturo in šport.

Nosilec: MIZKŠ.

## **IV Slovenščina kot uradni jezik Evropske unije**

### **Uvod**

Slovenščina je z vključitvijo med uradne jezike Evropske unije pridobila večjo mednarodno težo na simbolni ravni, predvsem pa veliko operativnih možnosti za sodelovanje pri raziskovanju in uporabi jezikov v skupnosti s 23 uradnimi jeziki.

Večjezičnost je načelo, ki je vpisano v pravne temelje Evropske unije. Njene bistvene poteze so določene v ustanovitvenih pogodbah, Uredbi Sveta št. 1 iz leta 1958 in pristopnih aktih vsake nove države članice, ki se odloči, da bo svoj državni jezik uveljavila kot enega uradnih jezikov evropske nadnacionalne skupnosti. Utemeljena je s potrebo po demokratičnosti, preglednosti in pravni varnosti za vse državljane EU. Zato so pravni akti EU dostopni v vseh uradnih jezikih, na zasedanjih Evropskega parlamenta, Evropskega sveta in Sveta EU pa tudi sestankih nekaterih delovnih skupin je zagotovljeno tolmačenje, večina spletnih strani institucij EU je večjezičnih, državljani in pravne osebe lahko komunicirajo z institucijami EU v svojem jeziku. Ta ureditev ima dovolj zagovornikov v EU, da ni videti ogrožena – težko si je predstavljati skupnost, ki bi se temu odpovedala, saj to prav gotovo ne bi bila več skupnost, v katero se je včlanilo 27 držav.

Načelna raven je podrobno urejena, strategija večjezičnosti, ki jo je pripravila Evropska komisija, pa se v zadnjih letih osredotoča na tri glavne vidike: spodbujanje večjezičnosti v izobraževanju, izrabo večjezičnosti za krepitev gospodarske konkurenčnosti in na večjezično komuniciranje z državljani in institucijami. Slednje pomeni redno vsakodnevno zagotavljanje prevajanja in tolmačenja v vse uradne jezike EU s pomočjo urejenega institucionalnega ustroja, v katerem delujejo dobro organizirani oddelki za posamezni jezik.

Večjezična ureditev Evropske unije in slovensko vključevanje vanjo sta vzpostavila okvir razvoja, znotraj katerega je v zadnjih desetih letih prišlo do premikov na področju strokovnega jezika in jezikoslovne stroke v Sloveniji, predvsem glede prevajanja, tolmačenja in sistematičnejšega urejanja terminologije. Zaradi obsežnega pravno-prevajalskega projekta priprave slovenske različice pravnega reda EU so bile potrebne boljše organizacija delovnih postopkov, vzpostavitev sistematičnega interdisciplinarnega sodelovanja in uvedba poenotene metodologije.

Prav strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in tudi jezikovno usposabljanje strokovnjakov na vseh področjih. Naloga državne in javne uprave je zagotavljati sistematično in usklajeno delovanje ključnih resorjev v skrbi za jezikovni razvoj.

Izvajanje nalog v zvezi s slovenščino v EU na podlagi ReNPJP 2007–2011 je potekalo v celotnem obdobju veljavnosti resolucije. Cilj teh nalog je bil opremiti predstavnike RS, ki sodelujejo v institucijah in organih EU, z navodili, kako uresničevati svojo pravico do uporabe slovenščine kot uradnega jezika EU, izboljšati poznavanje rabe jezikov v EU in predvsem zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU.

Kljub izdelanim priporočilom ter vzpostavljeni mreži strokovnjakov pa je sodelovanja še vedno premalo. Izboljšani način urejanja terminologije je pomemben zaradi delovanja v EU, a prav tako in predvsem za delovanje slovenske javne uprave, šolstva, znanosti itd., zato je ena od prednostnih nalog za naslednje obdobje.

#### 1. cilj: **Podpora države pri uporabi slovenščine kot uradnega jezika EU**

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

##### **Ukrepi:**

- Nadaljevanje nalog iz prejšnje resolucije v zvezi s terminologijo oziroma nadaljevanjem prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU. Kot del razvoja jezikovne opremljenosti je treba vzpostaviti poseben slovenski portal za terminologijo, na katerem bi bilo primerno mesto tudi za uporabniku prijazen forum, v okviru katerega bi se lahko odvijale medinstitucionalne in interdisciplinarne razprave o strokovni terminologiji, ki bi se po predvidenih postopkih in v čim krajšem času tudi dejansko zaključile z ustrezno terminološko rešitvijo.
- Intenzivna podpora izobraževalnih programov za povečanje števila slovenskih tolmačev v institucijah EU.
- Uvedba intenzivnih programov usposabljanja slovenskih tolmačev za uspešno opravljanje postopkov izbire v institucijah EU.

Nosilci: MZZ, MIZKŠ, GSV.

#### 2. cilj: **Promocija slovenskega jezika in kulture v EU**

##### **Ukrep:**

- Vzpostavitev foruma za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike.

Nosilca: MIZKŠ, MZZ.



### 3. cilj: Razumljiv uradovadni jezik in jezikovna usposobljenost javnih uslužbencev

Izboljšanje jezikovne kulture med javnimi uslužbenci ter prizadevanje za jasen uradovadni jezik in javno sporazumevanje sta bistvenega pomena za kakovostno pisno in govorno sporazumevanje v javni rabi.

#### Ukrep:

- Po zgledu Evropske komisije (zbirka nasvetov *Pišimo jasno*) bi se morali posvetiti tudi jasnemu pisanju oziroma preprostemu/razumljivemu uradovalnemu jeziku. Ministrstvo za pravosodje javno upravo (Direktorat za organizacijo in kadre) je že pripravilo priročnik *Jezik in oblika dopisa v skladu s celotno grafično podobo državne uprave*. Dopolnjevanje in razširitev priročnika ter z njim povezano izobraževanje in seznanjanje uporabnikov. Ciljno jezikovno usposabljanje za javne uslužbence bi moralo postati obvezen del pripravništva (Upravna akademija). Dodatno jezikovno izobraževanje za javne uslužbence.

Nosilci: MPJU (vključno z Upravno akademijo), GSV, SVZ, MZZ.

# **Nacionalni program za jezikovno politiko 2012—2016**

## **Osnutek\***

**Januar 2013**

\*Ministrstvo za izobraževanje, znanost, kulturo in šport je opravilo vse predvidene predhodne aktivnosti pri pripravi besedila Resolucije o nacionalnem programu za jezikovno politiko 2012-2016, med drugim javno predstavitev in obravnavo, strokovno preverjanje (končno redakcijo besedila je opravila ministrova strokovna komisija za slovenski jezik) in interno usklajevanje, ter oblikovalo osnutek dokumenta kot izhodišče za začetek formalnega postopka njegovega sprejema v DZ RS. V prihodnjih dneh bo ministrstvo posredovalo osnutek v medresorsko usklajevanje.



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# 1 Uvod

## 1.1 Izhodišče in ocena stanja

Celovita študija o jezikovnopolitičnem stanju v času pred pripravo Nacionalnega programa za jezikovno politiko iz različnih vzrokov ni bila opravljena. Zadnja celovita analiza je tako še vedno prikaz jezikovnega stanja, ki je kot dodatek priložen Nacionalnemu programu za jezikovno politiko 2007–2011.

Spremembam, do katerih je prihajalo glede na jezikovnopolitično stanje, opisano v omenjenem dodatku, lahko deloma sledimo na podlagi nekaterih posamičnih študij, ki jih je naročila Služba za slovenski jezik – še posebej na podlagi študije *Pregled uresničevanja predvidenih ukrepov in nalog za doseganje resolucijskih ciljev (s socio-kulturološko razčlemba učinkov uresničevanja) glede na nosilce, roke in proračunske možnosti, z določitvijo danih in za merilo uporabnih kazalnikov* –, ter nekaterih manjših raziskav, ki so bile v tem času objavljene v strokovni in znanstveni literaturi.

Ker bo najpozneje do sprejetja naslednjega nacionalnega programa za jezikovno politiko potreben nov celovit vpogled v jezikovnopolitično stanje v Republiki Sloveniji, je v ta dokument vključenih več ukrepov, ki bodo omogočili izdelavo ustreznih študij, Služba za slovenski jezik pa mora poskrbeti tudi za izdelavo novega celovitega pregleda slovenske jezikovne situacije, ki naj bo na voljo najpozneje leto dni pred začetkom izdelave novega nacionalnega programa za jezikovno politiko.

Kar se tiče sprememb na področju zakonodaje, lahko izpostavimo dve:

- Leta 2008 je bila sprejeta Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil.
- V letu 2010 je pristojna Služba za slovenski jezik pripravila strokovne podlage za spremembo Zakona o javni rabi slovenščine. Spremembe je bilo treba napraviti predvsem zaradi prakse sodišč Evropske unije in načela prostega pretoka ljudi, blaga in storitev, in sicer v točkah, ki sta izrecno zahtevali uporabo slovenskega jezika pri označevanju izdelkov in oglaševanju izdelkov in storitev. S spremembo zakona je bilo namesto njiju uveljavljeno ohlapnejše določilo o »zlahka razumljivem jeziku«. Zakon je bil dopolnjen tudi v 2. členu, saj sta bila s področja pravne regulacije izvzeta jezik umetnosti in verskih obredov.

Drugim spremembam na področju zakonodaje (spremembe zakonov, podzakonskih aktov in izvedbenih predpisov) za čas od leta 2007 pri pripravi tega dokumenta ni bilo mogoče celovito slediti, saj je seznam na straneh Službe za slovenski jezik za ta čas neposodobljen.

Kar se tiče finančnih sredstev, namenjenih izvajanju Resolucije o nacionalnem programu za jezikovno politiko 2007–2011, je bilo mogoče celovito slediti zgolj sredstvom za jezikovno politiko, ki so bila letno zagotavljana v proračunu Ministrstva za kulturo na podlagi pristojnosti tega ministrstva. Aktivnosti, ki so jih izvajali služba (sektor) za slovenski jezik ter druge notranje organizacijske enote v ministrstvu samem, so bile financirane iz rednih in drugih namenskih sredstev ministrstva. Aktivnosti, ki jih služba oziroma ministrstvo ni(sta) mogla izvesti z lastnimi zmogljivostmi, so izvajali zunanji izvajalci, zanje pa so bila zagotovljena finančna sredstva na posebni proračunski postavki. Njihov (omejeni) obseg pa ni v nobenem letu veljavnosti dosedanje resolucije omogočal izvedbe vseh z njo predvidenih aktivnosti. Na podlagi Zakona o javni rabi slovenščine, zakonov o izvrševanju proračunov Republike Slovenije za posamezna leta ter vsakoletnih sklepov pristojnega ministra o (so)financiranju dejavnosti Ministrstva za kulturo pri uresničevanju nalog iz Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je v omenjenih letih pristojna služba (prej sektor) izvedla ustrezne postopke za izbiro izvajalcev predvidenih aktivnosti, pri čemer je uporabila tudi predpise s področja javnega naročanja. Za uresničitev nalog iz naslova izvajanja nacionalnega programa za jezikovno

politiko je bilo v letu 2009 izvedenih 8 projektov s sredstvi v višini 100.425,12 €. V letu 2010 je bilo za te naloge s proračunom predvidenih 110.000 €. Za ta znesek je bil tudi pripravljen program uresničevanja z izvedbo 9 projektov. Z rebalansom proračuna 2010 so bila sredstva na tej postavki zmanjšana za 20.000 €. Z zmanjšanimi sredstvi je bilo uresničenih 7 projektov. S proračunom za leto 2011 je bilo za uresničevanje teh nalog predvidenih 150.000 €. Z rebalansom proračuna 2011 so bila sredstva na tej postavki zmanjšana za 50.000 €. V letu 2012 je bilo za te naloge s proračunom predvidenih 51.500 €. Za ta znesek je bil tudi pripravljen program uresničevanja z izvedbo 5 projektov.

Poleg tega na podlagi Zakona o uresničevanju javnega interesa za kulturo ministrstvo vsako leto objavlja Javni razpis za sofinanciranje projektov, namenjenih predstavljanju, uveljavljanju in razvoju slovenskega jezika. Sredstva za izvedbo tega javnega razpisa se zagotavljajo na posebni proračunski postavki. Na razpisu v letu 2009 je bilo veljavnih 72 vlog. Celotna vsota finančnih sredstev, namenjena temu razpisu, je znašala 21.593 €. Strokovna komisija za slovenski jezik je predlagala sofinanciranje 13 projektov. Na razpis v letu 2010 je bilo prijavljenih 62 formalno veljavnih vlog. Strokovna komisija za slovenski jezik izbrala 12 prijavljenih projektov. Veljavna proračunska vrednost te proračunske postavke za leto 2010 je bila 21.578 €. Na razpis za leto 2011 je bilo prijavljenih 61 formalno veljavnih vlog. Strokovna komisija za slovenski jezik je izbrala 13 projektov. V ta namen so bila predvidena sredstva v višini 20.962 €. Na razpis za leto 2012 je bilo prijavljenih 70 formalno veljavnih vlog. Strokovna komisija za slovenski jezik je izbrala 11 projektov. V ta namen so bila predvidena sredstva v višini 20.962 €.

Glede na opisano stanje ta dokument predvideva več ukrepov, oblikovanje dveh podprogramov, orise stanja na posameznih področjih pa po potrebi smiselno vključuje v posamezna poglavja.

## **1.2 Kronologija nastanka novega nacionalnega programa za jezikovno politiko**

Z letom 2012 je prenehala veljati Resolucija o nacionalnem programu za jezikovno politiko 2007–2011. Da bi pravočasno začrtali strokovne smernice za jezikovnopolitične odločitve in ukrepe v naslednjem petletnem obdobju, je tedanje Ministrstvo za kulturo začelo pripravljati novi nacionalni program že v letu 2010. V ta namen je naročilo izdelavo naslednjih raziskav in analiz: *Pregled uresničevanja predvidenih ukrepov in nalog za doseganje resolucijskih ciljev (s socio-kulturološko razčlenbo učinkov uresničevanja) glede na nosilce, roke in proračunske možnosti, z določitvijo danih in za merilo uporabnih kazalnikov, Izdelava metodologije priprave NPJP za obdobje 2012–2016, Pregled in analiza politik, ki določajo položaj slovenščine nasproti angleščini in drugim tujim jezikom v visokem šolstvu in znanosti in Pregled in analiza angažmaja političnih in/ali upravnih subjektov pri izpeljevanju ukrepov in nalog z njihovega področja (z naborom podatkov in njihovo statistično obdelavo)*. Zaradi določenih okoliščin zadnje našteteta ni bila dokončana, ostale tri pa so bile končane do konca leta 2010 ter spomladi leta 2011 tudi predstavljene javnosti z objavo na spletnih straneh ministrstva.

Aprila 2011 je bila s sklepom ministrice imenovana osemčlanska *Delovna skupina za oblikovanje osnutka in redakcijo besedila Nacionalnega programa za jezikovno politiko 2012–2016*, ki jo je vodil dr. Marko Stabej, Filozofska fakulteta Univerze v Ljubljani, Oddelek za slovenistiko, njeni člani pa so bili: dr. Helena Dobrovoljc, Inštitut za slovenski jezik Frana Ramovša, ZRC SAZU, dr. Tomaž Erjavec, Institut Jožef Stefan, dr. Ina Ferbežar, Filozofska fakulteta Univerze v Ljubljani, Center za slovenščino kot drugi/tuji jezik, dr. Monika Kalin Golob, Fakulteta za družbene vede Univerze v Ljubljani, Katedra za novinarstvo, dr. Simon Krek, Institut Jožef Stefan in Amebis, dr. Martina Ožbot, Filozofska fakulteta Univerze v Ljubljani, Oddelek za romanske jezike in književnost, in Darja Erbič, Služba vlade za razvoj in evropske zadeve. V drugi fazi dela te delovne skupine so ji bili v pomoč imenovani koordinatorji vladnih služb in ministrstev; ti so predlagali ukrepe na področju jezikovne politike, ki so jih v okviru

svojega področja delovanja zaznali kot potrebne. Z namenom čim širše vključenosti v pripravo resolucije je delovna skupina že v tej fazi povabila k sodelovanju širok krog institucij s področja jezikovnega načrtovanja in politike. Nekateri, ki so sodelovali, so dali tudi soglasje k objavi svojih predlogov na spletni strani ministrstva; drugi, ki takrat iz kakršnega koli razloga niso dobili priložnosti podati svojega mnenja, so bili s strani ministrstva posebej povabljeni k temu pozneje, v obdobju, ko je potekala uradna javna razprava o tedaj že delovnem besedilu NPJP. Delovna skupina je 16. 10. 2011 oddala prvi osnutek besedila resolucije o NPJP 2012–2016. Skupina se je 16. 11. 2011 sestala s predstavniki ministrstva (Služba za slovenski jezik, pravna služba), na podlagi razprave na tem delovnem sestanku pa je opravila redakcijo besedila; 29. 11. 2011 ga je predala ministrstvu in s tem opravila nalogo, za katero je bila imenovana, in zaključila svoj mandat v postopku priprave NPJP. V decembru 2011 se je tedanje vodstvo ministrstva seznanilo z rezultati dela omenjene delovne skupine ter prepoznalo predloženo delovno besedilo kot primerno podlago za nadaljevanje postopka priprave in sprejemanja NPJP. Do sredine januarja 2012 je bilo v ministrstvu po posameznih delovnih področjih opravljeno interno preverjanje in usklajevanje predlaganih rešitev, še posebej v odnosu do sočasno nastajajočega Nacionalnega programa za kulturo za naslednje obdobje. Na ta način pridobljene pripombe in predloge je Služba za slovenski jezik smiselno vgradila v delovno besedilo NPJP.

Zaradi bistveno spremenjenih okoliščin, povezanih z delovanjem bivšega Ministrstva za kulturo, je nato priprava Nacionalnega programa za jezikovno politiko 2012–2016 zastala. Nadaljevala se je šele v marcu in aprilu 2012 s ponovnim internim preverjanjem, soglasjem novega vodstva ministrstva k delovnemu besedilu kot primerni podlagi za nadaljevanje postopka ter dogovorom o njegovem poteku. Besedilo je bilo (različica april 2012) 1. 5. 2012 objavljeno na spletnih straneh ministrstva, hkrati pa sta bila posredovana neposredno povabila evidentiranim predstavnikom strokovne javnosti in javno povabila zainteresirani širši javnosti k njegovi javni obravnavi. Ta je trajala do 15. 6. 2012. Po zaključeni javni razpravi ter s tem opravljenem zbiranju in analizi pripomb je Sektor za slovenski jezik opravil novo redakcijo delovnega besedila, na seji 29. 6. pa je delovno besedilo preverila posebej za to imenovana projektna skupina.

*Strokovna komisija ministra za kulturo za slovenski jezik* (v prejšnjem mandatu) v sestavi dr. Marko Jesenšek, predsednik, dr. Majda Kaučič-Baša, dr. Marko Stabej, dr. Janez Dular in Jakob Müller je bila ves čas seznanjena s potekom aktivnosti, povezanih s pripravo NPJP za novo petletno obdobje (strokovna služba ministrstva jo je z njimi seznanjala na vseh njenih sejah od jeseni 2010 pa do poteka njenega mandata maja 2012), vendar neposredno ni sodelovala v pripravi njegovega delovnega besedila. O njem (različica februar 2012) so njeni člani razpravljali na seji 25. aprila 2012, podali svoje strokovno mnenje in predlagali Sektorju za slovenski jezik, da opravi njegovo redakcijo v skladu s predstavljenimi ugotovitvami ter predloži tako dopolnjeno besedilo v potrditev na njeni naslednji seji. Vendar je 11. 5. 2012 komisiji potekel mandat, minister pa je 18. 5. 2012 (z dopolnitvijo 15. 6. 2012) imenoval *Projektno skupino za področje slovenskega jezika, ki bo na podlagi stališč iz javne razprave pripravila strokovno mnenje o delovnem besedilu Resolucije o nacionalnem programu za jezikovno politiko 2012–2016* v sestavi dr. Marko Jesenšek, predsednik, dr. Majda Kaučič-Baša, dr. Marko Stabej, dr. Janez Dular, Jakob Müller, dr. Marko Snoj in dr. Kozma Ahačič. Ta se je sestala 29. 6. 2012 ter obravnavala gradivo, ki je bilo rezultat opravljene javne razprave med 1. 5. in 15. 6. 2012, ter podala predloge za spremembe in izboljšave besedila. Minister je 27. 8. 2012 imenoval novo *Strokovno komisijo za slovenski jezik* za naslednji triletni mandat v sestavi dr. Kozma Ahačič, predsednik, dr. Marko Jesenšek, dr. Janez Dular, dr. Marko Snoj in Marta Kocjan - Barle. Komisija je na delovnem sestanku pri državnem sekretarju ter na treh sejah v mesecih septembru in oktobru 2012 opravila končno redakcijo delovnega besedila NPJP.

S tem besedilom je bilo seznanjeno vodstvo pristojnega ministrstva ter interna javnost v njem s posebnim poudarkom na področjih ustvarjalnosti, izobraževanja, visokega šolstva in raziskovalne

dejavnosti. Na podlagi te zadnje interne presoje je minister odločil, da je pripravljeno besedilo primerno za nadaljevanje postopka sprejema predmetne resolucije.

### **1.3 Okvir nacionalnega programa za jezikovno politiko**

Sodobna slovenska jezikovna situacija zahteva premišljeno in dejavno jezikovno politiko, ki upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo. Na področjih, ki potrebujejo za ohranjanje obsega, vitalnosti in dinamičnosti slovenskega jezika še posebno skrb, pa je potrebno zagotavljati ukrepe, ki bodo stanje po potrebi izboljševale.

Bistveni del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Ob tem mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govornicah ostajala prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe, kjer in kolikor izkušnje kažejo, da so nekateri govorniki slovenščine pripravljene svoj materni jezik neupravičeno zapostavljati, pa se ne sme apriorno odpovedovati možnosti zavezujočega pravnega predpisovanja rabe v določenih jezikovnih položajih. Še pomembneje za nadaljnjo vitalnost in krepitev položaja slovenščine pa je pri govornicah slovenščine uvesti njeno polnofunkcionalnost ter s sistematičnim razvijanjem veščin, spretnosti in vednosti o sistemskih izraznih možnostih, ki jih ponuja slovenščina, vzgajati in spodbujati suverene, samozavestne in motivirane uporabnike slovenskega jezika, hkrati pa ga temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorniki.

Slovenska jezikovna politika se zaveda posebne odgovornosti, ki jo ima do Slovencev zunaj meja Republike Slovenije, hkrati pa upošteva vse govorce, ki jim slovenščina ni materni jezik: pripadnike madžarske in italijanske narodne manjšine, romske skupnosti, priseljence ter vse druge, ki prihajajo ali želijo prihajati znotraj ali zunaj meja Republike Slovenije v stik s slovenskim jezikom. Spodbuja učenje in rabo slovenskega jezika na vseh ravneh ter za vse ciljne skupine, hkrati pa sistematično skrbi za čim boljši sistem poučevanja tujih jezikov in njihovo ustrezno razpršenost glede na kulturnocivilizacijske in gospodarske potrebe Republike Slovenije.

S še posebno občutljivostjo skrbi za govorce s posebnimi potrebami. V tem okviru je zaradi specifičnosti njihovega sporazumevanja posebna skrb namenjena gluhih (slovenskemu znakovnemu jeziku kot prvemu jeziku večine gluhih), pa tudi vsem drugim osebam s posebnimi potrebami: slepim in slabovidnim (besedilom v brajici ter informacijski komunikacijski tehnologiji, namenjeni slepim in slabovidnim osebam), osebam s specifičnimi motnjami (kot so disleksija, slabše bralne in učne zmožnosti, govorno-jezikovne motnje ipd.) ter osebam z motnjo v duševnem razvoju.

Posebno pozornost namenja tudi prednostim in izzivom, ki jih prinaša dejstvo, da je slovenščina uradni jezik Evropske unije.

Slovenska jezikovna politika mora v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje. Zato jezikovnopolitični program predvideva kot začetni izvedbeni korak za doseg ciljev oblikovanje dveh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih dokumentov:

- 1) Podprograma za jezikovno izobraževanje,
- 2) Podprograma za jezikovno opremljenost.



Program jezikovnega izobraževanja predvideva že Zakon o javni rabi slovenščine v 13. členu; potreba po drugem programu pa je utemeljena vsebinsko in izhaja iz strokovnih izkušenj pri spremljanju in usmerjanju slovenske jezikovne situacije.

Podprograma se pripravita tako, da minister, pristojen za izobraževanje, znanost in kulturo najpozneje v dveh mesecih po sprejetju dokumenta v Državnem zboru imenuje delovni skupini, ki ju sestavljajo predstavniki javnih raziskovalnih in strokovnih zavodov ter po potrebi civilnodružbenih in drugih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopolitičnih ukrepov. Skupini najpozneje v enem letu od imenovanja pripravita podprograma, ki ju nato po ustreznih postopkih sprejme Vlada Republike Slovenije. Za koordinacijo priprave podprogramov in delovanja delovnih skupin skrbi Služba za slovenski jezik na MIZKŠ, ki bo v skladu z novimi zadolžitvami iz tega in naslednjega poglavja vsebinsko in kadrovske primerno okrepljena. Pred sprejetjem podprogramov da o njiju mnenje tudi Strokovna komisija za slovenski jezik. Podprograma se morata navezovati na usmeritve, določene v tem dokumentu; kjer je to smiselno, pa naj vsebujeta tudi dolgoročneje rešitve za obdobje od 5 do 10 let.

## **1.4 Jezikovnopolitična vizija**

Čeprav je Nacionalni program za jezikovno politiko odziv na celotne jezikovnopolitične razmere, je v ospredju njegove skrbi in predlaganih ukrepov slovenščina (urejanje njenega statusa in korpusa), ob tem pa svojo pozornost namenja tudi vsem drugim jezikom, ki spadajo v okvir slovenske jezikovne politike. Slovenščina je danes notranje celovit, družbeno in strukturno neokrnjen ter razvojno odprt jezik in taka naj bo tudi v prihodnosti. Republika Slovenija zato zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj meja slovenske države ter v ustreznih evropskih in mednarodnih okvirih. Skrbi za to, da se njeni državljani in prebivalci lahko vključujejo v sporazumevalne procese, ki jim omogočajo enakopravno sodelovanje v državni in mednarodni skupnosti, pridobivanje in menjavo znanja ter izpolnjevanje osebnih, poklicnih in kulturnih potreb. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z ustrežno stopnjo jezikovne samozavesti in ustrežno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti. Za ta namen država zagotavlja zbiranje, obdelovanje in trajno dostopnost zanesljivih slovničnih, slovarskih in stilskih informacij o vseh pojavnih oblikah slovenščine, še posebej o knjižnem jeziku kot njeni standardni in povezovalni različici. Skrbi tudi za podatkovne jezikovne vire, ki jih govorci slovenščine potrebujejo pri učenju in rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorci drugih jezikov pri učenju in rabi knjižne slovenščine (vključno s skrbjo za slovenski znakovni jezik in slovensko brajico).

Republika Slovenija slovenščini zagotavlja prevladujočo vlogo v uradnem in javnem življenju znotraj države, hkrati pa omogoča sporazumevanje in obveščanje v drugih jezikih v skladu s pravno in demokratično legitimnimi sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. Zavzema se za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah ter pravic govorcev slovenščine kot enega izmed uradnih jezikov Evropske unije in v mednarodnih telesih. Slovenščina za svoje govorce že doslej na marsikaterem področju rabe ni bila edina možnost; s povečanim svetovnim pretokom znanja, blaga, storitev in oseb ter še učinkovitejšim učenjem drugih jezikov pa se bodo možnosti izbire raznih jezikov za izpolnjevanje različnih sporazumevalnih potreb še širile. Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govornikih ostajala prevladujoča prostovoljna (samoumevna) izbira v čim večjem obsegu zasebne in javne rabe, z ustrežno motivacijo pa naj bo slovenščina privlačna za učenje in rabo tudi pri čim več govornikih drugih jezikov, obvezna pa

za vse tiste, ki se hočejo poklicno uveljavljati v javnem sporazumevanju ali sploh na jezikovno občutljivih delovnih mestih.

Republika Slovenije hkrati skrbi za krepitev in dosledno uresničevanje jezikovnih pravic ustavno določenih manjšin ter omogoča ohranjanje in obnavljanje rabe jezikov drugih jezikovnih skupnosti in priseljencev.

## 1.5 Nosilci dejavne jezikovne politike

Neposredni nosilci jezikovne politike Republike Slovenije so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da zanjo prevzamejo ne le izvajalsko in proračunsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Iz rezultatov analize izvajanja prve resolucije o nacionalnem programu jezikovne politike je mogoče sklepati, da je bilo le malo državnih ustanov in organov dejansko vključenih v določanje resolucijskih ciljev in nalog, kaj šele, da bi poskrbeli za ustrezna proračunska sredstva in prevzeli njihovo organizacijsko izvedbo. Pomenljiv je podatek, da je bilo v obdobju 2007–2011 na tedanjem Ministrstvu za kulturo iz sredstev državnega proračuna v ta namen zagotovljenih in porabljenih manj kot 400.000 evrov od resolucijsko predvidenih 2,5 milijona, po oceni pa na drugih resorjih dva do trikratnik teh sredstev, torej skupaj okoli milijona evrov.

Tedanji sektor za slovenski jezik je sicer že pred pripravo predloga prvega nacionalnega programa za jezikovno politiko poskušal na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje slovenske jezikovne politike. Tako je Vlada Republike Slovenije 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretariata Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na tedanjem Ministrstvu za kulturo. V petih letih po imenovanju se ni komisija sestala niti enkrat. Usklajevanje formalnopравnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na območju Republike Slovenije) je sicer nujno potrebno – načelne vsebinske usmeritve za to prinaša tudi predlog novega programa za jezikovno politiko –, toda dejavna jezikovna politika, h kateri se je Republika Slovenija zavezala z *Zakonom o javni rabi slovenščine*, pomeni bistveno širšo dejavnost, ki zadeva tudi druge vsebine in posledično druge mehanizme izvršilne oblasti.

Služba za slovenski jezik na Ministrstvu za izobraževanje, znanost, kulturo in šport (v nadaljevanju MIZKŠ) je v sedanji strukturi izvršilne oblasti Republike Slovenije ključno telo za koordinacijo slovenske jezikovne politike in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane in se smiselno okrepi. Toda slovenska jezikovna politika sega vsebinsko gledano vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato bo za izvajanje novega jezikovnopoličnega programa treba oblikovati novo medinstitucionalno delovno skupino za spremljanje izvajanja (tako razumljene širše) jezikovne politike Republike Slovenije. Skupina mora delovati po združenih načelih odgovornosti in operativnosti. S tem je mišljena po eni strani načelna odgovornost najvišjih predstavnikov ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa konkretna in operativna odgovornost posameznih javnih uslužbencev kot stalnih sodelavcev skupine. Skupina se imenuje s sklepom vlade, sestavljajo pa jo javni uslužbenci iz tistih organov izvršilne oblasti in nosilcev javnih pooblastil, katerih dejavnost je najbolj neposredno povezana z jezikovnopoličnimi vprašanji. To so:

- Generalni sekretariat Vlade RS (GSV),

- Ministrstvo za izobraževanje, znanost, kulturo in šport (MIZKŠ),
- Ministrstvo za pravosodje in javno upravo (MPJU),
- Ministrstvo za zunanje zadeve (MZZ),
- Ministrstvo za notranje zadeve (MNZ),
- Ministrstvo za delo, družino in socialne zadeve (MDDSZ),
- Ministrstvo za gospodarski razvoj in tehnologijo (MGRT),
- Urad RS za Slovence v zamejstvu in po svetu,
- Služba Vlade RS za zakonodajo (SVZ),
- Javna agencija za raziskovalno dejavnost RS (ARRS),
- Javna agencija za knjigo RS (JAK).

Koordinator delovne skupine je Služba za slovenski jezik, katere vodja je predsednik delovne skupine. Naloge oziroma ukrepi, ki jih vsi ti nosilci izvajajo, so navedeni pri posameznih ciljih.

Iz analize uresničevanja Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je mogoče posredno sklepati, da slovenski javni uslužbenci večinoma niso bili dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja niti se niso dejavno vključili v pripravo dokumenta, kar se kaže v pomanjkanju ukrepanja in poročanja, vse to pa ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato Služba za slovenski jezik izdelala poseben dokument z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi tistim javnim uslužbenkam in uslužbencem, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne delovne skupine je smiselno prirediti posebno izobraževanje za imenovane člane, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja ter usmeritve in cilje novega jezikovnopolitičnega programa. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bodo posamezniki motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za njihovo izvrševanje oz. nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

Pri predlogu ciljev in ukrepov v nacionalnem programu jezikovne politike za naslednje petletno obdobje zato med nosilci navajamo samo državne organe in nekatere nosilce javnih pooblastil, ne pa drugih javnih in zasebnih zavodov, ki po svojih ustanovnih aktih in delovnih programih opravljajo različne jezikovnonačrtovalne naloge. Dolžnost državnih organov je, da za vsak cilj in ukrep v jezikovnopolitičnem programu po veljavnih postopkih izberejo najprimernejšega izvajalca in poskrbijo za ustrezno izvedbo.

Jezikovna politika je sestavni del drugih politik, od šolske do gospodarske, z njo je še posebej povezana kulturna politika. K splošnim ciljem, izraženim v viziji tega jezikovnopolitičnega programa, lahko s svojo dejavnostjo gotovo pomembno prispevajo najrazličnejši dejavniki in javni sistemi, kot so splošne knjižnice, kulturne in umetniške ustanove ter drugi. Toda naloga jezikovnopolitičnega programa je izpostaviti najnujnejše jezikovne cilje in ukrepe v naslednjem petletju, ne pa opredeljevanje jezikovne vloge in poslanstva teh ustanov in sistemov.

O zagotavljanju in izvajanju ustaljenih jezikoslovnih znanstvenoraziskovalnih in strokovnih dejavnosti se ta jezikovnopolitični program ne izreka, saj gre za avtonomno in trajno dejavnost, za katero so odgovorne pooblašene ustanove. Viri za to dejavnost morajo biti zagotovljeni ne glede na prioritete veljavnega jezikovnopolitičnega programa, neodvisno od sredstev, predvidenih za njegovo izvedbo.

V resoluciji so predvidena le dodatna proračunska sredstva, ki bi jih bilo treba zagotoviti za uresničitev posameznega ukrepa. Niso pa zajeta sredstva za redne programe institucij, v okviru katerih so bodo izvajali določeni ukrepi.

Oštevilčenje ukrepov pri posameznih ciljnih in ukrepih ne pomeni prioritete razvrščanja.



## 2 Vsebinska opredelitev jezikovne politike Republike Slovenije 2012–2016 s cilji in ukrepi

### 2.1 Jezikovno izobraževanje

#### 2.1.1 Uvod

Znanje jezikov je hkrati simbolna in praktična vrednota, ki mora biti dostopna vsakomur ne glede na kulturno, izobrazbeno ali premoženjsko ozadje. Zato Republika Slovenija skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev, pa tudi Slovencev po svetu in tujcev, ki prihajajo v stik s slovenskim jezikovnim prostorom, na več ravneh.

V okviru svojega izobraževalnega sistema skrbi za čim kvalitetnejši pouk slovenščine kot prvega jezika na območju Republike Slovenije ter za čim večjo dostopnost pouka slovenščine za Slovence po svetu. V svojem izobraževalnem sistemu upošteva specifične potrebe tistih otrok in mladih priseljencev, ki jim slovenščina predstavlja drugi ali tuji jezik, skrbi pa tudi za promocijo učenja slovenščine pri odraslih, ki jim slovenščina predstavlja drugi ali tuji jezik, ter za promocijo učenja slovenščine v tujini. Na ozemlju italijanske in madžarske skupnosti skrbi za kvalitetno izobraževanje v italijanščini oziroma madžarščini, skrbi za uporabo in razvoj jezika romske skupnosti, prav tako pa priznava vsem drugim jezikom manjšin, priseljenjskih skupnosti ipd. pravico do rabe, ohranjanja in obnavljanja lastnega jezika in kulture.

Pri izobraževanju upošteva jezikovne pravice govorcev s posebnimi potrebami.

V skladu s tradicijo pozitivnega vrednotenja znanja različnih tujih jezikov in glede na sodobne potrebe po konkurenčnosti, odprtosti in demokratičnosti Slovenije je ena prednostnih usmeritev slovenske jezikovne politike upoštevanje jezikovne raznolikosti in spodbujanje funkcionalne večjezičnosti. Cilj je, da bi bili govorniki slovenščine kot prvega jezika jezikovno kompetentni in ozaveščeni in da bi razvili zmožnost učinkovitega, samozavestnega in kvalitetnega sporazumevanja v slovenščini in po možnosti vsaj še v dveh jezikih, tako na področju splošne kot poklicne rabe. Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega oziroma maternega jezika v Republiki Sloveniji, o tem, da je slovenščina drugi ali tuji jezik za številne govorce, ter o enakovrednosti vseh jezikov.

Skladno s spoštovanjem temeljnih človekovih pravic in načel Evropske unije se Slovenija zavezuje k spodbujanju medsebojnega razumevanja, solidarnosti in družbene kohezije. Javnost se mora zavedati, da imajo vsi pravico vključevati se v javno življenje, da mora biti srečevanje z različnostjo strpno in naklonjeno ter da imajo različne skupine govorcev slovenščine in drugih jezikov različne sporazumevalne potrebe in različno stopnjo jezikovne zmožnosti.

Jezikovno izobraževanje ima ključno vlogo pri uresničevanju navedenih usmeritev. V tem okviru je bistvena razširitev razumevanja vloge učiteljev slovenščine in drugih jezikov. Ti niso le posredovalci jezikovnega, ampak tudi kulturnocivilizacijskega znanja ter so vezni člen med različnimi jeziki, kulturami in identitetami. Da bi učitelji to vlogo v resnici lahko opravljali, jih je treba dodatno usposablјati in jim dati čim večjo avtonomijo, ki med drugim vključuje tudi prožno uporabo in udejanjanje učnih načrtov glede na različne potrebe tistih, ki jih učijo. Samo tako bodo lahko postali jezikovno samozavestnejši.

*Zakon o javni rabi slovenščine* (13. člen) zavezuje Vlado Republike Slovenije k sprejetju posebnega programa jezikovnega izobraževanja, ki naj bi bil poleg rednega izobraževanja namenjen tudi za jezikovno izpopolnjevanje mladine in odraslih, ter programa, namenjenega tujcem v Republiki Sloveniji. Programa nista bila ne oblikovana ne sprejeta. V skladu z besedilom tega dokumenta se bo celovita problematika jezikovnega izobraževanja v Republiki Sloveniji urejala v okviru enotnega Podprograma za jezikovno izobraževanje, ki bo vseboval tudi programa, predvidena v navedenem zakonu. Podprogram bo upošteval v nadaljevanju navedena izhodišča.

### **2.1.2 Splošni cilji in ukrepi**

Nekateri cilji in ukrepi na področju jezikovnega izobraževanja se morajo načrtovati povezano in enotno ne glede na različnost jezikov in ciljnih skupin. Načrtovanje in izvajanje jezikovnega izobraževanja mora temeljiti tudi na ustreznih podatkih o jezikovnem standardu, jezikovni rabi, sporazumevalnih potrebah, jezikovnih stališčih ipd., katerih pripravo in zbiranje predvideva ta dokument.

#### **1. cilj: Zmožnost govorcev slovenščine za uporabo jezikovnih priročnikov in jezikovnih tehnologij**

##### **Ukrep:**

- izobraževanje (učiteljev in učečih se) za delo z jezikovnimi priročniki in viri.

##### **Kazalnik:**

- število izvedenih izobraževalnih oblik.

Predvidena sredstva: 100.000 eur.

Predvideni učinki: povečanje števila usposobljenih učiteljev in učečih se za kompetentno uporabo priročnikov in drugih jezikovnih virov, povečano število poznavalcev jezikovnih tehnologij, njihova množičnejša uporaba, učinkovitejše delo v izobraževalnih procesih.

Nosilec: MIZKŠ.

## 2. cilj: **Ozaveščenost o različnosti sporazumevalnih potreb in načinov sporazumevanja**

### **Ukrep:**

- senzibilizacija o različnih sporazumevalnih potrebah in zmožnostih različnih skupin govorcev in sprejemljivosti različnih oblik sporazumevanja.

### Kazalnik:

- število dogodkov in gradiv, ki prispevajo k uresničevanju ukrepa.

Predvidena sredstva: 60.000 eur.

Predvideni učinki: učinkovitejše in strpnejše sporazumevanje med različnimi skupinami govorcev.

Nosilec: MIZKŠ.

## 3. cilj: **Večjezikovna in medkulturna ozaveščenost**

### **Ukrepi:**

- priprava dodatnih učnih vsebin in gradiv s področja večjezičnosti in medkulturne komunikacije.

### Učitelji:

- medkulturno opismenjevanje učiteljev in vzgojiteljev.

### Učeči se:

- vzgajanje za razumevanje večjezičnosti in medkulturnosti.

Nosilec: MIZKŠ.

### Kazalnik:

- število novih gradiv in pripravljenih učnih vsebin s tega področja.

Predvidena sredstva: 100.000 eur.

Predvideni učinki: zviševanje stopnje sporazumevanja med različnimi skupinami, zviševanje praga tolerance v večjezičnih/večkulturnih okoljih, učinkovitejše sporazumevanje med različnimi udeleženci izobraževalnih procesov.

Nosilec: MIZKŠ.

### **2.1.3 Slovenščina kot prvi jezik**

#### **2.1.3.1 V Republiki Sloveniji**

Slovenščina je kot uradni ter za večino prebivalstva materni jezik pri načrtovanju jezikovne politike deležna največje pozornosti. Na ravni jezikovnega izobraževanja bo jezikovna politika v naslednjem obdobju posebno skrb namenila jezikovnemu pouku slovenščine v vzgojno-izobraževalnem sistemu

Republike Slovenije, raziskavam slovenskega jezika ter evalviranju in raziskovanju jezikovnega izobraževanja v slovenščini.

Skušala bo tudi uzaveščati pomen jasnega in razumljivega uradovnega jezika ter zagotavljati vseživljenjsko jezikovno izobraževanje javnih uslužbencev, da bodo odgovorno sooblikovali pisno in govorno podobo slovenskega jezika v javni rabi ter skrbeli za jasno in razumljivo izražanje in ne preveč zapleten uradovnalni jezik.

Sedanja zasnova jezikovnega pouka slovenščine kot prvega jezika v vzgojno-izobraževalnem sistemu Republike Slovenije si kot temeljni cilj zastavlja funkcionalno zmožnost sporazumevanja, temeljna metoda pa je delo z največkrat idealiziranim neumetnostnim besedilom. Glede na bistveno spremenjene družbene okoliščine (globalizacija, medkulturnost, večjezičnost) pa zgolj dobra funkcionalna pismenost ni več dovolj. Posameznik mora prevzemati vedno številnejše jezikovne vloge v osebem, strokovnem, poklicnem in družbenem življenju. V ospredje prihaja potreba po razumevanju družbene razsežnosti jezika in kulture, v kateri poteka sporazumevanje. Govorcem slovenščine kot prvega jezika naj izobraževalni sistem omogoča, da v tem jeziku kar najbolj udeležijo svoje jezikovno-izrazne potenciale, se razvijejo v jezikovno kompetentne osebe in se glede na posameznikove potrebe opremijo za učinkovito, tj. razumljivo in sprejemljivo javno in uradno komunikacijo ter za druge vrste specializiranega sporazumevanja.

Podprogram za jezikovno izobraževanje, ki ga predvideva ta resolucija, bo zato na podlagi raziskav in evalvacij pouka slovenščine, ki naj potekajo povsem neodvisno in institucionalno ločeno od drugih aktivnosti na področju pouka slovenščine, pa tudi na podlagi rezultatov dosedanjih raziskav bralne pismenosti (Pisa), sodobnih ugotovitev (splošno- in specialnodidaktične) stroke, rezultatih nacionalnih preizkusov znanja in mature ter mnenj visokošolskih zavodov in zainteresirane javnosti predvidel nov koncept poučevanja slovenščine kot prvega jezika. Koncept naj poleg že uveljavljenih in preizkušenih metod pouka slovenščine upošteva še naslednja izhodišča:

- Pri jezikovnem pouku slovenščine je treba upoštevati tudi širši kulturni (zunajjezikovni) kontekst, učence usmerjati v zmožnost refleksije sprejemanja, interpretiranja, vrednotenja in tvorjenja besedil ter v analizo izkušenj, ki jih pridobivajo ob sprejemanju in tvorjenju najraznovrstnejših besedil. Teorijo besedilnih vrst naj pouk slovenščine razume kot idealiziran opis možnosti besedilne uresničitve, ki pa se v realnem življenju uresničuje izrazito prožno glede na najrazličnejše okoliščine. Pri snovanju učnih načrtov naj bodo izhodišče dejanske komunikacijske potrebe učencev.
- Eden od temeljnih ciljev jezikovnega pouka slovenščine naj bo izboljšanje jezikovne samozavesti govorcev slovenščine.
- Pouk slovenščine kot prvega jezika ne more v celoti prevzeti odgovornosti za razvijanje sporazumevalne zmožnosti, zato je treba sistemsko predvideti najrazličnejše možnosti medpredmetnega povezovanja. Še posebej pa je treba skrbeti za čim boljše povezanost književnega in jezikovnega dela pouka slovenščine ter za navezovanje in povezovanje pouka vseh jezikov v kurikulumu (gl. tudi poglavje Tuji jeziki).
- Pouk slovenskega jezika naj ima tudi funkcijo prvega seznanjanja s splošnimi jezikoslovnimi metakoncepti, saj je takšno znanje bistvena sestavina kritične sporazumevalne zmožnosti in temeljni pogoj za uspešno reševanje problemov na najvišjih zahtevnostnih ravneh. Zato je treba za koherentnost podajanja slovničnih, pravopisnih in pravorečnih vsebin skrbeti bolj, kot se je skrbelo do zdaj. Pri tem naj se obravnava teh vsebin še vedno povezuje (tudi) s praktičnimi besediloslovnimi vidiki, vendar je treba preseči omejitev na zgolj neposredno uporabno, »funkcionalno« znanje. V tem okviru je smiselno spodbujati tudi pripravo šolskih slovnice slovenskega jezika za učence in dijake.

Poleg ciljev in ukrepov, ki jih bo predvidel Podprogram za jezikovno izobraževanje, pa se uveljavi naslednje:

**1. cilj: Razvijanje in izpopolnjevanje jezikovne zmožnosti govorcev slovenščine kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje**

**Ukrepi:**

- seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot prvega jezika;
- nadaljevanje aktivnosti v zvezi z izpopolnjevalnem učnih načrtov, učnih gradiv in učnih pristopov;
- priprava evalvacij pouka slovenščine, ki bodo potekale neodvisno od institucije, ki skrbi za učne načrte, njihovo uvajanje ter za spremljavo pouka slovenščine;
- prenova oz. izdelava učnih gradiv v klasični in e-obliki;
- izdelava seznama strokovnih izrazov za jezikovni pouk v osnovni in srednji šoli v slovenščini in tujih jezikih;
- posodabljanje didaktičnih pristopov k učenju jezika in vzpodbujanje projektov, ki vključujejo medpredmetno povezovanje tujih jezikov in drugih predmetov s poukom slovenščine;
- spodbujanje stalnega strokovnega izpopolnjevanja učiteljev slovenščine na jezikovnem in didaktičnem področju;
- usposabljanje učiteljev tujih jezikov na področju slovenščine in učiteljev slovenščine na področju tujih jezikov;
- organiziranje in izvajanje ustreznega jezikovnega usposabljanja glede na sporazumevalne potrebe različnih ciljnih skupin na vseh stopnjah izobraževanja;
- spodbujanje ustvarjanja ter drugih motivacijskih dejavnosti v slovenskem jeziku v celotnem vzgojno-izobraževalnem sistemu.

**Kazalniki:**

- število izvedenih ukrepov,
- število strokovnih usposabljanj za ravnatelje in učitelje,
- število zunanjih evalvacij pouka slovenščine,
- število prenovljenih učnih gradiv v klasični in e-obliki,
- število motivacijskih projektov,
- izdelan seznam strokovnih izrazov.

Predvidena sredstva: 200.000 eur.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje, razvijanje in izvajanje jezikovne in izobraževalnih politik.

Nosilec: MIZKŠ.

**2. cilj: Spremljanje jezikovnega stanja**

**Ukrepa:**

- spodbujanje aplikativnih raziskav o sodobnem slovenskem jeziku, njegovi zgodovini, njegovih govorcih, njihovi jezikovni zmožnosti, sporazumevalnih potrebah in stališčih ter kontrastivnih, sociolingvističnih in drugih raziskav – vključno z raziskavami regionalnih različic in slovenščine zunaj Republike Slovenije, ki bodo služile kot vir in podpora Podprogramu za jezikovno izobraževanje;
- spodbujanje raziskav s področja izobraževanja v slovenščini kot prvem jeziku.

**Kazalnik:**



- število raziskav s tega področja.

Predvidena sredstva: 300.000 eur.

Predvideni učinki: povečanje števila znanstvenoraziskovalnih del s področja jezikovnega načrtovanja kot strokovnih podlag za koncipiranje ustreznih orodij za izvajanje primernih jezikovnih politik ter njihova implementacija v izobraževalne procese.

Nosilci: MIZKŠ, ARRS, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### 3. cilj: **Razumljiv uradovalni jezik in nadgrajevanje jezikovne zmožnosti javnih uslužbencev**

#### **Ukrepi:**

- dopolnjevanje in razširitev priročnika *Jezik in oblika dopisa v skladu s celostno grafično podobo državne uprave*, ki ga je izdalo Ministrstvo za pravosodje in javno upravo (Direktorat za organizacijo in kadre) po zgledu Evropske komisije (*Pišimo jasno*);
- dodatno jezikovno izobraževanje za javne uslužbence in njihovo ozaveščanje o družbeni vlogi slovenskega jezika;
- ciljno jezikovno usposabljanje za javne uslužbence kot obvezni del pripravništva (Upravna akademija);
- izdelava kazalnikov za razumljivo in sprejemljivo javno in uradno sporazumevanje za potrebe različnih ciljnih skupin.

Kazalnika:

- dopolnitev priročnika,
- število dodatnih jezikovnih izobraževanj in ciljnih usposabljanj za javne uslužbence.

Predvidena sredstva: 100.000 eur.

Predvideni učinki: izboljšanje razumljivosti uradovalnega jezika, njegova usklajenost s splošno sprejetimi jezikovnimi normami, povečanje števila javnih uslužbencev s temi zmožnostmi, večja in lažja dostopnost dobrin državljanom kot udeležencem uradnih postopkov.

Nosilca: MPJU (vključno z Upravno akademijo), GSV.

## **2.1.3.2 Zunaj Republike Slovenije**

### **2.1.3.2.1 Začasna mobilnost – zdomstvo**

Nekateri govorci slovenščine kot prvega jezika odhajajo v tujino (zlasti v evropske države) za omejeno časovno obdobje, npr. zaradi službe. Pogosto jih spremljajo otroci, ki določen čas odraščajo in se šolajo v dvo- in večjezičnih okoljih zunaj matične države.

Slovenska jezikovna politika mora zdomcem, še posebej pa otrokom, zagotoviti možnost širjenja ali izpopolnjevanja jezikovne zmožnosti v slovenščini. Čeprav znanje slovenščine ti otroci primarno lahko pridobivajo ali vzdržujejo v družini, je nujno tudi sistematično učenje slovenščine kot prvega jezika v njegovi funkcijski raznolikosti, kakršno otrokom, ki odraščajo v Sloveniji, omogoča šolanje v domačem

izobraževalnem sistemu. Zato mora vsaj deloma tudi siceršnje izobraževanje učencev in dijakov v tujini, tj. pridobivanje znanja pri drugih predmetih, potekati v slovenskem učnem jeziku – ne nazadnje zaradi morebitnega njihovega kasnejšega vključevanja v slovenski izobraževalni sistem. Organizacija takšnega sistematičnega izobraževanja je seveda mogoča le v omejenem obsegu, pogosto celo samo na daljavo, bolj celovito pa je zanj mogoče poskrbeti tam, kjer so potrebe zaradi večjega števila šolajočih se večje (npr. v primeru otrok slovenskih uslužbencev v Bruslju in Luksemburgu).

### **1. cilj: Širjenje ali izpolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku za zdomske otroke**

#### **Ukrepi:**

- izdelava e-gradiv za samostojno učenje slovenščine kot prvega jezika in drugih predmetov v slovenščini na daljavo in za kombinirano učenje;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot prvega jezika za tiste, ki so zaključili šolanje oz. se šolajo zunaj Republike Slovenije;
- povečanje števila učiteljev slovenščine na evropskih šolah v Bruslju in Luksemburgu;
- ohranjanje poletnih šol/taborov v Republiki Sloveniji za otroke govorce slovenščine kot prvega jezika, ki odraščajo in se šolajo v večjezičnih okoljih.

#### **Kazalniki:**

- število novih e-gradiv,
- število organiziranih izobraževalnih dogodkov,
- vzpostavitev sistema za preverjanje in certificiranje,
- število novih delovnih mest za učitelje slovenščine na evropskih šolah.

Predvidena sredstva: 350.000 eur.

Predvideni učinki: povečanje števila udeležencev jezikovnih izobraževalnih procesov, namenjenih zdomskim otrokom, večja dostopnost ustreznih gradiv, povečana stopnja znanja slovenščine med otroki v zdomskih skupnostih.

Nosilci: MIZKŠ, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### **2. cilj: Usposabljanje učiteljev v dvo- in večjezičnih okoljih**

#### **Ukrep:**

- sistematično formiranje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku.

#### **Kazalnik:**

- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 40.000 eur.

Predvideni učinki: povečanje števila udeležencev temu namenjenih izobraževalnih procesov, implementacija ustreznih izobraževalnih metod v omenjenih okoljih.

Nosilci: MIZKŠ, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### **2.1.3.2.2 Zamejstvo in izseljenstvo**

Raba slovenščine v zamejstvu, zlasti v Porabju, na avstrijskem Koroškem in Štajerskem, v zahodni Benečiji, Kanalski dolini, Reziji in na Hrvaškem, ter v izseljenskih skupnostih močno upada, zato zasluži posebno analizo, skrb, raziskovalno pozornost in podporo.

Slovenska jezikovna politika se zavzema, da se pravica do znanja in uporabe slovenščine v zamejstvu uveljavlja v vseh situacijah in okoljih, kjer je raba slovenščine zakonsko predvidena oz. kjer obstaja želja govorcev po njeni zastopanosti. Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno kompleksno in kontinuirano raziskovanje narodnega in (družbeno)jezikovnega položaja zamejskih Slovencev, rabe njihovih knjižnih variant slovenskega jezika in narečij ter podpiranje informiranja osrednje slovenske skupnosti o jezikovnem položaju in jezikovnih potrebah slovenskega zamejstva.

V odnosu do izseljenstva, za katero je v primerjavi z zamejstvom značilen še krhkejši položaj slovenščine, je ključno, da si jezikovna politika prizadeva za spodbujanje rabe in učenja slovenščine v vseh krogih in situacijah, kjer za to obstaja interes.

Govorcem slovenščine – tako tistim, za katere je slovenščina prvi jezik, kot tistim, ki slovenščino uporabljajo kot drugi oz. tuji jezik – mora jezikovna politika omogočiti čim kvalitetnejše pridobivanje in utrjevanje jezikovne zmožnosti, da bodo dobili osnove za samozavestno in učinkovito sporazumevanje v slovenščini v funkcijsko raznolikih sporazumevalnih situacijah. Obenem je pomembno tako učiteljem kot učečim se omogočiti, da pridobijo zmožnost nenehnega nadgrajevanja in širjenja zmožnosti v slovenščini.

#### **1. cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti in področij rabe v slovenščini kot prvem jeziku**

##### **Ukrepi:**

- povečanje študentskih skladov, ki omogočajo bivanje in izobraževanje Slovencev iz zamejstva in izseljenstva v Sloveniji, ter transparentnosti študentskega financiranja;
- organizacija seminarjev o Sloveniji in slovenski kulturi ter o dvo- in večjezičnosti v družbi, družini in na osebni ravni;
- spodbujanje rabe slovenščine v informativnih in predstavitvenih gradivih klasičnega in spletnega formata;
- spremljanje stanja v zvezi z javno rabo slovenščine v zamejstvu v zvezi z uresničevanjem jezikovnopolitičnih načrtov;
- podpora pri pripravi učnih gradiv in učbenikov slovenščine posebej za ciljne skupine na dvojezičnih območjih v zamejstvu;
- podpiranje slovenskega zamejskega tiska;
- podpiranje slovenske gledališke dejavnosti;
- podpiranje ustvarjalnosti v lokalnih knjižnih različicah (nadiščini, terščini, porabščini);
- vzpodbujanje kulturnih in izobraževalnih povezav z narodno matico;
- podpiranje slovenskih medijev pri vključevanju življenja in problemov slovenskih zamejcev;
- omogočanje telekomunikacijske pokritosti roba slovenskega govornega prostora in zagotovitev dostopnosti slovenskega radia in televizije.

##### **Kazalniki:**

- obseg sredstev za študentske sklade,

- obseg sredstev za medije,
- obseg sredstev za kulturno ustvarjalnost,
- število organiziranih seminarjev,
- število raziskav v zvezi z javno rabo slovenščine v zamejstvu in izseljenstvu,
- obseg sredstev in število gradiv in učbenikov slovenščine,
- telekomunikacijska pokritost slovenskega govornega prostora.

Predvidena sredstva: 1.000.000 eur.

Predvideni učinki: povečanje števila udeležencev izobraževalnih procesov v Sloveniji, namenjenih otrokom, mladim in strokovnjakom iz zamejstva in izseljenstva, usklajeno podpiranje razvoja in dostopnosti vseh oblik medijske prisotnosti slovenščine v zamejskih in izseljenjskih okoljih, podpiranje razvoja kulturne ustvarjalnosti ter zagotovitev ustreznih orodij in infrastrukture za to.

Nosilci: MIZKŠ, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

## 2. cilj: **Optimizacija poučevanja in učenja slovenščine**

### **Ukrepi:**

#### Učitelji:

- sistematično usposabljanje vzgojiteljev in učiteljev v šolah s slovenskih učnim jezikom in v dvojezičnih šolah – tako učiteljev slovenščine in drugih jezikov kot učiteljev nasploh – v obliki specializiranih tečajev za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku ter pri kvalitetnem razvijanju zmožnosti v slovenščini kot drugem oz. tujem jeziku;
- izdelava celovite metodike poučevanja slovenščine v večjezičnih okoljih.

#### Učeči se:

- organizacija tečajev splošnosporazumevalne slovenščine, strokovne slovenščine (glede na potrebe posameznih strok in poklicev, vključno z javno upravo) in prevajanja tako za govorce slovenščine kot prvega jezika kot tudi za druge;
- organizacija daljših bivanj in tečajev slovenščine v Republiki Sloveniji za učence in dijake šol s slovenskim učnim jezikom in dvojezičnih šol v zamejstvu;
- uveljavitev in prilagoditev slovenskega sistema preverjanja in certificiranja znanja slovenščine v skladu z evropskimi smernicami.

K ohranjanju in izboljšanju položaja slovenščine v izseljenstvu, kjer ne gre le za govorce, ki želijo vzdrževati in širiti svojo sporazumevalno zmožnost v slovenščini kot prvem jeziku, temveč tudi za govorce, ki si želijo revitalizirati slovenski jezik in kulturo, jezikovna politika poleg zgoraj navedenih skupnih ukrepov skrbi še za optimizacijo poučevanja in učenja slovenščine:

#### Učitelji:

- usposabljanje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v izseljenstvu pomagali pri glede na možnosti in okoliščine optimalnem udejanjanju jezikovno-izraznih potencialov in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini;
- usposabljanje učiteljev slovenščine v obliki specializiranih, konkretnim potrebam prilagojenih seminarjev slovenščine.

Učeči se:

- izdelava e-gradiv za (samo)učenje slovenščine v izseljenstvu.

Kazalniki:

- število izobraževalnih oblik za učitelje in učeče se,
- izdelava metodike,
- uveljavitev slovenskega sistema preverjanja in certificiranja znanja slovenščine,
- število dogodkov na področju čezmejnega sodelovanja s komponento medjezikovnega ozaveščanja.

Predvidena sredstva: 200.000 eur.

Predvideni učinki: izboljšanje izobraževalnih procesov, njihovo usklajeno načrtovanje in razvoj, povečanje dostopnosti do njih in do ustreznih gradiv, povečanje stopnje prisotnosti rezultatov teh izobraževanj in njihove kakovosti v izobraževalnih procesih v zamejstvu in izseljenstvu.

Nosilci: MIZKŠ, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

#### **2.1.4 Slovenščina kot drugi in tuji jezik**

Z migracijskimi procesi se tako v Republiki Sloveniji kot tudi zunaj njenih meja večja število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za pripadnike manjšin ter priseljence in vse druge tujce, ki prihajajo v Republiko Slovenijo in ostajajo daljši čas, je dostop do znanja (oziroma učenja) slovenščine temeljnega pomena, saj se z njim lažje aktivno vključujejo v družbo in imajo pri tem enake možnosti za osebni razvoj, zaposlitev, dostop do informacij itd. kot večinski govorniki. Pri tem mora biti v okviru zakonskih in proračunskih možnosti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture.

Otroci in mladi priseljenci, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, se pred vključitvijo v redni izobraževalni proces učijo slovenščine v strnjem programu, ki pa zaenkrat nima definiranega ne obsega ne oblike. Pri tem naj bi se učenci v določenem deležu udeleževali tudi rednega pouka skupaj s svojimi sošolci, maternimi govorniki slovenščine.

Odraslim brezplačni dostop do učenja slovenščine kot drugega jezika odpira Uredba o načinih in obsegu zagotavljanja programov pomoči pri vključevanju tujcev, ki niso državljani Evropske unije, ki pa velja le za priseljence iz t. i. tretjih držav. Lažji dostop do učenja slovenščine se mora v bodoče omogočati tudi priseljencem iz držav Evropske unije. V primeru, da se slovenščino uči otrok v okviru vzgojno-izobraževalnega sistema, se mora možnosti za učenje slovenščine predstaviti tudi njegovim staršem. Služba za slovenski jezik bo poskrbela za natančen pregled morebitnih pomanjkljivosti v zakonodaji in drugih aktih, ki omogočajo, da lahko državljanstvo pridobijo tudi osebe brez preverjenega znanja slovenščine.

Študentje, ki prihajajo na študij v Slovenijo v okviru programa Erasmus, imajo možnost brezplačne enkratne udeležbe na tečaju slovenščine, drugi študentje pa take možnosti nimajo (problematika visokega šolstva je resolucijsko pokrita v nadaljevanju pod točko 8).

Slovenija skrbi tudi za promocijo učenja slovenščine v tujini posebej z mrežo lektoratov na tujih univerzah, v Sloveniji pa tudi s štipendiranjem oseb, ki se slovenščine učijo zunaj meja Republike Slovenije in v Slovenijo prihajajo na krajše in daljše tečaje. Vendar je to štipendiranje z izjemo Seminarja slovenskega jezika, literature in kulture na Univerzi v Ljubljani omejeno na osebe slovenskega rodu in ni povsem transparentno. Glede na raznoliko ciljno publiko in najrazličnejše sporazumevalne potrebe se zato kot prioriteta kažete naslednja cilja:

**Cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku**

**Ukrepi:**

- oblikovanje učnega načrta za slovenščino kot drugi jezik ter definiranje obsega in oblike učenja slovenščine kot drugega/tujega jezika (npr. šola samostojno ali v sodelovanju z drugimi šolami na določenem območju oblikuje skupine za učenje maternega jezika in kulture za učence, katerih materni jezik ni slovenščina, v obsegu ene ure na teden za skupino učencev);
- izdelava ustreznih e-gradiv (vključno s priložniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in v tujini.

**Učitelji:**

- seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot drugega/tujega jezika;
- sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov);
- usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po Uredbi o integraciji tujcev;
- usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini;
- usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.

**Učeči se:**

- izdelava posebnih programov in tečajev za opismenjevanje nepismenih tujih govorcev;
- organizacija tečajev slovenščine (pripravljani tečaji pred vpisom za tiste, ki se vpisujejo kot redni študenti, »sprotni« specializirani tečaji za zainteresirane) za vse tuje študente, ki prihajajo na študij v Republiko Slovenijo za krajši ali daljši čas in niso vključeni v mednarodne izmenjave z možnostjo brezplačnega tečaja slovenščine, in za gostujoče visokošolske sodelavce (raziskovalce, učitelje);
- organizacija tečajev slovenščine za priseljence iz Evropske unije;
- sistemska ureditev štipendiranja za udeležbo na tečajih slovenščine v Republiki Sloveniji za osebe, ki niso slovenskega rodu, ki pa lahko pomembno prispevajo k promociji slovenščine, kulturnim izmenjavam itd. (prevajalci, kulturni delavci, raziskovalci ...);
- usposabljanje javnih uslužbencev za delo s tujimi govorniki slovenščine;
- širitev jezikovne zmožnosti v slovenščini med govorniki večinskih jezikov v zamejstvu in izseljenstvu.

**Kazalniki:**

- število novih e-gradiv,
- število novih tečajev slovenščine,
- število izobraževalnih oblik za učitelje,
- število posebnih programov in tečajev za opismenjevanje,

- število tečajev slovenščine za tuje študente,
- število štipendij za udeležbo na tečajih slovenščine za Neslovence, ki lahko pripomorejo k promociji slovenščine,
- število usposabljanj javnih uslužbencev za delo s tujimi govorniki slovenščine,
- število usposabljanj za govorce večinskih jezikov v zamejstvu in izseljenstvu.

Predvidena sredstva: 500.000 eur.

Predvideni učinki: usklajeno načrtovanje in razvoj tovrstnega izobraževanja, izboljšanje njegove kakovosti ter povečanje njegove dostopnosti (vključno z gradivi) za različne skupine govorcev, tako učiteljev kot učečih se.

Nosilci: MIZKŠ, MNZ, MZZ, MPJU, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### 2.1.5 Jeziki manjšin in priseljencev v Republiki Sloveniji

Slovenska jezikovna politika na tem področju izhaja iz predpostavke, da je dobro razvita jezikovna zmožnost v prvem jeziku, ki pri manjšinah in priseljencih ni slovenščina, eden od temeljnih pogojev za razvoj jezikovne zmožnosti v slovenščini.

Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov, prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture.

Možnost učenja materinščine je po bilateralnih pogodbah zagotovljena tudi nekaterim govorcem drugih jezikovnih skupnosti, kar omogoča Zakon o osnovni šoli, vendar je uresničevanje teh pravic nesistematizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki dopolnilnega pouka ali izbirnega predmeta, pri katerem pa ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki.

Izhodišče jezikovne politike na tem področju v naslednjem obdobju je, da imajo vsi govorniki, katerih prvi jezik ni slovenščina, v skladu s človekovimi pravicami in načeli Evropske unije pravico ohranjati in/ali obnavljati (revitalizirati) lastni jezik in kulturo. Zato mora Podprogram za jezikovno izobraževanje predvideti ukrepe, ki bodo sistemsko vzpostavili boljše možnosti za učenje prvega/maternega jezika tudi za preostale priseljence in manjšinske skupnosti na tistih področjih, kjer tako potrebo zazna država ali lokalna skupnost. Takšna možnost naj bo sistemsko pogojena z vzporednim učenjem ali izpopolnjevanjem znanja slovenščine kot drugega ali tujega jezika.

Poleg rešitev, ki jih bo natančneje opredelil Podprogram za jezikovno izobraževanje, se uveljavita tudi naslednja **ukrepa**:

- jezikovno usposabljanje javnih uslužbencev za komunikacijo v uradnih manjšinskih jezikih;
- izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost).

Kazalnika:

- število izobraževanj za javne uslužbence,
- število izobraževanj prevajalcev in tolmačev.

Predvidena sredstva: 100.000 eur.

Predvideni učinki: povečanje števila usposobljenih udeležencev v okoljih, kjer je zakonsko predvideno sporazumevanje v uradnih manjšinskih jezikih, večja dostopnost do tovrstnih storitev.

Nosilci: MPJU, MIZKŠ, MNZ.

### 2.1.6 Tuji jeziki

Načrtovanje politike tujejezikovnega izobraževanja postaja vse pomembnejši del nacionalnih jezikovnih politik v Evropski uniji. Trenutno stanje na tem področju v Republiki Sloveniji izkazuje neusklajenost in pomanjkanje enotnih usmeritev na ravni države in posameznih regij. To se še posebej problematično odraža v obsegu izobraževanja za posamezne tuje jezike, kjer prihaja do zaskrbljujočih neravnovesij glede na kulturno-civilizacijsko in gospodarsko-politično vlogo posameznih jezikov ter možnosti za njihovo izobraževalno kontinuiteto. Odločanje o ponudbi tujih jezikov (v obveznih in izbirnih delih osnovno- in srednješolskih programov) je namreč v celoti prepuščeno šolam oziroma njihovim ravnateljem in zato pogosto podvrženo tudi zelo kratkoročnim interesom.

Slovenska jezikovna politika zato predvideva, da se v Podprogramu za jezikovno izobraževanje tej problematiki posveti poseben poudarek in da se oblikuje enotna politika poučevanja tujih jezikov v okviru vzgojno-izobraževalnega sistema. Ta naj na podlagi analize stanja na področju učenja in poučevanja tujih jezikov v celotni izobraževalni vertikali vsebuje tudi izhodišča in smernice: za ustrezno uveljavitev obveznega drugega tujega jezika v osnovne in srednje šole; za zagotovitev ustrezne in s strokovnimi argumenti utemeljene razmestitve in razpršenosti učenja tujih jezikov znotraj države in znotraj posameznih regij ter za zagotavljanje ustreznega razmerja med njimi, ki bo temeljilo na upoštevanju njihove kulturno-civilizacijske in gospodarsko-politične vloge in mesta tako v širšem, tj. evropskem in globalnem kontekstu, kot tudi v ožjem, tj. neposredno lokalnem; motiviranje in usposabljanje ravnateljev ter svetovanje šolam in njihovim vodstvom za oblikovanje strokovno ustrezne in čim bolj stabilne ponudbe tujejezikovnega izobraževanja, ki bo smiselno umeščeno v celotno izobraževalno vertikalo tako, da bo učence spodbujalo k (sicer nujno neobvezni) kontinuiteti učenja in doseganju čim višje stopnje jezikovnih zmožnosti vsaj v dveh tujih jezikih; za vzpostavitev sistema ugotavljanja in priznavanja v šoli in zunaj šole pridobljenega jezikovnega znanja; za uvajanje sodobnih pristopov k načrtovanju in izvajanju tujejezikovnega izobraževanja v okviru šolskih izvedbenih kurikulumov.

V osnovno- in srednješolskem izobraževanju naj se pouk vseh jezikov načrtuje in izvaja tako, da se navezujejo drug na drugega in povezujejo med seboj, in sicer tako tuji jeziki ne glede na vlogo v kurikulumu (prvi, drugi, tretji tuji jezik idr.) kot tudi tuji jeziki in slovenščina ter tuji jeziki in nejezikovni predmeti. Navezovanje in povezovanje naj potekata na načine, ki bodo spodbujali medsebojni prenos, čim večjo skladnost in stopenjsko nadgrajevanje jezikovnega in zunajjezikovnega (tj. kulturno-civilizacijskega) znanja (npr. razvijanje zmožnosti prepoznavanja skupnih in razlikovalnih potez v slovničnih opisih posameznih jezikov, ustrezne učne strategije in dejavnosti, primerne organizacijske oblike pouka).

Zakonsko predvidena postopna uvedba zgodnjega učenja prvega tujega jezika v izobraževalni sistem (72. člen Zakona o uravnoteženju javnih financ) v naslednjih letih bo učencem omogočila, da učenje tujih jezikov dojamajo kot nekaj naravnega in da postopoma razvijajo zavest o jezikovni in kulturni raznolikosti, pozitivno pa bo vplivala tudi na njihov kognitivni razvoj. Hkrati pa uvajanje zahteva visoko strokoven pristop k poučevanju, ki že v izhodišču preprečuje možnost neustreznih praks, ter sočasno krepitev zavesti o pomembni vlogi, ki jo ima v Republiki Sloveniji slovenski jezik (na področju avtohtonih manjšin poleg njega tudi italijanski in madžarski).

Smiselno je, da je tako v osnovni kot v srednji šoli izbor tujih jezikov širok, vendar ožji pri prvem tujem jeziku (do trije jeziki, ne samo angleščina) in širši pri obveznem drugem tujem jeziku ter pri izbirnih jezikih (tretji in četrti tuji jezik). Prehod iz osnovne šole v srednjo šolo naj bo na ravni obveznega



drugega tujega jezika dovolj fleksibilen, da bo učencem omogočal izbiro med nadaljevanjem obveznega drugega jezika iz osnovne šole, izbiro novega obveznega drugega tujega jezika, po potrebi pa tudi med vnovičnim začetkom pouka istega tujega jezika na osnovni ravni. V ponudbi tujih jezikov je treba v celotni vertikali zagotoviti ustrezno mesto klasičnim jezikom (latinščini in grščini). V delih Republike Slovenije, kjer italijanščina in madžarščina nista uradna jezika, je treba zagotoviti ustrezno mesto tudi jezikoma avtohtonih manjšin kot tujima jezikoma. Vse podrobnosti bo opredelil Podprogram za jezikovno izobraževanje.

### **Cilj: Zagotavljanje kakovosti in optimizacija poučevanja ter učenja tujih jezikov**

#### **Ukrepi:**

##### Učitelji:

- seznanjanje ravnateljev in učiteljev z državno jezikovno politiko na področju tujih jezikov;
- usposabljanje ravnateljev in učiteljev za sprejemanja strokovno ustreznih odločitev v zvezi z načrtovanjem in izvajanjem (tuje)jezikovnega izobraževanja;
- spodbujanje uvajanja inovativnih pristopov k učenju in poučevanju jezikov (CLIL, jezikovni portfolio idr.);
- spodbujanje povezovanja učiteljev tujih jezikov in učiteljev materinščin na ravni šole – oblikovanje skupnega šolskega jezikovnega kurikula;
- spodbujanje stalnega strokovnega izpopolnjevanja učiteljev na jezikovnem in didaktičnem področju;
- usposabljanje učiteljev slovenščine na področju tujih jezikov in učiteljev tujih jezikov na področju slovenščine;
- certificiranje pridobljenih učiteljevih zmožnosti.

##### Učeči se:

- informiranje in svetovanje učečim se in njihovim staršem glede izbire tujih jezikov;
- izdelava ustreznih učnih gradiv za različne stopnje poučevanja tujih jezikov;
- vključevanje vsebin v učbenike slovenščine, ki bodo krepile zavedanje o pomenu znanja prvega jezika za dobro razumevanje drugih jezikov ter s tem navajale na razmišljanje o jezikovni raznolikosti kot vrednoti;
- certificiranje pridobljenega znanja tujih jezikov (v formalnem izobraževanju in zunaj šole) po veljavni evropski lestvici ob zaključku osnovno- in srednješolskega izobraževanja.

Zunaj institucij formalnega izobraževanja se kvalitetno učenje in raba tujih jezikov pri odraslih govorcih omogočata predvsem z naslednjimi **ukrepi**:

- spodbujanje tečajev tujih jezikov na delovnem mestu in drugje (vključno z izobraževalno TV);
- spodbujanje izobraževanja prevajalcev in tolmačev za potencialno deficitarne jezike;
- stalno/sprotno izobraževanje članov prevajalskih in lektorskih služb na jezikovnem in strokovnem področju.

##### Kazalniki:

- število izvedenih ukrepov,
- število izobraževalnih oblik za ravnatelje in učitelje,
- število učnih gradiv,
- število učnih vsebin o jezikovni raznolikosti,
- število tečajev tujih jezikov za odrasle,
- število izobraževalnih oblik za prevajalce in tolmače,
- število izobraževalnih oblik za člane prevajalskih in lektorskih služb.

Predvidena sredstva: 300.000 eur.

Predvideni učinki: usklajeno načrtovanje in razvijanje jezikovne platforme za poučevanje tujih jezikov, zvišanje stopnje kakovosti poučevanja in znanja/uporabe tujih jezikov, širjenje nabora tujih jezikov v izobraževalnih procesih in izven njih ter povečevanje možnosti izbora med njimi.

Nosilec: MIZKŠ (v sodelovanju z ustreznimi strokovnimi institucijami).

### **2.1.7 Govorci s posebnimi potrebami**

Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z brajico ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnejše vključevanje v družbo. Republika Slovenija se je sicer z najrazličnejšimi dokumenti (Ustava Republike Slovenije, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z govorci s posebnimi potrebami, pa naj gre za gluhe/naglušne, slepe/slabovidne, gluho-slepe, osebe s specifičnimi motnjami (npr. disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju, je omogočiti tem govorcem, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govorce s posebnimi potrebami. V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim putem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih npr. slovenščina ni prvi, ampak drugi jezik). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifikah sporazumevalnih potreb omenjenih govorcev in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorci s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi, predvideni v tem dokumentu ter vključitev navedenih skupin v Podprogram za izobraževanje.

Zaradi navedene specifikje jezikovnega izobraževanja gluhih naj Podprogram za izobraževanje predvidi vlogo, ki jo bo imel pri izvajanju Podprograma ter spodaj naštetih ciljev obstoječi Svet za slovenski znakovni jezik.

#### **1. cilj: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku**

##### **Ukrepi:**

- ugotavljanje stanja slovenskega znakovnega jezika;
- sistematično usposabljanje učiteljev in vzgojiteljev za poučevanje v slovenskem znakovnem jeziku v zavodih za gluhe in naglušne v Republiki Sloveniji;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenskega znakovnega jezika za učitelje in vzgojitelje v zavodih za gluhe in naglušne v Republiki Sloveniji;
- stalno/sprotno izobraževanje tolmačev slovenskega znakovnega jezika;
- izobraževanje v slovenskem znakovnem jeziku na vseh stopnjah šolanja;
- izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik;
- uveljavitev slovenskega znakovnega jezika kot izbirnega predmeta v šoli;
- usposabljanje tolmačev za slovenski znakovni jezik.

Kazalniki:

- število izvedenih ukrepov,
- število raziskav, študij, strokovnih člankov in drugih znanstvenih tekstov na temo slovenskega znakovnega jezika,
- število izobraževalnih oblik za učitelje in vzgojitelje,
- sprejetje ustreznih učnih načrtov,
- število izobraževalnih oblik za tolmače.

Predvidena sredstva: 300.000 eur.

Predvideni učinki: usklajeno načrtovanje in razvijanje oblik jezikovnega izobraževanja na tem področju, povečanje števila znanstvenoraziskovalnih del, ki predstavljajo strokovno podlago za njihovo razvijanje, izboljšanje odnosa javnosti do potreb govorcev s posebnimi potrebami in povečanje njihovih sporazumevalnih možnosti.

Nosilca: MIZKŠ, MDDSZ.

**2. cilj: Omogočanje alternativnih poti sporazumevanja v javnem življenju za slepe in slabovidne, gluho-slepe, osebe s specifičnimi motnjami (npr. disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju**

**Ukrepi:**

- tiskanje besedil v brajici in drugih prilagojenih oblikah (učna gradiva, učbeniki, uradni dokumenti, označevanje izdelkov, napisi v javnosti, leposlovje)
- oblikovanje obrazcev, listin itd., ki se izdajajo na upravnih enotah, ob volitvah ipd. za navedene skupine oseb s posebnimi potrebami (možnost elektronske ali oblikovno prilagojene seznanitve z vsebino obrazcev);
- opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne;
- posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki ali v obliki za t. i. lahko branje;
- avdiodeskripcija TV-oddaj in filmov;
- opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne;
- možnost ustnega opravljanja pisnih izpitov, pisnega opravljanja ustnih izpitov ali časovno prilagojenega opravljanja izpitov glede na specifikko navedenih skupin oseb s posebnimi potrebami.

Kazalniki:

- število gradiv v brajici,
- število upravnih enot, ki so opremljene s prilagojenimi gradivi za slabovidne in osebe z drugimi specifičnimi motnjami,
- število javnih prostorov, ki so opremljeni z zvočnimi informacijami,
- število aktualnih literarnih del in drugih kulturnih dobrin v zvočni obliki,
- število TV-oddaj in filmov z avdiodeskripcijo,
- število produktov kulturne dediščine z oznakami za slepe in slabovidne.

Predvidena sredstva: 400.000 eur.

Predvideni učinki: usklajeno načrtovanje in razvijanje oblik sporazumevalnih možnosti za govorce s posebnimi potrebami.

Nosilca: MPJU, MIZKŠ.

### 3. cilj: **Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri drugih govorcih**

#### **Ukrep:**

- tečaji znakovnega jezika, brajice, tečaji priprave lahko berljivih in razumljivih besedil za navedene skupine oseb s posebnimi potrebami ipd.

Kazalnik:

- število tečajev znakovnega jezika, brajice, priprave besedil.

Predvidena sredstva: 50.000 eur.

Predvideni učinki: povečanje števila usposobljenih oseb za tovrstno komuniciranje med večinskimi govorcami in s tem izboljšanje kakovosti komunikacije med njimi in skupinami oseb s posebnimi potrebami.

Nosilca: MIZKŠ, MDDSZ.

### 4. cilj: **Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami**

#### **Ukrepa:**

- razvoj metod in didaktičnih gradiv za navedene skupine oseb s posebnimi potrebami;
- usposabljanje učiteljev/vzgojiteljev za delo z njimi.

Kazalnika:

- število novih didaktičnih gradiv,
- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 50.000 eur.

Predvideni učinki: poenotena in dostopnejša orodja in pogoji za tovrstna jezikovna izpopolnjevanja, lažje in učinkovitejše pridobivanje jezikovne zmožnosti v slovenščini za te skupine govorcev.

Nosilca: MIZKŠ, MDDSZ.

### 5. cilj: **Vključevanje oseb s posebnimi potrebami v družbo**

#### **Ukrep:**

- usposabljanje učiteljev in vzgojiteljev za delo z navedenimi skupinami oseb s posebnimi potrebami, vključene v procese rednega izobraževanja.

Kazalnik:

- število izobraževalnih oblik za učitelje in vzgojitelje.

Predvidena sredstva: 50.000 eur.

Predvideni učinki: povečanje števila oseb, pripadnikov navedenih skupin, v posamezne družbene podsisteme, povečana dostopnost procesov rednega izobraževanja omenjenim osebam.

Nosilca: MIZKŠ, MDDSZ.

### **2.1.8 Jezikovna ureditev visokega šolstva in znanosti**

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kakovostnimi partnerji z evropskih in neevropskih univerz.

V zvezi z rabo jezika v visokem šolstvu in znanosti so med prioriteta za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine na obeh področjih. Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo, je povezana predvsem z naslednjimi strateškorozvojnimi zahtevami:

- z izmenjavo študentov ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020;
- z izmenjavo profesorjev ter z možnostjo dolgoročnejšega zaposlovanja tujih visokošolskih učiteljev na slovenskih univerzah;
- z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS.

Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in Republika Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja in mednarodno konkurenčnost.

#### **1. cilj: Omogočanje prostega pretoka študentov in profesorjev**

Raba slovenskega jezika v visokem šolstvu v Republiki Sloveniji ob ustrezni jezikovni politiki ne more pomeniti ovire za njegovo internacionalizacijo. Vzpostaviti je treba jasn sistem ločevanja med krajšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev ter med daljšimi oblikami vključevanja študentov in profesorjev v visokošolski sistem Republike Slovenije. Izkušnje na področju poučevanja slovenščine kot tujega jezika kažejo, da se je slovenščino mogoče naučiti tako receptivno (pasivno) kot produktivno (aktivno) v razmeroma kratkem času in da učenje slovenščine ob hkratnem študiju oziroma poučevanju za tujce ne pomeni prevelike obremenitve. Zagotavljanje možnosti pouka slovenščine za tujce, ki se vključujejo v visokošolski sistem v Republiki Sloveniji, je tudi bistveno cenejše kot dodatno usposabljanje slovenskih in tistih tujih predavateljev, katerih prvi jezik ni angleščina, v angleškem jeziku ter izvajanje vzporednih programov za tuje študente povsod, kjer bi bilo to zaželeno. Tuj študent lahko spremlja predavanja v slovenščini po enem letu bivanja v Sloveniji in učenja slovenščine, visokošolski predavatelji pa so sposobni predavati v slovenščini po štirih letih bivanja v Sloveniji in učenja slovenščine. Po izteku eno- oziroma štiriletnega obdobja naj se od njih zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Zaključna dela (diplome, magistrska dela, doktorate) lahko tuji

študenti pišejo v tujem jeziku (s povzetkom v slovenščini) ne glede na naravo visokošolskega programa.

**Ukrep:**

- vzpostavitev/ohranjanje sistema učinkovitega učenja slovenščine za tuje študente in visokošolske učitelje znotraj posameznih univerz.

**Kazalniki:**

- sistem učenja slovenščine za tuje študente in profesorje,
- število tečajev slovenščine za erazmovce, redne tuje študente ter tuje profesorje,
- število spričeval o znanju slovenščine tujih učiteljev in študentov na ustrezni ravni.

Predvidena sredstva: 2.500.000 eur.

Predvideni učinki: uspešna jezikovna integracija tujih učiteljev in študentov v slovenski visokošolski prostor, učinkovita in recipročna izmenjava znanstvenih idej in dosežkov.

Nosilec: MIZKŠ.

**2. cilj: Ohranitev statusa slovenščine kot uradnega in učnega jezika visokega šolstva**

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti. Hkrati sistemsko urejajo možnost poučevanja tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

**Ukrepi:**

- MIZKŠ in univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja resolucije NPVŠ in strategij postaviti pregledne modele za smiselno vključevanje tujih študentov in visokošolskih učiteljev: (1) s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi lahko izbirali tudi domači študenti; (2) z uvajanjem koncepta diferencirane večjezičnosti po tujih zgledih. Koncept predvideva, da je jezik visokošolskega študija enak prevladujočemu jeziku okolja, da pa se slušatelj, ki tega jezika ne razumejo zadosti dobro, ponudi simultani (strojni) prevod v tuji jezik z orodji, prilagojenimi posameznim strokam; prosojnice in drugo študijsko gradivo so praviloma dvojezični, v jeziku okolja in v tujem jeziku, v tujem jeziku pa potekajo tudi konzultacije s tujimi študenti; (3) s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega razmerja med domačimi in gostujočimi študenti;
- zakonodaja mora določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku, in ne tega v celoti prepustiti univerzam. Ker se strateška usmeritev univerz in države glede povečanja izmenjav ujema, se Ministrstvo za izobraževanje, znanost, kulturo in šport ter visokošolske organizacije sporazumejo o ustreznem načinu njihovega financiranja;
- na ravni doktorskega študija se univerzam prepusti avtonomna jezikovna politika ob upoštevanju ustavnih in zakonskih omejitev ter splošnega načela, da naj v primeru individualnega poučevanja slovenski profesor slovenskemu študentu ne predava v tujem jeziku.

**Kazalniki:**

- vzpostavitev modela vključevanja tujcev v slovenski visokošolski sistem (zakonodaja),

- določitev obveznega obsega izvajanja visokošolskih programov v slovenskem jeziku (zakonodaja),
- število vzporednih programov in izbirnih modulov v tujem jeziku

Predvidena sredstva: 1.200.000 eur.

Predvideni učinki: z vzporednimi programi, izbirnimi moduli oz. simultanim strojnim prevajanjem za kratkoročne obiske bo zagotovljen učinkovit prenos slovenskega znanja tujim študentom.

Nosilec: MIZKŠ.

### 3. cilj: **Razvijati sporazumevalno zmožnost v strokovnem jeziku**

Številni dokumenti in zaveze slovenske države načrtujejo dejavno večjezičnost prebivalcev Evropske unije. V skladu s tem je treba na visokošolski strokovni ravni omogočati učenje strokovne slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega (akademskega) pisanja, ob pa je treba poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih za visokošolske učitelje in študente.

#### **Ukrepi:**

- na podlagi temeljite raziskave in analiz strokovno-znanstvenega pisanja na visokošolski ravni, tujih zgledov ter specifičnosti programov se izdelata in univerzam ponudi učni načrt za priporočljivi uvodni predmet v 1. letniku prvostopenjskih programov, ki bo vključeval omenjene jezikovne vsebine;
- izdelata se načrt usposabljanja učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih ter načrt preverjanja jezikovnega znanja v drugih jezikih za tiste učitelje, ki izvajajo izbirne module in programe v drugih jezikih;
- spodbuja se izdelava kakovostnih visokošolskih učbenikov v slovenščini in prevodov kakovostnih učbenikov iz tujih jezikov;
- za potrebe dela na ravni EU se oblikuje poseben magistrski študijski program za pridobitev strokovnega naziva pravnik lingvist.

#### **Kazalniki:**

- izdelan učni načrt za strokovno-znanstveno pisanje,
- izdelan načrt usposabljanja in preverjanja znanja učiteljev za sporazumevanje v slovenščini in angleščini,
- izdelan študijski program za naziv pravnik lingvist.

Predvidena sredstva: 10.000 eur.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje in razvijanje jezikovne zmožnosti učiteljev tako v slovenščini kot angleščini, razvijanje strokovno-znanstvenega jezika posameznih strok, vključno z razvijanjem kontrastivne terminologije.

Nosilec: MIZKŠ.

### 4. cilj: **Izboljšati položaj slovenščine kot jezika znanosti**

Merila za volitve v nazive visokošolskih učiteljev ter predpisi za akreditacijo visokošolskih programov in ustanov (NAKVIS) so trenutno predvsem rezultat zavedanja o pomembnosti mednarodno potrjene kakovosti slovenske znanosti. Enako ravna pri dodeljevanju sredstev tudi ARRS, ko vrednoti odličnost slovenskih znanstvenikov za dodeljevanje projektnih sredstev.

Gledano razvojno je seveda poudarjanje potrebe po objavljanju v tujih revijah in tujem jeziku razumljivo, saj so merila in z njimi visokošolska habilitacijska politika hotela preseči omejenost slovenskega znanstvenoraziskovalnega dela na domači prostor in ga kakovostno sopostaviti tujemu ter tako povečati odličnost raziskovalnega dela. V časih, ko so bile tuje objave prej izjema kot pravilo, so se univerze smiselno odzvale s poudarjanjem nujnega objavljanja tudi v tujem jeziku.

Taka politika pa je povzročila zapostavljanje in ponekod popolno ukinitve znanstvenih objav v slovenščini kot nujnega pogoja za napredovanje v znanstvene nazive, za mentorstvo doktorskim študentom ter za vodenje raziskovalnih projektov in programov. To je škodljivo vsaj z dveh vidikov: razvijanja slovenskih terminologij ter slovenščine kot jezika visokošolskega izobraževanja ter usihanja kakovostnih slovenskih revij. Sedanja politika napredovanj tako povzroča, da v nekaterih strokah postaja slovenščina že skoraj obrobni jezik. Smiselno znanstveno in strokovno objavljanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, tako v njenem jeziku sooblikuje družbo znanja in javnosti tako vrača vložena javna sredstva. Med merili za pridobitev najnižje stopnje visokošolskega učitelja zdaj na primer ni merila »obvladovanje slovenščine kot jezika stroke«, med merili za raziskovalno odličnost pa so objave v tujih jezikih praviloma edino merilo znanstvene uspešnosti in veljajo nesorazmerno več kot tiste v slovenščini, tudi tam, kjer obstajajo kakovostne slovenske znanstvene revije.

Če je v preteklosti bilo nujno spodbujati pisanje v tujem jeziku, je danes položaj obrnjen: za razvoj slovenščine v znanosti se mora spodbujati tudi kakovostno objavljanje v slovenskem jeziku. Prav zato bi morale univerze, ARRS in NAKVIS uravnotežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavljanje tudi v slovenščini.

#### **Ukrep:**

- Univerze naj prek habilitacijske politike vzpostavijo spodbude za smotrno objavljanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavljanja v tujem jeziku naj NAKVIS, ARRS in univerze med pogoje za izvolitve in pogoje za financiranje programskih skupin uvrstijo tudi obvezno objavljanje učbenikov, terminoloških gradiv in strokovnih člankov ter monografij v slovenščini (izjeme za zelo ozka področja, kjer bi bilo to smiselno, določi ARRS) – ti so tudi vir za nastajanje terminoloških in jezikovnih baz ter drugih jezikovnih virov, ki so resolucijsko obdelani v naslednjem poglavju.

#### **Kazalnik:**

- sprejetje in uvedba sistema habilitacijskih pravil in sistema financiranja programskih skupin s posebnim poudarkom na slovenskih strokovnih objavah.

Predvidena sredstva: /

Predvideni učinki: povečanje strokovnih objav v slovenskem jeziku, razvoj slovenskega strokovnega jezika in terminologije, seznanjanje slovenske javnosti z razvojem slovenske znanosti.

Nosilca: ARRS, MIZKŠ (v sodelovanju z univerzami).



## 2.2 Jezikovna opremljenost

### 2.2.1 Uvod

Opremljenost slovenščine in slovenske jezikovne skupnosti z jezikovnimi viri, priročniki, orodji in (svetovalnimi) storitvami je obravnavana kot eden ključnih dejavnikov, od katerega je odvisno uresničevanje večjega števila ciljev jezikovne politike. Analize dosedanjega jezikovnega načrtovanja so pokazale, da je ena od osrednjih težav opremljenosti jezika pomanjkanje sinteze potreb jezikovne skupnosti govorcev slovenščine in s tem povezano nadzorovano načrtovanje jezikovne infrastrukture s strani državnih organov, ki te dejavnosti financirajo. Cilj, ki je skupen vsem podpoglavjem v tem poglavju resolucije, je sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov, virov, orodij in storitev v obliki posebnega Podprograma za jezikovno opremljenost.

Obravnavanje jezikovne infrastrukture je omejena predvsem na priročnike, vire, orodja in storitve, ki so pomembni s stališča jezikovne opremljenosti domačih in tujih govorcev slovenščine za uspešno sporazumevanje v slovenščini, učenje in poučevanje jezika, zagotavljanje ustavnih pravic do uporabe jezika ter zagotavljanje pravic oseb s posebnimi potrebami. Od časa sprejema pretekle resolucije o nacionalnem programu jezikovne politike je prepoznavna sprememba na področju jezikovne infrastrukture predvsem pospešena digitalizacija in razvoj informacijskih in komunikacijskih tehnologij. Ta dva procesa postavljata okvir za nadaljnji razvoj infrastrukture, ki bo glede na svetovne in evropske trende ter hitrost sprememb predvsem digitalna, spletna in mobilna. Evropska unija pri svoji jezikovni politiki kot širšem okviru naše resolucije sledi svetovnim trendom in vlaga v razvoj digitalnih virov za uradne jezike Evropske unije in druge evropske jezike, čemur mora slediti tudi Slovenija in se priključiti pobudam, ki bodo omogočile, da jezikovni priročniki, viri, orodja in storitve za slovenščino ostanejo v okvirih, ki jih Evropska unija želi zagotoviti za vse svoje uradne jezike.

#### **Cilj: Uskladitev dejavnosti pri načrtovanju in izvajanju Podprograma za jezikovno opremljenost**

Ukrepi:

- spodbujanje temeljnih raziskav o sodobnem slovenskem jeziku, njegovi zgodovini in predzgodovini, regionalni in narečni razčlenjenosti ter kontrastivnih in sociolingvističnih raziskav, ki bodo služile kot vir in podpora Podprogramu za jezikovno opremljenost;
- v okviru sprejemanja Podprograma za jezikovno opremljenost (5–10 let) se opredeli izdelava jezikovnih priročnikov in razvoj jezikovnotehnoloških virov, orodij in aplikacij za slovenski jezik;
- ustanovitev institucije ali konzorcija institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih tehnologij;

Kazalniki:

- število temeljnih raziskav o slovenskem jeziku,
- izdelava Podprograma za jezikovno opremljenost,
- delovanje institucije ali konzorcija institucij za povezovanje jezikovnih tehnologij.

Predvidena sredstva: 500.000 eur.

Predvideni učinki: usklajeno načrtovanje in razvijanje nastajanja jezikovnih priročnikov in jezikovne infrastrukture.

Nosilca: MIZKŠ, ARRS.

## 2.2.2 Jezikovni opis

Izhajajoč iz prevladujočih jezikoslovnih teorij, jezik sestoji iz poimenovalnega dela, tj. njegovega besedja, in urejevalnega, tj. pravil, po katerih se besede uresničujejo, pregibajo in uporabljajo v besedilu. Jezikovni opis torej sestavljata slovar kot opis besed in besednih zvez in slovnica kot opis pravil, po katerih se te uresničujejo, pregibajo in uporabljajo v besedilu.

Vsak kultiviran jezik ima vsaj po en temeljni enojezični slovar in vsaj eno temeljno slovnico sodobnega knjižnega/standardnega jezika. Ta dva opisa predstavljata trdno osnovo nadaljnjim, bolj ali manj aplikativno naravnanim slovarskim in slovničnim delom, ki prikazujejo za posamezne potrebe izbrano besedje oz. pravila ali ki to besedje oz. pravila prikazujejo na drugačen način. Ker se jezik v teku časa spreminja, je vsako tako temeljno delo uporabno le v omejenem časovnem obdobju, ki je danes krajše kot v 20. stoletju. Jezik se zaradi pospešenega razvoja zunajjezikovne stvarnosti v današnjem času bistveno hitreje razvija predvsem v svojem poimenovalnem delu, medtem ko so za upoštevanja vredne spremembe njegovega urejevalnega dela še vedno potrebna desetletja.

V današnjem in polpreteklem času velja za temeljno slovarsko delo sodobnega jezika *Slovar slovenskega knjižnega jezika*, za temeljno slovnično pa Toporišičeva *Slovenska slovnica*. Obe temeljni deli sta utemeljeni in uporabni, vendar predvsem zaradi jezikovnih sprememb zadnjih desetletij ne zadoščata več vsem potrebam, ki jih pogojuje današnja jezikovna stvarnost. Druga pomanjkljivost obeh temeljnih del je, da sta bili napisani za prikaz v knjižni obliki in da je le temeljni slovar prešel v digitalno okolje, kateremu zaradi prvotne knjižne zasnove ni prilagojen v polni meri.

Izhajajoč iz dejstva, da slovenščino govori razmeroma majhno število govorcev, je za naslednje obdobje smotrno načrtovati le en temeljni splošni jezikovni opis. Za ohranitev in razvoj kultiviranosti ter sistemskosti slovenskega jezika je za njegovo splošno funkcionalnost treba načrtovati novi temeljni razlagalni enojezični slovar slovenskega knjižnega/standardnega jezika, ki bo vseboval podatke o osrednjem knjižnem/standardnem nelastnoimenskem besedju in besednih zvezah, kot so slovnični podatki, vključno z vezljivostjo, pomenske razlage, kvalificiranje, zgledi uporabe in etimološke osvetlitve. Temeljni slovar, ki mora nastati na osnovi besedilnih korpusov in drugih sodobnih virov, naj bo zasnovan v prvi vrsti za uporabo v digitalnem okolju, s čimer bo omogočena povezava z drugimi digitalnimi priročniki in storitvami ter njegova sprotna aktualizacija glede na bodoče spremembe.

Kazalo bi začeti razmišljati o znanstveni slovnici slovenskega jezika, ki bo prikazovala današnji slovnični ustroj slovenskega knjižnega/standardnega jezika kot povezovalnega jezika vseh Slovencev. Za dodatno jezikovno opremljenost bo treba dokončati, sestaviti oz. prilagoditi digitalnemu okolju še slovarje, pri katerih smo Slovenci v zamudi, zlasti sinonimni slovar, slovar besednih oblik vseh standardnih nelastnoimenskih besed, ki bo vseboval tudi podatke o dinamičnem in tonemskem naglasu, slovar zemljepisnih imen slovenskega narodnega prostora in eksonimov, slovar slovenskih osebnih imen (rojstnih in priimkov); za ohranitev slovenščine kot strokovnega jezika bo treba kontinuirano sestavljati terminološke slovarje različnih strok. Vsa ta dela morajo biti opravljena na način, ki bo omogočal njihovo medsebojno povezovanje in povezovanje s temeljnim slovarjem (in v perspektivi temeljno slovnico) v digitalni obliki ter njihovo dostopnost prek sodobnih medijev.

Na osnovi teh temeljnih del je treba izdelati priročnike za druge ciljne uporabnike. To so predvsem slovarji in slovnice za različne stopnje izobraževanja rojenih govorcev, za tiste, katerih materni jezik ni slovenščina, in za osebe s posebnimi potrebami.

Ob tem se ne sme pozabiti, da slovenščina ni samo današnji knjižni/standardni jezik. Slovenščina so tudi narečja in slovenščina ima tudi zgodovino in predzgodovino. Zato je treba posvetiti pozornost tudi dialektološkim raziskavam, zlasti pisanju lingvističnih atlasov, narečnih slovarjev in monografij o posameznih (zamirajočih) narečjih, ter zgodovinsko- in primerjalnojezikoslovnim raziskavam, zlasti sestavi zgodovinskega slovarja slovenskega jezika, zgodovinske slovnice, prenovi etimološkega slovarja itd.

**Cilj: Temeljni opis sodobne knjižne/standardne slovenščine, specializirani jezikovni opisi, dialektološki, zgodovinsko- in primerjalnojezikoslovni opisi**

**Ukrepi:**

- sprejetje temeljnih usmeritev za izdelavo temeljnih in specializiranih priročnikov sodobnega slovenskega knjižnega/standardnega jezika in temeljnih ter specializiranih priročnikov ter drugih slovenističnih del s področja dialektologije, zgodovinskega in primerjalnega jezikoslovja (5–10 let) na nacionalni ravni ter njihovo izdelovanje – kot del Podprograma za jezikovno opremljenost;
- sprejetje takega bibliometričnega vrednotenja slovarskih in drugih leksikografskih del, ki bo raziskovalce spodbujal k sodelovanju pri sestavljanju temeljnih in specializiranih priročnikov za slovenski jezik;
- oblikovanje prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, namenjenega splošnim uporabnikom in strokovni javnosti. Portal mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo vzpostavitev in dolgoročno delovanje.

**Kazalci:**

- sprejetje temeljnih usmeritev,
- izdelovanje temeljnih in specializiranih priročnikov za slovenski jezik,
- sprejetje ustreznega bibliometričnega vrednotenja slovarskih del,
- oblikovanje in vzdrževanje spletnega portala.

Predvidena sredstva: 6.300.000 eur.

Predvideni učinki: usklajeno delovanje na področju izdelave temeljnih in specializiranih jezikovnih priročnikov in njihovo izdelovanje, dostopnost na spletu (enotna vstopna točka) s čim več obstoječih podatkov o slovenščini.

Nosilci: ARRS, MIZKŠ, univerze in raziskovalne inštitucije.

### **2.2.3 Standardizacija**

Ugotavljanje aktualne jezikovne norme se začne z ugotavljanjem dejanske rabe in njenim vrednotenjem glede na opisano normo – tu se standardizacijska dejavnost tesno povezuje s sistemskim opisom jezika in prva težava obstoječih standardizacijskih pripomočkov je pomanjkanje aktualnih jezikovnih opisov. Za kontinuirano sledenje neskladjem med aktualnim standardom in rabo je treba v Podprogramu za jezikovno opremljenost predvideti možnosti načrtovane izrabe jezikovnotehnoloških virov in orodij za te potrebe. Gradnja tovrstne jezikovnotehnološke infrastrukture omogoča pridobitev deloma samodejne in (kar je še pomembneje) objektivne podatkovne zbirke, ki se z ustrezno jezikovno interpretacijo lahko uporablja v vseh fazah standardizacijskega procesa.

Koncipiranje normativnih jezikovnih priročnikov, ki so namenjeni najširšemu krogu jezikovnih uporabnikov in s katerimi bo mogoče najbolj učinkovito zadostiti zahtevam po hitri in nedvoumni informaciji glede jezikovnih zadreg, je mogoče le s predhodnimi raziskavami, v katerih bo odgovorjeno na vprašanja, kako naj bo priročnik za aktivno rabo jezika zasnovan in katera vprašanja govorcev naj rešuje. Standardizacijska dejavnost mora pri iskanju načinov za zapis ugotovljene norme v priročniku upoštevati vse novejšje izsledke, s katerimi bi se uporabnikovim pričakovanjem približala v taki meri, da bi dosegla stanje, ki ga obvladujemo s t. i. konceptom minimalne intervencije.

Iz konteksta ideje o spletni jezikovni svetovalnici, ki je postavljena že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorci, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da je potreba po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinjalo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postala še bolj nujna. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov. Temeljni kodifikacijski priročnik, Slovenski pravopis, skladno s tradicijo in dobro prakso sprejema Slovenska akademija znanosti in umetnosti.

Danes večina jezikovnih uporabnikov pri pisanju uporablja računalnik in pri urejevalnike besedil, v katere so ponudniki tovrstnih storitev (npr. Microsoft) vključili črkovalnike, namenjene odkrivanju in odpravljanju tipkarskih in pravopisnih napak v besedilih. Podobno orodje opozarja na črkovalne napake tudi pri brskanju po spletu (npr. Googlov iskalnik s sintagmo »ste morda mislili ...« uporabniku sugerira pogostejšo in zato domnevno pravilnejšo obliko zapisa). V nedavni raziskavi, ki je bila izvedena v širši populaciji jezikovnih uporabnikov, se je izkazalo, da je le malo tistih, ki priporočilo črkovalnika preverijo še v kakem od jezikovnih priročnikov, več pa je tistih, ki orodju zaupajo. Iz odgovorov pa je mogoče sklepati, da bi bil odstotek slednjih še večji, če bi bili prepričani o strokovni podprtosti tega orodja. Z digitalno dobo se tako odpira vprašanje prevlade orodij, ki nastajajo izven dosega in vpliva slovenističnega jezikoslovja ali slovenske jezikovne politike. Posredno poseganje teh orodij na jezikovno rabo se skokovito povečuje in zato odpira vprašanje prikaza jezikovnih podatkov v uporabniku prijaznih aplikacijah, integriranih v urejevalnike besedil in spletne iskalnike. Ena od nalog jezikovne politike v prihodnjem obdobju je zato tudi oblikovanje strategij, s katerimi bo mogoče z dostopom do ustreznih virov in orodij vplivati na ponudnike teh storitev.

**Cilj: Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine in tujim govorcem, ki se želijo naučiti slovenščine, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se sporazumevajo v skladu z njim**

**Ukrepi:**

- sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in storitev, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov – kot del Podprograma za jezikovno opremljenost;
- vzpostavitev svetovalnega telesa, ki deluje prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini;
- posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom.

**Kazalniki:**

- sprejem temeljnih usmeritev,
- vzpostavitev svetovalnega telesa,
- izdaja pravopisnega priročnika.

Predvidena sredstva: 600.000 eur.

Predvideni učinki: usklajen razvoj in dostopnost sodobnih priročnikov slovenskega standardnega jezika ter svetovalnih storitev na tem področju.

Nosilci: ARRS, MIZKŠ, SAZU.

## 2.2.4 Terminologija in večjezičnost

Pri načrtovanju večjezičnih virov za prihodnje obdobje ne moremo več govoriti samo o klasičnih dvojezičnih ali terminoloških slovarjih, temveč tudi o slovarskih bazah ali večjezičnih bazah znanja, ki se izkoriščajo bodisi neposredno za preverjanje informacij v ustrezni spletni ali drugi aplikaciji (ali izvedeni tiskani obliki) bodisi za uporabo v orodjih, ki na druge načine pomagajo pri učenju tujih jezikov, prevajanju ali tolmačenju, kot so sistemi za strojno prevajanje, sistemi za računalniško podprto prevajanje, sistemi za podporo tolmačenju itd. Opisane vire je mogoče izkoristiti, če je vzpostavljena ustrezna (spletna) infrastruktura. Predpogoj za nastanek jezikovnih priročnikov in zagotavljanje tehnoloških rešitev, ki rešujejo kontrastivne težave med dvema ali več jeziki, pa je obstoj sodobnih virov in orodij za slovenščino ter opis jezika z enojezičnega stališča.

Pri dosedanjem jezikovnem načrtovanju je veljalo, da so enojezični priročniški viri in orodja za slovenščino domena javnega financiranja, dvo- in večjezični viri in orodja pa so bili prepuščeni bodisi naključnemu entuziazmu posameznikov bodisi komercialni sferi. Z vstopom v digitalno paradigmo ta koncept ne zadostuje, kajti ena od posledic razvoja informacijskih in komunikacijskih tehnologij je ta, da so tradicionalni dvo- ali večjezični priročniki s prestopom v spletno oz. digitalno okolje postali komercialno bistveno manj zanimivi ali celo nezanimivi, kar kažejo trendi po Evropi in v svetu, ne le v Sloveniji. Po drugi strani je v digitalnem okolju mnogo lažje izkoriščati podatke iz ene baze podatkov za sestavljanje drugih baz s sorodno vsebino, kar velja tudi za dvo- ali večjezične baze, terminološke baze podatkov itd. Z vzpostavitvijo ustrezne infrastrukture je mogoče izdelati večjezične vire tudi za jezike ali specializirana tematska področja, ki do sedaj še niso bila obdelana, česar brez te zaradi manjšega števila ciljnih uporabnikov ne bi bilo realno pričakovati.

Strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in jezikovno usposabljanje strokovnjakov na vseh terminoloških področjih. Jeziki z večjim številom govorcev so v prednosti že zato, ker jih na večjem trgu močnejše podpira jezikovna industrija (dostopnejše in številnejše sodobne slovarske baze, terminološke zbirke, jezikovni korpusi, sistemi za strojno prevajanje itd.), zato je pri jezikih z manjšim številom govorcev še toliko pomembnejša vloga države. Podprogram za jezikovno opremljenost mora upoštevati to dimenzijo z vzpostavitvijo terminološkega portala kot delom prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tudi spletni forum za hitro izmenjavo znanja in mnenj o terminoloških rešitvah med področnimi strokovnjaki in jezikoslovci.

**Cilj: Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo učenju in poučevanju tujih jezikov in terminološkemu delu**

### Ukrepi:

- sprejetje temeljnih usmeritev glede izdelave sodobnih dvo- in večjezičnih splošnih ter terminoloških jezikovnih priročnikov (5–10 let) na nacionalni ravni in njihovo izdelovanje – kot del Podprograma za jezikovno opremljenost;
- vzpostavitev splošnega večjezičnega portala, ki bo del prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, kjer bo na voljo večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov. Portal naj omogoča tudi izkoriščanje moči množice pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta;
- vzpostavitev terminološkega portala kot dela prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tako obstoječe kot tudi nastajajoče terminološke slovarje, terminološke baze in učinkovit svetovalni servis ter bo

izkoriščal možnosti hitre izmenjave znanja in mnenj med področnimi strokovnjaki in jezikoslovci, ki jih omogoča splet. V okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije;

- spodbujanje projektov, ki predvidevajo sestavljanje na enojezičnem slovenskem temeljnem opisu zasnovanih terminoloških in večjezičnih baz podatkov ter večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov.

Kazalniki:

- sprejetje temeljnih usmeritev,
- vzpostavitev splošnega večjezičnega portala,
- vzpostavitev terminološkega portala,
- število podprtih projektov s področja gradnje terminoloških in večjezičnih baz podatkov in priročnikov.

Predvidena sredstva: 600.000 eur.

Predvideni učinki: dostopnost večjezičnih in terminoloških baz podatkov, poenotenje terminologije.

Nosilca: ARRS, MIZKŠ.

## 2.2.5 Jezikovne tehnologije

Jezikovne tehnologije so zbirno poimenovanje za različna računalniška orodja in aplikacije, ki izrabljajo obstoječe jezikovne (meta)podatke za razreševanje z jezikom povezanih praktičnih dilem uporabnikov (sistemi za prepoznavanje in sinteza govora, strojno prevajanje, strojno podprto prevajanje, črkovalniki, slovnični pregledovalniki, sistemi za samodejno odgovarjanje na vprašanja, besedilno rudarjenje itd.) ali za postopke računalniške analize naravnega jezika za izdelavo zlasti digitalnih jezikovnih priročnikov in virov (postopki tokenizacije, oblikoskladenjskega označevanja, skladenjskega razčlenjevanja, avtomatskega razločevanja pomenov, avtomatskega razreševanja besedilnih koreferenc, prepoznavanja imenskih entitet itd.).

Razvoj informacijskih in komunikacijskih tehnologij v zadnjih 10 letih ustvarja »digitalno vrzel«, zaradi katere bodo jeziki, ki bodo pri tem razvoju zaostajali, postali manj privlačni in konkurenčni v globalno povezanem svetu. Digitalna vrzel ločuje jezike, ki so dovolj prisotni na svetovnem spletu, za katere obstajajo sodobni digitalni viri in so jezikovnotehnološko razviti, od tistih, pri katerih se zaostanek s skokovitim razvojem informacijskih in komunikacijskih tehnologij povečuje. Za večino uradnih jezikov Evropske unije so bili v zadnjih desetih letih izdelani načrti razvoja digitalnih virov in jezikovnotehnoloških aplikacij, s čimer posamezne države oz. jezikovne skupnosti na sistematičen in programiran način skrbijo za prehod svojih jezikov v digitalno okolje. Načrti imajo praviloma naslednje cilje: (1) identifikacija dejavnikov na področju jezikovnega opisa, jezikovnih tehnologij in virov; (2) sistematična analiza jezikovne rabe in z njo povezanih potreb jezikovne skupnosti; (3) izdelava seznama obstoječih in manjkajočih računalniških jezikovnih izdelkov in storitev za raziskovalne skupnosti in širšo javnost; (4) vzpostavitev organiziranega skladiščenja, vzdrževanja in distribucije obstoječih priročnikov, virov in orodij; (5) vzpostavitev dolgoročnega programa nastajanja in razvoja digitalnih jezikovnih priročnikov, virov in orodij; (6) vzpostavitev sodelovanja z evropskimi pobudami za izmenjavo digitalnih virov in orodij.

Medsebojno primerljivost takih programov med drugim zagotavlja upoštevanje evropskih pobud, kot so zdaj raziskovalni infrastrukturi CLARIN in DARIAH, infrastruktorni projekti, npr. META-NET, itd.

Pri evalvaciji jezikovnotehnološke razvitosti posameznega jezika se navadno upoštevajo naslednji kazalci. Med jezikovnotehnološke vire (korpusi, baze znanja) spadajo: (1) referenčni korpusi, specializirani korpusi; (2) oblikoskladenjsko in skladdenjsko označeni korpusi (odvisnostne drevesnice); (3) semantično in diskurzno označeni korpusi; (4) vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi; (5) govorni korpusi (posnetki govornega jezika, jezikoslovno označeni govorni korpusi, dialoški korpusi); (6) multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki); (7) semantični leksikoni, slovarji sinonimov, ontologije; (8) jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice; (9) leksikoni besednih oblik in večbesednih enot; (10) terminološke baze. Med jezikovnotehnološka orodja in aplikacije spadajo: (1) črkovalniki in moduli za preverjanje slovnične ustreznosti; (2) strojno prevajanje, strojno podprto prevajanje v različne jezike; (3) sinteza in prepoznavna govora (govorni informacijski sistemi, pripomočki za učenje govornega slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov); (4) tokenizacija, oblikoskladdenjsko označevanje, oblikoslovnna in besedotvorna analiza in sinteza; (5) skladdenjsko razčlenjevanje (površinska ali globinska skladdenjska analiza stavkov, vezljivost); (6) stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge); (7) semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila); (8) procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.); (9) luščenje informacij (avtomatsko indeksiranje besedil, multimedijsko luščenje informacij, večjezično luščenje informacij); (10) informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje); (11) avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

Za prihodnje obdobje je smiselno načrtovati vsaj (a) dodelovanje in vzdrževanje (standardno) označenih referenčnih in specializiranih korpusov slovenskega jezika, vključno z oblikovanjem jezikovnih modelov za statistično podprto verjetnostno analizo jezikovne rabe na različnih jezikoslovnih ravneh ter orodij in aplikacij za njihovo računalniško analizo in vizualizacijo in (b) delo pri vsaj prvih šestih nalogah, ki so naštetje v sklopu jezikovnotehnoloških orodij in aplikacij. Terminološke baze bodo vključene v načrtovani terminološki portal.

V okviru Podprograma izdelave jezikovnih priročnikov in virov je treba predvideti skupne elemente, ki bodo omogočali njihovo povezljivost in s tem prispevali k učinkovitejši uporabi virov pri izdelavi jezikovnih priročnikov.

Ena od temeljnih zadreg pri dosedanjem razvoju proračunsko financiranih orodij in virov je ta, da po koncu projektov oz. obdobja financiranja večinoma niso dostopni za javno uporabo oziroma jih ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je nejasen status avtorskih pravic oz. dostopnosti pri priročnikih, virih in aplikacijah, ki že obstajajo. Za premostitev te zadrege je treba ustanoviti institucijo ali konzorcij institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih tehnologij, financiranih z javnimi sredstvi, ki bo skrbela za njihovo trajno in čim bolj prosto dostopnost za vse uporabnike. Pri jezikih z manjšim številom govorcev, kot je slovenščina, je potrebno, da so viri dostopni tudi za morebitno komercialno uporabo, kjer je to dopustno in mogoče, saj je to eden od učinkovitih načinov spodbujanja rabe jezika v digitalnem okolju.

**Cilj: Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo čim bolj prosto dostopnih virov in orodij**

**Ukrep:**

- sprejetje temeljnih usmeritev razvoja sodobnih jezikovnih tehnologij na nacionalni ravni (5–10 let) in njihovo izdelovanje – kot del Podprograma za jezikovno opremljenost.

Nosilca: ARRS, MIZKŠ.

Kazalnika:

- sprejetje temeljnih usmeritev,
- število novih jezikovnotehnoloških orodij, aplikacij, virov.

Predvidena sredstva: 1.200.000 eur.

Predvideni učinki: usklajen načrt razvoja jezikovnih tehnologij, ki bo temeljil na temeljiti preverbi stanja in postavljenih prioritetah.

Nosilca: ARRS, MIZKŠ.

## 2.2.6 Digitalizacija

Digitalizacija obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu, je nujna. V času veljavnosti resolucije 2007–2011 je bil prek spletnega vmesnika zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika, Slovenskega pravopisa 2001 in nekaterih drugih priročnikov, v bodoče bo treba spletno dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti tudi za čim več preostalih ključnih, obstoječih in nastajajočih temeljnih in specialnih jezikovnih opisov. Odprtost je tudi tehnološko pogojena, zato naj bi bili jezikovni priročniki in viri zapisani z ustreznimi mednarodnimi standardi in priporočili, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot npr. Konzorcija za zapis besedil (Text Encoding Initiative, TEI). Obstoječi terminološki priročniki naj se objavijo na načrtovanem terminološkem portalu.

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenograme oz. iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirnikov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru.

Država mora podpirati znanstveno produkcijo v slovenskem jeziku, ki je dragocen vir slovenskega strokovnega izrazja in strokovnega izražanja. Možnosti za zajem, procesiranje in distribucijo takih besedil doslej niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so npr. objave v znanstvenih in strokovnih zbornikih in revijah, je mogoče ta besedila jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami v okviru splošnega terminološkega portala kot dela prostodostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini

**Cilj: Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire in priročnike, ki predstavljajo kulturno dediščino oz. znanstveno produkcijo, vezano na slovenski jezik**



**Ukrepa:**

- v mehanizem izbire projektov, katerih namen je produkcija jezikovnih virov in priročnikov, financiranih z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri in priročniki v največji možni meri standardizirani in dostopni tudi prek spleta;
- dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelave skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi tekstnokritične izdaje) in digitalizacijo ali prilagajanje digitalnemu okolju jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo spletni dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku.

**Kazalniki:**

- izvedba zapisanih ukrepov,
- število digitaliziranih del pisne kulturne dediščine,
- število digitaliziranih priročnikov za slovenščino,
- dostop do digitaliziranih besedil znanstvene produkcije v slovenščini.

Predvidena sredstva: 300.000 eur.

Predvideni učinki: povečanje števila in večja dostopnost digitaliziranih del pisne kulturne dediščine, priročnikov za slovenščino in besedil znanstvene produkcije.

Nosilca: MIZKŠ, ARRS.

## **2.2.7 Govorci s posebnimi potrebami**

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne, pripomočki za osebe z govorno-jezikovnimi težavami ter tehnični pripomočki za osebe z disleksijo (z bralno-napisovalnimi težavami).

Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oz. izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhoti pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo znakovni jezik (npr. servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni).

Infrastruktura, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot npr. v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalce zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z brajico.

Za osebe z disleksijo (bralno-napisovalnimi težavami) so pomembni specifični tehnični pripomočki, kot npr. elektronski bralniki – naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalniki zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila, pametna pisala itd.

Za osebe z motnjo v duševnem razvoju in druge osebe, ki težje berejo in razumejo prebrano (npr. osebe po poškodbi glave), je pomemben razvoj sodobnih tehnoloških aplikacij, ki (hkrati s poenostavitvijo vsebine) omogočajo lažje branje besedila.

**Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji**

**Ukrepi:**

- vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v Podprogram za jezikovno opremljenost;
- opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika;
- izdelava orodij za komunikacijo s slepimi in slabovidnimi, gluhi in naglušnimi, z gluho-slepimi ter osebami z disleksijo in motnjo v duševnem razvoju, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

**Kazalniki:**

- vključitev virov in orodij v podprogram,
- število znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika,
- število izdelanih orodij za komunikacijo za govorce s posebnimi potrebami.

Predvideni učinki: povečanje števila znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika kot osnove za nadaljnje ukrepe, zlasti izdelavo orodij za komunikacijo govorcev s posebnimi potrebami s ciljem povečanja njihovih sporazumevalnih možnosti.

Predvidena sredstva: 400.000 eur.

Nosilca: MIZKŠ, ARRS.

## **2.3 Formalnopravni vidiki slovenske jezikovne politike**

Nadaljnje formalnopravno uokvirjanje slovenske jezikovne politike je potrebno, pri tem pa je treba tehtati med večjo ali manjšo ustreznostjo urejanja bodisi s »krovnim« zakonom bodisi s posameznimi določbami posebnih področnih zakonov, uredb in drugih aktov, ki se dotikajo jezikovne rabe.

Za evalviranje in predloge morebitnega revidiranja in nadgrajevanja formalnopravnega okvira jezikovne ureditve Republike Slovenije je prvenstveno zadolžena Služba za slovenski jezik na MIZKŠ

Ta mora pri tem delovati na naslednjih splošnih načelih:

- Formalnopravna določila v zvezi s statusom, obvezno rabo in obveznim znanjem slovenščine in drugih jezikov morajo biti jasna, zavezujoča, splošno sprejemljiva v javnosti, medsebojno

uskaljena in realno izvedljiva z natančno predvidenimi jezikovnonačrtovalnimi koraki, seveda pa tudi vsebinsko skladna z ustavo Republike Slovenije in pravnim redom Evropske unije.

- Zdaj veljavna zakonska in druga pravna določila, ki zadeve v zvezi z jeziki urejajo le načelno, bodisi z zagotavljanjem prednostnega položaja slovenščine bodisi z zagotavljanjem pravic govorcem slovenščine in drugih jezikov, pa so bila v času od svojega sprejetja neuresničena, sistematično neupoštevana ali drugače prezrta, je treba ali izločiti iz zakonodaje ali jih dopolniti v skladu s prejšnjim odstavkom.
- Zakonska določila glede položaja, obvezne rabe in znanja jezikov morajo ustrezati pravno ter demokratično legitimnim sporazumevalnim potrebam državljanov in drugih prebivalcev Republike Slovenije ter drugih govorcev slovenščine.
- Zakonska določila naj odločilne subjekte v slovenski jezikovni situaciji jasno zavezujejo k jezikovnemu in jezikovnonačrtovalnemu ravnanju, ki bo skladno s cilji tega jezikovnopolitičnega programa.

Zakon o javni rabi slovenščine je bil sprejet leta 2004 in v nekaterih točkah dopolnjen leta 2010. V letih od njegovega sprejema so se na nekaterih področjih javnega življenja, ki ga ureja, pokazale nove okoliščine, ki napeljujejo na možnost generalne novelacije zakona. Premislek o spremembi zakonodaje pa mora temeljiti na skrbnem pregledu uresničevanja (tudi v obliki študij jezikovne situacije) in na upoštevanju nekaterih že zaznanih področij, ki bi potrebovala pravno preureditev.

Že evidentirana vsebinsko in izvedbeno problematična mesta v veljavnem formalnopravnem jezikovnopolitičnem okviru Republike Slovenije so med drugim: (1) *Navodilo o ugotavljanju jezikovne ustreznosti firme pravne osebe zasebnega prava oziroma imena fizične osebe, ki opravlja registrirano dejavnost, pri vpisu v sodni register ali drugo uradno evidenco* (UL 53/2006), ki izhaja iz 19. člena Zakona o javni rabi slovenščine, sam postopek ugotavljanja slovenskosti premalo objektivizira, saj kot merilo ustreznosti firme navaja tako reprezentativne korpuse kot nekaj etimološko obarvanih kriterijev. Ta ohlapnost dopušča delno arbitrarnost pri odločanju o ustreznosti poimenovanja, zato je treba navodilo izboljšati. (2) Določila o potrebnem znanju slovenščine in drugih jezikov za posamezne poklice in druge namene (*Zakon o javni rabi slovenščine, Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil*, področni zakoni); dejansko je mogoče znanje slovenščine na različnih stopnjah glede na obstoječi certifikatni sistem zahtevati samo od tujih govorcev slovenščine; za domače govorce slovenščine bi bilo treba bodisi razviti dodaten sistem potrjevanja ravni znanja slovenščine bodisi raven jezikovnega znanja posredno zahtevati s stopnjo izobrazbe, kot se dejansko izvaja že zdaj. Hkrati bi vsaj za zaposlitve v javnem sektorju morali formalnopravno in vsebinsko uskladiti zahteve po certificiranem znanju slovenščine in drugih jezikov ter poskrbeti za njihovo primerljivost z lestvicami Skupnega evropskega jezikovnega okvira. Zdaj veljavni certifikatni sistem za slovenščino kot tuji jezik, ki je tudi mednarodno priznan, mora dobiti zakonsko pravno podlago. (3) Določila o slovenščini kot učnem jeziku slovenskih javnih visokošolskih ustanov; pravni okvir mora zagotoviti nadaljnjo krepitev slovenščine kot učnega jezika v slovenskem visokem šolstvu in kot znanstvenega jezika, hkrati pa zagotoviti tako prožno jezikovno ureditev, ki bo omogočala nadaljnjo krepitev kakovostnega mednarodnega visokošolskega in znanstvenega sodelovanja. (4) Problematičen je tudi 51. člen Zakona o industrijski lastnini, ki onemogoča pravopisno korektno slovarsko obravnavo besed, izvirajočih iz blagovnih znamk (konjak, teflon, aspirin), zato predlagamo, da se ta člen izloči oz. prouči način pravne regulacije, ki bo omogočal razlikovanje med zapisom zaščitene blagovne znamke in vrstnim poimenovanjem izdelkov.

#### **Ukrepi:**

- raziskave izbranih vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopravnega okvira jezikovne ureditve Republike Slovenije;

- sistematično evalviranje, in oblikovanje predlogov za revidiranje in nadgrajevanje formalnopravnega okvira jezikovne ureditve Republike Slovenije v koordinaciji Službe za slovenski jezik;
- priprava celovitega pregleda in ocene slovenske jezikovne situacije za potrebe priprave naslednjega nacionalnega programa za jezikovno politiko.

Kazalniki:

- število ciljnih raziskav o vidikih slovenske jezikovne situacije,
- število evalvacij in predlogov za revidiranje formalnopravnega okvira,
- pripravljen pregled in ocena slovenske jezikovne situacije.

Predvidena sredstva: 250.000 eur.

Predvideni učinki: učinkovitejši formalnopravni okvir slovenske jezikovne politike in celovita ocena slovenske jezikovne situacije glede na različne parametre (vitalnost javnih domen jezika, potrebe različnih tipov govorcev, tudi v zamejstvu, izseljenstvu, zdomstvu), ki bodo služile za pripravo novega nacionalnega programa za jezikovno politiko.

Nosilec: MIZKŠ.

## 2.4 Slovenščina kot uradni jezik Evropske unije

Slovenščina je z vključitvijo med uradne jezike Evropske unije pridobila večjo mednarodno težo na simbolni ravni, predvsem pa veliko operativnih možnosti za sodelovanje pri raziskovanju in uporabi jezikov v skupnosti s 23 uradnimi jeziki.

Večjezičnost je načelo, ki je vpisano v pravne temelje Evropske unije. Njene bistvene poteze so določene v ustanovitvenih pogodbah, Uredbi Sveta št. 1 iz leta 1958 in pristopnih aktih vsake nove države članice, ki se odloči, da bo svoj državni jezik uveljavila kot enega uradnih jezikov evropske nadnacionalne skupnosti. Utemeljena je s potrebo po demokratičnosti, preglednosti in pravni varnosti za vse državljane Evropske unije. Zato so pravni akti EU dostopni v vseh uradnih jezikih, na zasedanjih Evropskega parlamenta, Evropskega sveta in Sveta EU pa tudi sestankih nekaterih delovnih skupin je zagotovljeno tolmačenje, večina spletnih strani institucij EU je večjezičnih, državljani in pravne osebe lahko komunicirajo z institucijami EU v svojem jeziku. Ta ureditev ima dovolj zagovornikov v EU, da ni videti ogrožena – težko si je predstavljati skupnost, ki bi se temu odpovedala, saj to prav gotovo ne bi bila več skupnost, v katero se je včlanilo 27 držav.

Načelna raven je podrobno urejena, strategija večjezičnosti, ki jo je pripravila Evropska komisija, pa se v zadnjih letih osredotoča na tri glavne vidike: spodbujanje večjezičnosti v izobraževanju, izrabo večjezičnosti za krepitev gospodarske konkurenčnosti in na večjezično komuniciranje organov EU z državljani in institucijami. Slednje pomeni redno vsakodnevno zagotavljanje prevajanja in tolmačenja v vse uradne jezike EU s pomočjo urejenega institucionalnega ustroja, v katerem delujejo dobro organizirani oddelki za posamezni jezik.

Večjezična ureditev Evropske unije in slovensko vključevanje vanjo sta vzpostavila okvir razvoja, znotraj katerega je v zadnjih desetih letih prišlo do premikov na področju strokovnega jezika in

jezikoslovne stroke v Sloveniji, predvsem glede prevajanja, tolmačenja in sistematičnejšega urejanja terminologije. Zaradi obsežnega pravno-prevajalskega projekta priprave slovenske različice pravnega reda EU so bile potrebne boljša organizacija delovnih postopkov, vzpostavitev sistematičnega interdisciplinarnega sodelovanja in uvedba poenotene metodologije.

Prav strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in tudi jezikovno usposabljanje strokovnjakov na vseh področjih. Naloga državne in javne uprave je zagotavljati sistematično in usklajeno delovanje ključnih resorjev v skrbi za jezikovni razvoj.

Izvajanje nalog v zvezi s slovenščino v EU na podlagi Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je potekalo v celotnem obdobju veljavnosti resolucije. Cilj teh nalog je bil opremiti predstavnike Republike Slovenije, ki sodelujejo v institucijah in organih EU, z navodili, kako uresničevati svojo pravico do uporabe slovenščine kot uradnega jezika EU, izboljšati poznavanje rabe jezikov v EU in predvsem zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU.

Kljub izdelanim priporočilom ter vzpostavljeni mreži strokovnjakov pa je sodelovanja še vedno premalo. Izboljšan način urejanja terminologije je pomemben zaradi delovanja v EU, a prav tako in predvsem za delovanje slovenske javne uprave, šolstva, znanosti itd.

Poleg tega naj v razmerju do organov EU ostaja aktualno zagovarjanje stališča, da uveljavljanje načela prostega pretoka oseb, blaga, storitev in kapitala ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih varovalk in drugih mehanizmov za nevtralizacijo negativnih jezikovnopoličnih implikacij prostega pretoka.

#### **1. cilj: Podpora države pri uporabi slovenščine kot uradnega jezika Evropske unije**

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

##### **Ukrepa:**

- nadaljevanje nalog iz prejšnje resolucije v zvezi s terminologijo oziroma nadaljevanjem prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije; intenzivna podpora izobraževalnih programov za povečanje števila slovenskih tolmačev v institucijah Evropske unije;
- uvedba intenzivnih programov usposabljanja slovenskih tolmačev za uspešno opravljanje postopkov izbire v ustanovah Evropske unije.

##### **Kazalniki:**

- vzpostavitev mehanizma za potrjevanje terminologije Evropske unije,
- povečanje števila tolmačev v institucijah EU,
- število izvedenih programov usposabljanja za tolmače.

Predvidena sredstva: 500.000 eur.

Predvideni učinki: usklajeno prevajanje in potrjevanje terminologije na evropski ravni, izboljšanje položaja slovenščine v okviru Evropske unije.

Nosilci: MZZ, MIZKŠ, GSV.

## 2. cilj: **Promocija slovenskega jezika in kulture v Evropski uniji**

### **Ukrep:**

- okrepitev obstoječih mehanizmov za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike in vzpostavljanje novih pristopov za povečanje učinkovitosti na tem področju.

Kazalniki:

- evalvacija dosedanjih ukrepov in postavitve novih (ekspertiza),
- število promocijskih dogodkov,
- število promocijskih gradiv.

Predvidena sredstva: 250.000 eur.

Predvideni učinki: večja prepoznavnost slovenske literarne ustvarjalnosti v okviru Evropske unije.

Nosilci: MIZKŠ, MZZ, JAK.

**PREDLOG**

**Resolucija o nacionalnem programu  
za jezikovno politiko  
2014–2018**

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# 1 Uvod

## 1.1 Izhodišče in ocena stanja

Celovita študija o jezikovnopolitičnem stanju v času pred pripravo Nacionalnega programa za jezikovno politiko iz različnih vzrokov ni bila opravljena. Zadnja celovita analiza je tako še vedno prikaz jezikovnega stanja, ki je kot dodatek priložen Nacionalnemu programu za jezikovno politiko 2007–2011.

Spremembam, do katerih je prihajalo glede na jezikovnopolitično stanje, opisano v omenjenem dodatku, lahko deloma sledimo na podlagi nekaterih posamičnih študij, ki jih je naročila Služba za slovenski jezik – še posebej na podlagi študije *Pregled uresničevanja predvidenih ukrepov in nalog za doseganje resolucijskih ciljev (s socio-kulturološko razčlemba učinkov uresničevanja) glede na nosilce, roke in proračunske možnosti, z določitvijo danih in za merilo uporabnih kazalnikov* –, ter nekaterih manjših raziskav, ki so bile v tem času objavljene v strokovni in znanstveni literaturi.

Ker bo najpozneje do sprejetja naslednjega nacionalnega programa za jezikovno politiko potreben nov celovit vpogled v jezikovnopolitično stanje v Republiki Sloveniji, je v ta dokument vključenih več ukrepov, ki bodo omogočili izdelavo ustreznih študij, Služba za slovenski jezik pa bo poskrbela tudi za izdelavo novega celovitega pregleda slovenske jezikovne situacije, ki bo na voljo najpozneje leto dni pred začetkom izdelave novega nacionalnega programa za jezikovno politiko.

Kar se tiče sprememb na področju zakonodaje, lahko izpostavimo dve:

- Leta 2008 je bila sprejeta Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil.
- V letu 2010 je pristojna Služba za slovenski jezik pripravila strokovne podlage za spremembo Zakona o javni rabi slovenščine. Spremembe je bilo treba napraviti predvsem zaradi prakse sodišč Evropske unije in načela prostega pretoka ljudi, blaga in storitev, in sicer v točkah, ki sta izrecno zahtevali uporabo slovenskega jezika pri označevanju izdelkov in oglaševanju izdelkov in storitev. S spremembo zakona je bilo namesto njiju uveljavljeno ohlapnejše določilo o »zlahka razumljivem jeziku«. Zakon je bil dopolnjen tudi v 2. členu, saj sta bila s področja pravne regulacije izvzeta jezik umetnosti in jezik verskih obredov.

Služba za slovenski jezik objavlja področne zakone, ki poleg Ustave Republike Slovenije in Zakona o javni rabi slovenščine vsebujejo določbe o rabi jezika, na spletnih straneh MK.

Kar se tiče finančnih sredstev, namenjenih izvajanju Resolucije o nacionalnem programu za jezikovno politiko 2007–2011, je bilo mogoče celovito slediti zgolj sredstvom za jezikovno politiko, ki so bila letno zagotavljana v proračunu Ministrstva za kulturo na podlagi pristojnosti tega ministrstva in proračunu nekdanje Službe Vlade RS za evropske zadeve oz. Službe Vlade RS za razvoj in evropske zadeve. Aktivnosti, ki so jih izvajale služba (sektor) za slovenski jezik ter druge notranje organizacijske enote v ministrstvu samem, so bile financirane iz rednih in drugih namenskih sredstev ministrstva. Aktivnosti, ki jih služba oziroma ministrstvo ni moglo izvesti z lastnimi zmogljivostmi, so izvajali zunanji izvajalci, zanje pa so bila zagotovljena finančna sredstva na posebni proračunski postavki. Njihov (omejeni) obseg pa ni v nobenem letu veljavnosti dosedanje resolucije omogočal izvedbe vseh z njo predvidenih aktivnosti. Na podlagi Zakona o javni rabi slovenščine, zakonov o izvrševanju proračunov Republike Slovenije za posamezna leta ter vsakoletnih sklepov pristojnega ministra o (so)financiranju dejavnosti Ministrstva za kulturo pri uresničevanju nalog iz Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je v omenjenih letih pristojna služba (prej sektor) izvedla ustrezne postopke za izbiro izvajalcev predvidenih aktivnosti, pri čemer je uporabila tudi predpise s

področja javnega naročanja. V obdobju 2007–2011 je bilo za izvajanje Resolucije v okviru Ministrstva za kulturo porabljenih 364.109 evrov, v okviru nekdanje Službe Vlade RS za evropske zadeve pa 32.400 evrov.

Kljub pomanjkanju celostne analize stanja sta v zadnjih letih tako stroka kot politika na ravni strateških načrtov za druga specialna področja prepoznali nekaj izzivov, ki jih pričujoči program poskuša celostno naslavlјati. V nadaljevanju se bomo osredotočili na področji jezikovnega izobraževanja in jezikovne opremljenosti, ki sta na ravni ciljev in ukrepov najbolj natančno obdelani.

Jezikovno izobraževanje je kompleksno področje jezikovne politike. Pričujoča resolucija poskuša parcialne akcije (npr. na področju tujih jezikov, katerih rezultati so izkazani v mednarodno primerljivem merilu, prim. Prva evropska raziskava o jezikovnih zmožnostih: zaključno poročilo; Evropska komisija, junij 2012) sinergično povezati v usklajeno celoto s skupnim prizadevanjem za ustvarjanje pogojev do dostopa do znanja jezikov. Cilj teh prizadevanj mora biti zagotavljanje enakopravne družbene participacije za vse govorce in govorce,<sup>1</sup> tako v znotraj- kot medkulturnem kontekstu. Osrednja jezikovnopolitična pozornost na področju jezikovnega izobraževanja velja slovenščini v Republiki Sloveniji. Učenje slovenščine kot prvega jezika je dolgo veljalo za dejavnost, ki jo ustrezno načrtujejo, usmerjajo in evalvirajo predstavniki didaktične stroke in pristojne inštitucije. V zadnjih letih pa so vse glasnejši tudi nekateri drugi zainteresirani predstavniki širše slovenistike, ki opozarjajo na potrebo po večji vključenosti zainteresiranih deležnikov (Za premislek o učnih načrtih za pouk slovenščine, Delo, 4. december 2010, 25 podpisnikov), pri čemer opozarjajo na pomanjkanje raziskav, neodvisnega spremljanja učnih načrtov, usklajenost terminologije in metodike poučevanja slovenščine in tujih jezikov ter potrebe po znotraj- in medpredmetnem povezovanju. Rezultati mednarodne raziskave Pisa, ki so bili objavljeni leta 2010, so potrdili podpovprečne rezultate slovenskih petnajstletnikov s področja bralne pismenosti med 66 državami OECD in partnericami, zlasti z vidika najvišjih zmožnosti. Bralna pismenost je v okviru raziskave opredeljena kot posameznikova sposobnost razumevanja, uporabe in razmišljanja o napisanem besedilu, za doseganje določenih namenov, razvijanje posameznikovega znanja in zmožnosti ter sodelovanje v družbi, zato presega pouk slovenščine, je pa z njim vendarle tesno povezana, saj ravno pri pouku slovenščine ozaveščamo učence o različnih bralnih strategijah, vzgajamo potrebo po branju umetnostnih besedil ipd. Nacionalna strokovna skupina za pripravo Bele knjige o vzgoji in izobraževanju v Republiki Sloveniji je izpostavila primerljivost na ravni kriterijev, ne le vsebin: »Če želimo doseči mednarodno primerljivo izobraženost naših učencev, moramo poleg mednarodno usklajenih učnih načrtov in standardov znanja doseči tudi mednarodno usklajenost kriterijev ocenjevanja znanja, seveda s tistimi državami, s katerimi se želimo primerjati.« Na tem področju se vzpostavlja javna strokovna debata (tematska številka Jezika in slovstva o zunanjem preverjanju znanja iz slovenščine kot prvega jezika v osnovni in srednji šoli, št. 1–2, 2012), ki jo je treba spodbujati, vključno z raziskavami, ki bodo poiskale slabosti, prednosti in izzive našega sistema jezikovnega izobraževanja s poudarkom na pismenosti. Nizka stopnja pismenosti je družbeni problem z zelo velikimi posledicami za prizadevanja in strategije na področju javnega zdravja, zaposlovanja, digitalne udeležbe, e-upravljanja, civilne udeležbe, revščine in socialne vključenosti, ugotavlja tudi posebna Strokovna skupina EU na visoki ravni za pismenost, katere priporočila so povzeta v sklepu Sveta EU o pismenosti z dne 26. novembra 2012. V tem smislu je pomembno spodbujati in razvijati prav vse vidike pismenosti, s posebno občutljivostjo tudi razvijanje jezikovne zmožnosti manjšin, vključenost govorcev s posebnimi potrebami in otrok priseljencev. O pomanjkljivem sistemu jezikovne integracije slednjih opozarjata stroka in tudi politika na ravni strateških dokumentov že dalj časa (Knez: Jezikovno vključevanje (in izključevanje) otrok priseljencev, Zbornik Obdobja 28, Ljubljana

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<sup>1</sup> V besedilu se, kolikor je smiselno in ustrezno, temeljni subjekti navajajo v moški in ženski slovnični obliki. Na mestih, kjer je to zaradi besedilnih razlogov manj ustrezno, se izrazi, navedeni v moški slovnični obliki, nanašajo tako na ženske kot moške.

2009, Medvešek in Bešter: Migrantski otroci in učenje slovenščine v slovenskem izobraževalnem sistemu, Uporabno jezikoslovje 9–10, Ljubljana 2011; Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v RS, kolegij ministra MŠŠ 2007, Bela knjiga o vzgoji in izobraževanju v RS, MŠŠ, Ljubljana 2011). Pri jezikovnem izobraževanju je treba celostno načrtovati in spremljati celotno vertikalno, vključno z jeziki v visokem šolstvu, o čemer v zadnjih letih potekajo živahne razprave stroke, kako namreč uravnotežiti težnjo po odličnosti (ena od poti je gotovo premišljena internacionalizacija) na eni strani in skrb za razvoj krepitev slovenščine tudi na tem področju na drugi strani (Starc (ur.): Akademski jeziki v času globalizacije, Univerza na Primorskem, Koper 2012). Slovenska jezikovna politika bi morala s posebno pozornostjo obravnavati tudi učenje slovenščine kot sosedskega jezika (za Italijane, Avstrijce, Madžare in Hrvate). To bi bilo pomembno tudi za premagovanje nerazumevanja in težav, s katerimi se na marsikaterem odseku obmejnega pasu sosednjih držav srečujejo pripadniki avtohtone slovenske narodne manjšine (v vseh štirih sosednjih državah). Šengensko odprtost državnih meja bi bilo mogoče bolj izrabiti za uveljavljanje kulturnopolitične vizije skupnega slovenskega kulturnega prostora. Čeprav se stanje po vstopu Slovenije v EU postopoma izboljšuje (ugled slovenščine kot enega izmed uradnih jezikov EU), v nekaterih primerih še ni zadostnega napredka, npr. glede nerednega financiranja slovenskih kulturnih in izobraževalnih ustanov v Italiji, reševanja jezikovnega položaja porabskih Slovencev na Madžarskem na področju šolstva ipd.

Na področju jezikovne opremljenosti ravno tako ugotavljamo izzive, ki so potrebni hitrega in učinkovitega ukrepanja. V publikaciji Strokovni posvet o novem slovarju slovenskega jezika (Založba ZRC 2009), katere soizdajatelj sta SAZU in ZRC SAZU, je bila že leta 2009 v uvodu poudarjena potreba po izdelavi novega slovarja slovenskega jezika: »Slovenska strokovna in laična javnost namreč soglašata, da naš jezik nujno potrebuje nov slovar, saj je od izida zadnje knjige Slovarja slovenskega knjižnega jezika minilo že 17 let, od pripravljanih in konceptualnih del zanj pa že pol stoletja, poleg tega se današnji čas razlikuje od časa nastajanja tega slovarja po družbenem in ekonomskem redu, kar je deloma vplivalo tudi na vrednostni sistem naroda, in po bliskovitem vzponu sodobnih tehnologij.« Kot ena od prioritet je bila torej v času veljave pretekle resolucije prepoznana potreba po izdelavi novega enojezičnega slovarja slovenskega jezika, ki bo prilagojen novim družbenim in tehnološkim okoliščinam. Na področju standardizacije je bila izpostavljena predvsem potreba po prilagajanju pravopisnih priročnikov novi stvarnosti: »Narava vprašanj sodobne javnosti, ki jih je mogoče opazovati tudi v spletnih svetovalnicah in forumih, kaže na dejanske pomanjkljivosti obstoječih pravil, saj je vse manj vprašanj povezanih z interpretacijo obstoječe kodifikacije in vse več težav povezanih z novimi položaji rabe« (Sodobni pravopisni priročnik med normo in predpisom, Založba ZRC 2011). Poleg tega so strokovnjaki na tem področju pogrešali boljše organiziranost stroke in institucionalno podporo, ki bi omogočila širši konsenz glede standardizacijskih vprašanj: »Za celostno preureditev in prenovu pravopisnih pravil bi bilo treba upoštevati najširši krog jezikovnih uporabnikov, organizirati vseslovenski znanstveni posvet glede sprememb v standardizaciji in v tem okviru oblikovati delovno telo, ki bi sodelovalo pri izdaji posodobljenih pravopisnih pravil« (ibid.). Na področju jezikovnih tehnologij je bila v okviru evropskega raziskovalnega projekta META-NET opravljena primerjalna analiza razvitosti jezikovnih virov in tehnologij za slovenščino v primerjavi z drugimi evropskimi jeziki (Slovenski jezik v digitalni dobi, Springer 2012), ki je pokazala, da pri slovenščini »manjkajo vsi viri in orodja za naprednejše procesiranje, kot je razločevanje pomenov, prepoznavanje argumentne strukture ali pomenskih vlog, razreševanje anaforičnih razmerij, prepoznavanje strukture ali koherentnosti besedila, retorične strukture, analize argumentacije, besedilnih vzorcev ali tipov, multimedijskega luščenja podatkov, večjezičnega luščenja podatkov itd.« Na področju govornih tehnologij »je sinteza govora trenutno najbolj razvita tehnologija. Razpoznavna govora je omejena na povsem osnovne aplikacije in orodja. Splošna dostopnost orodij in virov pri govornih tehnologijah je relativno nizka.« Študija kot problematičen del izpostavlja »obsežnost vseh virov«, poleg tega zlasti to, da »manjka tudi skupna infrastruktura za hranjenje, vzdrževanje in distribucijo izdelanih virov in orodij ter skupna organizacijska platforma za sodelovanje akterjev na tem področju.«

Potrebo po vzpostavitvi infrastrukture za jezikovne vire in tehnologije potrjuje tudi Načrt razvoja raziskovalnih infrastruktur 2011–2020, ki ga je Vlada RS sprejela aprila 2011. V okviru družboslovnih in humanističnih raziskovalnih infrastruktur je izpostavljena infrastruktura CLARIN kot »idealno okolje tako za razvoj slovenskih jezikovnih virov in orodij, ki bi bili zaradi mednarodnega sodelovanja bolj standardizirani in večkratno uporabni, sodelovanje s strokovnjaki za tehnološko bolj podprte jezike in izobraževanje raziskovalcev na tem področju pa omogoča pretok znanja o teh tehnologijah.«

## 1.2 Okvir nacionalnega programa za jezikovno politiko

Sodobna slovenska jezikovna situacija zahteva premišljeno in dejavno jezikovno politiko, ki upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo. Na področjih, ki potrebujejo za ohranjanje obsega, vitalnosti in dinamičnosti slovenskega jezika še posebno skrb, pa je potrebno zagotavljati ukrepe, ki bodo stanje po potrebi izboljševale.

Bistveni del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov in posameznic do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Ob tem mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govornikih ostajala prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe, kjer in kolikor izkušnje kažejo, da so nekateri govorniki slovenščine pripravljene svoj materni jezik neupravičeno zapostavljati, pa se ne sme apriorno odpovedovati možnosti zavezujočega pravnega predpisovanja rabe v določenih jezikovnih položajih. Še pomembneje za nadaljnjo vitalnost in krepitev položaja slovenščine pa je pri govornikih slovenščine uzavestiti njeno polnofunkcionalnost ter s sistematičnim razvijanjem veščin, spretnosti in vednosti o sistemskih izraznih možnostih, ki jih ponuja slovenščina, vzgajati in spodbujati suverene, samozavestne in motivirane uporabnike slovenskega jezika, hkrati pa ga temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorniki.

Slovenska jezikovna politika se zaveda posebne odgovornosti, ki jo ima do Slovencev zunaj meja Republike Slovenije, hkrati pa upošteva vse govorce, ki jim slovenščina ni materni jezik: pripadnike madžarske in italijanske narodne manjšine, romske skupnosti, priseljence ter vse druge, ki prihajajo ali želijo prihajati znotraj ali zunaj meja Republike Slovenije v stik s slovenskim jezikom. Spodbuja učenje in rabo slovenskega jezika na vseh ravneh ter za vse ciljne skupine, hkrati pa sistematično skrbi za čim boljši sistem poučevanja tujih jezikov in njihovo ustrezno razpršenost glede na kulturnocivilizacijske in gospodarske potrebe Republike Slovenije.

S še posebno občutljivostjo skrbi za govorce s posebnimi potrebami. V tem okviru je zaradi specifičnosti njihovega sporazumevanja posebna skrb namenjena gluhih (slovenskemu znakovnemu jeziku kot prvemu jeziku večine gluhih), pa tudi vsem drugim osebam s posebnimi potrebami: slepim in slabovidnim (besedilom v brajici ter informacijski komunikacijski tehnologiji, namenjeni slepim in slabovidnim osebam), osebam s specifičnimi motnjami (kot so disleksija, slabše bralne in učne zmožnosti, govorno-jezikovne motnje ipd.) ter osebam z motnjo v duševnem razvoju.

Pomemben vidik uresničevanja jezikovnih pravic je tudi vzpostavljanje pogojev za strpno in spoštljivo sporazumevanje. Republika Slovenija na vseh področjih javnega življenja (izobraževanje, mediji, gospodarstvo itd.) z različnimi mehanizmi, spodbujevalnimi in normativnimi, skrbi za modus sporazumevanja, ki zagotavlja vsem družbenim skupinam enakopravno participacijo v družbi (neseksistična raba jezika, spoštovanje kulturne raznolikosti na ravni jezika ipd.).

Posebno pozornost namenja tudi prednostim in izzivom, ki jih prinaša dejstvo, da je slovenščina uradni jezik Evropske unije.

Slovenska jezikovna politika mora v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje. Zato jezikovnopolitični program predvideva kot začetni izvedbeni korak za doseg ciljev oblikovanje dveh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih dokumentov:

- 1) Akcijskega načrta za jezikovno izobraževanje,
- 2) Akcijskega načrta za jezikovno opremljenost.

Program jezikovnega izobraževanja predvideva že Zakon o javni rabi slovenščine v 13. členu; potreba po drugem programu pa je utemeljena vsebinsko in izhaja iz strokovnih izkušenj pri spremljanju in usmerjanju slovenske jezikovne situacije.

Akcijska načrta se pripravita tako, da minister, pristojen za kulturo, v sodelovanju z ministrom, pristojnim za izobraževanje in znanost, najpozneje v dveh mesecih po sprejetju dokumenta v Državnem zboru imenuje delovni skupini, ki ju sestavljajo predstavniki javnih raziskovalnih in strokovnih zavodov ter po potrebi civilnodružbenih in drugih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopolitičnih ukrepov. Skupini najpozneje v enem letu od imenovanja pripravita akcijska načrta, ki ju nato po ustreznih postopkih sprejme Vlada Republike Slovenije. Za koordinacijo priprave akcijskih načrtov in delovanja delovnih skupin skrbi Služba za slovenski jezik na Ministrstvu za kulturo, ki bo v skladu z novimi zadolžitvami iz tega in naslednjega poglavja vsebinsko in kadrovske primerno okrepljena. Akcijska načrta se morata navezovati na usmeritve, določene v tem dokumentu; kjer je to smiselno, pa naj vsebujeta tudi dolgoročneje rešitve za obdobje od 5 do 10 let. V povezavi z oblikovanjem Akcijskega načrta za jezikovno izobraževanje bo Ministrstvo za izobraževanje, znanost in šport v sodelovanju z drugimi pristojnimi resorji poskrbelo tudi za posodobitev Nacionalne strategije za razvoj pismenosti, zlasti z vidika bralne pismenosti, saj rezultati mednarodnih raziskav kažejo na podpovprečne dosežke slovenskih petnajstletnikov.

### **1.3 Jezikovnopolitična vizija**

Čeprav je Nacionalni program za jezikovno politiko odziv na celotne jezikovnopolitične razmere, je v ospredju njegove skrbi in predlaganih ukrepov slovenščina (urejanje njenega statusa in korpusa), ob tem pa svojo pozornost namenja tudi vsem drugim jezikom, ki spadajo v okvir slovenske jezikovne politike. Slovenščina je danes notranje celovit, družbeno in strukturno neokrnjen ter razvojno odprt jezik in taka naj bo tudi v prihodnosti. Republika Slovenija zato zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj meja slovenske države ter v ustreznih evropskih in mednarodnih okvirih. Skrbi za to, da se njene državljanke in državljani ter prebivalke in prebivalci lahko vključujejo v sporazumevalne procese, ki jim omogočajo enakopravno sodelovanje v državni in mednarodni skupnosti, pridobivanje in menjavo znanja ter izpolnjevanje osebnih, poklicnih in kulturnih potreb. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govork in govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z visoko stopnjo jezikovne samozavesti in ustrezno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti. Za ta namen država zagotavlja zbiranje, obdelovanje in trajno dostopnost zanesljivih slovničnih, slovarskih in stilskih informacij o vseh pojavnih oblikah slovenščine, še posebej o knjižnem jeziku kot njeni standardni in povezovalni različici. Skrbi tudi za podatkovne jezikovne vire, ki jih govorce in govorce slovenščine potrebujejo pri učenju in rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorce in govorce drugih jezikov pri učenju in rabi knjižne slovenščine (vključno s skrbjo za slovenski znakovni jezik in slovensko brajico).

Republika Slovenija slovenščini zagotavlja prevladujočo vlogo v uradnem in javnem življenju znotraj države, hkrati pa omogoča sporazumevanje in obveščanje v drugih jezikih v skladu s pravno in demokratično legitimnimi sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. Zavzema se za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah ter pravic govork in govorcev slovenščine kot enega izmed uradnih jezikov Evropske unije in v mednarodnih telesih. Slovenščina za svoje govorce in govorce že doslej na marsikaterem področju rabe ni bila edina možnost; s povečanim svetovnim pretokom znanja, blaga, storitev in oseb ter še učinkovitejšim učenjem drugih jezikov pa se bodo možnosti izbire raznih jezikov za izpolnjevanje različnih sporazumevalnih potreb še širile. Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govorkah in govorcih ostajala prevladujoča prostovoljna in samoumevna izbira v čim večjem obsegu zasebne in javne rabe, z ustrežno motivacijo pa naj bo slovenščina privlačna za učenje in rabo tudi pri čim več govorkah in govorcih drugih jezikov, obvezna pa za vse tiste, ki se hočejo poklicno uveljavljati v javnem sporazumevanju ali sploh na jezikovno občutljivih delovnih mestih.

Republika Slovenija hkrati skrbi za krepitev in dosledno uresničevanje jezikovnih pravic ustavno določenih manjšin ter omogoča ohranjanje in obnavljanje rabe jezikov drugih jezikovnih skupnosti in priseljencev.

## 1.4 Nosilci dejavne jezikovne politike

Neposredni nosilci jezikovne politike Republike Slovenije so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da zanjo prevzamejo ne le izvajalsko in proračunsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Iz rezultatov analize izvajanja prve resolucije o nacionalnem programu jezikovne politike je mogoče sklepati, da je bilo le malo državnih ustanov in organov dejansko vključenih v določanje resolucijskih ciljev in nalog, kaj šele, da bi poskrbeli za ustrezna proračunska sredstva in prevzeli njihovo organizacijsko izvedbo.

Tedanji Sektor za slovenski jezik je sicer že pred pripravo predloga prvega nacionalnega programa za jezikovno politiko poskušal na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje slovenske jezikovne politike. Tako je Vlada Republike Slovenije 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretariata Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na tedanjem Ministrstvu za kulturo. V sedmih letih po imenovanju se ni komisija sestala niti enkrat. Usklajevanje formalnopravnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na območju Republike Slovenije) je sicer nujno potrebno – načelne vsebinske usmeritve za to prinaša tudi predlog novega programa za jezikovno politiko –, toda dejavna jezikovna politika, h kateri se je Republika Slovenija zavezala z *Zakonom o javni rabi slovenščine*, pomeni bistveno širšo dejavnost, ki zadeva tudi druge vsebine in posledično druge mehanizme izvršilne oblasti.

Služba za slovenski jezik na Ministrstvu za kulturo (v nadaljevanju MK) je v sedanji strukturi izvršilne oblasti Republike Slovenije ključno telo za koordinacijo slovenske jezikovne politike in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane in se v skladu s širše razumljeno jezikovno politiko okrepi. Namreč, slovenska jezikovna politika sega vsebinsko gledano vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato

bo za izvajanje novega jezikovnopolitičnega programa treba oblikovati tudi novo medresorsko delovno skupino za spremljanje izvajanja (tako razumljene širše) jezikovne politike Republike Slovenije, ki ne bi soobstajala z že omenjeno komisijo za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine /.../, ampak bi jo nadomestila. Nova skupina z redefiniranimi pristojnostmi (v nadaljevanju) mora delovati po združenih načelih odgovornosti in operativnosti. S tem je mišljena po eni strani načelna odgovornost najvišjih predstavnikov ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa konkretna in operativna odgovornost posameznih javnih uslužbencev kot stalnih sodelavcev skupine. Skupina se imenuje s sklepom vlade, sestavljajo pa jo javni uslužbenci iz tistih organov izvršilne oblasti in nosilcev javnih pooblastil, katerih dejavnost je najbolj neposredno povezana z jezikovnopolitičnimi vprašanji. To so:

- Generalni sekretariat Vlade RS (GSV),
- Ministrstvo za kulturo (MK),
- Ministrstvo za izobraževanje, znanost in šport (MIZŠ), Urad za razvoj izobraževanja,
- Ministrstvo za pravosodje (MP),
- Ministrstvo za zunanje zadeve (MZZ),
- Ministrstvo za notranje zadeve (MNZ),
- Ministrstvo za delo, družino, socialne zadeve in enake možnosti (MDDSZ),
- Ministrstvo za gospodarski razvoj in tehnologijo (MGRT),
- Urad RS za Slovence v zamejstvu in po svetu,
- Služba Vlade RS za zakonodajo (SVZ),
- Javna agencija za raziskovalno dejavnost RS (ARRS),
- Javna agencija za knjigo RS (JAK).

Koordinator delovne skupine je Služba za slovenski jezik, katere vodja je predsednik delovne skupine. Naloge oziroma ukrepi, ki jih vsi ti nosilci izvajajo, so navedeni pri posameznih ciljih.

Iz analize uresničevanja Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je mogoče posredno sklepati, da slovenski javni uslužbenci večinoma niso bili dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja niti se niso dejavno vključili v pripravo dokumenta, kar se kaže v pomanjkanju ukrepanja in poročanja, vse to pa ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato Služba za slovenski jezik izdelava poseben dokument z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi tistim javnim uslužbenkam in uslužbencem, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne delovne skupine je smiselno prirediti posebno izobraževanje za imenovane člane, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja ter usmeritve in cilje novega jezikovnopolitičnega programa. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bodo posamezniki motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za njihovo izvrševanje oz. nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

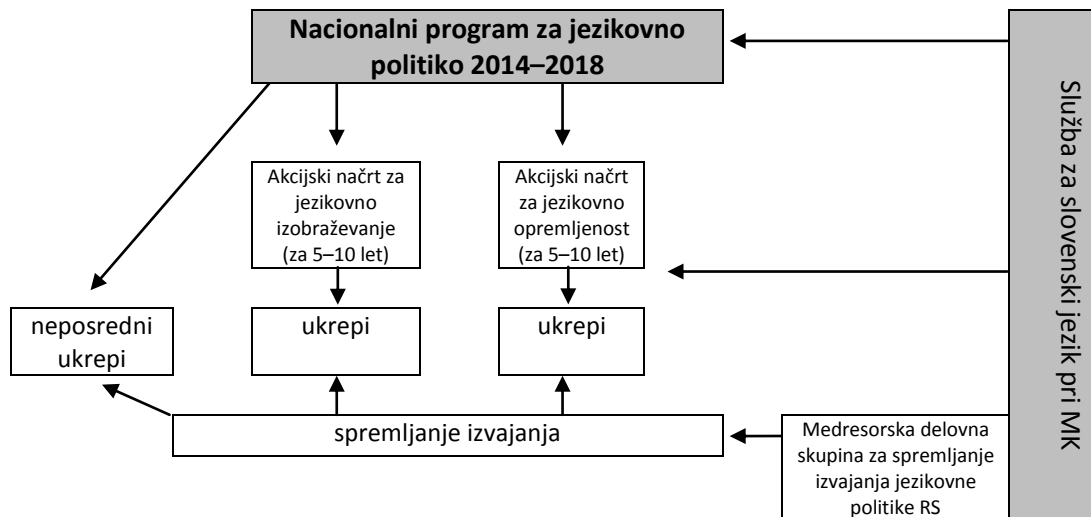
Pri predlogu ciljev in ukrepov v nacionalnem programu jezikovne politike za naslednje petletno obdobje zato med nosilci navajamo samo državne organe in nekatere nosilce javnih pooblastil, ne pa drugih javnih in zasebnih zavodov, ki po svojih ustanovnih aktih in delovnih programih opravljajo različne jezikovnonačrtovalne naloge. Dolžnost državnih organov je, da za vsak cilj in ukrep v jezikovnopolitičnem programu po veljavnih postopkih izberejo najprimernejšega izvajalca in poskrbijo za ustrezno izvedbo.

Jezikovna politika je sestavni del drugih politik, od šolske do gospodarske, z njo je povezana tudi kulturna politika. K splošnim ciljem, izraženim v viziji tega jezikovnopolitičnega programa, lahko s

svojo dejavnostjo gotovo pomembno prispevajo najrazličnejši dejavniki in javni sistemi, kot so splošne knjižnice, kulturne in umetniške ustanove ter drugi. Toda naloga jezikovnopoličnega programa je izpostaviti najnujnejše jezikovne cilje in ukrepe v naslednjem petletju, ne pa opredeljevanje jezikovne vloge in poslanstva teh ustanov in sistemov.

**V resoluciji so predvidena le dodatna proračunska sredstva, ki bi jih bilo treba zagotoviti za uresničitev posameznega ukrepa. Niso pa zajeta sredstva za redne programe institucij, v okviru katerih so bodo izvajali določeni ukrepi.**

Oštevilčenje ukrepov pri posameznih ciljeh in ukrepih ne pomeni prioritetenega razvrščanja.



## 2 Vsebinska opredelitev jezikovne politike Republike Slovenije 2014–2018 s cilji in ukrepi

### 2.1 Jezikovno izobraževanje

#### 2.1.1 Uvod

Znanje jezikov je hkrati simbolna in praktična vrednota, ki mora biti dostopna vsakomur ne glede na kulturno, izobrazbeno ali premoženjsko ozadje. Zato Republika Slovenija skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev, pa tudi Slovencev po svetu in tujcev, ki prihajajo v stik s slovenskim jezikovnim prostorom, na več ravneh.

V okviru svojega izobraževalnega sistema skrbi za čim kvalitetnejši pouk slovenščine kot prvega jezika na območju Republike Slovenije ter za čim večjo dostopnost pouka slovenščine za Slovence po svetu. V svojem izobraževalnem sistemu upošteva specifične potrebe tistih otrok in mladih priseljencev, ki jim slovenščina predstavlja drugi ali tuji jezik, skrbi pa tudi za promocijo učenja slovenščine pri odraslih, ki jim slovenščina predstavlja drugi ali tuji jezik, ter za promocijo učenja slovenščine v tujini.



Na ozemlju italijanske in madžarske skupnosti skrbi za kvalitetno izobraževanje v italijanščini oziroma madžarščini, skrbi za uporabo in razvoj jezika romske skupnosti, prav tako pa priznava vsem drugim jezikom manjšin, priseljenskih skupnosti ipd. pravico do rabe, ohranjanja in obnavljanja lastnega jezika in kulture.

Pri izobraževanju upošteva jezikovne pravice govorcev s posebnimi potrebami.

V skladu s tradicijo pozitivnega vrednotenja znanja različnih tujih jezikov in glede na sodobne potrebe po konkurenčnosti, odprtosti in demokratičnosti Slovenije je ena prednostnih usmeritev slovenske jezikovne politike upoštevanje jezikovne raznolikosti in spodbujanje funkcionalne večjezičnosti. Cilj je, da bi bili govorniki slovenščine kot prvega jezika jezikovno kompetentni in ozaveščeni in da bi razvili zmožnost učinkovitega, samozavestnega in kvalitetnega sporazumevanja v slovenščini in po možnosti vsaj še v dveh jezikih, tako na področju splošne kot poklicne rabe. Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega jezika v Republiki Sloveniji, o tem, da je slovenščina drugi ali tuji jezik za številne govorce, ter o enakovrednosti vseh jezikov.

Skladno s spoštovanjem temeljnih človekovih pravic in načel Evropske unije se Slovenija zavezuje k spodbujanju medsebojnega razumevanja, solidarnosti in družbene kohezije. Javnost se mora zavedati, da imajo vsi pravico vključevati se v javno življenje, da mora biti srečevanje z različnostjo strpno in naklonjeno ter da imajo različne skupine govorcev slovenščine in drugih jezikov različne sporazumevalne potrebe in različno stopnjo jezikovne zmožnosti. S tem je povezano tudi ozaveščanje govornikov in govorcev o občutljivi rabi jezika pri vzpostavljanju družbenih razmerij (npr. neseksistična raba jezika, premišljena raba izrazov za potencialno ranljive skupine ipd.). Jezikovno izobraževanje ima ključno vlogo pri uresničevanju navedenih usmeritev. V tem okviru je bistvena razširitev razumevanja vloge učiteljev slovenščine in drugih jezikov. Ti niso le posredovalci jezikovnega, ampak tudi kulturnocivilizacijskega znanja ter so vezni člen med različnimi jeziki, kulturami in identitetami. Da bi učitelji to vlogo v resnici lahko opravljali, jih je treba dodatno usposablјati in jim dati čim večjo avtonomijo, ki med drugim vključuje tudi prožno uporabo in udejanjanje učnih načrtov glede na različne potrebe tistih, ki jih učijo. Samo tako bodo lahko postali jezikovno samozavestnejši.

*Zakon o javni rabi slovenščine* (13. člen) zavezuje Vlado Republike Slovenije k sprejetju posebnega programa jezikovnega izobraževanja, ki naj bi bil poleg rednega izobraževanja namenjen tudi za jezikovno izpopolnjevanje mladine in odraslih, ter programa, namenjenega tujcem v Republiki Sloveniji. Programa nista bila ne oblikovana ne sprejeta. V skladu z besedilom tega dokumenta se bo celovita problematika jezikovnega izobraževanja v Republiki Sloveniji urejala v okviru enotnega Akcijskega načrta za jezikovno izobraževanje, ki bo vseboval tudi programa, predvidena v navedenem zakonu. Akcijski načrt bo upošteval v nadaljevanju navedena izhodišča.

### **2.1.2 Splošni cilji in ukrepi**

Nekateri cilji in ukrepi na področju jezikovnega izobraževanja se morajo načrtovati povezano in enotno ne glede na različnost jezikov in ciljnih skupin. Načrtovanje in izvajanje jezikovnega izobraževanja mora temeljiti tudi na ustreznih podatkih o jezikovnem standardu, jezikovni rabi, sporazumevalnih potrebah, jezikovnih stališčih ipd., katerih pripravo in zbiranje predvideva ta dokument.

#### **1. cilj: Uskladitev dejavnosti jezikovnega izobraževanja na vseh ravneh**

##### **Ukrep:**

- v okviru sprejemanja Akcijskega načrta za jezikovno izobraževanje se opredelijo dejavnosti na vseh zadevnih področjih, in sicer glede na tip govorcev, raven šolanja, jezike in družbene potrebe, po prioritetah in v danem časovnem okviru (5–10 let).

Kazalnik:

- izdelava Akcijskega načrta za jezikovno izobraževanje.

Predvidena sredstva: 25.000 EUR.

Predvideni učinki: usklajeno in učinkovito načrtovanje in izvajanje jezikovne politike na področju jezikovnega izobraževanja ter posledično dvig ravni funkcionalne pismenosti vseh tipov govorcev.

Nosilec: MK.

## 2. cilj: **Zmožnost govorcev slovenščine za uporabo jezikovnih priročnikov in jezikovnih tehnologij**

**Ukrep:**

- izobraževanje (učiteljev<sup>2</sup> in učečih se) za delo z jezikovnimi priročniki in viri.

Kazalnik:

- število izvedenih izobraževalnih oblik.

Predvidena sredstva: 100.000 EUR.

Predvideni učinki: povečanje števila usposobljenih učiteljev in učečih se za kompetentno uporabo priročnikov in drugih jezikovnih virov, povečano število poznavalcev jezikovnih tehnologij, njihova množičnejša uporaba, učinkovitejše delo v izobraževalnih procesih.

Nosilca: MIZŠ, MK.

## 3. cilj: **Ozaveščenost o različnosti sporazumevalnih potreb in načinov sporazumevanja**

**Ukrep:**

- senzibilizacija o različnih sporazumevalnih potrebah in možnostih različnih skupin govorcev in sprejemljivosti različnih oblik sporazumevanja.

Kazalnik:

- število dogodkov in gradiv, ki prispevajo k uresničevanju ukrepa.

Predvidena sredstva: 60.000 EUR.

Predvideni učinki: učinkovitejše in strpnejše sporazumevanje med različnimi skupinami govorcev.

Nosilca: MK, MIZŠ.

## 4. cilj: **Večjezikovna in medkulturna ozaveščenost**

**Ukrep:**

- priprava dodatnih učnih vsebin in gradiv s področja večjezičnosti in medkulturne komunikacije.

Učitelji:

- medkulturno opismenjevanje učiteljev in vzgojiteljev.

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<sup>2</sup> Izraz učitelji se smiselno uporablja v ožjem smislu, kjer je to potrebno, pa tudi v širšem in tako vključuje vse strokovne delavce v vzgoji in izobraževanju: učitelje (tudi drugih predmetov), vzgojitelje, knjižničarje, svetovalne delavce.

Učeči se:

- vzgajanje za razumevanje večjezičnosti in medkulturnosti.

Kazalnik:

- število novih gradiv in pripravljenih učnih vsebin s tega področja.

Predvidena sredstva: 100.000 EUR.

Predvideni učinki: zviševanje stopnje sporazumevanja med različnimi skupinami, zviševanje praga tolerance v večjezičnih/večkulturnih okoljih, učinkovitejše sporazumevanje med različnimi udeleženci izobraževalnih procesov.

Nosilca: MIZŠ, MK.

## 5. cilj: **Spremljanje jezikovnega stanja**

**Ukrepa:**

- spodbujanje aplikativnih raziskav o sodobnem slovenskem jeziku, njegovi zgodovini, njegovih govorcih (slovenščina kot prvi jezik, slovenščina kot drugi ali tuji jezik, govorci s posebnimi potrebami), njihovi jezikovni zmožnosti, sporazumevalnih potrebah in stališčih ter kontrastivnih, sociolingvističnih in drugih raziskav – vključno z raziskavami regionalnih različic in slovenščine zunaj Republike Slovenije, ki bodo služile kot podpora Akcijskemu načrtu za jezikovno izobraževanje;
- spodbujanje aplikativnih raziskav s področja jezikov manjšin ter tujih jezikov v funkciji zagotavljanja podlag za celostno jezikovno politiko na področju jezikovnega izobraževanja in kot podpora Akcijskemu načrtu za jezikovno izobraževanje.

Kazalnik:

- število raziskav.

Predvidena sredstva: 500.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje, razvijanje in izvajanje jezikovne izobraževalne politike.

Nosilci: MK, MIZŠ, ARRS, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### **2.1.3 Slovenščina kot prvi jezik**

#### **2.1.3.1 V Republiki Sloveniji**

Slovenščina je kot uradni ter za večino prebivalstva materni jezik pri načrtovanju jezikovne politike deležna največje pozornosti. Na ravni jezikovnega izobraževanja bo jezikovna politika v naslednjem obdobju posebno skrb namenila jezikovnemu pouku slovenščine v vzgojno-izobraževalnem sistemu Republike Slovenije, raziskavam slovenskega jezika ter evalviranju in raziskovanju jezikovnega izobraževanja v slovenščini.

Skušala bo tudi uzaveščati pomen jasnega in razumljivega uradovalega jezika ter zagotavljati vseživljenjsko jezikovno izobraževanje javnih uslužbencev, da bodo odgovorno sooblikovali pisno in

govorno podobo slovenskega jezika v javni rabi ter skrbeli za jasno in razumljivo izražanje in ne preveč zapleten uradovalni jezik.

Sedanja zasnova jezikovnega pouka slovenščine kot prvega jezika v vzgojno-izobraževalnem sistemu Republike Slovenije si kot temeljni cilj zastavlja funkcionalno zmožnost sporazumevanja, temeljna metoda pa je delo z največkrat idealiziranim neumetnostnim besedilom. Glede na bistveno spremenjene družbene okoliščine (globalizacija, medkulturnost, večjezičnost) pa zgolj dobra funkcionalna pismenost ni več dovolj. Posameznik mora prevzemati vedno številnejše jezikovne vloge v osebni, strokovni, poklicni in družbeni življenju. V ospredje prihaja potreba po razumevanju družbene razsežnosti jezika in kulture, v kateri poteka sporazumevanje. Govorcem slovenščine kot prvega jezika, tako mlajšim kot odraslim, naj izobraževalni sistem omogoča, da v tem jeziku kar najbolj udeležijo svoje jezikovno-izrazne potenciale, se razvijejo v jezikovno kompetentne osebe in se glede na posameznikove potrebe opremijo za učinkovito, tj. razumljivo in sprejemljivo javno in uradno komunikacijo ter za druge vrste specializiranega sporazumevanja.

Akcijski načrt za jezikovno izobraževanje, ki ga predvideva ta resolucija, bo zato na podlagi raziskav in evalvacij pouka slovenščine, ki naj potekajo povsem neodvisno in institucionalno ločeno od drugih aktivnosti na področju pouka slovenščine, pa tudi na podlagi rezultatov dosedanjih raziskav bralne pismenosti (Pisa), sodobnih ugotovitev (splošno- in specialnodidaktične) stroke, rezultatov nacionalnih preizkusov znanja in mature ter mnenj visokošolskih zavodov in zainteresirane javnosti predvidel nov koncept poučevanja slovenščine kot prvega jezika. Koncept naj poleg že uveljavljenih in preizkušenih metod pouka slovenščine upošteva še naslednja izhodišča:

- Pri jezikovnem pouku slovenščine je treba upoštevati tudi širši kulturni (zunajjezikovni) kontekst, učence usmerjati v zmožnost refleksije sprejemanja, interpretiranja, vrednotenja in tvorjenja besedil ter v analizo izkušenj, ki jih pridobivajo ob sprejemanju in tvorjenju najraznovrstnejših besedil. Teorijo besedilnih vrst naj pouk slovenščine razume kot idealiziran opis možnosti besedilne uresničitve, ki pa se v realnem življenju uresničuje izrazito prožno glede na najrazličnejše okoliščine. Pri snovanju učnih načrtov naj bodo izhodišče dejanske komunikacijske potrebe učencev.
- Eden od temeljnih ciljev jezikovnega pouka slovenščine naj bo izboljšanje jezikovne samozavesti govorcev slovenščine.
- Pouk slovenščine kot prvega jezika ne more v celoti prevzeti odgovornosti za razvijanje sporazumevalne zmožnosti, zato je treba sistemsko predvideti najrazličnejše možnosti medpredmetnega povezovanja. Še posebej pa je treba skrbeti za čim boljše povezanost književnega in jezikovnega dela pouka slovenščine ter za navezovanje in povezovanje pouka vseh jezikov v kurikulum (gl. tudi poglavje Tuji jeziki).
- Pouk slovenskega jezika naj ima tudi funkcijo prvega seznanjanja s splošnimi jezikoslovnimi metakoncepti, saj je takšno znanje bistvena sestavina kritične sporazumevalne zmožnosti in temeljni pogoj za uspešno reševanje problemov na najvišjih zahtevnostnih ravneh. Zato je treba za koherentnost podajanja slovničnih, pravopisnih in pravorečnih vsebin skrbeti bolj, kot se je skrbelo do zdaj. Pri tem naj se obravnava teh vsebin še vedno povezuje (tudi) s praktičnimi besediloslovnimi vidiki, vendar je treba preseči omejitev na zgolj neposredno uporabno, »funkcionalno« znanje. V tem okviru je smiselno spodbujati tudi pripravo šolskih slovnice slovenskega jezika za učence in dijake.

Poleg ciljev in ukrepov, ki jih bo predvidel Akcijski načrt za jezikovno izobraževanje, pa se uveljavi naslednje:

**1. cilj: Razvijanje in izpopolnjevanje jezikovne zmožnosti govorcev slovenščine kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje**

**Ukrepi:**

- seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot prvega jezika;
- nadaljevanje aktivnosti v zvezi z izpopolnjevalnem učnih načrtov, učnih gradiv in učnih pristopov;
- priprava evalvacij pouka slovenščine, ki bodo potekale neodvisno od institucije, ki skrbi za učne načrte, njihovo uvajanje ter za spremljavo pouka slovenščine;
- prenova oz. izdelava učnih gradiv v klasični in e-obliki;
- izdelava seznama strokovnih izrazov za jezikovni pouk v osnovni in srednji šoli v slovenščini in tujih jezikih;
- posodabljanje didaktičnih pristopov k učenju jezika in vzpodbujanje projektov, ki vključujejo medpredmetno povezovanje tujih jezikov in drugih predmetov s poukom slovenščine;
- spodbujanje uvajanja inovativnih pristopov k učenju in poučevanju slovenščine kot prvega jezika;
- spodbujanje stalnega strokovnega izpopolnjevanja učiteljev slovenščine na jezikovnem in didaktičnem področju;
- usposabljanje učiteljev tujih jezikov na področju slovenščine in učiteljev slovenščine na področju tujih jezikov;
- organiziranje in izvajanje ustreznega jezikovnega usposabljanja glede na sporazumevalne potrebe različnih ciljnih skupin na vseh stopnjah izobraževanja;
- spodbujanje ustvarjanja ter drugih motivacijskih dejavnosti v slovenskem jeziku v celotnem vzgojno-izobraževalnem sistemu.

**Kazalniki:**

- število izvedenih ukrepov,
- število strokovnih usposabljanj za ravnatelje in učitelje,
- število zunanjih evalvacij pouka slovenščine,
- število prenovljenih učnih gradiv v klasični in e-obliki,
- število motivacijskih projektov,
- število projektov spodbujanja inovativnih pristopov,
- izdelan seznam strokovnih izrazov.

Predvidena sredstva: 700.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje, razvijanje in izvajanje jezikovne in izobraževalnih politik.

Nosilca: MIZŠ, MK.

**2. cilj: Razumljiv uradovalni jezik in nadgrajevanje jezikovne zmožnosti javnih uslužbencev****Ukrepi:**

- dopolnjevanje in razširitev priročnika *Jezik in oblika dopisa v skladu s celostno grafično podobo državne uprave*, ki ga je izdalo Ministrstvo za pravosodje in javno upravo (Direktorat za organizacijo in kadre) po zgledu Evropske komisije (*Pišimo jasno*);
- dodatno jezikovno izobraževanje za javne uslužbenke in uslužbence in njihovo ozaveščanje o družbeni vlogi slovenskega jezika, mdr. tudi na specifičnih področjih, kot je neseksistična in spolno občutljiva raba jezika;
- ciljno jezikovno usposabljanje za javne uslužbence kot obvezni del pripravništva (Upravna akademija);

- izdelava kazalnikov za razumljivo in sprejemljivo javno in uradno sporazumevanje za potrebe različnih ciljnih skupin.

Kazalnika:

- dopolnitev priročnika,
- število dodatnih jezikovnih izobraževanj in ciljnih usposabljanj za javne uslužbenke.

Predvidena sredstva: 100.000 EUR.

Predvideni učinki: izboljšanje razumljivosti uradnega jezika, njegova usklajenost s splošno sprejetimi jezikovnimi normami, povečanje števila javnih uslužbenecv s temi možnostmi, večja in lažja dostopnost dobrin državljanom kot udeležencem uradnih postopkov.

Nosilca: MNZ (vključno z Upravno akademijo), GSV.

## **2.1.3.2 Zunaj Republike Slovenije**

### **2.1.3.2.1 Začasna mobilnost – zdomstvo**

Nekateri govorci slovenščine kot prvega jezika odhajajo v tujino (zlasti v evropske države) za omejeno časovno obdobje, npr. zaradi službe. Pogosto jih spremljajo otroci, ki določen čas odraščajo in se šolajo v dvo- in večjezičnih okoljih zunaj matične države.

Slovenska jezikovna politika mora zdomcem, še posebej pa otrokom, zagotoviti možnost širjenja ali izpopolnjevanja jezikovne zmožnosti v slovenščini. Čeprav znanje slovenščine ti otroci primarno lahko pridobivajo ali vzdržujejo v družini, je nujno tudi sistematično učenje slovenščine kot prvega jezika v njegovi funkcijski raznolikosti, kakršno otrokom, ki odraščajo v Sloveniji, omogoča šolanje v domačem izobraževalnem sistemu. Zato mora vsaj deloma tudi siceršnje izobraževanje učencev in dijakov v tujini, tj. pridobivanje znanja pri drugih predmetih, potekati v slovenskem učnem jeziku – ne nazadnje zaradi morebitnega njihovega kasnejšega vključevanja v slovenski izobraževalni sistem. Organizacija takšnega sistematičnega izobraževanja je seveda mogoča le v omejenem obsegu, pogosto celo samo na daljavo, bolj celovito pa je zanj mogoče poskrbeti tam, kjer so potrebe zaradi večjega števila šolajočih se večje (npr. v primeru otrok slovenskih uslužbenecv v Bruslju in Luksemburgu).

**1. cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku za zdomske otroke**

**Ukrepi:**

- izdelava e-gradiv za samostojno učenje slovenščine kot prvega jezika in drugih predmetov v slovenščini na daljavo in za kombinirano učenje;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot prvega jezika za tiste, ki so zaključili šolanje oz. se šolajo zunaj Republike Slovenije;
- povečanje števila učiteljev slovenščine na evropskih šolah v Bruslju in Luksemburgu;
- ohranjanje poletnih šol/taborov v Republiki Sloveniji za otroke govorce slovenščine kot prvega jezika, ki odraščajo in se šolajo v večjezičnih okoljih.

Kazalniki:

- število novih e-gradiv,
- število organiziranih izobraževalnih dogodkov,

- vzpostavitev sistema za preverjanje in certificiranje,
- število novih delovnih mest za učitelje slovenščine na evropskih šolah.

Predvidena sredstva: 350.000 EUR.

Predvideni učinki: povečanje števila udeležencev jezikovnih izobraževalnih procesov, namenjenih zdomskim otrokom, večja dostopnost ustreznih gradiv, povečana stopnja znanja slovenščine med otroki v zdomskih skupnostih.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

## 2. cilj: **Usposabljanje učiteljev v dvo- in večjezičnih okoljih**

### **Ukrep:**

- sistematično formiranje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učecim se v dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku.

Kazalnik:

- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 40.000 EUR.

Predvideni učinki: povečanje števila udeležencev temu namenjenih izobraževalnih procesov, implementacija ustreznih izobraževalnih metod v omenjenih okoljih.

Nosilci: MIZŠ, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### **2.1.3.2.2 Zamejstvo in izseljenstvo**

Raba slovenščine v zamejstvu, zlasti v Porabju, na avstrijskem Koroškem in Štajerskem, v zahodni Benečiji, Kanalski dolini, Reziji in na Hrvaškem, ter v izseljenskih skupnostih močno upada, zato zasluži posebno analizo, skrb, raziskovalno pozornost in podporo.

Slovenska jezikovna politika se zavzema, da se pravica do znanja in uporabe slovenščine v zamejstvu uveljavlja v vseh situacijah in okoljih, kjer je raba slovenščine zakonsko predvidena oz. kjer obstaja želja govorcev po njeni zastopanosti. Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno kompleksno in kontinuirano raziskovanje narodnega in (družbeno)jezikovnega položaja zamejskih Slovencev, rabe njihovih knjižnih variant slovenskega jezika in narečij ter podpiranje informiranja osrednje slovenske skupnosti o jezikovnem položaju in jezikovnih potrebah slovenskega zamejstva.

V odnosu do izseljenstva, za katero je v primerjavi z zamejstvom značilen še krhkejši položaj slovenščine, je ključno, da si jezikovna politika prizadeva za spodbujanje rabe in učenja slovenščine v vseh krogih in situacijah, kjer za to obstaja interes.

Govorcem slovenščine – tako tistim, za katere je slovenščina prvi jezik, kot tistim, ki slovenščino uporabljajo kot drugi oz. tuji jezik – mora jezikovna politika omogočiti čim kvalitetnejše pridobivanje in utrjevanje jezikovne zmožnosti, da bodo dobili osnove za samozavestno in učinkovito sporazumevanje v slovenščini v funkcijsko raznolikih sporazumevalnih situacijah. Obenem je

pomembno tako učiteljem kot učečim se omogočiti, da pridobijo zmožnost nenehnega nadgrajevanja in širjenja zmožnosti v slovenščini.

## **1. cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti in področij rabe v slovenščini kot prvem jeziku**

### **Ukrepi:**

- povečanje štipendijskih skladov, ki omogočajo bivanje in izobraževanje Slovencev iz zamejstva in izseljenstva v Sloveniji, ter transparentnosti štipendiranja;
- organizacija seminarjev o Sloveniji in slovenski kulturi ter o dvo- in večjezičnosti v družbi, družini in na osebni ravni;
- spodbujanje rabe slovenščine v informativnih in predstavitvenih gradivih klasičnega in spletnega formata;
- spremljanje stanja v zvezi z javno rabo slovenščine v zamejstvu v zvezi z uresničevanjem jezikovnopolitičnih načrtov;
- podpora pri pripravi učnih gradiv in učbenikov slovenščine posebej za ciljne skupine na dvojezičnih območjih v zamejstvu;
- podpiranje slovenskega zamejskega tiska;
- podpiranje slovenske gledališke dejavnosti;
- podpiranje ustvarjalnosti v lokalnih knjižnih različicah (nadiščini, terščini, porabščini);
- vzpodbujanje kulturnih in izobraževalnih povezav z narodno matico;
- podpiranje slovenskih medijev pri vključevanju življenja in problemov slovenskih zamejcev;
- omogočanje telekomunikacijske pokritosti roba slovenskega govornega prostora in zagotovitev dostopnosti slovenskega radia in televizije.

### **Kazalniki:**

- obseg sredstev za štipendijske sklade,
- obseg sredstev za medije,
- obseg sredstev za kulturno ustvarjalnost,
- število organiziranih seminarjev,
- število raziskav v zvezi z javno rabo slovenščine v zamejstvu in izseljenstvu,
- obseg sredstev in število gradiv in učbenikov slovenščine,
- telekomunikacijska pokritost slovenskega govornega prostora.

Predvidena sredstva: 1.000.000 EUR.

Predvideni učinki: povečanje števila udeležencev izobraževalnih procesov v Sloveniji, namenjenih otrokom, mladim in strokovnjakom iz zamejstva in izseljenstva, usklajeno podpiranje razvoja in dostopnosti vseh oblik medijske prisotnosti slovenščine v zamejskih in izseljenjskih okoljih, podpiranje razvoja kulturne ustvarjalnosti ter zagotovitev ustreznih orodij in infrastrukture za to.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

## **2. cilj: Optimizacija poučevanja in učenja slovenščine**

### **Ukrepi:**

#### **Učitelji:**

- sistematično usposabljanje vzgojiteljev in učiteljev v šolah s slovenskim učnim jezikom in v dvojezičnih šolah – tako učiteljev slovenščine in drugih jezikov kot učiteljev nasploh – v obliki specializiranih tečajev za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju



pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku ter pri kvalitetnem razvijanju zmožnosti v slovenščini kot drugem oz. tujem jeziku;

- izdelava celovite metodike poučevanja slovenščine v večjezičnih okoljih.

Učeči se:

- organizacija tečajev splošnosporazumevalne slovenščine, strokovne slovenščine (glede na potrebe posameznih strok in poklicev, vključno z javno upravo) in prevajanja tako za govorce slovenščine kot prvega jezika kot tudi za druge;
- organizacija daljših bivanj in tečajev slovenščine v Republiki Sloveniji za učence in dijake šol s slovenskim učnim jezikom in dvojezičnih šol v zamejstvu;
- uveljavitev in prilagoditev slovenskega sistema preverjanja in certificiranja znanja slovenščine v skladu z evropskimi smernicami.

K ohranjanju in izboljšanju položaja slovenščine v izseljenstvu, kjer ne gre le za govorce, ki želijo vzdrževati in širiti svojo sporazumevalno zmožnost v slovenščini kot prvem jeziku, temveč tudi za govorce, ki si želijo revitalizirati slovenski jezik in kulturo, jezikovna politika poleg zgoraj navedenih skupnih ukrepov skrbi še za optimizacijo poučevanja in učenja slovenščine:

Učitelji:

- usposabljanje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v izseljenstvu pomagali pri glede na možnosti in okoliščine optimalnem udejanjanju jezikovno-izraznih potencialov in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini;
- usposabljanje učiteljev slovenščine v obliki specializiranih, konkretnim potrebam prilagojenih seminarjev slovenščine.

Učeči se:

- izdelava e-gradiv za (samo)učenje slovenščine v izseljenstvu.

Kazalniki:

- število izobraževalnih oblik za učitelje in učeče se,
- izdelava metodike,
- uveljavitev slovenskega sistema preverjanja in certificiranja znanja slovenščine,
- število dogodkov na področju čezmejnega sodelovanja s komponento medjezikovnega ozaveščanja.

Predvidena sredstva: 200.000 EUR.

Predvideni učinki: izboljšanje izobraževalnih procesov, njihovo usklajeno načrtovanje in razvoj, povečanje dostopnosti do njih in do ustreznih gradiv, povečanje stopnje prisotnosti rezultatov teh izobraževanj in njihove kakovosti v izobraževalnih procesih v zamejstvu in izseljenstvu.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

#### **2.1.4 Slovenščina kot drugi in tuji jezik**

Z migracijskimi procesi se tako v Republiki Sloveniji kot tudi zunaj njenih meja večja število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za pripadnike manjšin ter priseljence in vse druge tujce, ki prihajajo v Republiko Slovenijo in ostajajo daljši čas, je dostop do

znanja (oziroma učenja) slovenščine temeljnega pomena, saj se z njim lažje aktivno vključujejo v družbo in imajo pri tem enake možnosti za osebni razvoj, zaposlitev, dostop do informacij itd. kot večinski govorniki. Pri tem mora biti v okviru zakonskih in proračunskih možnosti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture.

Otroci in mladi priseljenci, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, se ob vključitvi v redni izobraževalni proces učijo slovenščino, ki pa zaenkrat nima natančno definirane ne obsega ne oblike. V praksi poteka pouk slovenščine za otroke priseljence enkrat do dvakrat tedensko, vzporedno z rednim poukom. Smernice za uspešno jezikovno integracijo so sicer podane v dokumentu Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v RS (MŠŠ, 2007) in bi jih veljalo pri prenovi normativov in standardov z namenom učinkovitega vključevanja teh skupin govorcev upoštevati, v tem okviru zlasti uvedbo tudi intenzivnih uvajalnih tečajev slovenščine.

Odraslim brezplačni dostop do učenja slovenščine kot drugega jezika odpira Uredba o načinih in obsegu zagotavljanja programov pomoči pri vključevanju tujcev, ki niso državljani Evropske unije, ki pa velja le za priseljence iz t. i. tretjih držav. Lažji dostop do učenja slovenščine se mora v bodoče omogočati tudi priselencem iz držav Evropske unije. V primeru, da se slovenščino uči otrok v okviru vzgojno-izobraževalnega sistema, se morajo možnosti za učenje slovenščine predstaviti tudi njegovim staršem.

Študentje, ki prihajajo na študij v Slovenijo v okviru programa Erasmus, imajo možnost brezplačne enkratne udeležbe na tečaju slovenščine, drugi študentje pa take možnosti nimajo (problematika visokega šolstva je resolucijsko pokrita v nadaljevanju pod točko 8).

Slovenija skrbi tudi za promocijo učenja slovenščine v tujini posebej z mrežo lektoratov na tujih univerzah, v Sloveniji pa tudi s štipendiranjem oseb, ki se slovenščine učijo zunaj meja Republike Slovenije in v Slovenijo prihajajo na krajše in daljše tečaje. Vendar je to štipendiranje z izjemo Seminarja slovenskega jezika, literature in kulture na Univerzi v Ljubljani omejeno na osebe slovenskega rodu in ni povsem transparentno. Glede na raznoliko ciljno publiko in najrazličnejše sporazumevalne potrebe se zato kot prioriteta kažete naslednja cilja:

**Cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku**

**Ukrepi:**

- prenova normativov in standardov z vidika uvedbe uvajalnih intenzivnih tečajev slovenščine za otroke priseljence;
- oblikovanje učnega načrta za slovenščino kot drugi jezik v osnovni šoli na podlagi definirane obsega in oblike učenja slovenščine kot drugega/tujega jezika;
- izdelava ustreznih e-gradiv (vključno s priložniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in tujini.

**Učitelji:**

- seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot drugega/tujega jezika;
- sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov);

- usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po Uredbi o načinih in obsegu zagotavljanja programov pomoči pri vključevanju tujcev, ki niso državljani Evropske unije;
- usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini;
- usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.

Učeči se:

- izdelava posebnih programov in tečajev za opismenjevanje nepismenih tujih govorcev;
- organizacija tečajev slovenščine za priseljence iz Evropske unije;
- sistemska ureditev štipendiranja za udeležbo na tečajih slovenščine v Republiki Sloveniji za osebe, ki niso slovenskega rodu, ki pa lahko pomembno prispevajo k promociji slovenščine, kulturnim izmenjavam itd. (prevajalci, kulturni delavci, raziskovalci ...);
- usposabljanje javnih uslužbencev za delo s tujimi govorniki slovenščine;
- širitev jezikovne zmožnosti v slovenščini med govorniki večinskih jezikov v zamejstvu in izseljenstvu.

Kazalniki:

- prenovljeni normativi in standardi z vidika uvedbe intenzivnih uvajalnih tečajev slovenščine za otroke priseljence,
- izdelan učni načrt za slovenščino kot drugi jezik v OŠ,
- število novih e-gradiv,
- število novih tečajev slovenščine,
- število izobraževalnih oblik za učitelje,
- število posebnih programov in tečajev za opismenjevanje,
- število štipendij za udeležbo na tečajih slovenščine za Neslovence, ki lahko pripomorejo k promociji slovenščine,
- število usposabljanj javnih uslužbencev za delo s tujimi govorniki slovenščine,
- število usposabljanj za govorce večinskih jezikov v zamejstvu in izseljenstvu.

Predvidena sredstva: 500.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvoj tovrstnega izobraževanja, izboljšanje njegove kakovosti ter povečanje njegove dostopnosti (vključno z gradivi) za različne skupine govorcev, tako učiteljev kot učečih se.

Nosilci: MIZŠ, MZZ, MK, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### **2.1.5 Jeziki manjšin in priseljencev v Republiki Sloveniji**

Slovenska jezikovna politika na tem področju izhaja iz predpostavke, da je dobro razvita jezikovna zmožnost v prvem jeziku, ki pri manjšinah in priseljencih ni slovenščina, eden od temeljnih pogojev za razvoj jezikovne zmožnosti v slovenščini.

Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov, prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture.

Možnost učenja materinščine je po bilateralnih pogodbah zagotovljena tudi nekaterim govornikom drugih jezikovnih skupnosti, kar omogoča Zakon o osnovni šoli, vendar je uresničevanje teh pravic nesistematizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki dopolnilnega

pouka ali izbirnega predmeta, pri katerem pa ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki. Izhodišče jezikovne politike na tem področju v naslednjem obdobju je, da imajo vsi govorci, katerih prvi jezik ni slovenščina, v skladu s človekovimi pravicami in načeli Evropske unije pravico ohranjati in/ali obnavljati (revitalizirati) lastni jezik in kulturo, v tem oziru so upoštevna tudi načela in pravice za jezikovne skupnosti, ki jih opredeljuje Deklaracija RS o položaju narodnih skupnosti pripadnikov narodov nekdanje SFRJ v RS. Zato mora Akcijski načrt za jezikovno izobraževanje predvideti ukrepe, ki bodo sistemsko vzpostavili boljše možnosti za učenje prvega/maternega jezika tudi za preostale priseljence in manjšinske skupnosti na tistih področjih, kjer tako potrebo zazna država ali lokalna skupnost. Takšna možnost naj bo sistemsko pogojena z vzporednim učenjem ali izpopolnjevanjem znanja slovenščine kot drugega ali tujega jezika.

**Cilj: Zagotovitev pogojev za učinkovito jezikovno in siceršnje družbeno integracijo govorcev manjšinskih jezikov**

Poleg rešitev, ki jih bo natančneje opredelil Akcijski načrt za jezikovno izobraževanje, se uveljavijo tudi naslednji **ukrepi**:

- jezikovno usposabljanje javnih uslužbencev za komunikacijo v manjšinskih jezikih;
- izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost);
- zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

Kazalniki:

- število izobraževanj za javne uslužbence,
- število izobraževanj prevajalcev in tolmačev,
- zagotovljen ustrezen prostor v programih javnih medijev.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: usklajeno načrtovanje, razvijanje in izvajanje jezikovnih izobraževalnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev, posledično večja dostopnost do storitev javne uprave, ustrezna medijska prisotnost drugih skupin govorcev.

Nosilci: MIZŠ, pristojna ministrstva, MK.

## **2.1.6 Tuji jeziki**

Načrtovanje politike tujejezikovnega izobraževanja postaja vse pomembnejši del nacionalnih jezikovnih politik v Evropski uniji. Trenutno stanje na tem področju v Republiki Sloveniji izkazuje neusklajenost in pomanjkanje enotnih usmeritev na ravni države in posameznih regij. To se še posebej problematično odraža v obsegu izobraževanja za posamezne tuje jezike, kjer prihaja do zaskrbljujočih neravnovesij glede na kulturno-civilizacijsko in gospodarsko-politično vlogo posameznih jezikov ter možnosti za njihovo izobraževalno kontinuiteto. Odločanje o ponudbi tujih jezikov (v obveznih in izbirnih delih osnovno- in srednješolskih programov) je namreč v celoti prepuščeno šolam oziroma njihovim ravnateljem in zato pogosto podvrženo tudi zelo kratkoročnim interesom.

Slovenska jezikovna politika zato predvideva, da se v Akcijskem načrtu za jezikovno izobraževanje tej problematiki posveti poseben poudarek in da se oblikuje enotna politika poučevanja tujih jezikov v okviru vzgojno-izobraževalnega sistema. Ta naj na podlagi analize stanja na področju učenja in poučevanja tujih jezikov v celotni izobraževalni vertikali vsebuje tudi izhodišča in smernice: za

ustrezno uveljavitev obveznega drugega tujega jezika v osnovne in srednje šole; za zagotovitev ustrezne in s strokovnimi argumenti utemeljene razmestitve in razpršenosti učenja tujih jezikov znotraj države in znotraj posameznih regij ter za zagotavljanje ustreznega razmerja med njimi, ki bo temeljilo na upoštevanju njihove kulturno-civilizacijske in gospodarsko-politične vloge in mesta tako v širšem, tj. evropskem in globalnem kontekstu, kot tudi v ožjem, tj. neposredno lokalnem; motiviranje in usposabljanje ravnateljev ter svetovanje šolam in njihovim vodstvom za oblikovanje strokovno ustrezne in čim bolj stabilne ponudbe tujejezikovnega izobraževanja, ki bo smiselno umeščeno v celotno izobraževalno vertikalo tako, da bo učence spodbujalo k (sicer nujno neobvezni) kontinuiteti učenja in doseganju čim višje stopnje jezikovnih zmožnosti vsaj v dveh tujih jezikih; za vzpostavitev sistema ugotavljanja in priznavanja v šoli in zunaj šole pridobljenega jezikovnega znanja; za uvajanje sodobnih pristopov k načrtovanju in izvajanju tujejezikovnega izobraževanja v okviru šolskih izvedbenih kurikulumov.

V osnovno- in srednješolskem izobraževanju naj se pouk vseh jezikov načrtuje in izvaja tako, da se navezujejo drug na drugega in povezujejo med seboj, in sicer tako tuji jeziki ne glede na vlogo v kurikulumu (prvi, drugi, tretji tuji jezik idr.) kot tudi tuji jeziki in slovenščina ter tuji jeziki in nejezikovni predmeti. Navezovanje in povezovanje naj potekata na načine, ki bodo spodbujali medsebojni prenos, čim večjo skladnost in stopenjsko nadgrajevanje jezikovnega in zunajjezikovnega (tj. kulturno-civilizacijskega) znanja (npr. razvijanje zmožnosti prepoznavanja skupnih in razlikovalnih potez v slovničnih opisih posameznih jezikov, ustrezne učne strategije in dejavnosti, primerne organizacijske oblike pouka).

Zakonsko predvidena postopna uvedba zgodnjega učenja prvega tujega jezika v izobraževalni sistem (72. člen Zakona o uravnoteženju javnih financ) v naslednjih letih bo učencem omogočila, da učenje tujih jezikov dojamajo kot nekaj naravnega in da postopoma razvijajo zavest o jezikovni in kulturni raznolikosti, pozitivno pa bo vplivala tudi na njihov kognitivni razvoj. Hkrati pa uvajanje zahteva visoko strokoven pristop k poučevanju, ki že v izhodišču preprečuje možnost neustreznih praks, ter sočasno krepitev zavesti o pomembni vlogi, ki jo ima v Republiki Sloveniji slovenski jezik (na področju avtohtonih manjšin poleg njega tudi italijanski in madžarski).

Smiselno je, da je tako v osnovni kot v srednji šoli izbor tujih jezikov širok, vendar ožji pri prvem tujem jeziku (do trije jeziki, ne samo angleščina) in širši pri obveznem drugem tujem jeziku ter pri izbirnih jezikih (tretji in četrti tuji jezik). Prehod iz osnovne šole v srednjo šolo naj bo na ravni obveznega drugega tujega jezika dovolj fleksibilen, da bo učencem omogočal izbiro med nadaljevanjem obveznega drugega jezika iz osnovne šole, izbiro novega obveznega drugega tujega jezika, po potrebi pa tudi med vnovičnim začetkom pouka istega tujega jezika na osnovni ravni. Učenci naj se navajajo na uporabo jezikovnih tehnologij, seveda v okvirih svojih kognitivnih zmožnosti in sporazumevalnih potreb. V ponudbi tujih jezikov je treba v celotni vertikali zagotoviti ustrezno mesto klasičnim jezikom (latinščini in grščini). V delih Republike Slovenije, kjer italijanščina in madžarščina nista uradna jezika, je treba zagotoviti ustrezno mesto tudi jezikoma avtohtonih manjšin kot tujima jezikoma. Vse podrobnosti bo opredelil Akcijski načrt za jezikovno izobraževanje.

### **Cilj: Zagotavljanje kakovosti in optimizacija poučevanja ter učenja tujih jezikov**

#### **Ukrepi:**

#### **Učitelji:**

- seznanjanje ravnateljev in učiteljev z državno jezikovno politiko na področju tujih jezikov;
- usposabljanje ravnateljev in učiteljev za sprejemanja strokovno ustreznih odločitev v zvezi z načrtovanjem in izvajanjem (tuje)jezikovnega izobraževanja;
- spodbujanje uvajanja inovativnih pristopov k učenju in poučevanju jezikov (CLIL, jezikovni portfolio idr.);
- spodbujanje povezovanja učiteljev tujih jezikov in učiteljev materinščin na ravni šole – oblikovanje skupnega šolskega jezikovnega kurikula;

- spodbujanje stalnega strokovnega izpopolnjevanja učiteljev na jezikovnem in didaktičnem področju;
- usposabljanje učiteljev slovenščine na področju tujih jezikov in učiteljev tujih jezikov na področju slovenščine;
- certificiranje pridobljenih učiteljevih zmožnosti.

Učeči se:

- informiranje in svetovanje učečim se in njihovim staršem glede izbire tujih jezikov;
- izdelava ustreznih učnih gradiv za različne stopnje poučevanja tujih jezikov;
- vključevanje vsebin v učbenike slovenščine, ki bodo krepile zavedanje o pomenu znanja prvega jezika za dobro razumevanje drugih jezikov ter s tem navajale na razmišljanje o jezikovni raznolikosti kot vrednoti;
- certificiranje pridobljenega znanja tujih jezikov (v formalnem izobraževanju in zunaj šole) po veljavni evropski lestvici (Skupni evropski jezikovni okvir) ob zaključku osnovno- in srednješolskega izobraževanja.

Zunaj institucij formalnega izobraževanja se kvalitetno učenje in raba tujih jezikov pri odraslih govorcih omogočata predvsem z naslednjimi **ukrepi**:

- spodbujanje tečajev tujih jezikov na delovnem mestu in drugje (vključno z izobraževalno TV);
- spodbujanje izobraževanja prevajalcev in tolmačev za potencialno deficitarne jezike;
- stalno/sprotno izobraževanje članov prevajalskih in lektorskih služb na jezikovnem in strokovnem področju.

Kazalniki:

- število izvedenih ukrepov,
- število izobraževalnih oblik za ravnatelje in učitelje,
- število učnih gradiv,
- število učnih vsebin o jezikovni raznolikosti,
- število tečajev tujih jezikov za odrasle,
- število izobraževalnih oblik za prevajalce in tolmače,
- število izobraževalnih oblik za člane prevajalskih in lektorskih služb.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje jezikovne platforme za poučevanje tujih jezikov, zvišanje stopnje kakovosti poučevanja in znanja/uporabe tujih jezikov, širjenje nabora tujih jezikov v izobraževalnih procesih in izven njih ter povečevanje možnosti izbora med njimi.

Nosilca: MIZŠ (v sodelovanju z ustreznimi strokovnimi institucijami), MK.

### **2.1.7 Govorci s posebnimi potrebami**

Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z brajico ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnejše vključevanje v družbo. Republika Slovenija se je sicer z najrazličnejšimi dokumenti (Ustava Republike Slovenije, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z

govorci s posebnimi potrebami, pa naj gre za gluhe/naglušne, slepe/slabovidne, gluho-slepe, osebe s specifičnimi motnjami (npr. disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju, je omogočiti tem govorcem, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govorce s posebnimi potrebami. V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim potem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih npr. slovenščina ni prvi, ampak drugi jezik). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifični sporazumevalnih potreb omenjenih govorcev in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorcami s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi, predvideni v tem dokumentu, ter vključitev navedenih skupin v Akcijski načrt za izobraževanje.

Zaradi navedene specifikacije jezikovnega izobraževanja gluhih naj Akcijski načrt za izobraževanje predvidi vlogo, ki jo bo imel pri izvajanju Akcijskega načrta ter spodaj naštetih ciljev obstoječi Svet za slovenski znakovni jezik.

### 1. cilj: **Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku**

#### **Ukrepi:**

- ugotavljanje stanja slovenskega znakovnega jezika;
- sistematično usposabljanje učiteljev in vzgojiteljev za poučevanje v slovenskem znakovnem jeziku v zavodih za gluhe in naglušne v Republiki Sloveniji;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenskega znakovnega jezika za učitelje in vzgojitelje v zavodih za gluhe in naglušne v Republiki Sloveniji;
- stalno/sprotno izobraževanje tolmačev slovenskega znakovnega jezika;
- izobraževanje v slovenskem znakovnem jeziku na vseh stopnjah šolanja;
- izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik;
- uveljavitev slovenskega znakovnega jezika kot izbirnega predmeta v šoli;
- usposabljanje tolmačev za slovenski znakovni jezik.

#### **Kazalniki:**

- število izvedenih ukrepov,
- število raziskav, študij, strokovnih člankov in drugih znanstvenih tekstov na temo slovenskega znakovnega jezika,
- število izobraževalnih oblik za učitelje in vzgojitelje,
- sprejetje ustreznih učnih načrtov,
- število izobraževalnih oblik za tolmače.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje oblik jezikovnega izobraževanja na tem področju, povečanje števila znanstvenoraziskovalnih del, ki predstavljajo strokovno podlago za njihovo razvijanje, izboljšanje odnosa javnosti do potreb govorcev s posebnimi potrebami in povečanje njihovih sporazumevalnih možnosti.

Nosilci: MIZŠ, MDDSZ, MK.

**2. cilj: Omogočanje alternativnih poti sporazumevanja v javnem življenju za slepe in slabovidne, gluho-slepe, osebe s specifičnimi motnjami (npr. disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju**

**Ukrepi:**

- tiskanje besedil v brajici in drugih prilagojenih oblikah (učna gradiva, učbeniki, uradni dokumenti, označevanje izdelkov, napisi v javnosti, leposlovje);
- oblikovanje obrazcev, listin itd., ki se izdajajo na upravnih enotah, ob volitvah ipd. za navedene skupine oseb s posebnimi potrebami (možnost elektronske ali oblikovno prilagojene seznanitve z vsebino obrazcev);
- opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne;
- posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki ali v obliki za t. i. lahko branje;
- avdiodeskripcija TV-oddaj in filmov;
- opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne;
- oblikovanje smernic prilagojenega opravljanja izpitov za govorce s posebnimi potrebami (npr. možnost ustnega opravljanja pisnih izpitov, pisnega opravljanja ustnih izpitov ali časovno prilagojenega opravljanja izpitov glede na specifiko navedenih skupin oseb s posebnimi potrebami), in sicer na področjih, kjer to še ni urejeno.

**Kazalniki:**

- število gradiv v brajici,
- število upravnih enot, ki so opremljene s prilagojenimi gradivi za slabovidne in osebe z drugimi specifičnimi motnjami,
- število javnih prostorov, ki so opremljeni z zvočnimi informacijami,
- število aktualnih literarnih del in drugih kulturnih dobrin v zvočni obliki,
- število TV-oddaj in filmov z avdiodeskripcijo,
- število produktov kulturne dediščine z oznakami za slepe in slabovidne,
- izdelane smernice za prilagojeno opravljanje izpitov.

Predvidena sredstva: 400.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje oblik sporazumevalnih možnosti za govorce s posebnimi potrebami.

Nosilci: MNZ, MIZŠ, MK.

**3. cilj: Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri drugih govornicah**

**Ukrep:**

- tečaji znakovnega jezika, brajice, tečaji priprave lahko berljivih in razumljivih besedil za navedene skupine oseb s posebnimi potrebami ipd.

**Kazalnik:**

- število tečajev znakovnega jezika, brajice, priprave besedil.

Predvidena sredstva: 70.000 EUR.



Predvideni učinki: povečanje števila usposobljenih oseb za tovrstno komuniciranje med večinskimi govorniki in s tem izboljšanje kakovosti komunikacije med njimi in skupinami oseb s posebnimi potrebami.

Nosilci: MIZŠ, MDDSZ, MK.

#### 4. cilj: **Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami**

##### **Ukrepa:**

- razvoj metod in didaktičnih gradiv za navedene skupine oseb s posebnimi potrebami;
- usposabljanje učiteljev/vzgojiteljev za delo z njimi.

##### **Kazalnika:**

- število novih didaktičnih gradiv,
- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 200.000 EUR.

Predvideni učinki: poenotena in dostopnejša orodja in pogoji za tovrstna jezikovna izpopolnjevanja, lažje in učinkovitejše pridobivanje jezikovne zmožnosti v slovenščini za te skupine govorcev.

Nosilci: MIZŠ, MDDSZ, MK.

#### 5. cilj: **Vključevanje oseb s posebnimi potrebami v družbo**

##### **Ukrep:**

- usposabljanje učiteljev in vzgojiteljev za delo z navedenimi skupinami oseb s posebnimi potrebami, vključenih v procese rednega izobraževanja.

##### **Kazalnik:**

- število izobraževalnih oblik za učitelje in vzgojitelje.

Predvidena sredstva: 70.000 EUR.

Predvideni učinki: povečanje števila oseb, pripadnikov navedenih skupin, v posamezne družbene podsisteme, povečana dostopnost procesov rednega izobraževanja omenjenim osebam.

Nosilci: MIZŠ, MDDSZ, MK.

### **2.1.8 Jezikovna ureditev visokega šolstva in znanosti**

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kakovostnimi partnerji z evropskih in neevropskih univerz.

V zvezi z rabo jezika v visokem šolstvu in znanosti so med prioriteta za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine na obeh področjih. Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo, je povezana predvsem z naslednjimi stratežkorazvojnimi zahtevami:

- z izmenjavo študentov ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020;
- z izmenjavo profesorjev ter z možnostjo dolgoročnejšega zaposlovanja tujih visokošolskih učiteljev na slovenskih univerzah;
- z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS.<sup>3</sup>

Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in Republika Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja in mednarodno konkurenčnost.

### 1. cilj: **Omogočanje prostega pretoka študentov in profesorjev**

Raba slovenskega jezika v visokem šolstvu v Republiki Sloveniji ob ustrezni jezikovni politiki ne more pomeniti ovire za njegovo internacionalizacijo. Vzpostaviti je treba jasn sistem ločevanja med krajšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev ter med daljšimi oblikami vključevanja študentov in profesorjev v visokošolski sistem Republike Slovenije. Izkušnje na področju poučevanja slovenščine kot tujega jezika kažejo, da se je slovenščino mogoče naučiti tako receptivno (pasivno) kot produktivno (aktivno) v razmeroma kratkem času in da učenje slovenščine ob hkratnem študiju oziroma poučevanju za tujce ne pomeni prevelike obremenitve. Zagotavljanje možnosti pouka slovenščine za tujce, ki se vključujejo v visokošolski sistem v Republiki Sloveniji, je tudi bistveno cenejše kot dodatno usposabljanje slovenskih in tistih tujih predavateljev, katerih prvi jezik ni angleščina, v angleškem jeziku ter izvajanje vzporednih programov za tuje študente povsod, kjer bi bilo to zaželeno. Tuj študent lahko spremlja predavanja v slovenščini po enem letu bivanja v Sloveniji in učenja slovenščine, visokošolski predavatelji pa so sposobni predavati v slovenščini po štirih letih bivanja v Sloveniji in učenja slovenščine. Po izteku eno- oziroma štiriletnega obdobja naj se od njih zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Zaključna dela (diplome, magistrska dela, doktorate) lahko tuji študenti pišejo v tujem jeziku (s povzetkom v slovenščini) ne glede na naravo visokošolskega programa.

#### **Ukrep:**

- vzpostavitev/ohranjanje sistema učinkovitega učenja slovenščine za tuje študente in visokošolske učitelje znotraj posameznih univerz.

#### **Kazalniki:**

- sistem učenja slovenščine za tuje študente in profesorje,
- število tečajev slovenščine za erasmovce, redne tuje študente ter tuje profesorje,
- število spričeval o znanju slovenščine tujih učiteljev in študentov na ustrezni ravni.

Predvidena sredstva: 2.500.000 EUR.

Predvideni učinki: uspešna jezikovna integracija tujih učiteljev in študentov v slovenski visokošolski prostor, učinkovita in recipročna izmenjava znanstvenih idej in dosežkov.

Nosilec: MIZŠ.

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<sup>3</sup> Servis Web of Science (WoS) omogoča dostop do multidisciplinarnih bibliografskih baz podatkov z indeksi citiranosti: Science Citation Index Expanded® (SCI-EXPANDED), Social Sciences Citation Index® (SSCI) in Arts & Humanities Citation Index® (A&HCI). Vključujejo podatke iz okrog 10.000 najbolj prestižnih in vplivnih znanstvenih revij na svetu za obdobje od leta 1970.

## 2. cilj: **Ohranitev statusa slovenščine kot uradnega in učnega jezika visokega šolstva**

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti. Hkrati sistemsko urejajo možnost poučevanja tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

### **Ukrepi:**

- MIZŠ in univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja Resolucije o nacionalnem programu visokega šolstva in strategij postaviti pregledne modele za smiselno vključevanje tujih študentov in visokošolskih učiteljev: (1) s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi lahko izbirali tudi domači študenti; (2) z uvajanjem koncepta diferencirane večjezičnosti po tujih zgledih. Koncept predvideva, da je jezik visokošolskega študija enak prevladujočemu jeziku okolja, da pa se slušatelj, ki tega jezika ne razumejo zadosti dobro, ponudi simultani (strojni) prevod v tuji jezik z orodji, prilagojenimi posameznim strokam; prosojnice in drugo študijsko gradivo so praviloma dvojezični, v jeziku okolja in v tujem jeziku, v tujem jeziku pa potekajo tudi konzultacije s tujimi študenti; (3) s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega razmerja med domačimi in gostujočimi študenti;
- zakonodaja mora določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku, in ne tega v celoti prepustiti univerzam. Ker se strateška usmeritev univerz in države glede povečanja izmenjav ujema, se Ministrstvo za izobraževanje, znanost in šport ter visokošolske organizacije sporazumejo o ustreznem načinu njihovega financiranja;
- na ravni doktorskega študija se univerzam prepusti avtonomna jezikovna politika ob upoštevanju ustavnih in zakonskih omejitev ter splošnega načela, da naj v primeru individualnega poučevanja slovenski profesor slovenskemu študentu ne predava v tujem jeziku.

### **Kazalniki:**

- vzpostavitev modela vključevanja tujcev v slovenski visokošolski sistem (zakonodaja),
- določitev obveznega obsega izvajanja visokošolskih programov v slovenskem jeziku (zakonodaja),
- število vzporednih programov in izbirnih modulov v tujem jeziku.

Predvidena sredstva: 1.200.000 EUR.

Predvideni učinki: z vzporednimi programi, izbirnimi moduli oz. simultanim strojnim prevajanjem za kratkoročne obiske bo zagotovljen učinkovit prenos slovenskega znanja tujim študentom.

Nosilec: MIZŠ.

## 3. cilj: **Razvijati sporazumevalno zmožnost v strokovnem jeziku**

Številni dokumenti in zaveze slovenske države načrtujejo dejavno večjezičnost prebivalcev Evropske unije. V skladu s tem je treba na visokošolski strokovni ravni omogočati učenje strokovne slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega (akademskega) pisanja, ob tem pa je treba poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih za visokošolske učitelje in študente.

#### **Ukrepi:**

- na podlagi temeljite raziskave in analiz strokovno-znanstvenega pisanja na visokošolski ravni, tujih zgledov ter specifičnosti programov se izdelata in univerzam ponudi učni načrt za priporočljivi uvodni predmet v 1. letniku prvostopenjskih programov, ki bo vključeval omenjene jezikovne vsebine;
- izdelata se načrt usposabljanja učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih ter načrt preverjanja jezikovnega znanja v drugih jezikih za tiste učitelje, ki izvajajo izbirne module in programe v drugih jezikih;
- spodbuja se izdelava kakovostnih visokošolskih učbenikov v slovenščini in prevodov kakovostnih učbenikov iz tujih jezikov;
- za potrebe dela na ravni EU se oblikuje poseben magistrski študijski program za pridobitev strokovnega naziva pravnik lingvist.

#### **Kazalniki:**

- izdelan učni načrt za strokovno-znanstveno pisanje,
- izdelan načrt usposabljanja in preverjanja znanja učiteljev za sporazumevanje v slovenščini in angleščini,
- izdelan študijski program za naziv pravnik lingvist.

Predvidena sredstva: 10.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje in razvijanje jezikovne zmožnosti učiteljev tako v slovenščini kot angleščini, razvijanje strokovno-znanstvenega jezika posameznih strok, vključno z razvijanjem kontrastivne terminologije.

Nosilec: MIZŠ.

#### **4. cilj: Izboljšati položaj slovenščine kot jezika znanosti**

Merila za volitve v nazive visokošolskih učiteljev ter predpisi za akreditacijo visokošolskih programov in ustanov (NAKVIS) so trenutno predvsem rezultat zavedanja o pomembnosti mednarodno potrjene kakovosti slovenske znanosti. Enako ravna pri dodeljevanju sredstev tudi ARRS, ko vrednoti odličnost slovenskih znanstvenikov za dodeljevanje projektnih sredstev.

Gledano razvojno je seveda poudarjanje potrebe po objavljanju v tujih revijah in tujem jeziku razumljivo, saj so merila in z njimi visokošolska habilitacijska politika hotela preseči omejenost slovenskega znanstvenoraziskovalnega dela na domači prostor in ga kakovostno sopostaviti tujemu ter tako povečati odličnost raziskovalnega dela. V časih, ko so bile tuje objave prej izjema kot pravilo, so se univerze smiselno odzvale s poudarjanjem nujnega objavljanja tudi v tujem jeziku.

Taka politika pa je povzročila zapostavljanje in ponekod popolno ukinitve znanstvenih objav v slovenščini kot nujnega pogoja za napredovanje v znanstvene nazive, za mentorstvo doktorskim študentom ter za vodenje raziskovalnih projektov in programov. To je škodljivo vsaj z dveh vidikov: razvijanja slovenskih terminologij ter slovenščine kot jezika visokošolskega izobraževanja ter usihanja kakovostnih slovenskih revij. Sedanja politika napredovanj tako povzroča, da v nekaterih strokah postaja slovenščina že skoraj obrobni jezik. Smiselno znanstveno in strokovno objavljanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, tako v njenem jeziku sooblikuje družbo znanja ter javnosti vrača vložena javna sredstva.

Med merili za pridobitev najnižje stopnje visokošolskega učitelja zdaj na primer ni merila »obvladovanje slovenščine kot jezika stroke«, med merili za raziskovalno odličnost pa so objave v tujih jezikih praviloma edino merilo znanstvene uspešnosti in veljajo nesorazmerno več kot tiste v slovenščini, tudi tam, kjer obstajajo kakovostne slovenske znanstvene revije.

Če je v preteklosti bilo nujno spodbujati pisanje v tujem jeziku, je danes položaj obrnjen: za razvoj slovenščine v znanosti se mora spodbujati tudi kakovostno objavljanje v slovenskem jeziku. Prav zato bi morale univerze, ARRS in NAKVIS uravnotežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavljanje tudi v slovenščini.

**Ukrep:**

- Univerze naj prek habilitacijske politike vzpostavijo spodbude za smotrno objavljanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavljanja v tujem jeziku naj NAKVIS, ARRS in univerze med pogoje za izvolitve in pogoje za financiranje programskih skupin uvrstijo tudi obvezno objavljanje učbenikov, terminoloških gradiv in strokovnih člankov ter monografij v slovenščini (izjeme za zelo ozka področja, kjer bi bilo to smiselno, določi ARRS) – ti so tudi vir za nastajanje terminoloških in jezikovnih baz ter drugih jezikovnih virov, ki so resolucijsko obdelani v naslednjem poglavju.

**Kazalnik:**

- sprejetje in uvedba sistema habilitacijskih pravil in sistema financiranja programskih skupin s posebnim poudarkom na slovenskih strokovnih objavah.

Predvidena sredstva: /

Predvideni učinki: povečanje strokovnih objav v slovenskem jeziku, razvoj slovenskega strokovnega jezika in terminologije, seznanjanje slovenske javnosti z razvojem slovenske znanosti.

Nosilca: ARRS, MIZŠ (v sodelovanju z univerzami).

## **2.2 Jezikovna opremljenost**

### **2.2.1 Uvod**

Opremljenost slovenščine in slovenske jezikovne skupnosti z jezikovnimi viri, priročniki, orodji in (svetovalnimi) storitvami je obravnavana kot eden ključnih dejavnikov, od katerega je odvisno uresničevanje večjega števila ciljev jezikovne politike. Analize dosedanjega jezikovnega načrtovanja so pokazale, da je ena od osrednjih težav opremljenosti jezika pomanjkanje sinteze potreb jezikovne skupnosti govorcev slovenščine in s tem povezano nadzorovano načrtovanje jezikovne infrastrukture s strani državnih organov, ki te dejavnosti financirajo. Cilj, ki je skupen vsem podpoglavjem v tem poglavju resolucije, je sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov, virov, orodij in storitev v obliki posebnega Akcijskega načrta za jezikovno opremljenost.

Obravnavana jezikovne infrastrukture je omejena predvsem na priročnike, vire, orodja in storitve, ki so pomembni s stališča jezikovne opremljenosti domačih in tujih govorcev slovenščine za uspešno sporazumevanje v slovenščini, učenje in poučevanje jezika, zagotavljanje ustavnih pravic do uporabe jezika ter zagotavljanje pravic oseb s posebnimi potrebami. Od časa sprejema pretekle resolucije o nacionalnem programu jezikovne politike je prepoznavna sprememba na področju jezikovne infrastrukture predvsem pospešena digitalizacija in razvoj informacijskih in komunikacijskih tehnologij. Ta dva procesa postavljata okvir za nadaljnji razvoj infrastrukture, ki bo glede na svetovne in evropske trende ter hitrost sprememb predvsem digitalna, spletna in mobilna. Evropska unija pri svoji jezikovni politiki kot širšem okviru naše resolucije sledi svetovnim trendom in vlaga v razvoj

digitalnih virov za uradne jezike Evropske unije in druge evropske jezike, čemur mora slediti tudi Slovenija in se priključiti pobudam, ki bodo omogočile, da jezikovni priročniki, viri, orodja in storitve za slovenščino ostanejo v okvirih, ki jih Evropska unija želi zagotoviti za vse svoje uradne jezike.

### **Cilj: Uskladitev dejavnosti pri načrtovanju in izvajanju Akcijskega načrta za jezikovno opremljenost**

Ukrepi:

- spodbujanje raziskav o slovenskem jeziku kot podpora Akcijskemu načrtu za jezikovno opremljenost;
- v okviru sprejemanja Akcijskega načrta za jezikovno opremljenost (5–10 let) se opredeli izdelava jezikovnih priročnikov in razvoj jezikovnotehnoloških virov, orodij in aplikacij za slovenski jezik, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Akcijski načrt predpostavlja, da se s strani financerja načrta ustanovi posebno telo, ki skrbi za njegovo izdelavo, spremljanje ter koordinacijo različnih virov financiranja. Akcijski načrt se sprejme najpozneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki;
- ustanovitev institucije ali konzorcija institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih virov in tehnologij. Institucija ali konzorcij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

Kazalniki:

- število raziskav o slovenskem jeziku kot podpora Akcijskemu načrtu za jezikovno opremljenost,
- izdelava Akcijskega načrta za jezikovno opremljenost,
- delovanje institucije ali konzorcija institucij za povezovanje jezikovnih virov in tehnologij.

Predvidena sredstva: 850.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje nastajanja jezikovnih priročnikov in jezikovne infrastrukture.

Nosilci: MIZŠ, ARRS, MK.

### **2.2.2 Jezikovni opis**

Izhajajoč iz prevladujočih jezikoslovnih teorij, jezik sestoji iz poimenovalnega dela, tj. njegovega besedja, in urejevalnega, tj. pravil, po katerih se besede uresničujejo, pregibajo in uporabljajo v besedilu. Jezikovni opis torej sestavljata slovar kot opis besed in besednih zvez in slovnica kot opis pravil, po katerih se te uresničujejo, pregibajo in uporabljajo v besedilu.

Vsak kultiviran jezik ima vsaj po en temeljni enojezični slovar in vsaj eno temeljno slovnico sodobnega knjižnega/standardnega jezika. Ta dva opisa predstavljata trdno osnovo nadaljnjim, bolj ali manj aplikativno naravnanim slovarskim in slovničnim delom, ki prikazujejo za posamezne potrebe izbrano besedje oz. pravila ali ki to besedje oz. pravila prikazujejo na drugačen način. Ker se jezik v teku časa spreminja, je vsako tako temeljno delo uporabno le v omejenem časovnem obdobju, ki je danes krajše kot v 20. stoletju. Jezik se zaradi pospešenega razvoja zunajjezikovne stvarnosti v današnjem času bistveno hitreje razvija predvsem v svojem poimenovalnem delu, medtem ko so za upoštevanja vredne spremembe njegovega urejevalnega dela še vedno potrebna desetletja.

V današnjem in polpreteklem času velja za temeljno slovarsko delo sodobnega jezika *Slovar slovenskega knjižnega jezika*, za temeljno slovnico pa Toporišičeva *Slovenska slovnica*. Obe temeljni deli sta utemeljeni in uporabni, vendar predvsem zaradi jezikovnih sprememb zadnjih desetletij ne zadoščata več vsem potrebam, ki jih pogojuje današnja jezikovna stvarnost. Druga pomanjkljivost obeh temeljnih del je, da sta bili napisani za prikaz v knjižni obliki in da je le temeljni slovar prešel v digitalno okolje, kateremu zaradi prvotne knjižne zasnove ni prilagojen v polni meri.

Izhajajoč iz dejstva, da slovenščino govori razmeroma majhno število govorcev, je za naslednje obdobje smotrno načrtovati le en temeljni splošni jezikovni opis. Akcijski načrt za jezikovno opremljenost mora predvideti tak slovarski opis sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških in drugih. Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika. Prihodnji akcijski načrt za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov ter drugi korpusi, ki jih bo predvidel prihodnji akcijski načrt.

V obdobju, ki ga pokriva resolucija, je treba začeti načrtovanje izdelave znanstvene slovnice slovenskega jezika, ki bo prikazovala današnji slovnčni ustroj slovenskega knjižnega/standardnega jezika kot povezovalnega jezika vseh Slovencev.

Za dodatno jezikovno opremljenost bo treba dokončati, sestaviti oz. prilagoditi digitalnemu okolju še slovarje, pri katerih smo Slovenci v zamudi, zlasti sinonimni slovar, slovar besednih oblik vseh standardnih nelastnoimenskih besed, ki bo vseboval tudi podatke o dinamičnem in tonemskem naglasu, slovar zemljepisnih imen slovenskega narodnega prostora in eksonimov, slovar slovenskih osebnih imen (rojstnih in priimkov); za ohranitev slovenščine kot strokovnega jezika bo treba kontinuirano sestavljati terminološke slovarje različnih strok. Vsa ta dela morajo biti opravljena na način, ki bo omogočal njihovo medsebojno povezovanje in povezovanje s temeljnim slovarjem (in v perspektivi temeljno slovnico) v digitalni obliki ter njihovo dostopnost prek sodobnih medijev.

Na osnovi teh temeljnih del je treba izdelati priročnike za druge ciljne uporabnike. To so predvsem slovarji in slovnice za različne stopnje izobraževanja rojenih govorcev, za tiste, katerih materni jezik ni slovenščina, in za osebe s posebnimi potrebami.

Ob tem se ne sme pozabiti, da slovenščina ni samo današnji knjižni/standardni jezik. Slovenščina so tudi narečja in slovenščina ima tudi zgodovino in predzgodovino. Zato je treba posvetiti pozornost tudi dialektološkim raziskavam, zlasti pisanju lingvističnih atlasov, narečnih slovarjev in monografij o posameznih (zamirajočih) narečjih, ter zgodovinsko- in primerjalnojezikoslovnim raziskavam, zlasti sestavi zgodovinskega slovarja slovenskega jezika, zgodovinske slovnice, prenovi etimološkega slovarja itd.

**Cilj: Temeljni opis sodobne knjižne/standardne slovenščine, specializirani jezikovni opisi, dialektološki, zgodovinsko- in primerjalnojezikoslovni opisi**

#### **Ukrepi:**

- sprejetje temeljnih usmeritev za izdelavo temeljnih in specializiranih priročnikov sodobnega slovenskega knjižnega/standardnega jezika in temeljnih ter specializiranih priročnikov ter drugih slovenističnih del s področja dialektologije, zgodovinskega in primerjalnega jezikoslovja (5–10 let) na nacionalni ravni ter njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost;
- sprejetje takega bibliometričnega vrednotenja slovarskih in drugih leksikografskih del, ki bo raziskovalce spodbujal k sodelovanju pri sestavljanju temeljnih in specializiranih priročnikov za slovenski jezik;

- oblikovanje prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, namenjenega splošnim uporabnikom in strokovni javnosti. Portal mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo vzpostavitev in dolgoročno delovanje.

Kazalniki:

- sprejetje temeljnih usmeritev,
- izdelovanje temeljnih in specializiranih priročnikov za slovenski jezik,
- sprejetje ustreznega bibliometričnega vrednotenja slovarskih del,
- oblikovanje in vzdrževanje spletnega portala.

Predvidena sredstva: 6.300.000 EUR.

Predvideni učinki: usklajeno delovanje na področju izdelave temeljnih in specializiranih jezikovnih priročnikov in njihovo izdelovanje, dostopnost na spletu (enotna vstopna točka) s čim več obstoječih podatkov o slovenščini.

Nosilci: ARRS, MIZŠ, MK.

### 2.2.3 Standardizacija

Ugotavljanje aktualne jezikovne norme se začne z ugotavljanjem dejanske rabe in njenim vrednotenjem glede na opisano normo – tu se standardizacijska dejavnost tesno povezuje s sistemskim opisom jezika in prva težava obstoječih standardizacijskih pripomočkov je pomanjkanje aktualnih jezikovnih opisov. Za kontinuirano sledenje neskladjem med aktualnim standardom in rabo je treba v Akcijskem načrtu za jezikovno opremljenost predvideti možnosti načrtovane izrabe jezikovnotehnoloških virov in orodij za te potrebe. Gradnja tovrstne jezikovnotehnološke infrastrukture omogoča pridobitev deloma samodejne in (kar je še pomembneje) objektivne podatkovne zbirke, ki se z ustrezno jezikovno interpretacijo lahko uporablja v vseh fazah standardizacijskega procesa.

Koncipiranje normativnih jezikovnih priročnikov, ki so namenjeni najširšemu krogu jezikovnih uporabnikov in s katerimi bo mogoče najbolj učinkovito zadostiti zahtevam po hitri in nedvoumni informaciji glede jezikovnih zadreg, je mogoče le s predhodnimi raziskavami, v katerih bo odgovorjeno na vprašanja, kako naj bo priročnik za aktivno rabo jezika zasnovan in katera vprašanja govorcev naj rešuje. Standardizacijska dejavnost mora pri iskanju načinov za zapis ugotovljene norme v priročniku upoštevati vse novejši rezultate, s katerimi bi se uporabnikovim pričakovanjem približala v taki meri, da bi dosegla stanje, ki ga obvladujemo s t. i. konceptom minimalne intervencije.

Iz konteksta ideje o spletni jezikovni svetovalnici, ki je postavljena že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorci, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da je potreba po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinjalo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postala še bolj nujna. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov.



Danes večina jezikovnih uporabnikov pri pisanju uporablja računalnik in urejevalnike besedil, v katere so ponudniki tovrstnih storitev (npr. Microsoft) vključili črkovalnike, namenjene odkrivanju in odpravljanju tipkarskih in pravopisnih napak v besedilih. Podobno orodje opozarja na črkovalne napake tudi pri brskanju po spletu (npr. Googlov iskalnik s sintagmo »ste morda mislili ...« uporabniku sugerira pogostejšo in zato domnevno pravilnejšo obliko zapisa). V nedavni raziskavi, ki je bila izvedena v širši populaciji jezikovnih uporabnikov, se je izkazalo, da je le malo tistih, ki priporočilo črkovalnika preverijo še v kakem od jezikovnih priročnikov, več pa je tistih, ki orodju zaupajo. Iz odgovorov pa je mogoče sklepati, da bi bil odstotek slednjih še večji, če bi bili prepričani o strokovni podprtosti tega orodja. Z digitalno dobo se tako odpira vprašanje prevlade orodij, ki nastajajo izven dosega in vpliva slovenističnega jezikoslovja ali slovenske jezikovne politike. Posredno poseganje teh orodij na jezikovno rabo se skokovito povečuje in zato odpira vprašanje prikaza jezikovnih podatkov v uporabniku prijaznih aplikacijah, integriranih v urejevalnike besedil in spletne iskalnike. Ena od nalog jezikovne politike v prihodnjem obdobju je zato tudi oblikovanje strategij, s katerimi bo mogoče z dostopom do ustreznih virov in orodij vplivati na ponudnike teh storitev.

**Cilj: Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine in tujim govorcem, ki se želijo naučiti slovenščine, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se sporazumevajo v skladu z njim**

**Ukrepi:**

- sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in storitev, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov – kot del Akcijskega načrta za jezikovno opremljenost;
- vzpostavitev svetovalnega telesa, ki deluje prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini;
- posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom.

**Kazalniki:**

- sprejem temeljnih usmeritev,
- vzpostavitev svetovalnega telesa,
- izdaja pravopisnega priročnika.

Predvidena sredstva: 600.000 EUR.

Predvideni učinki: usklajen razvoj in dostopnost sodobnih priročnikov slovenskega standardnega jezika ter svetovalnih storitev na tem področju.

Nosilci: ARRS, MIZŠ, MK.

## **2.2.4 Terminologija in večjezičnost**

Pri načrtovanju večjezičnih virov za prihodnje obdobje ne moremo več govoriti samo o klasičnih dvojezičnih ali terminoloških slovarjih, temveč tudi o slovarskih bazah ali večjezičnih bazah znanja, ki se izkoriščajo bodisi neposredno za preverjanje informacij v ustrezni spletni ali drugi aplikaciji (ali izvedeni tiskani obliki) bodisi za uporabo v orodjih, ki na druge načine pomagajo pri učenju tujih jezikov, prevajanju ali tolmačenju, kot so sistemi za strojno prevajanje, sistemi za računalniško podprto prevajanje, sistemi za podporo tolmačenju itd. Opisane vire je mogoče izkoristiti, če je vzpostavljena ustrezna (spletna) infrastruktura. Predpogoj za nastanek jezikovnih priročnikov in zagotavljanje tehnoloških rešitev, ki rešujejo kontrastivne težave med dvema ali več jeziki, pa je obstoj sodobnih virov in orodij za slovenščino ter opis jezika z enojezičnega stališča.

Pri doseganju jezikovnega načrtovanja je veljalo, da so enojezični priročniški viri in orodja za slovenščino domena javnega financiranja, dvo- in večjezični viri in orodja pa so bili prepuščeni bodisi naključnemu entuziazmu posameznikov bodisi komercialni sferi. Z vstopom v digitalno paradigmo ta koncept ne zadostuje, kajti ena od posledic razvoja informacijskih in komunikacijskih tehnologij je ta, da so tradicionalni dvo- ali večjezični priročniki s prestopom v spletno oz. digitalno okolje postali komercialno bistveno manj zanimivi ali celo nezanimivi, kar kažejo trendi po Evropi in v svetu, ne le v Sloveniji. Po drugi strani je v digitalnem okolju mnogo lažje izkoriščati podatke iz ene baze podatkov za sestavljanje drugih baz s sorodno vsebino, kar velja tudi za dvo- ali večjezične baze, terminološke baze podatkov itd. Z vzpostavitvijo ustrezne infrastrukture je mogoče izdelati večjezične vire tudi za jezike ali specializirana tematska področja, ki do sedaj še niso bila obdelana, česar brez te zaradi manjšega števila ciljnih uporabnikov ne bi bilo realno pričakovati.

Strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in jezikovno usposabljanje strokovnjakov na vseh terminoloških področjih. Jeziki z večjim številom govorcev so v prednosti že zato, ker jih na večjem trgu močnejše podpira jezikovna industrija (dostopnejše in številnejše sodobne slovarske baze, terminološke zbirke, jezikovni korpusi, sistemi za strojno prevajanje itd.), zato je pri jezikih z manjšim številom govorcev še toliko pomembnejša vloga države. Akcijski načrt za jezikovno opremljenost mora upoštevati to dimenzijo z vzpostavitvijo terminološkega portala kot delom prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tudi spletni forum za hitro izmenjavo znanja in mnenj o terminoloških rešitvah med področnimi strokovnjaki in jezikoslovci.

**Cilj: Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo učenju in poučevanju tujih jezikov in terminološkemu delu**

#### **Ukrepi:**

- sprejetje temeljnih usmeritev glede izdelave sodobnih dvo- in večjezičnih splošnih ter terminoloških jezikovnih priročnikov (5–10 let) na nacionalni ravni in njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost;
- vzpostavitev splošnega večjezičnega portala, ki bo del prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, kjer bo na voljo večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov. Portal naj omogoča tudi izkoriščanje moči množice pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta;
- vzpostavitev terminološkega portala kot dela prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tako obstoječe kot tudi nastajajoče terminološke slovarje, terminološke baze in učinkovit svetovalni servis ter bo izkoriščal možnosti hitre izmenjave znanja in mnenj med področnimi strokovnjaki in jezikoslovci, ki jih omogoča splet. V okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije;
- spodbujanje projektov, ki predvidevajo sestavljanje na enojezičnem slovenskem temeljnem opisu zasnovanih terminoloških in večjezičnih baz podatkov ter večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov.

#### **Kazalniki:**

- sprejetje temeljnih usmeritev,
- vzpostavitev splošnega večjezičnega portala,
- vzpostavitev terminološkega portala,

- število podprtih projektov s področja gradnje terminoloških in večjezičnih baz podatkov in priročnikov.

Predvidena sredstva: 600.000 EUR.

Predvideni učinki: dostopnost večjezičnih in terminoloških baz podatkov, poenotenje terminologije.

Nosilci: ARRS, MIZŠ, MZZ, GSV, MK.

## 2.2.5 Jezikovne tehnologije

Jezikovne tehnologije so zbirno poimenovanje za različna računalniška orodja in aplikacije, ki izrabljajo obstoječe jezikovne (meta)podatke za razreševanje z jezikom povezanih praktičnih dilem uporabnikov (sistemi za prepoznavanje in sinteza govora, strojno prevajanje, strojno podprto prevajanje, črkovalniki, slovnčni pregledovalniki, sistemi za samodejno odgovarjanje na vprašanja, besedilno rudarjenje itd.) ali za postopke računalniške analize naravnega jezika za izdelavo zlasti digitalnih jezikovnih priročnikov in virov (postopki tokenizacije, oblikoskladenjskega označevanja, skladdenjskega razčlenjevanja, avtomatskega razločevanja pomenov, avtomatskega razreševanja besedilnih koreferenc, prepoznavanja imenskih entitet itd.).

Razvoj informacijskih in komunikacijskih tehnologij v zadnjih 10 letih ustvarja »digitalno vrzel«, zaradi katere bodo jeziki, ki bodo pri tem razvoju zaostajali, postali manj privlačni in konkurenčni v globalno povezanem svetu. Digitalna vrzel ločuje jezike, ki so dovolj prisotni na svetovnem spletu, za katere obstajajo sodobni digitalni viri in so jezikovnotehnološko razviti, od tistih, pri katerih se zaostanek s skokovitim razvojem informacijskih in komunikacijskih tehnologij povečuje. Za večino uradnih jezikov Evropske unije so bili v zadnjih desetih letih izdelani načrti razvoja digitalnih virov in jezikovnotehnoloških aplikacij, s čimer posamezne države oz. jezikovne skupnosti na sistematičen in programiran način skrbijo za prehod svojih jezikov v digitalno okolje. Načrti imajo praviloma naslednje cilje: (1) identifikacija dejavnikov na področju jezikovnega opisa, jezikovnih tehnologij in virov; (2) sistematična analiza jezikovne rabe in z njo povezanih potreb jezikovne skupnosti; (3) izdelava seznama obstoječih in manjkajočih računalniških jezikovnih izdelkov in storitev za raziskovalne skupnosti in širšo javnost; (4) vzpostavitev organiziranega skladiščenja, vzdrževanja in distribucije obstoječih priročnikov, virov in orodij; (5) vzpostavitev dolgoročnega programa nastajanja in razvoja digitalnih jezikovnih priročnikov, virov in orodij; (6) vzpostavitev sodelovanja z evropskimi pobudami za izmenjavo digitalnih virov in orodij.

Medsebojno primerljivost takih programov med drugim zagotavlja upoštevanje evropskih pobud, kot so zdaj raziskovalni infrastrukturi CLARIN in DARIAH, infrastrukturalni projekti, npr. META-NET, itd.

Pri evalvaciji jezikovnotehnološke razvitosti posameznega jezika se navadno upoštevajo naslednji kazalci. Med jezikovnotehnološke vire (korpusi, baze znanja) spadajo: (1) referenčni korpusi, specializirani korpusi; (2) oblikoskladenjsko in skladdenjsko označeni korpusi (odvisnostne drevesnice); (3) semantično in diskurzno označeni korpusi; (4) vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi; (5) govorni korpusi (posnetki govornega jezika, jezikoslovno označeni govorni korpusi, dialoški korpusi); (6) multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki); (7) semantični leksikoni, slovarji sinonimov, ontologije; (8) jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice; (9)

leksikoni besednih oblik in večbesednih enot; (10) terminološke baze. Med jezikovnotehnoška orodja in aplikacije spadajo: (1) črkovalniki in moduli za preverjanje slovnične ustreznosti; (2) strojno prevajanje, strojno podprto prevajanje v različne jezike; (3) sinteza in prepoznavna govora (govorni informacijski sistemi, pripomočki za učenje govornjene slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov); (4) tokenizacija, oblikoskladenjsko označevanje, oblikoslovna in besedotvorna analiza in sinteza; (5) skladenjsko razčlenjevanje (površinska ali globinska skladenjska analiza stavkov, vezljivost); (6) stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge); (7) semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila); (8) procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.); (9) luščenje informacij (avtomatsko indeksiranje besedil, multimedijško luščenje informacij, večjezično luščenje informacij); (10) informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje); (11) avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

Za prihodnje obdobje je smiselno načrtovati vsaj (a) izdelavo, dodelovanje in vzdrževanje (standardno) označenih referenčnih in specializiranih korpusov slovenskega jezika, vključno z oblikovanjem jezikovnih modelov za statistično podprto verjetnostno analizo jezikovne rabe na različnih jezikoslovnih ravneh ter orodij in aplikacij za njihovo računalniško analizo in vizualizacijo, in (b) delo pri vseh nalogah, ki so naštet v sklopu jezikovnotehnoških orodij in aplikacij. Terminološke baze bodo vključene v načrtovani terminološki portal.

V okviru Akcijskega načrta izdelave jezikovnih priročnikov in virov je treba predvideti skupne elemente, ki bodo omogočali njihovo povezljivost in s tem prispevali k učinkovitejši uporabi virov pri izdelavi jezikovnih priročnikov.

Ena od temeljnih zadreg pri dosedanjem razvoju proračunsko financiranih orodij in virov je ta, da po koncu projektov oz. obdobja financiranja večinoma niso dostopni za javno uporabo oziroma jih ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je nejasen status avtorskih pravic oz. dostopnosti pri priročnikih, virih in aplikacijah, ki že obstajajo. Za premostitev te zadrege je treba ustanoviti institucijo ali konzorcij institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih tehnologij, financiranih z javnimi sredstvi, ki bo skrbela za njihovo trajno in čim bolj prosto dostopnost za vse uporabnike. Pri jezikih z manjšim številom govorcev, kot je slovenščina, je potrebno, da so viri dostopni tudi za morebitno komercialno uporabo, kjer je to dopustno in mogoče, saj je to eden od učinkovitih načinov spodbujanja rabe jezika v digitalnem okolju.

**Cilj: Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo čim bolj prosto dostopnih virov in orodij**

**Ukrep:**

- sprejetje temeljnih usmeritev razvoja sodobnih jezikovnih tehnologij na nacionalni ravni (5–10 let) in njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost.

Nosilci: ARRS, MIZŠ, MK.

**Kazalnika:**

- sprejetje temeljnih usmeritev,
- število novih jezikovnotehnoških orodij, aplikacij, virov.

Predvidena sredstva: 2.200.000 EUR.

Predvideni učinki: usklajen načrt razvoja jezikovnih tehnologij, ki bo temeljil na temeljiti preverbi stanja in postavljenih prioritetah.

Nosilci: ARRS, MIZŠ, MK.

## 2.2.6 Digitalizacija

Prehod v digitalno okolje predpostavlja, da sčasoma vsa besedilna ali druga gradiva (avdio, video itd.), ki predstavljajo kulturno in znanstveno dediščino, postanejo (prosto) dostopna v digitalni obliki. Prosta dostopnost takšnih jezikovnih virov spodbuja njihovo uporabo na digitalnih medijih, vključno z medsebojno povezljivostjo, in nudi empirično osnovo za razvoj jezikovnih tehnologij slovenskega jezika. Prost dostop omogočijo licence, kot so Creative Commons, kjer se avtorji odpovedo (delu) avtorskih pravic nad digitalnim izvirnikom, s čimer se omogoči ne samo pregledovanje, temveč tudi prenos in nadaljnje razširjanje jezikovnih virov.

Digitalizacija obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu sta nujna. V času veljavnosti resolucije 2007–2011 je bil prek spletnega vmesnika zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika, Slovenskega pravopisa 2001 in nekaterih drugih priročnikov, v bodoče bo treba spletno dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti tudi za čim več preostalih ključnih, obstoječih in nastajajočih temeljnih in specialnih jezikovnih opisov in samih podatkovnih baz z namenom vgradnje v sekundarne aplikacije kot tudi za nadaljnji razvoj jezikovnih tehnologij za slovenski jezik. Odprtost je tudi tehnološko pogojena, zato naj bi bili jezikovni priročniki in viri zapisani z ustreznimi mednarodnimi standardi in priporočili, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot npr. Konzorcija za zapis besedil (Text Encoding Initiative, TEI). Obstoječi terminološki priročniki naj se objavijo na načrtovanem terminološkem portalu.

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenograme oz. iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirnikov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru.

Država mora podpirati znanstveno produkcijo v slovenskem jeziku, ki je dragocen vir slovenskega strokovnega izrazja in strokovnega izražanja. Možnosti za zajem, procesiranje in distribucijo takih besedil doslej niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so npr. objave v znanstvenih in strokovnih zbornikih in revijah, je mogoče ta besedila jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami v okviru splošnega terminološkega portala kot dela prostodostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini.

**Cilj: Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire in priročnike, ki predstavljajo kulturno dediščino oz. znanstveno produkcijo, vezano na slovenski jezik**

**Ukrepa:**

- v mehanizem izbire projektov, katerih namen je produkcija jezikovnih virov in priročnikov, financiranih z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri in priročniki v največji možni meri standardizirani in dostopni tudi prek spleta;
- dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelave skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi tekstnokritične izdaje) in digitalizacijo ali prilagajanje digitalnemu okolju jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo spletni dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku.

**Kazalniki:**

- izvedba zapisanih ukrepov,
- število digitaliziranih del pisne kulturne dediščine,
- število digitaliziranih priročnikov za slovenščino,
- dostop do digitaliziranih besedil znanstvene produkcije v slovenščini.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: povečanje števila in večja dostopnost digitaliziranih del pisne kulturne dediščine, priročnikov za slovenščino in besedil znanstvene produkcije.

Nosilci: MIZŠ, ARRS, MK.

**2.2.7 Govorci s posebnimi potrebami**

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne, pripomočki za osebe z govorno-jezikovnimi težavami ter tehnični pripomočki za osebe z disleksijo (z bralno-napisovalnimi težavami).

Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije, ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oz. izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhoti pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo znakovni jezik (npr. servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni).

Infrastruktura, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot npr. v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalce zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z brajico.

Za osebe z disleksijo (bralno-napisovalnimi težavami) so pomembni specifični tehnični pripomočki, npr. elektronski bralniki – naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalniki zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila, pametna pisala itd.

Za osebe z motnjo v duševnem razvoju in druge osebe, ki težje berejo in razumejo prebrano (npr. osebe po poškodbi glave), je pomemben razvoj sodobnih tehnoloških aplikacij, ki (hkrati s poenostavitvijo vsebine) omogočajo lažje branje besedila.

### **Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji**

#### **Ukrepi:**

- vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v Akcijski načrt za jezikovno opremljenost;
- opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika;
- izdelava orodij za komunikacijo s slepimi in slabovidnimi, gluhi in naglušnimi, z gluho-slepimi ter osebami z disleksijo in motnjo v duševnem razvoju, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

#### **Kazalniki:**

- vključitev virov in orodij v akcijski načrt,
- število znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika,
- število izdelanih orodij za komunikacijo za govorce s posebnimi potrebami.

Predvideni učinki: povečanje števila znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika kot osnove za nadaljnje ukrepe, zlasti izdelavo orodij za komunikacijo govorcev s posebnimi potrebami s ciljem povečanja njihovih sporazumevalnih možnosti.

Predvidena sredstva: 400.000 EUR.

Nosilci: MIZŠ, MDDSZ, ARRS, MK.

## **2.3 Formalnopravni vidiki slovenske jezikovne politike**

Nadaljnje formalnopravno uokvirjanje slovenske jezikovne politike je potrebno, pri tem pa je treba tehtati med večjo ali manjšo ustreznostjo urejanja bodisi s »krovnim« zakonom bodisi s posameznimi določbami posebnih področnih zakonov, uredb in drugih aktov, ki se dotikajo jezikovne rabe.

Za evalviranje in predloge morebitnega revidiranja in nadgrajevanja formalnopravnega okvira jezikovne ureditve Republike Slovenije je prvenstveno zadolžena Služba za slovenski jezik na MK.

Ta mora pri tem delovati na naslednjih splošnih načelih:

- Formalnopravna določila v zvezi s statusom, obvezno rabo in obveznim znanjem slovenščine in drugih jezikov morajo biti jasna, zavezujoča, splošno sprejemljiva v javnosti, medsebojno usklajena in realno izvedljiva z natančno predvidenimi jezikovnonačrtovalnimi koraki, seveda pa tudi vsebinsko skladna z Ustavo Republike Slovenije in pravnim redom Evropske unije.

- Zdaj veljavna zakonska in druga pravna določila, ki zadeve v zvezi z jeziki urejajo le načelno, bodisi z zagotavljanjem prednostnega položaja slovenščine bodisi z zagotavljanjem pravic govorcem slovenščine in drugih jezikov, pa so bila v času od svojega sprejetja neuresničena, sistematično neupoštevana ali drugače prezrta, je treba ali izločiti iz zakonodaje ali jih dopolniti v skladu s prejšnjim odstavkom.
- Zakonska določila glede položaja, obvezne rabe in znanja jezikov morajo ustrezati pravno ter demokratično legitimnim sporazumevalnim potrebam državljanov in drugih prebivalcev Republike Slovenije ter drugih govorcev slovenščine.
- Zakonska določila naj odločilne subjekte v slovenski jezikovni situaciji jasno zavezujejo k jezikovnemu in jezikovnonačrtovalnemu ravnanju, ki bo skladno s cilji tega jezikovnopolitičnega programa.

Zakon o javni rabi slovenščine je bil sprejet leta 2004 in v nekaterih točkah dopolnjen leta 2010. V letih od njegovega sprejema so se na nekaterih področjih javnega življenja, ki ga ureja, pokazale nove okoliščine, ki napeljujejo na možnost generalne novelacije zakona. Premislek o spremembi zakonodaje pa mora temeljiti na skrbnem pregledu uresničevanja (tudi v obliki študij jezikovne situacije) in na upoštevanju nekaterih že zaznanih področij, ki bi potrebovala pravno preureditev.

Že evidentirana vsebinsko in izvedbeno problematična mesta v veljavnem formalnopравnem jezikovnopolitičnem okviru Republike Slovenije so med drugim: (1) *Navodilo o ugotavljanju jezikovne ustreznosti firme pravne osebe zasebnega prava oziroma imena fizične osebe, ki opravlja registrirano dejavnost, pri vpisu v sodni register ali drugo uradno evidenco* (Ur. list RS, št. 53/2006), ki izhaja iz 19. člena Zakona o javni rabi slovenščine, sam postopek ugotavljanja slovenskosti premalo objektivizira, saj kot merilo ustreznosti firme navaja tako reprezentativne korpuse kot nekaj etimološko obarvanih kriterijev. Ta ohlapnost dopušča delno arbitrarnost pri odločanju o ustreznosti poimenovanja, zato je treba navodilo izboljšati. (2) Določila o potrebnem znanju slovenščine in drugih jezikov za posamezne poklice in druge namene (*Zakon o javni rabi slovenščine, Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil*, področni zakoni); dejansko je mogoče znanje slovenščine na različnih stopnjah glede na obstoječi certifikatni sistem zahtevati samo od tujih govorcev slovenščine; za domače govorce slovenščine bi bilo treba bodisi razviti dodaten sistem potrjevanja ravni znanja slovenščine bodisi raven jezikovnega znanja posredno zahtevati s stopnjo izobrazbe, kot se dejansko izvaja že zdaj. Hkrati bi vsaj za zaposlitve v javnem sektorju morali formalnopравno in vsebinsko uskladiti zahteve po certificiranem znanju slovenščine in drugih jezikov ter poskrbeti za njihovo primerljivost z lestvicami Skupnega evropskega jezikovnega okvira. Zdaj veljavni certifikatni sistem za slovenščino kot tuji jezik, ki je tudi mednarodno priznan, mora dobiti zakonsko pravno podlago. (3) Določila o slovenščini kot učnem jeziku slovenskih javnih visokošolskih ustanov; pravni okvir mora zagotoviti nadaljnjo krepitev slovenščine kot učnega jezika v slovenskem visokem šolstvu in kot znanstvenega jezika, hkrati pa zagotoviti tako prožno jezikovno ureditev, ki bo omogočala nadaljnjo krepitev kakovostnega mednarodnega visokošolskega in znanstvenega sodelovanja.

#### **Ukrepi:**

- raziskave izbranih vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopравnega okvira jezikovne ureditve Republike Slovenije;
- sistematično evalviranje in oblikovanje predlogov za revidiranje in nadgrajevanje formalnopравnega okvira jezikovne ureditve Republike Slovenije v koordinaciji Službe za slovenski jezik;
- priprava celovitega pregleda in ocene slovenske jezikovne situacije za potrebe priprave naslednjega nacionalnega programa za jezikovno politiko.



Kazalniki:

- število ciljnih raziskav o vidikih slovenske jezikovne situacije,
- število evalvacij in predlogov za revidiranje formalnopravnega okvira,
- pripravljen pregled in ocena slovenske jezikovne situacije.

Predvidena sredstva: 250.000 EUR.

Predvideni učinki: učinkovitejši formalnopravni okvir slovenske jezikovne politike in celovita ocena slovenske jezikovne situacije glede na različne parametre (vitalnost javnih domen jezika, potrebe različnih tipov govorcev, tudi v zamejstvu, izseljenstvu, zdomstvu), ki bosta služila za pripravo novega nacionalnega programa za jezikovno politiko.

Nosilci: MIZŠ, MK, MNZ.

## 2.4 Slovenščina kot uradni jezik Evropske unije

Slovenščina je z vključitvijo med uradne jezike Evropske unije pridobila večjo mednarodno težo na simbolni ravni, predvsem pa veliko operativnih možnosti za sodelovanje pri raziskovanju in uporabi jezikov v skupnosti s 23 uradnimi jeziki.

Večjezičnost je načelo, ki je vpisano v pravne temelje Evropske unije. Njene bistvene poteze so določene v ustanovitvenih pogodbah, Uredbi Sveta št. 1 iz leta 1958 in pristopnih aktih vsake nove države članice, ki se odloči, da bo svoj državni jezik uveljavila kot enega uradnih jezikov evropske nadnacionalne skupnosti. Utemeljena je s potrebo po demokratičnosti, preglednosti in pravni varnosti za vse državljane Evropske unije. Zato so pravni akti EU dostopni v vseh uradnih jezikih, na zasedanjih Evropskega parlamenta, Evropskega sveta in Sveta EU pa tudi sestankih nekaterih delovnih skupin je zagotovljeno tolmačenje, večina spletnih strani institucij EU je večjezičnih, državljani in pravne osebe lahko komunicirajo z institucijami EU v svojem jeziku. Ta ureditev ima dovolj zagovornikov v EU, da ni videti ogrožena – težko si je predstavljati skupnost, ki bi se temu odpovedala, saj to prav gotovo ne bi bila več skupnost, v katero se je včlanilo 27 držav.

Načelna raven je podrobno urejena, strategija večjezičnosti, ki jo je pripravila Evropska komisija, pa se v zadnjih letih osredotoča na tri glavne vidike: spodbujanje večjezičnosti v izobraževanju, izrabo večjezičnosti za krepitev gospodarske konkurenčnosti in večjezično komuniciranje organov EU z državljani in institucijami. Slednje pomeni redno vsakodnevno zagotavljanje prevajanja in tolmačenja v vse uradne jezike EU s pomočjo urejenega institucionalnega ustroja, v katerem delujejo dobro organizirani oddelki za posamezni jezik.

Večjezična ureditev Evropske unije in slovensko vključevanje vanjo sta vzpostavila okvir razvoja, znotraj katerega je v zadnjih desetih letih prišlo do premikov na področju strokovnega jezika in jezikoslovne stroke v Sloveniji, predvsem glede prevajanja, tolmačenja in sistematičnejšega urejanja terminologije. Zaradi obsežnega pravno-prevajalskega projekta priprave slovenske različice pravnega reda EU so bile potrebne boljša organizacija delovnih postopkov, vzpostavitev sistematičnega interdisciplinarnega sodelovanja in uvedba poenotene metodologije.

Prav strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in tudi jezikovno

usposabljanje strokovnjakov na vseh področjih. Naloga državne in javne uprave je zagotavljati sistematično in usklajeno delovanje ključnih resorjev v skrbi za jezikovni razvoj.

Izvajanje nalog v zvezi s slovenščino v EU na podlagi Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je potekalo v celotnem obdobju veljavnosti resolucije. Cilj teh nalog je bil opremiti predstavnike Republike Slovenije, ki sodelujejo v institucijah in organih EU, z navodili, kako uresničevati svojo pravico do uporabe slovenščine kot uradnega jezika EU, izboljšati poznavanje rabe jezikov v EU in predvsem zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU.

Kljub izdelanim priporočilom ter vzpostavljeni mreži strokovnjakov pa je sodelovanja še vedno premalo. Izboljšani način urejanja terminologije je pomemben zaradi delovanja v EU, a prav tako in predvsem za delovanje slovenske javne uprave, šolstva, znanosti itd.

Poleg tega naj v razmerju do organov EU ostaja aktualno zagovarjanje stališča, da uveljavljanje načela prostega pretoka oseb, blaga, storitev in kapitala ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih varovalk in drugih mehanizmov za nevtralizacijo negativnih jezikovnopolitičnih implikacij prostega pretoka.

#### **1. cilj: Podpora države pri uporabi slovenščine kot uradnega jezika Evropske unije**

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

#### **Ukrepa:**

- nadaljevanje nalog iz prejšnje resolucije v zvezi s terminologijo oziroma nadaljevanjem prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije;
- intenzivna podpora izobraževalnih programov za povečanje števila slovenskih tolmačev v institucijah Evropske unije in uvedba intenzivnih programov usposabljanja slovenskih tolmačev za uspešno opravljanje postopkov izbire v ustanovah Evropske unije.

#### **Kazalniki:**

- vzpostavitev mehanizma za potrjevanje terminologije Evropske unije,
- povečanje števila tolmačev v institucijah EU,
- število izvedenih programov usposabljanja za tolmače.

Predvidena sredstva: 500.000 EUR.

Predvideni učinki: usklajeno prevajanje in potrjevanje terminologije na evropski ravni, izboljšanje položaja slovenščine v okviru Evropske unije.

Nosilci: MZZ, MIZŠ, GSV.

## 2. cilj: **Promocija slovenskega jezika in kulture v Evropski uniji**

### **Ukrep:**

- okrepitev obstoječih mehanizmov za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike in vzpostavljanje novih pristopov za povečanje učinkovitosti na tem področju.

### **Kazalniki:**

- evalvacija dosedanjih ukrepov in postavitev novih (ekspertiza),
- število promocijskih dogodkov,
- število promocijskih gradiv.

Predvidena sredstva: 250.000 EUR.

Predvideni učinki: večja prepoznavnost slovenske literarne ustvarjalnosti v okviru Evropske unije.

Nosilci: MIZŠ, MZZ, MK, JAK.

## **3 Obrazložitev**

### **3.1 Uvod**

Z letom 2012 je prenehala veljati Resolucija o nacionalnem programu za jezikovno politiko 2007–2011. Da bi pravočasno začrtali strokovne smernice za jezikovnopolitične odločitve in ukrepe v naslednjem petletnem obdobju, je tedanje Ministrstvo za kulturo začelo pripravljati novi nacionalni program že v letu 2010. Zaradi političnih in posledično organizacijskih sprememb v sestavi Vlade RS se je delo zavleklo, tako da je nova resolucija pripravljena za obdobje 2014–2018.

Osrednji cilji slovenske jezikovne politike v novem programu so:

1. Dvig ravni jezikovne zmožnosti oz. pismenosti (vključno z izobraževanjem izobraževalcev in kakovostnejšim izobraževalnim sistemom) v slovenščini.
2. Zagotoviti govorkam in govorcem slovenščine kakovostno jezikovno opremljenost za učinkovito sporazumevanje (razvoj jezikovnih virov in tehnologij).
3. Okrepiti skrb in odgovornost za Slovence zunaj meja Republike Slovenije ob upoštevanju vseh govorcev, ki jim slovenščina ni materni jezik: pripadnike madžarske in italijanske narodne skupnosti, romske skupnosti, drugih jezikovnih skupnosti, priseljence ter vse druge, ki prihajajo ali želijo prihajati znotraj ali zunaj meja Republike Slovenije v stik s slovenskim jezikom.
4. Formalnopravno uokvirjanje slovenske jezikovne politike, tako s krovnim zakonom kot s posameznimi določbami posebnih področnih zakonov, uredb in drugih aktov.
5. Posebno pozornost nameniti prednostim in izzivom, ki jih prinaša dejstvo, da je slovenščina uradni jezik Evropske unije.

Nacionalni program za jezikovno politiko 2014–2018 glede na prejšnji program zmanjšuje število operativnih ciljev in izpostavlja strateško naravnano in osredotočenost na uresničevanje ključnih

področij jezikovne politike v naslednjem obdobju. Taka naravnost omogoča večjo sistematičnost in usklajenost nosilcev, s tem pa tudi realnejšo perspektivo glede uresničevanja posameznih nalog.

### 3.2 Obrazložitev posameznih delov resolucije

V uvodu sta podana kratka **ocena stanja** in nato **okvir nacionalnega programa za jezikovno politiko**, ki izpostavlja, da mora slovenska jezikovna politika v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje. Zato predvideva kot začetni izvedbeni korak za doseg ciljev oblikovanje dveh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih dokumentov oz. izvedbenih aktov programa:

- Akcijskega načrta za jezikovno izobraževanje in
- Akcijskega načrta za jezikovno opremljenost.

**Jezikovnopolitična vizija** Republike Slovenije je slovenščini zagotoviti prevladujočo vlogo v uradnem in javnem življenju znotraj države, hkrati pa omogočati sporazumevanje in obveščanje v drugih jezikih v skladu s pravno in demokratično legitimnimi sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. RS se zavzema za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah ter pravic govork in govorcev slovenščine kot enega izmed uradnih jezikov Evropske unije in v mednarodnih telesih. Kot **nosilci dejavne jezikovne politike** so predvideni predvsem državni organi, izvajanje pa naj bi koordinirala Služba za slovenski jezik pri Ministrstvu za kulturo.

V **vsebinski opredelitvi jezikovne politike** je Resolucija razčlenjena na štiri ključna poglavja z naslednjimi temeljnimi cilji:

#### **Jezikovno izobraževanje:**

- razvijanje in izpopolnjevanje jezikovne zmožnosti govork in govorcev slovenščine kot prvega jezika, povečanje števila usposobljenih učiteljev in učečih se za kompetentno uporabo priročnikov in drugih jezikovnih virov, povečano število uporabnikov jezikovnih tehnologij, učinkovitejše delo v izobraževalnih procesih, dvig stopnje ozaveščenosti o različnih načinih sporazumevanja;
- izboljšanje razumljivosti uradovalnega jezika, njegova usklajenost s splošno sprejetimi jezikovnimi normami, povečanje števila javnih uslužbencev s temi zmožnostmi, večja in lažja dostopnost dobrin državljanom kot udeležencem uradnih postopkov;
- povečanje števila udeležencev jezikovnih izobraževalnih procesov, namenjenih zamejskim, zdomskim in izseljenskim otrokom, večja dostopnost ustreznih gradiv, usklajeno podpiranje razvoja in dostopnosti vseh oblik medijske prisotnosti slovenščine v zamejskih in izseljenskih okoljih, podpiranje razvoja kulturne ustvarjalnosti ter zagotovitev ustreznih orodij in infrastrukture za to;
- širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku, tako pri priseljencih kot tujih govorcih slovenščine v tujini, jezikovno usposabljanje javnih uslužbencev za komunikacijo v manjšinskih jezikih in izobraževanje prevajalcev oziroma tolmačev za potencialno deficitarne jezike;
- zagotavljanje kakovosti in optimizacija poučevanja ter učenja tujih jezikov. Gre za usklajeno načrtovanje in razvijanje jezikovne platforme za poučevanje tujih jezikov, zvišanje stopnje kakovosti poučevanja in znanja/uporabe tujih jezikov, širjenje nabora tujih jezikov v izobraževalnih procesih in izven njih ter povečevanje možnosti izbora med njimi;
- usklajeno načrtovanje in razvijanje oblik jezikovnega izobraževanja govorcev s posebnimi potrebami in povečanje njihovih sporazumevalnih možnosti;
- jezikovna ureditev visokega šolstva in znanosti: izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in Republika Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik

visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja in mednarodno konkurenčnost.

#### **Jezikovna opremljenost:**

- usklajeno načrtovanje in razvijanje temeljnih in specializiranih jezikovnih priročnikov in jezikovne infrastrukture, dostopnost na spletu s čim več podatki o slovenščini. Sprejeti je treba tudi temeljne usmeritve glede razvoja sodobnih standardizacijskih priročnikov in storitev, predvsem v luči novih medijev in spremenjenih navad uporabnikov;
- ustanovitev inštitucije ali konzorcija inštitucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih virov in tehnologij ter vzpostavitev prosto dostopnega spletnega portala, kjer bodo na voljo vsebine s področja jezikovnih virov in tehnologij (referenčne, večjezične, terminološke, svetovalne ipd.);
- povečanje števila in večja dostopnost digitaliziranih del pisne kulturne dediščine, priročnikov za slovenščino in besedil znanstvene produkcije;
- izdelava orodij za komunikacijo govorcev s posebnimi potrebami s ciljem povečanja njihove sporazumevalne zmožnosti.

#### **Formalnopravni vidiki**

Zakon o javni rabi slovenščine je bil sprejet leta 2004 in v nekaterih točkah dopolnjen leta 2010. V letih od njegovega sprejema so se na nekaterih področjih javnega življenja, ki ga ureja, pokazale nove okoliščine, ki napeljujejo na možnost generalne novelacije zakona.

Doseči moramo učinkovitejši formalnopravni okvir slovenske jezikovne politike in tudi celovito oceno slovenske jezikovne situacije glede na različne parametre (vitalnost javnih domen jezika, potrebe različnih tipov govorcev, tudi v zamejstvu, izseljenstvu, zdomstvu), ki bo služila za pripravo naslednjega nacionalnega programa za jezikovno politiko.

#### **Slovenščina v Evropski uniji**

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

Okrepiti moramo obstoječe mehanizme za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike in vzpostavljanje novih pristopov za povečanje učinkovitosti na tem področju.

### **3.3 Zaključek**

Sodobna slovenska jezikovna situacija zahteva preiščeno in dejavno jezikovno politiko, ki upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govork in govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z visoko stopnjo jezikovne samozavesti in ustrezno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti. Ob tem je ravno tako dolžnost države voditi učinkovito politiko jezikovne integracije manjšinskih in priseljenjskih jezikovnih skupnosti. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo. Na področjih, ki potrebujejo za ohranjanje obsega, vitalnosti in dinamičnosti slovenskega jezika še posebno skrb, pa je treba zagotavljati ukrepe, ki bodo stanje po potrebi izboljševale.

Tako stroka kot politika na ravni strateških načrtov za druga specialna področja sta prepoznali nekaj izzivov, ki jih Nacionalni program za jezikovno politiko poskuša celostno naslavljalati, pri čemer daje poseben poudarek dvema področjema – jezikovnemu izobraževanju in jezikovni opremljenosti.

Jezikovno izobraževanje je kompleksno področje jezikovne politike. Pričujoča resolucija poskuša parcialne akcije sinergično povezati v usklajeno celoto s skupnim prizadevanjem za ustvarjanje pogojev do dostopa do znanja jezikov.

Na področju jezikovne opremljenosti ravno tako ugotavljamo težave, ki zahtevajo hitro in učinkovito ukrepanje, sicer bo slovenščina kmalu na poti digitalnega izumrtja. Cilj jezikovne politike na tem področju je zagotoviti govorkam in govorcem slovenščine vso potrebno opremo oz. jezikovno infrastrukturo za uspešno soočanje z izzivi sodobnega časa.

Na podlagi 28. člena Zakona o javni rabi slovenščine (Uradni list RS, št. 86/04 in 8/10) in 109. člena Poslovnika državnega zbora (Uradni list RS, št. 92/07 – uradno prečiščeno besedilo in 105/10) je Državni zbor na seji dne 15. julija 2013 sprejel

## RESOLUCIJO

### O NACIONALNEM PROGRAMU ZA JEZIKOVNO POLITIKO 2014–2018 (ReNPJP14–18)

#### 1 Uvod

##### 1.1 Izhodišče in ocena stanja

Celovita študija o jezikovnopolitičnem stanju v času pred pripravo Nacionalnega programa za jezikovno politiko iz različnih vzrokov ni bila opravljena. Zadnja celovita analiza je tako še vedno prikaz jezikovnega stanja, ki je kot dodatek priložen Nacionalnemu programu za jezikovno politiko 2007–2011.

Spremembam, do katerih je prihajalo glede na jezikovnopolitično stanje, opisano v omenjenem dodatku, lahko deloma sledimo na podlagi nekaterih posamičnih študij, ki jih je naročila Služba za slovenski jezik – še posebej na podlagi študije *Pregled uresničevanja predvidenih ukrepov in nalog za doseganje resolucijskih ciljev (s socio-kulturološko razčlemba učinkov uresničevanja) glede na nosilce, roke in proračunske možnosti, z določitvijo danih in za merilo uporabnih kazalnikov* – ter nekaterih manjših raziskav, ki so bile v tem času objavljene v strokovni in znanstveni literaturi.

Ker bo najpozneje do sprejetja naslednjega nacionalnega programa za jezikovno politiko potreben nov celovit vpogled v jezikovnopolitično stanje v Republiki Sloveniji, je v ta dokument vključenih več ukrepov, ki bodo omogočili izdelavo ustreznih študij, Služba za slovenski jezik pa bo poskrbela tudi za izdelavo novega celovitega pregleda slovenske jezikovne situacije, ki bo na voljo najpozneje leto dni pred začetkom izdelave novega nacionalnega programa za jezikovno politiko.

Kar se tiče sprememb na področju zakonodaje, lahko izpostavimo dve:

- Leta 2008 je bila sprejeta Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil.
- V letu 2010 je pristojna Služba za slovenski jezik pripravila strokovne podlage za spremembo Zakona o javni rabi slovenščine. Spremembe je bilo treba napraviti predvsem zaradi prakse sodišč Evropske unije in načela prostega pretoka ljudi, blaga in storitev, in sicer v točkah, ki sta izrecno zahtevali uporabo slovenskega jezika pri označevanju izdelkov in oglaševanju izdelkov in storitev. S spremembo zakona je bilo namesto njiju uveljavljeno ohlapnejše določilo o »zlahka razumljivem jeziku«. Zakon je bil dopolnjen tudi v 2. členu, saj sta bila s področja pravne regulacije izvzeta jezik umetnosti in jezik verskih obredov.

Služba za slovenski jezik objavlja področne zakone, ki poleg Ustave Republike Slovenije in Zakona o javni rabi slovenščine vsebujejo določbe o rabi jezika, na spletnih straneh MK.

Kar se tiče finančnih sredstev, namenjenih izvajanju Resolucije o nacionalnem programu za jezikovno politiko 2007–2011, je bilo mogoče celovito slediti zgolj sredstvom za jezikovno politiko, ki so bila letno zagotavljana v proračunu Ministrstva za kulturo na podlagi pristojnosti tega ministrstva in proračunu nekdanje Službe Vlade RS za evropske zadeve oziroma Službe Vlade RS za razvoj in evropske zadeve. Aktivnosti, ki so jih izvajale služba (sektor) za slovenski jezik ter druge notranje organizacijske enote v ministrstvu samem, so bile financirane iz rednih in drugih namenskih sredstev ministrstva. Aktivnosti, ki jih služba oziroma ministrstvo ni moglo izvesti z lastnimi zmogljivostmi, so izvajali zunanji izvajalci, zanje pa so bila zagotovljena finančna sredstva na posebni proračunski postavki. Njihov (omejeni) obseg pa ni v nobenem letu veljavnosti dosedanje resolucije omogočal izvedbe vseh z njo predvidenih aktivnosti. Na podlagi Zakona o javni rabi slovenščine, zakonov o izvrševanju proračunov Republike Slovenije za posamezna leta ter vsakoletnih sklepov pristojnega ministra o (so)financiranju dejavnosti Ministrstva za kulturo pri uresničevanju nalog iz Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je v omenjenih letih pristojna služba (prej sektor) izvedla ustrezne postopke za izbiro izvajalcev predvidenih aktivnosti, pri čemer je uporabila tudi predpise s področja javnega naročanja. V obdobju 2007–2011 je bilo za izvajanje Resolucije v okviru Ministrstva za kulturo porabljenih 364.109 evrov, v okviru nekdanje Službe Vlade RS za evropske zadeve pa 32.400 evrov.

Kljub pomanjkanju celostne analize stanja sta v zadnjih letih tako stroka kot politika na ravni strateških načrtov za druga specialna področja prepoznali nekaj izzivov, ki jih pričujoči program poskuša celostno naslavljati. V nadaljevanju se bomo osredotočili na področji jezikovnega izobraževanja in jezikovne opremljenosti, ki sta na ravni ciljev in ukrepov najbolj natančno obdelani.

Jezikovno izobraževanje je kompleksno področje jezikovne politike. Pričujoča resolucija poskuša parcialne akcije (na primer na področju tujih jezikov, katerih rezultati so izkazani v mednarodno primerljivem merilu, prim. Prva evropska raziskava o jezikovnih zmožnostih: zaključno poročilo; Evropska komisija, junij 2012) sinergično povezati v usklajeno celoto s skupnim prizadevanjem za ustvarjanje pogojev do dostopa do znanja jezikov. Cilj teh prizadevanj mora biti zagotavljanje enakopravne družbene participacije za vse govorce in govorce,<sup>1</sup> tako v znotraj, kot medkulturnem kontekstu. Osrednja jezikovnopolitična pozornost na področju jezikovnega izobraževanja velja slovenščini v Republiki Sloveniji. Učenje slovenščine kot prvega jezika je dolgo veljalo za dejavnost, ki jo ustrezno načrtujejo, usmerjajo in evalvirajo predstavniki didaktične stroke in pristojne inštitucije. V zadnjih letih pa so vse glasnejši tudi nekateri drugi zainteresirani predstavniki širše slovenistike, ki opozarjajo na potrebo po večji vključenosti zainteresiranih deležnikov (Za premislek o učnih načrtih za pouk slovenščine, Delo, 4. december 2010, 25 podpisnikov), pri čemer opozarjajo na pomanjkanje raziskav, neodvisnega spremljanja učnih načrtov, usklajenost terminologije in metodike poučevanja slovenščine in tujih jezikov ter potrebe po znotraj- in medpredmetnem povezovanju. Rezultati mednarodne raziskave Pisa, ki so bili objavljeni leta 2010, so potrdili podpovprečne rezultate slovenskih petnajstletnikov s področja bralne pismenosti med 66 državami OECD in partnericami, zlasti z vidika najvišjih zmožnosti. Bralna pismenost je v okviru raziskave opredeljena kot posameznikova sposobnost razumevanja, uporabe in razmišljanja o napisanem besedilu, za doseganje določenih namenov, razvijanje posameznikovega znanja in

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<sup>1</sup> V besedilu se, kolikor je smiselno in ustrezno, temeljni subjekti navajajo v moški in ženski slovnični obliki. Na mestih, kjer je to zaradi besedilnih razlogov manj ustrezno, se izrazi, navedeni v moški slovnični obliki, nanašajo tako na ženske kot moške.



zmožnosti ter sodelovanje v družbi, zato presega pouk slovenščine, je pa z njim vendarle tesno povezana, saj ravno pri pouku slovenščine ozaveščamo učence o različnih bralnih strategijah, vzgajamo potrebo po branju umetnostnih besedil ipd. Nacionalna strokovna skupina za pripravo Bele knjige o vzgoji in izobraževanju v Republiki Sloveniji je izpostavila primerljivost na ravni kriterijev, ne le vsebin: »Če želimo doseči mednarodno primerljivo izobraženost naših učencev, moramo poleg mednarodno usklajenih učnih načrtov in standardov znanja doseči tudi mednarodno usklajenost kriterijev ocenjevanja znanja, seveda s tistimi državami, s katerimi se želimo primerjati.« Na tem področju se vzpostavlja javna strokovna debata (tematska številka Jezika in slovstva o zunanjem preverjanju znanja iz slovenščine kot prvega jezika v osnovni in srednji šoli, št. 1–2, 2012), ki jo je treba spodbujati, vključno z raziskavami, ki bodo poiskale slabosti, prednosti in izzive našega sistema jezikovnega izobraževanja s poudarkom na pismenosti. Nizka stopnja pismenosti je družbeni problem z zelo velikimi posledicami za prizadevanja in strategije na področju javnega zdravja, zaposlovanja, digitalne udeležbe, e-upravljanja, civilne udeležbe, revščine in socialne vključenosti, ugotavlja tudi posebna Strokovna skupina EU na visoki ravni za pismenost, katere priporočila so povzeta v sklepu Sveta EU o pismenosti z dne 26. novembra 2012. V tem smislu je pomembno spodbujati in razvijati prav vse vidike pismenosti, s posebno občutljivostjo tudi razvijanje jezikovne zmožnosti manjšin, vključenost govorcev s posebnimi potrebami in otrok priseljencev. O pomanjkljivem sistemu jezikovne integracije slednjih opozarjata stroka in tudi politika na ravni strateških dokumentov že dalj časa (Knez: Jezikovno vključevanje (in izključevanje) otrok priseljencev, Zbornik Obdobja 28, Ljubljana 2009, Medvešek in Bešter: Migrantski otroci in učenje slovenščine v slovenskem izobraževalnem sistemu, Uporabno jezikoslovje 9–10, Ljubljana 2011; Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v RS, kolegij ministra MŠŠ 2007, Bela knjiga o vzgoji in izobraževanju v RS, MŠŠ, Ljubljana 2011). Pri jezikovnem izobraževanju je treba celostno načrtovati in spremljati celotno vertikalno, vključno z jeziki v visokem šolstvu, o čemer v zadnjih letih potekajo živahne razprave stroke, kako namreč uravnotežiti težnjo po odličnosti (ena od poti je gotovo premišljena internacionalizacija) na eni strani in skrb za razvoj krepitev slovenščine tudi na tem področju na drugi strani (Starč (ur.): Akademski jeziki v času globalizacije, Univerza na Primorskem, Koper 2012). Slovenska jezikovna politika bi morala s posebno pozornostjo obravnavati tudi učenje slovenščine kot sosedskega jezika (za Italijane, Avstrijce, Madžare in Hrvate). To bi bilo pomembno tudi za premagovanje nerazumevanja in težav, s katerimi se na marsikaterem odseku obmejnega pasu sosednjih držav srečujejo pripadniki avtohtone slovenske narodne manjšine (v vseh štirih sosednjih državah). Šengensko odprtost državnih meja bi bilo mogoče bolj izrabiti za uveljavljanje kulturnopolitične vizije skupnega slovenskega kulturnega prostora. Čeprav se stanje po vstopu Slovenije v EU postopoma izboljšuje (ugled slovenščine kot enega izmed uradnih jezikov EU), v nekaterih primerih še ni zadostnega napredka, na primer glede nerednega financiranja slovenskih kulturnih in izobraževalnih ustanov v Italiji, reševanja jezikovnega položaja porabskih Slovencev na Madžarskem na področju šolstva ipd.

Na področju jezikovne opremljenosti ravno tako ugotavljamo izzive, ki so potrebni hitrega in učinkovitega ukrepanja. V publikaciji Strokovni posvet o novem slovarju slovenskega jezika (Založba ZRC 2009), katere soizdajatelj sta SAZU in ZRC SAZU, je bila že leta 2009 v uvodu poudarjena potreba po izdelavi novega slovarja slovenskega jezika: »Slovenska strokovna in laična javnost namreč soglašata, da naš jezik nujno potrebuje nov slovar, saj je od izida zadnje knjige Slovarja slovenskega knjižnega jezika minilo že 17 let, od pripravljanih in konceptualnih del zanj pa že pol stoletja, poleg tega se današnji čas razlikuje od časa nastajanja tega slovarja po družbenem in ekonomskem redu, kar je deloma vplivalo tudi na vrednostni sistem

naroda, in po bliskovitem vzponu sodobnih tehnologij.« Kot ena od prioritet je bila torej v času veljave pretekle resolucije prepoznana potreba po izdelavi novega enojezičnega slovarja slovenskega jezika, ki bo prilagojen novim družbenim in tehnološkim okoliščinam. Na področju standardizacije je bila izpostavljena predvsem potreba po prilagajanju pravopisnih priročnikov novi stvarnosti: »Narava vprašanj sodobne javnosti, ki jih je mogoče opazovati tudi v spletnih svetovalnicah in forumih, kaže na dejanske pomanjkljivosti obstoječih pravil, saj je vse manj vprašanj povezanih z interpretacijo obstoječe kodifikacije in vse več težav povezanih z novimi položaji rabe« (Sodobni pravopisni priročnik med normo in predpisom, Založba ZRC 2011). Poleg tega so strokovnjaki na tem področju pogrešali boljšo organiziranost stroke in institucionalno podporo, ki bi omogočila širši konsenz glede standardizacijskih vprašanj: »Za celostno preureditev in prenovo pravopisnih pravil bi bilo treba upoštevati najširši krog jezikovnih uporabnikov, organizirati vseslovenski znanstveni posvet glede sprememb v standardizaciji in v tem okviru oblikovati delovno telo, ki bi sodelovalo pri izdaji posodobljenih pravopisnih pravil« (ibid.).

Na področju jezikovnih tehnologij je bila v okviru evropskega raziskovalnega projekta META-NET opravljena primerjalna analiza razvitosti jezikovnih virov in tehnologij za slovenščino v primerjavi z drugimi evropskimi jeziki (Slovenski jezik v digitalni dobi, Springer 2012), ki je pokazala, da pri slovenščini »manjkajo vsi viri in orodja za naprednejše procesiranje, kot je razločevanje pomenov, prepoznavanje argumentne strukture ali pomenskih vlog, razreševanje anaforičnih razmerij, prepoznavanje strukture ali koherentnosti besedila, retorične strukture, analize argumentacije, besedilnih vzorcev ali tipov, multimedijskega luščenja podatkov, večjezičnega luščenja podatkov itd.« Na področju govornih tehnologij »je sinteza govora trenutno najbolj razvita tehnologija. Razpoznavanje govora je omejena na povsem osnovne aplikacije in orodja. Splošna dostopnost orodij in virov pri govornih tehnologijah je relativno nizka.« Študija kot problematičen del izpostavlja »obsežnost vseh virov«, poleg tega zlasti to, da »manjka tudi skupna infrastruktura za hranjenje, vzdrževanje in distribucijo izdelanih virov in orodij ter skupna organizacijska platforma za sodelovanje akterjev na tem področju.«

Potrebo po vzpostavitvi infrastrukture za jezikovne vire in tehnologije potrjuje tudi Načrt razvoja raziskovalnih infrastruktur 2011–2020, ki ga je Vlada RS sprejela aprila 2011. V okviru družboslovnih in humanističnih raziskovalnih infrastruktur je izpostavljena infrastruktura CLARIN kot »idealno okolje tako za razvoj slovenskih jezikovnih virov in orodij, ki bi bili zaradi mednarodnega sodelovanja bolj standardizirani in večkratno uporabni, sodelovanje s strokovnjaki za tehnološko bolj podprte jezike in izobraževanje raziskovalcev na tem področju pa omogoča pretok znanja o teh tehnologijah.«

## 1.2 Okvir nacionalnega programa za jezikovno politiko

Sodobna slovenska jezikovna situacija zahteva premišljeno in dejavno jezikovno politiko, ki upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo. Na področjih, ki potrebujejo za ohranjanje obsega, vitalnosti in dinamičnosti slovenskega jezika še posebno skrb, pa je potrebno zagotavljati ukrepe, ki bodo stanje po potrebi izboljševale.

Bistveni del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov in posameznic do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Ob tem mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govorcih ostajala prevladujoča prostovoljna izbira v čim večjem obsegu

zasebne in javne rabe, kjer in kolikor izkušnje kažejo, da so nekateri govorce slovenščine pripravljene svoj materni jezik neupravičeno zapostavljati, pa se ne sme apriorno odpovedovati možnosti zavezujočega pravnega predpisovanja rabe v določenih jezikovnih položajih. Še pomembneje za nadaljnjo vitalnost in krepitve položaja slovenščine pa je pri govorcih slovenščine uzavestiti njeno polnofunkcionalnost ter s sistematičnim razvijanjem veščin, spretnosti in vednosti o sistemskih izraznih možnostih, ki jih ponuja slovenščina, vzgajati in spodbujati suverene, samozavestne in motivirane uporabnike slovenskega jezika, hkrati pa ga temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorce.

Slovenska jezikovna politika se zaveda posebne odgovornosti, ki jo ima do Slovencev zunaj meja Republike Slovenije, hkrati pa upošteva vse govorce, ki jim slovenščina ni materni jezik: pripadnike madžarske in italijanske narodne skupnosti, romske skupnosti, priseljence ter vse druge, ki prihajajo ali želijo prihajati znotraj ali zunaj meja Republike Slovenije v stik s slovenskim jezikom. Spodbuja učenje in rabo slovenskega jezika na vseh ravneh ter za vse ciljne skupine, hkrati pa sistematično skrbi za čim boljši sistem poučevanja tujih jezikov in njihovo ustrezno razpršenost glede na kulturnocivilizacijske in gospodarske potrebe Republike Slovenije.

S še posebno občutljivostjo skrbi za govorce s posebnimi potrebami. V tem okviru je zaradi specifičnosti njihovega sporazumevanja posebna skrb namenjena gluhih (slovenskemu znakovnemu jeziku kot prvemu jeziku večine gluhih), pa tudi vsem drugim osebam s posebnimi potrebami: slepim in slabovidnim (besedilom v brajici ter informacijski komunikacijski tehnologiji, namenjeni slepim in slabovidnim osebam), osebam s specifičnimi motnjami (kot so disleksija, slabše bralne in učne zmožnosti, govorno-jezikovne motnje ipd.) ter osebam z motnjo v duševnem razvoju.

Pomemben vidik uresničevanja jezikovnih pravic je tudi vzpostavljanje pogojev za strpno in spoštljivo sporazumevanje. Republika Slovenija na vseh področjih javnega življenja (izobraževanje, mediji, gospodarstvo itd.) z različnimi mehanizmi, spodbujevalnimi in normativnimi, skrbi za modus sporazumevanja, ki zagotavlja vsem družbenim skupinam enakopravno participacijo v družbi (neseksistična raba jezika, spoštovanje kulturne raznolikosti na ravni jezika ipd.).

Posebno pozornost namenja tudi prednostim in izzivom, ki jih prinaša dejstvo, da je slovenščina uradni jezik Evropske unije.

Slovenska jezikovna politika mora v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje. Zato jezikovnopolični program predvideva kot začetni izvedbeni korak za doseg ciljev oblikovanje dveh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih dokumentov:

- 1) Akcijskega načrta za jezikovno izobraževanje,
- 2) Akcijskega načrta za jezikovno opremljenost.

Program jezikovnega izobraževanja predvideva že Zakon o javni rabi slovenščine v 13. členu; potreba po drugem programu pa je utemeljena vsebinsko in izhaja iz strokovnih izkušenj pri spremljanju in usmerjanju slovenske jezikovne situacije.

Akcijska načrta se pripravita tako, da minister, pristojen za kulturo, v sodelovanju z ministrom, pristojnim za izobraževanje in znanost, najpozneje v dveh mesecih po sprejetju Resolucije v Državnem zboru imenuje delovni skupini, ki ju sestavljajo predstavniki javnih raziskovalnih in strokovnih zavodov ter civilnodružbenih in drugih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopoličnih ukrepov. Skupini najpozneje v enem letu od imenovanja pripravita akcijska načrta, ki ju nato po ustreznih postopkih sprejme Vlada Republike

Slovenije. Za koordinacijo priprave akcijskih načrtov in delovanja delovnih skupin skrbi Služba za slovenski jezik na Ministrstvu za kulturo, ki bo v skladu z novimi zadolžitvami iz tega in naslednjega poglavja vsebinsko in kadrovsko primerno okrepljena. Akcijska načrta se morata navezovati na usmeritve, določene v tem dokumentu; kjer je to smiselno, pa naj vsebujeta tudi dolgoročneje rešitve za obdobje od 5 do 10 let. V povezavi z oblikovanjem Akcijskega načrta za jezikovno izobraževanje bo Ministrstvo za izobraževanje, znanost in šport v sodelovanju z drugimi pristojnimi resorji poskrbelo tudi za posodobitev Nacionalne strategije za razvoj pismenosti, zlasti z vidika bralne pismenosti, saj rezultati mednarodnih raziskav kažejo na podpovprečne dosežke slovenskih petnajstletnikov.

### 1.3 Jezikovnopolitična vizija

Čeprav je Nacionalni program za jezikovno politiko odziv na celotne jezikovnopolitične razmere, je v ospredju njegove skrbi in predlaganih ukrepov slovenščina (urejanje njenega statusa in korpusa), ob tem pa svojo pozornost namenja tudi vsem drugim jezikom, ki spadajo v okvir slovenske jezikovne politike. Slovenščina je danes notranje celovit, družbeno in strukturno neokrnjen ter razvojno odprt jezik in taka naj bo tudi v prihodnosti. Republika Slovenija zato zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj meja slovenske države ter v ustreznih evropskih in mednarodnih okvirih. Skrbi za to, da se njene državljanke in državljani ter prebivalke in prebivalci lahko vključujejo v sporazumevalne procese, ki jim omogočajo enakopravno sodelovanje v državni in mednarodni skupnosti, pridobivanje in menjavo znanja ter izpolnjevanje osebnih, poklicnih in kulturnih potreb. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govork in govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z visoko stopnjo jezikovne samozavesti in ustrežno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti. Za ta namen država zagotavlja zbiranje, obdelovanje in trajno dostopnost zanesljivih slovničnih, slovarskih in stilskih informacij o vseh pojavnih oblikah slovenščine, še posebej o knjižnem jeziku kot njeni standardni in povezovalni različici. Skrbi tudi za podatkovne jezikovne vire, ki jih govorce in govorce slovenščine potrebujejo pri učenju in rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorce in govorce drugih jezikov pri učenju in rabi knjižne slovenščine (vključno s skrbjo za slovenski znakovni jezik in slovensko brajico).

Republika Slovenija slovenščini zagotavlja prevladujočo vlogo v uradnem in javnem življenju znotraj države, hkrati pa omogoča sporazumevanje in obveščanje v drugih jezikih v skladu s pravno in demokratično legitimnimi sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. Zavzema se za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah ter pravic govork in govorcev slovenščine kot enega izmed uradnih jezikov Evropske unije in v mednarodnih telesih. Slovenščina za svoje govorce in govorce že doslej na marsikaterem področju rabe ni bila edina možnost; s povečanim svetovnim pretokom znanja, blaga, storitev in oseb ter še učinkovitejšim učenjem drugih jezikov pa se bodo možnosti izbire raznih jezikov za izpolnjevanje različnih sporazumevalnih potreb še širile. Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govorcih ostajala prevladujoča prostovoljna (samoumevna) izbira v čim večjem obsegu zasebne in javne rabe, z ustrežno motivacijo pa naj bo slovenščina privlačna za učenje in rabo tudi pri čim več govorcih drugih jezikov, obvezna pa za vse tiste, ki se hočejo poklicno uveljavljati v javnem sporazumevanju ali sploh na jezikovno občutljivih delovnih mestih, pri čemer je treba spoštovati ustavna določila, ki se nanašajo na položaj in pravice pripadnikov madžarske in italijanske narodne skupnosti.

Republika Slovenija hkrati skrbi za krepitev in dosledno uresničevanje jezikovnih pravic ustavno določenih manjšin ter omogoča ohranjanje in obnavljanje rabe jezikov drugih jezikovnih skupnosti in priseljencev.

#### 1.4 Nosilci dejavne jezikovne politike

Neposredni nosilci jezikovne politike Republike Slovenije so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da zanjo prevzamejo ne le izvajalsko in proračunsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Iz rezultatov analize izvajanja prve resolucije o nacionalnem programu jezikovne politike je mogoče sklepati, da je bilo le malo državnih ustanov in organov dejansko vključenih v določanje resolucijskih ciljev in nalog, kaj šele, da bi poskrbeli za ustrezna proračunska sredstva in prevzeli njihovo organizacijsko izvedbo.

Tednji Sektor za slovenski jezik je sicer že pred pripravo predloga prvega nacionalnega programa za jezikovno politiko poskušal na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje slovenske jezikovne politike. Tako je Vlada Republike Slovenije 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretariata Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na tedanjem Ministrstvu za kulturo. V sedmih letih po imenovanju se ni komisija sestala niti enkrat. Usklajevanje formalnopравnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na območju Republike Slovenije) je sicer nujno potrebno – načelne vsebinske usmeritve za to prinaša tudi predlog novega programa za jezikovno politiko – toda dejavna jezikovna politika, h kateri se je Republika Slovenija zavezala z *Zakonom o javni rabi slovenščine*, pomeni bistveno širšo dejavnost, ki zadeva tudi druge vsebine in posledično druge mehanizme izvršilne oblasti.

Služba za slovenski jezik na Ministrstvu za kulturo (v nadaljevanju MK) je v sedanji strukturi izvršilne oblasti Republike Slovenije ključno telo za koordinacijo slovenske jezikovne politike in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane in se v skladu s širše razumljeno jezikovno politiko okrepi. Namreč, slovenska jezikovna politika sega vsebinsko gledano vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato bo za izvajanje novega jezikovnopoličnega programa treba oblikovati tudi novo medresorsko delovno skupino za spremljanje izvajanja (tako razumljene širše) jezikovne politike Republike Slovenije, ki ne bi soobstajala z že omenjeno komisijo za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine, ampak bi jo nadomestila. Nova skupina z redefiniranimi pristojnostmi (v nadaljevanju) mora delovati po združenih načelih odgovornosti in operativnosti. S tem je mišljena po eni strani načelna odgovornost najvišjih predstavnikov ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa konkretna in operativna odgovornost posameznih javnih uslužbencev kot stalnih sodelavcev skupine. Skupina se imenuje s sklepom vlade, sestavljajo pa jo javni uslužbenci iz tistih organov izvršilne oblasti in nosilcev javnih pooblastil, katerih dejavnost je najbolj neposredno povezana z jezikovnopoličnimi vprašanji. To so:

- Generalni sekretariat Vlade RS (GSV),
- Ministrstvo za kulturo (MK),
- Ministrstvo za izobraževanje, znanost in šport (MIZŠ), Urad za razvoj izobraževanja,
- Ministrstvo za pravosodje (MP),
- Ministrstvo za zunanje zadeve (MZZ),
- Ministrstvo za notranje zadeve (MNZ),
- Ministrstvo za delo, družino, socialne zadeve in enake možnosti (MDDSZ),
- Ministrstvo za gospodarski razvoj in tehnologijo (MGRT),
- Urad RS za Slovence v zamejstvu in po svetu,
- Služba Vlade RS za zakonodajo (SVZ),
- Javna agencija za raziskovalno dejavnost RS (ARRS),
- Javna agencija za knjigo RS (JAK).

Koordinator delovne skupine je Služba za slovenski jezik, katere vodja je predsednik delovne skupine.

Naloge oziroma ukrepi, ki jih vsi ti nosilci izvajajo, so navedeni pri posameznih ciljeh.

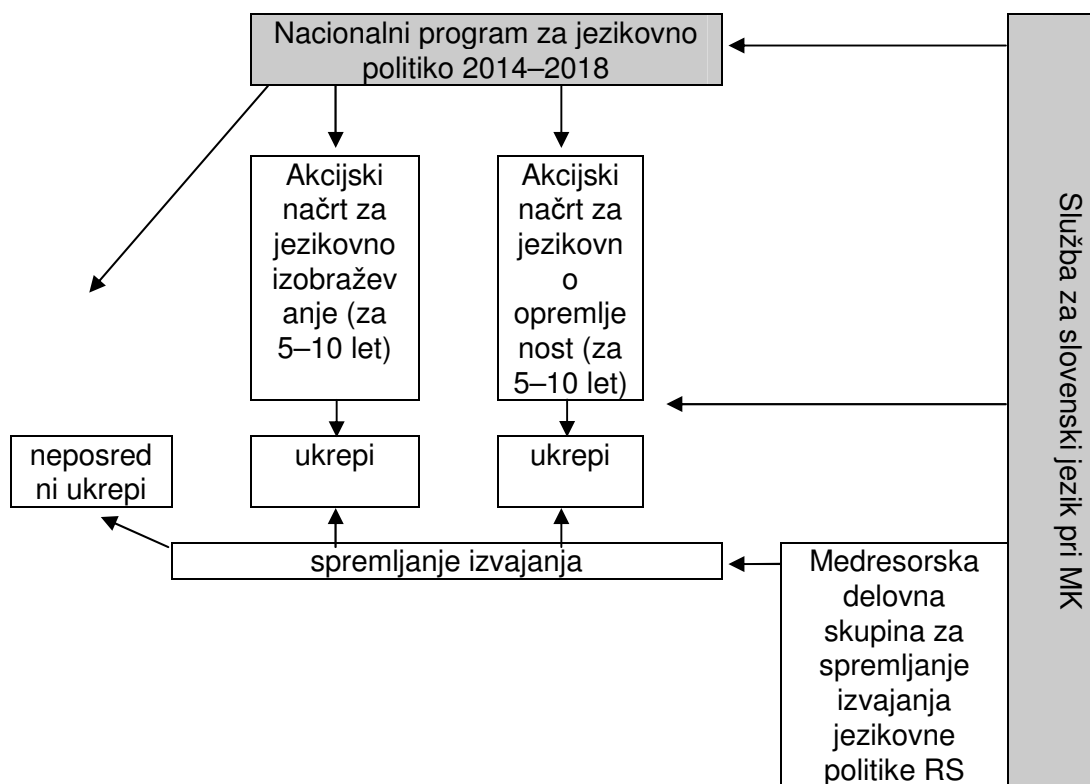
Iz analize uresničevanja Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je mogoče posredno sklepati, da slovenski javni uslužbenci večinoma niso bili dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja, niti se niso dejavno vključili v pripravo dokumenta, kar se kaže v pomanjkanju ukrepanja in poročanja, vse to pa ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato Služba za slovenski jezik izdela poseben dokument z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi tistim javnim uslužbenkam in uslužbencem, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne delovne skupine je smiselno prirediti posebno izobraževanje za imenovane člane, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja ter usmeritve in cilje novega jezikovnopolitičnega programa. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bodo posamezniki motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za njihovo izvrševanje oziroma nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

Pri predlogu ciljev in ukrepov v nacionalnem programu jezikovne politike za naslednje petletno obdobje zato med nosilci navajamo samo državne organe in nekatere nosilce javnih pooblastil, ne pa drugih javnih in zasebnih zavodov, ki po svojih ustanovnih aktih in delovnih programih opravljajo različne jezikovnonačrtovalne naloge. Dolžnost državnih organov je, da za vsak cilj in ukrep v jezikovnopolitičnem programu po veljavnih postopkih izberejo najprimernejšega izvajalca in poskrbijo za ustrezno izvedbo.

Jezikovna politika je sestavni del drugih politik, od šolske do gospodarske, z njo je povezana tudi kulturna politika. K splošnim ciljem, izraženim v viziji tega jezikovnopolitičnega programa, lahko s svojo dejavnostjo gotovo pomembno prispevajo najrazličnejši dejavniki in javni sistemi, kot so splošne knjižnice, kulturne in umetniške ustanove ter drugi. Toda naloga jezikovnopolitičnega programa je izpostaviti najnujnejše jezikovne cilje in ukrepe v naslednjem petletju, ne pa opredeljevanje jezikovne vloge in poslanstva teh ustanov in sistemov.

V resoluciji so predvidena le dodatna proračunska sredstva, ki bi jih bilo treba zagotoviti za uresničitev posameznega ukrepa. Niso pa zajeta sredstva za redne programe institucij, v okviru katerih so bodo izvajali določeni ukrepi.

Oštevilčenje ukrepov pri posameznih ciljih in ukrepih ne pomeni prioritete razvrščanja.



## 2 Vsebinska opredelitev jezikovne politike Republike Slovenije 2014–2018 s cilji in ukrepi

### 2.1 Jezikovno izobraževanje

#### 2.1.1 Uvod

Znanje jezikov je hkrati simbolna in praktična vrednota, ki mora biti dostopna vsakomur ne glede na kulturno, izobrazbeno ali premoženjsko ozadje. Zato Republika Slovenija skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev, pa tudi Slovencev po svetu in tujcev, ki prihajajo v stik s slovenskim jezikovnim prostorom, na več ravneh.

V okviru svojega izobraževalnega sistema skrbi za čim kvalitetnejši pouk slovenščine kot prvega jezika na območju Republike Slovenije ter za čim večjo dostopnost pouka slovenščine za Slovence po svetu. V svojem izobraževalnem sistemu upošteva specifične potrebe tistih otrok in mladih priseljencev, ki jim slovenščina predstavlja drugi ali tuji jezik, skrbi pa tudi za promocijo učenja slovenščine pri odraslih, ki jim slovenščina predstavlja drugi ali tuji jezik, ter za promocijo učenja slovenščine v tujini. Na območjih občin, v katerih živita italijanska in madžarska narodna skupnost, skrbi za kvalitetno izobraževanje v italijanščini oziroma madžarščini, skrbi za uporabo in razvoj jezika romske skupnosti, prav tako pa priznava vsem drugim jezikom manjšin,

priseljenskih skupnosti ipd. pravico do rabe, ohranjanja in obnavljanja lastnega jezika in kulture.

Pri izobraževanju upošteva jezikovne pravice govorcev s posebnimi potrebami.

V skladu s tradicijo pozitivnega vrednotenja znanja različnih tujih jezikov in glede na sodobne potrebe po konkurenčnosti, odprtosti in demokratičnosti Slovenije je ena prednostnih usmeritev slovenske jezikovne politike upoštevanje jezikovne raznolikosti in spodbujanje funkcionalne večjezičnosti. Cilj je, da bi bili govorcev slovenščine kot prvega jezika jezikovno kompetentni in ozaveščeni in da bi razvili zmožnost učinkovitega, samozavestnega in kvalitetnega sporazumevanja v slovenščini in po možnosti vsaj še v dveh jezikih, tako na področju splošne kot poklicne rabe. Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega jezika v Republiki Sloveniji, o tem, da je slovenščina materni jezik večine prebivalstva, pa tudi drugi ali tuji jezik za številne govorce drugih maternih jezikov, ter o enakovrednosti vseh jezikov.

Skladno s spoštovanjem temeljnih človekovih pravic in načel Evropske unije se Slovenija zavezuje k spodbujanju medsebojnega razumevanja, solidarnosti in družbene kohezije. Javnost se mora zavedati, da imajo vsi pravico vključevati se v javno življenje, da mora biti srečevanje z različnostjo strpno in naklonjeno ter da imajo različne skupine govorcev slovenščine in drugih jezikov različne sporazumevalne potrebe in različno stopnjo jezikovne zmožnosti. S tem je povezano tudi ozaveščanje govork in govorcev o občutljivi rabi jezika pri vzpostavljanju družbenih razmerij (na primer neseksistična raba jezika, premišljena raba izrazov za potencialno ranljive skupine ipd.). Jezikovno izobraževanje ima ključno vlogo pri uresničevanju navedenih usmeritev. V tem okviru je bistvena razširitev razumevanja vloge učiteljev slovenščine in drugih jezikov. Ti niso le posredovalci jezikovnega, ampak tudi kulturnocivilizacijskega znanja ter so vezni člen med različnimi jeziki, kulturami in identitetami. Da bi učitelji to vlogo v resnici lahko opravljali, jih je treba dodatno usposabljanje in jim dati čim večjo avtonomijo, ki med drugim vključuje tudi prožno uporabo in udejanjanje učnih načrtov glede na različne potrebe tistih, ki jih učijo. Samo tako bodo lahko postali jezikovno samozavestnejši.

*Zakon o javni rabi slovenščine* (13. člen) zavezuje Vlado Republike Slovenije k sprejetju posebnega programa jezikovnega izobraževanja, ki naj bi bil poleg rednega izobraževanja namenjen tudi za jezikovno izpopolnjevanje mladine in odraslih, ter programa, namenjenega tujcem v Republiki Sloveniji. Programa nista bila ne oblikovana ne sprejeta. V skladu z besedilom tega dokumenta se bo celovita problematika jezikovnega izobraževanja v Republiki Sloveniji urejala v okviru enotnega Akcijskega načrta za jezikovno izobraževanje, ki bo vseboval tudi programa, predvidena v navedenem zakonu. Akcijski načrt bo upošteval v nadaljevanju navedena izhodišča.

### 2.1.2 Splošni cilji in ukrepi

Nekateri cilji in ukrepi na področju jezikovnega izobraževanja se morajo načrtovati povezano in enotno ne glede na različnost jezikov in ciljnih skupin. Načrtovanje in izvajanje jezikovnega izobraževanja mora temeljiti tudi na ustreznih podatkih o jezikovnem standardu, jezikovni rabi, sporazumevalnih potrebah, jezikovnih stališčih ipd., katerih pripravo in zbiranje predvideva ta dokument.

1. cilj: Uskladitev dejavnosti jezikovnega izobraževanja na vseh ravneh

Ukrep:



- v okviru sprejemanja Akcijskega načrta za jezikovno izobraževanje se opredelijo dejavnosti na vseh zadevnih področjih, in sicer glede na tip govorcev, raven šolanja, jezike in družbene potrebe, po prioritetah in v danem časovnem okviru (5–10 let).

Kazalnik:

- izdelava Akcijskega načrta za jezikovno izobraževanje.

Predvidena sredstva: 25.000 EUR.

Predvideni učinki: usklajeno in učinkovito načrtovanje in izvajanje jezikovne politike na področju jezikovnega izobraževanja ter posledično dvig ravni funkcionalne pismenosti vseh tipov govorcev.

Nosilec: MK.

2. cilj: Zmožnost govorcev slovenščine za uporabo jezikovnih priročnikov in jezikovnih tehnologij

Ukrep:

- usposobiti govorce in učeče se za učinkovito sporazumevanje v slovenskem jeziku, temelječem na ustreznem znanju in pozitivnem odnosu do jezika;
- izobraževanje (učiteljev<sup>2</sup> in učečih se) za delo z jezikovnimi priročniki in viri.

Kazalnik:

- število izvedenih izobraževalnih oblik.

Predvidena sredstva: 100.000 EUR.

Predvideni učinki: povečanje števila usposobljenih učiteljev in učečih se za kompetentno uporabo priročnikov in drugih jezikovnih virov, povečano število poznavalcev jezikovnih tehnologij, njihova množičnejša uporaba, učinkovitejše delo v izobraževalnih procesih.

Nosilca: MIZŠ, MK.

3. cilj: Ozaveščenost o različnosti sporazumevalnih potreb in načinov sporazumevanja

Ukrep:

- senzibilizacija o različnih sporazumevalnih potrebah in zmožnostih različnih skupin govorcev in sprejemljivosti različnih oblik sporazumevanja.

Kazalnik:

- število dogodkov in gradiv, ki prispevajo k uresničevanju ukrepa.

Predvidena sredstva: 60.000 EUR.

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<sup>2</sup> Izraz učitelji se smiselno uporablja v ožjem smislu, kjer je to potrebno, pa tudi v širšem in tako vključuje vse strokovne delavce v vzgoji in izobraževanju: učitelje (tudi drugih predmetov), vzgojitelje, knjižničarje, svetovalne delavce.

Predvideni učinki: učinkovitejše in strpnejše sporazumevanje med različnimi skupinami govorcev.

Nosilca: MK, MIZŠ.

#### 4. cilj: Večjezikovna in medkulturna ozaveščenost

Ukrep:

- priprava dodatnih učnih vsebin in gradiv s področja večjezičnosti in medkulturne komunikacije.

Učitelji:

- medkulturno opismenjevanje učiteljev in vzgojiteljev.

Učeči se:

- vzgajanje za razumevanje večjezičnosti in medkulturnosti.

Kazalnik:

- število novih gradiv in pripravljenih učnih vsebin s tega področja.

Predvidena sredstva: 100.000 EUR.

Predvideni učinki: zviševanje stopnje sporazumevanja med različnimi skupinami, zviševanje praga tolerance v večjezičnih/večkulturnih okoljih, učinkovitejše sporazumevanje med različnimi udeleženci izobraževalnih procesov.

Nosilca: MIZŠ, MK.

#### 5. cilj: Spremljanje jezikovnega stanja

Ukrepi:

- sistematično spremljanje bralne in funkcionalne pismenosti ter spodbujanje raziskav o slabostih, prednostih in izzivih jezikovne politike in izobraževanja s poudarkom na pismenosti.
- spodbujanje aplikativnih raziskav o sodobnem slovenskem jeziku, njegovi zgodovini, njegovih govorcih (slovenščina kot prvi jezik, slovenščina kot drugi ali tuji jezik, govorci s posebnimi potrebami), njihovi jezikovni zmožnosti, sporazumevalnih potrebah in stališčih ter kontrastivnih, sociolingvističnih in drugih raziskav – vključno z raziskavami regionalnih različic in slovenščine zunaj Republike Slovenije, ki bodo služile kot podpora Akcijskemu načrtu za jezikovno izobraževanje;
- spodbujanje aplikativnih raziskav s področja jezikov manjšin ter tujih jezikov v funkciji zagotavljanja podlag za celostno jezikovno politiko na področju jezikovnega izobraževanja in kot podpora Akcijskemu načrtu za jezikovno izobraževanje.

Kazalnik:

- število raziskav.

Predvidena sredstva: 500.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje, razvijanje in izvajanje jezikovne izobraževalne politike.

Nosilci: MK, MIZŠ, ARRS, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### 2.1.3 Slovenščina kot prvi jezik

#### 2.1.3.1 V Republiki Sloveniji

Slovenščina je kot uradni ter za večino prebivalstva materni jezik pri načrtovanju jezikovne politike deležna največje pozornosti. Na ravni jezikovnega izobraževanja bo jezikovna politika v naslednjem obdobju posebno skrb namenila jezikovnemu pouku slovenščine v vzgojno-izobraževalnem sistemu Republike Slovenije, raziskavam slovenskega jezika ter evalviranju in raziskovanju jezikovnega izobraževanja v slovenščini.

Skušala bo tudi uzaveščati pomen jasnega in razumljivega uradnega jezika ter zagotavljati vseživljenjsko jezikovno izobraževanje javnih uslužbencev, da bodo odgovorno sooblikovali pisno in govorno podobo slovenskega jezika v javni rabi ter skrbeli za jasno in razumljivo izražanje in ne preveč zapleten uradovni jezik.

Sedanja zasnova jezikovnega pouka slovenščine kot prvega jezika v vzgojno-izobraževalnem sistemu Republike Slovenije si kot temeljni cilj zastavlja funkcionalno zmožnost sporazumevanja, temeljna metoda pa je delo z največkrat idealiziranim neumetnostnim besedilom. Glede na bistveno spremenjene družbene okoliščine (globalizacija, medkulturnost, večjezičnost) pa zgolj dobra funkcionalna pismenost ni več dovolj. Posameznik mora prevzemati vedno številnejše jezikovne vloge v osebem, strokovnem, poklicnem in družbenem življenju. V ospredje prihaja potreba po razumevanju družbene razsežnosti jezika in kulture, v kateri poteka sporazumevanje. Govorcem slovenščine kot prvega jezika, tako mlajšim kot odraslim, naj izobraževalni sistem omogoča, da v tem jeziku kar najbolj udeležijo svoje jezikovno-izrazne potencialne, se razvijejo v jezikovno kompetentne osebe in se glede na posameznikove potrebe opremijo za učinkovito, to je razumljivo in sprejemljivo javno in uradno komunikacijo ter za druge vrste specializiranega sporazumevanja.

Akcijski načrt za jezikovno izobraževanje, ki ga predvideva ta resolucija, bo zato na podlagi raziskav in evalvacij pouka slovenščine, ki naj potekajo povsem neodvisno in institucionalno ločeno od drugih aktivnosti na področju pouka slovenščine, pa tudi na podlagi rezultatov dosedanjih raziskav bralne pismenosti (Pisa), sodobnih ugotovitev (splošno- in specialnodidaktične) stroke, rezultatov nacionalnih preizkusov znanja in mature ter mnenj visokošolskih zavodov in zainteresirane javnosti predvidel nov koncept poučevanja slovenščine kot prvega jezika. Koncept naj poleg že uveljavljenih in preizkušenih metod pouka slovenščine upošteva še naslednja izhodišča:

- Pri jezikovnem pouku slovenščine je treba upoštevati tudi širši kulturni (zunajjezikovni) kontekst, učence usmerjati v zmožnost refleksije sprejemanja, interpretiranja, vrednotenja in tvorjenja besedil ter v analizo izkušenj, ki jih pridobivajo ob sprejemanju in tvorjenju najraznovrstnejših besedil. Teorijo besedilnih vrst naj pouk slovenščine razume kot idealiziran opis možnosti besedilne uresničitve, ki pa se v realnem življenju uresničuje izrazito prožno glede na najrazličnejše okoliščine. Pri snovanju učnih načrtov naj bodo izhodišče dejanske komunikacijske potrebe učencev.
- Eden od temeljnih ciljev jezikovnega pouka slovenščine naj bo izboljšanje jezikovne samozavesti govorcev slovenščine.
- Pouk slovenščine kot prvega jezika ne more v celoti prevzeti odgovornosti za razvijanje sporazumevalne zmožnosti, zato je treba sistemsko predvideti najrazličnejše možnosti medpredmetnega povezovanja. Še posebej pa je treba

skrbeti za čim boljše povezanost književnega in jezikovnega dela pouka slovenščine ter za navezovanje in povezovanje pouka vseh jezikov v kurikulum (gl. tudi poglavje Tuji jeziki).

- Pouk slovenskega jezika naj ima tudi funkcijo prvega seznanjanja s splošnimi jezikoslovnimi metakoncepti, saj je takšno znanje bistvena sestavina kritične sporazumevalne zmožnosti in temeljni pogoj za uspešno reševanje problemov na najvišjih zahtevnostnih ravneh. Zato je treba za koherentnost podajanja slovničnih, pravopisnih in pravorečnih vsebin skrbeti bolj, kot se je skrbelo do zdaj. Pri tem naj se obravnava teh vsebin še vedno povezuje (tudi) s praktičnimi besediloslovnimi vidiki, vendar je treba preseči omejitev na zgolj neposredno uporabno, »funkcionalno« znanje. V tem okviru je smiselno spodbujati tudi pripravo šolskih slovnice slovenskega jezika za učence in dijake.

Poleg ciljev in ukrepov, ki jih bo predvidel Akcijski načrt za jezikovno izobraževanje, pa se uveljavi naslednje:

1. cilj: Razvijanje in izpopolnjevanje jezikovne zmožnosti govorcev slovenščine kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje

Ukrepi:

- seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot prvega jezika;
- nadaljevanje aktivnosti v zvezi z izpopolnjevalnem učnih načrtov, učnih gradiv in učnih pristopov;
- priprava evalvacij pouka slovenščine, ki bodo potekale neodvisno od institucije, ki skrbi za učne načrte, njihovo uvajanje ter za spremljavo pouka slovenščine;
- prenova oziroma izdelava učnih gradiv v klasični in e-obliki;
- izdelava seznama strokovnih izrazov za jezikovni pouk v osnovni in srednji šoli v slovenščini in tujih jezikih;
- posodabljanje didaktičnih pristopov k učenju jezika in vzpodbujanje projektov, ki vključujejo medpredmetno povezovanje tujih jezikov in drugih predmetov s poukom slovenščine;
- spodbujanje uvajanja inovativnih pristopov k učenju in poučevanju slovenščine kot prvega jezika;
- spodbujanje stalnega strokovnega izpopolnjevanja učiteljev slovenščine na jezikovnem in didaktičnem področju;
- usposabljanje učiteljev tujih jezikov na področju slovenščine in učiteljev slovenščine na področju tujih jezikov;
- organiziranje in izvajanje ustreznega jezikovnega usposabljanja glede na sporazumevalne potrebe različnih ciljnih skupin na vseh stopnjah izobraževanja;
- spodbujanje ustvarjanja ter drugih motivacijskih dejavnosti v slovenskem jeziku v celotnem vzgojno-izobraževalnem sistemu.

Kazalniki:

- število izvedenih ukrepov,
- število strokovnih usposabljanj za ravnatelje in učitelje,
- število zunanjih evalvacij pouka slovenščine,
- število prenovljenih učnih gradiv v klasični in e-obliki,
- število motivacijskih projektov,
- število projektov spodbujanja inovativnih pristopov,
- izdelan seznam strokovnih izrazov.

Predvidena sredstva: 700.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje, razvijanje in izvajanje jezikovne in izobraževalnih politik.

Nosilca: MIZŠ, MK.

2. cilj: Razumljiv uradovalni jezik in nadgrajevanje jezikovne zmožnosti javnih uslužbencev

Ukrepi:

- dopolnjevanje in razširitev priročnika *Jezik in oblika dopisa v skladu s celotno grafično podobo državne uprave*, ki ga je izdalo Ministrstvo za pravosodje in javno upravo (Direktorat za organizacijo in kadre) po zgledu Evropske komisije (*Pišimo jasno*);
- dodatno jezikovno izobraževanje za javne uslužbenke in uslužbence in njihovo ozaveščanje o družbeni vlogi slovenskega jezika, med drugim tudi na specifičnih področjih, kot je neseksistična in spolno občutljiva raba jezika;
- ciljno jezikovno usposabljanje za javne uslužbence kot obvezni del pripravništva (Upravna akademija);
- izdelava kazalnikov za razumljivo in sprejemljivo javno in uradno sporazumevanje za potrebe različnih ciljnih skupin.

Kazalnika:

- dopolnitev priročnika,
- število dodatnih jezikovnih izobraževanj in ciljnih usposabljanj za javne uslužbence.

Predvidena sredstva: 100.000 EUR.

Predvideni učinki: izboljšanje razumljivosti uradovalnega jezika, njegova usklajenost s splošno sprejetimi jezikovnimi normami, povečanje števila javnih uslužbencev s temi zmožnostmi, večja in lažja dostopnost dobrin državljanom kot udeležencem uradnih postopkov.

Nosilca: MNZ (vključno z Upravno akademijo), GSV.

### 2.1.3.2 Zunaj Republike Slovenije

#### 2.1.3.2.1 Začasna mobilnost – zdomstvo

Nekateri govorci slovenščine kot prvega jezika odhajajo v tujino (zlasti v evropske države) za omejeno časovno obdobje, na primer zaradi službe. Pogosto jih spremljajo otroci, ki določen čas odraščajo in se šolajo v dvo- in večjezičnih okoljih zunaj matične države.

Slovenska jezikovna politika mora zdomcem, še posebej pa otrokom, zagotoviti možnost širjenja ali izpopolnjevanja jezikovne zmožnosti v slovenščini. Čeprav znanje slovenščine ti otroci primarno lahko pridobivajo ali vzdržujejo v družini, je nujno tudi sistematično učenje slovenščine kot prvega jezika v njegovi funkcijski raznolikosti, kakršno otrokom, ki odraščajo v Sloveniji, omogoča šolanje v domačem izobraževalnem sistemu. Zato mora vsaj deloma tudi siceršnje izobraževanje učencev in dijakov v tujini, to je pridobivanje znanja pri drugih predmetih, potekati v slovenskem

učnem jeziku – ne nazadnje zaradi morebitnega njihovega kasnejšega vključevanja v slovenski izobraževalni sistem. Organizacija takšnega sistematičnega izobraževanja je seveda mogoča le v omejenem obsegu, pogosto celo samo na daljavo, bolj celovito pa je zanjo mogoče poskrbeti tam, kjer so potrebe zaradi večjega števila šolajočih se večje (na primer v primeru otrok slovenskih uslužbencev v Bruslju in Luksemburgu).

1. cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku za zdomske otroke

Ukrepi:

- izdelava e-gradiv za samostojno učenje slovenščine kot prvega jezika in drugih predmetov v slovenščini na daljavo in za kombinirano učenje;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot prvega jezika za tiste, ki so zaključili šolanje oziroma se šolajo zunaj Republike Slovenije;
- povečanje števila učiteljev slovenščine na evropskih šolah v Bruslju in Luksemburgu;
- ohranjanje poletnih šol/taborov v Republiki Sloveniji za otroke govorce slovenščine kot prvega jezika, ki odraščajo in se šolajo v večjezičnih okoljih.

Kazalniki:

- število novih e-gradiv,
- število organiziranih izobraževalnih dogodkov,
- vzpostavitev sistema za preverjanje in certificiranje,
- število novih delovnih mest za učitelje slovenščine na evropskih šolah.

Predvidena sredstva: 350.000 EUR.

Predvideni učinki: povečanje števila udeležencev jezikovnih izobraževalnih procesov, namenjenih zdomskim otrokom, večja dostopnost ustreznih gradiv, povečana stopnja znanja slovenščine med otroki v zdomskih skupnostih.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

2. cilj: Usposabljanje učiteljev v dvo- in večjezičnih okoljih

Ukrep:

- sistematično formiranje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku.

Kazalnik:

- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 40.000 EUR.

Predvideni učinki: povečanje števila udeležencev temu namenjenih izobraževalnih procesov, implementacija ustreznih izobraževalnih metod v omenjenih okoljih.

Nosilci: MIZŠ, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### 2.1.3.2.2 Zamejstvo in izseljenstvo

Raba slovenščine v zamejstvu, zlasti v Porabju, na avstrijskem Koroškem in Štajerskem, v zahodni Benečiji, Kanalski dolini, Reziji in na Hrvaškem ter v izseljenskih skupnostih močno upada, zato zasluži posebno analizo, skrb, raziskovalno pozornost in podporo.

Slovenska jezikovna politika se zavzema, da se pravica do znanja in uporabe slovenščine v zamejstvu uveljavlja v vseh situacijah in okoljih, kjer je raba slovenščine zakonsko predvidena oziroma kjer obstaja želja govorcev po njeni zastopanosti. Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno kompleksno in kontinuirano raziskovanje narodnega in (družbeno)jezikovnega položaja zamejskih Slovencev, rabe njihovih knjižnih variant slovenskega jezika in narečij ter podpiranje informiranja osrednje slovenske skupnosti o jezikovnem položaju in jezikovnih potrebah slovenskega zamejstva.

V odnosu do izseljenstva, za katero je v primerjavi z zamejstvom značilen še krhkejši položaj slovenščine, je ključno, da si jezikovna politika prizadeva za spodbujanje rabe in učenja slovenščine v vseh krogih in situacijah, kjer za to obstaja interes.

Govorcem slovenščine – tako tistim, za katere je slovenščina prvi jezik, kot tistim, ki slovenščino uporabljajo kot drugi oziroma tuji jezik – mora jezikovna politika omogočiti čim kvalitetnejše pridobivanje in utrjevanje jezikovne zmožnosti, da bodo dobili osnove za samozavestno in učinkovito sporazumevanje v slovenščini v funkcijsko raznolikih sporazumevalnih situacijah. Obenem je pomembno tako učiteljem kot učečim se omogočiti, da pridobijo zmožnost nenehnega nadgrajevanja in širjenja zmožnosti v slovenščini.

1. cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti in področij rabe v slovenščini kot prvem jeziku

Ukrepi:

- povečanje štipendijskih skladov, ki omogočajo bivanje in izobraževanje Slovencev iz zamejstva in izseljenstva v Sloveniji, ter transparentnosti štipendiranja;
- organizacija seminarjev o Sloveniji in slovenski kulturi ter o dvo- in večjezičnosti v družbi, družini in na osebni ravni;
- spodbujanje rabe slovenščine v informativnih in predstavitvenih gradivih klasičnega in spletnega formata;
- spremljanje stanja v zvezi z javno rabo slovenščine v zamejstvu v zvezi z uresničevanjem jezikovnopolitičnih načrtov;
- podpora pri pripravi učnih gradiv in učbenikov slovenščine posebej za ciljne skupine na dvojezičnih območjih v zamejstvu;
- podpiranje slovenskega zamejskega tiska;
- podpiranje slovenske gledališke dejavnosti;
- podpiranje ustvarjalnosti v lokalnih knjižnih različicah (nadiščini, terščini, porabščini);
- vzpodbujanje kulturnih in izobraževalnih povezav z narodno matico;
- podpiranje slovenskih medijev pri vključevanju življenja in problemov slovenskih zamejcev;
- omogočanje telekomunikacijske pokritosti roba slovenskega govornega prostora in zagotovitev dostopnosti slovenskega radia in televizije.

Kazalniki:

- obseg sredstev za štipendijske sklade,

- obseg sredstev za medije,
- obseg sredstev za kulturno ustvarjalnost,
- število organiziranih seminarjev,
- število raziskav v zvezi z javno rabo slovenščine v zamejstvu in izseljenstvu,
- obseg sredstev in število gradiv in učbenikov slovenščine,
- telekomunikacijska pokritost slovenskega govornega prostora.

Predvidena sredstva: 1.000.000 EUR.

Predvideni učinki: povečanje števila udeležencev izobraževalnih procesov v Sloveniji, namenjenih otrokom, mladim in strokovnjakom iz zamejstva in izseljenstva, usklajeno podpiranje razvoja in dostopnosti vseh oblik medijske prisotnosti slovenščine v zamejskih in izseljenskih okoljih, podpiranje razvoja kulturne ustvarjalnosti ter zagotovitev ustreznih orodij in infrastrukture za to.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

## 2. cilj: Optimizacija poučevanja in učenja slovenščine

Ukrepi:

Učitelji:

- sistematično usposabljanje vzgojiteljev in učiteljev v šolah s slovenskih učnim jezikom in v dvojezičnih šolah – tako učiteljev slovenščine in drugih jezikov kot učiteljev nasploh – v obliki specializiranih tečajev za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku ter pri kvalitetnem razvijanju zmožnosti v slovenščini kot drugem oziroma tujem jeziku;
- izdelava celovite metodike poučevanja slovenščine v večjezičnih okoljih.

Učeči se:

- organizacija tečajev splošnosporazumevalne slovenščine, strokovne slovenščine (glede na potrebe posameznih strok in poklicev, vključno z javno upravo) in prevajanja tako za govorce slovenščine kot prvega jezika kot tudi za druge;
- organizacija daljših bivanj in tečajev slovenščine v Republiki Sloveniji za učence in dijake šol s slovenskim učnim jezikom in dvojezičnih šol v zamejstvu;
- uveljavitev in prilagoditev slovenskega sistema preverjanja in certificiranja znanja slovenščine v skladu z evropskimi smernicami.

K ohranjanju in izboljšanju položaja slovenščine v izseljenstvu, kjer ne gre le za govorce, ki želijo vzdrževati in širiti svojo sporazumevalno zmožnost v slovenščini kot prvem jeziku, temveč tudi za govorce, ki si želijo revitalizirati slovenski jezik in kulturo, jezikovna politika poleg zgoraj navedenih skupnih ukrepov skrbi še za optimizacijo poučevanja in učenja slovenščine:

Učitelji:

- usposabljanje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v izseljenstvu pomagali pri, glede na možnosti in okoliščine optimalnem udejanjanju jezikovno-izraznih potencialov, in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini;
- usposabljanje učiteljev slovenščine v obliki specializiranih, konkretnim potrebam prilagojenih seminarjev slovenščine.



Učeči se:

- izdelava e-gradiv za (samo)učenje slovenščine v izseljenstvu.

Kazalniki:

- število izobraževalnih oblik za učitelje in učeče se,
- izdelava metodike,
- uveljavitev slovenskega sistema preverjanja in certificiranja znanja slovenščine,
- število dogodkov na področju čezmejnega sodelovanja s komponento medjezikovnega ozaveščanja.

Predvidena sredstva: 200.000 EUR.

Predvideni učinki: izboljšanje izobraževalnih procesov, njihovo usklajeno načrtovanje in razvoj, povečanje dostopnosti do njih in do ustreznih gradiv, povečanje stopnje prisotnosti rezultatov teh izobraževanj in njihove kakovosti v izobraževalnih procesih v zamejstvu in izseljenstvu.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

#### 2.1.4 Slovenščina kot drugi in tuji jezik

Z migracijskimi procesi se tako v Republiki Sloveniji kot tudi zunaj njenih meja večja števila zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za pripadnike manjšin ter priseljence in vse druge tujce, ki prihajajo v Republiko Slovenijo in ostajajo daljši čas, je dostop do znanja (oziroma učenja) slovenščine temeljnega pomena, saj se z njim lažje aktivno vključujejo v družbo in imajo pri tem enake možnosti za osebni razvoj, zaposlitev, dostop do informacij itd. kot večinski govorniki. Pri tem mora biti v okviru zakonskih in proračunskih možnosti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture.

Otroci in mladi priseljenci, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, se ob vključitvi v redni izobraževalni proces učijo slovenščino, ki pa zaenkrat nima natančno definiranega ne obsega ne oblike. V praksi poteka pouk slovenščine za otroke priseljence enkrat do dvakrat tedensko, vzporedno z rednim poukom. Smernice za uspešno jezikovno integracijo so sicer podane v dokumentu Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v RS (MŠŠ, 2007) in bi jih veljalo pri prenovi normativov in standardov z namenom učinkovitega vključevanja teh skupin govorcev upoštevati, v tem okviru zlasti uvedbo tudi intenzivnih uvajalnih tečajev slovenščine.

Odraslim brezplačni dostop do učenja slovenščine kot drugega jezika odpira Uredba o načinih in obsegu zagotavljanja programov pomoči pri vključevanju tujcev, ki niso državljani Evropske unije, ki pa velja le za priseljence iz tako imenovanih tretjih držav. Lažji dostop do učenja slovenščine se mora v bodoče omogočati tudi priseljencem iz držav Evropske unije. V primeru, da se slovenščino uči otrok v okviru vzgojno-izobraževalnega sistema, se morajo možnosti za učenje slovenščine predstaviti tudi njegovim staršem.

Študentje, ki prihajajo na študij v Slovenijo v okviru programa Erasmus, imajo možnost brezplačne enkratne udeležbe na tečaju slovenščine, drugi študentje pa take možnosti nimajo.

Slovenija skrbi tudi za promocijo učenja in študija slovenščine ter slovenističnega raziskovanja v tujini posebej z mrežo lektoratov na tujih univerzah, v Sloveniji pa tudi s štipendiranjem oseb, ki se slovenščine učijo zunaj meja Republike Slovenije in v Slovenijo prihajajo na krajše in daljše tečaje. Vendar je to štipendiranje z izjemo Seminarja slovenskega jezika, literature in kulture na Univerzi v Ljubljani omejeno na osebe slovenskega rodu in ni povsem transparentno. Glede na raznoliko ciljno publiko in najrazličnejše sporazumevalne potrebe se zato kot prioritetni kaže naslednji cilj:

Cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku

Ukrepi:

- prenova normativov in standardov z vidika uvedbe uvajalnih intenzivnih tečajev slovenščine za otroke priseljence;
- oblikovanje učnega načrta za slovenščino kot drugi jezik v osnovni šoli na podlagi definiranega obsega in oblike učenja slovenščine kot drugega/tujega jezika;
- izdelava ustreznih e-gradiv (vključno s priročniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in tujini.
- zagotavljanje pravnih, finančnih in organizacijskih pogojev za ohranjanje in razvijanje mreže lektoratov slovenščine na tujih univerzah.

Učitelji:

- seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot drugega/tujega jezika;
- sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov);
- usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po Uredbi o načinih in obsegu zagotavljanja programov pomoči pri vključevanju tujcev, ki niso državljani Evropske unije;
- usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini;
- usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.
- usposabljanje učiteljev za poučevanje slovenščine na tujih univerzah.

Učeči se:

- izdelava posebnih programov in tečajev za opismenjevanje nepismenih tujih govorcev;
- organizacija tečajev slovenščine za priseljence iz Evropske unije;
- sistemska ureditev štipendiranja za udeležbo na tečajih slovenščine v Republiki Sloveniji za osebe, ki niso slovenskega rodu, ki pa lahko pomembno prispevajo k promociji slovenščine, kulturnim izmenjavam itd. (prevajalci, kulturni delavci, raziskovalci ...);
- usposabljanje javnih uslužbencev za delo s tujimi govorci slovenščine;
- širitev jezikovne zmožnosti v slovenščini med govorci večinskih jezikov v zamejstvu in izseljenstvu.

Kazalniki:

- prenovljeni normativi in standardi z vidika uvedbe intenzivnih uvajalnih tečajev slovenščine za otroke priseljence,
- izdelan učni načrt za slovenščino kot drugi jezik v OŠ,
- število novih e-gradiv,
- število novih tečajev slovenščine,
- število izobraževalnih oblik za učitelje,
- število posebnih programov in tečajev za opismenjevanje,
- število štipendij za udeležbo na tečajih slovenščine za Neslovence, ki lahko pripomorejo k promociji slovenščine,
- število usposabljanj javnih uslužbencev za delo s tujimi govorniki slovenščine,
- število usposabljanj za govorce večinskih jezikov v zamejstvu in izseljenstvu,
- urejeni delovno-pravni status učiteljev slovenščine na tujih univerzah.

Predvidena sredstva: 500.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvoj tovrstnega izobraževanja, izboljšanje njegove kakovosti ter povečanje njegove dostopnosti (vključno z gradivi) za različne skupine govorcev, tako učiteljev kot učečih se.

Nosilci: MIZŠ, MZZ, MK, Urad Vlade RS za Slovence v zamejstvu in po svetu.

#### 2.1.5. Jeziki manjšin in priseljencev v Republiki Sloveniji

Pripadniki italijanske in madžarske narodne skupnosti imajo pravico do enakopravne, javne in zasebne rabe svojega jezika na območjih občin v katerih živijo. Slovenska jezikovna politika na tem področju izhaja iz predpostavke, da je dobro razvita jezikovna zmožnost v prvem jeziku, ki pri ostalih manjšinah in priseljencih ni slovenščina, eden od temeljnih pogojev za razvoj jezikovne zmožnosti v slovenščini.

Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov. Vse osebe javnega prava imajo dolžnost, da na teh območjih poslujejo in se sporazumevajo tudi v jeziku avtohtonih narodnih skupnosti.

Prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture.

Možnost učenja materinščine je po bilateralnih pogodbah zagotovljena tudi nekaterim govorcem drugih jezikovnih skupnosti, kar omogoča Zakon o osnovni šoli, vendar je uresničevanje teh pravic nesistematizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki dopolnilnega pouka ali izbirnega predmeta, pri katerem pa ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki. Izhodišče jezikovne politike na tem področju v naslednjem obdobju je, da imajo vsi govorniki, katerih prvi jezik ni slovenščina, v skladu s človekovimi pravicami in načeli Evropske unije pravico ohranjati in/ali obnavljati (revitalizirati) lastni jezik in kulturo, v tem oziru so upoštevana tudi načela in pravice za jezikovne skupnosti, ki jih opredeljuje Deklaracija RS o položaju narodnih skupnosti pripadnikov narodov nekdanje SFRJ v RS. Zato mora Akcijski načrt za jezikovno izobraževanje predvideti ukrepe, ki bodo sistemsko vzpostavili boljše možnosti za učenje prvega/maternega jezika tudi za preostale priseljence in manjšinske skupnosti na tistih področjih, kjer tako potrebo zazna država ali lokalna skupnost. Takšna možnost naj bo sistemsko pogojena z vzporednim učenjem ali izpopolnjevanjem znanja slovenščine kot drugega ali tujega jezika.

Cilj: Zagotovitev pogojev za učinkovito jezikovno in siceršnje družbeno integracijo govorcev manjšinskih jezikov.

Poleg rešitev, ki jih bo natančneje opredelil Akcijski načrt za jezikovno izobraževanje, se uveljavijo tudi naslednji ukrepi:

- jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komunikacijo v jezikih avtohtonih narodnih skupnosti in v jezikih drugih jezikovnih skupnosti, ki sodijo v okvir slovenske jezikovne politike;
- izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost);
- promocija jezikov avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja;
- zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

Kazalniki:

- število izobraževanj za javne uslužbence in funkcionarje,
- število izobraževanj prevajalcev in tolmačev,
- zagotovljen ustrezen prostor v programih javnih medijev,
- število promocijskih dogodkov na različnih področjih in objavljenih medijskih prispevkov o jezikih avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: usklajeno načrtovanje, razvijanje in izvajanje jezikovnih izobraževalnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev in funkcionarjev v jeziku avtohtonih narodnih skupnosti, ustrezna medijska prisotnost jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev, ozaveščenost o obstoju jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja.

Nosilci: MIZŠ, pristojna ministrstva, MK.

### 2.1.6 Tuji jeziki

Načrtovanje politike tujejezikovnega izobraževanja postaja vse pomembnejši del nacionalnih jezikovnih politik v Evropski uniji. Trenutno stanje na tem področju v Republiki Sloveniji izkazuje neuskklajenost in pomanjkanje enotnih usmeritev na ravni države in posameznih regij. To se še posebej problematično odraža v obsegu izobraževanja za posamezne tuje jezike, kjer prihaja do zaskrbljujočih neravnovesij glede na kulturno-civilizacijsko in gospodarsko-politično vlogo posameznih jezikov ter možnosti za njihovo izobraževalno kontinuiteto. Odločanje o ponudbi tujih jezikov (v obveznih in izbirnih delih osnovno- in srednješolskih programov) je namreč v celoti prepuščeno šolam oziroma njihovim ravnateljem in zato pogosto podvrženo tudi zelo kratkoročnim interesom.

Slovenska jezikovna politika zato predvideva, da se v Akcijskem načrtu za jezikovno izobraževanje tej problematiki posveti poseben poudarek in da se oblikuje enotna politika poučevanja tujih jezikov v okviru vzgojno-izobraževalnega sistema. Ta naj na podlagi analize stanja na področju učenja in poučevanja tujih jezikov v celotni

izobraževalni vertikali vsebuje tudi izhodišča in smernice: za ustrezno uveljavitev drugega tujega jezika v osnovne in srednje šole; za zagotovitev ustrezne in s strokovnimi argumenti utemeljene razmestitve in razpršenosti učenja tujih jezikov znotraj države in znotraj posameznih regij ter za zagotavljanje ustreznega razmerja med njimi, ki bo temeljilo na upoštevanju njihove kulturno-civilizacijske in gospodarsko-politične vloge in mesta tako v širšem, to je evropskem in globalnem kontekstu, kot tudi v ožjem, to je neposredno lokalnem; motiviranje in usposabljanje ravnateljev ter svetovanje šolam in njihovim vodstvom za oblikovanje strokovno ustrezne in čim bolj stabilne ponudbe tujejezikovnega izobraževanja, ki bo smiselno umeščeno v celotno izobraževalno vertikalo tako, da bo učence spodbujalo k (sicer nujno neobvezni) kontinuiteti učenja in doseganju čim višje stopnje jezikovnih zmožnosti vsaj v dveh tujih jezikih; za vzpostavitev sistema ugotavljanja in priznavanja v šoli in zunaj šole pridobljenega jezikovnega znanja; za uvajanje sodobnih pristopov k načrtovanju in izvajanju tujejezikovnega izobraževanja v okviru šolskih izvedbenih kurikulumov.

V osnovno- in srednješolskem izobraževanju naj se pouk vseh jezikov načrtuje in izvaja tako, da se navezujejo drug na drugega in povezujejo med seboj, in sicer tako tuji jeziki ne glede na vlogo v kurikulumu (prvi, drugi, tretji tuji jezik idr.) kot tudi tuji jeziki in slovenščina ter tuji jeziki in nejezikovni predmeti. Navezovanje in povezovanje naj potekata na načine, ki bodo spodbujali medsebojni prenos, čim večjo skladnost in stopenjsko nadgrajevanje jezikovnega in zunajjezikovnega (to je kulturno-civilizacijskega) znanja (na primer razvijanje zmožnosti prepoznavanja skupnih in razlikovalnih potez v slovničnih opisih posameznih jezikov, ustrezne učne strategije in dejavnosti, primerne organizacijske oblike pouka).

Zakonsko predvidena postopna uvedba zgodnjega učenja prvega tujega jezika v izobraževalni sistem (72. člen Zakona o uravnoteženju javnih financ) bo v naslednjih letih učencem omogočila, da učenje tujih jezikov dojamajo kot nekaj naravnega in da postopoma razvijajo zavest o jezikovni in kulturni raznolikosti, pozitivno pa bo vplivala tudi na njihov kognitivni razvoj. Hkrati pa uvajanje zahteva visoko strokoven pristop k poučevanju, ki že v izhodišču preprečuje možnost neustreznih praks ter sočasno krepitev zavesti o pomembni vlogi, ki jo ima v Republiki Sloveniji slovenski jezik (na področju avtohtonih manjšin poleg njega tudi italijanski in madžarski).

Smiselno je, da je tako v osnovni kot v srednji šoli izbor tujih jezikov širok, vendar ožji pri prvem tujem jeziku (do trije jeziki, ne samo angleščina) in širši pri drugih tujih jezikih. Prehod iz osnovne šole v srednjo šolo naj bo na ravni drugega tujega jezika dovolj fleksibilen, da bo učencem omogočal izbiro med nadaljevanjem drugega jezika iz osnovne šole, izbiro novega drugega tujega jezika, po potrebi pa tudi med vnovičnim začetkom pouka istega tujega jezika na osnovni ravni. Učenci naj se navajajo na uporabo jezikovnih tehnologij, seveda v okvirih svojih kognitivnih zmožnosti in sporazumevalnih potreb. V ponudbi tujih jezikov je treba v celotni vertikali zagotoviti ustrezno mesto klasičnim jezikom (latinščini in grščini). V delih Republike Slovenije, kjer italijanščina in madžarščina nista uradna jezika, je treba zagotoviti ustrezno mesto tudi jezikoma avtohtonih manjšin kot tujima jezikoma. Vse podrobnosti bo opredelil Akcijski načrt za jezikovno izobraževanje.

Cilj: Zagotavljanje kakovosti in optimizacija poučevanja ter učenja tujih jezikov

Ukrepi:

Učitelji:

- seznanjanje ravnateljev in učiteljev z državno jezikovno politiko na področju tujih jezikov;
- usposabljanje ravnateljev in učiteljev za sprejemanja strokovno ustreznih odločitev v zvezi z načrtovanjem in izvajanjem (tuje)jezikovnega izobraževanja;

- spodbujanje uvajanja inovativnih pristopov k učenju in poučevanju jezikov (CLIL, jezikovni portfolio idr.);
- spodbujanje povezovanja učiteljev tujih jezikov in učiteljev materinščin na ravni šole – oblikovanje skupnega šolskega jezikovnega kurikula;
- spodbujanje stalnega strokovnega izpopolnjevanja učiteljev na jezikovnem in didaktičnem področju;
- usposabljanje učiteljev slovenščine na področju tujih jezikov in učiteljev tujih jezikov na področju slovenščine;
- certificiranje pridobljenih učiteljevih zmožnosti.

#### Učeči se:

- informiranje in svetovanje učečim se in njihovim staršem glede izbire tujih jezikov;
- izdelava ustreznih učnih gradiv za različne stopnje poučevanja tujih jezikov;
- vključevanje vsebin v učbenike slovenščine, ki bodo krepile zavedanje o pomenu znanja prvega jezika za dobro razumevanje drugih jezikov ter s tem navajale na razmišljanje o jezikovni raznolikosti kot vrednoti;
- certificiranje pridobljenega znanja tujih jezikov (v formalnem izobraževanju in zunaj šole) po veljavni evropski lestvici (Skupni evropski jezikovni okvir) ob zaključku osnovno- in srednješolskega izobraževanja.

Zunaj institucij formalnega izobraževanja se kvalitetno učenje in raba tujih jezikov pri odraslih govoricah omogočata predvsem z naslednjimi ukrepi:

- spodbujanje tečajev tujih jezikov na delovnem mestu in drugje (vključno z izobraževalno TV);
- spodbujanje izobraževanja prevajalcev in tolmačev za potencialno deficitarne jezike;
- stalno/sprotno izobraževanje članov prevajalskih in lektorskih služb na jezikovnem in strokovnem področju.

#### Kazalniki:

- število izvedenih ukrepov,
- število izobraževalnih oblik za ravnatelje in učitelje,
- število učnih gradiv,
- število učnih vsebin o jezikovni raznolikosti,
- število tečajev tujih jezikov za odrasle,
- število izobraževalnih oblik za prevajalce in tolmače,
- število izobraževalnih oblik za člane prevajalskih in lektorskih služb.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje jezikovne platforme za poučevanje tujih jezikov, zvišanje stopnje kakovosti poučevanja in znanja/uporabe tujih jezikov, širjenje nabora tujih jezikov v izobraževalnih procesih in izven njih ter povečevanje možnosti izbora med njimi.

Nosilca: MIZŠ (v sodelovanju z ustreznimi strokovnimi institucijami), MK.

#### 2.1.7 Govorci s posebnimi potrebami

Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z brajico ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati

omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnejše vključevanje v družbo. Republika Slovenija se je sicer z najrazličnejšimi dokumenti (Ustava Republike Slovenije, Zakon o izenačevanju možnosti invalidov, Konvencija o pravicah invalidov in Izbirni protokol k tej konvenciji, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z govorniki s posebnimi potrebami, pa naj gre za gluhe/naglušne, slepe/slabovidne, gluho-slepe, osebe s specifičnimi motnjami (na primer disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju, je omogočiti tem govornikom, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govornike s posebnimi potrebami. V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim putem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih na primer slovenščina ni prvi, ampak drugi jezik). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifični sporazumevalni potrebi omenjenih govornikov in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorniki s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi, predvideni v tem dokumentu, ter vključitev navedenih skupin v Akcijski načrt za izobraževanje.

Zaradi navedene specifike jezikovnega izobraževanja gluhih naj Akcijski načrt za izobraževanje predvidi vlogo, ki jo bo imel pri nastajanju in izvajanju Akcijskega načrta ter spodaj naštetih ciljev obstoječi Svet za slovenski znakovni jezik.

S sprejetjem Zakona o uporabi slovenskega znakovnega jezika, ki gluhim osebam daje pravico uporabljati znakovni jezik na vseh področjih dela in življenja, ki jo uresničujejo s tolmači za slovenski znakovni jezik, se je zahtevnost in pestrost dela tolmačev občutno povečala in hkrati so se zvišala tudi pričakovanja uporabnikov (gluhih oseb). Razvejano in raznoliko delo tolmačev pa zahteva boljše prepoznavanje in standardizacijo slovenskega znakovnega jezika, saj sedanja stopnja poznavanja in razvitosti Slovenskega znakovnega jezika (SZJ) ne dosega komunikacijskih zahtev sodobne in na znanju temelječe družbe.

SZJ je samostojen in drugačen od slovenščine – z visoko razvitim manualno-vizualnim načinom izražanja ima drugačno skladnjo, drugačna oblikoslovna in besedotvorna pravila, ne more se uporabljati hkrati z govorno slovenščino.

Znakovni jezik je način sporazumevanja večine odraslih gluhih oseb; kadar se družijo z drugimi gluhi ali slišječimi osebami, ki obvladajo znakovni jezik gluhih, uporabljajo isti jezikovni kod. Slovenski znakovni jezik je prvi naravni jezik gluhih, zato je jezik skupnosti gluhih in ga uvrščamo med jezike manjšine v Sloveniji.

1. cilj: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku

Ukrepi:

- ugotavljanje stanja slovenskega znakovnega jezika;
- sistematično usposabljanje učiteljev in vzgojiteljev za poučevanje v slovenskem znakovnem jeziku v zavodih za gluhe in naglušne v Republiki Sloveniji;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenskega znakovnega jezika za učitelje in vzgojitelje v zavodih za gluhe in naglušne v Republiki Sloveniji;
- stalno/sprotno izobraževanje tolmačev slovenskega znakovnega jezika;
- izobraževanje v slovenskem znakovnem jeziku na vseh stopnjah šolanja;

- izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik;
- uveljavitev slovenskega znakovnega jezika kot izbirnega predmeta v šoli;
- usposabljanje tolmačev za slovenski znakovni jezik;

#### Kazalniki:

- število izvedenih ukrepov,
- število raziskav, študij, strokovnih člankov in drugih znanstvenih tekstov na temo slovenskega znakovnega jezika,
- število izobraževalnih oblik za učitelje in vzgojitelje,
- sprejetje ustreznih učnih načrtov,
- število izobraževalnih oblik za tolmače.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje oblik jezikovnega izobraževanja na tem področju, povečanje števila znanstvenoraziskovalnih del, ki predstavljajo strokovno podlago za njihovo razvijanje, izboljšanje odnosa javnosti do potreb govorcev s posebnimi potrebami in povečanje njihovih sporazumevalnih možnosti.

Nosilci: MIZŠ, MDDSZ, MK.

2. cilj: Omogočanje alternativnih poti sporazumevanja v javnem življenju za slepe in slabovidne, gluho-slepe, osebe s specifičnimi motnjami (na primer disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju

#### Ukrepi:

- tiskanje besedil v brajici in drugih prilagojenih oblikah (učna gradiva, učbeniki, uradni dokumenti, označevanje izdelkov, napisi v javnosti, leposlovje);
- posodobitev slovenskega brajevega točkopisa;
- oblikovanje obrazcev, listin itd., ki se izdajajo na upravnih enotah, ob volitvah ipd. za navedene skupine oseb s posebnimi potrebami (možnost elektronske ali oblikovno prilagojene seznanitve z vsebino obrazcev);
- opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne;
- posredovanje slovenskih aktualnih literarnih del (na primer nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki ali v obliki za t. i. lahko branje;
- avdiodeskripcija TV-oddaj in filmov;
- opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne;
- oblikovanje smernic prilagojenega opravljanja izpitov za govorce s posebnimi potrebami (na primer možnost ustnega opravljanja pisnih izpitov, pisnega opravljanja ustnih izpitov ali časovno prilagojenega opravljanja izpitov glede na specifiko navedenih skupin oseb s posebnimi potrebami), in sicer na področjih, kjer to še ni urejeno;
- zagotavljanje hranjenja literarnih, strokovnih in drugih besedil v slepim, slabovidnim in ljudem z motnjami branja prilagojeni digitalizirani obliki v digitalnih knjižnicah in na spletu in njihove distribucije med uporabnike s posebnimi potrebami;
- opremljanje muzejev, galerij, gradov, cerkva in drugih znamenitih stavb in umetnostno zgodovinskih spomenikov ter starih mestnih jeder z avdiodeskripcijo.



Kazalniki:

- število gradiv v brajci,
- število upravnih enot, ki so opremljene s prilagojenimi gradivi za slabovidne in osebe z drugimi specifičnimi motnjami,
- število javnih prostorov, ki so opremljeni z zvočnimi informacijami,
- število aktualnih literarnih del in drugih kulturnih dobrin v zvočni obliki,
- število TV-oddaj in filmov z avdiodeskripcijo,
- število produktov kulturne dediščine z oznakami za slepe in slabovidne,
- izdelane smernice za prilagojeno opravljanje izpitov,
- število digitaliziranih del ter z avdiodeskripcijo opremljenih javnih in kulturnih ustanov za slepe in slabovidne ter ljudi z motnjami branja.

Predvidena sredstva: 400.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje oblik sporazumevalnih možnosti za govorce s posebnimi potrebami.

Nosilci: MNZ, MIZŠ, MK.

3. cilj: Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri drugih govorcih

Ukrep:

- tečaji znakovnega jezika, brajice, tečaji priprave lahko berljivih in razumljivih besedil za navedene skupine oseb s posebnimi potrebami ipd.

Kazalnik:

- število tečajev znakovnega jezika, brajice, priprave besedil.

Predvidena sredstva: 70.000 EUR.

Predvideni učinki: povečanje števila usposobljenih oseb za tovrstno komuniciranje med večinskimi govorci in s tem izboljšanje kakovosti komunikacije med njimi in skupinami oseb s posebnimi potrebami.

Nosilci: MIZŠ, MDDSZ, MK.

4. cilj: Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami

Ukrepa:

- razvoj metod in didaktičnih gradiv za navedene skupine oseb s posebnimi potrebami;
- usposabljanje učiteljev/vzgojiteljev za delo z njimi.

Kazalnika:

- število novih didaktičnih gradiv,
- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 200.000 EUR.

Predvideni učinki: poenotena in dostopnejša orodja in pogoji za tovrstna jezikovna izpopolnjevanja, lažje in učinkovitejše pridobivanje jezikovne zmožnosti v slovenščini za te skupine govorcev.

Nosilci: MIZŠ, MDDSZ, MK.

5. cilj: Vključevanje oseb s posebnimi potrebami v družbo

Ukrep:

- usposabljanje učiteljev in vzgojiteljev za delo z navedenimi skupinami oseb s posebnimi potrebami, vključenih v procese rednega izobraževanja.

Kazalnik:

- število izobraževalnih oblik za učitelje in vzgojitelje.

Predvidena sredstva: 70.000 EUR.

Predvideni učinki: povečanje števila oseb, pripadnikov navedenih skupin, v posamezne družbene podsisteme, povečana dostopnost procesov rednega izobraževanja omenjenim osebam.

Nosilci: MIZŠ, MDDSZ, MK.

#### 2.1.8 Jezikovna ureditev visokega šolstva in znanosti

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kakovostnimi partnerji z evropskih in neevropskih univerz.

V zvezi z rabo jezika v visokem šolstvu in znanosti so med prioriteta za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine na obeh področjih. Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo, je povezana predvsem z naslednjimi strateškorazvojnimi zahtevami:

- z izmenjavo študentov ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020;
- z izmenjavo profesorjev ter z možnostjo dolgoročnejšega zaposlovanja tujih visokošolskih učiteljev na slovenskih univerzah;
- z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS.<sup>3</sup>

Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in Republika Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja in mednarodno konkurenčnost.

<sup>3</sup> Servis Web of Science (WoS) omogoča dostop do multidisciplinarnih bibliografskih baz podatkov z indeksi citiranosti: Science Citation Index Expanded® (SCI-EXPANDED), Social Sciences Citation Index® (SSCI) in Arts & Humanities Citation Index® (A&HCI). Vključujejo podatke iz okrog 10.000 najbolj prestižnih in vplivnih znanstvenih revij na svetu za obdobje od leta 1970.

## 1. cilj: Omogočanje prostega pretoka študentov in profesorjev

Raba slovenskega jezika v visokem šolstvu v Republiki Sloveniji ob ustrezni jezikovni politiki ne more pomeniti ovire za njegovo internacionalizacijo. Vzpostaviti je treba jasen sistem ločevanja med krajšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev ter med daljšimi oblikami vključevanja študentov in profesorjev v visokošolski sistem Republike Slovenije. Izkušnje na področju poučevanja slovenščine kot tujega jezika kažejo, da se je slovenščino mogoče naučiti tako receptivno (pasivno) kot produktivno (aktivno) v razmeroma kratkem času in da učenje slovenščine ob hkratnem študiju oziroma poučevanju za tujce ne pomeni prevelike obremenitve. Zagotavljanje možnosti pouka slovenščine za tujce, ki se vključujejo v visokošolski sistem v Republiki Sloveniji, je tudi bistveno cenejše kot dodatno usposabljanje slovenskih in tistih tujih predavateljev, katerih prvi jezik ni angleščina, v angleškem jeziku ter izvajanje vzporednih programov za tuje študente povsod, kjer bi bilo to zaželeno. Tuj študent lahko spremlja predavanja v slovenščini po enem letu bivanja v Sloveniji in učenja slovenščine, visokošolski predavatelji pa so sposobni predavati v slovenščini po štirih letih bivanja v Sloveniji in učenja slovenščine. Po izteku eno- oziroma štiriletnega obdobja naj se od njih zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Zaključna dela (diplome, magistrska dela, doktorate) lahko tuji študenti pišejo v tujem jeziku (s povzetkom v slovenščini) ne glede na naravo visokošolskega programa.

### Ukrep:

- vzpostavitev/ohranjanje sistema učinkovitega učenja slovenščine za tuje študente in visokošolske učitelje znotraj posameznih univerz.

### Kazalniki:

- sistem učenja slovenščine za tuje študente in profesorje,
- število tečajev slovenščine za erazmovce, redne tuje študente ter tuje profesorje,
- število spričeval o znanju slovenščine tujih učiteljev in študentov na ustrezni ravni.

Predvidena sredstva: 2.500.000 EUR.

Predvideni učinki: uspešna jezikovna integracija tujih učiteljev in študentov v slovenski visokošolski prostor, učinkovita in recipročna izmenjava znanstvenih idej in dosežkov.

Nosilec: MIZŠ.

## 2. cilj: Ohranitev statusa slovenščine kot uradnega in učnega jezika visokega šolstva

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti. Hkrati sistemsko urejajo možnost poučevanja tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

### Ukrepi:

- MIZŠ in univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja Resolucije o nacionalnem programu visokega šolstva in strategij postaviti pregledne modele za smiselno vključevanje tujih študentov in

visokošolskih učiteljev: (1) s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi pod posebnimi pogoji (v skladu z naslednjo alinejo ukrepov) lahko izbirali tudi domači študenti; (2) z uvajanjem koncepta diferencirane večjezičnosti po tujih zgledih. Koncept predvideva, da je jezik visokošolskega študija enak prevladujočemu jeziku okolja, da pa se slušateljem, ki tega jezika ne razumejo zadosti dobro, ponudi simultani (strojni) prevod v tuji jezik z orodji, prilagojenimi posameznim strokam; prosojnice in drugo študijsko gradivo so praviloma dvojezični, v jeziku okolja in v tujem jeziku, v tujem jeziku pa potekajo tudi konzultacije s tujimi študenti; (3) s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega razmerja med domačimi in gostujočimi študenti;

- zakonodaja mora določiti obvezni večinski obseg izvajanja visokošolskih programov v slovenskem jeziku, in ne tega v celoti prepustiti univerzam. Ker se strateška usmeritev univerz in države glede povečanja izmenjav ujema, se Ministrstvo za izobraževanje, znanost in šport ter visokošolske organizacije sporazumejo o ustreznem načinu njihovega financiranja;
- na ravni doktorskega študija se univerzam prepusti avtonomna jezikovna politika ob upoštevanju ustavnih in zakonskih omejitev ter splošnega načela, da naj slovenski profesorji slovenskim študentom ne predavajo v tujem jeziku.

Kazalniki:

- vzpostavitev modela vključevanja tujcev v slovenski visokošolski sistem (zakonodaja),
- določitev obveznega obsega izvajanja visokošolskih programov v slovenskem jeziku (zakonodaja),
- število vzporednih programov in izbirnih modulov v tujem jeziku.

Predvidena sredstva: 1.200.000 EUR.

Predvideni učinki: z vzporednimi programi, izbirnimi moduli oziroma simultanim strojnim prevajanjem za kratkoročne obiske bo zagotovljen učinkovit prenos slovenskega znanja tujim študentom.

Nosilec: MIZŠ.

3. cilj: Razvijati sporazumevalno zmožnost v strokovnem jeziku

Številni dokumenti in zaveze slovenske države načrtujejo dejavno večjezičnost prebivalcev Evropske unije. V skladu s tem je treba na visokošolski strokovni ravni omogočati učenje strokovne slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega (akademskega) pisanja, ob tem pa je treba poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih za visokošolske učitelje in študente.

Ukrepi:

- na podlagi temeljite raziskave in analiz strokovno-znanstvenega pisanja na visokošolski ravni, tujih zgledov ter specifičnosti programov se izdelata in univerzam ponudi učni načrt za priporočljivi uvodni predmet v 1. letniku prvostopenjskih programov, ki bo vključeval omenjene jezikovne vsebine;
- izdelata se načrt usposabljanja učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih ter načrt preverjanja jezikovnega znanja v drugih jezikih za tiste učitelje, ki izvajajo izbirne module in programe v drugih jezikih;

- spodbuja se izdelava kakovostnih visokošolskih učbenikov v slovenščini in prevodov kakovostnih učbenikov iz tujih jezikov;
- za potrebe dela na ravni EU se oblikuje poseben magistrski študijski program za pridobitev strokovnega naziva pravnik lingvist.

Kazalniki:

- izdelan učni načrt za strokovno-znanstveno pisanje,
- izdelan načrt usposabljanja in preverjanja znanja učiteljev za sporazumevanje v slovenščini in angleščini,
- izdelan študijski program za naziv pravnik lingvist.

Predvidena sredstva: 10.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje in razvijanje jezikovne zmožnosti učiteljev tako v slovenščini kot angleščini, razvijanje strokovno-znanstvenega jezika posameznih strok, vključno z razvijanjem kontrastivne terminologije.

Nosilec: MIZŠ.

#### 4. cilj: Izboljšati položaj slovenščine kot jezika znanosti

Merila za volitve v nazive visokošolskih učiteljev ter predpisi za akreditacijo visokošolskih programov in ustanov (NAKVIS) so trenutno predvsem rezultat zavedanja o pomembnosti mednarodno potrjene kakovosti slovenske znanosti. Enako ravna pri dodeljevanju sredstev tudi ARRS, ko vrednoti odličnost slovenskih znanstvenikov za dodeljevanje projektnih sredstev.

Gledano razvojno je seveda poudarjanje potrebe po objavljanju v tujih revijah in tujem jeziku razumljivo, saj so merila in z njimi visokošolska habilitacijska politika hotela preseči omejenost slovenskega znanstvenoraziskovalnega dela na domači prostor in ga kakovostno sopostaviti tujemu ter tako povečati odličnost raziskovalnega dela. V časih, ko so bile tuje objave prej izjema kot pravilo, so se univerze smiselno odzvale s poudarjanjem nujnega objavljanja tudi v tujem jeziku.

Taka politika pa je povzročila zapostavljanje in ponekod popolno ukinitve znanstvenih objav v slovenščini kot nujnega pogoja za napredovanje v znanstvene nazive, za mentorstvo doktorskim študentom ter za vodenje raziskovalnih projektov in programov. To je škodljivo vsaj z dveh vidikov: razvijanja slovenskih terminologij ter slovenščine kot jezika visokošolskega izobraževanja ter usihanja kakovostnih slovenskih revij. Sedanja politika napredovanj tako povzroča, da v nekaterih strokah postaja slovenščina že skoraj obrobni jezik. Smiselno znanstveno in strokovno objavljanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, tako v njenem jeziku sooblikuje družbo znanja ter javnosti vrača vložena javna sredstva.

Med merili za pridobitev najnižje stopnje visokošolskega učitelja zdaj na primer ni merila »obvladovanje slovenščine kot jezika stroke«, med merili za raziskovalno odličnost pa so objave v tujih jezikih praviloma edino merilo znanstvene uspešnosti in veljajo nesorazmerno več kot tiste v slovenščini, tudi tam, kjer obstajajo kakovostne slovenske znanstvene revije.

Če je v preteklosti bilo nujno spodbujati pisanje v tujem jeziku, je danes položaj obrnjen: za razvoj slovenščine v znanosti se mora spodbujati tudi kakovostno objavljanje v slovenskem jeziku. Prav zato bi morale univerze, ARRS in NAKVIS

uravnovežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavlanje tudi v slovenščini.

Ukrep:

- Univerze naj prek habilitacijske politike vzpostavijo spodbude za smotrno objavlanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavlanja v tujem jeziku naj NAKVIS, ARRS in univerze med pogoje za izvolitve in pogoje za financiranje programskih skupin uvrstijo tudi obvezno objavlanje učbenikov, terminoloških gradiv in strokovnih člankov ter monografij v slovenščini (izjeme za zelo ozka področja, kjer bi bilo to smiselno, določi ARRS) – ti so tudi vir za nastajanje terminoloških in jezikovnih baz ter drugih jezikovnih virov, ki so resolucijsko obdelani v naslednjem poglavju.

Kazalnik:

- sprejetje in uvedba sistema habilitacijskih pravil in sistema financiranja programskih skupin s posebnim poudarkom na slovenskih strokovnih objavah.

Predvidena sredstva: /

Predvideni učinki: povečanje strokovnih objav v slovenskem jeziku, razvoj slovenskega strokovnega jezika in terminologije, seznanjanje slovenske javnosti z razvojem slovenske znanosti.

Nosilca: ARRS, MIZŠ (v sodelovanju z univerzami).

## 2.2 Jezikovna opremljenost

### 2.2.1 Uvod

Opremljenost slovenščine in slovenske jezikovne skupnosti z jezikovnimi viri, priročniki, orodji in (svetovalnimi) storitvami je obravnavana kot eden ključnih dejavnikov, od katerega je odvisno uresničevanje večjega števila ciljev jezikovne politike. Analize dosedanjega jezikovnega načrtovanja so pokazale, da je ena od osrednjih težav opremljenosti jezika pomanjkanje sinteze potreb jezikovne skupnosti govorcev slovenščine in s tem povezano nadzorovano načrtovanje jezikovne infrastrukture s strani državnih organov, ki te dejavnosti financirajo. Cilj, ki je skupen vsem podpoglavjem v tem poglavju resolucije, je sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov, virov, orodij in storitev v obliki posebnega Akcijskega načrta za jezikovno opremljenost.

Obravnava jezikovne infrastrukture je omejena predvsem na priročnike, vire, orodja in storitve, ki so pomembni s stališča jezikovne opremljenosti domačih in tujih govorcev slovenščine za uspešno sporazumevanje v slovenščini, učenje in poučevanje jezika, zagotavljanje ustavnih pravic do uporabe jezika ter zagotavljanje pravic oseb s posebnimi potrebami. Od časa sprejema pretekle resolucije o nacionalnem programu jezikovne politike je prepoznavna sprememba na področju jezikovne infrastrukture predvsem pospešena digitalizacija in razvoj informacijskih in komunikacijskih tehnologij. Ta dva procesa postavljata okvir za nadaljnji razvoj infrastrukture, ki bo glede na svetovne in evropske trende ter hitrost sprememb predvsem digitalna, spletna in mobilna. Evropska unija pri svoji jezikovni politiki kot širšem okviru naše resolucije sledi svetovnim trendom in vlaga v razvoj digitalnih virov za uradne jezike Evropske unije in druge evropske jezike, čemur mora slediti tudi Slovenija in se priključiti pobudam, ki bodo omogočile, da jezikovni priročniki, viri, orodja in storitve za

slovenščino ostanejo v okvirih, ki jih Evropska unija želi zagotoviti za vse svoje uradne jezike.

Cilj: Uskladitev dejavnosti pri načrtovanju in izvajanju Akcijskega načrta za jezikovno opremljenost

Ukrepi:

- spodbujanje raziskav o slovenskem jeziku in drugih jezikih, ki sodijo v okvir slovenske jezikovne politike, kot podpora Akcijskemu načrtu za jezikovno opremljenost;
- v okviru sprejemanja Akcijskega načrta za jezikovno opremljenost (5–10 let) se opredeli izdelava jezikovnih priročnikov in razvoj jezikovnotehnoloških virov, orodij in aplikacij za slovenski jezik, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Akcijski načrt predpostavlja, da se s strani financerja načrta ustanovi posebno telo, ki skrbi za njegovo izdelavo, spremljanje ter koordinacijo različnih virov financiranja. Akcijski načrt se sprejme najpozneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki;
- ustanovitev institucije ali konzorcija institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih virov in tehnologij. Institucija ali konzorcij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

Kazalniki:

- število raziskav o slovenskem jeziku kot podpora Akcijskemu načrtu za jezikovno opremljenost,
- izdelava Akcijskega načrta za jezikovno opremljenost,
- delovanje institucije ali konzorcija institucij za povezovanje jezikovnih virov in tehnologij.

Predvidena sredstva: 850.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje nastajanja jezikovnih priročnikov in jezikovne infrastrukture.

Nosilci: MIZŠ, ARRS, MK.

### 2.2.2 Jezikovni opis

Izhajajoč iz prevladujočih jezikoslovnih teorij, jezik sestoji iz poimenovalnega dela, tj. njegovega besedja, in urejevalnega, to je pravil, po katerih se besede uresničujejo, pregibajo in uporabljajo v besedilu. Jezikovni opis torej sestavljata slovar kot opis besed in besednih zvez in slovnica kot opis pravil, po katerih se te uresničujejo, pregibajo in uporabljajo v besedilu.

Vsak kultiviran jezik ima vsaj po en temeljni enojezični slovar in vsaj eno temeljno slovnico sodobnega knjižnega/standardnega jezika. Ta dva opisa predstavljata trdno osnovo nadaljnjim, bolj ali manj aplikativno naravnanim slovarskim in slovničnim delom, ki prikazujejo za posamezne potrebe izbrano besedje oziroma pravila ali ki to besedje oziroma pravila prikazujejo na drugačen način. Ker se jezik v teku časa spreminja, je vsako tako temeljno delo uporabno le v omejenem časovnem obdobju, ki je danes krajše kot v 20. stoletju. Jezik se zaradi pospešenega razvoja zunajjezikovne stvarnosti

v današnjem času bistveno hitreje razvija predvsem v svojem poimenovalnem delu, medtem ko so za upoštevanja vredne spremembe njegovega urejevalnega dela še vedno potrebna desetletja.

V današnjem in polpreteklem času velja za temeljno slovarsko delo sodobnega jezika *Slovar slovenskega knjižnega jezika*, za temeljno slovnično pa Toporišičeva *Slovenska slovnica*. Obe temeljni deli sta utemeljeni in uporabni, vendar predvsem zaradi jezikovnih sprememb zadnjih desetletij ne zadoščata več vsem potrebam, ki jih pogojuje današnja jezikovna stvarnost. Druga pomanjkljivost obeh temeljnih del je, da sta bili napisani za prikaz v knjižni obliki in da je le temeljni slovar prešel v digitalno okolje, kateremu zaradi prvotne knjižne zasnove ni prilagojen v polni meri.

Izhajajoč iz dejstva, da slovenščino govori razmeroma majhno število govorcev, je za naslednje obdobje smotno načrtovati le en temeljni splošni jezikovni opis. Akcijski načrt za jezikovno opremljenost mora predvideti tak slovarski opis sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških in drugih. Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika. Prihodnji akcijski načrt za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov ter drugi korpusi, ki jih bo predvidel prihodnji akcijski načrt.

V obdobju, ki ga pokriva resolucija, je treba začeti načrtovanje izdelave znanstvene slovnice slovenskega jezika, ki bo prikazovala današnji slovnični ustroj slovenskega knjižnega/standardnega jezika kot povezovalnega jezika vseh Slovencev.

Za dodatno jezikovno opremljenost bo treba dokončati, sestaviti oziroma prilagoditi digitalnemu okolju še slovarje, pri katerih smo Slovenci v zamudi, zlasti sinonimni slovar, slovar besednih oblik vseh standardnih nelastnoimenskih besed, ki bo vseboval tudi podatke o dinamičnem in tonemskem naglasu, slovar zemljepisnih imen slovenskega narodnega prostora in eksonimov, slovar slovenskih osebnih imen (rojstnih in priimkov); za ohranitev slovenščine kot strokovnega jezika bo treba kontinuirano sestavljati terminološke slovarje različnih strok. Vsa ta dela morajo biti opravljena na način, ki bo omogočal njihovo medsebojno povezovanje in povezovanje s temeljnim slovarjem (in v perspektivi temeljno slovnico) v digitalni obliki ter njihovo dostopnost prek sodobnih medijev.

Na osnovi teh temeljnih del je treba izdelati priročnike za druge ciljne uporabnike. To so predvsem slovarji in slovnice za različne stopnje izobraževanja rojenih govorcev, za tiste, katerih materni jezik ni slovenščina, in za osebe s posebnimi potrebami.

Ob tem se ne sme pozabiti, da slovenščina ni samo današnji knjižni/standardni jezik. Slovenščina so tudi narečja in slovenščina ima tudi zgodovino in predzgodovino. Zato je treba posvetiti pozornost tudi dialektološkim raziskavam, zlasti pisanju lingvističnih atlasov, narečnih slovarjev in monografij o posameznih (zamirajočih) narečjih, ter zgodovinsko- in primerjalnojezikoslovnim raziskavam, zlasti sestavi zgodovinskega slovarja slovenskega jezika, zgodovinske slovnice, prenovi etimološkega slovarja itd.

Cilj: Temeljni opis sodobne knjižne/standardne slovenščine, specializirani jezikovni opisi, dialektološki, zgodovinsko- in primerjalnojezikoslovni opisi

Ukrepi:

- sprejetje temeljnih usmeritev za izdelavo temeljnih in specializiranih priročnikov sodobnega slovenskega knjižnega/standardnega jezika in temeljnih ter specializiranih priročnikov ter drugih slovenističnih del s področja dialektologije,



zgodovinskega in primerjalnega jezikoslovja (5–10 let) na nacionalni ravni ter njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost;

- sprejetje takega bibliometričnega vrednotenja slovarskih in drugih leksikografskih del, ki bo raziskovalce spodbujal k sodelovanju pri sestavljanju temeljnih in specializiranih priročnikov za slovenski jezik;
- oblikovanje prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, namenjenega splošnim uporabnikom in strokovni javnosti. Portal mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo vzpostavitev in dolgoročno delovanje.

Kazalniki:

- sprejetje temeljnih usmeritev,
- izdelovanje temeljnih in specializiranih priročnikov za slovenski jezik,
- sprejetje ustreznega bibliometričnega vrednotenja slovarskih del,
- oblikovanje in vzdrževanje spletnega portala.

Predvidena sredstva: 6.300.000 EUR.

Predvideni učinki: usklajeno delovanje na področju izdelave temeljnih in specializiranih jezikovnih priročnikov in njihovo izdelovanje, dostopnost na spletu (enotna vstopna točka) s čim več obstoječih podatkov o slovenščini.

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

### 2.2.3 Standardizacija

Ugotavljanje aktualne jezikovne norme se začne z ugotavljanjem dejanske rabe in njenim vrednotenjem glede na opisano normo – tu se standardizacijska dejavnost tesno povezuje s sistemskim opisom jezika in prva težava obstoječih standardizacijskih pripomočkov je pomanjkanje aktualnih jezikovnih opisov. Za kontinuirano sledenje neskladjem med aktualnim standardom in rabo je treba v Akcijskem načrtu za jezikovno opremljenost predvideti možnosti načrtovane izrabe jezikovnotehnoloških virov in orodij za te potrebe. Gradnja tovrstne jezikovnotehnološke infrastrukture omogoča pridobitev deloma samodejne in (kar je še pomembneje) objektivne podatkovne zbirke, ki se z ustrezno jezikovno interpretacijo lahko uporablja v vseh fazah standardizacijskega procesa.

Koncipiranje normativnih jezikovnih priročnikov, ki so namenjeni najširšemu krogu jezikovnih uporabnikov in s katerimi bo mogoče najbolj učinkovito zadostiti zahtevam po hitri in nedvoumni informaciji glede jezikovnih zadreg, je mogoče le s predhodnimi raziskavami, v katerih bo odgovorjeno na vprašanja, kako naj bo priročnik za aktivno rabo jezika zasnovan in katera vprašanja govorcev naj rešuje. Standardizacijska dejavnost mora pri iskanju načinov za zapis ugotovljene norme v priročniku upoštevati vse novejši izsledke, s katerimi bi se uporabnikovim pričakovanjem približala v taki meri, da bi dosegla stanje, ki ga obvladujemo s tako imenovanim konceptom minimalne intervencije.

Temeljni kodifikacijski priročnik in Slovenski pravopis skladno s tradicijo, dobro prakso, v okviru svojih zakonskih zadolžitvev ter v sodelovanju z vsemi ustanovami s področja jezikovnega načrtovanja potrjuje Slovenska akademija znanosti in umetnosti. Na

podlagi svojih zakonskih zadolžitve sodeluje tudi pri nastajanju vseh drugih temeljnih priročnikov slovenskega jezika z normativnimi vsebinami.

Iz konteksta ideje o spletni jezikovni svetovalnici, ki je postavljena že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorci, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da je potreba po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinjalo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postala še bolj nujna. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov.

Danes večina jezikovnih uporabnikov pri pisanju uporablja računalnik in urejevalnike besedil, v katere so ponudniki tovrstnih storitev (na primer Microsoft) vključili črkovalnike, namenjene odkrivanju in odpravljanju tipkarskih in pravopisnih napak v besedilih. Podobno orodje opozarja na črkovalne napake tudi pri brskanju po spletu (na primer Googlov iskalnik s sintagmo »ste morda mislili ...« uporabniku sugerira pogostejšo in zato domnevno pravilnejšo obliko zapisa). V nedavni raziskavi, ki je bila izvedena v širši populaciji jezikovnih uporabnikov, se je izkazalo, da je le malo tistih, ki priporočilo črkovalnika preverijo še v kakem od jezikovnih priročnikov, več pa je tistih, ki orodju zaupajo. Iz odgovorov pa je mogoče sklepati, da bi bil odstotek slednjih še večji, če bi bili prepričani o strokovni podprtosti tega orodja. Z digitalno dobo se tako odpira vprašanje prevlade orodij, ki nastajajo izven dosega in vpliva slovenističnega jezikoslovja ali slovenske jezikovne politike. Posredno poseganje teh orodij na jezikovno rabo se skokovito povečuje in zato odpira vprašanje prikaza jezikovnih podatkov v uporabniku prijaznih aplikacijah, integriranih v urejevalnike besedil in spletne iskalnike. Ena od nalog jezikovne politike v prihodnjem obdobju je zato tudi oblikovanje strategij, s katerimi bo mogoče z dostopom do ustreznih virov in orodij vplivati na ponudnike teh storitev.

Cilj: Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine in tujim govorcem, ki se želijo naučiti slovenščine, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se sporazumevajo v skladu z njim

Ukrepi:

- sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in storitev, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov – kot del Akcijskega načrta za jezikovno opremljenost;
- vzpostavitev svetovalnega telesa, ki deluje prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini;
- posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom.

Kazalniki:

- sprejem temeljnih usmeritev,
- vzpostavitev svetovalnega telesa,
- izdaja pravopisnega priročnika.

Predvidena sredstva: 600.000 EUR.

Predvideni učinki: usklajen razvoj in dostopnost sodobnih priročnikov slovenskega standardnega jezika ter svetovalnih storitev na tem področju.

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi institucijami).

## 2.2.4 Terminologija in večjezičnost

Pri načrtovanju večjezičnih virov za prihodnje obdobje ne moremo več govoriti samo o klasičnih dvojezičnih ali terminoloških slovarjih, temveč tudi o slovarskih bazah ali večjezičnih bazah znanja, ki se izkoriščajo bodisi neposredno za preverjanje informacij v ustrezni spletni ali drugi aplikaciji (ali izvedeni tiskani obliki) bodisi za uporabo v orodjih, ki na druge načine pomagajo pri učenju tujih jezikov, prevajanju ali tolmačenju, kot so sistemi za strojno prevajanje, sistemi za računalniško podprto prevajanje, sistemi za podporo tolmačenju itd. Opisane vire je mogoče izkoristiti, če je vzpostavljena ustrezna (spletna) infrastruktura. Predpogoj za nastanek jezikovnih priročnikov in zagotavljanje tehnoloških rešitev, ki rešujejo kontrastivne težave med dvema ali več jeziki, pa je obstoj sodobnih virov in orodij za slovenščino ter opis jezika z enojezičnega stališča.

Pri dosedanjem jezikovnem načrtovanju je veljalo, da so enojezični priročniški viri in orodja za slovenščino domena javnega financiranja, dvo- in večjezični viri in orodja pa so bili prepuščeni bodisi naključnemu entuziazmu posameznikov bodisi komercialni sferi. Z vstopom v digitalno paradigmo ta koncept ne zadostuje, kajti ena od posledic razvoja informacijskih in komunikacijskih tehnologij je ta, da so tradicionalni dvo- ali večjezični priročniki s prestopom v spletno oziroma digitalno okolje postali komercialno bistveno manj zanimivi ali celo nezanimivi, kar kažejo trendi po Evropi in v svetu, ne le v Sloveniji. Po drugi strani je v digitalnem okolju mnogo lažje izkoriščati podatke iz ene baze podatkov za sestavljanje drugih baz s sorodno vsebino, kar velja tudi za dvo- ali večjezične baze, terminološke baze podatkov itd. Z vzpostavitvijo ustrezne infrastrukture je mogoče izdelati večjezične vire tudi za jezike ali specializirana tematska področja, ki do sedaj še niso bila obdelana, česar brez te zaradi manjšega števila ciljnih uporabnikov ne bi bilo realno pričakovati.

Strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in jezikovno usposabljanje strokovnjakov na vseh terminoloških področjih. Jeziki z večjim številom govorcev so v prednosti že zato, ker jih na večjem trgu močnejše podpira jezikovna industrija (dostopnejše in številnejše sodobne slovarske baze, terminološke zbirke, jezikovni korpusi, sistemi za strojno prevajanje itd.), zato je pri jezikih z manjšim številom govorcev še toliko pomembnejša vloga države. Akcijski načrt za jezikovno opremljenost mora upoštevati to dimenzijo z vzpostavitvijo terminološkega portala kot delom prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tudi spletni forum za hitro izmenjavo znanja in mnenj o terminoloških rešitvah med področnimi strokovnjaki in jezikoslovcji.

Cilj: Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo učenju in poučevanju tujih jezikov in terminološkemu delu

Ukrepi:

- sprejetje temeljnih usmeritev glede izdelave sodobnih dvo- in večjezičnih splošnih ter terminoloških jezikovnih priročnikov (5–10 let) na nacionalni ravni in njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost;
- vzpostavitev splošnega večjezičnega portala, ki bo del prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, kjer bo na voljo večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov. Portal naj omogoča tudi izkoriščanje moči množice pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta;
- vzpostavitev terminološkega portala kot dela prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tako obstoječe kot tudi nastajajoče terminološke slovarje, terminološke baze in učinkovit svetovalni servis ter bo izkoriščal možnosti hitre izmenjave znanja in mnenj med področnimi strokovnjaki in jezikoslovci, ki jih omogoča splet. V okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije;
- spodbujanje projektov, ki predvidevajo sestavljanje na enojezičnem slovenskem temeljnem opisu zasnovanih terminoloških in večjezičnih baz podatkov ter večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov.

Kazalniki:

- sprejetje temeljnih usmeritev,
- vzpostavitev splošnega večjezičnega portala,
- vzpostavitev terminološkega portala,
- število podprtih projektov s področja gradnje terminoloških in večjezičnih baz podatkov in priročnikov.

Predvidena sredstva: 600.000 EUR.

Predvideni učinki: dostopnost večjezičnih in terminoloških baz podatkov, poenotenje terminologije.

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

## 2.2.5 Jezikovne tehnologije

Jezikovne tehnologije so zbirno poimenovanje za različna računalniška orodja in aplikacije, ki izrabljajo obstoječe jezikovne (meta)podatke za razreševanje z jezikom povezanih praktičnih dilem uporabnikov (sistemi za prepoznavanje in sinteza govora, strojno prevajanje, strojno podprto prevajanje, črkovalniki, slovnični pregledovalniki, sistemi za samodejno odgovarjanje na vprašanja, besedilno rudarjenje itd.) ali za postopke računalniške analize naravnega jezika za izdelavo zlasti digitalnih jezikovnih priročnikov in virov (postopki tokenizacije, oblikoskladenjskega označevanja, skladenjskega razčlenjevanja, avtomatskega razločevanja pomenov, avtomatskega razreševanja besedilnih koreferenc, prepoznavanja imenskih entitet itd.).

Razvoj informacijskih in komunikacijskih tehnologij v zadnjih 10 letih ustvarja »digitalno vrzel«, zaradi katere bodo jeziki, ki bodo pri tem razvoju zaostajali, postali manj privlačni in konkurenčni v globalno povezanem svetu. Digitalna vrzel ločuje jezike, ki so dovolj prisotni na svetovnem spletu, za katere obstajajo sodobni digitalni viri in so jezikovnotehnološko razviti, od tistih, pri katerih se zaostanek s skokovitim razvojem informacijskih in komunikacijskih tehnologij povečuje. Za večino uradnih jezikov Evropske unije so bili v zadnjih desetih letih izdelani načrti razvoja digitalnih virov in

jezikovnotehnoloških aplikacij, s čimer posamezne države oziroma jezikovne skupnosti na sistematičen in programiran način skrbijo za prehod svojih jezikov v digitalno okolje. Načrti imajo praviloma naslednje cilje: (1) identifikacija dejavnikov na področju jezikovnega opisa, jezikovnih tehnologij in virov; (2) sistematična analiza jezikovne rabe in z njo povezanih potreb jezikovne skupnosti; (3) izdelava seznama obstoječih in manjkajočih računalniških jezikovnih izdelkov in storitev za raziskovalne skupnosti in širšo javnost; (4) vzpostavitev organiziranega skladiščenja, vzdrževanja in distribucije obstoječih priročnikov, virov in orodij; (5) vzpostavitev dolgoročnega programa nastajanja in razvoja digitalnih jezikovnih priročnikov, virov in orodij; (6) vzpostavitev sodelovanja z evropskimi pobudami za izmenjavo digitalnih virov in orodij.

Medsebojno primerljivost takih programov med drugim zagotavlja upoštevanje evropskih pobud, kot so zdaj raziskovalni infrastrukturi CLARIN in DARIAH, infrastrukturni projekti, na primer META-NET, itd.

Pri evalvaciji jezikovnotehnološke razvitosti posameznega jezika se navadno upoštevajo naslednji kazalci. Med jezikovnotehnološke vire (korpusi, baze znanja) spadajo: (1) referenčni korpusi, specializirani korpusi; (2) oblikoskladenjsko in skladenjsko označeni korpusi (odvisnostne drevesnice); (3) semantično in diskurzno označeni korpusi; (4) vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi; (5) govorni korpusi (posnetki govornega jezika, jezikoslovno označeni govorni korpusi, dialoški korpusi); (6) multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki); (7) semantični leksikoni, slovarji sinonimov, ontologije; (8) jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice; (9) leksikoni besednih oblik in večbesednih enot; (10) terminološke baze. Med jezikovnotehnološka orodja in aplikacije spadajo: (1) črkovalniki in moduli za preverjanje slovnične ustreznosti; (2) strojno prevajanje, strojno podprto prevajanje v različne jezike; (3) sinteza in prepoznavanje govora (govorni informacijski sistemi, pripomočki za učenje govorne slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov); (4) tokenizacija, oblikoskladenjsko označevanje, oblikoslovna in besedotvorna analiza in sinteza; (5) skladenjsko razčlenjevanje (površinska ali globinska skladenjska analiza stavkov, vezljivost); (6) stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge); (7) semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila); (8) procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.); (9) luščenje informacij (avtomatsko indeksiranje besedil, multimedijsko luščenje informacij, večjezično luščenje informacij); (10) informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje); (11) avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

Za prihodnje obdobje je smiselno načrtovati vsaj (a) izdelavo, dodelovanje in vzdrževanje (standardno) označenih referenčnih in specializiranih korpusov slovenskega jezika, vključno z oblikovanjem jezikovnih modelov za statistično podprto verjetnostno analizo jezikovne rabe na različnih jezikoslovnih ravneh ter orodij in aplikacij za njihovo računalniško analizo in vizualizacijo, in (b) delo pri vseh nalogah, ki so našteje v sklopu jezikovnotehnoloških orodij in aplikacij. Terminološke baze bodo vključene v načrtovani terminološki portal.

V okviru Akcijskega načrta izdelave jezikovnih priročnikov in virov je treba predvideti skupne elemente, ki bodo omogočali njihovo povezljivost in s tem prispevali k učinkovitejši uporabi virov pri izdelavi jezikovnih priročnikov.

Ena od temeljnih zadreg pri dosedanjem razvoju proračunsko financiranih orodij in virov je ta, da po koncu projektov oziroma obdobja financiranja večinoma niso dostopni za javno uporabo oziroma jih ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je nejasen status avtorskih pravic oziroma dostopnosti pri priročnikih, virih in aplikacijah, ki že obstajajo. Za premostitev te zadrege je treba ustanoviti institucijo ali konzorcij institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih tehnologij, financiranih z javnimi sredstvi, ki bo skrbela za njihovo trajno in čim bolj prosto dostopnost za vse uporabnike. Pri jezikih z manjšim številom govorcev, kot je slovenščina, je potrebno, da so viri dostopni tudi za morebitno komercialno uporabo, kjer je to dopustno in mogoče, saj je to eden od učinkovitih načinov spodbujanja rabe jezika v digitalnem okolju.

Cilj: Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo čim bolj prosto dostopnih virov in orodij

Ukrep:

- sprejetje temeljnih usmeritev razvoja sodobnih jezikovnih tehnologij na nacionalni ravni (5–10 let) in njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost.

Nosilci: ARRS, MIZŠ, MK.

Kazalnika:

- sprejetje temeljnih usmeritev,
- število novih jezikovnotehnoloških orodij, aplikacij, virov.

Predvidena sredstva: 2.200.000 EUR.

Predvideni učinki: usklajen načrt razvoja jezikovnih tehnologij, ki bo temeljil na temeljiti preverbi stanja in postavljenih prioritetah.

Nosilci: ARRS, MIZŠ, MK.

## 2.2.6 Digitalizacija

Prehod v digitalno okolje predpostavlja, da sčasoma vsa besedilna ali druga gradiva (avdio, video itd.), ki predstavljajo kulturno in znanstveno dediščino, postanejo (prosto) dostopna v digitalni obliki. Prosta dostopnost takšnih jezikovnih virov spodbuja njihovo uporabo na digitalnih medijih, vključno z medsebojno povezljivostjo, in nudi empirično osnovo za razvoj jezikovnih tehnologij slovenskega jezika. Prost dostop omogočijo licence, kot so Creative Commons, kjer se avtorji odpovedo (delu) avtorskih pravic nad digitalnim izvirnikom, s čimer se omogoči ne samo pregledovanje, temveč tudi prenos in nadaljnje razširjanje jezikovnih virov.

Digitalizacija obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu sta nujna. V času veljavnosti resolucije 2007–2011 je bil prek spletnega vmesnika zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika, Slovenskega pravopisa 2001 in nekaterih

drugih priročnikov, v bodoče bo treba spletno dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti tudi za čim več preostalih ključnih, obstoječih in nastajajočih temeljnih in specialnih jezikovnih opisov in samih podatkovnih baz z namenom vgradnje v sekundarne aplikacije kot tudi za nadaljnji razvoj jezikovnih tehnologij za slovenski jezik. Odprtost je tudi tehnološko pogojena, zato naj bi bili jezikovni priročniki in viri zapisani z ustreznimi mednarodnimi standardi in priporočili, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot na primer Konzorcija za zapis besedil (Text Encoding Initiative, TEI). Obstoječi terminološki priročniki naj se objavijo na načrtovanem terminološkem portalu.

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenograme oziroma iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirnikov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru.

Država mora podpirati znanstveno produkcijo v slovenskem jeziku, ki je dragocen vir slovenskega strokovnega izrazja in strokovnega izražanja. Možnosti za zajem, procesiranje in distribucijo takih besedil doslej niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so na primer objave v znanstvenih in strokovnih zbornikih in revijah, je mogoče ta besedila jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami v okviru splošnega terminološkega portala kot dela prostodostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini.

Cilj: Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire in priročnike, ki predstavljajo kulturno dediščino oziroma znanstveno produkcijo, vezano na slovenski jezik

Ukrepa:

- v mehanizmu izbire projektov, katerih namen je produkcija jezikovnih virov in priročnikov, financiranih z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri in priročniki v največji možni meri standardizirani in dostopni tudi prek spleta;
- dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelave skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi tekstnokritične izdaje) in digitalizacijo ali prilagajanje digitalnemu okolju jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo spletni dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku.

Kazalniki:

- izvedba zapisanih ukrepov,
- število digitaliziranih del pisne kulturne dediščine,
- število digitaliziranih priročnikov za slovenščino,
- dostop do digitaliziranih besedil znanstvene produkcije v slovenščini.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: povečanje števila in večja dostopnost digitaliziranih del pisne kulturne dediščine, priročnikov za slovenščino in besedil znanstvene produkcije.

Nosilci: MIZŠ, ARRS, MK.

### 2.2.7 Govorci s posebnimi potrebami

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne, pripomočki za osebe z govorno-jezikovnimi težavami ter tehnični pripomočki za osebe z disleksijo (z bralno-napisovalnimi težavami).

Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije, ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oziroma izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhoti pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo znakovni jezik (na primer servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni).

Infrastruktura, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot na primer v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, bralnike zaslonov na računalnikih ali mobilnih napravah, (ročni) bralniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z brajico.

Za osebe z disleksijo (bralno-napisovalnimi težavami) so pomembni specifični tehnični pripomočki, na primer elektronski bralniki – naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, bralniki zaslonov na računalnikih ali mobilnih napravah, (ročni) bralniki z izgovorom besedila, pametna pisala itd.

Za osebe z motnjo v duševnem razvoju in druge osebe, ki težje berejo in razumejo prebrano (na primer osebe po poškodbi glave), je pomemben razvoj sodobnih tehnoloških aplikacij, ki (hkrati s poenostavitvijo vsebine) omogočajo lažje branje besedila.

Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji

Ukrepi:



- vzpostavitev osrednje institucije z namenom povezovanja, zbiranja, razvoja, distribucije jezikovnih virov in tehnologij za področje slovenskega znakovnega jezika. Institucija mora biti vzpostavljena v roku enega leta od sprejema Resolucije, pri čemer je treba zagotoviti financiranje za njeno dolgoročno delovanje.
- vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v Akcijski načrt za jezikovno opremljenost;
- opis sodobne norme, standardizacija in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika;
- izdelava orodij za komunikacijo s slepimi in slabovidnimi, gluhi in naglušni, z gluho-slepimi ter osebami z disleksijo in motnjo v duševnem razvoju, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

Kazalniki:

- vzpostavitev institucije za koordinacijo,
- vključitev virov in orodij v akcijski načrt,
- število znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika,
- število izdelanih orodij za komunikacijo za govorce s posebnimi potrebami

Predvideni učinki: povečanje števila znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika kot osnove za nadaljnje ukrepe, zlasti izdelavo orodij za komunikacijo govorcev s posebnimi potrebami s ciljem povečanja njihovih sporazumevalnih možnosti.

Predvidena sredstva: 400.000 EUR.

Nosilci: MIZŠ, MDDSZ, ARRS, MK.

### 2.3 Formalnopravni vidiki slovenske jezikovne politike

Nadaljnje formalnopravno uokvirjanje slovenske jezikovne politike je potrebno, pri tem pa je treba tehtati med večjo ali manjšo ustreznostjo urejanja bodisi s »krovnim« zakonodajnim aktom bodisi s posameznimi določbami posebnih področnih zakonov, uredb in drugih aktov, ki se dotikajo jezikovne rabe.

Za evalviranje in predloge morebitnega revidiranja in nadgrajevanja formalnopravnega okvira jezikovne ureditve Republike Slovenije je prvenstveno zadolžena Služba za slovenski jezik na MK.

Ta mora pri tem delovati na naslednjih splošnih načelih:

- Formalnopravna določila v zvezi s statusom, obvezno rabo in obveznim znanjem slovenščine in drugih jezikov morajo biti jasna, zavezujoča, splošno sprejemljiva v javnosti, medsebojno usklajena in realno izvedljiva z natančno predvidenimi jezikovnonačrtovalnimi koraki, seveda pa tudi vsebinsko skladna z Ustavo Republike Slovenije in pravnim redom Evropske unije.
- Zdaj veljavna zakonska in druga pravna določila, ki zadeve v zvezi z jeziki urejajo le načelno, bodisi z zagotavljanjem prednostnega položaja slovenščine bodisi z zagotavljanjem pravic govorcem slovenščine in drugih jezikov, pa so bila v času od svojega sprejetja neuresničena, sistematično neupoštevana ali drugače prezrta, je treba ali izločiti iz zakonodaje ali jih dopolniti v skladu s prejšnjim odstavkom.
- Zakonska določila glede položaja, obvezne rabe in znanja jezikov morajo ustrezati pravno ter demokratično legitimnim sporazumevalnim potrebam

državljanov in drugih prebivalcev Republike Slovenije ter drugih govorcev slovenščine.

- Zakonska določila naj odločilne subjekte v slovenski jezikovni situaciji jasno zavezujejo k jezikovnemu in jezikovnonačrtovalnemu ravnanju, ki bo skladno s cilji tega jezikovnopolitičnega programa.

Zakon o javni rabi slovenščine je bil sprejet leta 2004 in v nekaterih točkah dopolnjen leta 2010. V letih od njegovega sprejema so se na nekaterih področjih javnega življenja, ki ga ureja, pokazale nove okoliščine, ki napeljujejo na možnost generalne novelacije zakona. Premislek o spremembi zakonodaje pa mora temeljiti na skrbnem pregledu uresničevanja (tudi v obliki študij jezikovne situacije) in na upoštevanju nekaterih že zaznanih področij, ki bi potrebovala pravno preureditev.

Že evidentirana vsebinsko in izvedbeno problematična mesta v veljavnem formalnopravnem jezikovnopolitičnem okviru Republike Slovenije so med drugim: (1) *Navodilo o ugotavljanju jezikovne ustreznosti firme pravne osebe zasebnega prava oziroma imena fizične osebe, ki opravlja registrirano dejavnost, pri vpisu v sodni register ali drugo uradno evidenco* (Ur. list RS, št. 53/2006), ki izhaja iz 19. člena Zakona o javni rabi slovenščine, sam postopek ugotavljanja slovenskosti premalo objektivizira, saj kot merilo ustreznosti firme navaja tako reprezentativne korpuse kot nekaj etimološko obarvanih kriterijev. Ta ohlapnost dopušča delno arbitrarnost pri odločanju o ustreznosti poimenovanja, zato je treba navodilo izboljšati. (2) Določila o potrebnem znanju slovenščine in drugih jezikov za posamezne poklice in druge namene (*Zakon o javni rabi slovenščine, Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil*, področni zakoni); dejansko je mogoče znanje slovenščine na različnih stopnjah glede na obstoječi certifikatni sistem zahtevati samo od tujih govorcev slovenščine; za domače govorce slovenščine bi bilo treba bodisi razviti dodaten sistem potrjevanja ravni znanja slovenščine bodisi raven jezikovnega znanja posredno zahtevati s stopnjo izobrazbe, kot se dejansko izvaja že zdaj. Hkrati bi vsaj za zaposlitve v javnem sektorju morali formalnopravno in vsebinsko uskladiti zahteve po certificiranem znanju slovenščine in drugih jezikov ter poskrbeti za njihovo primerljivost z lestvicami Skupnega evropskega jezikovnega okvira. Zdaj veljavni certifikatni sistem za slovenščino kot tuji jezik, ki je tudi mednarodno priznan, mora dobiti zakonsko pravno podlago. (3) Določila o slovenščini kot učnem jeziku slovenskih javnih visokošolskih ustanov; pravni okvir mora zagotoviti nadaljnjo krepitev slovenščine kot učnega jezika v slovenskem visokem šolstvu in kot znanstvenega jezika, hkrati pa zagotoviti tako prožno jezikovno ureditev, ki bo omogočala nadaljnjo krepitev kakovostnega mednarodnega visokošolskega in znanstvenega sodelovanja.

1.cilj: Zagotovitev raziskovalnih in empiričnih podlag za učinkovito jezikovno politiko

Ukrepi:

- raziskave izbranih vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopravnega okvira jezikovne ureditve Republike Slovenije;
- sistematično evalviranje in oblikovanje predlogov za revidiranje in nadgrajevanje formalnopravnega okvira jezikovne ureditve Republike Slovenije v koordinaciji Službe za slovenski jezik;
- priprava celovitega pregleda in ocene slovenske jezikovne situacije za potrebe priprave naslednjega nacionalnega programa za jezikovno politiko.

Kazalniki:

- število ciljnih raziskav o vidikih slovenske jezikovne situacije,
- število evalvacij in predlogov za revidiranje formalnopravnega okvira,

- pripravljen pregled in ocena slovenske jezikovne situacije.

Predvidena sredstva: 250.000 EUR.

Predvideni učinki: učinkovitejši formalnopravni okvir slovenske jezikovne politike in celovita ocena slovenske jezikovne situacije glede na različne parametre (vitalnost javnih domen jezika, potrebe različnih tipov govorcev, tudi v zamejstvu, izseljenstvu, zdomstvu), ki bosta služila za pripravo novega nacionalnega programa za jezikovno politiko.

Nosilci: MIZŠ, MK, MNZ.

2. cilj: Zagotovitev pogojev za enakopravno javno rabo in razvoj italijanskega ali madžarskega jezika na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost

Ukrepi:

- ustrenejša sistemska nadgradnja dvojezičnega poslovanja,
- priprava potrebnih zakonskih aktov za izvedbo jezikovne politike na področju manjšinskih jezikov,
- uresničevanje vidne dvojezičnosti na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost,
- uresničevanje varstva potrošnikov tudi v italijanskem in madžarskem jeziku na teh območjih,
- ureditev in izvajanje ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovne politike in financiranjem.

Kazalniki:

- priprava zakonskih in podzakonskih aktov za implementacijo ustavnih določil in nacionalno sprejetih jezikovnih politik,
- odprava kršitev uveljavljanja komuniciranja in vodenja postopkov javnih uslužbencev in funkcionarjev v italijanskem ali madžarskem jeziku ter izdajanja dokumentov tudi v italijanskem ali madžarskem jeziku na omenjenih območjih,
- odprava kršitev uveljavitve dvojezičnih obrazcev, tiskovin, e-uprave in drugega pri poslovanju oseb javnega prava na omenjenih območjih,
- odprava kršitev vseh oblik vidne dvojezičnosti na omenjenih območjih,
- odprava kršitev pri rabi italijanskega in madžarskega jezika na področju varstva potrošnikov in oglaševanja na omenjenih območjih,

Predvidena sredstva: 200.000 EUR

Predvideni učinki: usklajeno načrtovanje, razvijanje, uresničevanje in nadzor nad uresničevanjem jezikovnih politik, dosledno poslovanje oseb javnega prava tudi v italijanskem in madžarskem jeziku na teh območjih, večje upoštevanje vidne dvojezičnosti ter varstva potrošnikov in oglaševanja tudi v omenjenih jezikih na teh območjih, nadzor nad uresničevanjem zakonskih aktov, sistemskih politik in financiranja ter vsi ostali ukrepi za dejansko rabo in razvoj dvojezičnosti na omenjenih območjih.

Nosilci: MK, MIZŠ, MNZ

2.4 Slovenščina kot uradni jezik Evropske unije

Slovenščina je z vključitvijo med uradne jezike Evropske unije pridobila večjo mednarodno težo na simbolni ravni, predvsem pa veliko operativnih možnosti za sodelovanje pri raziskovanju in uporabi jezikov v skupnosti s 24 uradnimi jeziki.

Večjezičnost je načelo, ki je vpisano v pravne temelje Evropske unije. Njene bistvene poteze so določene v ustanovitvenih pogodbah, Uredbi Sveta št. 1 iz leta 1958 in pristopnih aktih vsake nove države članice, ki se odloči, da bo svoj državni jezik uveljavila kot enega uradnih jezikov evropske nadnacionalne skupnosti. Utemeljena je s potrebo po demokratičnosti, preglednosti in pravni varnosti za vse državljane Evropske unije. Zato so pravni akti EU dostopni v vseh uradnih jezikih, na zasedanjih Evropskega parlamenta, Evropskega sveta in Sveta EU pa tudi sestankih nekaterih delovnih skupin je zagotovljeno tolmačenje, večina spletnih strani institucij EU je večjezičnih, državljani in pravne osebe lahko komunicirajo z institucijami EU v svojem jeziku. Ta ureditev ima dovolj zagovornikov v EU, da ni videti ogrožena – težko si je predstavljati skupnost, ki bi se temu odpovedala, saj to prav gotovo ne bi bila več skupnost, v katero se je včlanilo 28 držav.

Načelna raven je podrobno urejena, strategija večjezičnosti, ki jo je pripravila Evropska komisija, pa se v zadnjih letih osredotoča na tri glavne vidike: spodbujanje večjezičnosti v izobraževanju, izrabo večjezičnosti za krepitev gospodarske konkurenčnosti in večjezično komuniciranje organov EU z državljani in institucijami. Slednje pomeni redno vsakodnevno zagotavljanje prevajanja in tolmačenja v vse uradne jezike EU s pomočjo urejenega institucionalnega ustroja, v katerem delujejo dobro organizirani oddelki za posamezni jezik.

Večjezična ureditev Evropske unije in slovensko vključevanje vanjo sta vzpostavila okvir razvoja, znotraj katerega je v zadnjih desetih letih prišlo do premikov na področju strokovnega jezika in jezikoslovne stroke v Sloveniji, predvsem glede prevajanja, tolmačenja in sistematičnejšega urejanja terminologije. Zaradi obsežnega pravno-prevajalskega projekta priprave slovenske različice pravnega reda EU so bile potrebne boljša organizacija delovnih postopkov, vzpostavitev sistematičnega interdisciplinarnega sodelovanja in uvedba poenotene metodologije.

Prav strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in tudi jezikovno usposabljanje strokovnjakov na vseh področjih. Naloga državne in javne uprave je zagotavljati sistematično in usklajeno delovanje ključnih resorjev v skrbi za jezikovni razvoj.

Izvajanje nalog v zvezi s slovenščino v EU na podlagi Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je potekalo v celotnem obdobju veljavnosti resolucije. Cilj teh nalog je bil opremiti predstavnike Republike Slovenije, ki sodelujejo v institucijah in organih EU, z navodili, kako uresničevati svojo pravico do uporabe slovenščine kot uradnega jezika EU, izboljšati poznavanje rabe jezikov v EU in predvsem zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU.

Kljub izdelanim priporočilom ter vzpostavljeni mreži strokovnjakov pa je sodelovanja še vedno premalo. Izboljšani način urejanja terminologije je pomemben zaradi delovanja v EU, a prav tako in predvsem za delovanje slovenske javne uprave, šolstva, znanosti itd.

Poleg tega naj v razmerju do organov EU ostaja aktualno zagovarjanje stališča, da uveljavljanje načela prostega pretoka oseb, blaga, storitev in kapitala ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih varovalk in drugih mehanizmov za nevtralizacijo negativnih jezikovnopoličnih implikacij prostega pretoka.

#### 1. cilj: Podpora države pri uporabi slovenščine kot uradnega jezika Evropske unije

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

##### Ukrepa:

- nadaljevanje nalog iz prejšnje resolucije v zvezi s terminologijo oziroma nadaljevanjem prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije;
- intenzivna podpora izobraževalnih programov za povečanje števila slovenskih tolmačev v institucijah Evropske unije in uvedba intenzivnih programov usposabljanja slovenskih tolmačev za uspešno opravljanje postopkov izbire v ustanovah Evropske unije.

##### Kazalniki:

- vzpostavitev mehanizma za potrjevanje terminologije Evropske unije,
- povečanje števila tolmačev v institucijah EU,
- število izvedenih programov usposabljanja za tolmače.

Predvidena sredstva: 500.000 EUR.

Predvideni učinki: usklajeno prevajanje in potrjevanje terminologije na evropski ravni, izboljšanje položaja slovenščine v okviru Evropske unije.

Nosilci: MZZ, MIZŠ, GSV.

#### 2. cilj: Promocija slovenskega jezika in kulture v Evropski uniji

##### Ukrep:

- okrepitev obstoječih mehanizmov za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike in vzpostavljanje novih pristopov za povečanje učinkovitosti na tem področju.

##### Kazalniki:

- evalvacija dosedanjih ukrepov in postavitve novih (ekspertiza),
- število promocijskih dogodkov,
- število promocijskih gradiv.

Predvidena sredstva: 250.000 EUR.

Predvideni učinki: večja prepoznavnost slovenske literarne ustvarjalnosti v okviru Evropske unije.

Nosilci: MIZŠ, MZZ, MK, JAK.

Številka: 001-08/13-2/  
Datum: 15. julij 2013  
EPA 1208-VI

Državni zbor  
Janko Veber  
predsednik

**Pregled uresničevanja predvidenih ukrepov in nalog za doseganje resolucijskih ciljev (s socio-kulturološko razčlenbo učinkov uresničevanja) glede na nosilce, roke in proračunske možnosti, z določitvijo danih in za merilo uporabnih kazalnikov**

Zaključno poročilo

**Ljubljana, november 2010**

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Raziskovalna skupina: dr. Alja Brglez (vodja), Ahac Meden, mag., Simona Felicijan  
(raziskovalca)



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## **1. Uvod**

Cilj pričujoče raziskave, kot ga je opredelil naročnik, je »seznanitev ministrstva z (ne)uspehi pri izvajanju jezikovne politike na osnovi zavez iz nacionalnega programa v obdobju od njegovega sprejema leta 2007 do vključno prve polovice 2010 (v okviru možnosti in dostopnosti podatkov za zadnje polletje) in predstavitev usmeritev, predlogov in napotil za pripravo tega strateškega dokumenta za naslednje petletno obdobje«. Glede na dejstvo, da je omenjeni dokument prvi te vrste, je bilo že v začetku mogoče predvideti, da le tega ne bo mogoče izpeljati brez določenih problemov, pomanjkljivosti in nerazumljivosti. Kot takega ga je potrebno tudi obravnavati, in sicer ne z vidika slabosti, ampak z vidika pomanjkljivosti, ki se jih lahko odpravi pri pripravi naslednjega resolucijskega dokumenta.

## 2. Vsebinski pregled obstoječega dokumenta NPJP 2007–2011

Poleg prednosti in pomanjkljivosti v oziru do nacionalnih dokumentov Zakona o javni rabi slovenščine (v nadaljevanju ZJRS) in dokumentov, ki opredeljujejo dotično področje javne rabe slovenskega jezika, njegovega razvoja in ohranitve, je glede na izkazano problematiko treba upoštevati tudi dokumente, ki opredeljujejo delo drugih nosilcev in tako izkazati (ne)skladnost in morebitno podvajanje ali nevsebovanje nalog in pristojnosti glede jezikovne problematike. Gre namreč za dve ravni problematike.

Prva izhaja ravno iz ZJRS, kjer je v 27. členu govora o koordinacijskem telesu, ki je nujno za dosledno izvajanje zastavljenih ukrepov zapisanih v resoluciji. 27. člen omenjenega dokumenta namreč pravi, da naj se pri Vladi Republike Slovenije »ustanovi koordinacijsko posvetovalno medresorsko telo, ki obravnava predloge zakonov in izvršilnih predpisov z vidika določb tega zakona in namer jezikovne politike ter jezikovnega načrtovanja. Akt o ustanovitvi tega telesa, njegovo sestavo in pristojnosti sprejme Vlada Republike Slovenije«<sup>1</sup>.

Resolucija je bila napisana ob upoštevanju, da bo tako telo ustanovljeno, saj navaja, da »morajo sprejetju strategije in programa slediti tudi nenehno opazovanje razmer, spremljanje izvajanja ukrepov oziroma doseganja ciljev, sprotno odpravljanje pomanjkljivosti in hkratno reševanje novih problemov ter poročanje o tem in morebitni potrebnosti revizije ciljev ali ukrepov«<sup>2</sup>. Omenjena trditev predpostavlja ravno tako koordinacijsko telo, ki bi sproti spremljalo izvajanje ter se ustrezno odzivalo na (ne)izvajanje ukrepov. Naprej je zapisano, da gre »pri sprejemanju uresničevanja nacionalnega programa JP« za »dosti širše področje in Ministrstvo za kulturo s svojim Sektorjem za slovenski jezik v sedanji sestavi temu ne bo kos«<sup>3</sup>. Na to opozarjajo<sup>4</sup> tudi pri Sektorju za slovenski jezik, saj sam sektor kot tak nima pravno-formalnih pristojnosti, da bi izvajal tako nalogo, odkar se je preoblikoval iz Urada Vlade RS za slovenski jezik ter prešel pod pristojnost Ministrstva za kulturo in

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<sup>1</sup> Zakon o javni rabi slovenščine (ZJRS), Uradni list RS, št. 86/2004.

<sup>2</sup> Točka 4. 1. Spremljanje uresničevanja nacionalnega programa, Resolucija NPJP 2007–2011, prvi odstavek.

<sup>3</sup> Točka 4. 1. Spremljanje uresničevanja nacionalnega programa, Resolucija NPJP 2007–2011, drugi odstavek.

<sup>4</sup> Pogovor z uslužbenci Sektorja za slovenski jezik, 17. 11. 2010.

nedavno še znotraj te institucije pod Direktorat za kulturni razvoj in mednarodne zadeve.

Na to je vezana druga raven problematike, in sicer ustrezno medresorsko usklajevanje nosilcev pri izvajanju ukrepov. V kolikor takega telesa ni, mora vsak nosilec skrbeti tako za izvajanje, pri tem pa ustrezno komunicirati s preostalimi nosilci in izvajalci. Upoštevajoč slednje bi morale biti v ustreznem formalnem dokumentu pristojnosti posameznega nosilca zapisano, katere naloge ima v oziru do izvajanja jezikovne politike. Splošnost posameznih ukrepov in zastavljenih pričakovanih nalog, terminskih rokov ter predpostavljenega financiranja postane na tem mestu problem. Kot bo videti v nadaljevanju, je komunikacije med posameznimi nosilci bore malo, razen v primerih, ko gre za ukrepe, ki jih izvajajo že v rednem delu in jih torej izvajajo večinoma nevede glede na postavke v resoluciji sami. To drži tudi za izvajalce, ki jim morajo nosilci bodisi omogočiti (so)financiranje izvajanja ukrepov bodisi jih k temu pozvati.

Program jezikovne politike 2007–2011 je v tem pogledu dobronameren v svojih usmeritvah, katerega pa brez ustrezne politične volje po ustanovitvi koordinacijskega telesa in jezikovnopolitičnega oddelka znotraj INDOK centra na Ministrstvu za kulturo ni mogoče ustrezno izvajati. Ravno slednji je po pričevanju snovalca resolucije dr. Dularja osnova za ustrezno izvajanje zastavljenih ciljev.

### ***Pretres nekaterih metodoloških pomanjkljivosti***

Problem, ki se je začel pojavljati med raziskovanjem, v bistvu še pred tem, je bil v razumevanju posameznih terminov, s katerimi so bila opredeljena posamezna področja ukrepov. Poleg sicer v resoluciji opredeljenih in razlikovanih pojmov nosilec (tisti, ki je politično odgovoren) in izvajalec (tisti, ki je operativno odgovoren)<sup>5</sup> se pojavljajo dvoumne opredelitve (kot so jezikovnopolitični akterji, drugi nosilci odgovornosti po področjih ...), pri čemer ni vedno jasno, na koga se posamezni ukrepi in na to vezane naloge nanašajo. Na tem mestu je sicer treba pripisati, da je v ponekod to sicer tudi nemogoče, saj se nabor teh spreminja in ga ni mogoče napovedati za toliko let vnaprej, kolikor velja resolucija sama. Po drugi strani pa gre tudi za vezanost na (ponekod) splošno in dvoumno opredelitev samih ukrepov in nalog. Ta

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<sup>5</sup> Točka 4. 1. Pregled ukrepov in dejavnosti, Resolucija NPJP 2007–2011.

problematika postane posebej nazorna, ko pride do samega izvajanja in interpretacije ukrepov in nalog s strani nosilcev<sup>6</sup>.

Drug problem je vezan na časovno opredeljenost izvedbe ukrepov, to pa lahko nadalje razdelimo na štiri sklope časovnih rokov:

- prvi sklop zajema tiste ukrepe, ki zahtevajo takojšnji odziv in naj bi bili izvedeni takoj;
- drugi sklop je točno opredeljen na letni oz. nekajletni postavki (npr. 2007<sup>7</sup> ali 2008–2010);
- tretji sklop je usmerjen na trajanje same resolucije, bi pa lahko bil dojet kot trajen oz. je kot tak bil tudi opredeljen s strani snovalca resolucije dr. Dularja<sup>8</sup> (2007–2011);
- končno četrti sklop zajema tiste ukrepe, ki so trajni in naj bi se izvajali vedno.

Problem pri teh terminskih opredelitvah lahko nastane zaradi obravnavanja ukrepov, ki se jim je glede na resolucijo sicer že zaključil rok, in čeprav temu ni tako, jih lahko brez konkretnega pregleda in volje spregledajo kot zaključene ali pač nerelevantne. Na drugi strani pa puščajo roki, ki so trajni, preveč manevrskega prostora za njihovo izvajanje. Gre torej za problematiko na eni strani rigidnosti in na drugi neopredeljenosti.

Tretji problem je vezan na finančni načrt, ki je v resoluciji sicer opredeljen glede na posamezni ukrep, ni pa podrobno razdeljeno, iz katerih proračunskih postavk posameznega nosilca naj bi se črpal in koliko naj bi predvidel posamezen nosilec (v primeru, da jih je več). Navedeno je le, da so upoštevani »sami tisti ukrepi, za katere so potrebna dodatna, doslej nenačrtovana (ali nižje načrtovana) sredstva iz državnega proračuna – bodisi ker ukrep obsega popolnoma nove naloge oziroma dejavnosti bodisi ker je predvidena občutna širitev že potekajočih (že proračunsko financiranih) dejavnosti«<sup>9</sup>.

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<sup>6</sup> Če niso isti, so izvajalci na drugi strani tisti, ki dobijo nalogo s strani nosilca ali pa naloge izvajajo že sami na sebi brez posebnega vedenja o za to zastavljenih ukrepih v resoluciji. To so na primer razne založbe, izobraževalne institucije, posamezniki ipd.

<sup>7</sup> Predvsem pri ukrepih, ki naj bi bili zaključeni leta 2007, je to bilo problematično oz. celo nerealno, saj je bila Resolucija sprejeta 7. maja 2007.

<sup>8</sup> Pogovor z dr. Janezom Dularjem, dne 17. 11. 2010.

<sup>9</sup> Točka 4. 3. Ocena potrebnih dodatnih finančnih sredstev za ukrepe jezikovnopolitičnega programa v obdobju 2007–2011, Resolucija NPJP 2007–2011.

### 3. Metodologija dela

Pregled in oceno izvedbe uresničevanja predvidenih ukrepov in nalog za doseganje resolucijskih ukrepov smo izvedli v treh fazah.

V *prvi fazi* smo najprej opravili pregled uresničevanja ukrepov po svetovnem spletu in knjižnicah, kjer je to bilo mogoče in zadosti razvidno iz samih ukrepov in resolucije.

V *drugi fazi* smo se obrnili na nosilce same in jim namenili vprašalnik ali se z njimi zmenili za izvedbo intervjuja. Pri tem smo jih glede na količino nabora pristojnosti razdelili na dve skupini: na tiste, ki so pristojni za manj kot pet ukrepov, in tiste, ki so pristojni za nad pet ukrepov. Razlog za to razdelitev je bil funkcionalne narave, saj smo prvim nameravali poslati izključno vprašalnike, drugim pa olajšati delo ter na podlagi predhodno poslanih vprašalnikov z njimi izvesti še intervjuje. Nosilce smo zato predhodno poklicali in poskušali identificirati pristojno osebo, ki bi nam lahko pomagala, pri čemer je ali zaradi neseznanjenosti ali kompleksnosti dodeljenih ukrepov ponekod prišlo do občutnega časovnega zamika.

*Tretja faza* je zaobjela analizo dobljenih podatkov in gradiva ter nadaljnje zapolnjenje manjkajočih vrzeli, ponovno, kjer je to bilo mogoče.

Vprašalnik smo zastavili splošno glede na točke opredeljene pri posameznem ukrepu in nalogi. Vprašali smo:

- kako nosilci izvajajo posamezne ukrepe,
- kako sodelujejo s preostalimi nosilci,
- kako poteka nadzor nad izvajalci zastavljenih nalog,
- nadalje so bili povprašani po uspešnosti in kontinuiranosti izvajanja zastavljenih nalog,
- zagotavljanju sredstev ter
- obveščanju pristojnemu organu o izvajanju ukrepov in nalog.<sup>10</sup>

S splošnostjo vprašanj smo si, poleg primerljivosti, prizadevali dobiti informacije o seznanjenosti z odgovornostjo nosilcev do posameznih ukrepov in nalog, seznanjenost z resolucijo samo ter odnos do slednje in jezikovne problematike na splošno. Lahko bi rekli, da na tak način nismo hoteli »polagati besed v njihova usta«,

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<sup>10</sup> Glej prilogo c.

temveč preveriti, ali jim je resnično do aktivnega delovanja in pomaganja reševanja jezikovne problematike znotraj njihovih pristojnosti.

### ***Potek raziskave***

Vseh nosilcev, kot so opredeljeni v Resoluciji, je 41, od tega je 7 navedenih nedotično (ministrstva, vladne komsije, zavodi, drugi nosilci po področjih, inšpekcijske službe, drugi odgovorni akterji JP, izvajalci programa EU »Izobraževanje in usposabljanje 2010«).

#### *a. Ministrstvo za šolstvo in šport (39 ukrepov)*

Na MŠŠ smo se najprej obrnili na Službo za odnose z javnostmi, saj je slednji naveden kot izvajalec ali soizvajalec največ ukrepov, ki spadajo pod različne službe in področja. Ob napovedi službe za odnose z javnostmi, da bo proces identifikacije primernih oseb zaradi rigidnosti birokratskih koles trajal, smo dopis z vprašalnikom poslali na vse področne službe znotraj ministrstva. Dobili smo dva odgovora, in sicer iz Sektorja za osnovno šolstvo, kjer so nas preusmerili na Urad za razvoj šolstva in pripisali, da so omenjeno prošnjo preposlali njim, ter iz Sektorja za izobraževanje odraslih, kjer so se z odgovori odzvali na en ukrep.

#### *b. Ministrstvo za kulturo (29 ukrepov)*

Na MK smo se poleg posameznih služb obrnili še na Direktorat za kulturni razvoj in mednarodne zadeve.

#### *c. Ministrstvo za visoko šolstvo, znanost in tehnologijo (27 ukrepov)*

Po nekajkratnem preusmerjanju na odgovorne osebe ter trditvi ga. Jerer iz pisarne mag. Stoparja (generalni sekretar), da dotično ministrstvo ni odgovorno za navedene ukrepe zavedene v resoluciji, so nas na koncu preusmerili na g. Sorčana (v. d. generalnega direktorja Direktorata za visoko šolstvo) in g. Kotnika (sekretar). Prvi se kljub obljubi, da pokliče nazaj, po našem ponovnem kontaktiranju ni odzval, drugi pa se je navkljub ugotovljeni pristojnosti za en ukrep odzval šele ob ponovnem kontaktiranju z naše strani.

#### *d. Sektor za slovenski jezik (16 ukrepov)*

Na Sektorju za slovenski jezik smo opravili pogovor, ki se ga je udeležil tudi nekdanji vodja sektorja in snovalec resolucije same, dr. Dular.

#### *e. Vlada RS (16 ukrepov)*

Pri Vladi RS so nas usmerili na Generalni sekretariat Vlade RS, kjer so nam odgovorili na vprašanja enega ukrepa. Navkljub izoblikovanemu mnenju o resoluciji in njenem izvajanju mag. Peternel (namestnica generalne sekretarke vlade) po telefonu, to v dopisu ni bilo izraženo.

*f. Ministrstva (14 ukrepov)*

Tam, kjer so napisana ministrstva, smo vprašanja za te ukrepe vključili še k dopisom za posamezna ministrstva.

*g. Državni zbor (8 ukrepov)*

Na Državnem zboru RS so nam sporočili, da so boljši naslovi za odgovore Ministrstvo za kulturo, Ministrstvo za šolstvo in šport in Ministrstvo za visoko šolstvo, znanost in tehnološki razvoj. »Odbor za kulturo, šolstvo, šport in mladino namreč obravnava zakone, ki mu jih v obravnavo predloži vlada in drugi kvalificirani predlagatelji in zato vam težko odgovorim na vprašanja, ki sodijo pod izvršilno vejo oblasti, kajti ta je zadolžena za spremljanje stanja na določenem področju. Delo na Odboru poteka v skladu s Poslovnikom Državnega zbora, ki pa nam določa potek obravnave predlagane zakonodaje in ne spremljanje izvrševanja«<sup>11</sup>.

*h. ARRS (7 ukrepov)*

Iz Službe za odnose z javnostmi so nam po nekajkratnem kontaktiranju poslali dopis o splošnem izvajanju pristojnosti zapisanih v resoluciji ter obrazložitve za dostop do baz podatkov.

*i. Urad Vlade RS za Slovence v zamejstvu in po svetu (5 ukrepov)*

Na uradu smo izvedli intervju z ga. Martinez (svetovalka).

*j. Svet za visoko šolstvo (zdajšnji NAKVIS) (5 ukrepov)*

Po prenehanju delovanja Sveta za visoko šolstvo s pristojnostmi, kot jih je imel,<sup>12</sup> smo bili preusmerjeni na Nacionalno agencijo Republike Slovenije za kakovost v visokem šolstvu, kjer nam je dr. Novak (v. d. direktora) v dopisu sporočila, da NAKVIS nima »pooblastil, da bi se ukvarjal z navedenimi zadevami (cilji) na način, kot je zapisano v priloženem besedilu«<sup>13</sup>.

*k. Služba Vlade RS za evropske zadeve (SVREZ) (5 ukrepov)*

Na SVREZ-u smo kontaktirali ga. Darjo Erbič, ta nam je posredovala detajlirano poročilo izvajanja ukrepov zastavljenih v resoluciji.

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<sup>11</sup> Odgovor ga. Danice Polak Gruden na dopis z vprašalnikom namenjen Državnemu zboru RS.

<sup>12</sup> <http://www.uradni-list.si/1/objava.jsp?urlid=200986&stevilka=3806>

<sup>13</sup> Odgovor dr. Mojce Novak na dopis z vprašalnikom namenjenem Svetu RS za visoko šolstvo.



*l. Ministrstvo za javno upravo (5 ukrepov)*

Iz MJU so se odzvali z dopisom, da so dokument temeljito preučili in da ugotavljajo, da te naloge niso v pristojnosti MJU. Prav tako so ugotovili, da te naloge niso bile zapisane v nobenem letnem programu dela njihovega ministrstva za obdobje 2007–2010.

*m. Ministrstvo za delo, družino in socialne zadeve (4 ukrepi)*

Brez odziva.

*n. Ministrstvo za gospodarstvo (4 ukrepi)*

Brez odziva.

*o. Urad za razvoj šolstva (4 ukrepi)*

Po ponovnem kontaktiranju sporočili, da še niso našli časa za odgovor.

*p. Vladne komisije (3 ukrepi)*

Niso bile ustanovljene.

*q. Urad Vlade RS za informiranje (3 ukrepi)*

Zdajšnji Urad Vlade RS za komuniciranje se na naš dopis ni odzval.

*r. Strokovni svet za splošno in strokovno izobraževanje (2 ukrepa)*

Brez odziva.

*s. Strateški svet za kulturo, izobraževanje in znanost pri Vladi RS (2 ukrepa)*

Brez odziva.

*t. Urad Vlade RS za narodnosti (2 ukrepa)*

Odzvali z odgovori na vprašanja.

*u. Ministrstvo za znanje (2 ukrepa)*

Brez odziva.

*v. Ministrstvo za finance (1 ukrep)*

Brez odziva.

*w. Ministrstvo za okolje in prostor (1 ukrep)*

Preusmerili so nas na ARRS.

*x. Ministrstvo za pravosodje (1 ukrep)*

Brez odziva.

*y. Ministrstvo za promet (1 ukrep)*

Brez odziva.

*z. Ministrstvo za notranje zadeve (1 ukrep)*

Odzvali z odgovori na vprašanja.

*aa. Zavodi (1 ukrep)*

Predmet prej navedene problematike neopredeljenosti.

*bb. Drugi nosilci odgovornosti po področjih (1 ukrep)*

Predmet prej navedene problematike neopredeljenosti.

*cc. Inšpekcijske službe (1 ukrep)*

*dd. Inšpektorat RS za kulturo in medije (1 ukrep)*

Odzvali z odgovori na vprašanja.

*ee. »Demokratski jezikovni forum« (1 ukrep)*

Nosilec ne obstaja.

*ff. Urad predsednika RS (1 ukrep)*

Sporočili, da imajo preveč dela.

*gg. Drugi organizirani akterji JP (1 ukrep)*

Predmet prej navedene problematike neopredeljenosti in spremenljivosti.

*hh. Državni svet RS (1 ukrep)*

Brez odziva.

*ii. Svet za slovenski znakovni jezik (1 ukrep)*

Odzvali z odgovori na zastavljena vprašanja.

*jj. Izvajalci programa EU »Izobraževanje in usposabljanje 2010« (1 ukrep)*

Predmet zgoraj navedene problematike neopredeljenosti.

*kk. Sektor za medije (1 ukrep)*

Odzvali z odgovori na zastavljena vprašanja.

*ll. Sektor za knjigo in knjižničarstvo (zdajšnji JAK) (1 ukrep)*

Odzvali z napotilom, da so vsi potrebni podatki na spletni strani.

*mm. Nacionalni svet za kulturo (1 ukrep)*

Odzvali s podrobnim poročilom delovanja.

*nn. Generalni sekretariat Vlade RS (1 ukrep)*

Odzvali v okviru Vlade RS.

*oo. Služba Vlade Republike Slovenije za zakonodajo (1 ukrep)*

Brez odziva.

#### **4. Pregled po ciljeh in nalogah**

V nadaljevanju navajamo ukrepe in naloge, kot so zapisani v resoluciji (PREDVIDENI UKREPI), pod posamezno točko pa dodajamo še odzive nosilcev in trenutno stanje glede izvedbe ali izvajanja ukrepov (KAZALNIKI). Slednji se glede na odzive in najdene podatke razlikujejo in so:

- skopi pri tistih ukrepih, ki niso bili izvedeni,
- bolj opisni na tistih mestih, kjer so bili dani odgovori tudi s strani nosilcev,
- ter bolj skopi tam, kjer bi zaradi splošnosti in (ali) obširnosti zastavljeni ukrepi bili potrebni bolj konkretne analize in pregleda celotnega gradiva in informacij.

##### ***1. področje: zagotovitev pravnih podlag jezikovne rabe***

*Za popolnejše in trdne predpise o jezikovni rabi (1. cilj):*

##### **a) PREDVIDENI UKREPI:**

Odprava ugotovljenih vrzeli, nejasnosti in drugih pomanjkljivosti v veljavnih zakonih, uredbah, pravilnikih in drugih predpisih o rabi jezika.

Naloge: noveliranje ZUJIK (slovenščina kot postavka javnega interesa za kulturo), ZJRS in ZVPot, sprejetje Zakona o skladu za knjigo ter izdaja potrebnih podzakonskih predpisov (za vpeljavo študijskega predmeta »strokovno-znanstvena slovenščina« v visokem šolstvu po zadnjem odstavku 8. člena ZVŠ), za pravno ureditev lektorskega, prevajalskega in tolmaškega poklica (pridobitev statusa samostojnega kulturnega delavca idr.), za določitev potrebnega znanja slovenščine po 7. členu ZJRS idr.).

Nosilca: za zakone Vlada RS in Državni zbor RS, za podzakonske predpise vlada in pristojna ministrstva.

Roki: ZVPot 2007, ZUJIK 2007, Zakon o skladu za knjigo 2007, ZJRS 2009, podzakonski predpisi o lektorstvu in o potrebnem znanju slovenščine 2007, za študijski predmet 2009.

Proračun: za noveliranje zakonov ne, za izvajanje podzakonskih predpisov da.

##### **KAZALNIKI:**

Izmed nosilev se je odzvala le Vlada RS in posredovala spodaj navedene informacije.

Sprejeti so bili naslednji pravni dokumenti:

- Resolucija o nacionalnem programu za jezikovno politiko 2007–2011 (ReNPJP0711) 2006-3511-0002, objava v Ur. listu 18. 5. 2007
- Zakon o spremembah in dopolnitvah Zakona o javni rabi slovenščine (ZJRS-A) 2009-3511-0005, sprejet 27. 1. 2010
- Zakon o Javni agenciji za knjigo Republike Slovenije (ZJAKRS) 2007-3511-0002, sprejet 23. 11. 2007
- Zakon o spremembah in dopolnitvah Zakona o obveznem izvodu publikacij (ZOIPub-A) 2009-3511-0021, sprejet 20. 10. 2009
- Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil 2005-3511-0031, sprejeta 21. 2. 2008
- Sklep o ustanovitvi Javne agencije za knjigo Republike Slovenije 2008-3511-0020, sprejet 29. 5. 2008
- Pravilnik o imenovanju v strokovne nazive v knjižnični dejavnosti 2006-3511-0003, sprejet 20. 1. 2009

**b) PREDVIDENI UKREPI:**

Nasprotovanje nadaljnjemu izrivanju slovenščine iz področnih zakonov in programov. Naloga: odločno vztrajanje pri zakonskem pogojevanju rabe tujega učnega jezika v visokošolskem izobraževanju z vzporednim izvajanjem istih študijskih programov v slovenščini in z neizpodbitno pravico slovenskih študentov do opravljanja izpitov in drugih obveznosti v slovenščini.

Nosilca: MzK in vladna komisija.

Rok: trajno.

Proračun: ne (o dodatnih proračunskih izdatkih bi morali razmišljati predlagalci izvajanja študijskih programov še v tujem jeziku – za izvajanje programov v slovenščini so bila sredstva zagotovljena že doslej).

**KAZALNIKI:**

Vladna komisija za to ni bila ustanovljena.

**c) PREDVIDENI UKREPI:**

Izvajanje nacionalnega programa za jezikovno politiko.

Naloga: isto

Nosilci: Vlada RS in ministrstva, Državni zbor RS.

Rok: 2007.

Proračun: za sprejem programa ne, za izvajanje da.

**KAZALNIKI:**

Izvajanje Nacionalnega programa za jezikovno politiko je predmet te raziskave.

**č) PREDVIDENI UKREPI:**

Redno delovanje vladne komisije za presojo novih predpisov in državnih programov (medresorsko usklajevanje jezikovne politike na podlagi 27. člena ZJRS).

Naloge: isto.

Nosilca: Vlada RS in vladna komisija.

Rok: 2007.

Proračun: ne.

**KAZALNIKI:**

Vladna komisija ni bila ustanovljena.

Za učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika (2. cilj):

**a) PREDVIDENI UKREPI:**

Močnejše samoiniciativno odzivanje inšpekcijskih služb na primere kršenja predpisov o rabi jezika.

Naloga: nadzor in hitro odzivanje na področjih oglaševanja, navodil za uporabo izdelkov, javnih napisov, javnih prireditev idr.

Nosilci: ministrstva.

Izvajalci: zlasti Tržni inšpektorat RS, Inšpektorat RS za kulturo in medije.

Rok: trajno.

Proračun: ne.

**KAZALNIKI:**

Inšpekcijske službe se odzivajo na primere kršenja predpisov o rabi jezikov znotraj nalog, ki jih opravljajo že v rednem delu. Po navedbah Sektorja za slovenski jezik in raziskave »Analiza Zakona o javni rabi slovenščine in njegovega uresničevanja«<sup>14</sup> največ kršitev obravnavata ravno Tržni inšpektorat RS in Inšpektorat RS za kulturo in medije.

**b) PREDVIDENI UKREPI:**

Pobude ozaveščenih posameznikov in organov za inšpekcijsko ukrepanje v opaženih primerih kršenja predpisov.

Nalogi: obveščanje javnosti o tej možnosti (navajanje naslovov inšpekcijskih služb ipd.), ozaveščanje.

Nosilec: MzK (Sektor za slovenski jezik).

Izvajalci: šole, mediji in potrošniške organizacije.

Rok: trajno.

Proračun: ne.

**KAZALNIKI:**

Ukrepi in naloge se izvajajo s »formalnimi in neformalnimi pozivi pristojnim organom k ukrepanju – npr. inšpekcijskim službam (zlasti inšpektorat za kulturo in medije, tržni inšpektorat, delovna inšpekcija), državno pravobranilstvo, registrsko sodišče«. Nadzor poteka »s spremljanjem medijskega poročanja, z »uličnim

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<sup>14</sup> Izvajalec Inštitut za civilizacijo in kulturo, Ljubljana 2009. Naročnik Ministrstvo za kulturo.

opazovanjem« jezikovne resničnosti, z branjem javno dostopnih uradnih dokumentov (npr. osnutki predpisov, univerzitetnih statotov idr.)« Spremljanje se izvaja v »okviru in obsegrednih delovnih obveznosti sektorja«<sup>15</sup>.

**c) PREDVIDENI UKREPI:**

Sprotno medijsko odzivanje na aktualne pojave v javni rabi jezikov.

Naloge: objavljanje poročil, komentarjev in pisem bralcev o »incidentih«, tiskovne konference.

Nosilec: MzK – Sektor za slovenski jezik.

Izvajalci: uredništva tiskanih in elektronskih množičnih občil.

Rok: trajno.

Proračun: ne.

**KAZALNIKI:**

Tiskovnih konferenc v času vodenja dr. Dularja niso imeli, so pa sodelovali pri okroglih mizah ter radijskih in televizijskih oddajah o aktualnih temah o jezikovnih vprašanjih. Zdajšnji vodja g. Velemir Gjurin se javno ne odziva, razen v konkretnih debatah, omizjih ipd.<sup>16</sup>

**č) PREDVIDENI UKREPI:**

Upoštevanje jezikovne problematike v letnih delovnih načrtih in poročilih pristojnih inšpekcijskih služb.

Naloge: isto.

Nosilci: inšpekcijske službe.

Rok: vsako leto.

Proračun: ne.

**KAZALNIKI:**

Ukrep spada pod redne naloge inšpekcijskih služb. Glej ukrep 3. a.

**d) PREDVIDENI UKREPI:**

Razčlemba letnih poročil o inšpekcijskih ukrepih na jezikovnem področju.

Naloge: isto.

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<sup>15</sup> Navedbe dr. Janeza Dularja v odgovorih na vprašalnik namenjen Sektorju za slovenski jezik.

<sup>16</sup> Pogovor z g. Velemirjem Gjurinom, dne 17. 11. 2010.

Nosilec: MzK – Sektor za slovenski jezik.

Rok: vsako leto.

Proračun: ne.

**KAZALNIKI:**

Letna inšpekcijska poročila se je sektorju posrečilo pridobiti in razčleniti samo enkrat (domnevno v letu 2007), kar je bila ena izmed podlag za referat dr. Dularja v Rigi na letni konferenci EFNIL.<sup>17</sup>

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<sup>17</sup> Navedba dr. Janeza Dularja v odgovorih na vprašalnik namenjen Sektorju za slovenski jezik.



## ***II. področje: znanstvenoraziskovalno spremljanje jezikovnega življenja***

Za boljšo povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni (3. cilj):

### **a) PREDVIDENI UKREPI:**

Navezava in okrepitev stikov med predstavniki institucionalnih jezikovnopolitičnih akterjev za usklajevanje ciljev in dejavnosti.

Naloge: objava spletnih naslovov vseh virov in dejavnikov JP v Sloveniji na spletni strani Sektorja za slovenski jezik, medsebojno obveščanje in sodelovanje omenjenih akterjev.

Nosilci: MzK (Sektor za slovenski jezik) ter druga ministrstva in zavodi.

Rok: 2007.

Proračun: ne.

### **KAZALNIKI:**

Spletna stran Sektorja za slovenski jezik deluje kot podstran MzK, vsebuje nekaj povezav za možnosti jezikovnega izpopolnjevanja odraslih ter povezav na vire in dejavnike JP v Sloveniji<sup>18</sup> (stran in napotilo na povezave bi lahko bila z vidika uporabniške izkušnje bolj pregledna). Z drugimi nosilci sodeluje sektor »samo priložnostno, npr. diskusijska udeležba predstavnikov sektorja na sestankih ali prireditvah »preostalih nosilcev« (uredništvo RTV, Inštitut za slovenski jezik, Slavistično društvo, Ministrstvo za šolstvo ...)«<sup>19</sup>.

### **b) PREDVIDENI UKREPI:**

Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih.

Naloga: prirejanje javnih strokovnih srečanj o aktualnih jezikovnopolitičnih vprašanjih.

Nosilec: MzK – Sektor za slovenski jezik.

Rok: 2007.

Proračun: da.

### **KAZALNIKI:**

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<sup>18</sup>

[http://www.mk.gov.si/si/delovna\\_podrocja/kulturni\\_razvoj\\_in\\_mednarodne\\_zadeve/slovenski\\_jezik/pr edstavitev\\_podrocja/seznam/](http://www.mk.gov.si/si/delovna_podrocja/kulturni_razvoj_in_mednarodne_zadeve/slovenski_jezik/pr edstavitev_podrocja/seznam/)

<sup>19</sup> Navedba dr. Janeza Dularja v odgovorih na vprašalnik namenjen Sektorju za slovenski jezik.

Po navedbah nosilca obstaja demokratičen forum v obliki »udeležbe in diskusijskega sodelovanja vodje sektorja na javnih strokovnih ipd. srečanjih, ki jih prirejajo drugi akterji JP (npr. simpozij »Obdobja«), rednega in formalno institucionaliziranega skupnega foruma pa pri sedanji jezikovnonazorski, jezikovnopolitični idr. neuglašenosti teh akterjev ni bilo mogoče ustanoviti«<sup>20</sup>. Nekateri izmed teh dogodkov so navedeni v prilogi b.

**c) PREDVIDENI UKREPI:**

Priprava in objavljanje skupnih stališč glede ciljev, ukrepov in nalog iz nacionalnega programa za JP ter njihovega uresničevanja.

Naloga: izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih vprašanjih.

Nosilec: »Demokratični jezikovni forum«.

Rok: 2007.

Proračun: da.

**KAZALNIKI:**

Nosilec ni bil ustanovljen. Glej ukrep 3. b.

**č) PREDVIDENI UKREPI:**

Oblikovanje delnih (sektorskih) jezikovnopolitičnih programov oziroma strategij, izpeljanih iz nacionalnega programa za JP.

Naloga: isto.

Nosilci: ministrstva in drugi nosilci odgovornosti po področjih.

Rok: 2007.

Proračun: ne.

**KAZALNIKI:**

Zaradi pomanjkanja podatkov, slabega odziva nosilcev ter že omenjene problematike splošnosti in (ne)koordinacije konkretnih informacij na tem mestu ni mogoče podati.

**d) PREDVIDENI UKREPI:**

Ekspertize in uporabne raziskave (ciljni raziskovalni programi – CRP) o posameznih vprašanjih jezikovnega položaja (npr. čim natančnejša določitev pojma javna raba jezika, analiza univerzitetnih pravilnikov o učnem jeziku in učbenikih, priljubljenost

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<sup>20</sup> Navedba dr. Janeza Dularja v odgovorih na vprašalnik namenjen Sektorju za slovenski jezik.

maternega jezika kot šolskega predmeta, stališča ljudi do neslovenskih imen lokalov in javnih napisov, dvojezičnost na območjih avtohtonih manjšin v Sloveniji in zamejstvu), urejenost jezikovne rabe v slovenskih enotah mednarodnih vojaških misij in mednarodnih vojaških vaj, sistematično spremljanje jezikovnopolitičnih in jezikovnokulturnih implikacij širših družbenih in gospodarskih procesov (npr. regionalizacije, bolonjskih reform, prostega pretoka blaga in storitev, načrtovanja velezabaviščnih parkov) idr.

Naloge: javni razpisi in javni pozivi, financiranje, predstavitev ugotovitev.

Nosilci: ministrstva.

Izvajalci: raziskovalne organizacije (inštituti, univerze), usposobljeni posamezniki.

Rok: trajno.

Proračun: da.

### **KAZALNIKI:**

V letu 2007 je bil objavljen »Javni razpis za (so)financiranje projektov, ki so namenjeni predstavljanju, uveljavljanju in razvoju slovenskega jezika v letu 2008 (JPR15-UPRS-2008, Uradnem listu RS, št. 112/07 dne 7. 12. 2007)«, drugih razpisov na strani Ministrstva za kulturo ni najti. Od tega leta naprej so bile izvedene še nekatere naslednje raziskave, ki so bile (ne)posredno namenjene analizi posameznih vprašanj jezikovnega položaja, in sicer:

- Teza o (ne)priljubljenosti slovenščine kot obveznega šolskega predmeta v Sloveniji (raziskava), Inštitut za civilizacijo in kulturo, november 2008 (končana).  
Naročnik: MK, Sektor za sl. jezik.
- Analiza Zakona o javni rabi slovenščine in njegovega uresničevanja. Raziskava, 2009. Naročnik: Ministrstvo za kulturo.
- V5-0416, Univerza v Ljubljani, Fakulteta za družbene vede, Miro Haček: Procesi regionalizacije in nadaljnji razvoj slovenskega šolskega sistema. 1. 9. 2008–31. 8. 2010
- V5-0417, Fakulteta za uporabne družbene študije v Novi gorici, Matevž Tomšič. Regionalizacija in slovenski izobraževalni sistem – družbeni in upravni vidiki. 1. 9. 2008–31. 8. 2010
- V5-0421, Univerza v Ljubljani, Teološka fakulteta, Ivan Janez Štuhec. Medgeneracijski dialog za kakovostno bivanje. 1. 9. 2008–31. 8. 2010
- V5-0422, Univerza v Ljubljani, Fakulteta za družbene vede, Igor Bahovec. Vzgoja in izobraževanje za medkulturni dialog, 1. 9. 2008–31. 8. 2010

- V5-0423, Univerza v Ljubljani, Fakulteta za socialno delo, Vera Grebenc. Učenci in dijaki v tveganih življenjskih situacijah: strategije obvladovanja tveganih življenjskih slogov v šoli in doma, 1. 9. 2008–31. 8. 2010
- V5-0424, Univerza v Ljubljani, Pedagoška fakulteta, Saša Aleksij Glažar. Analiza dejavnikov, ki vplivajo na trajnejše znanje z razumevanjem naravoslovno-tehniških vsebin, 1. 9. 2008–31. 8. 2010
- V5-0425, Univerza v Ljubljani, Fakulteta za matematiko in fiziko, Vladimir Batagelj. DIDIKTA – analiza in razvoj didaktike uporabe IKT pri proučevanju in učenju, 1. 9. 2008–31. 8. 2010
- V5-0426, Univerza v Ljubljani, Fakulteta za družbene vede, Jernej Pikalo. Razvoj politoloških vsebin in didaktičnih praks za državljansko vzgojo, 1. 9. 2008–31. 8. 2010
- V5-0427, Univerza v Ljubljani, Fakulteta za družbene vede, Vasja Vehovar. Stanje in trendi rabe IKT v izobraževanju v Sloveniji, 1. 9. 2008–31. 8. 2011
- V5-0428, Inštitut za narodnostna vprašanja, Irena Šumi. Spolnost, nasilje, vzgoja: Vloga javnega izobraževalnega sistema v celoviti vzgoji osebnosti, 1. 9. 2008–31. 8. 2010
- V5-0429, Univerza v Ljubljani, Pedagoška fakulteta, Ingrid Žolgar Jerkovič. Analiza in predlog nadgradnje socialnega vključevanja slepih in slabovidnih oseb v sistem vzgoje in izobraževanja, 1. 9. 2008–31. 8. 2010
- V5-0431, Univerza v Ljubljani, Filozofska fakulteta, Klemen Klun. Medkulturni dialog: izobraževanje, politika, filozofija, 1. 9. 2008–28. 2. 2010
- V5-0432, Univerza na Primorskem, Fakulteta za management, Dejan Hozjan. Razvoj inštrumenta za priznavanje znanja na postsekundarni ravni, 1. 9. 2008–31. 8. 2010
- V5-0433, Univerza v Ljubljani, Pedagoška fakulteta, Slavko Gaber. Šola v družbah dela brez dela, 1. 9. 2008–28. 2. 2010
- V5-0434, Univerza v Ljubljani, Pedagoška fakulteta, Janez Vogrinc. Terminološki slovar vzgoje in izobraževanja, 1. 9. 2008–31. 8. 2009
- V5-0435, Mednarodna fakulteta za družbene in poslovne študije, Kristjan Musek Lešnik. Vpliv vzgojnega načrta na klimo v vzgojno-izobraževalnih zavodih, 1. 9. 2008–28. 2. 2010

- V5-0436, Univerza v Ljubljani, Filozofska fakulteta, Janko Muršak. Programi usposabljanja za učitelje kot ključni dejavnik modernizacije šole in medgeneracijskega sodelovanja, 1. 9. 2008–31. 8. 2010
- V5-0437, Univerza v Mariboru, Pedagoška fakulteta, Milena Ivanuš Grmek. Načrtovanje vzgojno-izobraževalnega procesa – koncepti načrtovanja kurikula, 1. 9. 2008–31. 8. 2009
- V5-0438, Univerza na Primorskem, Pedagoška fakulteta, Majda Cenčič. Model evalvacije kakovosti izvajalcev programov usposabljanj strokovnih delavcev, 1. 9. 2008–28. 2. 2010
- V5-0439, Šola za ravnatelje, Andrej Koren. Politike, strategije in organizacijska načela vzgoje in izobraževanja v 21. stoletju, 1. 9. 2008–31. 8. 2010
- V5-0440, Univerza v Ljubljani, Pedagoška fakulteta, Milena Valenčič Zuljan. Spodbujanje kulture raziskovanja in inoviranja pri pouku skozi proces vseživljenjskega učenja učiteljev, 1. 9. 2008–31. 8. 2010
- V5-0441, Univerza na Primorskem, ZRS Koper, Anton Mlinar. Etika v izobraževanju za trajnostni razvoj, 1. 9. 2008–31. 8. 2010
- V5-0442, Univerza na Primorskem, Fakulteta za management, Justina Erčulj. Didaktični pristopi k vzgoji in izobraževanju za trajnostni razvoj, 1. 9. 2008–31. 8. 2010
- Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti. Jakop, Nataša – vodja projekta: Razlagalni vojaški slovar : zaključno poročilo o rezultatih opravljenega raziskovalnega dela na projektu v okviru Ciljnega raziskovalnega programa (CRP) "Znanje za varnost in mir 2006–2010" = Military explanatory dictionary. Ljubljana : Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti, 2008. Military explanatory dictionary // Razvoj in upravljanje nacionalno varnostnega sistema // Znanje za varnost in mir 2006–2010

Za dober pregled nad uresničevanjem sprejete jezikovnopolitične strategije in za njene popravke (4. cilj):

**a) PREDVIDENI UKREPI:**

Dokumentacijsko središče za spremljanje jezikovnega položaja.

Naloge: ustanovitev posebnega oddelka v centru INDOK na MzK, zbiranje podatkov iz inšpekcijskih, medijskih in drugih poročil, znanstvenih raziskav in drugih virov, vodenje podatkovnih zbirk (npr. seznama ustanov in posameznikov, ki se ukvarjajo s terminologijo), navezava na »evropski jezikovni prikazovalnik« (pobuda EFNIL), skrb za dostopnost podatkov.

Nosilec: MzK (Sektor za slovenski jezik in center INDOK).

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

Neuresničen ukrep, »brez zelo odločne podpore vodstva Ministrstva za kulturo (organiziranost, prostor, finance, kader) ni možnosti za uresničitev«<sup>21</sup>.

**b) PREDVIDENI UKREPI:**

Redna letna poročila o izvajanju zakonskih določb o jezikovni rabi (26. člen ZJRS) in uresničevanju nacionalnega programa za jezikovno politiko.

Naloge: priprava, obravnava in sprejemanje poročil.

Nosilci: MzK (po zakonu), Vlada RS in Državni zbor RS.

Rok: vsako leto.

Proračun: ne.

**KAZALNIKI:**

Ministrstvo za kulturo v letnem poročilu NPK poroča o izvedbi zakonskih določb o jezikovni rabi v posebnem segmentu, Vlada RS obravnava in sprejme poročila<sup>22</sup> ter ga posreduje Državnemu zboru RS v nadaljnjo obravnavo.

**c) PREDVIDENI UKREPI:**

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<sup>21</sup> Navedba dr. Janeza Dularja v odgovorih na vprašalnik namenjen Sektorju za slovenski jezik.

<sup>22</sup> Sporočilo za javnost o sklepih, ki jih je Vlada RS sprejela na 94. seji, 26. avgusta 2010.

Uvrstitev jezikovne politike med področja redne pozornosti najvišjih kulturnopolitičnih forumov.

Naloge: isto.

Nosilca: Nacionalni svet za kulturo ter Strateški svet za kulturo, izobraževanje in znanost pri Vladi RS.

Rok: 2007.

Proračun: ne.

#### **KAZALNIKI:**

»Nacionalni svet za kulturo opravlja naloge skladno s pristojnostmi, določenimi v 17. členu Zakona o uresničevanju javnega interesa za kulturo (Ur. l. RS, št. 77/07-UPB1, 56/08) ter na podlagi 17. in 18. člena svojega poslovnika, in sicer:

- spremlja in ocenjuje vpliv kulturne politike na kulturni razvoj,
- daje mnenje k nacionalnemu programu za kulturo,
- obravnava letna poročila o izvajanju Nacionalnega programa za kulturo,
- obravnava predloge zakonov in drugih predpisov s področja kulture ter tistih, ki zadevajo tudi področje kulture,
- daje pobude in predloge za urejanje posameznih vprašanj na področju kulture.

Nacionalni svet za kulturo je na podlagi pobud Ministrstva za kulturo ali drugih pristojnih organov obravnaval predloge zakonov in drugih aktov, na lastno pobudo ali na podlagi pobud zainteresirane javnosti in pristojnih organov pa je Nacionalni svet za kulturo obravnaval tudi druge teme, ki pomembno vplivajo na položaj slovenske kulture. Glavne obravnavane teme v obdobju 2007–2010:

- v letu 2007: Investicije v javno kulturno infrastrukturo, Položaj nevladnih organizacij na področju kulture, Predlog Zakona o Javni agenciji za knjigo Republike Slovenije, Predlog Resolucije o nacionalnem programu za jezikovno politiko 2007–2011, Obravnava Poročila o izvajanju Nacionalnega programa za kulturo za leto 2006, Obravnava Predloga Zakona o varstvu kulturne dediščine, Uresničevanje kulturne politike na področju filma in avdiovizualne kulture, Obravnava osnutka Nacionalnega programa za kulturo, 2008–2013, Obravnava predloga Pravilnika o pridobitvi statusa v javnem interesu na področju kulture, Muzej sodobne umetnosti in Zbirka 2000+, Predlog resolucije Nacionalnega programa za kulturo 2008–2011, Poročilo Ministrstva za kulturo o nadzoru na Filmskem skladu RS.

– v letu 2008: Kulturne vsebine na javni televiziji, Univerzitetno izobraževanje za poklice v kulturi, Obravnava Poročila o izvajanju Nacionalnega programa za kulturo 2004–2007 – za leto 2007: Osnutek »Strategije razvoja kulture v Mestni občini Ljubljana 2008–2011«, Vsebine političnih programov parlamentarnih strank, ki se nanašajo na kulturo, Kulturne vsebine na javnem radiu, Vloga in položaj ljubiteljskih kulturnih dejavnosti na Slovenskem, Muzej moderne umetnosti, Položaj ustvarjalcev na področju knjige in založništva v javnem interesu, Predstavitev kulturne politike ministrice za kulturo Majde Širca.

– v letu 2009: Obravnava Poročila o izvajanju Nacionalnega programa za kulturo 2008–2011 v letu 2008, Obravnava napovedane združitve arhitekturnega muzeja Ljubljana in Mednarodnega grafičnega likovnega centra, Status Mednarodnega grafičnega in likovnega centra ter Arhitekturnega muzeja Ljubljana, Pristojnosti NSK v Predlogu osnutka Zakona o spremembah in dopolnitvah Zakona o Radioteleviziji Slovenija, Položaj Mednarodnega grafičnega likovnega centra v kontekstu novih ustanov za sodobne umetnosti – Centra sodobnih umetnosti Rog ter Muzeja sodobne umetnosti na Metelkovi.

– leta 2010 od januarja do oktobra: Učinki kulturne politike na področju knjige, Položaj ustvarjalca na gledališkem področju, Slovenska izhodna strategija 2010–2013, Zasnova in izvajanje Nacionalnega programa za kulturo 2008–2011, Obravnava osnutka Poročila o izvajanju Nacionalnega programa za kulturo 2008–2011 v letu 2009, Postopek preoblikovanja Arhitekturnega muzeja Ljubljana v Muzej za arhitekturo in oblikovanje, Ohranitev kulturne dediščine na Vodnikovem trgu v Ljubljani, Slovenska umetnost med državo in trgom, Ohranitev kulturne dediščine na Vodnikovem trgu v Ljubljani (nadaljevanje razprave), Opredelitev in analiza temeljnih kulturnopolitičnih problemov, ki ovirajo izvajanje javnega interesa za kulturo, Obravnava pobude Ministrstva za kulturo – Analiza stanja in možnosti ukinitve nadomestil za včlanitev v slovenske splošne knjižnice, Obravnava pobude Ministrstva za kulturo – Osnutek programa preoblikovanja Kulturniške zbornice Slovenije. Kakšne spremembe prinaša Predloga zakona o pokojninskem in invalidskem zavarovanju na področju davkov in prispevkov iz avtorskih honorarjev? Seznanitev z novo Uredbo o



samozaposlenih v kulturi. Zmanjšanje sredstev za financiranje lektoratov slovenskega jezika v tujini<sup>23</sup>.

**č) PREDVIDENI UKREPI:**

Kadrovska in organizacijska okrepitev institucionalnih nosilcev JP ter jasen dogovor o razmejitvi njihovih nalog in pristojnosti.

Naloge: razpisovanje ustreznega števila in razmestitve študijskih mest na slovenističnih, prevajalskih in drugih jezikoslovnih ipd. študijskih smereh, ustrezna sistemizacija delovnih mest v javni upravi.

Nosilci: MVZT, MzK in Vlada RS.

Rok: 2007–2011.

Proračun: da.

**KAZALNIKI:**

Glede na pomanjkanje podatka o številu potrebnih kadrovskih okrepitev institucionalnih nosilcev JP, sploh ker bi te morali opredeliti, s strani nosilcev ni mogoče oceniti, ali je bilo število in razmestitev študijskih mest na slovenističnih, prevajalskih in drugih jezikoslovnih ipd. študijskih smereh ustrezno. Na tej podlagi ravno tako ni mogoče oceniti ustreznost sistemizacije delovnih mest v javni upravi.

**d) PREDVIDENI UKREPI:**

Sociolingvistično raziskovanje sodobnega jezikovnega položaja in jezikovne politike; v povezavi s spremljanjem (»monitoringom«) sprememb v prostoru posebna pozornost spremljanju jezikovnih navad prebivalstva v obmejnem pasu.

Naloge: isto.

Nosilca: Javna agencija za raziskovalno dejavnost RS, Ministrstvo za okolje in prostor.

Rok: takoj, trajno.

Proračun: da.

**KAZALNIKI:**

Ministrstvo za okolje in prostor je odgovornost preložilo na ARRS. V bazi SICRIS, kjer so zavedeni projekti ARRS, glede na ključne besede ni mogoče najti temu

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<sup>23</sup> Odgovor ga. Bojane Kovačič z Nacionalnega sveta za kulturo. Navedbe posameznih pobud, stališč in posameznih odgovorov, ki so jih prejeli, so našteje v prilogi c.

primernih raziskav. Ukrep pa v svojem rednem delu izvajajo druge posamezne za to pristojne raziskovalne institucije, kot so Inštitut za narodnostna vprašanja, SLORI v Trstu in Gorici idr.

Za opis sodobne norme slovenskega knjižnega jezika (5. cilj):

**a) PREDVIDENI UKREPI:**

Poglabljanje vednosti o novejših teoretičnih usmeritvah v jezikoslovju.

Naloge: udeležba na mednarodnih znanstvenih srečanjih, prevajanje tujih del o besediloslovju, jezikovni pragmatiki, korpusnem jezikoslovju, spoznavnem jezikoslovju in drugih vejah sodobnega jezikoslovja, štipendije za študijsko izpopolnjevanje v tujih raziskovalnih središčih, naročanje najnovejših jezikoslovnih publikacij idr.

Nosilec: MVZT.

Izvajalci: univerze in inštituti, posamezniki.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

Štipendije za študijsko izpopolnjevanje v tujih raziskovalnih središčih so redno razpisane pri Javnem skladi RS za razvoj kadrov in štipendiranje<sup>24</sup>, ARRS pa razpisuje sofinanciranja za udeležbe na mednarodnih konferencah in mednarodnih študijskih izmenjavah raziskovalcev.

**b) PREDVIDENI UKREPI:**

Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine idr.).

Naloge: isto.

Nosilci: MVZT, MŠŠ, Javna agencija za raziskovalno dejavnost RS (JARRS).

Izvajalci: raziskovalne in razvojne organizacije (inštituti, univerze, podjetja, založbe).

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

Spletno so dostopne naslednje jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine):

FIDAPLUS (korpus slovenskega jezika) - <http://www.fidaplus.net/>

[http://bos.zrc-sazu.si/s\\_beseda.html](http://bos.zrc-sazu.si/s_beseda.html)

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<sup>24</sup> <http://www.sklad-kadri.si/>

SSKJ – <http://bos.zrc-sazu.si/sskj.html>

SP – <http://bos.zrc-sazu.si/sp2001.html>

SP, SSKJ, Nova beseda – <http://m.anyterm.info/praslon.php>

Besede slovenskega jezika – <http://bos.zrc-sazu.si/besede.html>

Odzadnji slovar slovenskega jezika – <http://bos.zrc-sazu.si/odzadnji.html>

Razvezani jezik (prosti slovar žive slovenščine) – <http://www.razvezanijezik.org/>

### c) **PREDVIDENI UKREPI:**

Sinhrona in diahrona raziskava slovenskega jezika.

Naloge: izvajanje raziskav po sistemskih ravninah in objavljanje rezultatov, raziskovanje zgodovine slovenskega jezika s poudarkom na pojasnjevanju pojavov in dilem, pomembnih za sodobni jezik in jezikovno politiko.

Nosilca: MVZT, JARRS.

Izvajalci: izbrane raziskovalne ustanove in posamezniki.

Rok: trajno.

Proračun: da.

### **KAZALNIKI:**

Izvedene so bile naslednje raziskave:

- Komac, M., Percepcije slovenske integracijske politike [Elektronski vir], Besedilni in numerični podatki. Ljubljana : Fakulteta za družbene vede, Arhiv družboslovnih podatkov, 2009.
- Razlagalni vojaški slovar : zaključno poročilo o rezultatih opravljenega raziskovalnega dela na projektu v okviru Ciljnega raziskovalnega programa (CRP) "Znanje za varnost in mir 2006-2010" = Military explanatory dictionary. Ljubljana: Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti, 2008.
- Bitenc, M., Slovenščina in njeno poučevanje pri slovenskih zdomcih: raziskava med učenci dopolnilnega pouka slovenskega jezika in kulture v Baden-Württembergu. Ljubljana, Slavistično društvo Slovenije, 2006.
- Raziskovalni program: P6-0038 (B) – Slovenski jezik v sinhronem in diahronem razvoju (2004-2008 Dobrovoljic Helena, 2009-2014 Snoj Marko) – Inštitut za slovenski jezik Frana Ramovša

- Novejša slovenska leksika (v povezavi s spletnimi jezikovnimi viri) (L6-9241) – vodja projekta: A. Žele
- Leksika in potek izoleks v slovenskih narečjih na avstrijskem Koroškem (L6-9052) – vodja projekta: M. Šekli
- Besedje iz pomenskega polja "človek" v slovenskih narečjih - geolingvistična predstavitev (L6-9529) – vodja projekta: J. Škofic
- Sodobni pravopisni priročnik v knjižni, elektronski in spletni različici (L6-0166) – vodja projekta: H. Dobrovoljc
- Slovenska terminologija v povezavi s spletnimi jezikovnimi viri (L6-0075) – vodja projekta: A. Žele
- Jezikoslovnozgodovinske in sociolingvistične značilnosti misli o jeziku na Slovenskem med letoma 1607 in 1758 (Z6-0151) –vodja projekta: K. Ahačič
- Slovensko jezikoslovje, književnost in poučevanje slovenščine : letno poročilo o rezultatih raziskovalnega programa v letu 2009. Univerza v Mariboru, Filozofska fakulteta, Pedagoška fakulteta, 2010.

#### č) PREDVIDENI UKREPI:

Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.

Naloga: razkrivanje in uzaveščanje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng – knjižni jezik; jezik elektronskih sporočil, blogov, SMS-ov) idr.; vrednotenje primernosti in povednosti posameznih jezikovnih izrazil na podlagi podatkov iz reprezentativnih besedilnih in govornih korpusov in drugih jezikovnih virov, stališče do pisnega podomačevanja lastnih imen iz nelatiničnih pisav, stališče in standardizirane rešitve, kadar tehnične naprave ne morejo prikazovati črk s strešicami, stališče do seksistične ekstenzivnosti pri navajanju spolskih različic poimenovanj za poklice in funkcije v uradnih besedilih (državljeni in državljanke, poslanci oziroma poslanke, voznik ali voznica) idr.

Nosilca: MVZT, JARRS.

Izvajalci: raziskovalne organizacije in posamezniki v sodelovanju s širšo strokovno javnostjo.

Rok: trajno.

Proračun: da.

### **KAZALNIKI:**

Zaznati je pomanjkanje raziskav, zlasti s področja analize sprememb rabe jezika znotraj spletnih medijev, v SICRIS bazi pa sta navedena dva projekta, ki se navezujeta na to področje:

- Elektronske znanstvenokritične izdaje slovenskega slovstva (aplikativni raziskovalni projekt) (L6-6373 (B))
- Besedoslovne spremembe slovenskega jezika skozi čas in prostor (temeljni raziskovalni projekt) (J6-6284 (B))

### **d) PREDVIDENI UKREPI:**

Raziskovanje kontaktnih oblik jezika in sporazumevanja (posebnosti jezika priseljencev, gostujočih delavcev, azilantov ipd.).

Nalogi: razčlenjevanje interferenc, omejeni kod, uporaba ugotovitev pri sestavljanju specializiranega učnega in vadbenega gradiva.

Nosilca: JARRS, MŠŠ.

Izvajalci: izbrane raziskovalne ustanove.

Rok: trajno.

Proračun: da.

### **KAZALNIKI:**

Konkretnih raziskav pri ARRS ni bilo mogoče najti, glej pa tudi ukrep 3. d..

### **e) PREDVIDENI UKREPI:**

Standardizacija romskega jezika v Sloveniji.

Naloge: nadaljevanje standardizacije na podlagi opravljenih opisov govorne norme prekmurske in dolenske romske skupine, izbira in popularizacija skupnih oziroma usklajenih oblik, upoštevanje dosegljivega pisnega gradiva, kontrastiranje s slovenščino, urejanje gradiva za knjižno izdajo slovnice in slovarja.

Nosilca: MVZT, MŠŠ v sodelovanju z Zvezo Romov Slovenije.

Izvajalci: domače in tuje univerzitetne organizacije.

Rok: 2007.

Proračun: da.

### **KAZALNIKI:**

Leta 2007 je bil sprejet Zakon o romski skupnosti v Republiki Sloveniji (ZRomS-1)<sup>25</sup>, v katerem je zakonsko opredeljeno spodbujanje za ohranjanje in razvoj romskega jezika (4. člen, 3. odstavek).

Ministrstvo za šolstvo in šport je razpisalo Javni razpis za sofinanciranje projekta »Uspešno vključevanje Romov v vzgojo in izobraževanje«<sup>26</sup>, katerega med drugim izvaja tudi Pedagoški inštitut<sup>27</sup>. Projekt vključuje profesionalno usposabljanje strokovnih in vodstvenih delavcev v vzgojno izobraževalnih zavodih v Sloveniji .

Zavod RS za šolstvo je leta 2009 organiziral konferenco Izobraževanje Romov: dosežki, priložnosti in izzivi za prihodnost<sup>28</sup>.

Na to vezano sta izšli tudi naslednji bibliografski deli:

- Kozlevčar, A. M., Šali, F., Leskovar, M.: *Slovensko-romski in romsko-slovenski slovarček*. Murska Sobota : Zveza Romov Slovenije, 2009.
- Kerkoš, S.: *Jagoda*. Krško : Društvo zaveznikov mehkega pristanka, Ljubljana : Amnesty International Slovenije, 2008

#### f) PREDVIDENI UKREPI:

Standardizacija slovenskega znakovnega jezika za gluhe.

Naloge: nadaljevanje dela na podlagi opisov znakovnega jezika v slovenski skupnosti gluhih in naglušnih, izbira usklajenih kretenj, pojasnjevanje razmerja do govorne in pisne sestave knjižne slovenščine, priprava priročnika.

Nosilca: MVZT, MŠŠ.

Izvajalec: strokovno usposobljeni zavod.

Rok: 2010.

Proračun: da.

#### KAZALNIKI:

Leta 2008 je bila izvedena ekspertiza o standardizaciji slovenskega znakovnega jezika za gluhe »Stanje in razvoj, za lažji dostop gluhih oseb do kulturnih dobrin in udeležbe

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<sup>25</sup> [http://zakonodaja.gov.si/rpsi/r05/predpis\\_ZAKO4405.html](http://zakonodaja.gov.si/rpsi/r05/predpis_ZAKO4405.html)

<sup>26</sup> Javni razpis za sofinanciranje projekta »Uspešno vključevanje Romov v vzgojo in izobraževanje« (54450-8/2008). Razpisano sredstev:1.595.000 EUR ([http://www.mss.gov.si/si/okroznice\\_razpisi\\_in\\_javna\\_narocila/javni\\_razpisi/?tx\\_t3javnirozpis\\_pi1\[show\\_single\]=860](http://www.mss.gov.si/si/okroznice_razpisi_in_javna_narocila/javni_razpisi/?tx_t3javnirozpis_pi1[show_single]=860))

<sup>27</sup> <http://www.uvrvi.si/>

<sup>28</sup> <http://www.zrss.si/Default.asp?a=1&id=993>

v kulturnem dogajanju«, ki jo je izvedel Zavod Združenje tolmačev za slovenski znakovni jezik (Ljubljana, 2008).

Ministrstvo za kulturo je sofinanciralo DVD Zavoda Združenje tolmačev za slovenski znakovni jezik »Zgodovina gluhih«: DVD o zgodovini gluhih v slovenskem znakovnem jeziku. Omenjeni zavod<sup>29</sup> je glavni akter na tem področju, povezani pa so še z Zavodom Združenje tolmačev za slovenski znakovni jezik<sup>30</sup>. Na spletu je dostopen multimedijski slovar<sup>31</sup>.

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<sup>29</sup> <http://www.zveza-gns.si/>

<sup>30</sup> <http://www.tolmaci.si/>

<sup>31</sup> <http://www.tolmaci.si/?c=14>



### **III. področje: širjenje jezikovne zmožnosti**

Za splošno okrepitev jezikovne zmožnosti v maternem jeziku (6. cilj):

#### **a) PREDVIDENI UKREPI:**

Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).

Naloge: sprejetje državne strategije za razvoj pismenosti, predstavitvene akcije (mednarodni dan pismenosti ipd.).

Nosilca: MŠŠ in Vlada RS.

Izvajalci: celotni šolski sistem (vse stopnje in smeri), univerze in inštituti, Zavod za šolstvo RS, Andragoški center Slovenije.

Rok: 2007–2011.

Proračun: da.

#### **KAZALNIKI:**

Nacionalna strategija za razvoj pismenosti je bila sprejeta leta novembra 2006<sup>32</sup>, v akcijskem načrtu udejanjanja nacionalne strategije je zapisano, da »(l)etne načrte za udejanjanje Nacionalne strategije s konkretnimi zadolžitvami do najnižjih ravni svojih pristojnosti (npr. šole, javna občila, knjižnice, zdravstveni domovi, uradi za delo itn.) pripravijo ministrstva na osnovi pripravljenega Akcijskega načrta«, »(l)etne načrte morajo Regionalne razvojne agencije in lokalne skupnosti vključiti kot obvezno sestavino svojih dokumentov, ter da »(l)etne načrte za udejanjanje Nacionalne strategije pripravljajo tudi socialni partnerji«. <sup>33</sup> Pod podglavjem »financiranje« je zapisano, da »(f)inančna sredstva za udejanjanje Akcijskega načrta zagotovi Vlada oz. pristojna ministrstva na osnovi predlogov Nacionalnega sveta za pismenost«<sup>34</sup>. Slednjega glede na iskalne rezultate ni.

Deluje tudi spletna stran Nacionalni portal za pismenost<sup>35</sup>.

S pismenostjo se poglobljeno ukvarja OECD, zlasti v raziskavah, kot so PISA, PIAAC in druge. UNESCO obeležuje 8. september kot mednarodni dan pismenosti.

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<sup>32</sup> Dokument se nahaja na spletni strani

[http://www.mss.gov.si/si/delovna\\_podrocja/razvoj\\_solstva/projekti/pismenost/](http://www.mss.gov.si/si/delovna_podrocja/razvoj_solstva/projekti/pismenost/).

<sup>33</sup> Nacionalna strategija za razvoj pismenosti. Pripravila Nacionalna komisija za razvoj pismenosti. Ljubljana, november 2006, str. 19.

<sup>34</sup> Prav tam.

<sup>35</sup> <http://npp.acs.si/>

Na ta dan MŠŠ uradno razglša Šolsko leto knjige 2010/11«<sup>36</sup>. V Žalcu je maja 2010 potekala mednarodna konferenca »Opismenjevanje učenk in učencev, pismenost mladih in odraslih«.

Na Andragoškem centru Slovenije izvajajo projekt »Razvoj pismenosti ter ugotavljanje in priznavanje neformalnega učenja od 2009 do 2011«<sup>37</sup>.

#### **b) PREDVIDENI UKREPI:**

Razvijanje didaktike maternega jezika.

Naloga: kako narediti pouk maternega jezika zanimiv in učinkovit.

Nosilec: MŠŠ.

Izvajalci: Zavod za šolstvo RS, univerzitetne organizacije, strokovna društva.

Rok: 2007–2011.

Proračun: da.

#### **KAZALNIKI:**

Zavod za šolstvo RS trenutno ne razpisuje izobraževanj na to temo, še najbližje bi bil seminar za učitelje začetnike, ki pa je zelo splošno zastavljen. O didaktiki na splošno najdemo nekaj izobraževanj, npr. didaktični pristopi k eksperimentalnemu delu pri naravoslovnih predmetih v programih SSI in SPI; didaktičnometodične prilagoditve za delo z učenci tujci – cilj seminarja je usposobiti strokovne delavce v osnovnih in srednjih šolah za delo z učenci tujci na področju vključevanja, izobraževanja, didaktike prilagajanja in napredovanja učencev ter dela s starši. Razpisan je tudi projekt Razvoj didaktike na področju ocenjevanja<sup>38</sup>. Center za slovenščino kot drugi/tuji jezik občasno organizira seminarje za poučevanje slovenščine kot drugega/tujega jezika. Novost je izid slikovnega gradiva »Slika jezika« – to je didaktični pripomoček v obliki kartic, ki omogoča sproščeno učenje besedišča in jezikovnih vzorcev pri pouku slovenščine kot drugega/tujega jezika<sup>39</sup>. Zanimivega gradiva in didaktičnih pripomočkov v tretji triadi osnovnošolskega izobraževanja –

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<sup>36</sup> <http://www.eurydice.si/>

<sup>37</sup> Z namenom, da bi prispevali k doseganju predstavljenih prioritet in ciljev, so projekt razdelili na dva zaokrožena vsebinska sklopa oz. podprojekta: razvoj pismenosti; ugotavljanje in priznavanje neformalnega učenja. ACS projekt izvaja od 1. januarja 2009, zaključil pa se bo 31. decembra 2011. Skupna vrednost projekta je 443.965,81 EUR, od tega prispeva Evropski socialni sklad 85 % ali 377.370,93 EUR, Ministrstvo za šolstvo in šport pa 15 % ali 66.594,88 EUR. Ob dnevu pismenosti aktivno sodelujejo tudi Unesco organizacija, osnovne šole itn.

<sup>38</sup> <http://www.zrss.si/default.asp?link=predmet&tip=92&pID=199&rID=2160>

<sup>39</sup> [http://www.centerslo.net/13.asp?L1\\_ID=8&L2\\_ID=94&L3\\_ID=291&LANG=slo](http://www.centerslo.net/13.asp?L1_ID=8&L2_ID=94&L3_ID=291&LANG=slo)

predvsem CD, DVD, zanimivi odlomki oddaj, filmov, tudi življenjepisi slovenskih pesnikov in pisateljev – prilagojeni starosti učencev – pa bi lahko bilo več.

**c) PREDVIDENI UKREPI:**

Preverjanje ustreznosti šolskih učnih načrtov za matere jezike in morebitne spremembe ali dopolnitve.

Naloga: nadaljnja funkcionalizacija slovničnega in slovarskega znanja v okviru besedilne zmožnosti ter govornih dejanj in sporazumevalnih strategij, npr. pri utemeljevanju, pogajanju ipd.

Nosilec: MŠŠ.

Izvajalci: Zavod za šolstvo RS, univerzitetne organizacije, raziskovalne ustanove.

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

Zavod za šolstvo RS sprotno spremlja in posodablja učne načrte ter organizira izobraževanja<sup>40</sup>.

**č) PREDVIDENI UKREPI:**

Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.

Nalogi: npr. slovenščina za tajnice, gostince, zdravnike itn., omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si)).

Nosilca: MŠŠ, MDDSZ.

Izvajalci: univerzitetne in izobraževalne organizacije, posamezniki, založbe.

Rok: 2007–2011.

Proračun: da.

**KAZALNIKI:**

Z uvajanjem e-slovenščine se ukvarja e-področna skupina Zavoda RS za šolstvo<sup>41</sup>.

Navajamo nekaj publikacij in učnih gradiv slovenščine, ki so izšla ali izhajajo od leta 2007 naprej:

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<sup>40</sup> <http://www.zrss.si/default.asp?link=predmet&tip=42&pID=164&rID=1466>

<sup>41</sup> <http://www.zrss.si/slovenscina/default.asp> je namenjena Slovincem po svetu, <http://www.sio.si/> pa izobraževanju na splošno.

- serija osnovnošolskega gradiva Slovenščina za vsakdan in vsak dan. Ljubljana, Rokus Klett, 2011;
- serija osnovnošolskega gradiva Znanka ali uganka. Ljubljana, Modrijan, 2010;
- serija srednješolskega gradiva Govorica jezika. Ljubljana, Modrijan, 2010
- Gradim slovenski jezik 4, Gradim slovenski jezik 5, Gradim slovenski jezik 6, Slovenščina za vsak dan 7, Slovenščina za vsak dan 8, Slovenščina za vsak dan 9. Priročnik za učitelje - uvod [Elektronski vir] : za slovenščino v 4., 5., 6., 7., 8. in 9. razredu osnovne šole. Ljubljana, Rokus Klett, 2009;
- Tjaša A.: Pocket Slovene. Center za slovenščino kot drugi/tuji jezik, Ljubljana : 2008.
- Kump, S.: Prestari za učenje? : vzorci izobraževanja in učenja starejših. Ljubljana : Pedagoški inštitut : Znanstvena založba Filozofske fakultete, 2010.
- Odkrijte in uporabljajte slovenščino. Državni inštitut za vzhodne jezike in civilizacije ter Univerza v Mariboru.

#### **d) PREDVIDENI UKREPI:**

Zagotavljanje kakovosti izpitnega gradiva pri maturi in pri drugih primerih državnega (zunanjega) preverjanja jezikovnega znanja (državni preizkusi znanja, poklicna matura, izpiti za državljanstvo ipd.).

Naloge: priprava izpitnih pol s strokovno preverjenimi nalogami, izobraževanje ocenjevalcev, vztrajanje pri enotni zahtevnostni ravni za slovenščino na maturi.

Nosilec: MŠŠ.

Izvajalci: Državni izpitni center RS, Zavod za šolstvo RS, Center za slovenščino kot drugi/tuji jezik (SDTJ).

Rok: vsako leto.

Proračun: da.

#### **KAZALNIKI:**

Državni izpitni center RIC ureja izpitno in drugo gradivo, ki je potrebno za izvedbo izpitov<sup>42</sup>. Ureja in izdaja izpitne kataloge, zbirke in analize izpitnih nalog ter drugo gradivo za informiranje in pomoč kandidatom ter učiteljem pri pripravah na izpite. RIC pripravlja in izvaja izobraževanje in usposabljanje za zunanje ocenjevanje in pripravo izpitnih nalog.

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<sup>42</sup> <http://www.ric.si/ric/predstavitev/>

Center za slovenščino kot drugi/tuji jezik organizira različne seminarje za učitelje slovenščine<sup>43</sup>:

- seminar za učitelje slovenščine v osnovnih in srednjih šolah, ki poučujejo otroke migrante,
- tradicionalni junijski izobraževalni seminar Centra za slovenščino;
- začetno usposabljanje za poučevanje slovenščine kot J2/T2;
- seminar za učitelje slovenščine na osnovnih in srednjih šolah.

#### e) **PREDVIDENI UKREPI:**

Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.

Naloge: izvajanje podiplomskih tečajev, univerza za tretje življenjsko obdobje, bralni krožki, priložnostna predavanja.

Nosilci: MzK, MŠŠ, MDDSZ.

Izvajalci: Andragoški center Slovenije, ljudske univerze, šole tujih jezikov.

Rok: trajno.

Proračun: ne.

#### **KAZALNIKI:**

Za sofinanciranje programov znanja jezikov (jezikovni tečaji in pridobitev javne listine) skrbi MŠŠ (Sektor za izobraževanje odraslih)<sup>44</sup>. Programi se izvajajo kontinuirano preko letnih javnih razpisov glede na ugotovljene potrebe.

Iz proračuna. V praksi ga izvajajo jezikovne šole, kot so Berlitz<sup>45</sup>, Mint<sup>46</sup>, Verba<sup>47</sup>, Lingula<sup>48</sup>, univerze za tretje življenjsko obdobje<sup>49</sup>, tudi bralni krožki oz. bralni klubi imajo bogato tradicijo, za to pa najbolj skrbijo splošnoizobraževalne in druge knjižnice.

#### f) **PREDVIDENI UKREPI:**

Pomoč učiteljem slovenščine v zamejstvu in izseljenstvu.

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<sup>43</sup> [http://www.centerslo.net/novice\\_slo\\_kat.asp?KAT=6](http://www.centerslo.net/novice_slo_kat.asp?KAT=6)

<sup>44</sup> Odgovori na vprašalnik Sektorja za izobraževanje odraslih Ministrstva za šolstvo in šport.

<sup>45</sup> <http://www.berlitz.si/>

<sup>46</sup> <http://www.mint.si/>

<sup>47</sup> <http://www.verba28.net/>

<sup>48</sup> <http://www.lingua.si/>

<sup>49</sup> <http://www.univerzazatretjeobd-drustvo.si/>

Naloge: brezplačni tečaji z jezikoslovno in didaktično tematiko za učitelje, pošiljanje učbenikov in drugih slovenskih publikacij, videokaset ipd., posebna pomoč pri pisanju učbenikov za Porabje.

Nosilca: MŠŠ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

Izvajalec: Zavod za šolstvo RS.

Rok: 2007–2011.

Proračun: da.

#### **KAZALNIKI:**

Zavod RS za šolstvo organizira seminarje in izobraževanja za slovenske učitelje v Porabju<sup>50</sup>, v Italiji<sup>51</sup> in učitelje slovenščine v tujini<sup>52</sup> ter poletne šole slovenskega jezika otroke in mladostnike slovenskega porekla, ki živijo v tujini<sup>53</sup>. Urad RS za Slovence v zamejstvu in po svetu sicer pošilja učna gradiva, ampak so le ta neustrezna za vse slovenske skupnosti v posameznih državah<sup>54</sup>. Ministrstvo za šolstvo in šport objavlja tudi razpis prostih delovnih mest za učitelje/učiteljice dopolnilnega pouka slovenščine v tujini<sup>55</sup>. Glej tudi kazalnike ukrepa 6. d.

#### **g) PREDVIDENI UKREPI:**

Odločnejši nastop predstavnikov slovenske države glede šolskega učenja slovenščine, posebej pri slovenski manjšini v Republiki Madžarski.

Nalogi: v okviru slovensko-madžarske mešane komisije in po drugih diplomatskih poteh nadaljevati prizadevanje za doslednejše izvajanje Sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Republiki Sloveniji z madžarske strani.

Nosilca: MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu v sodelovanju z ustanovami slovenskega manjšinskega šolstva v Italiji, Avstriji in na Madžarskem.

Rok: 2007.

Proračun: ne.

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<sup>50</sup> <http://www.zrss.si/Default.asp?a=1&id=1181>, <http://www.zrss.si/Default.asp?a=1&id=1017>

<sup>51</sup> <http://www.zrss.si/Default.asp?a=1&id=1043>, <http://www.zrss.si/Default.asp?a=1&id=906>,

<http://www.zrss.si/Default.asp?a=1&id=902>, <http://www.zrss.si/Default.asp?a=1&id=863>,

<http://www.zrss.si/Default.asp?a=1&id=757>, <http://www.zrss.si/Default.asp?a=1&id=752>

<sup>52</sup> <http://www.zrss.si/Default.asp?a=1&id=1152>

<sup>53</sup> <http://www.zrss.si/Default.asp?a=1&id=743>

<sup>54</sup> Pogovor z ga. Suzano Martinez iz Urada RS za Slovence v zamejstvu in po svetu, dne 25. 10. 2010.

<sup>55</sup>

[http://www.mss.gov.si/si/okroznice\\_razpisi\\_in\\_javna\\_narocila/javni\\_razpisi/?tx\\_t3javnirazpis\\_pi1\[show\\_single\]=813](http://www.mss.gov.si/si/okroznice_razpisi_in_javna_narocila/javni_razpisi/?tx_t3javnirazpis_pi1[show_single]=813)

### **KAZALNIKI:**

Učenje slovenščine na šolah v slovenskem obmejestvu je zaradi majhnosti skupnosti in govorjenja porabščine bolj kot slovenščine najslabše ravno pri slovenskih Porabcih, še posebej če primerjamo položaj z madžarsko etnično skupnostjo v Sloveniji<sup>56</sup>. Konkretnega napredka ni zaznati, število učencev vključenih v pouk slovenskega jezika v Porabju pa ostaja relativno enako<sup>57</sup>. Glej tudi kazalce prejšnjega ukrepa.

### **h) PREDVIDENI UKREPI:**

Izvajanje poletnih šol slovenščine in drugih tečajev za otroke slovenskih zamejcev, zdomcev in izseljencev.

Naloge: tečaji v slovenskem govornem okolju s strokovno usposobljenimi lektorji in privlačnim dopolnilnim programom (umetnostnim, turističnim, športnim idr.), v katerem so tečajniki izpostavljeni slovenščini v najrazličnejših govornih položajih.

Nosilca: MŠŠ, MzK.

Izvajalci: izobraževalne organizacije, strokovna in druga usposobljena društva.

Rok: vsako leto.

Proračun: da.

### **KAZALNIKI:**

Center za slovenščino kot drugi/tuji jezik organizira Pilotni tečaj za otroke migrante<sup>58</sup>.

Glej kazalnike zgornjih dveh ukrepov.

### **i) PREDVIDENI UKREPI:**

Proučitev strokovnih in didaktičnih profilov diplomantov slovenistike in diplomantov drugih visokošolskih usmeritev, ki izobražujejo profesorje slovenščine in drugih šolskih predmetov.

Naloge: raziskava profilov, podiplomski tečaji (iz didaktike idr.).

Nosilca: MVZT, Svet za visoko šolstvo.

Izvajalci: izbrana raziskovalna organizacija, kadrovske šole, Zavod za šolstvo RS.

Rok: 2007.

Proračun: da.

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<sup>56</sup> Glej prilogo c (Urad RS za Slovence v zamejstvu in po svetu).

<sup>57</sup> Pogovor z ga. Suzano Martinez iz Urada RS za Slovence v zamejstvu in po svetu, dne 25. 10. 2010.

<sup>58</sup> [http://www.centerslo.net/novice\\_slo.asp](http://www.centerslo.net/novice_slo.asp),

<http://www.uszs.gov.si/si/splosno/cns/novica/article/737/1548/b0b67008a3/>

**KAZALNIKI:**

Podatkov o raziskavi profilov ni bilo mogoče najti. Na podiplomskih študijih *Šolsko knjižničarstvo*<sup>59</sup> (Filozofska fakulteta v Ljubljani), *Slovanski jeziki in književnosti*<sup>60</sup> (Filozofska fakulteta v Ljubljani in Mariboru) je v predmetniku naveden predmet didaktika, na magistrskem študiju slovenistike pa je ena izmed smeri *Jezikovna didaktika in književna didaktika*<sup>61</sup>.

**j) PREDVIDENI UKREPI:**

Temeljita preveritev trditve o »nepriljubljenosti« slovenščine kot šolskega predmeta.

Naloga: isto (raziskava – ekspertiza).

Nosilec: MŠŠ.

Izvajalec: izbrana raziskovalna organizacija.

Rok: 2007.

Proračun: da.

**KAZALNIKI:**

Leta 2008 je bila razpisana in izvedena raziskava Teza o (ne)priljubljenosti slovenščine kot obveznega šolskega predmeta v Sloveniji<sup>62</sup>.

**k) PREDVIDENI UKREPI:**

Sprejetje učnih načrtov za romščino kot izbirni predmet v osnovni šoli, priprava in izdaja izpopolnjenih začetnih in nadaljevalnih učbenikov romščine.

Naloga: navezava na učbeniška poskusa J. Horvata z opiranjem na zbrano gradivo za slovnico in slovar (gl. naloge k ukrepu 5e).

Nosilec: MŠŠ.

Izvajalca: Zavod za šolstvo RS, interdisciplinarna skupina (jezikoslovci, pedagogi, didaktiki) v sodelovanju z Zvezo Romov Slovenije.

Rok: 2008/09.

Proračun: da.

**KAZALNIKI:**

Glej kazalnike pri ukrepu 5. e.

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<sup>59</sup> <http://www.ff.uni-lj.si/oddelki/biblio/studij/podiplomski/2stopnja/solsko/index.html>

<sup>60</sup> <http://www.ff.uni-mb.si/oddelki/slovanski-jeziki-in-knjizevnosti/>

<sup>61</sup> <http://lit.ijs.si/podipl.html>

<sup>62</sup> Izvedel jo je ICK na pobudo MK – Sektorja za slovenski jezik.  
[http://www.ick.si/index.php?s\\_id=17#zaključene\\_raziskave](http://www.ick.si/index.php?s_id=17#zaključene_raziskave)



**l) PREDVIDENI UKREPI:**

Spremljanje živosti in učinkov uveljavljenih modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.

Naloga: raziskava (CRP).

Nosilci: JARRS, MŠŠ, Urad Vlade RS za Slovence v zamejstvu in po svetu v sodelovanju z manjšinskimi organizacijami.

Izvajalec: izbrana raziskovalna organizacija.

Rok: 2007–2011.

Proračun: da.

**KAZALNIKI:**

CRP na to temo še ni bil razpisan.

**m) PREDVIDENI UKREPI:**

Sprejetje učnih načrtov za predmet slovenski znakovni jezik kot drugi jezik v zavodih za gluhe ter za za slišiščo mladino.

Naloga: isto, z navezavo na zbrano gradivo za slovnico in na Multimedijski praktični slovar znakovnega jezika gluhih.

Nosilec: MŠŠ (Urad za razvoj šolstva).

Izvajalec: Zavod za šolstvo v sodelovanju z usposobljenimi invalidskimi idr. organizacijami.

Rok: 2008.

Proračun: ne.

**KAZALNIKI:**

Glede na iskanje sprejetje učnih načrtov ni bilo uresničeno<sup>63</sup>, nedavno pa je bil objavljen tudi članek o položaju slovenskega znakovnega jezika<sup>64</sup>.

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<sup>63</sup> Glej tudi

[http://www.zgnl.si/index.php?option=com\\_content&view=article&id=58&Itemid=78](http://www.zgnl.si/index.php?option=com_content&view=article&id=58&Itemid=78)

<sup>64</sup> <http://www.vecer.com/clanek2010101905585343> (19. 10. 2010)

Za smotrnost pri učenju in rabi tujih jezikov (7. cilj):

**a) PREDVIDENI UKREPI:**

Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov.

Naloge: uvrstitev prevajanja v slovenščino in iz slovenščine, pogajanja v tujem jeziku, terminološkega poglobljanja ter utemeljenega kodnega preklapljanja; osmišljanje učenja in rabe tujih jezikov kot dopolnilne možnosti (pri spoznavanju tujih kultur, študiju tuje strokovne literature, sporazumevanju v tujini, poslovnih stikih s tujci ipd.) ter zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje).

Nosilca: MŠŠ, Strokovni svet za splošno in strokovno izobraževanje.

Izvajalci: Pedagoški inštitut, Zavod za šolstvo RS, šole za tuje jezike.

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

Glede na zastavljene naloge in po pregledu razpisov MŠŠ ter pregleda dela in raziskav Pedagoškega inštituta ni mogoče ugotoviti, ali je bil ukrep v zastavljenem terminu izpeljan. Na strani Zavoda RS za šolstvo je objavljeno vmesno poročilo o izvajanju projekta Spremljanje in posodabljanje učnih načrtov in katalogov znanj<sup>65</sup>, kjer pa konkretnih navedb glede jezika ni zaznati.

Navajamo dve publikaciji, ki obravnavata dotično področje:

– Novak, B., Nekateri pogoji uvajanja formativnega spremljanja znanja učencev v devetletki. [Ljubljana : B. Novak, 2010]

– Hladnik, A., Šimenc, M.: Učni načrt. Izbirni predmet : program osnovnošolskega izobraževanja. Filozofija za otroke. Ljubljana : Ministrstvo za šolstvo in šport : Zavod RS za šolstvo, 2006.

**b) PREDVIDENI UKREPI:**

Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega) jezika.

Naloga: ustrezno upoštevanje maternega jezika kot učnega načela tudi pri pouku tujih jezikov (ozaveščanje o jezikovnih interferencah in kontrastivnosti, utemeljenost rabe

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<sup>65</sup> <http://www.zrss.si/default.asp?link=predmet&tip=42&pID=164&rID=1466>

slovenščine kot metajezika na začetnih stopnjah učenja tujega jezika in pri razlaganju težavnejših pojavov, npr. v frazeologiji, premagovanje samodejnega podrejanja tujejezičnemu sobesedniku).

Nosilec: MŠŠ.

Izvajalci: univerzitetne organizacije, komisije za učiteljske strokovne izpite, pisci učbenikov; sodelovanje slovenistov.

Rok: 2008/09.

Proračun: da.

### **KAZALNIKI:**

Leta 2008 sta Zavod RS za šolstvo in Urad za razvoj šolstva (MŠŠ) izvedla mednarodno konferenco »Jeziki v izobraževanju«, na kateri so med drugim obravnavali vlogo »slovenščine v izobraževanju (slovenščina kot učni predmet, učni jezik, slovenščina kot materinščina in slovenščina v razmerju do drugih materinščin in do tujih jezikov) ter »vloge tujih jezikov v izobraževanju«<sup>66</sup>.

Navajamo nekaj del, ki obravnavajo dotično področje:

- Lokar, M. (ur.): Jps! : priročnik za prvo učenje slovenščine : za tuje študente v Sloveniji. Ljubljana : Center za slovenščino kot drugi/tuji jezik pri Oddelku za slovenistiko Filozofske fakultete, 2007.
- Pirih Svetina, N., Ponikvar, A.: A, B, C --- 1, 2, 3, gremo. Učbenik za začetnike na kratkih tečajih slovenščine kot drugega ali tujega jezika. Ljubljana : Center za slovenščino kot drugi/tuji jezik pri Oddelku za slovenistiko Filozofske fakultete, 2008.
- Vučajnk, T. (ur.): Poigrajmo se slovensko. Učbenik za začetno poučevanje otrok, starih od 7 do 10 let, ki živijo v tujini in se učijo slovenščino kot tuji jezik. Ljubljana : Zavod RS za šolstvo, 2009.
- Zemljarič Miklavčič, J. (ur.), Lokar, M. (ur.):S slovenščino nimam težav : učbenik za kratke tečaje slovenščine : nadaljevalna stopnja. V Ljubljani : Center za slovenščino kot drugi/tuji jezik pri Oddelku za slovenistiko Filozofske fakultete, 2008.

### **c) PREDVIDENI UKREPI:**

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<sup>66</sup> <http://www.zrss.si/default.asp?a=1&id=913>

Uravnoteženje razmerij med tujimi jeziki kot šolskimi predmeti (nabor, globina obravnave).

Nalogi: zmanjšanje samoumevnosti angleščine kot prvega/edinega tujega jezika v javnem šolstvu, premislek o esperantu.

Nosilca: MŠŠ, Vlada RS.

Rok: 2011.

Proračun: ne.

#### **KAZALNIKI:**

Nedavni predlog Zakona o spremembah in dopolnitvah Zakona o osnovni šoli<sup>67</sup> Vlade RS predlaga postopno podaljševanje drugega tujega jezika v 7. razredu devetletke za dve uri.

Zavod za vzgojo, izobraževanje in kulturo Maribor izvaja inovacijski projekt »Pripravljalni jezik – osnova za lažjo večjezičnost«<sup>68</sup>, kjer za te namene uporabljajo esperanto. V bazi konzultantov Zavoda RS za šolstvo je samo ena konzultantka za esperanto<sup>69</sup>.

#### **č) PREDVIDENI UKREPI:**

Evropski kazalniki znanja tujih jezikov.

Naloga: sodelovanje z organi Sveta Evrope pri izdelavi kazalnikov (posebej tudi za slovenščino kot tuji jezik) in njihovem uveljavljanju v Sloveniji.

Nosilec: MŠŠ – Urad za razvoj šolstva.

Izvajalec: izbrana raziskovalna oziroma izobraževalna organizacija.

Rok: 2007–2008.

Proračun: da.

#### **KAZALNIKI:**

Raziskavo bodo izvajali v letih 2011 in 2012, v njej pa bo sodelovala tudi Slovenija<sup>70</sup>.

Kljub temu pa ni navedene nobene organizacije, ki bi koordinirala nacionalno raziskavo<sup>71</sup>.

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<sup>67</sup>

[http://www.vlada.si/si/medijsko\\_sredisce/sporocila\\_za\\_javnost/sporocilo\\_za\\_javnost/article/1/13185/9566f8d4d3/](http://www.vlada.si/si/medijsko_sredisce/sporocila_za_javnost/sporocilo_za_javnost/article/1/13185/9566f8d4d3/)

<sup>68</sup> <http://www.zvik.org/node/2>

<sup>69</sup> <http://www.zrss.si/default.asp?link=predmet&tip=46&pID=239&rID=1985>

<sup>70</sup> [http://ec.europa.eu/education/languages/languages-of-europe/doc4003\\_sl.htm](http://ec.europa.eu/education/languages/languages-of-europe/doc4003_sl.htm)

<sup>71</sup> <http://www.surveylang.org/Links.html>

**d) PREDVIDENI UKREPI:**

Spodbujanje domačih piscev učbenikov za tuje jezike.

Naloga: javni razpisi ali javni pozivi za financiranje za avtorje.

Nosilec: MŠŠ.

Izvajalec: Zavod za šolstvo, založbe.

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

Na MŠŠ leta 2008 ni bil objavljen razpis, s katerim bi spodbujali domače pisce učbenikov za tuje jezike. V COBISS-u je mogoče najti nekaj tovrstnih učbenikov, ti pa so namenjeni izključno poslovnim rabi tujih jezikov. V nadaljevanju naštevamo nekaj izbranih, ki so izšli:

- Štiberc, L.: Poslovni tuji jezik 3. Italijanščina : študijsko gradivo za 2. letnik študija. Maribor : Doba Epis, 2010.
- Štiberc, L.: Poslovni tuji jezik 2. Nemščina : študijsko gradivo za 2. letnik študija. Maribor : Doba Epis, 2010.
- Bačič, M.: Drugi tuji jezik 1. Nemščina : študijsko gradivo. Celje : Fakulteta za komercialne in poslovne vede, 2010.
- Pleteršek, P.: Nemščina : 2. tuji jezik : program ekonomski tehnik, aranžerski tehnik : [gradivo za izobraževanje odraslih v programih srednjega strokovnega in poklicno tehničnega izobraževanja]. Maribor : Srednja trgovska šola, 2009
- Barbarič, M.: Angleški jezik II : [učbenik z elementi delovnega zvezka za predmet angleščina kot tuji jezik II v ssi in pt programih]. Maribor : Srednja trgovska šola, 2007.

**e) PREDVIDENI UKREPI:**

Izvajanje študijskega programa »Specialistični študij konferenčnega tolmačenja« oziroma v prenovljenih bolonjskih programih magistrskega študijskega programa »Tolmačenje«.

Naloga: sofinanciranje izvajanja (z Evropsko komisijo).

Nosilec: MVZT.

Izvajalec: izbrana univerzitetna organizacija.

Rok: 2007–2011.

Proračun: da.

**KAZALNIKI:**

Študijski program je ustanovljen in sicer kot magistrski študijski program 2. stopnje na Filozofski fakulteti z nazivom »Tolmačenje«<sup>72</sup>.

**f) PREDVIDENI UKREPI:**

Preverjanje teorije in prakse ter učinkov »evropskih razredov« na gimnazijah in poskusnega programa CLIL.

Naloga: isto (raziskava – CRP).

Nosilec: MŠŠ.

Izvajalca: Inšpektorat za šolstvo, izbrana raziskovalna organizacija.

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

CRP ni bil izveden, leta 2008 pa je bil objavljen naslednji konferenčni prispevek:

Jazbec, S., Lipavic Oštir, A.: CLIL : didaktični koncept in položaj v Sloveniji = CLIL : didactic concept and situation in Slovenia. Zbornik povzetkov / Mednarodna konferenca Zgodnje učenje jezikov - pot do večjezičnosti = International Conference Early Language Learning - a Way to Multilingualism, 28.-29. 11. 2008, Ljubljana. - Ljubljana : EUNIC Slovenia, 2008.

**g) PREDVIDENI UKREPI:**

Skrčenje ekstenzivnih tujejezičnih govornih odlomkov v slovenskih radijskih informativnih oddajah.

Naloga: isto.

Nosilec: MzK.

Izvajalca: Radio Slovenija, Inšpektorat za kulturo in medije.

Rok: takoj.

Proračun: ne.

**KAZALNIKI:**

»(D)ejavnost medijev v RS temelji na svobodi izražanja, nedotakljivosti in varstvu človekove osebnosti in dostojanstva, na svobodnem pretoku informacij in odprtosti

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<sup>72</sup> [http://www.uni-lj.si/studij\\_na\\_univerzi/podiplomski\\_studij/filozofska\\_fakulteta.aspx](http://www.uni-lj.si/studij_na_univerzi/podiplomski_studij/filozofska_fakulteta.aspx)

medijev za različna mnenja, prepričanja in za raznolike vsebine, na avtonomnosti urednikov, novinarjev in drugih avtorjev pri ustvarjanju programskih vsebin v skladu s programskimi zasnovami in profesionalnimi kodeksi, ter na osebni odgovornosti novinarjev oziroma drugih avtorjev prispevkov in urednikov za posledice njihovega dela. Iz navedenega je mogoče sklepati, da so mediji v RS pri svojem delu avtonomni in jim ni mogoče z zakonskimi ali drugimi predpisi nalagati obveznosti, ki bi omejevale svobodo govora, razen v primerih, ki jih določa zakon. Z zakonom določeno obvezno lektoriranje medijskih vsebin pa bi pomenil prekomeren poseg v avtonomijo medijev.« Ne glede na povedano: Radiotelevizija Slovenija kot programsko in organizacijsko avtonomna entiteta posebnega nacionalnega in kulturnega pomena posveča posebno pozornost razvijanju pisne in govorne kulture. Zakon o medijih v 5. členu ureja zaščito slovenskega jezika, in sicer:

»(1) Ime medija in njegovih rubrik oziroma oddaj mora biti v slovenskem jeziku, razen kadar gre za medije ali njegove rubrike oziroma oddaje, ki so slovenske licenčne različice tujega medija ali rubrik oziroma oddaj z blagovnimi ali storitvenimi znamkami tega medija.

(2) Da je ime medija ali rubrike oziroma oddaje skladno z določbami tega zakona, se šteje tudi, ko gre za ime v mrtvem jeziku, esperantu ali v enem od slovenskih pokrajinskih narečij.

(3) Mnenje o skladnosti imena iz prvega odstavka tega člena s slovenskim jezikom v spornem primeru na podlagi predpisa, ki določa merila o skladnosti imena s slovenskim jezikom, izda pristojni minister.

(4) Izdajatelj, ki je ustanovljen oziroma registriran v Republiki Sloveniji, mora razširjati programske vsebine v slovenskem jeziku, ali pa morajo biti na ustrezen način prevedene v slovenščino, razen kadar so v prvi vrsti namenjene bralcem, poslušalcem oziroma gledalcem iz druge jezikovne skupine.

(5) Izdajatelj lahko v tujem jeziku razširja programske vsebine, namenjene jezikovnemu izobraževanju.

(6) Razlog oziroma namen razširjanja programskih vsebin v tujem jeziku mora biti posebej opredeljen na vidnem mestu nosilca teh vsebin z razvidnimi grafičnimi, optičnimi ali akustičnimi znaki v slovenskem jeziku.

(7) Če so programske vsebine namenjene madžarski oziroma italijanski narodni skupnosti, jih lahko izdajatelj razširja v jeziku narodne skupnosti.

(8) Kadar se programske vsebine, zaradi aktualnosti, neposrednosti in avtentičnosti obveščanja javnosti, ali zaradi neizogibnih časovnih, tehničnih ali drugih nepričakovanih ovir, izjemoma razširjajo v tujem jeziku, se uporabi določba tretjega odstavka tega člena.« Ministrstvo za kulturo vsako leto zagotavlja proračunska sredstva za sofinanciranje programskih vsebin medijev. Eden izmed ciljev sofinanciranja je ohranjanje slovenske nacionalne in kulturne identitete ter jezika. Nadzor nad uresničevanjem zastavljenih ciljev poteka v okviru vsakoletne evalvacije razpisa, katere namen je med drugim ugotoviti, ali so realizirani projekti skladni s cilji razpisa.«<sup>73</sup>

#### **h) PREDVIDENI UKREPI:**

Dosledno pogojevanje rabe tujih jezikov v javnih informativnih in oglaševalskih napisih z vzporedno rabo slovenščine (na prvem mestu).

Naloga: isto.

Nosilec: MJU.

Izvajalci: pristojni organi občinskih uprav, inšpektorji.

Rok: takoj.

Proračun: ne.

#### **KAZALNIKI:**

Z omenjeno problematiko se ukvarjajo na Sektorju za slovenski jezik, ko preverjajo pritožbe inšpekcijskih služb o kršenju ZJRS. Po navedbah uslužbencev sektorja predstavlja ta ukrep eno izmed glavnih dejavnosti njihovega dela<sup>74</sup>. O delu inšpekcijskih služb in izvajanju ZJRS glej tudi raziskavo »Analiza Zakona o javni rabi slovenščine in njegovega uresničevanja«<sup>75</sup> izvedeno leta 2009 za Sektor za slovenski jezik.

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<sup>73</sup> Odgovor Sektorja za medije na poslan dopis.

<sup>74</sup> Pogovor na Sektorju za slovenski jezik, dne 17. 11. 2010.

<sup>75</sup> Analiza Zakona o javni rabi slovenščine in njegovega uresničevanja. ICK, Ljubljana 2009.



Za celovito pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru (8. cilj):

**a) PREDVIDENI UKREPI:**

Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.

Naloge: dopolnitev predpisanih šolskih učno-vzgojnih programov, oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«, proslava spominske obletnice začetnika slovenskega knjižnega jezika, organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevskimi besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitvenih akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.

Nosilca: MŠŠ, MzK – Sektor za slovenski jezik.

Izvajalci: Zavod za šolstvo RS, strokovni sveti za izobraževanje, društva in nevladne organizacije.

Rok: trajna dejavnost.

Proračun: da.

**KAZALNIKI:**

Prvi splošni cilj pri učnem načrtu predmeta »državljska/domovinska vzgoja« je »sporazumevanje v maternem jeziku«<sup>76</sup>.

Dr. Dular je bil kot takratni vodja Sektorja za slovenski jezik »eden glavnih ustvarjalcev vladne brošure ob 500. obletnici rojstva Primoža Trubarja«<sup>77</sup>, zdajšnji Urad Vlade RS za komuniciranje pa je sodeloval pri komunikacijski podpori projektu, ter zasnoval in urejal tematsko spletno mesto <http://www.trubar2008.si/>.

Jezikovne in literarne delavnice organizirajo razna društva in organizacije, glasbene prireditve ravno tako.

Zelo dejavno je gibanje Bralna značka Slovenije in založniški projekt Zlati bralec. S knjižnimi paketi nagrajujejo najboljše mlade bralce iz Slovenije, zamejstva in slovenskega zdomskega prostora, to je vse tiste, ki so vsa leta brali za bralno značko.

Javna agencija RS za knjigo izvaja projekta »Rastem s knjigo OŠ« in »Rastem s knjigo SŠ«, katerih cilji »so:

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<sup>76</sup> Učni načrt za DDE (24. 9. 2009) dosegljiv na strani <http://www.zrss.si/default.asp?link=predmet&tip=6&pID=6&rID=73>.

<sup>77</sup> Odgovor dr. Dularja na vprašanja Sektorja za slovenski jezik.

- spodbujanje dostopnosti kakovostne in izvirne slovenske mladinske leposlovne literature;
- promocija vrhunskih domačih ustvarjalcev mladinskega leposlovja;
- spodbujanje motivacije za branje pri dijakih in njihovega obiskovanja splošnih knjižnic;
- motivacija založnikov k večjemu vključevanju sodobnih slovenskih piscev v založniške programe za mladino ter povečevanje deleža izdanega izvirnega slovenskega mladinskega leposlovja.<sup>78</sup>

Predstavitvene akcije tipa »podarimo knjigo« so letos najbolj opazno potekale v Ljubljani kot prestolnici knjige in to na različnih lokacijah.

Glej tudi prilogo b.

#### **b) PREDVIDENI UKREPI:**

Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznoličnosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorce različnih jezikov).

Naloge: skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU, izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine), izdaja publikacije o slovenskih imenih podjetij v sodnem registru, anketna raziskava o tujejezičnih imenih lokalov ipd.

Nosilci: MJU, SVEZ, MzK (Sektor za slovenski jezik) in Ministrstvo za pravosodje v sodelovanju z Gospodarsko zbornico Slovenije, izbrana raziskovalna organizacija, upravna inšpekcija.

Rok: 2007–2009.

Proračun: da.

#### **KAZALNIKI:**

SVREZ je do konca novembra 2008 izdelal priročnik "Slovenščina v institucijah EU".

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<sup>78</sup> [http://www.jakrs.si/projekti/rastem\\_s\\_knjigo\\_ss/](http://www.jakrs.si/projekti/rastem_s_knjigo_ss/), [http://www.jakrs.si/projekti/rastem\\_s\\_knjigo\\_os/](http://www.jakrs.si/projekti/rastem_s_knjigo_os/).

Sektor za slovenski jezik je »soorganiziral, sourejal in sofinanciral predstavitveno brošuro o slovenščini kot evropskem jeziku«<sup>79</sup>. Na sektorju so ravno tako dajali pripombe »k osnutku omenjenega priročnika za sodelovanje slovenskih vladnih predstavnikov« ter se kritično odzvali »na oblikovanje uradnega promocijskega gesla I FEEL SLOVENIA«.

Izdaja publikacije o slovenskih imenih podjetij v sodnem registru ni bila uresničena, isto velja za anketno raziskavo o tujejezičnih imenih lokalov.

#### **c) PREDVIDENI UKREPI:**

Razvijanje pripravljenosti Slovencev (zmožnosti in hotenja) za prevajanje javnosti namenjenih tujejezičnih sporočil v slovenščino.

Nalogi: prevajanje kot redna in poudarjena sestavina v učnih načrtih za tuje jezike (ne samo za poklicne prevajalce), navajanje na rabo slovarjev.

Nosilci: MŠŠ.

Izvajalci: Zavod za šolstvo, pisci učbenikov, učitelji idr.

Rok: takoj.

Proračun: da

#### **KAZALNIKI:**

Glede na podatke objavljene na strani Zavoda RS za šolstvo se učni načrti tujih jezikov na osnovnih in srednjih šolah niso spremenili od uveljavitve resolucije naprej<sup>80</sup>. Resnično stanje izvajanja teh nalog brez nadaljnjega usmerjenega raziskovanja ni mogoče oceniti.

#### **č) PREDVIDENI UKREPI:**

Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

Naloge: resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita, predmet redne pozornosti pedagoških svetovalcev, jezikovna plat recenzije učbenikov in delovnih zvezkov.

Nosilci: MŠŠ, strokovni sveti za izobraževanje.

Izvajalci: predavatelji didaktike, komisije za strokovne izpite, strokovni sveti za izobraževanje, Zavod za šolstvo.

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<sup>79</sup> Odgovori dr. Dularja na vprašanja Sektorja za slovenski jezik.

<sup>80</sup> <http://www.zrss.si/default.asp?link=predmet&tip=3>

Rok: trajna naloga.

Proračun: ne.

#### **KAZALNIKI:**

Opravlja je učiteljskega strokovnega izpita ureja Pravilnik o pripravnstvu in o strokovnem izpitu strokovnih delavcev na področju vzgoje in izobraževanja<sup>81</sup>, kjer je navedeno, da mora poučevanje vključevati »usposabljanje v slovenskem knjižnem jeziku kot jeziku pedagoške komunikacije (v nadaljnjem besedilu: slovenski knjižni jezik)«<sup>82</sup>.

Glede jezikovne plati recenzije učbenikov je opredeljeno le, da morajo biti slednji jezikovno pravilni in ustrezni<sup>83</sup> in da je besedilni del jezikovno urejen<sup>84</sup>.

#### **d) PREDVIDENI UKREPI:**

Razvitje celovitega sistema za promocijo slovenščine.

Naloge: uporaba spletnih strani, izdajanje zgibank, brošur in zgoščenk, predavanja, spodbujevalni nastopi v množičnih občilih, zaznamovanje dneva maternih jezikov in evropskega dneva jezikov, posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr. oglaševalcev, podjetnikov, znanstvenikov, novinarjev, politikov.

Nosilci: MzK – Sektor za slovenski jezik, Urad Vlade RS za informiranje.

Izvajalci: RTV Slovenija, univerzitetne organizacije, društva, založbe.

Rok: 2007–2011.

Proračun: da.

#### **KAZALNIKI:**

Po navedbah Sektorja za slovenski jezik so bile za promocijo slovenščine uporabljene spletne strani, brošure ter zaznamovanje dneva maternih jezikov in evropskega dneva jezikov<sup>85</sup>. Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin so pri sektorju izvajali »npr. s predčasnim opozarjanjem uredništev množičnih občil na zaznamovanje bližajočih se spominskih dnevov«<sup>86</sup>.

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<sup>81</sup> [http://zakonodaja.gov.si/rpsi/r01/predpis\\_PRAV3461.html](http://zakonodaja.gov.si/rpsi/r01/predpis_PRAV3461.html)

<sup>82</sup> 9. člen, 13. točka Pravilnika o pripravnstvu in o strokovnem izpitu strokovnih delavcev na področju vzgoje in izobraževanja (Uradni list RS, št. 12/96).

<sup>83</sup> 8. člen, 4. točka Zakona o organizaciji in financiranju vzgoje in izobraževanja (Uradni list RS, št. 98/05).

<sup>84</sup> 9. člen, 2. točka Zakona o organizaciji in financiranju vzgoje in izobraževanja (Uradni list RS, št. 98/05).

<sup>85</sup> Odgovori dr. Dularja na vprašanja Sektorja za slovenski jezik.

<sup>86</sup> Glej tudi prilogo b.

Zvrstile so se tudi razne okrogle mize in konference na tematiko, obeležili so se dnevi materne jezika in evropskega dneva jezikov, izvedenih je bilo tudi nekaj akcij v množičnih medijih<sup>87</sup>.

**e) PREDVIDENI UKREPI:**

Popularizacija slovenske knjige in širjenje bralne kulture.

Naloge: organiziranje tiskovnih konferenc ob izidu novih knjig, razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.), medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«).

Nosilca: MzK (Sektor za knjigo in knjižničarstvo), MG.

Izvajalci: založbe, knjigarne in knjižnice, Gospodarska zbornica Slovenije (Združenje založnikov in knjigotržcev), Društvo slovenskih pisateljev, RTV Slovenija in tiskani mediji.

Rok: trajna naloga.

Proračun: da.

**KAZALNIKI:**

Zbornica založništva, knjigotrštva, grafične dejavnosti in radiodifuznih medijev uspešno organizira Slovenski knjižni sejem<sup>88</sup>, Društvo slovenskih pisateljev pa Slovenske dneve knjige. Slednji tudi razpisujejo razne razpise za dramska besedila in delovne štipendije<sup>89</sup>.

Tiskovne konference ob izidu novih knjig potekajo v sodelovanju med založbami in knjigarnami ter knjižnicami.

Na RTV Sloveniji predvajajo oddajo Knjiga mene briga<sup>90</sup>, poleg sekcij namenjenim knjigam v posameh periodičnih publikacijah pa izhaja še brezplačnik BUKLA<sup>91</sup>.

Glej tudi kazalnike ukrepa 8. a in prilogo b.

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<sup>87</sup> Prav tam.

<sup>88</sup>

[http://www.gzs.si/slo/panoge/zbornica\\_zaloznistva\\_knjigotrstva\\_graficne\\_dejavnosti\\_in\\_radiodifuznih\\_medijev/slovenski\\_knjizni\\_sejem](http://www.gzs.si/slo/panoge/zbornica_zaloznistva_knjigotrstva_graficne_dejavnosti_in_radiodifuznih_medijev/slovenski_knjizni_sejem)

<sup>89</sup> [http://www.drustvo-dsp.si/si/drustvo\\_slovenskih\\_pisateljev/drustvo/default.html](http://www.drustvo-dsp.si/si/drustvo_slovenskih_pisateljev/drustvo/default.html)

<sup>90</sup> [http://www.rtvlo.si/modload.php?&c\\_mod=rtvoddaje&op=web&func=read&c\\_id=22060](http://www.rtvlo.si/modload.php?&c_mod=rtvoddaje&op=web&func=read&c_id=22060)

<sup>91</sup> <http://www.bukla.si/>

**f) PREDVIDENI UKREPI:**

Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.

Naloge: ustanovitev posebne nagrade (statut), zbiranje in obravnavanje predlogov na podlagi javnih razpisov, posebni predlogi za najvišja državna odlikovanja.

Nosilci: MzK, Vlada RS, Urad predsednika RS.

Rok: 2007–2008.

Proračun: da.

**KAZALNIKI:**

Podatkov o ustanovitvi posebne nagrade na jezikovnem področju v letih 2007 in 2008 s strani nosilcev ni bilo mogoče najti. Za jezikovno področje ravno tako ni posebej namenjenih odlikovanj med najvišjimi državnimi odlikovanji<sup>92</sup>.

**g) PREDVIDENI UKREPI:**

Ustanovitev skupine za redne javne izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih zadevah.

Naloge: povabilo vsem organiziranim akterjem za skupni sestanek o potrebnosti skupine, njenih nalogah, sestavi in organiziranosti, sprejetje sklepa o ustanovitvi in poslovniku, redno delovanje skupine.

Nosilci: MzK (Sektor za slovenski jezik) in drugi organizirani akterji JP.

Rok: 2007.

Proračun: da.

**KAZALNIKI:**

Ukrep ni bil uresničen, razlogi pa so podobni kot v pojasnilu ukrepa 3. b<sup>93</sup>. Dr. Dular še navaja, da »(p)remislek o možnosti, da bi tako vlogo opravljala od ministrice imenovana strokovna komisija za slovenski jezik, ne daje spodbudnega odgovora«.

**h) PREDVIDENI UKREPI:**

Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).

Naloga: skrb za programsko ustreznost in kakovostno kadrovsko zasedbo.

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<sup>92</sup> <http://www.up-rs.si/up-rs/uprs.nsf/dokumentiweb/vrste-odlikovanj?OpenDocument>

<sup>93</sup> Odgovor dr. Dularja na vprašalnik Sektorja za slovenski jezik.

Nosilci: MVZT, MzK, Državni zbor RS (Odbor za visoko šolstvo, znanost in tehnološki razvoj ter Odbor za kulturo, šolstvo in šport), Svet RS za visoko šolstvo, Strateški svet Vlade RS za kulturo, izobraževanje in znanost.

Rok: 2007–2011.

Proračun: da.

**KAZALNIKI:**

Univerza v Kopru razpisuje vpis na dodiplomski (tudi bolonjski) in podiplomski (bolonjski) študij Slovenistike<sup>94</sup>. Univerza v Novi Gorici podobno razpisuje dodiplomski študij Slovenistike ter podiplomski študij Jezikoslovje<sup>95</sup>.

Glede na neodzivnost s strani nosilcev ocena programske ustreznosti in kakovostne kadrovske zasedbe brez nadaljnega usmerjenega raziskovanja ni mogoča.

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

Naloge: enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah, raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. stikih s partnerji v zamejstvu, izboljšanje prometnih povezav (Solarji), povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje), subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo.

Nosilci: MŠŠ, MzK, Ministrstvo za promet, Urad Vlade RS za Slovence v zamejstvu in po svetu.

Izvajalci: RTV Slovenija, stanovska in druga društva, podjetja.

Roki: trajne naloge; Solarji in televizijski signal 2008.

Proračun: da.

**KAZALNIKI:**

Učenci iz zamejstva tekmujejo na Cankarjevem tekmovanju v svoji podskupini<sup>96</sup>.

Prometna povezava Volče-Solariji je bila postavljena leta 2007, s čimer se je povečala gospodarska, kulturna in turistična pretočnost.

Urad RS za Slovence v zamejstvu in po svetu dostave slovenskega dnevnega tiska v zamejstvo ne subvencionira.

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<sup>94</sup> <http://www.upr.si/studij/o-studiju/programi/>

<sup>95</sup> <http://www.ung.si/si/studijski-programi/>

<sup>96</sup> <http://www.zrss.si/default.asp?link=predmet&tip=6&pID=26&rID=1785>

**j) PREDVIDENI UKREPI:**

Odločno odzivanje na neizvajanje jezikovnih pravic pripadnikov slovenske manjšine v zamejstvu (dvojezični krajevni napisi idr.).

Naloge: odzivanje skladno z diplomatsko prakso, vštrevši pobude za obravnavo na ravni EU.

Nosilca: MZZ, Vlada RS.

Rok: trajna naloga.

Proračun: ne.

**KAZALNIKI:**

Ocena odzivanja na neizvajanje jezikovnih pravic pripadnikov slovenske manjšine v zamejstvu je predmet posebne analize manjšinske problematike.

**k) PREDVIDENI UKREPI:**

Poglabljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.

Naloge: boljša distribucija slovenske revije za izseljence, spodbujanje spletnih povezav (mreženje), pritegovanje izseljencev v izmenjave na izobraževalnem, gospodarskem, turističnem, znanstvenem področju, popularizacija spletnih tečajev slovenščine (slovenščina na daljavo) in poletnih šol.

Nosilec: Urad Vlade RS za Slovence v zamejstvu in po svetu.

Izvajalci: izbrani izdajatelj revije, izvajalci jezikovnih tečajev, gospodarske zbornice, univerze.

Rok: trajna naloga.

Proračun: da.

**KAZALNIKI:**

Urad subvencionira izdajanje revije Moja Slovenija, spletno mreženje se izvaja na spletnem mestu [www.slovinci.si](http://www.slovinci.si), ki je tudi stičišče za izmenjavo informacij različnih področij.

Na vsaki dve leti organizirajo Seminar za učiteljice in učitelje sobotnih šol iz južne Amerike in Avstralije.



Slovenska izseljenska matica organizira Srečanje v moji deželi<sup>97</sup>, društvo Slovenija v svetu pa Tabor Slovencev po svetu<sup>98</sup>. Oboje poteka na letni ravni.

**1) PREDVIDENI UKREPI:**

Krepitev sodelovanja državnih jezikovnopolitičnih ustanov z nevladnimi organizacijami in spodbujanje organizacij civilne družbe za obravnavanje jezikovnih vprašanj.

Naloge: isto.

Nosilec: MzK – Sektor za slovenski jezik.

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

Sektor za slovenski jezik izvaja ukrep preko vsakoletnih rednih razpisov »malih projektov«, sredstva za to pa so bistveno premajhna<sup>99</sup>.

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<sup>97</sup> [http://www.zdruzenje-sim.si/srecanje\\_v\\_nasi\\_dezeli/](http://www.zdruzenje-sim.si/srecanje_v_nasi_dezeli/)

<sup>98</sup> <http://www.drustvo-svs.si/index.php/tabori>

<sup>99</sup> Odgovor dr. Dularja na vprašalnik Sektorja za slovenski jezik.

#### ***IV. področje: razvoj in kultura jezika***

Za uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj (9. cilj):

##### **a) PREDVIDENI UKREPI:**

Poživitev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

Naloge: okrepitev strokovne motivacije in financiranja, urejanje kadrovskih vprašanj, spletno povezovanje, izpopolnjevanje in dostopnost terminoloških zbirk.

Nosilci: MVZT in druga ministrstva, JARRS.

Izvajalci: izbrane raziskovalne, razvojne ipd. organizacije/ustanove.

Rok: 2007.

Proračun: da.

##### **KAZALNIKI:**

Glede na iskanje ni zaznati posebnih poživitev in uskladitev delovanja terminoloških skupin, pri ARRS pa je bil zaključen en raziskovalni projekt usmerjen v pravno terminologijo<sup>100</sup>. Na spletu sta dostopna splošna in informativna EVROTERM – večjezična terminološka zbirka<sup>101</sup> in Slovenski terminološki portal<sup>102</sup>.

Izvedeno je bilo tudi poročilo CRP-a »Razlagalni vojaški slovar«<sup>103</sup>.

##### **b) PREDVIDENI UKREPI:**

Razvijanje jezikovne infrastrukture, zlasti sistemov za strojno analizo in sintezo slovenskega govora, za prevajanje in simultano tolmačenje, za uveljavljanje črkovnih naborov s strešicami in drugimi diakritičnimi znamenji.

Naloge: uskladitev in pospešitev razvojnih prizadevanj, prenašanje dosežkov v prakso.

Nosilci: MVZT, MzK, MŠŠ.

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<sup>100</sup> Slovenska pravna terminologija in izdelava razlagalnega in normativnega slovarja pravnega izrazja (aplikativni raziskovalni projekt). ZRC SAZU, Ljubljana 2008 (L6-7011(B)).

<sup>101</sup> <http://evroterm.gov.si/>

<sup>102</sup> <http://lojze.lugos.si/stp/index.html>

<sup>103</sup> Razlagalni vojaški slovar : zaključno poročilo o rezultatih opravljenega raziskovalnega dela na projektu v okviru Ciljnega raziskovalnega programa (CRP) "Znanje za varnost in mir 2006–2010" = Military explanatory dictionary. Ljubljana: Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti, 2008.

Izvajalci: raziskovalne in razvojne organizacije/podjetja in posamezniki.

Rok: takoj.

Proračun: da.

**KAZALNIKI:**

Konec leta 2009 se je končal podoktorski raziskovalni projekt »Zasnova sistema za večjezično strojno prevajanje besedil«<sup>104</sup>.

**c) PREDVIDENI UKREPI:**

Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).

Naloge: spodbujanje programerskih skupin, subvencioniranje, pogojevanje priznavanja licenc in dodeljevanja koncesij (npr. za frekvence) pri novih generacijah komunikacijske tehnologije z razvijanjem in uveljavljanjem ustreznega slovenskega programja na novih področjih.

Nosilci: Vlada RS in ministrstva.

Izvajalci: raziskovalne in razvojne organizacije/podjetja in posamezniki, Zavod RS za šolstvo.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

Strateški svet za informacijsko družbo (posvetovalni organ predsednika vlade) kot eden izmed izzivov ID navaja tudi skrb za uporabo slovenskega jezika in ohranjanja kulturne dediščine<sup>105</sup>, kjer dodatno definirajo področja delovanja pri skrbi za slovenski jezik v digitalni obliki.

Primeri dobrih praks so računalniški program Vida (virtualna davčna pomočnica)<sup>106</sup>, spletna storitev Odprti kop<sup>107</sup>, BMT – razvoj glasovnega bralnika za mobilne telefone za slepe in slabovidne uporabnike<sup>108</sup> idr.

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<sup>104</sup> Zasnova sistema za večjezično strojno prevajanje besedil, FE, Ljubljana 2009 (Z2-7564 (B)).

<sup>105</sup> <http://www.informacijskadruzba.si/index.php/vsebine-id/izzivi-id/uporaba-slovenskega-jezika>

<sup>106</sup> <http://www.durs.gov.si/?id=1234>

<sup>107</sup> [http://www.rtvsllo.si/odprtikop/o\\_odprtem\\_kopu/](http://www.rtvsllo.si/odprtikop/o_odprtem_kopu/)

<sup>108</sup> <http://www.alpineon.si/BMT/>

**č) PREDVIDENI UKREPI:**

Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini.

Naloge: izdajanje nagrajenih novih romanov na zgoščenkah (npr. kresnik) in glasbenih zgoščenk s slovenskimi besedili, slovensko podnaslovljeni ali sinhronizirani tuji filmi na videokasetah za dajanje v najem in javno izposajo.

Nosilec: MzK.

Izvajalci: založbe, knjigarne, javne knjižnice in druge pristojne kulturne ustanove.

Rok: od leta 2008.

Proračun: da.

**KAZALNIKI:**

Ministrstvo za kulturo redno razpisuje možnosti sofinanciranja oskrbovanja knjižnic, v okviru »naročil malih vrednosti« financira projekt Slovenska leposlovna klasika<sup>109</sup>.

**d) PREDVIDENI UKREPI:**

Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.

Naloge: razvijanje, bogatitev in posodabljanje podatkovnih zbirk (vozni redi, valutni tečaji, katastrski podatki, Atlas Slovenije, Sova ipd., sodni register, Cobbis, e-uprava, javna statistika idr.).

Nosilci: ministrstva.

Izvajalci: državni organi, podjetja in zavodi.

Rok: takoj.

Proračun: da.

**KAZALNIKI:**

Glej kazalnike ukrepa 9. e.

**e) PREDVIDENI UKREPI:**

Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.

Naloge: elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in

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<sup>109</sup> [http://sl.wikisource.org/wiki/Pogovor\\_o\\_Wikiviru:Slovenska\\_leposlovna\\_klasika#Ministrska\\_podpora](http://sl.wikisource.org/wiki/Pogovor_o_Wikiviru:Slovenska_leposlovna_klasika#Ministrska_podpora)

pisatelj) in praktično uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospore – gl. točko d), Enciklopedija Slovenije, predstavitevne strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.

Nosilci: ministrstva.

Izvajalci: uredništva medijev, založbe, javne službe, podjetja in posamezniki.

Rok: trajno.

Proračun: da.

#### **KAZALNIKI:**

Naštevaje slovenskih digitalnih vsebin na spletu bi bilo na tem mestu zamudno in nesmiselno, saj je večina klasičnih medijev reprezentirana tudi na spletu, nekateri pa obstajajo samo tam. Glede dostopnosti digitaliziranega leposlovja naj tu omenimo Digitalno knjižnico Slovenije<sup>110</sup>, projekt Beseda<sup>111</sup>, Zbirko slovenskih leposlovnih besedil<sup>112</sup> in mnoge druge. Razen Enciklopedije Slovenije lahko trdimo, da so se slovenske digitalne vsebine od snovanja Resolucije bistveno pomnožile.

#### **f) PREDVIDENI UKREPI:**

Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

Naloge: odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture SMS-ov.

Nosilca: MzK, MŠŠ

Izvajalci: šole, ustanove civilne družbe, mediji, operaterji mobilne telefonije idr.

Rok: takoj.

Proračun: da.

#### **KAZALNIKI:**

V Cankarjevem domu in Slovenskem etnografskem muzeju v Ljubljani je marca 2010 potekal 13. pripovedovalski festival Pravljice danes 2010, ki skrbi za oživitev pripovedovane besede in negovanje sposobnosti pripovedovanja tudi v današnjem času.

Na Radiu Študent poteka projekt »Za 2 groša fantazije«, ki je namenjen obujanju in aktualizaciji tako slovenskega kot tudi tujega folklornega izročila. Vsak dan v oddaji

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<sup>110</sup> <http://www.dlib.si/>

<sup>111</sup> <http://www.omnibus.se/beseda/>

<sup>112</sup> <http://lit.ijs.si/leposl.html>

predvajajo eno ljudsko pravljico, ki jo je mogoče slišati tudi v živo na glasbeno-pripovedovalskih dogodkih Pravljična ReŠetanja.

Javna agencija za knjigo podpira projekt Pripovedovalski variete, ki poteka v okviru pripovedovalskih večerov glasbenega gledališča Variete v kavarni hotela Union v Ljubljani.

Zavod za kulturo dialoga je nevladna, neprofitna organizacija, ki se ukvarja s koordinacijo debatnega programa v Sloveniji, izobraževanjem o debati in kritičnem mišljenju, spodbujanjem dialoga o aktualnih družbenih vprašanjih in razvijanjem aktivnega državljanstva pri mladih. V njihov program so vključene številne osnovne in srednje šole ter tudi fakultete, ki se zavedajo pomena razvoja debaterstva kot ene pomembnejših izkušenj za pridobivanje življenjskih kompetenc.

**g) PREDVIDENI UKREPI:**

Telekomunikacijska pokritost celotnega slovenskega govornega prostora, posebej izboljšanje vidnosti slovenske TV ob zahodni meji (Banjšice, Trnovski gozd) in v zamejstvu.

Naloga: tehnične meritve, postavitve anten.

Nosilec: Vlada RS.

Izvajalci: RTV Slovenija, distributerji.

Rok: takoj.

Proračun: da.

**KAZALNIKI:**

Na spletni strani RTV Slovenije Lokacije in frekvence televizijskih oddajnikov<sup>113</sup> in Lokacije in frekvence radijskih oddajnikov<sup>114</sup> omenjene lokacije niso navedene.

**h) PREDVIDENI UKREPI:**

Poskusi z govorno sinhronizacijo tujih filmov.

Naloga: postopna pomnožitev "poskusov" z uspešnicami za odrasle, ne le za otroke.

Nosilec: MzK.

Izvajalci: Slovenski filmski inštitut, distributerji.

Rok: 2008.

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<sup>113</sup> <http://www.rtvlo.si/strani/lokacije-in-frekvence-televizijskih-oddajnikov/113>

<sup>114</sup> <http://www.rtvlo.si/strani/lokacije-in-frekvence-radijskih-oddajnikov/114>

Proračun: da.

**KAZALNIKI:**

Razen filmov *White Tuft: The Little Beaver* = *Beli pramen* in *First Cry* = *Prvi jok*, kinematografi po Sloveniji<sup>115</sup>, ni mogoče najti druge sinhronizacije tujih filmov v slovenski jezik.

**i) PREDVIDENI UKREPI:**

Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

Naloge: izdajanje predstavitvenih zloženk, brošur in drugega informativnega gradiva, izvajanje Seminarja slovenskega jezika, literature in kulture in podobnih prireditev za tujce, akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa *Slovenščina na tujih univerzah*), digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja *Brižinskih spomenikov* na zgoščenkah – fotografije, prepisi, glosarji, razlage), redne (tedenske?) televizijske oddaje z jezikovno tematiko.

Nosilci: MVZT, MzK (Sektor za slovenski jezik), MŠŠ, Urad Vlade RS za informiranje.

Izvajalci: RTV Slovenija, izobraževalno-raziskovalne organizacije in strokovna društva, slovenistične katedre v tujini.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

»MVZT vsako leto financira Seminar slovenskega jezika, literature in kulture na Univerzi v Ljubljani, Poletne šole slovenskega jezika predvsem za Slovence iz zamejstva in po svetu na Univerzi v Ljubljani in na Univerzi na Primorskem ter Simpozij Obdobja na Univerzi v Ljubljani«<sup>116</sup>.

Glede dejavnosti Sektorja za slovenski jezik veljajo med drugim kazalci ukrepov 8. a in 8. b. Sodelujejo še z referati na letnih konferencah EFNIL.

Veljajo tudi kazalniki zgornjih ukrepov, ki vsebujejo področja digitalizacije besedil.

Na RTS Slovenija vsak teden predvajajo oddajo *Minute za jezik*<sup>117</sup>.

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<sup>115</sup> Glej prilogo b.

<sup>116</sup> Odgovor g. Kotnika na vprašalnik namenjen MVZT.

<sup>117</sup> [http://www.rtvlo.si/modload.php?&c\\_mod=rtvododaje&op=web&func=read&c\\_id=25543](http://www.rtvlo.si/modload.php?&c_mod=rtvododaje&op=web&func=read&c_id=25543)

**j) PREDVIDENI UKREPI:**

Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejmih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).

Naloge: isto.

Nosilci: MzK, MŠŠ, MG.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

MK je v letu 2007 razpisalo *Javni razpis za izbor izvajalcev nacionalnih predstavitev slovenskega leposlovja in humanistike na knjižnih sejmih v Leipzigu, Frankfurtu in Bologni, ki jih bo v obdobju 2007–2009 sofinancirala Republika Slovenija iz proračuna, namenjenega za kulturo*, na podlagi katerega je za tri leta izbralo predstavnika slovenske literature na omenjenih knjižnih sejmih. Predstavitev na sejmu v Leipzigu v obdobju 2007–2009 je izvedla Študentska založba ŠOULJ, v Bologni in Frankfurtu pa Gospodarska zbornica Slovenije.

**k) PREDVIDENI UKREPI:**

Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.

Naloga: izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag.

Nosilci: MŠŠ, MzK, Urad RS za Slovence zunaj Slovenije

Izvajalci: pristojne univerzitetne organizacije, lektorati v tujini, društva.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

V okviru Oddelka za slovenistiko Filozofske fakultete Univerze v Ljubljani deluje Center za slovenščino kot drugi/tuji jezik, ki organizira tečaje slovenskega jezika za tujce, organizira ter povezuje razvejano mrežo lektoratov in študijev slovenistike na univerzah po svetu, vzpostavlja stike tujih učiteljev slovenščine s slovenskimi študijskimi programi slovenistike, promovira slovenistiko, slovensko znanost in kulturo. Center prav tako izdaja zbornike, priročnike in učbenike za učenje slovenščine kot tujega jezika, organizira Seminarje slovenskega jezika, literature in



kulture, izobražuje učitelje slovenščine kot tujega jezika. Njegove dejavnosti financira Ministrstvo za visoko šolstvo, znanost in tehnologijo RS.

Njihov projekt *Slovenščina na daljavo*, ki je brezplačno dostopen internetni tečaj, je nastal v sodelovanju Centra za slovenščino, Fakultete za elektrotehniko UL, Ministrstva za visoko šolstvo, znanost in tehnologijo RS in Urada RS za Slovence v zamejstvu in po svetu. Prav tako pa skrbi za uspešno vključevanje otrok, učencev in dijakov migrantov v vzgojo in izobraževanje, ki je delno financirano iz ESS.

#### **l) PREDVIDENI UKREPI:**

Trajno uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine.

Naloge: priprava in sprejem pisnega sporočila, izročanje sporočila prosilcem pri vlaganju prošenj.

Nosilci: MJU, MzK, Vlada RS.

Izvajalci: upravne enote, zavodi za zaposlovanje.

Rok: 2007.

Proračun: da.

#### **KAZALNIKI:**

Na spletni strani Zavoda za zaposlovanje Republike Slovenije in Upravnih enot ni zaslediti podatkov ali povezav na uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine.

#### **m) PREDVIDENI UKREPI:**

Oblikovanje učnih programov za slovenščino kot drugi/tuji jezik ter priprava potrebnih učbenikov in drugega učnega gradiva.

Naloge: isto.

Nosilec: MŠŠ.

Izvajalca: Zavor RS za šolstvo, Center SDTJ.

Rok: 2007–2009.

#### **KAZALNIKI:**

Vsi tečaji slovenskega jezika kot drugega/tujega jezika na Centru za slovenščino kot drugi/tuji jezik, ki deluje na Oddelku za slovenistiko Filozofske fakultete v Ljubljani, so oblikovani v skladu z javno veljavnim programom *Slovenščina za tujce* iz leta

2000. Program je nastal na Centru kot nadgradnja programa iz leta 1992 in *Standardov znanja slovenščine kot tujega jezika*.

Center za slovenščino kot drugi/tuji jezik izdaja številne zbornike, priročnike in učbenike za učenje slovenščine kot drugega/tujega jezika. V zadnjem času pa pripravlja tudi sistematično mrežo dodatnih učnih gradiv, ki bo dostopna tako v natisnjeni kot elektronski obliki, in t. i. elektronski diskusijski forum – zaenkrat kot prostor za izmenjavo izkušenj med lektorji ali udeleženci posameznih jezikovnih tečajev.

#### **n) PREDVIDENI UKREPI:**

Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).

Naloge: priprava učnega gradiva, razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev, sofinanciranje tečajev slovenščine za tujce, zagotovitev kadrovske zmogljivosti.

Nosilci: Urad RS za razvoj šolstva, MNZ, MG, MzK.

Izvajalci: osnovne šole, ljudske univerze in univerzitetne organizacije.

Rok: 2007–2011.

Proračun: da.

#### **KAZALNIKI:**

##### **MINISTRSTVO ZA NOTRANJE ZADEVE**

#### **1. Kako izvajate ukrepe zastavljene pod to točko?**

Ukrepi se izvajajo v okviru integracijskih ukrepov in na podlagi Zakona o tujcih (Uradni list RS, št. 64/09-UPB3; ZTuj-1) oziroma Uredbe o integraciji tujcev (Uradni list RS, št. 65/08; Uredba 1) in na podlagi Zakona o mednarodni zaščiti (Uradni list RS, št. 111/07 in 58/09; ZMZ) oziroma Uredbe o načinih in pogojih za zagotavljanje pravic osebam z mednarodno zaščito (Uradni list RS, št. 67/08; Uredba 2).

Uredba 1 določa pogoje za udeležbo tujcev, ki v Republiki Sloveniji prebivajo na podlagi dovoljenja za prebivanje, v programih slovenskega jezika in seznanjanja s slovensko zgodovino, s kulturo in z ustavno ureditvijo, poleg tega pa določa tudi pristojnost za določitev obsega, vsebin in trajanja programov ter zagotavljanje finančnih sredstev za posamezne programe.

Osebe s priznano mednarodno zaščito so skladno z določbami ZMZ oziroma Uredbe 2 upravičene do tečaja slovenskega jezika, poleg tega pa se jim pomoč pri učenju slovenskega jezika zagotavlja v okviru programov, sofinanciranih iz Evropskega sklada za begunce (ERF).

Izvajalci tečajev se za obe skupini državljanov tretjih držav izberejo na javnih razpisih.

## **2. Kako sodelujete s preostalimi nosilci oz. kako si porazdeljujete naloge?**

Naloge so med nosilci razdeljene glede na pristojnost posameznega ministrstva: MŠŠ za pripravo programov tečajev, MNZ za financiranje tečajev, MK pa za sodelovanje z društvi priseljencev. V letu 2008 je začel delovati Svet za integracijo tujcev, v katerem sodelujejo predstavniki različnih ministrstev in nevladnih organizacij. Naloge sveta so dajanje mnenj in priporočil k nacionalnim programom, pomembnim za integracijo tujcev, dajanje mnenj in priporočil ter sodelovanje v postopkih priprave zakonov in drugih predpisov, ki vplivajo na področje integracije tujcev ter spremljanje izvajanja integracijskih ukrepov, analiziranje stanja ter poročanje Vladi Republike Slovenije.

## **3. Kako poteka nadzor oz. spremljanje izvajalcev zastavljenih nalog?**

Ker se sredstva za izvajanje tečajev slovenskega jezika zagotavljajo iz sredstev Evropskega sklada za begunce in Evropskega sklada za vključevanje državljanov tretjih držav, je nadzor nad izvajanjem tečajev restriktiven in kontinuiran, med drugim tudi z neposrednim nadzorom na kraju samem (on the spot), zato je tudi sodelovanje z izvajalci neposredno in stalno. Sektor za integracijo Direktorata za migracije in integracijo pri Ministrstvu za notranje zadeve izvaja redne sestanke z izbranimi izvajalci tečajev. Programske vsebine se določijo v katalogu znanja, ki ga pripravi Ministrstvo za šolstvo.

## **4. Ali vam je uspelo izpeljati nalogo v zastavljenem roku oz. ali jo izvajate kontinuirano?**

Glede na pravno podlago se naloga izvaja kontinuirano.

**5. Ali imate za to namenjena sredstva iz proračuna? Če ne, kako jih potem zagotavljate?**

Ministrstvo za notranje zadeve sredstva za tečaje slovenskega jezika zagotavlja s črpanjem iz Evropskega sklada za begunce (za prosilce in za osebe s priznано mednarodno zaščito) in iz Evropskega sklada za vključevanje državljanov tretjih držav (za ostale tujce, ki v Republiki Sloveniji zakonito prebivajo). Iz proračuna se namenja obvezno 25-odstotno financiranje iz proračuna Ministrstva za notranje zadeve.

**6. Ali o poteku izvajanja ukrepov in nalog obveščate organ pristojen za nadzor izvajanja Resolucije?**

Ne.

**o) PREDVIDENI UKREPI:**

Nadaljevanje in izpopolnjevanje spletnega tečaja »Slovenščina na daljavo«.

Naloga: isto.

Nosilec: MŠŠ.

Izvajalec: izbrana izobraževalno-raziskovalna ustanova.

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

Spletni tečaj Slovenščina na daljavo poteka na spletni strani <http://www.e-slovenscina.si/>. Izvaja ga Center za slovenščino.

**p) PREDVIDENI UKREPI:**

Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe.

Naloga: strokovni posvet o strukturi slovenskega strokovnega jezika in možnostih za njegov nadaljnji razvoj, podpora razvojnim projektom na tem področju.

Nosilca: MŠŠ, MZVT.

Izvajalci: usposobljene raziskovalne in razvojne ustanove ter invalidske organizacije.

Rok: 2008–2011.

Proračun: da.

**KAZALNIKI:**

Glej kazalnike ukrepa 11. j.

**r) PREDVIDENI UKREPI:**

Dosledno zagotavljanje slovenskega sporazumevanja s slovenskimi strankami v zdravstvu in drugih javnih službah.

Naloga: uveljavljanje ustreznega znanja slovenščine kot pogoja za zaposlovanje tujih delavcev v zdravstvu, gostinstvu, potniškem prometu ipd.

Nosilci: pristojna ministrstva

Izvajalci: direktorji zdravstvenih domov in podjetij (delodajalci), inšpekcijske službe.

Rok: takoj.

Proračun: ne.

**KAZALNIKI:**

Izdana je bila Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil 2005-3511-0031, sprejeta 21. 2. 2008.

**s) PREDVIDENI UKREPI:**

Nadaljevanje sofinanciranja malih projektov, ki pripomorejo k učenju, razvoju, uveljavljanju in predstavljanju slovenščine.

Nalogi: izvajanje javnih razpisov, bistveno povečanje razpisne vsote za sofinanciranje.

Nosilec: MzK (Sektor za slovenski jezik).

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

Glej kazalnike ukrepa 8. 1.

Za utrditev slovenščine v slovenskem visokem šolstvu in znanosti (10. cilj):

**a) PREDVIDENI UKREPI:**

Izdelava skupne zasnove predmeta »strokovno-znanstvena zvrst knjižne slovenščine«, priprava njegovih različic (terminološko, žanrsko, retorično idr., prilagojene za posamezne visokošolske študijske programe) in priprava predavateljev za ta predmet.

Naloge: CRP, magistrski ali doktorski študij kandidatov za predavatelje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...), preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet.

Nosilca: MVZT, Svet za visoko šolstvo

Izvajalci: univerzitetne organizacije za slovenistiko in za pedagogiko v sodelovanju z drugimi visokoškolskimi študijskimi smermi.

Rok: 2007–2011.

Proračun: da.

**KAZALNIKI:**

Glede na iskanje zasnova omenjenega predmeta še ni v obravnavi.

**b) PREDVIDENI UKREPI:**

Potrditev in postopna vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« v visokošolske študijske programe (študijski predmet na večini fakultet in akademij).

Naloge: isto.

Nosilca: MVZT, Svet za visoko šolstvo.

Izvajalci: slovenske univerze.

Roka: potrditev 2010, vpeljava 2011–2012.

Proračun: da.

**KAZALNIKI:**

Glej kazalnike ukrepa 10. a.

**c) PREDVIDENI UKREPI:**

Izdajanje visokošolskih učbenikov v slovenščini.

Naloge: zagotovitev temeljnih učbenikov v slovenščini (izvirnih ali prevedenih) med merili pri obvezni evalvaciji študijskih programov (izpolnitev obveznosti iz 8. člena ZVŠ ter napovedi, zapisane v 28. ukrepu iz Okvira gospodarskih in socialnih reform za povečanje blaginje v Sloveniji), prenavljanje učbenikov skladno z razvojem strok.

Nosilca: MVZT, Svet za visoko šolstvo.

Izvajalci: univerzitetni predavatelji, založbe.

Rok: 2009.

Proračun: da.

**KAZALNIKI:**

Glede na baze podatkov iskanja v COBISS-u in pregledu nekaterih učnih načrtov število učbenikov v slovenščini narašča.

**č) PREDVIDENI UKREPI:**

Pogojevanje izvajanja študijskih programov v tujih jezikih z vzporednim izvajanjem istih programov v slovenščini.

Naloga: isto.

Nosilca: MVZT, Svet za visoko šolstvo.

Rok: takoj.

Proračun: ne.

**KAZALNIKI:**

Ni zaznati, da se ukrep ne bi izvajal.

**d) PREDVIDENI UKREPI:**

Zagotovitev rabe slovenščine pri opravljanju izpitov ter izdelavi in obrambi diplomskih in doktorskih del (tudi ob sodelovanju gostujočih tujih predavateljev kot članov izpitnih komisij ipd.).

Nalogi: uskladitev pravilnikov, obveščanje študentov in učiteljev.

Nosilec: MVZT.

Izvajalci: vodstva univerz oziroma fakultet, študentske organizacije.

Rok: 2008.

Proračun: ne.

**KAZALNIKI:**

Pravilniki načeloma navajajo, da če mentor ne govori slovensko, potem je lahko npr. diplomsko ali doktorsko delo v tujem jeziku, vendar s slovenskim povzetkom, ki šteje 10 odstotkov celotnega teksta.

**e) PREDVIDENI UKREPI:**

Privabljanje uveljavljenih slovenskih znanstvenikov po svetu za gostujoče ali stalne predavatelje na univerzah v Sloveniji.

Naloge: sestava in izpopolnjevanje razvida slovenskih znanstvenikov po svetu in razvida kadrovskih potreb na slovenskih univerzah, menedžerska dejavnost, osvežitveni jezikovni tečaji (individualno, po potrebi).

Nosilca: MVZT, Urad RS za Slovence v zamejstvu in po svetu.

Izvajalci: univerzitetne in druge pristojne organizacije, Svetovni slovenski kongres, diplomatsko-konzularna predstavništva.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

JR ARRS za sofinanciranje tujih znanstvenikov v raziskovalni in pedagoški dejavnosti v Sloveniji v zadnjih letih.

**f) PREDVIDENI UKREPI:**

Zagotovitev zadostnih zmogljivosti za izvajanje tečajev slovenščine za tuje študente na vseh visokošolskih zavodih.

Naloge: določitev didaktičnih normativov (velikost tečajnih skupin, potrebno učno gradivo, prostori in tehnika), brezplačna ponudba zadostnega števila pedagoških ur za dosego potrebne ravni znanja slovenščine, vodenje vpisne statistike, priprava lektorjev.

Nosilec: MVZT.

Izvajalci: usposobljene univerzitetne organizacije.

Rok: 2007.

Proračun: da.

**KAZALNIKI:**

Tuji študentje imajo možnost učenja slovenskega jezika preko Erasmusovih intenzivnih jezikovnih tečajev EILC<sup>118</sup>.

**g) PREDVIDENI UKREPI:**

Prizadevanje za uveljavljanje slovenistike na tujih univerzah.

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<sup>118</sup> <http://www.cmepius.si/vzu/erasmus/erasmus-intenzivni-jezikovni-tecaji.aspx>



Nalogi: ustanavljanje in vzdrževanje lektoratov in kateder (poleg filološko zasnovanih študijskih programov skrbeti tudi za ustrezno zastopanost slovenščine v okviru splošnejših zasnov – civilizacijsko naravnane »slovenske študije«).

Nosilec: MVZT.

Izvajalci: pristojne univerzitetne organizacije.

Rok: trajno.

Proračun: da.

### **KAZALNIKI:**

»V letu 2010 je za to dejavnost namenjenih 1,8 mio EUR, v letih 2011 in 2012 pa le še po 1,3 mio EUR, kar predstavlja skoraj **30-odstotno znižanje sredstev**.

### **Osnovni podatki:**

- na Ministrstvu za visoko šolstvo, znanost in tehnologijo smo v tem mandatu področju lektoratov slovenskega jezika na tujih univerzah namenili veliko pozornosti, zavedajoč se, da gre pri delovanju lektoratov tudi za promocijo in uveljavljanje Slovenije, slovenskega jezika, literature in kulture v svetu, za ohranjanje stika s Slovenci v zamejstvu in po svetu s slovenskim jezikom in kulturo, pa tudi za potrebe gospodarstva v posameznih državah;
- Ministrstvo za visoko šolstvo, znanost in tehnologijo v letu 2010 zagotavlja sredstva za izvajanje programa (PP 8236 ) »Skrb za slovenščino« **1,8 mio EUR**, od tega je 1.556.221 EUR namenjenih za plače 31 slovenskih lektorjev na tujih univerzah na osnovi *Uredbe o plačah in drugih prejemkih javnih uslužbencev za delo v tujini*. Ostala sredstva so namenjena za kritje drugih stroškov delovanja lektoratov (literatura in podporne dejavnosti) ter za financiranje vsakoletnega Seminarja slovenskega jezika, literature in kulture, Poletne šole slovenskega jezika, štipendiranju po meddržavnih programih sodelovanja in Simpozija Obdobja na Univerzi v Ljubljani;
- v letu 2009 smo z uveljavitvijo Uredbe o plačah in drugih prejemkih za delo v tujini izboljšali materialni status lektorjev, tako da se upošteva življenjske stroške v državah, v katerih delujejo;
- v letu 2010 na 56-ih tujih univerzah delujejo različne oblike lektoratov slovenskega jezika, ki jih nekatere tuje univerze tudi deloma sofinancirajo; obiskuje jih okoli 1.900 tujih **slušateljev**;
- na 25 tujih univerzah ima slovenistika s **podporo lektorata** status rednega dodiplomskega študija oz. študijske smeri, na nekaterih pa se izvajajo tudi

magistrski in doktorski študiji (v take lektorate je vključenih približno 900 tujih slušateljev in študentov slovenistike, jezikoslovja ali drugih področij);

– lektorate slovenskega jezika na tujih univerzah izvaja 30 učiteljev slovenščine, ki so zaposleni na Univerzi v Ljubljani in eden na Univerzi v Mariboru (lektor v Sombotelu) za določen čas napotitve v tujino ter 21 učiteljev zaposlenih na posameznih tujih univerzah.

**V letu 2010 delujejo lektorati slovenskega jezika na univerzah v:**

- Argentini (Buenos Aires, La Plata);
- Avstriji (Gradec, Dunaj, Celovec);
- Belgiji (Gent, Bruselj, Louvain-la-Neuve);
- Bolgariji (Sofija);
- Češki (Praga, Brno, Pardubice);
- Franciji (Pariz);
- Hrvaški (Zagreb, Zadar);
- Italiji (Padova, Rim, Trst, Neapelj, Videm);
- Japonski (Tokio);
- Kitajski (Peking);
- Litvi (Vilnius);
- Madžarski (Budimpešta, Sombotel);
- Makedoniji (Skopje);
- Nemčiji (Hamburg, Munchen, Regensburg, Tübingen);
- Nizozemski (Leiden);
- Poljski (Varšava, Krakov, Lodž, Katowice, Gdansk, Bielsko Biala);
- Portugalski (Lizbona);
- Romuniji (Bukarešta);
- Rusiji (Moskva, Sankt Peterburg, Perm);
- Slovaški (Bratislava, Nitra);
- Srbiji (Beograd, Novi Sad);
- Španiji (Granada);
- Švedski (Göteborg).<sup>119</sup>

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<sup>119</sup> Odgovor g. Kotnika na vprašalnik MVZT.

#### **h) PREDVIDENI UKREPI:**

Okrepitev motivacije za objavljanje znanstvenih dognanj v slovenščini in za nastopanje v slovenščini na mednarodnih prireditvah v Sloveniji.

Naloge: sofinanciranje konferenčnega tolmačenja, sprememba meril za točkovanje objav v slovenščini (ne le za »nacionalne« vede), občutna okrepitev subvencij za slovenske znanstvene monografije in znanstvene revije (v slovenščini ne samo povzetki tujejezičnih prispevkov slovenskih piscev).

Nosilci: Vlada RS, ministrstva.

Rok: 2008.

Proračun: da.

#### **KAZALNIKI:**

Sofinanciranje znanstvene monografije izvaja ARRS preko vsakoletnih razpisov<sup>120</sup> in sicer »izvaja sofinanciranje:

- natisa izvirnih znanstvenih monografij slovenskih avtorjev ter virov z uvodno študijo in komentarjem;
- natisa prevodov znanstvenih monografij slovenskih avtorjev v tuj jezik;
- natisa prevodov znanstvenih monografij tujih avtorjev v slovenski jezik, pomembnih za razvoj znanstvene vede in slovenske znanstvene terminologije.«

#### **i) PREDVIDENI UKREPI:**

Prispevek k razvoju in uveljavljanju slovenskega strokovno-znanstvenega jezika kot eno izmed meril pri podeljevanju Zoisove in Puhove nagrade.

Naloga: dopolnitev Pravilnika o nagradah in priznanjih za izjemne dosežke v znanstveno-raziskovalni in razvojni dejavnosti (Uradni list RS, št. 52/06).

Nosilec: MVZT.

Rok: 2007.

Proračun: ne.

#### **KAZALNIKI:**

Pravilnik je bil dopolnjen, vendar ne v skladu z uresničitvijo tega ukrepa<sup>121</sup>.

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<sup>120</sup> <http://www.arrs.gov.si/sl/infra/monogr/akti/prav-monografije-marec06.asp>

<sup>121</sup> <http://www.uradni-list.si/1/objava.jsp?urlid=200851&stevilka=2140>

Za višjo sporazumevalno kulturo v družbi (11. cilj):

**a) PREDVIDENI UKREPI:**

Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.

Naloge: delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje), ure pravljic v vrtcih in knjižnicah, igralski recitali, pogovori s pisatelji na osnovnih in srednjih šolah, usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih, moderiranje spletnih forumov.

Nosilca: MŠŠ, MzK.

Izvajalci: Andragoški center Slovenije, bralna društva, vodstva vrtcev in šol, založbe, učitelji slovenščine, upravljavci nagradnih skladov (npr. kresnik, Veronikina nagrada).

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

Poleg bralnih krožkov (za odrasle)<sup>122</sup>, bralnih značk (za šolarje)<sup>123</sup>, ur pravljic v vrtcih in knjižnicah delujejo še študijski krožki<sup>124</sup>.

**b) PREDVIDENI UKREPI:**

Povečanje dostopnosti slovenskih publikacij (knjig, zgoščenk, kaset idr.).

Naloge: zagotavljati sprejemljivejšo ceno slovenskih knjig s sprejetjem ugodnosti v okviru reforme davčne zakonodaje in z javnimi razpisi za subvencioniranje kakovostnega leposlovja in strokovno-znanstvene literature v slovenščini, štipendirati strokovne avtorje, razvijati mrežo javnih knjižnic in dobrih knjigarn.

Nosilci: MF, MzK, Vlada RS, DZ RS.

Rok: 2007–2008.

Proračun: da.

**KAZALNIKI:**

Za subvencioniranje, štipendiranje in razvoj zgoraj omenjenih nalog skrbi JAK, in sicer od začetka leta 2009 naprej<sup>125</sup>. Opomniti je potrebno tudi na postopno in naraščajočo digitalizacijo publikacij, zaradi katere slednje postajajo bolj dostopne.

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<sup>122</sup> <http://sk.acs.si/index.php?id=14>

<sup>123</sup> <http://www.bralnaznacka.si/>

<sup>124</sup> <http://sk.acs.si/>

### c) PREDVIDENI UKREPI:

Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.

Naloge: vpeljava spletnih svetovalnic kot javnega servisa z ustreznimi programskimi usmeritvami (večanje ugleda in pravilna raba knjižnega jezika, uglašeno sožitje med narečnostjo, pogovornostjo in knjižnojezikovnim standardom, uzaveščanje tipičnih govornih položajev, vrednotenje narečja kot pomembne oblike nesnovne kulturne dediščine in žive prvine pokrajinske prepoznavnosti, vzdrževanje tradicionalne slovenske usmeritve v jezikovnem načrtovanju s prevlado tvorbe novih domačih izrazov nad prevzemanjem tujih, navajanje na rabo jezikovnih priročnikov in jezikovne tehnologije), redne radijske in televizijske oddaje o jeziku.

Nosilca: MzK, MŠŠ.

Izvajalci: usposobljene strokovne oziroma raziskovalne organizacije in posamezniki, mediji (zlasti RTV Slovenija).

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<sup>125</sup> Javni poziv za izbor kulturnih projektov na področjih promocije avtorjev in avtorskega dela za leto 2010 (JP4-AD-2010),

Javni razpis za sofinanciranje izdajanja domačih znanstvenih periodičnih publikacij v letu 2011 (JR11-PPP-2011),

Javni razpis za sofinanciranje izdajanja poljudno-znanstvenih periodičnih publikacij v letu 2011 (JR11-PPP-2011),

Javni razpis za izbor večletnih knjižnih projektov za obdobje 2010-2012,

Javni razpis za izbor projektov poklicnega usposabljanja na področju knjige za leto 2010 (JR2-USP-2010),

Javni razpis za sofinanciranje izdajanja znanstvenih monografij v letu 2010 (JR3-ZM-2010),

Javni projektni razpis za izbor kulturnih projektov na področjih knjige za leto 2010 (JR4-knjiga-2010),

Javni ciljni razpis za izbor kulturnih projektov v knjigarnah in podporo delovanju knjigarn v letu 2010 (JR5-KG-2010),

Javni ciljni razpis za izbor kulturnih projektov »Rastem s knjigo OŠ 2010 – izvorno slovensko mladinsko leposlovno delo vsakemu sedmošolcu«. (JR6-RSK OŠ-2010),

Javni ciljni razpis za izbor izvajalcev na področjih podeljevanja delovnih štipendij iz naslova knjižničnega nadomestila 2010–2012 (JR6-KN-2010-2012),

Javni razpis za izbor in sofinanciranje izvajalcev javnih kulturnih programov na področjih knjige za obdobje 2010–2012, namenjen sofinanciranju javnih kulturnih programov na področjih knjige za obdobje 2010–2012 na področjih:

- knjižna produkcija za založnike knjig v slovenskem jeziku (KP),
- revijalna produkcija za založnike revij v slovenskem jeziku (RP),
- bralna kultura za izvajalce programov s področja bralne kulture (BK),
- literarne prireditve za izvajalce programov s področja literarnih prireditev (LP),
- mednarodno sodelovanje za izvajalce programov uveljavljanja slovenskega leposlovja in humanistike v tujini ter organizatorje medkulturne izmenjave (MS) (JR7-PROGRAM-2010-2012)

Javni razpis za izbor večletnih knjižnih projektov prevajanja in izdajanja temeljnih del antike za obdobje 2010-2012 (JR8-ANTIKA-2010-2012),

Javni razpis za sofinanciranje izdajanja domačih znanstvenih periodičnih publikacij za leto 2010 (JR9-ZP-2010)

Rok: 2007.

Proračun: da.

**KAZALNIKI:**

Spletnih svetovalnic, ki bi bile namenjene izključno zgoraj navedenim nalogam, ni. Svetovanje s področja jezika se zato vmešča pod področja »splošno«, »šola« ali »izobraževanje« pri različnih nespecializiranih spletnih svetovalnicah.

Oddaji na RTV Slovenija namenjeni slovenskemu jeziku sta Minute za jezik<sup>126</sup> in Slovenščina za Slovence<sup>127</sup>.

**č) PREDVIDENI UKREPI:**

Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.

Nalogi: brezplačni dostop, dopolnjevanje pravopisnega slovarja.

Nosilci: MzK, MŠŠ, MVZT.

Izvajalci: izbrane strokovne oziroma raziskovalne organizacije.

Rok: takoj.

Proračun: da.

**KAZALNIKI:**

Preko spleta je mogoče dostopati do naslednjih jezikovnih virov:

SSKJ – <http://bos.zrc-sazu.si/sskj.html>

SP – <http://bos.zrc-sazu.si/sp2001.html>

SP, SSKJ, Nova beseda – <http://m.anyterm.info/praslon.php>

Besede slovenskega jezika – <http://bos.zrc-sazu.si/besede.html>

Odzadnji slovar slovenskega jezika – <http://bos.zrc-sazu.si/odzadnji.html>

Razvezani jezik (prosti slovar žive slovenščine) –

<http://www.razvezanijezik.org/>

**d) PREDVIDENI UKREPI:**

Organizirana skrb za ustrezno jezikovno rabo v založništvu in množičnih občilih (pisnih in govornih).

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<sup>126</sup> [http://www.rtv slo.si/modload.php?&c\\_mod=rtvoddaje&op=web&func=read&c\\_id=25543](http://www.rtv slo.si/modload.php?&c_mod=rtvoddaje&op=web&func=read&c_id=25543)

<sup>127</sup>

[http://www.rtv slo.si/modload.php?&c\\_mod=rtvoddajeradio&op=show&func=read&c\\_menu=1&c\\_id=50](http://www.rtv slo.si/modload.php?&c_mod=rtvoddajeradio&op=show&func=read&c_menu=1&c_id=50)

Naloge: obvezno lektoriranje subvencioniranih knjig, CRP »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih«, ureditev stanja v medijih (uresničevanje jezikovnih določb Zakona o RTV in Zakona o medijih, slovensko podnaslavljanje oddaj TV Koper/Capodistria, odpravljanje položajsko neupravičenih primerov rabe slenga in narečja v osrednjih in pokrajinskih medijih).

Nosilec: MzK (Sektor za medije, Sektor za slovenski jezik, Inšpektorat RS za kulturo in medije).

Izvajalci: RTV Slovenija, izdajatelji tiskanih medijev.

Rok: 2007–2008.

Proračun: ne.

### **KAZALNIKI:**

Na Sektorju za slovenski jezik opozarjajo na kršitve pri pristojnem inšpektoratu. Dr. Dular je predaval v Lektorskem društvu, ukvarjajo pa se tudi s statusom lektorskega poklica (»samostojni kulturni delavec«)<sup>128</sup>. (Ne)zpeljeva naloge v roku pa je predvsem težava zaradi vrzeli v predpisih.

Nadalje pri Inšpektoratu za medije in kulturo navajajo, da ne izvajajo »nadzora nad založniki, ker založniški produkti niso mediji v smislu zakona o medijih; založniki in njihovi produkti so predmet inšpekcijskega nadzora samo glede izpolnjevanja posameznih določb Zakona o obveznem izvodu publikacij, le-te pa v ničemer niso povezane z rabo slovenščine v množičnih občilih (pisnih in govornih)«<sup>129</sup>. Obvezno lektoriranje subvencioniranih knjig spada pod zgornjo opombo, glede CRP-a »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih« niso bili pritegnjeni k sodelovanju v navedenem ciljnem raziskovalnem programu oziroma niso bili obveščeni o tem, da morebiti poteka.

Opozarjajo, da »ni delovnih oblik sodelovanja, na katerih bi se obravnavala zadevna problematika, razen intenzivnejšega sodelovanja z Direktoratom za medije Ministrstva za kulturo pri izboljšanju določb veljavnega Zakona o medijih (ZMed-UPB1), ki se nanašajo na rabo slovenščine, v osnutku novega Zakona o medijih – 1 (ZMed-1). Sektor za slovenski jezik pri Ministrstvu za kulturo komunicira z inšpektoratom v obliki prijav domnevnih nepravilnosti. Sistematskega spremljanja izvajalcev nalog (RTV, izdajatelji tiskanih medijev) se ne izvaja (v delovnem

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<sup>128</sup> Odgovor dr. Dularja na vprašanja Sektorja za slovenski jezik.

<sup>129</sup> Odgovor Inšpektorata za medije in kulturo.

besednjaku inšpekcijskega nadzora gre za izvajanje projektov preventivnega inšpekcijskega nadzora), ker tega ne dopušča število inšpekcijskih in prekrškovnih postopkov, ki jih mora en (edini) inšpektor za medije in avdiovizualno kulturo voditi na podlagi prijav in predlogov oškodovancev za začetek postopka o prekršku. V minimalni meri se je inšpektorat v zadnjih mesecih posvetil kršitvam, storjenim s predvajanjem tujejezičnih sloganov v oglaševalskih vsebinah v največjih televizijskih programih.« Sredstva zagotavljajo v okviru letnih finančnih načrtov inšpektorata, vsako leto pa izdelajo letno poročilo o izvajanju inšpekcijskega nadzora, iz katerega je razvidna struktura obravnavanih kršitev, tudi v zvezi z rabo slovenščine v medijih (leto 2007: 6, leto 2008: 3, leto 2009:1, leto 2010: 4). Navajajo še posebno težavo, ki »se je izkazala v letu 2009 (kot je ugotovilo sodišče v dveh sodbah v postopku obravnave zahtev za sodno varstvo) v tem, da je oblikovalec sprememb ZMed (Ministrstvo za kulturo) v spremenjenem ZMed-UPB1 (2006) pozabil prilagoditi kazensko določbo prve alineje 1. odstavka 132. člena spremenjeni nomotehnik 5. člena ZMed-UPB1, česar posledica je, da kršitve posameznih določb 5. člena ZMed-UPB1 niso bile več nedvoumno opredeljene kot prekršek in je zato (tako o tem sodišče) postopek o prekršku nedopustno voditi«.

Glej tudi odgovor Sektorja za medije na Ministrstvu za kulturo pri ukrepu 7. g.

**e) PREDVIDENI UKREPI:**

Vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« na večini fakultet in akademij.

Naloga idr.: gl. ukrepa a in b pri 10. cilju.

**KAZALNIKI:**

Glej kazalnike ukrepov 10. a in 10. b.

**f) PREDVIDENI UKREPI:**

Delovanje lektorskih in prevajalskih služb na reprezentativnih položajih uradnega sporazumevanja.

Nalogi: zagotavljanje lektorskega pregleda besedil, nastajajočih v uradnih organih, jezikovna revizija uradnih obrazcev.

Nosilci: DZ RS, Državni svet RS, MJU.

Izvajalci: državna uprava, javne službe ipd.

Rok: 2007.



Proračun: ne.

**KAZALNIKI:**

Zaradi neodzivnosti nosilcev in pomanjkanja informacij lahko samo predvidevamo, da se ukrep izvaja v okviru rednega dela nosilcev.

**g) PREDVIDENI UKREPI:**

Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.

Naloge: subvencioniranje literarnih revij, izdajanje šolskih glasil, prirejanje literarnih večerov, predstavitve in ocene novih knjig, podeljevanje literarnih nagrad.

Nosilec: MzK.

Izvajalci: pristojna področna stanovska društva, založbe, mediji.

Rok: trajno.

Proračun: ne.

**KAZALNIKI:**

Subvencioniranje literarnih revij poteka preko razpisa<sup>130</sup> Javne agencije za knjigo znotraj področja »izdaja revij«. V istem razpisu sofinancirajo tudi »literarne prireditve«.

Na JSKD je bil leta 2007/2008 objavljen natečaj za najboljša osnovnošolska glasila<sup>131</sup>, drugače je njihovo izhajanje spodbujeno posamično na šolah.

**h) PREDVIDENI UKREPI:**

Spodbujanje kakovostne gledališke in filmske govorne produkcije.

Naloge: študij odrskega, filmskega in mikrofonskega govora, prenašanje te produkcije v različne medije (televizija, videokasete), CRP »Slovenščina v novejših slovenskih filmih«, podeljevanje posebnih nagrad za govor.

Nosilec: MzK.

Izvajalci: področne izobraževalne ustanove, RTV Slovenija, poklicna gledališča, ustanove s področja filmske produkcije.

Rok: trajno.

Proračun: da.

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<sup>130</sup> Javni projektni razpis za izbor kulturnih projektov na področjih knjige za leto 2010 (JR4–knjiga–2010).

<sup>131</sup> [http://www.jskd.si/literatura/natecaji\\_literatura/rosevi\\_dnevi/natecaj\\_osnovnosolska\\_glasila\\_09.htm](http://www.jskd.si/literatura/natecaji_literatura/rosevi_dnevi/natecaj_osnovnosolska_glasila_09.htm)

**KAZALNIKI:**

Študij odrskega, filmskega in mikrofonskega govora poteka na Katedri za govor pri AGRFT.

Omenjen CRP še ni bil izveden.

**i) PREDVIDENI UKREPI:**

Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

Naloge: ozaveščanje in izobraževanje poslovnežev (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si)), upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«.

Nosilci: MzK, MG, MJU.

Izvajalci: podjetja, državni organi, zbornice, mediji, pristojne univerzitetne ustanove.

Rok: 2008.

Proračun: ne.

**KAZALNIKI:**

Na MJU trdijo, da te naloge niso v njihovi pristojnosti ter da niso bile zapisane v nobenem letnem programu dela njihovega ministrstva za obdobje 2007–2010. Ministrstvo za gospodarstvo se na dopis ni odzvalo.

**j) PREDVIDENI UKREPI:**

Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.

Naloge: isto, v navezavi s sprejetim Akcijskim programom za invalide 2007–2015, izdaja priročnika (zgoščenke).

Nosilci: MŠŠ, MDDSZ, Urad Vlade RS za informiranje, Svet za slovenski znakovni jezik.

Izvajalci: pristojni javni zavodi in društva.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

»V zvezi s popularizacijo in učenjem slovenskega znakovnega jezika ter organiziranim izpopolnjevanjem tolmačev oziroma prevajalcev za znakovni jezik vam posredujemo naslednje podatke:

1. Zavod Združenje tolmačev za slovenski znakovni jezik vsako leto izvaja začetne in nadaljevalne tečaje slovenskega znakovnega jezika. Vsak izmed tečajev traja 40 ur. V skupini je najmanj 8 do 12 udeležencev. Trenutno potekata oba tečaja, tega se udeležuje skupno 15 udeležencev.
2. Zakon o uporabi slovenskega znakovnega jezika določa pogoje za tolmače slovenskega znakovnega jezika. Tako je zapisano med drugim, da je tolmač lahko oseba, ki si je pridobila certifikat, ki je javna listina na podlagi Zakona o nacionalnih poklicnih kvalifikacijah. Na podlagi slednjega smo edina institucija za celotno območje države vpisana v register izvajalcev postopkov preverjanja znanj in spretnosti, ki ga vodi MDDSZ. Za osebe, ki želijo pridobiti certifikat, vsake dve leti organiziramo pripravljalni program usposabljanja za pridobitev certifikata. Program traja od oktobra do junija. Trenutno program obiskuje 11 udeležencev. Program je samoplačniški.
3. Zakon o uporabi slovenskega znakovnega jezika je med naloge združenja zapisal tudi razvoj slovenskega znakovnega jezika, vendar pa brez zagotovitve finančnih sredstev. Ker je za nas tolmače izrednega pomena standardiziran slovenski znakovni jezik, smo v sodelovanju s Svetom Vlade RS za slovenski znakovni jezik leta 2007 organizirali posvet na to temo, udeležili so se ga predstavniki MDDSZ, MŠŠ in MK. Na posvetu so bili sprejeti naslednji zaključki:
  - določiti koordinatorja vseh subjektov, ki obravnavajo SZJ
  - čim prej izdelati besedišče, ki bo nadgradnja obstoječim slovarjem in na tej osnovi dogovoriti kretnje
  - imenovati strokovno telo, ki ga bodo sestavljali kredibilni predstavniki iz vrst uporabnikov (gluhe osebe), priznani in verificirani strokovnjaki in tolmači za SZJ, katerega naloga bo standardizacija slovenskega znakovnega jezika (SZJ). Na posvetu smo tudi predvajali film Odisej in sirene, ki opozarja na diskriminatoren odnos do SZJ. Omenjeni film smo pripravili v sodelovanju z Zavodom za gluhe in naglušne Ljubljana. Film je dobil priznanje za izjemen prispevek na 23. Transgeneracije, festival sodobnih umetnosti mladih leta 2008. Projekt je podprlo Ministrstvo za kulturo, ki nam je na javnem razpisu za promocijo slovenskega jezika odobrilo 800 eurov.
4. Ker je v naši državi kar nekaj institucij, ki se ukvarjajo z zapisovanjem SZJ, je Svet za slovenski znakovni jezik že večkrat na svojih sejah opozarjal, da bi bilo

potrebno usklajeno delovanje na tem področju, in apeliral na Ministrstvo za kulturo, sektor za slovenski jezik, za katerega je ocenil, da je pristojno, da javne razpise vsebinsko prilagodi tej tematiki. Predlagal je tudi, da bi si MK pred odobritvijo sredstev za te projekte predhodno pridobil mnenje Sveta za SZJ, katerega naloga je skrb za razvoj SZJ in skrb za uveljavljanje in enakopravnost znakovnega jezika. Do zdaj Svet za SZJ ni bil zaprosen za podajo takšnega mnenja, kar je razumeti, da ni bilo tematskih javnih razpisov oziroma sredstva niso bila dodeljena.

5. Ker nobena od institucij, ki se ukvarja s SZJ, ni prevzela vloge za koordinatorja vseh subjektov, smo leta 2008 organizirali iniciativni sestanek z namenom realizacije zaključkov posveta. Na sestanek so bili vabljeni predstavniki MK, MDDSZ, vseh treh šolskih centrov za usposabljanje gluhih in naglušnih v Sloveniji, Zveza društev gluhih in naglušnih Slovenije in Pedagoška fakulteta. Na omenjenem sestanku je bil sprejet dogovor, da se izdelava ekspertiza o stanju slovenskega znakovnega jezika, ki bo osnova za nadaljnje sistemsko urejanje znakovnega jezika. Izdelavo ekspertize je podprlo MK, ki nam je namenilo 2.000 eurov, kot koordinatorja pa določilo naše združenje. Pri izdelavi ekspertize so sodelovali predstavniki Pedagoške fakultete, Zavoda za gluhe in naglušne Ljubljana, Zveze društev gluhih in naglušnih Ljubljana, dr. Andreja Žele iz SAZU – Inštitut za slovenski jezik ter našega združenja. Izsledke ekspertize smo predstavili na posvetu leta 2009. V okviru ekspertize smo oblikovali predlog strategije za zmanjševanje razvojnih zaostankov in predlog možnih sprememb.
6. Leta 2007 smo želeli nadaljevati delo na področju razvoja SZJ in smo program prijavi na Zvezo društev gluhih in naglušnih Slovenije, ki sredstva pridobiva iz Fundacije za financiranje invalidskih in humanitarnih organizacij, saj nam je bil namen nadgraditi multimedijški praktični slovar SZJ gluhih, tega smo izdali leta 2003 in zanj prejeli Evropsko jezikovno priznanje. Programa nam niso odobrili z utemeljitvijo, da bo ta program izvajala zveza.
7. Svet za slovenski znakovni jezik je dolžan enkrat na leto poročati Vladi RS o svojem delu. V poročilu vsako leto opozarja na problem razvoja slovenskega znakovnega jezika.
8. Tako ocenjujemo, da na področju SZJ ni vzpodbud za znanstvenoraziskovalno delo ter da MK in MŠŠ ne objavljata javnih razpisov, ki bi po vsebini

vzpodbujala razvoj SZJ in posledično za ta namen ne namenjata sredstev iz proračuna. Vse aktivnosti, ki smo jih izvedli na tem področju (razen v vseh letih prejetih 2.800 eurov od MK), sami financiramo iz lastnih sredstev.«<sup>132</sup>

**k) PREDVIDENI UKREPI:**

Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.

Naloge: prirejanje knjižnega gradiva za slepe in slabovidne v njim prilagojenih tehnikah, varstvo njihovih kulturnih pravic, izobraževanje, razvoj ustrezne tehnične in organizacijske infrastrukture.

Nosilci: MzK, MŠŠ, MDDSZ.

Rok: 2007–2011.

Proračun: da.

**KAZALNIKI:**

Ministrstvo za kulturo je finančno podprlo četrto publikacijo IFLA<sup>133</sup> za knjižničarje vseh knjižnic in vse, »ki se ukvarjajo s pripravo in posredovanjem informacij za ljudi z zmanjšanimi bralnimi sposobnostmi«.

Potrjen je bil dokument o usmerjanju otrok s posebnimi pravicami<sup>134</sup>.

**l) PREDVIDENI UKREPI:**

Priprava splošnih in specializiranih priročnikov za slovenščino.

Naloge: pravorečje, »pedagoška« slovnica, frazeološki, sinonimni, terminološki, zgodovinski in dvojezični slovarji, »mali Slovenski pravopis«, zbirke standardiziranih zemljepisnih idr. lastnih imen, obogateni in komentirani katalogi vzorcev besedilnih vrst ipd.

Nosilci: ministrstva.

Izvajalci: izbrane raziskovalne in izobraževalne organizacije, založbe.

Rok: postopoma do 2011.

Proračun: da.

**KAZALNIKI:**

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<sup>132</sup> Odgovor Zavoda Združenje tolmačev za slovenski znakovni jezik, dne 2. 11. 2010.

<sup>133</sup>

[http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Drugo/aktualno/2010/SLEPI\\_2010\\_najava\\_Novljan.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Drugo/aktualno/2010/SLEPI_2010_najava_Novljan.pdf)

<sup>134</sup> [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO5112.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO5112.html)

Izšli so različni splošni in specializirani priročniki za slovenščino. Navajamo nekaj izbranih:

- Šeruga-Prek, C., Antončič, E.: Slovenska zborna izreka : [priročnik z vajami za javne govorce : knjiga z zvočno zgoščenko]. Maribor : Aristej, 2007.
- Turk, I.: Temeljni ekonomski pojmovnik : s slovensko-angleškim in angleško-slovenskim strokovnim slovarjem. Ljubljana : Zveza računovodij, finančnikov in revizorjev Slovenije, 2009.
- Likar, M.: Medicinski slovar : slovensko-angleški, angleško-slovenski. Radovljica : Didakta, 2009.
- Vilar, P., Vodeb, G. et. al.: Bibliotekarski terminološki slovar. Zveza bibliotekarskih društev Slovenije : Narodna in univerzitetna knjižnica, 2009.
- Humski, F., Obreza, A.: Srednješolski farmacevtski slovar [Elektronski vir]. Ljubljana : Fakulteta za farmacijo, 2008.
- Jakomin, D.: Mali cerkveni slovar. Trst : samozal. [D. Jakomin], 2008.
- Česen, A.: Lesarski terminološki slovar. Zveza lesarjev Slovenije, Lesarska založba, Ljubljana 2008
- Bokal, L. (ur.): Čebelarški terminološki slovar. Čebelarška zveza Slovenije, Ljubljana : Založba ZRC, ZRC SAZU, 2008.
- Gregori, M.: Slovar proizvodnih usmeritev primarnega sektorja: čebelarstva, oljkarstva in olja, sirarstva, vinogradništva in vinarstva, zelenjadarstva : slovensko-italijanski, italijansko-slovenski = Dizionario degli indirizzi produttivi del settore primario: apicoltura, olivicoltura e olio, produzione lattiero casearia, viticoltura e produzione vinicola, orticoltura : sloveno-italiano, italiano-sloveno. Trst : Deželna kmečka zveza, = Trieste : Associazione regionale agricoltori, 2007.
- Orel, I.: Prvi slovenski terminološki slovar ter hrvaški in češki vir. Center za slovenščino kot drugi/tuji jezik pri Oddelku za slovenistiko Filozofske fakultete Univerze v Ljubljani, 2007.
- Sušec Michieli, B. Et al.: Gledališki terminološki slovar. Ljubljana : Založba ZRC, 2007.
- Hudelja, N.: Nemško-slovenski zgodovinski glosar. Znanstvena založba Filozofske fakultete, Ljubljana 2010.
- Petkovšek, I.: Sanskrt in slovenščina : poljudni pojasnilno primerjalni zgodovinski besednjak = Il sanscrito e la lingua slovena : dizionarietto comparativo storico popolare. Jutro, Ljubljana 2008.

**m) PREDVIDENI UKREPI:**

Izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij.

Naloge: črkovalnik, prevajalniki, slovarji, terminološke zbirke.

Nosilci: MzK, MŠŠ, MVZT, Generalni sekretariat Vlade RS.

Izvajalci: raziskovalne in razvojne organizacije/podjetja.

Rok: trajno.

Proračun: da.

**KAZALNIKI:**

Generalni sekretariat Vlade RS izvaja »izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij v Sektorju za prevajanje« trajno »v okviru svojih rednih del in nalog«<sup>135</sup>. Z drugimi nosilci sodelujejo medinstitucionalno, nalog pa si ne delijo. Glej tudi kazalnike ukrepa 5. b.

**n) PREDVIDENI UKREPI:**

Priprava in izdaja splošnih in specializiranih priročnikov za romščino.

Naloge: slovnica in slovar, pravorečne vaje (zgoščenka) idr.

Nosilci: MŠŠ, MVZT, Urad Vlade RS za narodnosti.

Izvajalci: izobraževalne organizacije, založbe.

Rok: 2008–2009.

Proračun: da.

**KAZALNIKI:**

Po lastni navedbi Urad vlade RS za narodnosti ukrepov pod to točko ne izvaja. Izdano je bilo naslednje gradivo:

- Nezirović, S., Bečiri, F., Nezirović, S.: Zbirka romskih besed : plemenska skupnost Gurbeti. Velenje : Romsko društvo Romano vozo, 2010.
- Ferenčina, J., Kozorog, N., Tomažič, N., Vivod, M.: Slovar medicinakro = Slovar medicinskih izrazov. Murska Sobota : ZD, 2010.
- Djurić, R., Horvat, J.: Romski glagoli, njihov izvor in pomen. Murska Sobota : Zveza Romov Slovenije = Romani Union, 2010.
- Kozlevčar, A. M., Šali, F., Leskovar, M.: Slovensko-romski in romsko-slovenski slovarček. Murska Sobota : Zveza Romov Slovenije, 2009.

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<sup>135</sup> Odgovor na vprašalnik Generalnega sekretariata Vlade RS.

- Miklič, B.: Romski jezik za vsakdanjo rabo = Romani čhib šu sakodneвно potreba. Novo mesto : Romsko društvo Cigani nekoč-Romi danes, 2009.
- Nezirović, S.: Romski jezik II. = Romani čib II.. Velenje, Romsko društvo Romano vozo, 2009.
- Traja Brizani, I.: Pravljice v romskem in slovenskem jeziku. 4 [Zvočni posnetek] = Paramistja andi Romani te andi Gažikani čhib. [Murska Sobota]: Romani Union, 2009.
- Brezar, M.: Romsko-slovenski slovar. Lokve pri Črnomlju : Romsko kulturno društvo Vešoro, 2008.
- Nezirović, S., Sešel, N.: Romski jezik = Romani čib. Velenje : Romsko društvo Romano vozo, 2008.
- Horvat, J., Šarkezi, D.: Romani čhib = Romski jezik. Murska Sobota : Zveza Romov Slovenije, 2008.
- Horvat, J.: Pravljice v romskem in slovenskem jeziku z efekti. 3 [Zvočni posnetek] = Paramistja andi Romani te andi Gažikani čhib efektjenca. 3. [Murska Sobota] : Romani Union, p 2008.



Za dejavnejšo vlogo Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije (12. cilj):

**a) PREDVIDENI UKREPI:**

Izraba predsedovanja Slovenije Evropski uniji za dejansko uveljavitev gesla o podpori jezikovne raznolikosti.

Nalogi: uveljavitev navodila o rabi slovenščine kot delovnega jezika in o tolmačenju (po »Priročniku v pomoč pri organizaciji dogodkov pod ministrsko ravno med predsedovanjem Slovenije Evropski uniji«), zagotovitev tolmačenja za slovenščino na vseh srečanjih, na katerih bo tolmačenje zagotovljeno za več kot za dva jezika (tj. za francoščino in angleščino kot stalna delovna jezika EU).

Nosilci: Vlada RS, SVEZ, MzK, izvajalci programa EU »Izobraževanje in usposabljanje 2010«.

Rok: 2008.

Proračun: da.

**KAZALNIKI:**

»(P)revajanje in tolmačenje v času predsedovanja je bilo podrobno načrtovano v okviru sistematičnih priprav Vlade RS, sredstva za to so bila že predvidena na posebni namenski postavki, poleg tega pa večji del bremena med predsedovanjem nosijo same institucije EU s svojimi tolmaškimi in prevajalskimi službami«<sup>136</sup>.

**b) PREDVIDENI UKREPI:**

Odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih varovalk in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka (razločevanje med pojmom »diskriminatornost na podlagi državljanstva« in »varovanje in priznavanje kulturno-jezikovne identitete«).

Naloga: predstavitev tega stališča na napovedani mednarodni konferenci o medkulturnem dialogu »Evropa, svet in humanost v 21. stoletju«, ekspertiza o razumevanju in razlagah evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov, okrogla miza o jezikovni plati varstva potrošnikov.

Nosilca: MzK, SVEZ.

Izvajalca: izbrana raziskovalna organizacija, Zveza društev za varstvo potrošnikov.

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<sup>136</sup> Odgovor Darje Erbič iz SVREZ.

Rok: 2007–2008.

Proračun: da.

**KAZALNIKI:**

SVREZ je do maja 2009 izdelal ekspertizo o razumevanju razlag evropskih direktiv in sodb sodišča ES glede rabe jezikov.

Iz programa mednarodne konference o medkulturnem dialogu »Evropa, svet in humanost v 21. stoletju«<sup>137</sup> sicer ni neposredno razvidno, da bi bilo izrecno predstavljeno to stališče, verjetno pa je bilo najbolj prisotno v predavanju Adama Michnika: Evropa med identiteto in univerzalizmom.

O okrogli mizi ni mogoče najti podatkov.

**c) PREDVIDENI UKREPI:**

Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji, pri tem pa ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti.

Naloge: podpora društveni dejavnosti in knjižnicam, medijske predstavitve posameznih skupnosti, omogočanje stikov z matičnimi državami, zagotavljanje posebnih pravic avtohtonih skupnosti, sprejetje zakona o romski skupnosti.

Nosilci: MzK, Urad za narodnosti, DZ RS.

Izvajalci: organi državne uprave in samoupravnih lokalnih skupnosti, Javni sklad RS za kulturne dejavnosti.

Roka: trajno, zakon o romski skupnosti 2007.

Proračun: da.

**KAZALNIKI:**

Podpora društveni dejavnosti romske skupnosti in nemško govoreče skupnosti se izvaja preko razpisov MK<sup>138</sup>. Na tem ministrstvu deluje Sektor za kulturne pravice manjšin.

Poleg tega je Javni sklad RS za kulturne dejavnosti leta 2010 razpisal »Javni projektni poziv Etn-2010«<sup>139</sup> za izbor kulturnih projektov na področju različnih manjšinskih

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<sup>137</sup> <http://www.institut-nr.si/index.php/Predavanja-konference/>

<sup>138</sup> JPR-Romi-2011 (Okvirno 100.000,00 EUR), JPR-PSLOA-2011 (24.000,00 EUR), JPR-PSLOA-2010 (12.000 EUR), JPR7-PSA-2009 (12.000 EUR), JPR14-PSA-2008 (12.000 EUR).

<sup>139</sup> [http://www.jskd.si/financiranje/etnicne\\_skupnosti/uvod\\_etnicne\\_skupnosti.htm](http://www.jskd.si/financiranje/etnicne_skupnosti/uvod_etnicne_skupnosti.htm)

etničnih skupnosti in priseljencev v RS<sup>140</sup>. V arhivu pozivov<sup>141</sup> ni podobnih razpisov namenjenih etničnim skupnostim in priseljencem v RS.

Zakon o romski skupnosti je bil sprejet v letu 2007, ostale naloge se izvajajo kontinuirano.

»Urad Vlade RS za narodnosti sofinancira ter spremlja uresničevanje ustavnih in zakonskih določil, ki zadevajo posebne pravice pripadnikov italijanske in madžarske narodne skupnosti, ter spremlja in skrbi za zaščito posebnih pravic v Sloveniji živeče romske skupnosti, kolikor to ne sodi v področje drugih državnih oziroma organov lokalnih skupnosti«. Glede sodelovanja »uskklajuje in koordinira delo državnih organov in organov lokalnih skupnosti na omenjenem področju«, »v sodelovanju z drugimi organi pripravlja analize, gradiva, pobude in predloge za seje vlade, njena telesa in druge državne organe in spremlja učinkovanje sprejetih odločitev, ki zadevajo narodni skupnosti in romsko skupnost.

Uresničevanje ustavnih in zakonskih določil spremljata tudi Komisija Vlade RS za narodni skupnosti ter Komisija Vlade RS za zaščito romske skupnosti, za kateri Urad Vlade RS za narodnosti opravlja strokovne, administrativne in organizacijske naloge«. Sredstva za uresničevanje nalog Urada Vlade RS za narodnosti imajo zagotovljena v proračunu, Vladi RS organu pristojnemu za izvajanje Resolucije, to je Vladi RS, glede izvajanj nalog iz Resolucije posebej ne obvešča.

#### č) PREDVIDENI UKREPI:

Sistematično spremljanje rabe slovenščine kot uradnega jezika v ustanovah EU in ustrezno odzivanje ob morebitnem neuresničevanju pravice do prevajanja oziroma tolmačenja.

Naloge: spodbujanje kadrovskega izpopolnjevanja prevajalskih/tolmaških služb, razčlemba doslej porabljenih sredstev iz kvote za tolmačenje na sejah delovnih teles po sistemu »zahtevaj in plačaj« (primerjava z drugimi državami članicami), skrb za porabo celotne že plačane kvote, zagotavljanje tolmačenja pri srečanjih delegacij EU z državnimi organi v Sloveniji, enakopraven razvoj slovenskega odseka v okviru »Evropske šole« za otroke slovenskih uslužbencev v Bruslju.

Nosilci: ministrstva, Služba Vlade RS za evropske zadeve, Državni zbor RS.

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<sup>140</sup> Okvirna vrednost projektne poziva za leto znaša 233.758,00 EUR.

<sup>141</sup> [http://www.jskd.si/financiranje/arhiv\\_pozivov/uvod\\_arhiv\\_pozivov.htm](http://www.jskd.si/financiranje/arhiv_pozivov/uvod_arhiv_pozivov.htm)

Roka: takoj, slovenski šolski odsek v Bruslju najpozneje v šolskem letu 2007/08.

Proračun: da.

#### **KAZALNIKI:**

Generalni sekretariat Sveta EU redno pošilja natančno poročilo o porabi kvote za tolmačenje na sejah delovnih teles po sistemu »zahtevaj in plačaj« iz proračuna EU, zato je posebna ekspertiza, ki bi bila plačana iz proračuna RS, nepotrebna.

V izvajanju je projekt »Prevajanje in redakcija sodb Sodišča Evropskih skupnosti in Sodišča prve stopnje« Službe Vlade Republike Slovenije za zakonodajo.

»Evropske šole« ne vsebujejo predmetnikov v slovenskem jeziku<sup>142</sup>, posledično torej ne moremo govoriti o enakopravnem razvoju slovenskega odseka v okviru »Evropske šole« za otroke slovenskih uslužbencev v Bruslju.

#### **d) PREDVIDENI UKREPI:**

Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

Naloge: spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s strokovno »bazo« v Sloveniji, izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave), skrb za jasna razmerja do že uveljavljenih slovenskih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev), predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike.

Nosilci: SVEZ, Služba Vlade Republike Slovenije za zakonodajo, MVZT, Generalni sekretariat Vlade RS.

Izvajalci: univerzitetne organizacije, prevajalske službe, stanovska društva.

Rok: trajno.

Proračun: da.

#### **KAZALNIKI:**

Do konca novembra 2008 je na SVREZ-u bil izdelan delovni dokument "Predlog za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU", vključno s poslovníkom. Do konca leta 2009 so pripravili še sezname strokovnjakov za

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<sup>142</sup> <http://www.eurasc.eu/index.php?id=202>

terminološko svetovanje, opravili preizkus terminološkega mehanizma in napisali poročilo o opravljenem preizkusu<sup>143</sup>. Navajajo še, da je bila zaradi različnih razlogov »poraba manjša od načrtovane, vendar je bila zastavljena naloga v okviru NPJP opravljena«<sup>144</sup>. Za leto 2011 je »(n)ačrtovanih 10.000 evrov (predvidoma za nadaljevanje dela na nalogi iz ukrepa 12d, in sicer za organizacijo konference o terminologiji EU, v sodelovanju z institucijami EU)«.

**e) PREDVIDENI UKREPI:**

Preverjanje in ocenjevanje jezikovne zmožnosti za slovenščino kot tuji jezik po merilih in metodah iz Skupnega evropskega jezikovnega okvira oziroma po Evropskem kazalniku jezikovne zmožnosti.

Naloge: izpopolnitev opisov ravni obvladanja slovenščine, sestavljanje in uporaba jezikovnih testov za posamezne ravni.

Nosilec: MŠŠ.

Izvajalec: izbrana izobraževalna organizacija.

Rok: trajno.

**KAZALNIKI:**

Glej kazalnike ukrepa 7. č.

**f) PREDVIDENI UKREPI:**

Sodelovanje med oblikovalci jezikovne politike RS ter izvajalci evropskega delovnega programa »Izobraževanje in usposabljanje 2010« pri snovanju strategije razvijanja in uresničevanja ključnih zmožnosti v Sloveniji.

Naloge: zagotovitev sporazumevanja v maternem jeziku na prvem mestu seznama osmih ključnih zmožnosti (in sporazumevanja v tujih jezikih takoj na drugem mestu), izdelava besednjaka/pojmovnika za pripravo in prevajanje priloge k spričevalu (»europass«), gl. tudi naloge pri ukrepu c za 6. cilj (preverjanje šolskih učnih načrtov).

Nosilci: MzK (Sektor za slovenski jezik), MŠŠ (Urad za razvoj šolstva), Andragoški center Slovenije.

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[http://www.svrez.gov.si/fileadmin/svez.gov.si/pageuploads/docs/jezikovna\\_vprasanja/Terminoloski\\_mehanizem\\_vzpostavitevni\\_dokument\\_marec2009.doc](http://www.svrez.gov.si/fileadmin/svez.gov.si/pageuploads/docs/jezikovna_vprasanja/Terminoloski_mehanizem_vzpostavitevni_dokument_marec2009.doc)

<sup>144</sup> Odgovor Darje Erbič iz SVREZ-a.

Rok: 2010.

Proračun: ne.

**KAZALNIKI:**

Vodja Sektorja za slovenski jezik sodeluje na »strokovnem srečanju o ključnih zmožnostih in v polemikah o terminologiji (»kompetence«)<sup>145</sup>.

Europass je na voljo tudi v slovenskem jeziku<sup>146</sup>.

Glej tudi kazalnike ukrepa 6. c.

**g) PREDVIDENI UKREPI:**

Sodelovanje pri snovanju in uresničevanju evropskega projekta znanstvenega spremljanja jezikovnega položaja v državah članicah in skupnih organih EU.

Nalogi: podpora predlogu Evropske zveze državnih jezikovnih ustanov (EFNIL) za ustanovitev »Evropskega jezikovnega opazovalnika«, priprava razvida slovenskih podatkovnih virov za spremljanje jezikovnega položaja v okviru »Evropskega jezikovnega opazovalnika«.

Nosilec: MzK (Sektor za slovenski jezik in center INDOK – gl. ukrep a pri 4. cilju).

Rok: 2008.

Proračun: ne.

**KAZALNIKI:**

Sektor za slovenski jezik »je izrazil podporo projektu »Evropskega jezikovnega opazovalnika« in sodeloval v razpravljanju o njegovi zasnovi, organiziranosti in financiranju. Kritične izjave o (ne)konsistentnosti jezikovne politke v dokumentih in praksi Evropske komisije<sup>147</sup>. Dr. Dular hkrati opozarja, da je »(s)odelovanje v EFNIL brez INDOK težavno«, ter da je opaziti »(p)očasnost (zastoj?) tudi na evropski ravni«.

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<sup>145</sup> Odgovor dr. Dularja na vprašalnik Sektorja za slovenski jezik.

<sup>146</sup> [http://europass.cedefop.europa.eu/europass/home/hornav/Introduction.csp?loc=sl\\_SI](http://europass.cedefop.europa.eu/europass/home/hornav/Introduction.csp?loc=sl_SI)

<sup>147</sup> Odgovori dr. Dularja na vprašalnik Sektorja za slovenski jezik.

## 6. Ugotovitve

Ugotavljanje uresničevanja zastavljenih ukrepov in nalog v dokumentu, kot je Resolucija NPJP 2007–2011, zahteva različne pristope iskanja in interpretacije podatkov. V grobem lahko ukrepe razdelimo na tiste, katerih uresničevanje je neposredno dokazljivo, in tiste, pri katerih lahko podamo le oceno uresničevanja. Prvi imajo jasno določene naloge in termin izvedbe nalog ter opredeljenega nosilca oz. več nosilcev, pri katerih je jasno razvidno, kakšne pristojnosti imajo glede na določene naloge. Tak primer je recimo prvi ukrep v resoluciji (1. a). Na drugi strani pa imamo ukrepe, ki so opredeljeni bolj splošno (8. a, 8. i, 9. e ipd.). Ko take jih opredeljujejo npr. posamezniki kot nosilci, npr. trajni časovni rok, k dodatni nejasnosti pa prispevajo posamezne besedne zveze, ki znotraj istega ukrepa ali v večih dobijo druge oblike<sup>148</sup>. Nezadostna opredelitev nosilcev in izvajalcev, zato pri njih samih ponekod privede do špekulacij, zanikanja in prelaganja odgovornosti na druge. Na to vezana neseznanjenost pristojnih oseb pri nosilcih ter pomanjkanje komunikacije in koordinacije med nosilci nenazadnje lahko privede do podvajanja ukrepov in nalog pri drugih dokumentih, ki opredeljujejo njihovo delo, kadrovskih menjavah in posledičnem nepoznavanju celotnega opravljenega dela predhodnikov<sup>149</sup>. Nejasnosti zapisane v opredelitvi ukrepov in njihovem izvrševanju resolucije tako predstavljajo nevšečnosti tudi nosilcem oz. posameznikom, ki jih predstavljajo. To lahko povemo samo za tistih nekaj, ki so se na naš poziv odzvali, pa še ti večinoma nezainteresirano ali nevedoče glede same vsebine resolucije in njenih nalog. Kot problem se kakopak izkaže, da se, kot že nekajkrat omenjeno, nekateri ukrepi izvajajo v okviru rednega dela nosilcev ali jih izvajajo izvajalci brez neposrednega nadzora ali vpliva za to pristojnih nosilcev. Na drugi strani so primeri, ko se ukrepi niso izvedli v zastavljenem roku in so bili kot taki pozabljeni ali postali neaktualni.

Upoštevajoč navedeno je treba obravnavati tudi najdeno gradivo oz. podatke, s katerimi smo preverjali uresničevanje ukrepov in nalog. Iskanje po svetovnem spletu in drugih bazah podatkov (COBISS, SICRIS ipd.) namreč zahteva jasno zastavljene in oblikovane ključne besede in besedne zveze za doseganje relevantnih rezultatov iskanj. Vsi izvedeni postopki so tako privedli do nekega končnega nabora podatkov,

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<sup>148</sup> V ukrepu 9. a sta npr. zapisani: terminološke skupine – terminološke zbirke. Besedilo mora namreč biti čim bolj jasno, da lahko učinkovito komunicira z uporabnikom.

<sup>149</sup> Slaba odzivnost ni nujno nakazatelj na neizvrševanje ukrepov in nalog.

ki se glede ocene izvajanj med posameznimi ukrepi razlikujejo. Kot rečeno, smo nekatere lahko potrdili, nekatere pa samo ocenili. Na tej podlagi navajamo tudi oceno uresničenih ciljev glede na uresničevanje ukrepov:

### ***I. področje: zagotovitev pravnih podlag jezikovne rabe***

*Za popolnejše in trdne predpise o jezikovni rabi (1. cilj):*

Formalno-pravna podlaga za uresničevanje preostalih ukrepov se je sicer vzpostavila (a), vladna telesa, ki bi določene naloge izvrševala, pa niso bila ustanovljena.

*Za učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika (2. cilj):*

Delo nadzora nad izvajanjem predpisov poteka tudi brez resolucijskih ukrepov, a vendar je nujno, da so kot taki zavedeni v resoluciji. Vsi ukrepi tu so trajni in nimajo predvidenega dodatnega proračuna.

### ***II. področje: znanstvenoraziskovalno spremljanje jezikovnega življenja***

*Za boljšo povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni (3. cilj):*

Neformalno »demokratični jezikovni forumi« potekajo, formalno pa kljub zagotovljenemu proračunu ni bil ustanovljen.

Ukrepi in naloge pri raziskovalnem delu bi morale biti zastavljene konkretno, kljub sofinanciranju CRP-ov je treba opredeliti, kateri nosilec je glavni.

*Za dober pregled nad uresničevanjem sprejete jezikovnopolitične strategije in za njene popravke (4. cilj):*

Neustanovitev posebnega oddelka v centru INDOK za zbiranje podatkov področja jezika (a) je razlog za to, da se pričujoča raziskava sicer izvaja, vendar zdaleč ne v takem obsegu in obliki, kot bi to bilo potrebno, in mogoče ob kontinuiranem zbiranju in sprotni analizi, ki bi služila za bolj učinkovito izvajanje ukrepov jezikovne politike. Redno poročanje o izvajanju zakonskih določil o JP (b) je zaradi prejšnje točke neučinkovito, saj bi za to Ministrstvo za kulturo moralo opravljati nalogo centra INDOK. Posledično tudi nadaljnji postopki pri Vladi RS in Državnem zboru RS niso primerni za učinkovito predlaganje in sprejemanje zakonskih podlag. Če ni nadzora nad izvajanjem ukrepov, posledično tudi ni mogoče kadrovske in organizacijske okrepiti nosilce JP (č).

*Za opis sodobne norme slovenskega knjižnega jezika (5. cilj):*

INDOK center bi ravno pri tem cilju bil izrednega pomena, saj bi bilo mogoče dostopati do vseh raziskav z jezikovnega področja, in zato tudi lažje identificirati



tista področja, ki še niso zadosti ali sploh neraziskana. Spodbujeno bi bilo tudi povezovanje raziskovalnih institucij, predvsem pa posameznikov s podobnimi raziskovalnimi interesi doma in v tujini. ARRS, ki je nosilec večine teh ukrepov, tu nastopa predvsem v vlogi posrednika med naročniki, v tej vlogi pa bi moral razpolagati s transparentnim pregledom informacij in bi lahko nudil tudi orodje za funkcionalni pregled raziskav.

### ***III. področje: širjenje jezikovne zmožnosti***

*Za splošno okrepitev jezikovne zmožnosti v maternem jeziku (6. cilj):*

Večina ukrepov (j, k) pod tem ciljem je vezanih na učenje, kar pomeni, da bi morali v osnovi biti definirani kot trajni ukrepi (e) ali vsakoletni (d, h), a vendar so pri nekaterih roki izvajanja zastavljeni na dobo trajanja resolucije (a, b, č, f, l) ali pa celo na obdobje enega leta, čeprav se v praksi izkazuje kot kontinuirana dejavnost (c) oz. bi to morala biti (g, i, m).

*Za smotrnost pri učenju in rabi tujih jezikov (7. cilj):*

Nekateri ukrepi so bili uresničeni že predčasno (e), medtem ko je določenim že pretekkel rok izvedbe (f). Pri nekaterih ukrepih pa je težko oceniti uresničevanje zaradi splošnosti in neoprijemljivosti ali na drugi strani specifičnosti (a). Zaznati je mogoče neko skrb za raznolikost rabe tujih jezikov, tako s strani nosilcev kot tudi s strani drugih akterjev (c), kar je vezano na vpetost v širši evropski prostor (e, f). Posledično pa se na redni ravni izvaja tudi omejevanje (g) ali vsaj izenačevanje tujih jezikov v javnosti (h). Lahko bi rekli, da je glavna usmeritev teh ukrepov naravnana na pravo mero.

*Za celovito pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru (8. cilj):*

Pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru ne more biti omejena na letne (b) ali nekajletne postavke (d, h), ne glede na prenehanje začasne izvršilne evropske centralizacije v Sloveniji. To mora biti trajna dejavnost, neodvisna od enkratnih dogodkov, in vselej usmerjena v razvoj (c) in prakso (č, e) ter za to tudi tu in tam nagrajena (f). Problem se pojavi takrat, ko je treba uskladiti financiranje in odgovornosti (h). A vendar je jezikovne prakse in na tem osnovane medsebojne odnose težko meriti (k) in jih časovno in prostorsko omejiti (i, j, k).

#### ***IV. področje: razvoj in kultura jezika***

*Za uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj (9. cilj):*

Ta cilj je mogoče še najbolj aktualen, saj tehnološki razvoj bolj kot kadarkoli prej ustvarja polje našega razumevanja okolice ter posledično tudi komuniciranja v njej (c). Živimo v času, ko je slengovska govorjena beseda nazorno zapisana in se neprestalno spreminja (f). Posamezniki, predvsem pa mladi, postajajo v tem »virtualnem« okolju ustvarjalni, pomembno pa je tudi, da imajo možnost spoznavati in učiti se na mnogo več neformalnih načinov (č, d, e, o), nekonvencionalne oblike jezika pa lahko pridobijo na novem momentu (p). Vprašati pa se je potrebno, ali je raba slovenskega jezika upravičena, ko gre za avtorska dela v drugem jeziku in tako izgubi osnovnega pomena (h). Pri promociji slovenskih avtorskih del (i, j) ali jezika samega (k, l, m, n, o, r, s) to ni vprašljivo.

*Za utrditev slovenščine v slovenskem visokem šolstvu in znanosti (10. cilj):*

Slovenščina v slovenskem (in tudi tujem (g)) visokem šolstvu in znanosti ima svoje posebno mesto, ki se ponekod še bolj utrjuje ravno kot odziv na naraščajoče globalno komuniciranje znanosti in višjega izobraževanja (c, d). Slednje posledično tudi privablja tujce, ki imajo možnost, da se naučijo slovenskega jezika 8 (e, f). Konkretnih novih spodbud za razvoj in širjenje slovenskega jezika na tem področju pa ni zaznati (a, b, g, i).

*Za višjo sporazumevalno kulturo v družbi (11. cilj):*

Razvijanje in izvajanje kulture branja (a, b, c, g) in sporazumevalne kulture (j, k, m, n) se dogaja na mnogih nivojih, konkretnih razvojnih premikov pa ni zaslediti.

*Za dejavnejšo vlogo Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije (12. cilj):*

Slovenija je sicer postavila temelje za sooblikovanje jezikovnopolitične usmeritve EU v predsedovanju leta 2008 (b, č, d), kar pa še ne pomeni enakopravnega položaja slovenščine znotraj evropske skupnosti pri vsakodnevnih in institucionalnih dejavnostih.

#### ***Ocena finančnega dela***

Konkretnega in celovitega pregleda *finančnih razsežnosti* izvajanja z dokumentom predvidenih nalog na tem mestu ni mogoče prikazati. Razlog za to tiči v vseh že prej omenjenih problematikah ugotavljanja:

- kateri nosilec je pristojen za posamezno nalogo,
- ali ima oz. je imel za to nalogo predvidena sredstva v letnem proračunu,
- ali so bila ta sredstva zagotovljena,
- kako je koordiniral izdatke z morebitnimi drugimi nosilci (»če je za kateri ukrep oziroma nalogo predvidenih več nosilcev ali če gre za dejavnost splošne ali skupne narave (npr. projektno delo), si stroške delijo med seboj po dogovoru«<sup>150</sup>),
- kako je posredoval sredstva morebitnim izvajalcem ipd.

Posredno ugotavljanje izdatkov in namenjenih sredstev posameznih nosilcev za posamezne naloge je raziskava, ki mora biti zastavljena za daljšo časovno obdobje, saj bi bilo treba konkretizirati posamezne naloge in njihove izvajalce. Zaradi tega se najverjetneje nekaj nosilcev tudi ni odzvalo<sup>151</sup>.

### ***Primer dobre prakse***

Službo Vlade RS za evropske zadeve (SVREZ) navajamo kot primer dobre prakse, ker so se kot prvo na naš poziv zavzeto odzvali ter nam posredovali podrobno obrazložitev izvajanja dela, izdatkov in načrtov za v prihodnje glede ukrepov, za katere so pristojni. Nenazadnje so se odzvali tudi, ko je resolucija bila šele v obliki predloga NPJP 2007–2011 in predlagali spremembe za izboljšanje dotičnih področij<sup>152</sup>. Za izvajanje ukrepov so odprli novo proračunsko postavko, kar je, poleg konkretizacije nalog, prvi korak na poti do učinkovitega izvajanja ukrepov. Dobra praksa se kaže tudi v rednem letnem obveščanju izvajanja ukrepov, ki jih naslavljajo na Sektor za slovenski jezik<sup>153</sup>.

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<sup>150</sup> Točka 4. 3. Ocena potrebnih dodatnih finančnih sredstev za ukrepe jezikovnopolitičnega programa v obdobju 2007–2011, Resolucija NPJP 2007–2011, 3. odstavek.

<sup>151</sup> Nekaj nas je po poslanem dopisu in vprašalniku kontaktiralo, ker niso vedeli, za kaj se gre oz. se niso zavedali, da so za ta področja glede na resolucijo odgovorni.

<sup>152</sup> Glej prilogo c.

<sup>153</sup> Po pričevanjih uslužbencev so edini primer nosilca, ki to dela.

## 8. Predlogi

Resolucija mora biti napisana v jeziku, ki je razumljiv tako posameznikom, ki se ukvarjajo s splošnimi uradniškimi zadevami, kot tudi tistim, ki se ukvarjajo s konkretnimi zadevami, ki izhajajo iz posameznih ukrepov. Razlog za to izhaja iz trenutnih dvoumnosti in napačnih razumevanj posameznih opredelitev tega, kaj je ukrep, kaj naj bi se z njim doseglo, na kakšen način in do kdaj. Kot dodatek bi bilo smiselno dodati konkretno opredelitev posameznih pojmov, kot so ukrep, naloga, nosilec (glavni nosilec, če je tako razvidno)<sup>154</sup>, izvajalec.

Ukrepi morajo torej biti zastavljeni tako, da zadostujejo naslednjim zahtevam:

- natančna opredelitev ukrepa in nalog potrebnih za izvrševanje le-tega;
- natančna opredelitev nosilcev ukrepa in izvajalcev nalog (torej tudi katera naloga je v pristojnosti posameznega nosilca oz. izvajalca);
- določitev odgovornega nosilca oz. izvajalca v primeru večih nosilcev ali izvajalcev posameznega ukrepa ali naloge;
- konkretizacija finančnih sredstev glede na posamezno nalogo;
- natančno predviden časovni načrt.

Za boljše ločevanje in razumevanje je smotrno ukrepe razdeliti na:

- Trajne (dolgoročni):
  - naloge morajo biti jasno opredeljene glede na nosilca in njegovo vlogo (povezovalna, svetovalna, usklajevalna);
  - v primeru, da se nosilec reformira ali preneha delovati, lahko njegove naloge prevzame institucija, ki je vnaprej za to področje najbolj primerna.
- Akcijske (kratkoročni):
  - določen termin oz. obdobje uresničevanja;
  - naloge morajo biti jasno opredeljene glede na nosilca in njegovo vlogo (povezovalna, svetovalna, usklajevalna);

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<sup>154</sup> Kjer je nosilcev več, bi bilo smiselno identificirati in določiti glavnega nosilca, ki bi hkrati prevzel tudi koordinacijsko in nadzorovalno vlogo.

- izvajanje in nadzor teh ukrepov bi bilo treba obravnavati bolj ažurno in fleksibilno ter tako omogočiti takojšnjo revizijo in nadaljnje postopanje glede morebitnega nadaljevanja,
- to so prevsem področja, ki so predmet hitrih sprememb (npr. jezik znotraj novih, družabnih, torej spletnih medijev).

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## **10. Priloge**

### ***a. Vprašalnik***

1. Kako izvajate ukrepe zastavljene pod to točko?
2. Kako sodelujete s preostalimi nosilci oz. kako si porazdeljujete naloge?
3. Kako poteka nadzor oz. spremljanje izvajalcev zastavljenih nalog?
4. Ali vam je uspelo izpeljati nalogo v zastavljenem roku oz. ali jo izvajate kontinuirano?
5. Ali imate za to namenjena sredstva iz proračuna? Če ne, kako jih potem zagotavljate?
6. Ali o poteku izvajanja ukrepov in nalog obveščate organ pristojen za nadzor izvajanja Resolucije?

## b. Spremljanje uresničevanja nacionalnega programa

(podatki posredovani s strani Sektorja za slovenski jezik do 20. 11. 2010)

UKREP V NPJP	PROJEKT	NOSI-LEC	INVESTICIJA	ČAS	PRO-RA-ČUN	VIR informacije	OPOMBA
<p><b>9. cilj:</b> c) Nova in izpopolnjena programska orodja v slovenščini na področju IKI (prevajal-niki, iskalniki, urejevalniki, podatkovnih zbirk, didaktični programi, knjigovodski in raču-novodski računalniški programi, spletna trgovina, telekomuni-kacijske storitve idr.). e) Bistvena pomnožitev sloven-skih digitalnih vsebin na spletu.</p>	<p><b>računalniški program Vida (virtualna davčna pomočnica)</b></p>	<p>Davčna uprava Republike Slovenije</p>	<p>648.017 € 333.834 € 333.834 €</p>	<p>trajno trajno</p>	<p>da da</p>	<p>Delo 6. 2., Mladina 10. 2. 2007</p>	<p>razbremenitev referentov z odgovarjanjem na najpogostejša vprašanja v zvezi z dohodninsko napovedjo; razume le slovenščino</p>
<p><b>11. cilj:</b> f) Delovanje lektorskih in prevajalskih služb na reprezentativnih položajih uradnega sporazumevanja. <b>12. cilj:</b> d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EZ za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).</p>	<p><b>projekt »Prevajanje in redakcija sodb Sodišča Evropskih skupnosti in Sodišča prve stopnje«</b></p>	<p>Služba Vlade Republike Slovenije za zakonodajo</p>	<p>pribl. 1.757.700 €</p>	<p>2007 trajno</p>	<p>ne da</p>	<p>predlog Službe za zakonodajo vladi 1. 3. 2007</p>	<p>projekt bo trajal najmanj 4 leta (izvedba odvisna od strok. kadra in načina opravljanja potrebnih nalog)</p>
<p><b>1. cilj:</b> b) Nasprotovanje nadaljnemu izrivanju slovenščine iz področ-nih zakonov in programov. <b>3. cilj:</b> č) Oblikovanje delnih (sektorskih) jezikovnopolitičnih programov oziroma strategij, izpeljanih iz nacionalnega programa za JP. <b>6. cilj:</b> a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljše jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).</p>	<p><b>zmanjševanje ur slovenščine</b></p>		<p>33.383 €</p>	<p>trajno 2007 2007–2011</p>	<p>ne ne da</p>	<p>SlovLit februar, marec 2007</p>	<p>prof. dr. Boža Krakar Vogel je za javno razpravo o zmanjševanju ur pri predmetu slovenščina v šolskih programih; odzivi v podporo proti zmanjševanju ur: Zoltan Jan, Metka Hojnik-Verdev, Igor Saksida, Anita Ivačič, Irena Blazinšek</p>
<p><b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga. g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.</p>	<p><b>pesniška nagrada čaša nesmrtnosti 2007</b></p>	<p>Velenjska knjižna fundacija, 03 – regijs-ki odbor Društva sl. pisateljev in Asocia-cija Velenika</p>	<p>83.458 €</p>	<p>trajno trajno</p>	<p>da ne</p>	<p>SlovLit 5. 3. 2007</p>	<p>Velenje: Akademija Poetična Slovenija (pod pokrov. MK in MO Velenje) pesnik Milan Vincetič</p>
<p><b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>televizijska nastopa ob dnevu maternih jezikov: Odmevi (21. 2.) in Omizje (28. 2. 2007)</b></p>	<p>RTV Slovenija</p>	<p>166.017 € 459.021 €</p>	<p>2007–2011 trajno</p>	<p>da da</p>		<p>na TV SLO 1: dr. Janez Dular (med drugimi sodelujočimi)</p>
<p><b>1. cilj:</b> a) Odprava ugotovljenih vrzeli, nejasnosti in drugih pomanjkljivosti v veljavnih zakonih, uredbah, pravilnikih in drugih predpisih o rabi jezika. <b>9. cilj:</b> n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).</p>	<p><b>Predlog Zakona o mednarodni zaščiti</b></p>	<p>Ministr-stvo za notranje zadeve – Direktorat za upravne notranje zadeve</p>	<p>166.917 €</p>	<p>(2007) 2007–2011</p>	<p>ne da</p>	<p>dopis gener. direkt. DUNZ za pri-pombe k predlogu zakona 5. 3. 2007</p>	<p>členi 8 (osnovna procesna jamstva prosilcev), 9 (informiranje), 10 (pravica do tolmača), 11 (imenovanje tolmačev), 12 (izjeme od imenovanja tolmačev), 13 (svetovalci za begunce), 78 (pravice prosilcev), 90 (pridobitev informacij), 99 (pomoč pri integraciji), 100 (dolžnosti begunca), 121 (podatki o izvajanju integracijskih ukrepov)</p>
<p><b>9. cilj:</b> j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejmih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb)</p>	<p><b>Knjižni sejem v Leipzigu</b></p>		<p>125.187 €</p>	<p>trajno</p>	<p>da</p>	<p>Delo 27. 3. 2007</p>	<p>vodja projekta Urška P. Černe in Aleš Šteger z ekipo Študentske založbe</p>

idr.).							
<b>9. cilj:</b> l) Trajno uradno sporočilo proslcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine (14). m) Oblikovanje učnih programov za slovenščino kot drugi/tuji jezik ter priprava potrebnih učbenikov in drugega učnega gradiva. n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).	<b>Uredba o integraciji tujcev</b>	Ministrstvo za notranje zadeve – Sektor za integracijo tujcev	8345 €  16.691 €  166.917 €	2007  2007–2009  2007–2011	da  da  da	e-dopis Sektorja za kulturne pravice in razvoj kulturne raznolikosti MzK 29. 3. 2007	sestaneK Sektorja za kulturne pravice in razvoj kulturne raznolikosti s Sektorjem za slovenski jezik MzK, 30. 3. 2007: obravnava predloga uredbe, spremembe in dopolnitve poslane MNZ – Direktoratu za upravne notranje zadeve 2. 4. 2007
<b>11. cilj:</b> f) Delovanje lektorskih in prevajalskih služb na reprezentativnih položajih uradnega sporazumevanja.	<b>projekt »državljanu razumljiva uradna besedila«</b>	Min. za javno upravo – Direktorat za e-upravo in upravno poslovanje		2007	ne	e-dopis o seji uredniškega odbora e-uprave 10. 4. 2007	MzK: Ciril Baškovič (Sektor za evropske zadeve in kulturni razvoj) na seji predlagal vključitev Sektorja za slovenski jezik
<b>11. cilj:</b> k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.	<b>Mednarodni posvet o tipnih slikanicah za slepe</b>	Zavod za slepo in slabovidno mladino	29.210 €	2007–2011	da	SlovLit 14. 4. 2007	Ljubljana, 17. in 18. 4. 2007: posvet (izdelava, distribucija slikanic) in razstava (pripomočki – tipne slike, posterji)
<b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. f) Javne pohvale in nagrade za razvojne, raziskovalne, peda-goške, promocijske, organiza-cijske idr. dosežke in zasluge na jezikovnem področju.	<b>projekt DOSS, državno tekmovanje v oglaševanju</b>	Zavod DOSS (Dijaška oglaševalska scena Slovenije), Nova Gorica	125.187 €  75.112 €	2007–2011  2007–2008	da  da	vabilo DOSS-a MŠŠ-ju na pri-reditev (19. 4. 2007)	Sežana, KD S. Kosovela: izdelava oglaševalskih sredstev na področju tržne in družbene scene – letošnja tema raba materne jezika (položaj MJ v sodobni informacijski družbi, spremljanje jezik. rabe v javnosti)
<b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>okrogla miza Slovenščina, kaj pa je tebe trebalo</b>	Slavistično društvo Slovenije in Državni svet RS	125.187 €  459.021 €	2007–2011  trajno	da  da	SlovLit 12. 4. 2007	Državni svet, 17. 4. 2007: dr. Janez Dular med drugimi sodelujočimi (nove šolske reforme, šolske smernice EZ, št. ur sl. v predmetniku – zmanjševanje!?, šolska politika)
<b>6. cilj:</b> g) Odločnejši nastop predstavnikov slovenske države glede šolskega učenja slovenščine, posebej pri slovenski manjšini v Republiki Madžarski.	<b>podpora učenju slovenščine in ohranjanju slovenstva; urejanje dopolnilnega pouka sl. j. in vpisa ocen v spričevala nemških šol; izboljšanje sl. j. v prekomor. državah</b>	Ministrstvo za šolstvo in šport		2007	ne	vladno gradivo (28. 3.), poročilo MŠŠ (31. 5. 2007)	udeležba ministra za šolstvo in šport dr. Milana Zvera na otvoritveni konferenci programa Vseživljenjsko učenje, srečanje s predstavniki Slovencev, ki živijo v Berlinu, ter predstavniki zveznih in berlinskih šolskih oblasti, Berlin, 6.–8. maj 2007
<b>5. cilj:</b> f) Standardizacija slovenskega znakovnega jezika za gluhe. <b>6. cilj:</b> m) Sprejetje učnih načrtov za predmet slovenski znakovni jezik kot drugi jezik v zavodih za gluhe ter za izbirni predmet v srednjih šolah za slišče mladino. <b>11. cilj:</b> j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinski-mi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik. k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim	<b>»Zgodovina gluhih«: DVD o zgodovini gluhih v slovenskem znakovnem jeziku</b>	Zavod Združenje tolmačev za slovenski znakovni jezik, Ljubljana	62.593 €  16.691 €	2010  2008  trajno	da  ne  da	odločba MzK o (so)financiranju kulturnih projektov (javni razpis) april 2007	videozgodovina gluhih; razvoj in promocija slovenskega znakovnega jezika

ter gluhi in naglušnim.			29.210 €	2007–2011	da		
<b>8. cilj:</b> f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.	<b>Pretnarjeva nagrajenca 2007</b>	pisateljska asociacija Velenika in festival Herbersteinsko srečanje slovenskih književnikov v Velenju	75.112 €	2007–2008	da	SlovLit 20. 4. 2007	literarna zgodovinarica dr. Božena Tokarž in jezikoslovec dr. Emil Tokarž – za dolgoletno ustvarjalno delo pri povezovanju poljske in slovenske literature in jezika; ambasadorja sl. liter., kulture in jezika na Poljskem
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>posvet o stanju, stiskah, zagatah in zakladih našega jezika zdaj in jutri, tu in na tujem</b>	SAZU, Komisija za slovenščino v javnosti	8345 € 125.187 € 459.021 €	2007 2007–2011 trajno	da da da	vabilo 7. 5. 2007	dvorana Sazuja, 15. maj: skrb za naš jezik in vodilo o lepi ali vsaj dobri prihodnosti naše materinščine (evroslovenščina, ogroženost, uporabnost in identiteta, slovaropisje, botanična terminologija, naravoslovna znanost, objave sl. naravoslovcev, zamejska slovenščina, človekove jezikovne pravice)
<b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>prireditve Slovenski vikend v Vilni</b>	Univerza v Vilni slovenski lektorat	459.021 €	trajno	da	SlovLit 14. 5. 2007	predstavitve študija sl. j. v Vilni, nastop igralca Andreja Rozmana
<b>9. cilj:</b> h) Poskusi z govorno sinhronizacijo tujih filmov. i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>oddaja Odmevi na TV SLO 1, 15. 5. 2007</b>	RTV Slovenija	208.646 € 459.021 €	2008 trajno	da da	UVK kliping	dr. Janez Dular in dr. Marko Stabej (+ izjave drugih); sinhronizacija tujejezičnih filmov /posprejeti resoluciji/
<b>9. cilj:</b> e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu. i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>spletna stran Čar Slovenije/ Czar Slovenii v slovenščini in poljščini</b>	študenti slavistike na Univerzi v Gdansk	333.834 € 459.021 €	trajno trajno	da da	e-pošta Maše G. 22. 5. in 14. 12. 2007, Delo 7. 1. 2008	dvojezična spletna stran www.czar-slovenii.pl na pobudo Maše Guštin, lektorice sl. jezika na Uni-verzi v Gdansk; poljski študentje nadgradijo znanje, objavljajo prevode in prispevke; objava kakovostnih informacij, zanimivosti o Sloveniji (promocija)
<b>9. cilj:</b> c) Nova in izpopolnjena programska orodja v slovenščini na področju IKI (prevajalniki, iskalniki, ureje-valniki podatkovnih zbirk, didaktični programi, knjigovod-ski in računovodski računalniški programi, spletna trgovina, tele-komunikacijske storitve idr.).	<b>spletna storitev Odprti kop</b>	RTV Slovenija	333.834 €	trajno	da	Dnevnik 24. 5. 2007	videovsebine dostopne v iskalnikih, kot sta Google in Najdi.si (rešitev izkorišča televizijske podnapise, namenjene gluhi in naglušnim), bolj zanesljive sorodne povezave, citiranje videovsebin na blogih; orodje raziskovanja in izobraževanja
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinko-vitega sporazumevalnega sred-stva in kot kulturne vrednote. k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.	<b>spletno glasilo Ostržek</b>	Društvo Bralna značka Slovenije ZPMS	166.017 € 104.323 €	trajno trajno	da da	SlovLit 24. 5. 2007	prejemajo mentorji bralne značke v šolah, vrtcih v Sloveniji in zamejstvu, učitelji dopoln. pouka v zdomstvu, društva in zveze prijateljev mladine, splošne knjižnice, strokovnjaki, novinarji
<b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. d) Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.	<b>Program dela in finančni načrt Narodne in univerzitetne knjižnice za leto 2007</b>	<b>Narodna in univerzitetna knjižnica, Ministrstvo za kulturo</b>	208.646 € 417.292 €	od leta 2008 tako	da da	Generalni sekretariat vlade, soglasje 1. 6. 2007	gradnja digitalne knjižnice (e-obvezni izvod, digitalizacija, skupni portal, povečanje števila in obsega zbirk digit. knjižnice, nabava tujih e-virov v okviru COSEC/EIFL, omogočanje dostopa do e-virov, izboljšanje storitev na daljavo); sodelovanje pri izpopolnjevanju evropske digitalne knjižnice; ohranjanje vedno bolj ogroženega gradiva

<b>7. cilj:</b> a) Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov. b) Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega) jezika.	<b>Predlog Zakona o spremembah in dopolnitvah Zakona o osnovni šoli</b>	Direktorat za vrste in osnovno šolstvo, Ministrstvo za šolstvo in šport	62.593 € 146.052 €	2008 2008/ 2009	da da	MŠŠ Generalnemu sekretariatu vlade 1. 6. 2007	učenje slovenščine za otroke tujce; uskladitev veljavnega predmetnika osnovne šole z zakonom, doda se poučevanje še enega tujega jezika kot obveznega predmeta
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. e) Popularizacija slovenske knjige in širjenje bralne kulture. k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>založniški projekt Zlati bralec</b>	Društvo Bralna značka Slovenije – ZPMS	166.017 € 83.458 € 104.323 € 83.458 €	trajno trajno trajno trajno	da da da da	SlovLit 8. 6. 2007	s knjižnimi paketi nagrajujejo najboljše mlade bralce iz Slovenije, zamejstva in slovenskega zdomskega prostora, vse tiste, ki so vsa leta osnovnega šolanja brali za bralno značko  (novinarska konferenca v Mariboru)
<b>6. cilj:</b> l) Spremljanje živosti in učinkovitosti uveljavljenih modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.	<b>mednarodni posvet Izkušnje, sredstva in možnosti jezikovnih manjšin</b>	Zavod za slovensko izobraževanje	12.518 €	2007–2011	da	članek Za vseživljenjsko izobraževanje k večjezičnosti, časopis Porabje 31. 5. 2007	Špeter v Beneški Sloveniji, 18. in 19. maj 2007; namen: razširjanje kulture večjezičnosti kot sredstva za sporočanje, spoznavanje in premagovanje ovir med narodi nove Evrope; ugotovitev: nujna stalna vzgoja k večjezičnosti – zajema vse vrste in stopnje šolanja
<b>8. cilj:</b> h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).	<b>magistrski študij jezikoslovja (Slovenistika – smer jezikoslovne vede)</b>	Univerza v Novi Gorici	417.292 €	2007–2011	da	SlovLit 11. 6. 2007	začetek: zimski semester 2007; delobolonjske prenovne, študijski program druge stopnje
<b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. d) Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.	<b>projekt digitalizirana knjižnica</b>	mariborska univerza in Pedagoška, nato Filozofska fakulteta v Mariboru	208.646 € 417.292 €	od leta 2008 tako	da da	Večer 27. 6. 2007	zbrani prevodi nemških besedil v slovenščino iz časa avstro-ogrske monarhije (19. in zač. 20. stol.); beletristika, uporabna literatura, zakonodaja in šolstvo; shranjeno na zgoščenki
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>30. vseslovensko tekmovanje v znanju slovenščine za Cankarjevo priznanje</b>	Slavistično društvo Slovenije in Zavod Republike Slovenije za šolstvo	83.458 € 834.585 € 83.458 €	trajno trajno trajno	da da da	SlovLit 26. 5. in 29. 6. 2007	17. marec 2007, Kratka zgodba 20. stoletja: branje in pisanje (spis, esej); 7423 tekmovalcev; tudi iz Italije in Avstrije ter dijaki z italij. učnim jezikom v RS + Cankarjev literarni festival (film in književnost)
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>bralni nahrbtnik</b>	Društvo Bralna značka Slovenije – ZPMS	83.458 € 83.458 €	trajno trajno	da da	Delo 29. 6. 2007	vzgojiteljice otroku v vrtcu dajo v bralni nahrbtnik slikanice, ti jih doma preberejo in vrnejo
<b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>43. seminar slovenskega jezika, literature in kulture</b>	Center za slovensko in kot drugi/tuji jezik	459.021 €	trajno	da	SlovLit in RA SLO 3., Delo 5. 7. 2007	tuji študenti, raziskovalci, prevajalci, publicisti idr. (intenzivni tečaj jezika že teden pred uradnim začetkom prireditve); rdeča nit stereotipi v sl. jeziku, literaturi in kulturi
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih.	<b>delavnica Ključne zamisli in temeljna terminologija vseživljenjskega učenja</b>	Pedagoški inštitut in Ministrstvo za šolstvo in šport	8345 €	2007	da	vabilo Urada za razvoj šolstva 22. 8. 2007	Center Evropa; program Izobraževanje in usposabljanje 2010, strokovna terminologija
<b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih	<b>postavitev</b>	predlog	208.646 €	od leta	da	Dnevnik	projekt bi se končal februarja 2010

umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. <b>d)</b> Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.	<b>Digitalne knjižnice Slovenije (dLib.si)</b>	vladne službe za evropske zadeve	(863.748 €)  417.292 €	2008	takoj	da	20. 9. 2007	(vrednost 1.016.174 €); izbor digitalnih sl. publikacij – elektronska platforma; za ohranitev sl. pisane kulturne dediščine
<b>6. cilj:</b> <b>č)</b> Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.	»Odkrijte in uporabljajte slovenščino«, metoda za učenje sl. jezika francosko govorečih	Državni inštitut za vzhodne jezike in civilizacije ter Univerza v Mariboru	125.187 €	2007–2011		da	SlovLit 24. 9. 2007	nova interaktivna metoda, namenjena samostojnemu učenju: CD in knjiga + dvojezični slovarček
<b>8. cilj:</b> <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>predstavitvena knjižica O slovenskem jeziku</b>	MK, Informacijska pisarna EP za Slovenijo, Predstavnništvo EK v RS, Služba vlade za ev. zadeve	125.187 €  459.021 €	2007–2011	trajno	da	vabilo MK 21. 9. 2007	promocijsko gradivo, uradna publikacija EZ
<b>8. cilj:</b> <b>a)</b> Uzaševanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. <b>b)</b> Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorniki različnih jezikov). <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>praznovanje ob evropskem dnevu jezikov</b>	Predstavnništvo Evropske komisije v RS	166.017 €  33.383 €	trajno	trajno	da	vabilo Predstavnništva EK v Sl. 21. 9. 2007	26. 9. v Ljubljani, Novi Gorici, Zagorju in Posavju; družjenje, jezikovne delavnice in stojnice, novi knjižici O slovenskem jeziku (z Besednjakom za preživetje) in Z jeziki prideš dlje
<b>8. cilj:</b> <b>e)</b> Popularizacija slovenske knjige in širjenje bralne kulture.	<b>akcija »Moja knjižnica Knjižnica Cirila Kosmača Tolmin«</b>	Knjižnica Cirila Kosmača Tolmin	83.458 €	trajno	trajno	da	pismo direktorice knjižnice 27. 9. 2007	učenci tretjih razredov berejo, izpolnjujejo vprašalnike, dobijo nagrade
<b>9. cilj:</b> <b>j)</b> Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na medna-rodnih knjižnih sejnih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).	<b>Knjižni sejem v Frankfurtu</b>		125.187 €	trajno	trajno	da	Delo 9. in 11., Večer 13. 10. 2007	sl. predstavitev: otroška in mladinska literatura ter ilustracija; zbornik s prevodi odlomkov sl. avtorjev  Dragu Jančarju nagrada za družbenokritično esejistiko
<b>3. cilj:</b> <b>b)</b> Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>okrogle mize Jezikovni pogovori</b> (sl. danes in jutri, v strateš. in drugih dokumentih RS, v stikih in medkulturnem povezovanju, knjižna norma in jezik v medijih in literaturi)	Založba Pivec	8345 €  125.187 €  459.021 €	2007	trajno	da	SlovLit 13. 10. 2007	Maribor, Ljubljana /med drugimi dr. Janez Dular/, Koper; aktualne teme sl. j.; povod je izid knjige Jezikovni pogovori iz Sedem dni akademika dr. Jožeta Toporišiča (jezikovni kotički, objavljeni v tej reviji)
<b>8. cilj:</b> <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b>	<b>18. slavistični kongres</b>	Slavistično društvo Slovenije	125.187 €	2007–2011	trajno	da	Delo 15., Primor. novice 17., Primorski	Trst, 18.–20. 10.: neločljiva povezanost matice in »zamejstva«; teme/referati: multikulturnost, slovaropisje, slavistika in slovenistika v stiku; okrogla miza o

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>Živeti mejo</b>		459.021 €	trajno	da	dnevnik 19., 20., Večer 23. 10. 2007	zamej-ski mlad. knjiž.; 400-letnica prvega it.-sl. slovarja G. A. da Sommaripa; spremni program (založbe, šole, ekskurziji)
<b>11. cilj:</b> k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.	<b>srečanje Biseri Savinje</b>	Združenje prijateljev slepih Slovenije	29.210 €	2007–2011	da	Večer 17., Dne-vnik 20., Delo 22. 10. 2007	Celje: srečanje slepih in slabovidnih literatov, tudi iz tujine; predstavitev njihove-ga lit. ustvarjanja, lit. delavnica, pogovori s sl. literati
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. e) Popularizacija slovenske knjige in širjenje bralne kulture.	<b>potujoča razstava Vsem Slovincem</b>	nevladna org. Parnas, zavod za kulturo in turizem, Velike Lašče	166.017 € 83.458 €	trajno	da	Mag 17. 10. 2007	širiti ljubezen do sl. j. in naroda, približati Trubarja; lutke starih poklicev, kip Trubarja, panoji, predavanje, film, ustvarj. delavnice; gostovanje: Reka, Trst, Dunaj, Tübingen
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>11. cilj:</b> c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja. č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.	<b>posvet o jezikovnih virih za slovenski jezik Čas za vire se izteka ...</b>	Slovensko društvo za jezikovne tehnologije	8345 € 166.917 € 83.458 €	2007	da	SlovLit 26. 9., Večer 30. 10. 2007	Maribor, 26. 10.; jez. viri = korpusi, govorne zbirke, leksikoni oblik, term. zbirke, besedne mreže; dobra opremljenost > usposobljenost jezika in govorcev za vse jezik. in sporazumevalne naloge; zanesljivi podatki o jeziku, jez. navadah in potrebah govorečih > dobri jez. priročniki in pripomočki
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. e) Popularizacija slovenske knjige in širjenje bralne kulture.	<b>dnevi slovenske književnosti</b>	Marjeta Lavrič in Literaturhaus Hamburg	166.017 € 83.458 €	trajno	da	Večer 29. 10. 2007	Hamburg (okt.–nov.): nastop sl. avtorjev s poezijo (dvojezično branje) in prozo; prevajalska delavnica (Avstrija, Nemčija, Slovenija) Marjeta Lavrič – štipendija za kulturni menedžment fundacije Robert Bosch
<b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci. <b>9. cilj:</b> e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.	<b>slovenski literarni portal www.airbeletrina.si</b>	Študentska založba, Lj.	125.187 € 104.323 € 333.834 €	2007–2011	da	dopis sektorju glede sodelovanja 20. 11. 2007	vsedostopnost, zamejski Slovenci in SL po svetu najdejo informacije o sl. kulturnoliterarnem dogajanju, literatih in nj. delu ter možnostih za učenje sl. j.
<b>8. cilj:</b> i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.	<b>cesta Volče–Solarji</b>	Cestno podjetje	834.585 €	2008	da	Dom (nov. 2007)	povezane slovenske vasi na obeh straneh meje, lažje druženje in oživitvev gospodarskih interesov
<b>11. cilj:</b> č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih. l) Priprava splošnih in specializiranih priročnikov za slovenščino.	<b>slovar Razvezani jezik</b>	Društvo za domače raziskave, založba Buča	83.458 € 62.593 €	takoj	da	SlovLit 9., Primor. novice 15. 11. 2007	prvi tiskani slovar žive slovenščine (www.razvezanijezik.org – anonimni spletni ustvarjalci)
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture.	<b>okrogla miza ob dnevu sl. splošnih knjižnic</b>	Kosovelova knjižnica in Bralno društvo Primorske	83.458 €	trajno	da	Primor. novice 22. 11. 2007	Sežana, 20. 11.: bralne izkušnje, funkcionalna pismenost, pravica do branja
<b>9. cilj:</b> c) Nova in izpopolnjena programska orodja v slovenščini na področju IKT (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in raču-novodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).	<b>navigator avtomobilu glasovno usmerjanje slovenščini</b>	Garmin, AVMAP	333.834 €	trajno	da	Dnevnik 23. 11. 2007	GPS-navigacija garmin nüvi660 in avmap geosat 5GT
<b>6. cilj:</b> č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.	<b>knjiga za dislektike Mini gre na morje</b>	Družba Piano in društvo Bravo	125.187 €	2007–2011	da	Dnevnik 26. 11. 2007	prva knjiga, tehnično prilagojena dislektičnim otrokom
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture.	<b>23. knjižni sejem</b>	GZS Združenje knjižnih založnikov in Cankar-	83.458 €	trajno	da	spletna stran, časopisi	Ljubljana, Cankarjev dom, 28. 11.–2. 12. 2007, letos brezplačen sejem + debatna kavarna, založniška akademija, bralnica, forum za obiskovalce



		jev dom					
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.	<b>Ta veseli dan kulture</b>	Ministrstvo za kulturo	166.017 €	trajno	da	spl. stran MK, Dnevnik 3. 12. 2007	3. december, dan odprtih vrat sl. kulture: brezplačne prireditve, prost vstop v galerije, muzeje, gledališča, kulturne centre po Sloveniji
<b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. d) Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.	<b>projekt digitalizacije domoznanske in rokopisne zbirke ter umetnin</b>	Koroška osrednja knjižnica dr. Franca Sušnika	208.646 € 417.292 €	od leta 2008 takoj	da da	Delo 4., Večer 5. 12. 2007	www.rav.sik.si med drugim še neraziskan Črnjanski rokopis iz l. 1633 (domača imena, molitev v sl.)
<b>6. cilj:</b> e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.	<b>Psiha, jesenska šola slovenščine</b>	KID Kibla		trajno	ne	SlovLit 8., Delo 8. in 10. 12. 2007	Jeruzalem, 8. in 9. 12.: predavanje, delavnica, literarna razprava, praktična in živa raba sl. j. (dvojina)
<b>1. cilj:</b> a) Odprava ugotovljenih vrzeli, nejasnosti in drugih pomanjkljivosti v veljavnih zakonih, uredbah, pravilnikih in drugih predpisih o rabi jezika. <b>8. cilj:</b> c) Razvijanje pripravljenosti Slovencev (zmožnosti in hotenja) za prevajanje javnosti namenjenih tujejezičnih sporočil v slovenščino. e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>10. cilj:</b> h) Okrepitev motivacije za objavljanje znanstvenih dognanj v slovenščini in za nastopanje v slovenščini na mednarodnih prireditvah v Sloveniji.	<b>Zakon o Javni agenciji za knjigo Republike Slovenije</b>	Republika Slovenija	12.518 € 83.458 € 292.104 €	2007 takoj trajno 2008	ne da da da	obvestilo MK o objavi zakona v Ur. listu RS (št. 112, 7. 12. 2007)	spodbujanje izdajanja kvalitetnih knjig in revij, podeljevanje delovnih štipendij za vrhunske ustvarjalce v leposlovju in znanstveni publicistiki, izvajanje knjižničnega nadomestila, promoviranje sl. knjig in avtorjev, spodbujanje prevajanja sl. avtorjev v tuje jezike, razvoj bralne kulture in knjigarniške mreže, vodenje zbirk podatkov ...
<b>8. cilj:</b> f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.	<b>projekt »Slavic Networking – Linguistic and Cultural Integration«</b>	Center za sl. kot drugi/tuji jezik (FF)	75.112 €	2007–2008	da	SlovLit 19. 12. 2007	evropsko jezikovno priznanje za krepitev odličnosti in raznolikosti poučevanja jezikov v Evropi (Center RS za mobilnost in evropske programe izobraževanja in usposabljanja)
<b>6. cilj:</b> b) Razvijanje didaktike maternega jezika. c) Preverjanje ustreznosti šolskih učnih načrtov za materne jezike in morebitne spremembe ali dopolnitve.	<b>publikacija Slovenščina v šoli</b>	Zavod RS za šolstvo	229.510 € 75.112 €	2007–2011 2008	da da	publikacija	članka Slovenščina v prenovljenih programih poklicnega izobraž. ter Katalog znanja za sl. v novih programih srednjega strok. izob. in udeležanje ključnih kompetenc pri jezik. pouku
<b>6. cilj:</b> č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.	<b>mednarodni projekt Zaplavati v jezik</b>	program Socrates (Evropska komisija, Fak. za human. študije Univerze na Prim.)	125.187 €	2007–2011	da	Primorske novice 19. 12. 2007	e-učenje tujih jezikov – sl., it., madž. in fin.: sporazumevalni (jezik.) vzorci glede potovanja, druženja, tekmovanja, življenja dežele gostiteljice
<b>8. cilj:</b> f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.	<b>sprejem za lektorje, ki poučujejo sl. posvetu</b>	ministrica za visoko šolstvo	75.112 €	2007–2008	da	Delo 5., Nedelo 6., Slov-Lit 8., Pr. novice 11. 1. 2008	negujejo materni jezik, druge navdušujejo za sl. j., jezikovna promocija (liter. večeri, prevajal. delavnice, izleti v Sl.), poslanstvo; okrog 1700 študentov na več kot 50 univerzah
<b>6. cilj:</b> č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.	<b>spletni tečaj</b>	Monika Pemič, inštitut za slavistiko, Univ. v Hamburgu	125.187 €	2007–2011	da	SlovLit 9. 1. 2008	spletni tečaj za učenje sl. za nemško govoreče; webapp5.rzr.uni-hamburg.de/SLOWENISCH-LERNEN/
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.	<b>razstava Primož Trubar 1508–1586</b>	Narodni muzej Slovenije	166.017 € 83.458 €	trajno trajno	da da	Delo, Dnevnik, Nedelo, Indirekt,	N. muzej na Metelkovi: razstava (marec–dec.), iz Vatikana Trubarjeva Cerkovna ordninga (do maja), delavnice, prikaz ročne vezave knjig, film o Trubarju, koncerti, Kmeclova

e) Popularizacija slovenske knjige in širjenje bralne kulture.							Večer, Finance, RA, TV 5.–8. 3. 2008	monodrama Trubar pred sl. procesijo
<b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga. g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.	nagrada čaša nesmrtnosti	Velenjska knjižna fundacija in Književna asociacija Velenika	83.458 €	trajno	da	SlovLit 7. 3. 2008	Velenje, III. akademija Poetična Slovenija pesnik Milan Dekleva	
<b>9. cilj:</b> j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejmih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).	Knjižni sejem v Leipzigu	Študentska založba	125.187 €	trajno	da	Delo 11., Večer 12. 3. 2008	evropski bralni praznik Leipzig bere: nastop sl. literatov, klubski večer: branje sl. poezije, Zvočna knjiga, forum Mali jeziki – velike literature, program Otroci – mladostniki – izobraževanje	
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>11. cilj:</b> c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja. č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.	posvet o jezikoslovnem označevanju slovenščine Vsi označeni, vsi drugačni?	Slovensko društvo za jezikovne tehnolo-gije	8345 € 166.917 € 83.458 €	2007 2007 takoj	da da da	SlovLit 26. 3. 2008	Koper, 4. 4.; dobra opremljenost pomeni usposobljenost jezika in govorcev za vse jezik. in sporazumevalne naloge; zanesljivi podatki o jeziku, jez. navadah in potrebah govorečih za zasnovanje dobrih jez. priročnikov in pripomočkov; pri gradnji korpusov je treba oblikovati sistem označevanja > nabor oznak; skupna raba orodij in virov	
<b>8. cilj:</b> f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju. <b>11. cilj:</b> h) Spodbujanje kakovostne gledališke in filmske govorne produkcije.	»Bršljanov venec« priznanje Združenja dramatikov umetnikov Slovenije	Združenje dramatikov umetni-kov Slovenije	75.112 € 16.691 €	2007–2008 trajno	da da	obvestilo SMG 31. 3. 2008	Mateja Dermelj, lektorica v Slovenskem mladinskem gledališču v Ljubljani, za umetniške dosežke na področju lektorstva (gledal. govor), ob svetovnem dnevu gledališča	
<b>5. cilj:</b> f) Standardizacija slovenskega znakovnega jezika za gluhe. <b>6. cilj:</b> m) Sprejetje učnih načrtov za predmet slovenski znakovni jezik kot drugi jezik v zavodih za gluhe ter za izbirni predmet v srednjih šolah za slišče mladino. <b>11. cilj:</b> j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družin-skimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oz. prevajalcev za znakovni jezik. k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.	posvet Standardizacija slovenskega znakovnega jezika	Zavod Združenje tolmačev za slovenski znakovni jezik, Ljubljana	62.593 € 16.691 € 29.210 €	2010 2008 trajno 2007–2011	da ne da da	vabilo zavoda na 8. sejo 31. 3. 2008	posvet v luči sprejete Resolucije o NPJP (dec. 2007): pomembnost znak. jezika /ZJ/ v uradnih dokumentih, uporaba ZJ v javnih službah se povečuje, odgovorne institucije so nepovezane, ZJ prvič priznan jezik, enakopraven sl. j., povezovalje ZJ s pisnim sporočanjem, skrb za razvoj ZJ – za samostojen predmet v OŠ  7. seja Sveta za sl. ZJ (3. 12. 2007): št. uporabnikov narašča bolj od tolmačev, nesodelovanje institucij, različne razlage določil zakona, predlog RTV-ju: 3. parlamentarni program naj ima tolmača	
<b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	mednarodni jezikoslovni simpozij Slovenski knjižni jezik v 16. stoletju	Inštitut za slo-venski jezik Frana Ramovša ZRC SAZU (Sekcija za zgodovino sl. j.)	459.021 €	trajno	da	SlovLit 11., Delo, RA in TV SLO 17., Večer 18. 4. 2008	ob petstoletnici rojstva Primoža Trubarja, strniti spoznanja o slovenskem knjižnem jeziku 16. st., jih dopolniti z rezultati novih raziskav, ovrednotiti Trubarjev prispevek k njegov. oblikovanju in hkrati osvežiti spomin na zgodovinsko pogojenost njegovega nastanka	
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. e) Popularizacija slovenske knjige in širjenje bralne kulture.	3. slovenski dnevi knjige »Jezik je svet«	Društvo slovenskih pisateljev	166.017 € 125.187 € 83.458 €	trajno 2007–2011 trajno	da da da	Bukla april, Dnevnik, Večer, Delo, Nedelo, Indirekt, Prim. novice,	Ljubljana: knjižni sejem in bazar, akcija Podarimo knjigo, okrogle mize, liter. večeri, koncerti, natečaj za otroke; Novo mesto: literar. večeri, pravlj. delavnice za otroke (Romi); Koper: Spoznaj me s knjigo, strip; N. Gorica: knj. sejem, prireditve; Maribor: knj. sejem, liter. nastopi, razstave, literatura manjšin; Celje, Velenje: gostovanje literatov,	

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	(21.–25. 4. 2008)		834.585 €	2008	da	Finance, RA in TV SLO od 17. do 23. 4. 2008	razstave, predstave, delavnice; Trzin: kultur. maraton; Žalec: knj. tržnica
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>31. vseslovensko tekmovanje v znanju materinščine za Cankarjevo priznanje</b>	Zavod Republike Slovenije za šolstvo	83.458 € 834.585 € 83.458 €	trajno	da da da	Dnevnik, Delo, Večer 26. 4. 2008	tekmovanje »Drug svet in svet drugega«, skoraj 7000 mladih iz Sl. in zamejstva, tema: medkulturnost in mnogokulturnost; razlagalni spis (poustvarjanje, kritična interpretacija in razmišljanje) Celje: podelitev nagrad, Cankarjevi zlatniki za posebne dosežke
<b>5. cilj:</b> f) Standardizacija slovenskega znakovnega jezika za gluhe. <b>11. cilj:</b> j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.	<b>predavanje</b>  <b>Znakovni jezik? Kaj pa je to?</b>	Jezikovno-tehnološki abonma, Filozofska fakulteta	62.593 € 16.691 €	2010	da da	SlovLit 4. 5. 2008	Boštjan Jerko: pregled znakovnega jezika/-ov, zgodovina gluhotе, pojmi za razumevanje, mednarodna kretanja, sl. znakovni jezik
<b>8. cilj:</b> f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.	<b>Pretnarjeva nagrada 2008</b>	(Lirikon fest Velenju, Herbersteinsko srečanje književnikov)	75.112 €	2007–2008	da	RA SLO 13. 5. 2008	prevajalec, založnik Finec Kari Klemele, ambasador sl. književnosti in jezika
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>festival ustvarjalnosti in inovativnosti pri učenju</b>	Ministrstvo za šolstvo in šport	83.458 € 83.458 €	trajno	da da	vabilo MK 20., Indirekt 22., Večer, 24. 5. 2008	Gospod. razstavišče (21.–23. 5.): predstavitev ustv. in inov. pri učenju na sl. šolah in vrtcih, glasb., plesne in gledal. predstave, športno prizorišče, predavanja in omizja – pomen branja in pripoved. ljudske pripovedi
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi. <b>12. cilj:</b> d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).	<b>okrogla miza</b>  <b>Vpliv besedišča EU na slovenščino – priložnost za razvoj jezika?</b>	Študentska založba v imenu Predstavnosti Evropske komisije	8345 € 125.187 € 459.021 € 125.187 €	2007 2007–2011	da da da da	SlovLit 19., DSKP, e-pošta 20., RA SLO 26., Večer 27. 5. 2008	Klub Cankarjevega doma: novi pojmi, skovanke, kratice, ki jih je treba prenesti v slovenščino; iskanje trajnejše rešitve –npr. vzpostavitev nacio-nalnega mehanizma za hitro potrjevanje novega besedišča (e-forum)
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>11. cilj:</b> c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja. č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.	<b>znanstvena konferenca</b>  <b>Sodobne jezikovne tehnologije v medkulturni komunikaciji</b>	Fakulteta za humanistične študije Koper in Znanstvenoraziskovalno središče Koper	8345 € 166.917 € 83.458 €	2007 2007	da da da	Prim. novice 29. 5. 2008	Koper: korpusno jezikoslovje, prevajalska orodja, svetovni splet (jezikoslovci, prevajalci in informatiki) >> medkulturne raziskave, jezikoslovne analize, prevajanje, gradnja novih korpusov
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>projekt Knjižnica pod krošnjami</b>	Tina Popovič	83.458 € 83.458 €	trajno	da da	Indirekt 3. 6. 2008	Ljubljana, Maribor (konec tedna poleti): branje ob glasbi, pripovedovanje zgodb
<b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>mednarodni simpozij Jeziki, identitete, pripadnosti med središči in obrobji</b>	Znanstvenoraziskovalni center SAZU	459.021 €	trajno	da	Dnevnik, Večer 6. 6. 2008	ZRC SAZU Lj.: v sklopu Trubarjevega leta, 27 znanstvenikov iz 11 držav: identiteta, jezik in obrobje > vpliv na sodobno evropsko zavest pripadanja

<p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>mednarodni simpozij ob 500-letnici rojstva Primoža Trubarja</b></p>	<p>Univerza v Tübingenu</p>	<p>459.021 €</p>	<p>trajno</p>	<p>da</p>	<p>Dnevnik, RA SLO 1 6. 6. 2008</p>	<p>Tübingen: Trubar &gt; umestitev sl. naroda v družbo modernih evrop. narodov; razstava 500 let Trubarja, prireditve</p>
<p><b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.</p>	<p><b>literarni festival Živa književnost</b></p>	<p>Društvo Škuc</p>	<p>166.017 €  83.458 €  83.458 €</p>	<p>trajno  trajno  trajno</p>	<p>da  da  da</p>	<p>Dnevnik 7. 6. 2008</p>	<p>improvizirani oder na ulici, lit. dogodki; popularizacija literature, promocija liter. ustvarjalcev, povezovanje jezikov (gostje iz tujine)  Oživila knjiga: ustvarj. delavnice, ulične čitalnice, predstavitev knjig</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>okrogla miza</b>  <b>Slovenski jezik – temelj slovenske identitete</b></p>	<p>Radio Slovenija, 3. program (program Ars)</p>	<p>8345 €  125.187 €  459.021 €</p>	<p>2007  2007–2011  trajno</p>	<p>da  da  da</p>	<p>Zvon 3/08 (zapis)</p>	<p>razprava o rabi in položaju sl. jezika, med drugimi dr. Janez Dular (Vidovič Muha, Stabej, Faganel, Partljič, Žabot, Košuta)</p>
<p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>44. seminar slovenskega jezika, literature in kulture</b></p>	<p>FF, Oddelek za slovenistiko</p>	<p>459.021 €</p>	<p>trajno</p>	<p>da</p>	<p>SlovLit 20. 6., Dnevnik 1. 7. 2008</p>	<p>tuji slavisti, zlasti slovenisti, univ. učitelji, znanst. delavci, prevajalci ...; lektorati, konverzacija, tečaji, večerne prireditve, lit. večeri, okrogle mize; poletni šoli sl. j.</p>
<p><b>8. cilj:</b> i) Poživitve jezikovnih in drugih stikov z zamejskimi Slovenci.</p>	<p><b>8. vsesloven-sko srečanje o medkulturnem dialogu in slovenskem jeziku</b></p>	<p>(Državni zbor)</p>	<p>834.585 €</p>	<p>trajno</p>	<p>da</p>	<p>Primor-ske novice 4. 7. 2008</p>	<p>izseljenci, zdomci in zamejci; informacije o gradivu za poučevanje slovenščine</p>
<p><b>8. cilj:</b> k) Poglavljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi. n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).</p>	<p><b>Halo, tukaj slovenski Mediteran!</b></p>	<p>Fakulteta za humanistične študije Univerze na Prim.</p>	<p>104.323 €  459.021 €  166.917 €</p>	<p>trajno  trajno  2007–2011</p>	<p>da  da  da</p>	<p>Primor-ske novice 15. 7. 2008</p>	<p>15. poletni tečaji sl. kot tujega oz. drugega jezika; 66 tečajnikov iz evrop. držav; študentske izmenjave, tujci, zaposleni v sl. podjetjih; tečaji, delavnice, strok. izleti, liter. večeri; vodilna tema P. Trubar</p>
<p><b>8. cilj:</b> k) Poglavljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>20. jezikovne počitnice</b></p>	<p>OŠ Grm N. mesto in Krščan-ska kult. zveza iz Celovca</p>	<p>104.323 €  459.021 €</p>	<p>trajno  trajno</p>	<p>da  da</p>	<p>Delo 16. 7. 2008</p>	<p>Novo mesto, mladi iz Avstrije, predvsem Koroške, bivanje pri družinah; delavnice naravoslovja, plavanje, izleti, rdeča nit P. Trubar</p>
<p><b>6. cilj:</b> č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.</p>	<p><b>mednarodni projekt Zaplavaj v jezik</b></p>	<p>program Socrates/ Lingua (Evropska plavalna zveza idr.)</p>	<p>125.187 €</p>	<p>2007–2011</p>	<p>da</p>	<p>Bonbon 5. 8. 2008</p>	<p>evropski izobraž.-športni projekt: 2 leti, po spletu učenje v nizoz., angl., finščini, madžar., ital. in sl. – področja: plavanje, potovanje, druženje</p>
<p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>znanstveni simpozij na temo 140. obletnice slovenskega tabora</b></p>	<p>FF Univerze v Mariboru, Gimnazija Franca Miklošiča Ljutomer in Občina Ljutomer</p>	<p>459.021 €</p>	<p>trajno</p>	<p>da</p>	<p>Večer 6. 8. 2008</p>	<p>Ljutomer, 21 zgodovinarjev in slovenistov: dogodki pred 140 leti, sl. narodn. in jezik. vprašanja v 2. pol. 19. st., sl. učni in uradovni jezik idr.; posebna št. Časopis za zgodovino in narodopisje »140 let od prvega slovenskega tabora«, razglasitev najb. esejev iz zg.</p>

<p><b>9. cilj:</b> n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih družtev s knjigami v njihovih maternih jezikih).</p>	<p><b>30-urni tečaj slovenskega jezika za priseljence</b></p>	<p>Mladinski center Nova Gorica</p>	<p>166.917 €</p>	<p>2007–2011</p>	<p>da</p>	<p>Prim. novice 26. 8. 2008</p>	<p>brezplačno, 36 otrok s starši, za lažji prehod v novo kulturno okolje in šolski sistem</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.</p>	<p><b>okrogla miza</b>  <b>Bralna pismenost za večkulturno družbo</b></p>	<p>Bralno društvo Slovenije</p>	<p>8345 €</p> <p>125.187 €</p> <p>83.458 €</p> <p>83.458 €</p>	<p>2007</p> <p>2007–2011</p> <p>trajno</p> <p>trajno</p>	<p>da</p> <p>da</p> <p>da</p> <p>da</p>	<p>SlovLit, Delo 3., RA SLO 1 8. 9. 2008</p>	<p>mednarodni dan pismenosti Cankarjev dom: bralna pismenost, Trubar in slovenščina, sodobna sl. literatura, jezikovne rabe in stališča do jezikov učencev osnovne šole narodnostno mešanih okolij, vključevanje medkulturnega dialoga v kurikulum</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>15. mednarodni slavistični kongres</b></p>		<p>8345 €</p> <p>459.021 €</p>	<p>2007</p> <p>trajno</p>	<p>da</p> <p>da</p>	<p>STA, Delo, Večer 16. 9. 2008</p>	<p>Ohrid, 750 udeležencev iz 40 držav, 10 iz Slovenije: zgod. in sedanje stanje slovanskih jezikov; okrogla miza o jezikovnopolit. vprašanjih pri t. i. manjših slovanskih jezikih (jezik. položaj predstavil dr. Janez Dular)</p>
<p><b>6. cilj:</b> b) Razvijanje didaktike maternega jezika. <b>7. cilj:</b> b) Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega) jezika. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>mednarodna konferenca Jeziki v izobraževanju</b></p>	<p>Zavod RS za šolstvo in Urad za razvoj šolstva (MŠŠ)</p>	<p>229.510 €</p> <p>146.052 €</p> <p>459.021 €</p>	<p>2007–2011</p> <p>2008–2009</p> <p>trajno</p>	<p>da</p> <p>da</p> <p>da</p>	<p>vabilo (jan.) in spletna stran zavoda, napoved MK in STA, Večer 2. 10. 2008</p>	<p>Ljubljana: strokovni dialog med načrtovalci jezik. politike ter strokovnjaki na tem področju, sporazumevalne kompetence posameznika oz. družbe, vloga slovenščine v izobraževanju na Slovenskem</p>
<p><b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorniki raznih jezikov). d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>Evropski dan jezikov</b></p>	<p>Predstavnostvo Evropske komisije v RS</p>	<p>166.017 €</p> <p>33.383 €</p> <p>125.187 €</p> <p>459.021 €</p>	<p>trajno</p> <p>2007–2009</p> <p>2007–2011</p> <p>trajno</p>	<p>da</p> <p>da</p> <p>da</p> <p>da</p>	<p>obvestilo MK in Predstavnostva EK na spletni strani, STA, TV SLO 1, POP TV, Žurnal 24. 26. 9. 2008</p>	<p>26. 9. v Ljubljani, Novi Gorici, Gorici, Mariboru, Lendavi, Krškem (posvet, jezikovni sejem, jezikovna tržnica)  Ljubljana: jezikovna tržnica, jezikovne stojnice in delavnice, večjezična gledališka animacija, ples, branje poezije</p>
<p><b>7. cilj:</b> c) Uravnoteženje razmerij med tujimi jeziki kot šolskimi predmeti (nabor, globina obravnave).</p>	<p><b>razstava o esperantu</b></p>	<p>Evropska esperantska zveza in Evropski parlament</p>		<p>2011</p>	<p>ne</p>	<p>MK, STA 26. 9. 2008</p>	<p>Informacijska pisarna Evropskega parlamenta v Ljubljani, ob evropskem dnevu jezikov</p>
<p><b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture.</p>	<p><b>akcija »Moja knjižnica – Knjižnica Cirila Kosmača Tolmin«</b></p>	<p>Knjižnica Cirila Kosmača Tolmin</p>	<p>83.458 €</p>	<p>trajno</p>	<p>da</p>	<p>pismo nam. direktorice knjižnice 29. 9. 2008</p>	<p>učenci tretjih razredov berejo, izpolnjujejo vprašalnike, dobijo nagrade za vsakih 5 prebranih knjig</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>19. slovenski slavistični kongres</b>  <b>Slovenščina med kulturami</b></p>	<p>Slavistično društvo Slovenije</p>	<p>8345 €</p> <p>459.021 €</p>	<p>2007</p> <p>trajno</p>	<p>da</p> <p>da</p>	<p>SlovLit 3. in 29. 9., napoved MK, Delo in večer 8. 10. 2008</p>	<p>Celovec, Pliberk: slovenisti z vsega sveta (250), sl. protes-tantizem in medkulturnost, slovenščina na Koroškem: jezik manjšine, sl. jezik in književnost med kulturami – poučevanje, ohranjanje, večjezičnost, jez. politika, knjiž. in jeziki manjšin, sl. v e-sporočilih in sms</p>

<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih. <b>11. cilj:</b> c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.</p>	<p><b>okrogla miza</b>  <b>Rezijansko narečje in besedno ustvarjanje v Reziji danes</b></p>	<p>Društvo slovenskih pisateljev</p>	<p>8345 €  166.917 €</p>	<p>2007  2007</p>	<p>da  da</p>	<p>obvestilo DSP 30. 9., Delo 3. 10. 2008</p>	<p>Slovenska matica, Lj.: položaj rezijansčine, ljudsko ustvarjanje</p>
<p><b>5. cilj:</b> e) Standardizacija romskega jezika v Sloveniji.</p>	<p><b>slikanica Jagoda</b></p>	<p>Amnesty International Slovenije, Društvo zaveznikov mehkega pristanka</p>	<p>20.864 €</p>	<p>2007</p>	<p>da</p>	<p>POP TV 9., Indirekt 10. 10. 2008</p>	<p>prva slikanica v treh jezikih: romskem, slovenskem in angleškem; slovarček romskih besed</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih. <b>11. cilj:</b> c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja. č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.</p>	<p><b>Est modus in korpus: ni korpusov brez divizij (posvet o vrstah korpusov in njihovi gradnji)</b></p>	<p>Slovensko društvo za jezikovne tehnologije</p>	<p>8345 €  166.917 €  83.458 €</p>	<p>2007  2007  takoj</p>	<p>da  da  da</p>	<p>SlovLit 7. 10. 2008</p>	<p>Ljubljana, Institut Jožef Stefan, 17. 10.: pregled korpusov za slovenščino in orodij za njihovo izdelavo, gradnja korpusov</p>
<p><b>8. cilj:</b> k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.</p>	<p><b>enoten spletni portal www.slovinci.si</b></p>	<p>Urad za Slovence po svetu in v zamejstvu</p>	<p>104.323 €</p>	<p>trajno</p>	<p>da</p>	<p>Dnevnik 15. 10. 2008</p>	<p>informacije za Slovence po svetu sedaj na skupnem naslovu, vsebina v več jezikih</p>
<p><b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. <b>11. cilj:</b> b) Povečanje dostopnosti slovenskih publikacij (knjig, zgoščenk, kaset idr.).</p>	<p><b>elektronske knjige</b></p>	<p>Ruslica (prva sl. založba elektron. knjig, pod pokroviteljstvom Večera)</p>	<p>83.458 €  208.646 €  375.563 €</p>	<p>trajno  od leta 2008  2007–2008</p>	<p>da  da  da</p>	<p>Večer 15., Delo 16. 10. 2008</p>	<p>različne zvrsti slovenskih in v sl. prevedenih tujih avtorjev, s kratko vsebino, z življenjepisom in bibliografijo avtorja</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>razprava Slovenščina v javni rabi</b></p>	<p>Društvo Forum 21</p>	<p>8345 €  125.187 €  459.021 €</p>	<p>2007  2007–2011  trajno</p>	<p>da  da  da</p>	<p>SlovLit 17., Delo in Indirekt 23. 10. 2008</p>	<p>Ljubljana, hotel Mons: med drugimi razpravljavci omizja dr. Janez Dular; za dobro opremljenost sl. s priložniki, programe v šoli, javna besedila, pravni predpisi, stik z drugimi jeziki, živ jezik mladih, točkovanje znanstvene kakovosti</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih. <b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>strokovni posvet o novem slovarju slovenskega knjižnega jezika</b></p>	<p>Slovenska akademija znanosti in umetnosti</p>	<p>8345 €  166.017 €  125.187 €  459.021 €</p>	<p>2007  trajno  2007–2011  trajno</p>	<p>da  da  da  da</p>	<p>TV SLO 1 in spl. str. RTV 23., RA SLO 2 24. 10. 2008</p>	<p>stari SSKJ 1970–1991, nove besede in novi pomeni, potreben še splošni terminološki slovar – zapis strokovnega jezika (novi SSKJ predvidoma v 10 do 15 letih)</p>
<p><b>11. cilj:</b> j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družin-skimi člani, znanci in prijatelji takih oseb) ter organizirano</p>	<p><b>spletna televizija za gluhe in naglušne</b></p>	<p>Zveza društev gluhih in naglušnih</p>	<p>16.691 €</p>	<p>trajno</p>	<p>da</p>	<p>Dnevnik 6. 11. 2008</p>	<p>popularizacija znakovnega jezika; informacije v maternem jeziku (kretanja in podnapis)</p>

izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik. <b>k)</b> Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhih in naglušnim.	<b>www.gluhi.si</b>	Slovenije	29.210 €	2007–2011	da		
<b>8. cilj:</b> <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>knjižica Žepna slovenščina (Pocket Slovene)</b>	Center za slovenščino kot drugi/tuji jezik	125.187 € 459.021 €	2007–2011 trajno	da da	SlovLit 29. 10., Žurnal24 in Delo 6. 11., Indirekt 7. 11. 2008	informativni dan v centru – predstavitev dejavnosti, projekti; novi žepni priročnik: abeceda, slovnica, uporabna vprašanja
<b>8. cilj:</b> <b>e)</b> Popularizacija slovenske knjige in širjenje bralne kulture.	<b>Frankfurt po Frankfurtu</b>	Mladinska knjiga Trgovina, Knjigarna Konzorcij	83.458 €	trajno	da	spl. stran zal. MK, SlovLit 5. in 12. 11. 2008	Ljubljana, Cankarjev dom, 11.–15. 11.: knjižne novosti, predstavitev + pogovori
<b>9. cilj:</b> <b>c)</b> Nova in izpopolnjena programska orodja v slovenščini na področju IKT (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).	<b>e-bralnik Bookeen Cybook</b>	Mladinska knjiga	333.834 €	trajno	da	SlovLit 25. 10., priloga Vikend 15. 11. 2008	Ljubljana, Cankarjev dom, 11.–14. 11.: predstavitev v okviru prireditve Frankfurt po Frankfurtu
<b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>mednarodni znanstveni simpozij Večjezičnost v Evropski zvezi</b>	Univerza v Marib., ELTE Budimpešta, Karlova univerza v Pragi, Univ. v Bielskem Biali in Univ. v Kansasu	459.021 €	trajno	da	SlovLit 8. 11. 2008	Maribor, 13.–15. 11.: jezik. položaj v EZ, sl. j. in EZ, j. posebnosti prekmurščine, večjezičnost na internetu, prilagajanje prevzetih besed, raba tujk, germanizmi, sinhroniziranje ...
<b>8. cilj:</b> <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>c)</b> Nova in izpopolnjena programska orodja v slovenščini na področju IKT (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).	<b>TV-oglas</b>	MK, Sektor za sl. jezik in ARNOLDVUGA Ljubljana	125.187 € 333.834 €	2007–2011 trajno	da da	Sektor za sl. jezik 13. 11. 2008 (intranet, internet)	TV SLO 1, POP TV in Kanal A, intranet in internet MK: »Pri prodajalcih elektronskih naprav zahtevamo izbirnike v slovenščini«
<b>9. cilj:</b> <b>h)</b> Poskusi z govorno sinhronizacijo tujih filmov.	<b>sinhronizacija dveh tujih filmov za odrasle v slovenščini</b>	FIVIA, Vojnik	208.646 €	2008	da	MK in FIVIA, nov. 2008 (konča-no)	naročnik MK, Sektor za sl. jezik; filma White Tuft: The Little Beaver = Beli pramen in First Cry = Prvi jok, kinematografi po Sloveniji
<b>8. cilj:</b> <b>e)</b> Popularizacija slovenske knjige in širjenje bralne kulture.	<b>24. knjižni sejem</b>	GZS Zdrženje knjižnih založnikov in Cankarjev dom	83.458 €	trajno	da	Indirekt 19., spl. stran za k. sejem, SlovLit, Delo 25., Finance, Mag 26. 11., Dnevnik, Delo 1. 12. 2008	Lj., Cankarjev dom, 26.–30. 11.: »Brez knjige nimamo šansa«, 113 založb, pisateljski oder, Poskusimo besedo (sl. pisatelj), založniška akademija (predavatelji), debatna kavarna, forum – pogovor, branje pravljic, otroške delavnice; dobrodela akcija zbiranja otroških knjig in slikanic za varne hiše po Sl.
<b>3. cilj:</b> <b>d)</b> Ekspertize in uporabne raziskave (ciljni raziskovalni programi – CRP) o posameznih vprašanih jezikovnega položaja (npr. čim natančnejša določitev pojma javna raba jezika, analiza univerzitetnih pravilnikov o učnem	<b>Teza o (ne)priljubljenosti slovenščine kot</b>	Inštitut za civilizacijo in kulturo	104.323 €	trajno	da	MK, november 2008 (končana)	naročnik MK, Sektor za sl. jezik; ugotovitev: slaba mnenja v medijih na podlagi lastnih izkušenj; priljubljenost pouka sl. v zadnjih razr. OŠ in srednjih šolah se posebej ne razlikuje od drugih obveznih

<p>jeziku in učbenikih, priljubljenost materne jezika kot šolskega predmeta, stališča ljudi do neslovenskih imen lokalov in javnih napisov, dvojezičnost na območjih avtohtonih manjšin v Sloveniji in zamejstvu), urejenost jezikovne rabe v slovenskih enotah mednarodnih vojaških misij in mednarodnih vojaških vaj, sistematično spremljanje jezikovno-političnih in jezikovnokulturnih implikacij širših družbenih in gospodarskih procesov (npr. regionalizacije, bolonjskih reform, prostega pretoka blaga in storitev, načrtovanja velezabaviščnih parkov) idr.</p> <p><b>6. cilj:</b> j) Temeljita preveritev trditve o »neprijubljenosti« slovenščine kot šolskega predmeta.</p>	<p><b>obveznega šolskega predmeta v Sloveniji</b></p> <p>(raziskava)</p>			20.864 €	2007	da		<p>predmetov; bistvena razlika med sl. in drugimi predmeti je v stališčih med spoloma; pomembni so učiteljevo delo, raznolikost pedagoških prijemov, pestrost dejavnosti pri pouku sl.; preveč tolerantnosti do površne ali nestandardne jezik. rabe; znanje sl. in tujih jezikov pomembno za šolanje in kariero</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikov-nopolitičnih vprašanjih.</p>	<p><b>Vpliv koncepta in strategije vseživljenjskosti učenja na strokovno izrazje v vzgoji in izobraževanju</b></p>	<p>Pedagoški inštitut, Andragoško društvo Slovenije</p>		8345 €	2007	da	<p>Pedagoški inštitut 19. 11. 2008</p>	<p>strokovni posvet o terminologiji na področju vzgoje in izobraževanja; zbornik</p>
<p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>Svetovni dnevi slovenske literature na filmu</b></p>	<p>Center za slovenščino kot drugi/tuji jezik</p>		459.021 €	trajno	da	<p>SlovLit 22., Center za sl. 24., Večer 29. 11., TV SLO 1 1. 12. 2008</p>	<p>1.–5. 12. 2008 na 55 univerzah po svetu, kjer so lektorati in študiji sl. (program Slovenščina na tujih univerzah), liter. večeri, prevaj. delavnice in projekcije sl. filmov po lit. predlogah; brošura o filmih in romanih (prev. v tuje j.)</p>
<p><b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. d) Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.</p>	<p><b>multimedijska spletna knjižnica Europeana</b></p>	<p>Narodna in univerzitetna knjižnica</p>		208.646 €	od 2008	da	<p>Večer 26. 11. 2008</p>	<p>projekt EDLnet (European Digital Library net), dostopno gradivo evropskih knjižnic, muzejev in arhivov; knjige, rokopisi, glasbeni in video posnetki, slike, fotografije; uporabniški vmesnik tudi v slovenščini</p>
<p><b>8. cilj:</b> a) Uzaveščanje materne jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.</p>	<p><b>Dan odprtih vrat slovenske kulture</b></p>	<p>Ministrstvo za kulturo</p>		166.017 €	trajno	da	<p>splet MK, časopisi, revije, TV, radio 1.–4. 12. 2008</p>	<p>3. december: brezplačne prireditve, prost vstop v galerije, muzeje, gledališča, kulturne ustanove po Sloveniji (več kot 200); NUK: Trubarjeva priznanja</p>
<p><b>5. cilj:</b> f) Standardizacija slovenskega znakovnega jezika za gluhe. <b>9. cilj:</b> p) Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe. <b>11. cilj:</b> j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oz. prevajalcev za znakovni jezik. k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.</p>	<p><b>Ekspertiza o standardizaciji slovenskega znakovnega jezika za gluhe</b></p>	<p>Zavod Zdrženje tolmačev za slovenski znakovni jezik, Ljubljana</p>		62.593 €	2010	da	<p>MK sept. do nov. 2008</p>	<p>naročnik MK, Sektor za sl. jezik: stanje in razvoj, za lažji dostop gluhih oseb do kulturnih dobrin in udeležbe v kulturnem dogajanju; ni koordinatorja za povezavo institucij, spodbujati sistematično raziskovanje ZJ in širiti spoznanja</p>
<p><b>5. cilj:</b> f) Standardizacija slovenskega znakovnega jezika za gluhe. <b>6. cilj:</b> m) Sprejetje učnih načrtov za predmet</p>	<p><b>okrogla miza</b></p>	<p>Zavod Zdrženje tolmačev za slovenski</p>		62.593 €	2010	da	<p>vabilo zavoda 4. 12. 2008</p>	<p>Inštitut za rehabilitacijo invalidov: namen in ovire zakona, kršilci, nadzor, težave tolmačev</p>



slovenski znakovni jezik kot drugi jezik v zavodih za gluhe ter za izbirni predmet v srednjih šolah za slišče mladino. <b>9. cilj:</b> p) Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe. <b>11. cilj:</b> j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družin-skimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oz. prevajalcev za znakovni jezik. k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.	<b>Šest let veljavnosti Zakona uporabi slovenskega znakovnega jezika – kje smo danes</b>	znakovni jezik, Ljubljana	16.691 €	2008–2011	da		
			16.691 €	trajno	da		
			29.210 €	2007–2011	da		
<b>5. cilj:</b> e) Standardizacija romskega jezika v Sloveniji.	<b>Romsko-slovenski in Slovensko-romski slovar</b>	Zveza Romov idr.	20.864 €	2007	da	Delo 18. 12. 2008	1. priročnik za spoznavanje in učenje r. j. pri nas: 8000 romskih besed, nekaj slovnice in oblikoslovja
<b>9. cilj:</b> c) Nova in izpopolnjena programska orodja v slovenščini na področju IKTI (prevajalniki, iskalniki, ureje-valniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, tele-komunikacijske storitve idr.).	<b>projekt sintetizatorja slovenskega govora</b>	sl. podjetje Alpineon	333.834 €	trajno	da	Dnevnik 10. 1. 2009	raziskava in razvoj prepoznavanja govora, strojnega prevajanja in sinteze govora; sintetizator namenjen zlasti slepim in slabovidnim; cilj – glasovni komunikator VoiceTRAN za avtomatsko prevajanje (žepna naprava); digitalni slovar izgovorjav
<b>8. cilj:</b> i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.	<b>Knjižni dar SPZ</b>	Slovenske prosvetne zveze iz Celovca (SPZ)	834.585 €	trajno	da	Delo 14. 1. 2009	skrb za sl. knjiž. omiko med kor. Slovenci v Avstriji, objave v periodičnih, knjižnih in digital. izdajah; priročnik Slovenska krajevna imena na avstrij. Koroškem
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>posvet o vključevanju otrok z migrantskim ozadjem v slovenski šolski sistem in okolje</b>	Ministr-stvo za šolstvo in šport ter Zavod RS za šolstvo	8345 €	2007	da	Delo 19. 1. 2009	strategija vključevanja otrok migrantov v sistem vzgoje in izobraževanja, pravni okvir vključevanja tujcev v VI. spremljava napredka učenca z migrantskim ozadjem
			125.187 €	2007–2011	da		OŠ XIV. divizije Senovo – Rdeča kapica v štirih jezikih (projekt Evropa v šoli – medkulturni dialog: druge kulture me bogatijo)
			459.021 €	trajno	da		
<b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.	<b>Wikivir, zbirka slovenskih leposlovnih besedil (sl.wikisource.org)</b>	Filozofska fakulteta	208.646 €	od leta 2008	da	Delo 28. 1. 2009	od 1. 2008 spletna prosta zbirka virov, digitalizirana nacionalna literarna dediščina, začetnik prof. Miran Hladnik, študenti sl. književnosti (projekt Slovenska leposlovna klasika) popravljajo strojno prebrana besedi-la ali jih vtipkavajo (380 b.)
<b>9. cilj:</b> č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini. e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.	<b>projekt e-ZISS Elektronske znanstveno-kritične izdaje slovenskega slovstva</b>	Inštitut za sl. literat. in lit. vede ZRC SAZU in Odsek za tehnolo-gije znanja IJS	208.646 €	od leta 2008	da	Delo 28. 1. 2009	izbrana sl. besedila v integraciji faksimilov, prepisov in znanstvenega komentarja, tudi avdiovizualnih posnetkov
			333.834 €	trajno	da		
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> c) Nova in izpopolnjena prog-ramska	<b>konferenca Slovarji,</b>	Evropski socialni sklad ter Ministrs-tvo in šport	8345 €	2007	da	SlovLit 21. 1., TV SLO 1 6. 2. 2009	projekt Sporazumevanje v slovenskem jeziku FDV, Ljubljana: leksikografija, jezikovne tehnologije in nove metode, jezikovni viri in orodja za slovenščino, slovarji in govorce
			125.187 €	2007–2011	da		

orodja v slovenščini na področju IKT (prevajalniki, iskalniki, urejevalniki, podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.). <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>več kot le besede</b>		333.834 €	trajno	da		
			459.021 €	trajno	da		
<b>8. cilj:</b> <b>b)</b> Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorniki različnih jezikov).	<b>priročnik</b> <b>Slovenščina v institucijah EU</b>	slovenisti Filozofske fakultete s Sektorjem za pravno in jezikovno ureditev EU v Službi Vlade RS za razvoj in evropske zadeve	33.383 €	2007–2009	da	spletna stran Službe za evropske zadeve feb. 2009	slovenisti vključeni v evropski raziskovalni projekt Dylan (kako lahko jezikovna raznolikost pripomore k razvoju znanja in gospodarstva); primeri in napotki za uporabo tolmačenja in prevajanja v sl. j., nasveti govornikom, ki up. tolmaške storitve, seznam del. teles Sveta EU, možnost jezik. pridržkov in način podaje zahtevkov za popravke aktov v Ur. l. EU
<b>9. cilj:</b> <b>j)</b> Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejmi (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).	<b>mednarodni knjižni sejem v Leipzigu</b>	Študentska založba	125.187 €	trajno	da	Delo 11. 3. 2009	knjige sl. založb; večerno branje, debata o poetikah v razl. j.; katalog v nem.: sl. avtorji, seznam liter. prevajalcev iz. sl. v nem., spletne strani o sl. liter.
<b>11. cilj:</b> <b>a)</b> Razvijanje bralne in pripovedovalne kulture ter kulture dialoga. <b>g)</b> Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.	<b>nagrada čaša nesmrtnosti (velenjska)</b>	Književna asociacija Velenika in Velenjska knjižna fundacija	83.458 €	trajno	da	spletna stran marec 2009	Velenje, III. akademija Poetična Slovenija  pesnik Vinko Möderndorfer
<b>8. cilj:</b> <b>a)</b> Uzevanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>e)</b> Popularizacija slovenske knjige in širjenje bralne kulture. <b>i)</b> Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci. <b>11. cilj:</b> <b>a)</b> Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>slovenski dnevi knjige</b>  <b>»Knjiga v areni življenja«</b>	Društvo slovenskih pisateljev	166.017 €	trajno	da	Indirekt, Večer, RA in TV SLO 1, POP TV, Dnevnik, Delo, Žurnal24, 15. do 22. 4. 2009	20.–24. 4. 2009 Ljubljana: knjižni sejem, predstave, koncerti, odprti oder – predst. založb, okrogle mize, liter. večeri, radijske igre; nagradi za najboljšo kratko zgodbo in esej  Maribor, Koper, Celje, Velenje, Novo mesto
			125.187 €	2007–2011	da		
			83.458 €	trajno	da		
			834.585 €	2008	da		
			83.458 €	trajno	da		
<b>8. cilj:</b> <b>f)</b> Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.	<b>Pretnarjeva nagradjenca 2009</b>	Ustanova Velenjska knjižna fundacija in Književna asociacija Velenika	75.112 €	2007–2008	da	SlovLit 21. 4., RA SLO 1 22., Delo 23. 5. 2009	akademik dr. Matjaž Kmecl in dr. Andrej Rozman – za življenjsko delo pri mednarodnem posredovanju in promoviranju sl. literature in jezika; ambasadorja slovenske književnosti in jezika
<b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>45. seminar slovenskega jezika, literature in kulture</b>	FF, Oddelek za slovenistiko	459.021 €	trajno	da	TV SLO 1 in Delo 30. 6., SlovLit 14. 7. 2009	23 držav, poučevalo 16 lektorjev, tema Telo v slovenskem jeziku, literaturi in kulturi; za udeležence 3 tečajji, predavanja (zbornik), fonetične vaje, delavnice, predstava, izlet
<b>8. cilj:</b> <b>e)</b> Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> <b>a)</b> Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>projekt Rastem s knjigo</b>	Javna agencija za knjigo	83.458 €	trajno	da	vabilo JAK 4., TV SLO 1 8., Večer 9. 9. 2009	mednarodni dan pismenosti, predstavitev projekta, pogovor dijakov s pisateljem Dušanom Čatom (Pojdi z mano – izbrana knjiga)
			83.458 €	trajno	da		
<b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>strokovno posvetovanje Razmerja med slikovnimi in besednimi sporočili</b>	Bralno društvo Slovenije	459.021 €	trajno	da	SlovLit 25. 8. 2009	Lj.: referati, okrogla miza, dijaki (vizualna generacija); oblike nove pismenosti, bralčevo sodelovanje, bralne strategije, funkcionalno združevanje uporabe besed in slik/ilustracij

<p><b>5. cilj:</b> č) Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.</p> <p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p> <p><b>11. cilj:</b> e) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.</p>	<p><b>mednarodni kongres dialektologov in geolingvistov</b></p>	<p>Oddelek za slo-vanske j. in knjiž. FF ter Slavistič. društvo Maribor v sodel. z Mednar. združen-jem za dialektolo-gijo in geoling-vistiko</p>	<p>166.917 €</p> <p>459.021 €</p> <p>166.917 €</p>	<p>trajno</p> <p>trajno</p> <p>2007</p>	<p>da</p> <p>da</p> <p>da</p>	<p>SlovLit 2. 8., Delo 9. 9. 2009</p>	<p>Univerza v Mb: več kot sto najpomembnejših dialektologov in geolingvistov s celega sveta; teme: metodološki in tehnični pristopi k lingvis-tični geografiji, narečni (jezikovni) ozaveščenosti, dinamiki med knjiž. j. in narečjem, k jezikom v nastajanju, jezikom/ narečjem v stiku ...; poročila o lingvističnih atlasih in drugih raziskovalnih projektih</p>
<p><b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.</p> <p>b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorcami raznih jezikov).</p> <p>d) Razvitje celovitega sistema za promocijo slovenščine.</p> <p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>Evropski dan jezika</b></p>	<p>Predstavn-ništvo Evropske komisije v Sloveniji in Urad vlade za komuni-ci-ranje</p>	<p>166.017 €</p> <p>33.383 €</p> <p>125.187 €</p> <p>459.021 €</p>	<p>trajno</p> <p>2007–2009</p> <p>2007–2011</p> <p>trajno</p>	<p>da</p> <p>da</p> <p>da</p> <p>da</p>	<p>TV SLO 1 25., RA SLO 26., Primor-ske novice 28. 9. 2009</p>	<p>utrditev evropske jezikovne in kulturne raznolikosti; prireditve za promocijo učenja tujih jezikov</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih.</p> <p><b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine.</p> <p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>Slavistični kongres Slovenski mikrokozmosi – medetnični in medkulturni odnosi</b></p>	<p>Slavistič-no društvo Slovenije</p>	<p>8345 €</p> <p>125.187 €</p> <p>459.021 €</p>	<p>2007</p> <p>2007–2011</p> <p>trajno</p>	<p>da</p> <p>da</p> <p>da</p>	<p>SlovLit sept. in okt., Delo 2. 10. 2009</p>	<p>Porabje, Monošter: sl. v zamejstvu pridobila veljavo, pomembna so univerzitetna središča in dvojezično šolstvo v It. in Avstriji; okrogla miza o manjšinskih medijih</p>
<p><b>9. cilj:</b> j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na medna-rodnih knjižnih sejmih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).</p>	<p><b>Knjižni sejem v Frankfurtu</b></p>	<p>Gospodar-ska zbornica Slovenije</p>	<p>125.187 €</p>	<p>trajno</p>	<p>da</p>	<p>RA SLO 1 14., Večer 15. 10. 2009</p>	<p>61. sejem častno gosti Kitajsko, skoraj 7000 razstavljalcev iz sveta; Slovenija: promocija uveljavljenih avtorjev, razstava 13 naj, predstavitev sl. založnikov</p>
<p><b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture.</p>	<p><b>Frankfurt po Frankfurtu</b></p>	<p>Mladinska knjiga Trgovina, Knjigarna Konzorcij</p>	<p>83.458 €</p>	<p>trajno</p>	<p>da</p>	<p>napovedi nov., SlovLit 13., Reporter 16. 11. 2009</p>	<p>Ljubljana, Cankarjev dom, 11.–14. 11.: 450 založnikov, gostujoča država Kitajska, počastitev 200. obletnice Darwinovega rojstva</p>
<p><b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture.</p>	<p><b>mednarodni knjižni sejem Histria in Libris</b></p>	<p>it. kulturni center Carlo Colombi, knjigarna Libris in društvo Histria</p>	<p>83.458 €</p>	<p>trajno</p>	<p>da</p>	<p>Primors-ke novice 10. in 13. 11. 2009</p>	<p>Koper, 11. 11. 2009: literatura in ustvarjanje v Istri; večjezičnost in medkulturna prežetost</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih.</p> <p><b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot</p>	<p><b>mednarodna konferenca Jezikovna različnost in</b></p>	<p>Inštitut za sl. j. Frana Ramovša ZRC SAZU, Evropska zveza za</p>	<p>8345 €</p> <p>166.017 €</p>	<p>2007</p> <p>trajno</p>	<p>da</p> <p>da</p>	<p>spletna stran inštituta, SlovLit 17. 11. 2009</p>	<p>Ljubljana, 19.–20. 11.: okoli 30 referentov iz razl. držav; tema: jezikovno sobivanje v večjezični globalni družbi in izpodiranje nacionalnih jezikov v nekaterih jezikovnih položajih; 1. dan izkušnje iz tujine, 2. dan jezikovna</p>

kulturne vrednote. <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>nacionalni jeziki visokem šolstvu</b>	terminologijo, Bruselj, Evropska zveza državnih jezikovnih ustanov, Haag	125.187 € 459.021 €	2007–2011 trajno	da da		problematika v sl. visokem šolstvu; sestavljena in predstavljena izjava o kulturni in jezikovni vpetosti visokega šolstva in znanosti v evropsko družbo
<b>8. cilj:</b> <b>e)</b> Popularizacija slovenske knjige in širjenje bralne kulture.	<b>25. knjižni sejem</b>	Cankarjev dom	83.458 €	trajno	da	spletna stran, časopisi, radio, TV nov. 2009	Lj., Cankarjev dom, 24.–29. 11.: nagrade, debatna kavarna, forum za obiskovalce, Pokusimo besedo (gostje sl. ustvarjalci), založniška akademija, Šolski knjigosled, predstave; sejmski brezpla. časopis Bukla Ekspres
<b>9. cilj:</b> <b>c)</b> Nova in izpopolnjena programska orodja v slovenščini na področju IKT (prevajalniki, iskalniki, urejevalniki, podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, tele-komunikacijske storitve idr.).	<b>predavanje Sporazumevanje v slovenskem jeziku – leto standardi in orodja</b>	Sl. društvo za jezikovne tehnolo-gije	333.834 €	trajno	da	SlovLit 10. 11. 2009	FF, 25. 11., Simon Krek: sept. objavljeni t. i. kazalniki za specifikacije za zbiranje pisnega gradiva za refer. korpus, izdelavo učnega korpusa za potrebe slovn. analizadorja, oblikoslovnega leksikona, govornega korpusa, leksikal. enote idr.
<b>11. cilj:</b> <b>k)</b> Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.	<b>razstava Živeti v Celju in muzejska postavitev mojstra Pelikana v steklenem fotog. ateljeju</b>		29.210 €	2007–2011	da	Delo 26. 11. 2009	gluhim in naglušnim omogočen dostop do muzejskih vsebin s posebno tehnologijo
<b>8. cilj:</b> <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi. <b>11. cilj:</b> <b>c)</b> Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.	<b>izobraževalna oddaja Minute za jezik</b>	RTV Slovenija	166.017 € 459.021 € 166.917 €	2007–2011 trajno 2007	da da da	Žurnal 6. 2. 2010, spletna stran RTV	RTV SLO 1 ob torkih, v 5 minutah 3 zagate sl. j. (nove besedne zveze, male in velike začetnice, kratice, dopis ...), jezikoslovke Helena Dobrovoljc, Marta Kocjan - Barle in Joža Lakovič
<b>9. cilj:</b> <b>n)</b> Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).	<b>16. zimska šola slovenskega jezika</b>	Center za slovenščino kot drugi/tuji jezik	166.917 €	2007–2011	da	RA SLO 1 25. 1., spl. stran CDTJ, Demokracija 4. 2. 2010	FF (25. 1.–5. 2.), tujci, ki bivajo v Sloveniji, 4 ure dopolodne, izbirni dveurni popoldanski tečaj (konverzacija), spremljevalni program (ogled Lj., sl. filma z angl. podn.)
<b>3. cilj:</b> <b>b)</b> Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> <b>d)</b> Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> <b>e)</b> Nova in izpopolnjena programska orodja v slovenščini na področju IKT (prevajalniki, iskalniki, urejevalniki, podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.). <b>i)</b> Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>konferenca Korpusi, več kot le statistika</b>	Fakulteta za družbene vede, Amebis in Trojina, zavod za uporabno slovenistiko	8345 € 125.187 € 333.834 €	2007 2007–2011 trajno	da da da	SlovLit 7. 1. 2010	projekt Sporazumevanje v slovenskem jeziku  FDV, Ljubljana, 5. 2.: zbrati čim večji vzorčni delež jezika – besedil, govora – in podatke z ustreznimi jezikoslovnimi metodami predelati v sekundarne vire – slovarje, slovnice itd., ki jih je treba obnavljati skladno s spremembami v jeziku
<b>3. cilj:</b> <b>b)</b> Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih.	<b>predavanje Športna (ne)slovenščina</b>	Društvo slovenskih književnih prevajalcev	8345 €	2007	da	vabilo društva 1. 4. 2010	DSKP, 6. 4.: novinar Igor E. Bergant in prevajalec Bogdan Gradišnik o skrbni rabi jezika v športnem poročanju

<p><b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. e) Popularizacija slovenske knjige in širjenje bralne kulture. i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.</p>	<p><b>13. slovenski dnevi knjige</b>  »Ko te napiše knjiga«</p>	<p>Mladinski kulturni center Maribor</p>	<p>166.017 €  125.187 € 83.458 € 834.585 €  83.458 €</p>	<p>trajno  2007–2011 trajno 2008  trajno</p>	<p>da  da da da  da</p>	<p>Večer 15., Žurnal24 16. 4. 2010</p>	<p>Maribor, 16.–23. 4.: vodilo – humor; pogovori, miničitalnice, razstave (knjige, aforisti, ilustracije), pesniški turnir Založbe Pivec  Ravne na Koroškem, Celje</p>
<p><b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. e) Popularizacija slovenske knjige in širjenje bralne kulture. i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.</p>	<p><b>15. slovenski dnevi knjige</b>  »Od lista do lista«</p>	<p>Društvo slovenskih pisateljev</p>	<p>166.017 €  125.187 € 83.458 € 834.585 €  83.458 €</p>	<p>trajno  2007–2011 trajno 2008  trajno</p>	<p>da  da da da  da</p>	<p>Finance 14., Delo 19. in 20., TV SLO 19., Dnevnik, SloLit 20., Slovenske novice 22. 4. 2010</p>	<p>Ljubljana, 19. do 23. 4.: Mestni trg – stojnice 42 založb, Društvo sl. pisateljev – okrogle mize in liter. večeri, Pručkarji – recitacije poezije, Pisatelji v avtobusu – videoportreti 47 sl. avtorjev (do konca novem.)  Maribor, Koper, Celje, Novo mesto, Velenje</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p>»Kaj potrebuje slovenščina, vzpodbudo ali zaščito?«</p>	<p>Ministrstvo za kulturo</p>	<p>8345 €  166.017 €  125.187 €  459.021 €</p>	<p>2007  trajno  2007–2011  trajno</p>	<p>da  da da da</p>	<p>vabilo MK 11., Dnevnik 13. in 17., Delo 18., Večer 19. 5. 2010</p>	<p>MK, 13. 5.: forum Divje misli, o pomenu jezikovne samozavesti, posledicah majhnega tržišča na produkcijo, ničnem davku ... (Rozman, Stabej, Škušek, Vogrinc, Lesničar)</p>
<p><b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>Slovenski jezik in kultura</b></p>	<p>Oddelek za slovenščino, Visoke šole tujih jezikov za prevajalce in tolmače, FF Univerze in Narodna in študijska knjižnica Trst ter Center za sl. kot drugi/tuji j.</p>	<p>166.017 €  125.187 € 459.021 €</p>	<p>trajno  2007–2011  trajno</p>	<p>da  da da</p>	<p>SloLit 21. 5. 2010</p>	<p>Trst, 13. maj 2010: predavanja dr. Vesne Mikolič Problemi jezikovne medkulturnosti in dr. Marka Jesenška Slovenski jezik v evropskih globalizacijskih procesih</p>
<p><b>8. cilj:</b> f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.</p>	<p><b>Pretnarjeva nagrada 2010</b></p>	<p>Velenjska knjižna fundacija in Književna asociacija Velenika</p>	<p>75.112 €</p>	<p>2007–2008</p>	<p>da</p>	<p>SloLit 21. 5. 2010</p>	<p>Velenje, 19. do 21. maj: 9. herbersteinsko srečanje oz. Lirikifest 2010;  prof. dr. Nadežda Starikova iz Rusije, ambasadorica sl. knjiž. in j. po svetu</p>
<p><b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga. g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.</p>	<p><b>Velenjica 2010, slovenska književna nagrada čaša nesmrtnosti</b></p>	<p>Velenjska knjižna fundacija in Književna asociacija Velenika</p>	<p>83.458 €</p>	<p>trajno  trajno</p>	<p>da  ne</p>	<p>SloLit 21. 5. 2010</p>	<p>Velenje, 19. do 21. maj: 9. herbersteinsko srečanje oz. Lirikifest 2010;  pesnik Boris A. Novak za vrhunski desetletni pesniški opus</p>
<p><b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih.</p>		<p>Založba Franc-</p>	<p>8345 €</p>	<p>2007</p>	<p>da</p>	<p>Večer 29. 5. 2010</p>	<p>Pomurje, več krajev, 27. do 29. maj: simpozij Globaliteta, lokaliteta – identiteta (vloga in pomen narečja, skrb</p>

<p><b>5. cilj:</b> č) Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.</p> <p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p> <p><b>11. cilj:</b> e) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.</p>	<p><b>festival slovenske narečne književnosti Dialekta 2010</b></p>	<p>Franc, podjetje za promocijo kulture</p>	<p>166.917 €</p> <p>459.021 €</p> <p>166.917 €</p>	<p>trajno</p> <p>trajno</p> <p>2007</p>	<p>da</p> <p>da</p> <p>da</p>	<p></p> <p></p> <p></p>	<p>za besedišče, narečna dramatika); bralno-glasbeni večeri, posveta Melodija v sl. nareč. poeziji ter Verz in kitica sl. narečne poezije, nastopi udeležencev v šolah, razstava Sl. narečna književnost v knjigi</p>
<p><b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture.</p> <p><b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.</p>	<p><b>Knjiga na Slovenskem in Knjigotrška akademija</b></p>	<p>Društvo sl. knjigotržcev in Društvo sl. založnikov</p>	<p>83.458 €</p> <p>83.458 €</p>	<p>trajno</p> <p>trajno</p>	<p>da</p> <p>da</p>	<p>Delo 4., Primorske novice 7. 6. 2010</p>	<p>Portorož, 3.–4. 6.: založniški kongres, okrogla miza o podpori države knjigi, predavanja, rdeča nit: bralec med nakupom in izposojjo</p>
<p><b>8. cilj:</b> h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).</p>	<p><b>magistrski program slovenistike – nova smer Literarne vede</b></p>	<p>Univerza v Novi Gorici</p>	<p>417.292 €</p>	<p>2007–2011</p>	<p>da</p>	<p>SlovLit 8. 6. 2010</p>	<p>naslednje študijsko leto: smer Literarne vede z modulom Študiji spolov in književnost (izbirni predmeti ...)</p>
<p><b>8. cilj:</b> k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.</p> <p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>29. poletna šola slovenskega jezika in 5. mladinska poletna šola slovenščine</b></p>	<p>Center za slovenščino kot drugi/tuji jezik</p>	<p>104.323 €</p> <p>459.021 €</p>	<p>trajno</p> <p>trajno</p>	<p>da</p> <p>da</p>	<p>RA SLO 1 5. 7. 2010</p>	<p>poletna šola: 160 učencev iz več kot 30 držav; mladinska šola: 170 udeležencev z vsega sveta; tudi štipendije Urada za Slovence po svetu</p>
<p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>46. seminar slovenskega jezika, literature in kulture</b></p>	<p>FF, Oddelek za slovenistiko</p>	<p>459.021 €</p>	<p>trajno</p>	<p>da</p>	<p>Dnevnik 13., Delo 19. 7. 2010</p>	<p>130 udeležencev iz 28 držav; rdeča nit slovanstvo v slovenskem jeziku, literaturi in kulturi; spremljevalni program za stik s sl. j. in kulturo</p>
<p><b>8. cilj:</b> k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.</p> <p><b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.</p>	<p><b>17. poletni tečaj slovenskega jezika</b></p> <p><b>Halo, tukaj slovenski Mediteran!</b></p>	<p>Center za sl. j. in kulturo Fakultete za humanistične študije Koper in Znanstvenorazisk. središče Koper</p>	<p>104.323 €</p> <p>459.021 €</p>	<p>trajno</p> <p>trajno</p>	<p>da</p> <p>da</p>	<p>SlovLit 15., Primorske novice 21., Delo 29. 7. 2010</p>	<p>FHŠ Koper, 19. 7.–1. 8: 68 udeležencev od 15 do 89 let iz različnih držav; vodilna tema: raznolikost sveta (leto 2010 – mednarodno leto biotske raznovrstnosti) &gt; raznolikost jezikov in narodov, aktiven medkulturni dialog</p>
<p><b>6. cilj:</b> č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.</p> <p><b>11. cilj:</b> č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.</p>	<p><b>Sodobni pravopisni priročnik v knjižni, elektronski in spletni različici</b></p>	<p>ZRC SAZU</p>	<p>125.187 €</p> <p>83.458 €</p>	<p>2007–2011</p> <p>takoj</p>	<p>da</p> <p>da</p>	<p>SlovLit 26. 7. 2010</p>	<p>aplikativni raziskovalni projekt od 1. 2. 2008 do 30. 1. 2011: uporabnost sodobnih normativnih slovarjev, kakšne informacije v pravopisnem slovarju pričakujejo uporabniki, uporabnost črkovalnikov v urejevalnikih besedil ipd.; anketa</p>
<p><b>6. cilj:</b> f) Pomoč učiteljem slovenščine v zamejstvu in izseljenstvu.</p> <p><b>8. cilj:</b> k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.</p> <p><b>i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.</b></p>	<p><b>seminar za učitelje</b></p>	<p>Zavod za šolstvo, Urad za Sl. v zamejstvu in po svetu, MŠŠ</p>	<p>292.104 €</p> <p>104.323 €</p> <p>834.585 €</p>	<p>2007–2011</p> <p>trajno</p> <p>trajno</p>	<p>da</p> <p>da</p> <p>da</p>	<p>POP TV 6., Ra SLO 1, Dnevnik in Delo 7. 8. 2010</p>	<p>Ljubljana, Logarska dolina: za učitelje, ki poučujejo sl. in druge predmete v sl. in Kanadi; nove metode poučevanja in pritegovanja pozornosti učencev</p>
<p><b>9. cilj:</b> n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju</p>	<p><b>Žepni tečaj slovenščine</b></p>	<p>Sl. turistični inf. center in CSDTJ</p>	<p>166.917 €</p>	<p>2007–2011</p>	<p>da</p>	<p>Dnevnik 17. 8. 2010</p>	<p>v STIC-u vsako sredo od junija do oktobra brezplačni enopolurni tečaj sl. za turiste, poudarek na besedah in frazah, ne slovnici</p>

njihovih društev s knjigami v njihovih materinih jezikih).							
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>Trubarjeva hiša literature</b>	Mestna občina Ljubljana	166.017 € 83.458 € 83.458 €	trajno trajno trajno	da da da	SlovLit 4. 7., spletna str. MOL, Delo, Dnevnik 3. 9. 2010	ulična čitalnica, odprto branje, razstava poezije ...; program hiše: literatura, muzejska dejavnost, javna kritična razmišljanja, izobraževalni program; muzejska soba posvečena Trubarju (v hiši na Stritarjevi živel l. 1562)
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>Branje in kvalitetna pismenost – skrb nas vseh</b>	Mestna knjiž. Lj. – Pionirska, Javna agencija za knjigo, Društvo Bralna značka	83.458 € 83.458 €	trajno trajno	da da	vabilo JAK (oz. Pionir-ske) 3. 9. 2010	strokovna sreda v Pionirski – centru za mladinsko književnost in knjižničarstvo; predstavitev centra in JAK, kakovosten pouk pismenosti, spodbujanje branja ...; gost pesnik Tone Pavček (»Majnice« v dar sl. sedmošolcem)
<b>8. cilj:</b> e) Popularizacija slovenske knjige in širjenje bralne kulture. <b>11. cilj:</b> a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.	<b>projekt Rastem s knjigo</b>	MŠŠ, MK + Javna agencija za knjigo, Društvo Bralna značka idr.	83.458 € 83.458 €	trajno trajno	da da	Delo, Dnevnik 9. 9. 2010	ob mednarodnem dnevu pismenosti sedmošolci prejmejo knjigo, letos tudi dijaki prvih letnikov SŠ; MK knjižnicam podarilo 400 knjig, MŠŠ razglasilo šolsko leto knjige
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih.	<b>Norma – ta preganjani predmet pohujšanja</b>	Društvo slovensk. književ. prevajalcev	8345 €	2007	da	vabilo DSKP 31. 8., Dnevnik 11. 9. 2010	DSKP, kritični večer Med purizmom in jezi-ko(slo)vnim populizmom, Marta Kocjan Barle, Velemir Gjurin, Bogdan Gradišnik in Štefan Vevar
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>mednarodna znanstvena konferenca Slovenski jezik v stiku – sodobne usmeritve večjezičnega in manjšinskega izobraževanja</b>	Fakulteta za humanistične študije Koper	8345 € 166.017 € 125.187 € 459.021 €	2007 trajno 2007–2011 trajno	da da da da	SlovLit 21. 8., RA SLO 1 10. 9. 2010	FHŠ Koper, 10. in 11. 9.: jezikovna politika in izobraževanje, izobraž. v stičnih jezikovnih okoljih v Sloveniji, dvo-/večjezično izobraževanje – evropski modeli, okrogla miza Ohranjanje manjšinskega jezika kot skupna odgovornost, sl. v stiku z drugimi jeziki, izobraž. modeli v obmejnih in večkulturnih prostorih
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopoličnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>znanstveni simpozij Dnevi Maksa Pleteršnika – Izzivi sodobnega slovenskega slovaropisja</b>	Filozofska fakulteta Univerze v Mariboru in Strokovni odbor Maksa Pleteršnika	8345 € 125.187 € 459.021 €	2007 2007–2011 trajno	da da da	SlovLit 10. 5., 12. 9. 2010	Pišce, Pleteršnikova domačija, 13. in 14. 9.: sodobno slovaropisje in splet, prihodnost leksikografije, slovarji – učitelji in šolarji, obvestilnost, sl. narečni slovarji, vloga kazalk v slovaropisju, časopisje kot slovarski vir Pleter. sl.-nem. slovarja ...
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorcami raznih jezikov). d) Razvitje celovitega sistema za	<b>Evropski dan jezikov</b>	(Predstavništvo Evropske komisije v RS)	166.017 € 33.383 €	trajno 2007–2009	da da	RA SLO 1 26., POP TV 27. 9., Primorske novice 1. 10., Ona 5. 10., Primorske novice 8. 10. 2010	geslo Z jeziki do posla, rdeča nit: podjetništvo in delovna mesta; jezikovna pestrost Evrope, razmislek o pomenu znanja tujih jezikov v podjetništvu in zaposlovanju Ljubljana – jezikovna tržnica, gimnazija Poljane: televizijski dnevnik v tujem in maternem jeziku; Novo mesto in Metlika – jezikalnice s tujejezičnim mentorjem, učenci pomurskih OŠ na nagradnem natečaju Evropske komisije, Koper – Moje mesto je svet, ulice in trgi z napisi, dejavnostmi v razl. jezikih

promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.			125.187 €	2007–2011	da		
			459.021 €	trajno	da		
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih. <b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>Slovenski slavistični kongres</b>  <b>Vloge središča – konvergenca regij in kultur</b>	Zveza društev Slavistično društvo Slovenije	8345 €	2007	da	SlovLit 21. 8. in 13. 10., Dnevnik 30. 9. 2010	Filozofska fakulteta Univerze v Ljubljani 30. 9.–2. 10.: pod krovno temo odkrivanje semiotičnega prostora, sledov zgodovine, urbanizacije, kult. in jezikov. življenja v sl. prestolnici in regionalnih središčih; izdan zbornik; okrogla miza o pouku slovenščine;
			166.017 €	trajno	da		
			125.187 €	2007–2011	da		
			459.021 €	trajno	da		
<b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> e) Nova in izpopolnjena prog-ramska orodja v slovenščini na področju IKT (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.). i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>konferenca</b>  <b>Jezične tehnologije</b>	Slovensko društvo za jezikovne tehnologije	125.187 €	2007–2011	da	SlovLit 23. 4.	Ljubljana, Institut Jožef Stefan, 14.–15. 10.: razvoj, standardizacija in uporaba jez. virov, govorne tehnologije, strojno prevajanje ter drugo več- in medjezi-kovno procesiranje narav-nega jezika, strojno (statistično) učenje jez. modelov, zajemanje in luščenje informacij, jez. tehnologije in jezik. opisi, jezikovnotehnoški projekti
			333.834 €	trajno	da		
			459.021 €	trajno	da		
<b>9. cilj:</b> j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na medna-rodnih knjižnih sejnih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).	<b>Knjižni sejem v Frankfurtu</b>		125.187 €	trajno	da	Demokracija, 7. 10., TV SLO 1 8. 10. 2010	6.–10. 10.: 30 sl. založnikov z 12 knjigami – avtorji s katalogi oz. letaki v tujem j., osrednja gostja Argentina
<b>8. cilj:</b> a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote. d) Razvitje celovitega sistema za promocijo slovenščine. f) Javne pohvale in nagrade za razvojne, raziskovalne, peda-goške, promocijske, organiza-cijske idr. dosežke in zasluge na jezikovnem področju.	Podelitev Škrabčevih štipendij	Ustanova patra Stanislava Škrabca	166.017 €	trajno	da	SlovLit 17. 6. in 12. 10. 2010, spletna stran ustanove	12. 10., skedenj Škrabčeve domačije; štipendije za dodipl., mag. in dr. študij sl. j., slovanskih j., klasične filologije, primerj. in sploš. jezikoslovja; Drago Jančar in dr. Simona Škrabec pogovor o tistem, česar ni v slovarju; (letos brez nagrade za posebne dosežke v slovenističnem jezikoslovju)
			125.187 €	2007–2011	da		
			75.112 €	2007–2008	da		
<b>3. cilj:</b> b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih. <b>8. cilj:</b> d) Razvitje celovitega sistema za promocijo slovenščine. <b>9. cilj:</b> i) Obveščanje slovenske in tuje javnosti o slovenščini, sloven-skem jezikovnem položaju ter jezikovni politiki in kulturi.	<b>okrogla miza (v angl.)</b>  <b>Ko majhni postanejo veliki: Slovenija in njeni jeziki</b>	Evropska komisija in Univerza v Ljubljani	8345 €	2007	da	SlovLit 20. 10. 2010	Lj., 24.–26. 10.: spremembe položaja sl. in drugih jezikov v Sloveniji po vstopu v EU leta 2004, o jezikih priseljen-cev, ki v Sloveniji nimajo posebnih jez. pravic ...; 7. srečanje sodelavcev (60 z univerz iz 13 evrop. držav) projekta DYLAN (Language dynamics and management of diversity), financira ga Evropska komisija, cilj je ugotoviti podobo sodobne evropske večjezičnosti (v podjetjih, institucijah EU in visokem šolstvu)
			125.187 €	2007–2011	da		
			459.021 €	trajno	da		



*c. Odgovori nosilcev*

**Svet za visoko šolstvo (NAKVIS)**

NA NOBENO OD VPRAŠANJ NE MOREMO ODGOVORITI, KER NAKVIS NEPOSREDNO NIMA PRISTOJNOSTI, DA BI SE UKVARJAL Z NJIMI NA NAČIN, KOT SE GA DA RAZBRATI IZ VAŠIH VPRAŠANJ. AGENCIJA PRESOJA VISOKOŠOLSKE ŠTUDIJSKE PROGRAME V CELOTI. ZADEVE, KI JIH NAVAJATE, SO EVENTUALNO ELEMENTI DOLOČENIH ŠTUDIJSKIH PROGRAMOV IN SE KOT TAKŠNI PRESOJAJO Z VIDIKA IZPOLNJEVANJA ZAKONSKIH POGOJEV V SMISLU OBVEZNIH SESTAVIN ŠTUDIJSKIH PROGRAMOV TER IZPOLNJEVANJA IZOBRAŽEVALNIH, KADROVSKIH, MATERIALNIH, FINANČNIH IN ZNANSTVENIH POGOJEV.

# **Predlog metodologije priprave Nacionalnega programa za jezikovno politiko za obdobje 2012–2016**

Raziskava po javnem naročilu 224/2010

Naročnik **Ministrstvo za kulturo RS**, Maistrova 10, 1000 Ljubljana

**dr. Marko Stabej**, Univerza v Ljubljani, Filozofska fakulteta

**dr. Monika Kalin Golob**, Univerza v Ljubljani, Fakulteta za družbene vede

**dr. Mojca Stritar**, Univerza v Ljubljani, Filozofska fakulteta

**dr. Nataša Gliha Komac**, Univerza v Ljubljani, Fakulteta za družbene vede

**dr. Primož Vitez**, Univerza v Ljubljani, Filozofska fakulteta

Ljubljana, 19. 11. 2010

**Kazalo**

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## 1 Uvod

Izdelava metodologije priprave NPJP za obdobje 2012–2016 temelji na

- a) podrobnejši analizi nastajanja, delovanja in učinkovanja sedanjega nacionalnega programa jezikovne politike;
- b) analizi sodobnega jezikovnopolitičnega položaja Republike Slovenije in slovenske jezikovne skupnosti.

Na podlagi pridobljenih nekaterih mnenj uradnih organov in strokovnih analiz ter ocen lahko sklepamo, da je Resolucija o NPJP (odslej ReNPJP) 2007–2011 dragocen dokument, ki kljub svojim pomanjkljivostim pomeni korak naprej v uzaveščanju in udejanjanju jezikovne politike v slovenskem javnem in političnem okviru. Pri nadaljnjem snovanju slovenske jezikovne politike (odslej JP) se torej zdi smiselno načrtovati novo resolucijo, pri njenem oblikovanju, sprejemanju in uveljavljanju pa upoštevati dobre in slabe izkušnje iz preteklega štiriletnega obdobja.

## 2 Pravni okvir

Pravno podlago za izdelavo NPJP sestavljajo slovenska (in evropska) zakonodaja in mednarodni pravni dokumenti v povezavi z jezikovno politiko, katerih podpisnica je Republika Slovenija (prim. Prilogo 4 *Pregled mednarodnih dokumentov o jezikovni politiki*). Neposredna pravna podlaga prve resolucije je bil seveda Zakon o javni rabi slovenščine (ZJRS), saj se je z njim Republika Slovenija zavezala k »dejavni jezikovni politiki«, ki jo je tudi – sicer zakonsko abstraktno – utemeljila s 4. členom ZJRS. Problematičnost štirih sestavin dejavne jezikovne politike kot temeljnega vsebinskega oz. tematskega okvira, ki jih predvideva obstoječa resolucija, je v tem, da pravzaprav neposredno zadevajo samo slovenski jezik, slovenska jezikovna politika pa ima bistveno širše naloge, kar je nenazadnje razvidno tudi iz besedila resolucije. Tako predvidene naloge, ki niso bile povezane s slovenščino ali z govorcji slovenščine, niso mogle biti ustrezno umeščene, odgovornost za njihovo izvajanje pa ni bila dovolj pregledno in zavezujoče oblikovana. Taka vsebinska ureditev prinaša s sabo tudi videz prikritega protislovja, ki si ga temeljni strateški jezikovnopolitični dokument ne sme in ne more privoščiti.

Usklajenost z drugimi strateškimi dokumenti Republike Slovenije (kot npr. izhaja iz odgovora Ministrstva za notranje zadeve v *Prilogi 3*) je nujna za integrirano in učinkovito ReNPJP, torej mora priprava vsebine nove resolucije nujno temeljiti na poznavanju in upoštevanju drugih zavezujočih dokumentov, ki so neposredno ali posredno povezani z jezikovnopolitičnimi temami. Podatke o tem, kateri dokumenti to vse so, lahko pripravljavci nove resolucije črpajo iz ustreznega modela komuniciranja in usklajevanja pri nastajanju nove resolucije, kakor ga predlagamo v nadaljevanju dokumenta. Iz vsega tega izhajajo tudi vsebinske posledice v zvezi z novo resolucijo, kot jih opredeljujemo v nadaljevanju.

## 3 Dejavnost jezikovna politika in njeni nosilci

**3.1** Neposredni nosilci jezikovne politike RS so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da prevzamejo zanj ne le izvajalsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Analiza izvajanja obstoječe resolucije kaže na to, da je bilo le malo državnih ustanov in organov seznanjenih z resolucijskimi cilji in nalogami, kaj šele, da bi v skladu z njim delovali in za to delovanje tudi finančno in organizacijsko

poskrbeli ter na koncu poročali.

Sektor za slovenski jezik je sicer že v preteklosti poskušal na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje jezikovne politike; vlada RS je npr. 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji po sklepu predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretarja Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na Ministrstvu za kulturo. Ne glede na pomanjkanje podatkov o tem, kako dejavna je bila v preteklih petih letih omenjena komisija, lahko že iz vsebinske opredelitve nalog ocenimo, da taka oblika medresorskega usklajevanja ni dovolj učinkovita za oblikovanje in izvajanje celovite jezikovne politike RS. Usklajevanje formalnopravnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na področju RS) je sicer nujno potrebno; toda dejavna jezikovna politika pomeni bistveno širšo dejavnost, ki zadeva tudi vse druge mehanizme izvršilne oblasti.

Sektor za slovenski jezik pri Ministrstvu za kulturo je v obstoječi strukturi izvršilne oblasti Republike Slovenije – formalno gledano – ključno telo za koordinacijo slovenske jezikovne politike – in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane. Toda kot bo nekoliko podrobneje razvidno iz nadaljevanja tega dokumenta, sega slovenska jezikovna politika – vsebinsko gledano – vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato bi bilo ob priložnosti nastajanja nove resolucije koristno ustanoviti novo medinstitucionalno delovno skupino za oblikovanje in izvajanje jezikovne politike RS. Ustanovitev skupine bi se morala ravnati po združenih načelih odgovornosti in operativnosti. S tem mislimo po eni strani na načelno odgovornost najvišjih predstavnikov in predstavnic ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa na konkretno in operativno odgovornost posameznih javnih uslužbencev in uslužbenk kot stalnih sodelavcev in sodelavk skupine. Skupina bi bila torej imenovana s sklepom vlade, sestavljali bi jo javni uslužbenci in uslužbenke iz tistih organov izvršilne oblasti, katerih dejavnost je najbolj neposredno povezana z jezikovnopolitičnimi vprašanji; mednje poleg tistih iz sestave zgoraj omenjene komisije gotovo spadajo tudi Služba Vlade Republike Slovenije za razvoj in evropske zadeve, Urad republike Slovenije za Slovence v zamejstvu in po svetu, Urad Vlade Republike Slovenije za narodnosti in drugi.

Iz analize uresničevanja ReNPJP 2007–2011 lahko posredno sklepamo, da slovenski javni uslužbenci in uslužbenke (razen redkih in dragocenih izjem) niso dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja, kar zelo ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato predlagamo izdelavo posebnega dokumenta z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi za tiste javne uslužbenke in uslužbenice, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne komisije bi bilo smiselno prirediti posebno uvodno izobraževanje za imenovane člane in članice, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja, nenazadnje pa tudi temeljna spoznanja iz izvedenskih mnenj in poročil, ki jih je v okviru izvajanja obstoječe resolucije naročilo Ministrstvo za kulturo. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bi bili posamezniki in posameznice motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za

njihovo izvrševanje oz. nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

**3.2** Pomemben partner pri oblikovanju državne jezikovne politike so tudi nevladne ustanove in organizacije. Pri nastajanju nove resolucije je zato treba še zanesljiveje zagotoviti možnost sodelovanja vseh zainteresiranih, kot je bilo za to poskrbljeno pri prvi. Zato predlagamo, da se že ob samem začetku pripravljanja ReNPJP javnost obvesti o vladni nameri, z informacijo o ključnih datumih postopka in s pozivom za posredovanje vsebinskih predlogov Sektorju za slovenski jezik, in sicer v posebej pripravljene obliki, usklajeni s formalno vsebinsko organiziranostjo načrtovane resolucije. Predlogi javnih ustanov, civilnodružbenih organizacij in nenazadnje tudi posameznikov in posameznic se tako lahko smiselno vgradijo že v osnutek ReNPJP. Tak način lahko omogoči učinkovitejšo in preglednejšo javno razpravo o osnutku ReNPJP, saj bo ta lahko pretežno namenjena usklajevanju rešitev, ne pa vključevanju (ali zavračanju) popolnoma novih vsebin.

## **4 Načrtovanje vsebine resolucije NPJP za obdobje 2012–2016**

Nova resolucija naj upošteva naslednja temeljna vsebinska sklopa:

- po eni strani nadaljnje načrtovanje slovenskega jezika kot nacionalnega jezika v vseh razsežnostih, glede njegove opremljenosti, njegovega nadaljnjega razvoja, njegovega statusa, njegove razširjenosti in dostopnosti ipd.;
- po drugi strani načrtovanje vseh drugih parametrov slovenske jezikovne situacije in uresničevanje jezikovnih potreb Republike Slovenije, njenih narodnih in etničnih skupnosti, njenih ustanov, njenih državljanov in državljanek ter drugih oseb in pravnih subjektov.

Ta dva temeljna sklopa sta sicer vsebinsko tesno povezana in morata biti v temeljni zasnovi usklajena in izrecno neprotislovna, saj je jezikovna situacija celovita; toda konkretno vsebinsko načrtovanje bi lahko bilo na ta način preglednejše in učinkovitejše. Iz te dvojnosti izhaja tudi upravnoorganizacijska posledica, ki smo jo že omenili: za oblikovanje in izvajanje celovite slovenske jezikovne politike nikakor ne more skrbeti izključno Sektor za slovenski jezik Ministrstva za kulturo, saj taka zadolžitev izrazito presega njegove naloge in pristojnost; zagotoviti je treba tudi učinkovito sodelovanje drugih organov in njihovo medsebojno koordinacijo.

**4.1** ReNPJP naj bo vsebinsko gledano dvostopenjska – prvi del naj po potrebi načelno, zgoščeno in jasno opredeli prednostne usmeritve slovenske JP v nadaljnjem petletnem obdobju, in sicer iz obeh zgoraj navedenih sklopov. Drugi del pa naj izpostavi tiste posebne operativne prednostne cilje, ki so v skladu z načelnimi prednostnimi usmeritvami in zajemajo izključno to, kar je treba zasnovati, izdelati in financirati na novo – torej tisto, kar bi v slovenskem jezikovnem prostoru nujno potrebovali, vendar tega še ni. Drugi del mora biti operativno natančno določen, popolnoma jasno mora biti, kakšen bo postopek za doseg posameznega operativnega cilja, kako se bo financiral, kdo bo nosilec cilja, na kakšen način se bo izbral izvajalec ipd.

Taka vsebinska dvodelnost bi imela več prednosti, predvsem bi pomenila dvoje: večjo jasnost in preglednost jezikovnopolitičnega programa, hkrati pa bi se izognili motečemu podvajanju nalog in nejasnostim v zvezi s pristojnostmi različnih nosilcev za posamezne jezikovnopolitične cilje, dvomom glede načina financiranja ipd., kar vse je bila slaba plat obstoječe resolucije. Glede vsega tega je namreč, sodeč po anketnih odgovorih, v obstoječi ReNPJP prišlo do vrste nesporazumov, saj ni bilo jasno, ali je resolucija samo povzemala določene dejavnosti, ki potekajo neodvisno od resolucije, ali pa jih je imela namen dodatno urejati in dopolnjevati.

**4.1.1** Prvi del nove resolucije z načelnimi opredelitvami prednostnih usmeritev slovenske jezikovne politike bi tako pomenil vsebinsko in strateško utemeljitev za najrazličnejše institucionalne dejavnosti v Republiki Sloveniji (zelo verjetno pa tudi za dejavnosti slovenskih skupnosti v sosednjih državah in po svetu), povezane z jezikovnopolitičnimi temami, tudi za tiste, ki jih resolucija v drugem, operativnem delu ne bi opredeljevala ali omenjala. Na ta način bi postala slovenska jezikovna politika zasnovno bolj povezana, po drugi strani pa bi omogočal večjo jezikovnopolitično prožnost in avtonomnost, saj bi vrsta nosilcev lahko oblikovala svoje jezikovnopolitične dejavnosti neodvisno od operativnega načrta same resolucije, v skladu s svojimi potrebami, finančnimi ter organizacijskimi zmožnostmi in podobno. Nekatera področja izvršilne oblasti so že doslej opravljala obsežno in raznovrstno dejavnost jezikovnopolitičnega značaja, npr. področje šolstva, visokega šolstva, notranjih in zunanjih zadev; tovrstno dejavnost je treba še krepiti in spodbujati samostojno iskanje učinkovitih rešitev, hkrati pa poskrbeti za temeljito medsebojno obveščenost in koordinacijo. Tudi za nevladne oz. nedržavne ustanove bi to lahko pomenilo jezikovnopolitično prednost, saj bi imele dobro načelno vsebinsko izhodišče za svoje potrebe.

**4.1.2** Drugi del resolucije s prednostnimi operativnimi cilji naj torej opredeljuje tisto, kar si Republika Slovenija zaradi jezikovnopolitičnih razlogov želi v naslednjem petletnem obdobju doseči in za kar ni v celoti ali dovolj poskrbljeno z dejavnostmi, ki že tečejo neodvisno od resolucijskega programa. Če želimo preglednejšo in učinkovitejšo resolucijo, je torej treba v njej:

- določiti uresničljiv prednostni nabor vsebinskih ciljev,
- opredeliti pot za njihovo dosego
  - z določitvijo odgovornega nosilca v izvršilni oblasti, ki mora poskrbeti:
    - za ustrezno proračunsko financiranje pri vsakem cilju,
    - za izbiro najboljšega izvajalca oz. najboljših izvajalcev,
    - za izpeljavo cilja in poročanje o njem.

Sedanja resolucija je sicer tudi omogočala tak potek dejavnosti (za izpolnitev nekaj odmevnih jezikovnopolitičnih nalog je npr. poskrbela Služba Vlade RS za razvoj in evropske zadeve), vendar ga ni *zagotavljala*, ampak je usodo ciljev in nalog bolj ali manj prepuščala na milost ali nemilost predvidenih nosilcev, njihovi seznanjenosti oz. neseznanjenosti z resolucijskimi določili, njihovi jezikovnopolitični ozaveščenosti oz. neozaveščenosti. To bi bilo v novi resoluciji mogoče preseči po več poteh: z omenjeno ustanovitvijo medinstitucionalne skupine, z natančnejšo formulacijo ciljev ter z neposrednim in soglasnim prevzemanjem odgovornosti posameznih nosilcev (ki bi lahko prevzemali odgovornost že s predlaganjem ciljev, ne pa šele z naloženo izvedbo).

Prednostni nabor vsebinskih ciljev nove resolucije ne sme biti preobsežen; cilji morajo biti jasno opredeljeni, tudi če so sestavljeni iz več podciljev. Manj ciljev na prvi pogled morda pomeni nevarnost jezikovnopolitične diskriminacije. Toda očitkom (ali dejanski) diskriminatornosti se je mogoče izogniti na več načinov:

- ob ustreznem jezikovnopolitičnem usklajevanju med izvršilnooblastnimi nosilci se bo pokazalo, da je mogoče nekatere že tekoče dejavnosti strniti in optimalizirati, zato jih ni treba resolucijsko opredeljevati; primeren okvir za to je tudi nova metodologija priprave proračuna, ki je programsko usmerjen in temelji na skupnih razvojnih politikah RS, ne pa zgolj na ločenih resorskih vizijah in potrebah;
- v času izvajanja resolucije bi bilo mogoče predvideti poseben delež denarja za tiste dejavnosti, ki so odlično usklajene s sprejeto načelno resolucijsko jezikovnopolitično

usmeritvijo, pa niso bile uvrščene med prednostne operativne cilje. Seveda bi bilo treba pri tem poskrbeti za ustrezen in razviden razpisni postopek, izbor bi bil lahko povezan tudi z letnimi prednostnimi nalogami (prim. 4.1.3).

Konkretni izvajalci posameznih ciljev in nalog naj ne bi bili vnaprej določeni. Še posebej pri obsežnejših in finančno zahtevnejših ciljeh je treba poskrbeti za spodbujanje konkurence med izvajalci, ne samo na podlagi najcenejših, ampak predvsem najboljše utemeljenih in najučinkovitejših predlaganih rešitev.

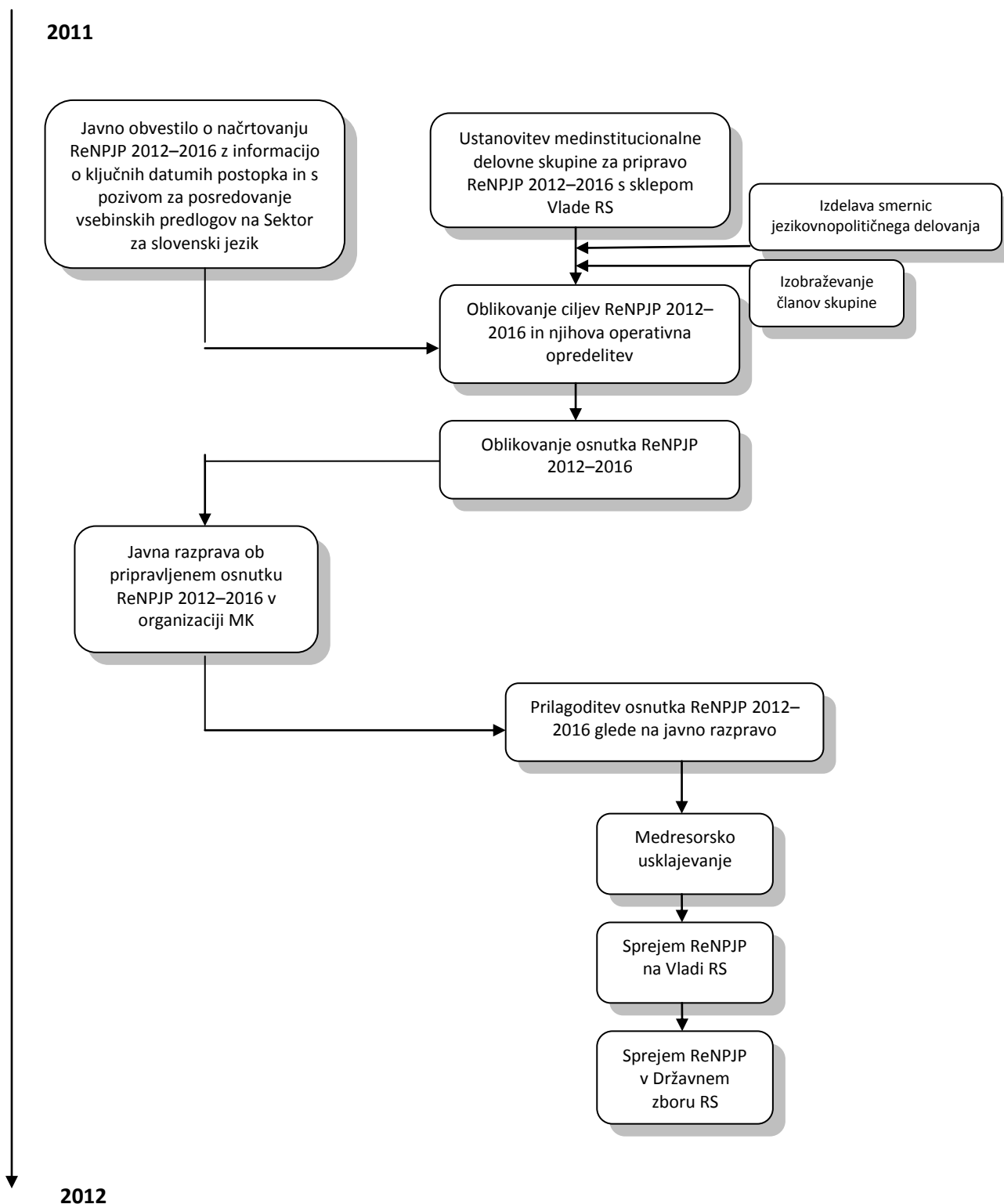
#### **4.1.3 Letne prednostne naloge**

Za večjo odmevnost jezikovnopolitičnega delovanja v strokovni in splošni javnosti bi kazalo vsako leto razpisati posebno prednostno jezikovnopolitično nalogo (ali več nalog) in zanjo predvideti poseben režim izvajanja in plačevanja. Seznam prednostnih nalog za vseh pet nadaljnjih let bi bilo mogoče v grobem oblikovati že na začetku resolucijskega obdobja; toda konkretne naloge bi bilo bolje oblikovati in objaviti za posamezno tekoče leto. Tudi to bi sodilo v pristojnost omenjene medinstitucionalne skupine (četudi bi lahko predlogi za prednostne naloge prihajali od drugih ustanov ali celo posameznikov); na ta način bi lahko slovensko jezikovno politiko učinkovito povezovali z aktualnim političnim, družbenim in kulturnim dogajanjem v Sloveniji, Evropski uniji in po svetu.

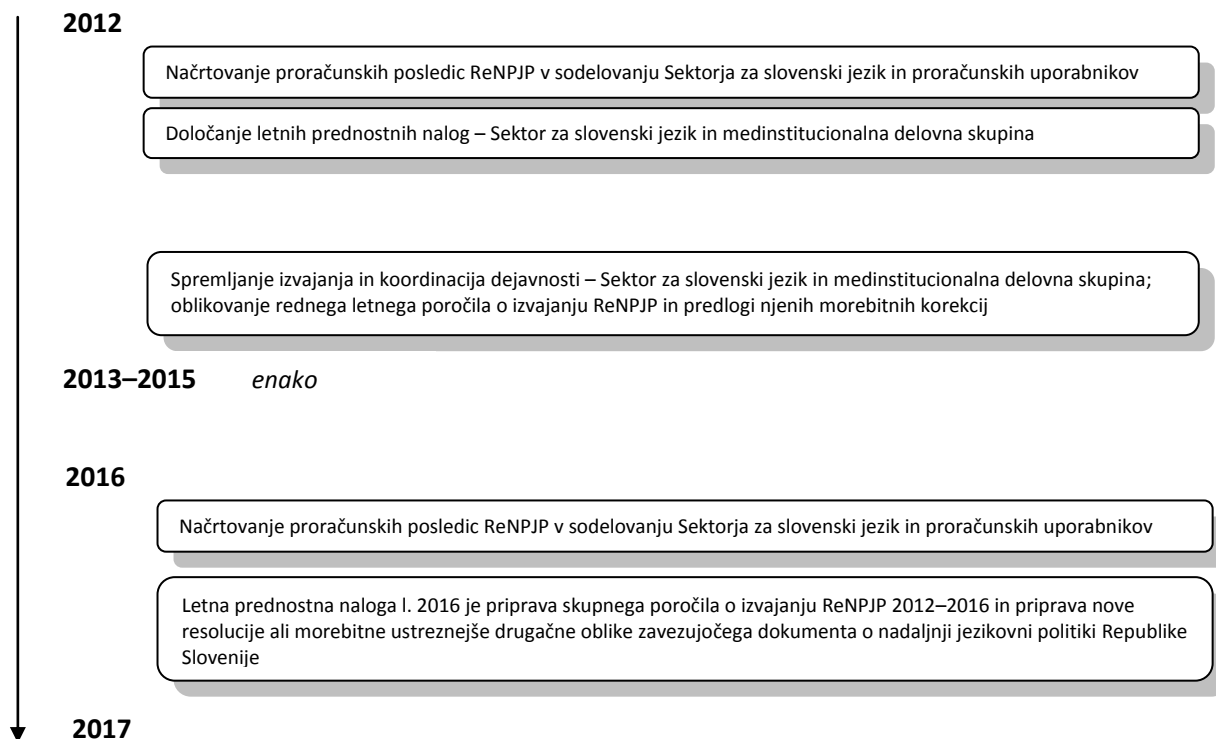
**4.1.4** Kot podlago za določitev prednostnih vsebinskih točk nove resolucije je mogoče vzeti vrsto strokovnih in znanstvenih publikacij z različnih humanističnih in družboslovnih področij, ki so izšle v zadnjih štirih letih, nujno pa se je pred tem podrobneje seznaniti s podatki v zvezi z izvajanjem ReNPJP 2007–2011, kot jih prinašata priloga naše raziskave in posebna raziskava Instituta za civilizacijo in kulturo, ki je potekala vzporedno z našo, zaradi česar njenih rezultatov žal nismo mogli v celoti upoštevati.



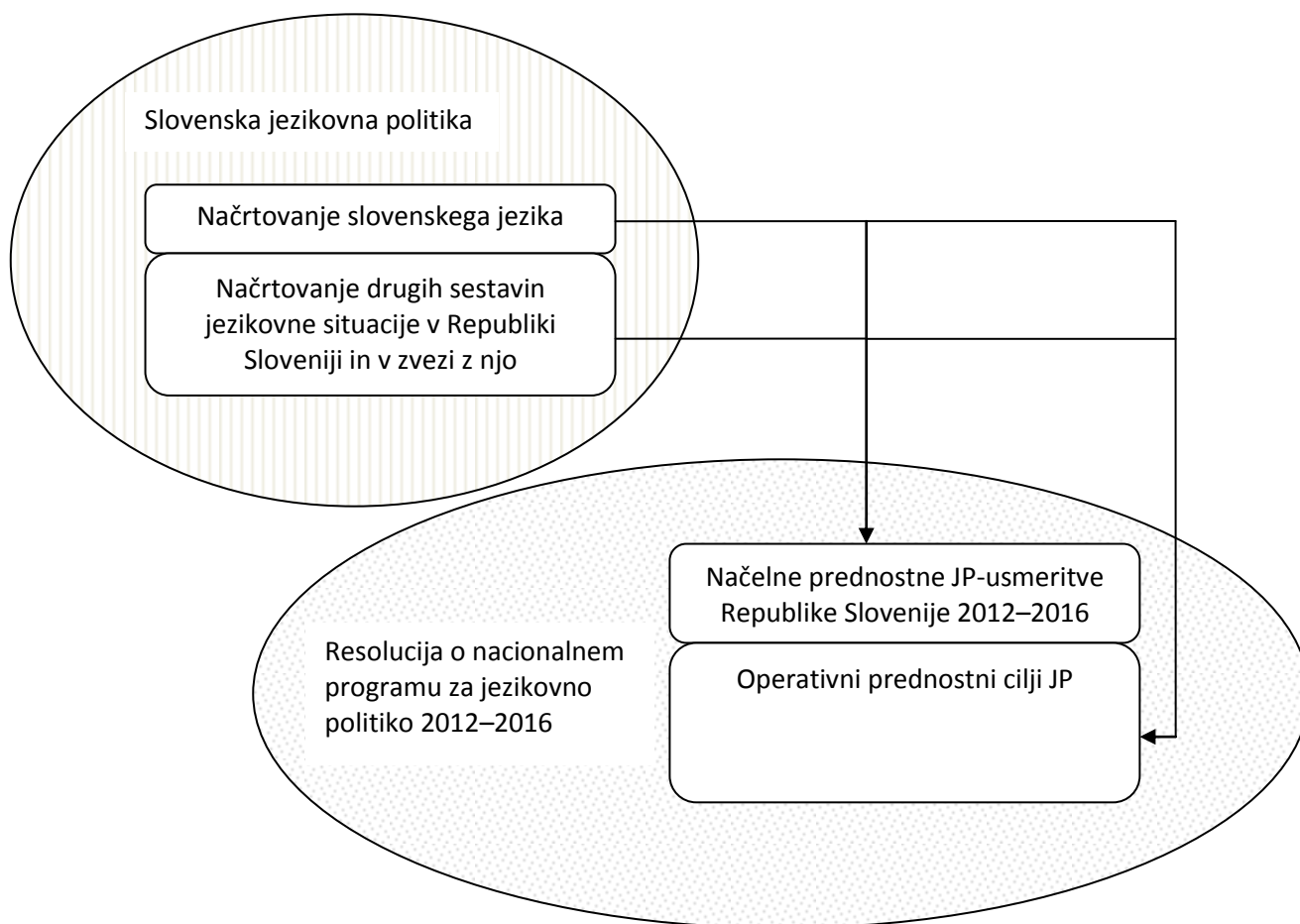
## 5 Shematični predlog postopka oblikovanja resolucije NPJP za obdobje 2012–2016



## 6 Shematični prikaz izvajanja resolucije NPJP za obdobje 2012–2016



## 7 Predlog vsebinske sheme resolucije NPJP za obdobje 2012–2016



## 8 Analiza uresničevanja in poročanja v medijih o ReNPJP 2007–2012

Mediji kot ustvarjalci javnega mnenja imajo pri širjenju političnih dokumentov primarno vlogo, hkrati pa so tudi vir za ugotavljanje njihove realizacije. Da bi ugotovili, kakšen je bil odziv na Resolucijo o nacionalnem programu za jezikovno politiko 2007–2011, smo opravili raziskavo o poročanju medijev o resoluciji ter posameznih ciljih in njihovi morebitni uresničitvi.

Gradivo (gl. Prilogo 1) – za namen tega poročila pregledno urejeno, preverjeno in po potrebi tudi dopolnjeno –, ki je bilo zbrano na seminarju predmeta Jezikovna kultura 2 (FDV, Univerza v Ljubljani) v študijskem letu 2009/10 marca 2010,<sup>1</sup> prinaša povedno informacijo o dostopnosti informacij (pri tem sta mišljeni tako fizična dostopnost informacij kot tudi njihova razumljivost in preglednost) glede posameznih ciljev ReNPJP in njihovega uresničevanja med uporabniki slovenskega jezika. Kot »vzorčna skupina« uporabnikov slovenskega jezika so razumljeni študenti prvega letnika novinarstva na Fakulteti za družbene vede, ki so se že seznanili z osnovami jezikovnega načrtovanja in jim tako tematika ni bila povsem tuja, z raziskovanjem uresničevanja ciljev ReNPJP pa so uzaveščali prepoznavanje in premislek o jezikovnopolitičnih vprašanjih v okolju, v katerem živijo in delujejo.

Glede poročanja o posameznih členih ReNPJP smo ugotovili, da mediji – skladno s pričakovanji – naključno, in sicer glede na aktualnost posameznih dogajanj, objavljajo teme, ki jih posredujejo bodisi politiki, kulturniki in šolniki. Ne gre torej za sistematično sledenje uresničevanja posameznih ciljev resolucije, pač pa za odzivanje na aktualne dogodke, ki jih je mogoče povezati z jezikovnimi tematikami. Žal so za medije najbolj objave vredne najmanj pomembne teme (npr. sinhronizacija filmov v slovenščino, izvesne table trgovin v neslovenščini), celo več, jezikovna tema kot »pomembna za slovenstvo« je uporabljena za privabljanje pozornosti na drugo nejezikovno tematiko (npr. izpostavljenost dvojezičnih zapisov za obravnavo posameznih »šokantnih« dejanj posameznika, ki se npr. priveže ob tablo z zapisom krajevnega imena: pri tem je medijske obravnave deležno predvsem dejanje, in ne vzrok zanj).

ReNPJP v celoti je bila podrobnejših razprav deležna takoj po sprejetju (npr. S. Pezdir, 9. 5. 2007, Odgovorni za razvoj slovenščine, Delo; M. Širca, 9. 5. 2007, Poskus poskusa, Delo; S. Pezdir, 9. 5. 2010, Vsestransko razvit moderni jezik, Delo; P. Kolšek, 11. 5. 2007, Resolucija v času obdobja, Delo; M. Stabej, 15. 5. 2007, Samopašne ovce: Pomisleki ob resoluciji o nacionalnem programu za jezikovno politiko 2007–2011, Mladina). Strokovna javnost je vprašanju nacionalnega programa za jezikovno politiko najprej posvetila pozornost s člankom A. Vidovič Muha Jezikovnopolitični vidik slovenske javne besede (SR 2009), vpogled v stanje po posameznih področjih pa je mdr. prinesel 28. Simpozij Obdobja Infrastruktura slovenščine in slovenistike (2009). Kot prelomni dogodek v zgodovini slovenske jezikovne politike je resolucijo označil V. Gorjanc v članku Slovenska jezikovna politika pred izzivi Evropske unije (Med politiko in stvarnostjo, FF UL, 2009).

Mediji se na dogajanje na jezikovnopolitičnem področju odzivajo in o njem sproti poročajo (npr. menjavo vodje Sektorja za slovenski jezik pospremi intervju P. Kolška z novim vodjo v Sobotni prilogi Dela Kaj je potrošniku »zlahka razumljiv jezik«?, na razpis prodaje postojnskega podjetja Turizem Kras, d. d., ki je bil v celoti objavljen v angleščini, je reakciji civilne iniciative sledilo poročanje tako na slovenski nacionalni TV kot tudi na komercialni Pop TV in Kanalu A, razpis pa so s

<sup>1</sup> Študenti so morali poročati o uresničevanju v ReNPJP zastavljenih ciljev v svojem vsakdanu in svoje ugotovitve podpreti z najmanj tremi viri. Podobno smo stanje preverjali tudi marca 2008 in marca 2009, a gradiva zaradi časovnih omejitev v poročilo nismo uspeli vključiti.

kritičnimi komentarji pospremili tudi v tiskanih medijih), objavljajo odzive na javno rabo slovenskega jezika (nekaj najbolj odmevnih primerov: Marko Crnkovič svojo kolumno v Dnevniku naslovi I feel politics, Delova novinarka se odloči za naslov Rock'n'roll will never die, Slovenija objavi promocijski slogan I feel Slovenia) ter skrbijo za jezikovno rabo z različnimi oddajami in rubrikami (npr. nekajminutna tedenska oddaja Pet minut za vsakdanje jezikovne zagate na slovenski nacionalni televiziji, petkov jutranji jezikovni servis na slovenskem nacionalnem radiu, tedenski jezikovni koticiki na Radiu Trst A, tedenski jezikovni koticiki v Primorskem dnevniku, redni tedenski prispevki raziskovalcev z Inštituta za slovenski jezik Frana Ramovša v Delu ...).

Odprtost za jezikovna vprašanja zaznamo tudi pri nekaterih spletnih medijih. Hiter pregled spletnih strani sedmih slovenskih največjih medijskih spletnih strani (rtvslo.si, dnevnik.si, finance.si, 24.ur.com, vecer.si, delo.si in siol.net) je tako pokazal, da imajo npr. trije spletni mediji (rtvslo.si, dnevnik.si, finance.si) ob objavljeni novici tudi možnost »Prijavi napako!« (preizkus je dokazal, da se na pripombe tudi hitro odzivajo).

Velja omeniti tudi spletne portale Slovencev v svetu (npr. glasslovenije.com.au) in v zamejstvu (npr. slomedia.it), ki se redno obnavljajo z aktualnimi informacijami o dogajanju v Sloveniji in v posamezni jezikovni skupnosti ter so redno obiskani.

Ko so se študenti prebili skozi razlago posameznega cilja, njegovih podciljev in nalog z iskanjem virov (tj. splošnih informacij, dostopnih prek različnih medijev) o realizaciji posameznih ciljev jezikovne politike, niso imeli večjih težav. V pogovorih o svojem delu so kmalu ugotovili, da uporabljajo iste vire, da lahko na vprašanje o uresničevanju različnih nalog pri različnih ciljih in podciljih enako odgovorijo. Ta preprosta naloga je pokazala prvo pomanjkljivost resolucije; prekrivnost nalog znotraj posameznih ciljev. Naloge se med seboj razlikujejo le v določenih pomenskih poudarkih in verjetno je resnega premisleka potrebno vprašanje o smiselnosti vztrajanja pri pogosto že kar drobnjakarski razčlenjenosti štirih, v ZJRSJ opredeljenih področjih skrbi za jezik, tj. zagotavljanju pravnih podlag za rabo slovenskega jezika (dva podcilja; vsak ima štiri podcilje), stalnem znanstvenem spremljanju jezikovnega življenja (trije cilji; vsak ima najmanj pet podciljev), širjenju jezikovne zmožnosti (trije cilji; 9–13 podciljev) ter razvoju in kulturi jezika (štirje cilji; 8–19 podciljev), pri čemer ima vsak cilj natančno razdelane naloge. Zmeda nastane, če želimo npr. kot pripadniki romske skupnosti izvedeti, katerim vprašanjem romskega jezika daje ReNPJP prednost oz. jih zaznava; precej podrobno moramo prebrati celoten dokument, da pridobimo informacijo, da ReNPJP izpostavlja pripravo in izdajo splošnih in specialističnih priročnikov za romščino (11.n), nalaga sprejetje zakona o romski skupnosti (12.c), poudarja standardizacijo romskega jezika (5.e) in sprejetje učnih načrtov za romščino (6.k). Ali si ne bi bilo enostavneje na enem mestu zastaviti vseh ciljev in nalog v zvezi s problematiko romskega jezika? Možnosti razrešitve tovrstne razdrobljenosti bi morda bile pri zastavljanju ciljev glede na eno temo na enem mestu ali glede na različne starostne skupine kot naslovnike ciljev, stopnje izobraževanja, jezikovne skupnosti, ki so prisotne na območju, ali pa nemara v dodatku stvarnega kazala, z opombo, da je obseg ReNPJP prevelik.

Pri nadaljnjem raziskovanju so se študenti soočili z novo zadrego. Splošen oris uresničevanja nalog je bil kmalu izdelan, »zapise« in odmeve v medijih so našli, po opažanjih so vprašali svoje sosede, prijatelje in znance, a zdaj je bilo treba spoznanja podpreti z datumi in natančnim poročilom, katere naloge so bile opravljene in katere ne. Nosilce in izvajalce nalog so vsaj v grobem prepoznali in začeli z iskanjem letnih poročil po spletnih straneh mogočih pristojnih ustanov in služb. Teh pa pogosto ni in ni bilo (npr. Inšpektorat za kulturo in medije je imel marca 2010 objavljena le poročila do l. 2007, Inšpektorat RS za delo do l. 2008, Tržni inšpektorat pa tudi za l. 2009) ali pa so se zadanih nalog komaj dotaknila (npr. na 200-stranskem poročilu Tržnega inšpektorata RS je bilo skrbi za

slovenski jezik in nadziranju uresničevanja členov iz ZJRS namenjene le pol strani). Začelo se je navezovanje stikov z nosilci in izvajalci posameznih nalog, dopisovanje in telefoniranje. Za marsikoga pot od Poncija do Pilata, ki se je končala z marsikdaj razočaranimi študenti in naveličanimi uradniki (zaradi hitenja s pripravljanjem naloge je lahko isti uradnik pristojnega ministrstva dnevno dobil več klicev študentov, ki so se zanimali o uspešnosti opravljanja v okviru ReNPJP zadanih nalog); eni več niso vedeli, koga naj še nagovorijo, drugi pa so bili že naveličani dajanja odgovorov, da o tem bolj malo vedo, in prevezovanja na nove telefonske številke.

Iskanje odgovornih oseb za postavljanje vprašanj o resoluciji je na večini institucij, ki so določene kot izvajalci, pokazalo, da nimajo oseb, ki bi lahko posredovale »konkreten«, temeljit in poglobljen odgovor, torej namenskega delovanja za uresničevanje dodeljenih nalog pri nosilcih ni bilo lahko razpoznati.

Nova resolucija bi morala imeti seznam nosilcev (nadzorna vloga, skrb za pregled nad opravljenimi nalogami, priprava letnih poročil) in izvajalcev z natančno določenimi nalogami – zdaj je tovrsten seznam mogoče izpeljati le z zamudnim izpisovanjem predolgega dokumenta, pa še pri tem ostaja precej nepregleden (gl. Prilogo 2 in 3, seznama nosilcev in izvajalcev nalog, ki smo ga pripravili na osnovi obstoječega dokumenta).

Verjetno je temeljna pomanjkljivost že v pomenski nedomišljenosti pojmov nosilec in izvajalec na eni strani (pogosto posamezna ustanova nastopa v obeh vlogah ali pa je naveden le nosilec), na drugi pa nosilci niso konkretno, ampak le splošno poimenovani (npr. ministrstva, pristojna ministrstva; inšpektorji, inšpekcijske službe).

Podroben jezikovni pregled kaže tudi na nenatančnost pri poimenovanju posameznih ustanov (npr. enkrat je govor o raziskovalnih ustanovah, drugič o raziskovalnih organizacijah; spet tretjič o strokovnih društvih, drugih usposobljenih društvih, društvih, strokovnih in drugih usposobljenih društvih, različnih društvih, stanovskih in drugih društvih; prepogoste so napake v poimenovanjih posameznih ustanov, beremo npr. o Uradu RS za Slovence v zamejstvu in po svetu, Uradu Vlade RS za Slovence v zamejstvu in po svetu in Uradu za Slovence zunaj Slovenije), pa tudi v naslednjem primeru je verjetno upravičen dvom, da gre za dve različni ustanovi (Urad za razvoj šolstva pri MŠŠ – 6.n, 7.d.; Urad RS za razvoj šolstva – 9.o).

Pri tem se odpira tudi vprašanje pomanjkljivih in nedomišljenih opredelitev posameznih ciljev. Če za ponazoritev natančneje pogledamo 5. cilj ReNPJP, postaneta nejasnost postavljanja prioritet resolucije in nedomišljenost glede ciljev očitni: peti cilj je opis sodobne norme knjižnega jezika, in sicer v šestih ukrepih. Njihova razporeditev kaže na temeljno pomanjkljivost resolucije: ideje so nanizane po naključnem navdihu, brez prioritet, celo najbolj običajne dejavnosti si zaslužijo prvo mesto. Tako je običajno znanstvenoraziskovalno poslanstvo visokošolskih učiteljev in raziskovalcev kar na prvem mestu: »Poglabljanje vednosti o novejših teoretičnih usmeritvah v jezikoslovju (udeležba na mednarodnih znanstvenih srečanjih, prevajanje tujih del o besediloslovju, jezikovni pragmatiki, korpusnem jezikoslovju, spoznavnem jezikoslovju in drugih vejah sodobnega jezikoslovja, štipendije za študijsko izpopolnjevanje v tujih raziskovalnih središčih, naročanje najnovejših jezikoslovnih publikacij)«.

V resnici si mesto med prioritetami zaslužita točki b) »nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine idr.)« in c) »sinhrono in diahrono raziskave slovenskega jezika«. Točka č) »reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije« pa je gotovo

prioritetna, a ne z nalogami, kot se kažejo v alinejah (razkrivanje in uzaveščanje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng – knjižni jezik; jezik e-sporočil, blogov, SMS-ov) idr., stališče do pisnega podomačevanja lastnih imen iz nelatiničnih pisav, stališče in standardizirane rešitve, kadar tehnične naprave ne morejo prikazovati črk s strešicami, stališče do seksistične ekstenzivnosti pri navajanju spolskih različic poimenovanj za poklice in funkcije v uradnih besedilih (državljeni in državljanke, poslanci oz. poslanke, voznik ali voznica)), saj so napaberkovane po trenutnem navdihu, ne pa dejanskem prispevku k opisu norme knjižnega jezika.

Tudi točke d) »raziskovanje kontaktnih oblik jezika in sporazumevanja« (posebnosti jezika priseljencev, gostujočih delavcev, azilantov ipd.); e) »standardizacija romskega jezika v Sloveniji« in f) »standardizacija slovenskega znakovnega jezika za gluhe« so za program jezikovne politike gotovo pomembne, a ne pod poglavjem, ki ureja opis sodobne norme slovenskega knjižnega jezika.

Poglavje 5 dobro kaže na metodološko nedodelanost nastanka programa: ali je res mogoče na podlagi nejasno izbrane literature, ki obsega vse od obrobnihih opomb o jezikovnih vprašanjih do tehtnih strokovno-znanstvenih premislekov, načrtovati ukrepe, katerih končni cilj je opis norme sodobnega slovenskega knjižnega jezika?

Ukrep, ki bi tak cilj uresničil, je en sam: načrtno in prioritarno razpisovanje projektov, katerih rezultat je vzpostavitev jezikovne infrastrukture slovenščine. Na podlagi sodobnega gradiva bodo lahko aktualni priročniki (slovar, pravopis, slovnica) nastali le ob načrtni spodbudi države, vedoč, da so to projekti nacionalnega značaja, ne pa zasebno-javnih partnerstev.

Tak cilj pa ne more nastati znotraj Sektorja za slovenski jezik, ampak mora biti najprej – kot vsi drugi cilji – plod debate kompetentne strokovne skupine, ki bo na podlagi obstoječih raziskav (strokovni javnosti ponudila prioritete jezikovne politike za določeno obdobje in prek MK zagotovila politično podporo in rezervacijo proračunskih sredstev ter s tem njihovo uresničljivost.

Samo taka skupina bo lahko najprej dosegla konsenz o vprašanju, kaj je danes vloga jezikoslovja pri normiranju slovenskega knjižnega jezika. Ko zaradi novih jezikovnih tehnologij razpolagamo z vedno večjo zmožnostjo raziskovanja sodobnega jezikovnega gradiva, ko lahko sliko jezikovne rabe objektiviziramo z večmilijonskimi bazami jezikovnih podatkov, je čas za odločitev o prehodu iz tradicionalnega pogleda jezikovnega predpisovanja na nove pristope, med drugim tudi koncept minimalne intervencije (prim. Cvrček 2008), ki izhaja iz korpusnega jezikoslovja in bo moral tudi v slovenskem prostoru postati del jezikoslovne diskusije o razmerju med jezikoslovno teorijo in prakso.

SKLEP:

Tudi raziskava medijskega poročanja o zadevah ReNPJP je potrdila temeljne pomanjkljivosti sedanjega dokumenta:

1. prevelik obseg,
2. nepreglednost dokumenta,
3. razpršenost tem, nedefiniranost konkretnih nosilcev in izvajalcev ter prekrivanje vsebin znotraj različnih ciljev,
4. neprioritetno zapisovanje nalog.

Podlaga za novi dokument bi morala biti nepaberkovalna, torej s strokovnim konsenzom raziskana jezikovna situacija. Šele tako bi bile lahko izčiščene prioritete (naloge) jezikovne politike za določeno obdobje, dokument pa bi tem prioriteta moral določiti merljive cilje in konkretne izvajalce. Sektor za slovenski jezik bi moral postati osrednji koordinator med institucijami in posamezniki, ki so izvajalci posameznih ciljev. Prvi pogoj za uresničevanje prioriteta pa je zavezujočnost dokumenta: če ga parlament sprejme, mora za njegovo izvedbo zagotoviti tudi namenska sredstva iz proračuna.

#### Literatura:

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## 9 Slovenščina kot jezik EU, tuji jeziki v Sloveniji in slovenščina kot drugi/tuji jezik v ReNPJP 2007–2011

### 9.1 Slovenščina v EU

V ReNPJP je status slovenščine kot uradnega jezika EU pomemben simbolno in kot priložnost za uveljavljanje slovenščine, npr. v viziji, da bo Slovenija »uveljavljala svojo jezikovno izvirnost kot nepogrešljivo sestavino evropske kulturne raznolikosti«. Program pa bolj poudarja omejitve evropskega konteksta pri praktičnem uveljavljanju enakopravnosti uradnih jezikov, to je manjšo sporazumevalno vlogo slovenščine. Večina ukrepov, ki se nanašajo na EU, zato v ospredje postavlja uveljavljanje in zaščito slovenščine:

- slovenščina kot polnovredni gradnik jezikovne raznolikosti, za kar je treba razviti ustrezno samozavest Slovencev ob vse pogostejšem sporazumevanju z govornici tujih jezikov (8.b);
- uveljavljanje jezikovne raznolikosti med slovenskim predsedovanjem EU (12.a), ki pa je omejeno na slovenščino in ne vključuje drugih evropskih jezikov;
- sistematično spremljanje rabe slovenščine v ustanovah EU (12.č);
- spodbujanje in razvoj prevajanja in tolmačenja (12.d).

Želja po zaščiti slovenskega jezika je izrazita v ukrepu »odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih varovalk in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka« (12.b). Naloge za njegovo uresničitev so udeležba na mednarodni konferenci, okrogla miza o varstvu potrošnikov ter ekspertiza o razumevanju evropskih direktiv in sodb. Slednja nakazuje kritičen odnos do v uvodu določenega pravnega okvira, v katerega sta vključena pristopna pogodba in pravni red EU (primarna in sekundarna zakonodaja ter sodbe Sodišča EU).

Z uveljavljanjem jezika je povezana tudi promocija slovenščine, omenjena v treh ukrepih:

- zaznamovanje dneva maternih jezikov in evropskega dneva jezikov v okviru razvoja sistema za promocijo slovenščine (12.d);
- obveščanje slovenske in tuje javnosti (9.i): prek prireditev, kakršna je SSJLK, digitalizacije besedil iz zgodovine slovenskega jezika, katere poveza s promocijo jezika v ReNPJP ni pojasnjena, in televizijskih oddaj z jezikovno tematiko;
- povečanje proračunskih sredstev za sofinanciranje malih projektov za promocijo jezika (9.s).

12. cilj predvideva dejavnejšo vlogo Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije, vendar je iz zgoraj omenjenih ukrepov razvidno, da se osredotočajo na zaščito in ohranjanje slovenščine. Nekoliko manj jasno definirano je sodelovanje pri evropskem projektu znanstvenega spremljanja jezikovnega položaja v EU s podporo ustanovitvi Evropskega jezikovnega opazovalnika (12.g).

### 9.2 Tuji jeziki v Sloveniji

Tuji jeziki<sup>2</sup> so predstavljeni predvsem kot grožnja slovenščini, čeprav sta uvodoma omenjena večjezičnost, ki jo spodbuja Evropska komisija, in znanje tujih jezikov, ki naj bi bilo v Sloveniji

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<sup>2</sup> Ta analiza ne vključuje italijanščine, madžarščine in romščine, ki imajo v slovenski zakonodaji poseben status.

razmeroma dobro. Le redko je odnos do tujih jezikov v ReNPJP pozitiven ali vsaj nevtralen:

- sporazumevanje v tujem jeziku kot druga od osmih ključnih zmožnosti v kontekstu Lizbonske strategije (uvod in 12.f);
- jezikovni programi v okviru dopolnilnega izobraževanja in vseživljenjskega učenja (6.e). Ker gre pri 6. cilju za »splošno okrepitev jezikovne zmožnosti v maternem jeziku«, je na podlagi predvidenih izvajalcev, med katerimi so šole tujih jezikov, mogoče sklepati, da gre tudi za tuje jezike;
- zagotavljanje kakovosti izpitnega gradiva pri maturi in drugih državnih preverjanjih znanja jezikov (6.d);
- sodelovanje z organi Sveta Evrope pri izdelavi evropskih kazalnikov znanja tujih jezikov, posebej za slovenščino (7.č);
- spremljanje jezikovnih navad prebivalstva v obmejnem pasu (4.d).

Prevladujoči odnos do tujih jezikov, med katerimi je večkrat izpostavljena angleščina, je nakazan v viziji ReNPJP, da se dodatno »upošteva potreba po nekaterih sporočilih tudi v drugih jezikih, vendar tako, da ima slovenščina zmeraj simbolno prednost« (ukrep 7.h). Tovrstni odnos opredeljuje tudi 7. cilj »Za smotrnost pri učenju in rabi tujih jezikov«, v katerem je precej poudarjeno prevajanje v slovenščino in iz nje:

- uvrstitev prevajanja v slovenščino in iz nje v učne programe za šolski pouk tujih jezikov, osmišljanje rabe tujih jezikov kot zgolj dopolnilne možnosti, »zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje)« (7.a);
- razvoj pripravljenosti Slovencev za prevajanje javnosti namenjenih sporočil (7.c);
- materni jezik kot učno načelo pri pouku tujih jezikov, slovenščina kot metajezik, premagovanje samodejnega podrejanja tujejezičnemu sobesedniku (7.b). Slovenščina kot učno načelo pri vseh predmetih je omenjena tudi pri učiteljskem strokovnem izpitu (8.č);
- izvajanje študijskega programa za tolmače (7.e).

Drugi ukrepi se nanašajo na omejevanje rabe tujih jezikov:

- uravnoteženje razmerij med tujimi jeziki v šoli (7.c) oziroma v celotni državi (uvod ReNPJP). Predvidena sta zmanjšanje samoumevnosti angleščine in »premislek o esperantu«, ki nima utemeljitve ali razlage;
- spodbujanje domačih piscev učbenikov za tuje jezike (7.d);
- preverjanje učinkovitosti evropskih razredov na gimnazijah ter poskusnega programa CLIL (7.f);
- skrčenje tujejezičnih govornih odlomkov v radijskih informativnih oddajah, za katerega naj bi skrbela tudi inšpekcija (7.g);
- anketa o tujejezičnih imenih podjetij (8.b) in raziskave o neslovenskih javnih napisih (3.d);
- poskusi govorne sinhronizacije tujih filmov za odrasle (9.h). Ni jasno, ali je v temu namenjeni proračun vključena sinhronizacija filmov za otroke.

Posebej izrazit je odklonilen odnos do tujih jezikov v visokem šolstvu. Že v okviru prvega cilja ReNPJP je omenjeno nasprotovanje nadaljnjemu izrivanju slovenščine iz področnih zakonov in programov z vztrajanjem »pri zakonskem pogojevanju rabe tujega učnega jezika v visokošolskem izobraževanju z vzporednim izvajanjem istih študijskih programov v slovenščini in z neizpodbitno pravico slovenskih študentov do opravljanja izpitov in drugih obveznosti v slovenščini« (1.b). Za to ni predvidenih proračunskih sredstev, saj bi o tem morali »razmišljati predlagalci izvajanja študijskih programov še v tujem jeziku – za izvajanje programov v slovenščini so bila sredstva zagotovljena že

doslej«. Soroden je ukrep 10.č, drugi ukrepi pa so:

- predmet strokovno-znanstvena zvrst knjižne slovenščine, ki naj bi bil v letih 2011–2012 vpeljan na fakultete (1.a, 10.a, 10.b) in mu je namenjen precejšen del proračunskih sredstev (751.126 EUR);
- temeljni učbeniki v slovenščini (10.c);
- zagotovitev rabe slovenščine pri opravljanju izpitov ali zagovoru diplomskih idr. del, tudi kadar sodelujejo tuji predavatelji (10.d). Ni jasno, kako naj bi bil ta cilj dosežen, saj ne predvideva proračunskih sredstev;
- sofinanciranje tolmačenja na konferencah, subvencije za monografije in revije ter spremembe meril za točkovanje objav (10.h);
- prispevek k razvoju strokovno-znanstvene slovenščine kot merilo pri podeljevanju Zoisove in Puhove nagrade (10.i).

Jeziki z večjimi skupinami govorcev znotraj Slovenije, med katerimi gre predvsem za jezike priseljencev, so v ReNPJP obrobni kljub uvodnemu zagotovitlu, da je priseljencem treba »zagotoviti priložnost, da se naučijo jezika države gostiteljice, in jim hkrati omogočiti gojitev njihovega maternega jezika«. Podpirata jih dva ukrepa:

- tečaji slovenščine za priseljence, azilante itn., skupaj z oskrbovanjem njihovih društev s knjigami v njihovih maternih jezikih (9.n). Iz ReNPJP ni razvidno, da bi bila za oskrbo s knjigami namenjena proračunska sredstva, zato ni jasno, kdo naj bi poskrbel zanjo;
- podpora društvom, multimedijske predstavitve manjšinskih jezikovnih skupnosti, stiki z matičnimi državami, zagotavljanje posebnih pravic (12.c). Ne glede na to nalogo ukrep 12.c te pravice omejuje, saj zagovarja »ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti«, kar pomeni predvsem nižjo stopnjo pravic za državljane s področja nekdanje Jugoslavije.

Kot naloge, ki bi lahko podpirale tudi druge jezike v Sloveniji, je mogoče razumeti nekatere naloge znotraj 6. cilja »okrepitev jezikovne zmožnosti v maternem jeziku«, denimo izobraževanje na vseh stopnjah šolanja (6.a), razvoj didaktike jezika (6.b) in preverjanje ustreznosti učnih načrtov (6.c), saj ni jasne opredelitve, za kateri materni jezik gre. Dva ukrepa pa priseljence in njihove jezike pojmujeata negativno:

- prosilci za delovno dovoljenje ali stalno prebivališče v Sloveniji naj bi trajno prejeli uradno sporočilo, »da slovensko okolje od njih pričakuje učenje in rabo slovenščine« (9.l). Pri tem ni pojasnjeno, ali naj bi se to nanašalo zgolj na uradne govorne položaje. Podeljevanje državljanstva brez zahteve po znanju slovenščine je v uvodu ReNPJP ocenjeno kot posebna nevarnost;
- slovenščina kot pogoj za zaposlovanje in s tem zagotavljanje slovenskega sporazumevanja s slovenskimi strankami v zdravstvu ter drugih javnih službah zaposlovanje (9.r). Naloga predvideva sodelovanje inšpekcijskih služb.

### 9.3 Slovenščina kot drugi/tuji jezik

Slovenščina kot tuji jezik je v ReNPJP izpostavljena kot pomembna priložnost:

- tečaji za priseljence, gostujoče delavce, azilante idr. (9.n);

- oblikovanje učnih programov ter priprava potrebnih učbenikov in drugega učnega gradiva za slovenščino kot drugi/tuji jezik (9.m). Predvideni rok 2007–2009 je neizvedljiv, če se nanaša tudi na izdelavo vseh manjkajočih učbenikov;
- zadostno število brezplačnih pedagoških ur za doseg potrebne ravni znanja slovenščine za tuje univerzitetne študente (10.f). Ob tem je posebna naloga na videz manj pomembno »vodenje vpisne statistike«;
- uveljavljanje slovenistike na tujih univerzah (10.g);
- raziskovanje »kontaktnih oblik jezika in sporazumevanja (posebnosti jezika priseljencev, gostujočih delavcev, azilantov ipd.)«, ki vključuje razčlenjevanje interferenc, omejeni kod in uporabo ugotovitev pri sestavljanju specializiranega učnega gradiva (5.d);
- širitev vednosti o možnostih učenja slovenščine (9.k), za katerega naj bi skrbele univerzitetne organizacije, lektorati v tujini in društva.

Učenje slovenščine na daljavo je omenjeno v dveh ukrepih:

- izdajanje splošnega gradiva in spletnih izobraževalnih sredstev (6.č). Ni jasno, ali gre za slovenščino kot tuji ali tudi kot prvi jezik – navedeni nalogi sta namreč »npr. slovenščina za tajnice, gostince, zdravnike itn.« in »omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si))«;
- nadaljevanje in izpopolnjevanje Slovenščine na daljavo (9.o), ki bi moralo biti končano leta 2008. Drugi spletni tečaji slovenščine v ReNPJP niso predvideni.

Pri testiranju jezika je v okviru dejavnejše vloge Slovenije pri oblikovanju jezikovne politike EU predvideno »preverjanje in ocenjevanje jezikovne zmožnosti za slovenščino kot tuji jezik po merilih in metodah iz Skupnega evropskega jezikovnega okvira oziroma po Evropskem kazalniku jezikovne zmožnosti« (12.e).

## Priloge

### Priloga 1: Pregled problematik in uresničevanje zastavljenih ciljev ReNPJP 2007–2011 pri uporabnikih slovenskega jezika

Gradivo prinaša pregled problematik in uresničevanja zastavljenih ciljev. Zbirali in interpretirali so ga študenti 1. letnika novinarstva na Fakulteti za družbene vede Univerze v Ljubljani, ki so v okviru predmeta Jezikovna kultura 2 v študijskem letu 2009/10 marca 2010 pod mentorstvom M. Kalin Golob in N. Gliha Komac raziskovali uresničevanje v ReNPJP zastavljenih ciljev v vsakdanji slovenski realnosti in svoje ugotovitve podprli z navedbami virov. Zbrano gradivo je za potrebe naše raziskave zgolj pregledno urejeno in ne prinaša popolne informacije o uresničevanju posameznih ciljev, pač pa le informacijo o stanju, kakršno so marca 2010 glede na lastno prizadevnost in iznajdljivost ter javno dostopne vire zaznali in popisali študenti.

Gradivo je urejeno po štirih ključnih področjih dejavne jezikovnopolitične skrbi za javno rabo slovenskega jezika (1. zagotovitev pravnih podlag za rabo slovenskega jezika, 2. stalno znanstvenoraziskovalno spremljanje jezikovnega življenja, 3. širjenje jezikovne zmožnosti in 4. skrb za razvoj in kulturo naroda), ki so predpisana v 4. členu ZJRS 2004 ter so podrobneje opisana v ReNPJP 2007–2011. Po popisu nalog posameznega cilja oz. podcilja so navedeni še podatki o nosilcih, izvajalcih, morebitnih rokih in predvidenih proračunskih sredstvih. Sledijo študentska interpretacija razumevanja posameznega cilja oz. podcilja, opis znanega stanja z morebitnim komentarjem in predlogi ter navedba virov, iz katerih je študent izhajal pri svoji razlagi.

#### I. ZAGOTOVITEV PRAVNIH PODLAG ZA RABO SLOVENSKEGA JEZIKA

##### 1. Popolnejši in »trdni« predpisi o jezikovni rabi:

- a) Odprava ugotovljenih vrzeli, nejasnosti in drugih pomanjkljivosti v veljavnih zakonih, uredbah, pravilnikih in drugih predpisih o rabi jezika.
  - Noveliranje ZUJIK-a (slovenščina kot podstavka javnega interesa za kulturo), ZJRS-ja in ZVPot-a
  - Sprejetje Zakona o skladu za knjigo ter izdaja potrebnih podzakonskih predpisov:
    - za vpeljavo študijskega predmeta »strokovno-znanstvena slovenščina« v visokem šolstvu po zadnjem odstavku 8. člena ZVŠ
    - za pravno ureditev lektorskega, prevajalskega in tolmaškega poklica (pridobitev statusa samostojnega kulturnega delavca idr.)
    - za določitev potrebnega znanja slovenščine po 7. členu ZJRS

NOSILCA: Vlada RS in DZ RS (za zakone), vlada in pristojna ministrstva (podzakonski predpisi)  
 ROKI: ZVPot (2007), ZUJIK (2007), ZJRS (2007), podzakonski predpisi o lektorstvu in o potrebnem znanju slovenščine (2007), za študijski predmet (2009)  
 PRORAČUN: za noveliranje zakonov ne, za izvajanje podzakonskih predpisov da
- b) Nasprotovanje nadaljnjemu izrivanju slovenščine iz področnih zakonov in programov.
  - Odločno vztrajanje pri zakonskem pogojevanju rabe tujega učnega jezika v visokošolskem izobraževanju z vzporednim izvajanjem istih študijskih programov v slovenščini in z neizpodbitno pravico slovenskih študentov do opravljanja izpitov in drugih obveznosti v slovenščini.

NOSILCA: MzK in vladna komisija  
 ROKI: trajno  
 PRORAČUN: ne (o dodatnih proračunskih izdatkih bi morali razmišljati predlagalci izvajanja študijskih programov še v tujem jeziku – za izvajanje programov v slovenščini so bila sredstva zagotovljena že doslej)

##### Marec 2010:

- Določena sredstva za izvajanje programov v slovenščini so zagotovljena, dodatni proračunski izdatki pa so prepuščeni predlagateljem izvajanja študijskih programov še v tujem jeziku.
- Po 110. členu Statuta Univerze v Ljubljani, sprejetega 18. januarja 2010, mora biti »učni jezik slovenski, v tujem jeziku pa se lahko izvajajo študijski programi tujih programov, deli študijskih programov, če pri njihovem izvajanju sodelujejo gostujoči visokošolski učitelji iz tujine ali je vanje vpisano večje število tujih študentov, študijski programi, ki so pogojeni s tem, da se morajo izvajati tudi v slovenskem jeziku, ter skupni študijski programi, ki jih na temelju posebne pogodbe izvaja

Univerza v Ljubljani z univerzo iz tujine. O študiju v tujem jeziku sprejme sklep senat članice, ki mora pri tem upoštevati jezikovno znanje študentov in predavatelja».

- **Komentar:** Strokovna terminologija pod močnim vplivom angleščine, le pri redkih predmetih dobimo literaturo v slovenskem jeziku > spodbujanje slovenskih raziskovalcev k objavljanju v slovenščini, prevajanje tujih strokovnih člankov v slovenščino.

Viri:

- Čurin, Alenka. 2009. *Kateri učni jezik prevladuje na slovenskih univerzah?* Dostopno prek: <http://www.nezazeljeno.com/?novica=842> (16. marec 2010).
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- Sajovic, Tomaž. 2008. Problem jezika v znanosti in visokoškolskem izobraževanju – problem znanosti in visokošolskega izobraževanja v Sloveniji? *Jezik in slovstvo* 53 (1): 79–87.
- *Status Univerze v Ljubljani*. Dostopno prek: [http://www.uni-lj.si/o\\_univerzi\\_v\\_ljubljani/predpisi\\_statut\\_ul\\_in\\_pravilniki/\\_statut\\_univerze\\_v\\_ljubljani.aspx](http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/_statut_univerze_v_ljubljani.aspx) (19. marec 2010).
- Vidovič Muha, Ada. 2009. Jezikovnopolitični vidik sodobne slovenske javne besede (Ob nacionalnem programu jezikovne politike). *Slavistična revija* 57 (4): 617–626.

- c) Izvajanje nacionalnega programa za jezikovno politiko.

NOSILCI: Vlada RS in ministrstva, DZRS

ROK: 2007

PRORAČUN: za sprejem programa ne, za izvajanje da.

- č) Redno delovanje vladne komisije za presojo novih predpisov in državnih programov (medresorsko usklajevanje jezikovne politike na podlagi 27. člena ZJRS).

NOSILCI: Vlada RS in vladna komisija

ROK: 2007

PRORAČUN: ne

## 2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

- a) Močnejše samoiniciativno odzivanje inšpekcijskih služb na primere kršenja predpisov o rabi jezika.
- Nadzor in hitro odzivanje na področjih oglaševanja, navodil za uporabo izdelkov, javnih napisov, javnih prireditelj idr.
- NOSILCI: ministrstva  
IZVAJALCI: zlasti Tržni inšpektorat RS, Inšpektorat RS za kulturo in medije  
ROK: trajno  
PRORAČUN: ne

### Marec 2010:

- Vlada RS je na 50. redni seji 22. 10. 2010, **torej dobra tri leta po sprejetju resolucije**, določila predlog zakona o spremembah in dopolnitvah ZJRS (29. člen), ki se navezuje na gornji podcilj in natančneje opredeljuje pristojnosti za izvajanje inšpekcijskega nadzora nad izvajanjem ZJRS.
- Problem (ne)prevajanja v slovenski jezik, do katerega prihaja tudi v dnevnem časopisju – problematika tehničnih izrazov in neberljiva navodila v »slovenskem« jeziku za uporabo različnih izdelkov.
- Prednost tujejezičnih zapisov pred slovenskimi (npr. napisi na Letališču Jožeta Pučnika) ali celo odsotnost slovenskih napisov.

Viri:

- Ministrstvo za kulturo RS. 2009. Predlog zakona o spremembah in dopolnitvah zakona o javni rabi slovenščine. Dostopno prek: [http://www2.gov.si/zak/Pre\\_Zak.nsf/54642c97b77478c6c12566160029d25d/817fa3717e21f024c1257674002c811f?OpenDocument](http://www2.gov.si/zak/Pre_Zak.nsf/54642c97b77478c6c12566160029d25d/817fa3717e21f024c1257674002c811f?OpenDocument) (23. marec 2010).
- Meden, Ahac, Zadnikar, Gita. 2009. *Analiza zakona o javni rabi slovenščine in njegovega uresničevanja*. Dostopno prek: [http://www.centerslo.net/files/file/simpozij/simp28/Meden\\_Zadnikar.pdf](http://www.centerslo.net/files/file/simpozij/simp28/Meden_Zadnikar.pdf) (23. marec 2010).

- Stres, Vladislav. 2009. Rad bi živel v Sloveniji, kjer je komunikacijski jezik med Slovenci – slovenščina. Dostopno prek: [http://stres.a.gape.org/kulturniki/CUK\\_KINO\\_SISKA/18\\_11\\_09RAD\\_BI\\_ZIVEL\\_V\\_SLOVENIJI\\_KJER\\_GOVORIMO\\_S LOVENSKO.htm](http://stres.a.gape.org/kulturniki/CUK_KINO_SISKA/18_11_09RAD_BI_ZIVEL_V_SLOVENIJI_KJER_GOVORIMO_S LOVENSKO.htm) (23. marec 2010).
- b) Pobude ozaveščenih posameznikov in organov za inšpekcijsko ukrepanje v opaženih primerih kršenja predpisov.
  - Obveščanje javnosti o tej možnosti (navajanje naslovov inšpekcijskih služb ipd.) oz. ozaveščanje  
NOSILEC: MzK (Sektor za slovenski jezik)  
IZVAJALCI: šole, mediji in potrošniške organizacije  
ROK: trajno  
PRORAČUN: ne

**Marec 2010:**

- Primeri pobud za inšpekcijsko ukrepanje, ki bi sprožili medijski ali celo politični odziv, so zelo redki, še manj pa je takšnih, pri katerih bi do ukrepanja inšpekcije tudi prišlo:
  - L. 2008 je Inšpektorat za kulturo in medije denarno oglobil odgovornega urednika in izdajatelja časopisa Dnevnik, ker sta opustila »dolžno nadzorstvo« in objavila angleški naslov kolumne Marka Crnkoviča I feel politics brez ustreznega slovenskega prevoda.
  - Inšpektorat je enak postopek sprožil tudi zoper časopis Delo, in sicer zaradi naslova kolumne Rock'n'roll will never die, vendar pa je postopek po ugovoru Dela, da domnevni prekršek v zakonu ni jasno določen in ga zato ne more biti, ustavil.
  - V obeh obravnavanih primerih je inšpektorat na pobudo Sektorja za slovenski jezik izdal odločbo o prekršku zaradi kršitve določbe 4. odstavka 5. člena Zakona o medijih, ki določa, da »mora izdajatelj, ki je ustanovljen oz. registriran v Sloveniji, razširjati programske vsebine v slovenskem jeziku, ali pa morajo biti na ustrezen način prevedene v slovenščino, razen kadar so v prvi vrsti namenjene bralcem, poslušalcem oz. gledalcem iz druge jezikovne skupine«.
  - Študija primera 1 (lokalni radio in lokalni časopis – pogovor z glavnima urednicama):
    - Pobud za kakršno koli ukrepanje je zelo malo, takšnih, ki bi se nanašale na ukrepanje inšpekcije, pa sploh ne.
  - Študija primera 2 (osnovna šola – prof. slovenščine, v preteklosti članica gibanja Slovenščina za javno rabo):
    - Posameznikov, ki bi opozarjali na slovenščino v javni rabi, je zelo malo.
    - Posebej je izpostavila malomarnost glede prevzemanja tujk.
  - Študija primera 3 (primer, ki je odmeval tudi v medijih, med prvimi sta se odzvala društvo 23. april in TV Koper):
    - Ob prodaji podjetja Turizem Kras (prodaja 'Postojnske jame') je bila vsa razpisna dokumentacija za prodajo podjetja samo v angleščini.

**Viri:**

- Gospodarska zbornica Slovenije. 2010. *Obvestilo o prodaji podjetja Turizem Kras d. d. Postojna, ki upravlja s Postojnsko jamo*. Dostopno prek: [http://www.gzs.si/slo/regije/oz\\_postojna/48487](http://www.gzs.si/slo/regije/oz_postojna/48487) (25. marec 2010).
- 2008. Kdo lahko čuti Slovenijo v angleščini. *Delo*. Dostopno prek: <http://www.delo.si/clanek/56830> (25. marec 2010).
- 2008. Ministrstvo za kulturo: Inšpektorat za medije je avtonomen. *Dobro jutro*. Dostopno prek: [http://www.dobrojutro.net/novice/slovenija/72052/\(25.marec.2010\)](http://www.dobrojutro.net/novice/slovenija/72052/(25.marec.2010)).
- Državni zbor Republike Slovenije. 2007. *Zakoni in akti*. Dostopno prek: <http://www.dz-rs.si/index.php?id=101&type=98&st=a&vt=96&mandate=-1&o=290&unid=PA41C12565E2005ED694C12572D50021022D&showdoc=1> (25. marec 2010).
- c) Sprotno medijsko odzivanje na aktualne pojave v javni rabi jezikov.
  - Objavljanje poročil, komentarjev in pisem bralcev o »incidentih«, tiskovne konference  
NOSILEC: MzK (Sektor za slovenski jezik)  
IZVAJALCI: uredništva tiskanih in elektronskih množičnih občil  
ROK: trajno  
PRORAČUN: ne



**Marec 2010:**

- Sprotni medijski odzivi na aktualne pojave so, mediji skrbijo za jezikovno rabo z različnimi jezikovnimi oddajami in rubrikami, objavljajo pa tudi odzive na javne rabe, ki so razburkale slovensko javnost.
- Pomanjkljiva skrb lokalnih medijev za javno rabo slovenščine – jo res lahko pripišemo le neosveženosti lokalnih uredništev in pomanjkanju pobud posameznikov?
- Študija primera 1: spletne strani sedmih slovenskih največjih medijskih spletnih strani:
  - Članke na spletnih straneh največjih medijskih hiš najpogosteje pišejo novinarji, in ker je danes bistvenega pomena predvsem ažurno in aktualno poročanje ter posledično hitro odzivanje na dogodke in hitro pisanje, je bistvena izurjenost v pisanju, saj se le tako lahko izognemo večjemu številu stilskih, slovničnih, pravopisnih in tipkarskih napak.
  - Le tri spletne strani (rtvslo.si, dnevnik.si in finance.si) imajo pod vsako novico možnost »Prijavi napako!«, 24.ur.com, vecer.si, delo.si in siol.net pa te možnosti nimajo – gre za možnost bralcem, da prijavijo morebitne jezikovne in tipkarske napake ter napačne informacije v novinarskih besedilih, objavljenih na spletnih straneh.
- Študija primera 2: odmevni medijski primeri, ki so razburili slovensko javnost v smislu napačne oz. neprimerne rabe:
  - Marko Crnkovič v Dnevniku naslovi kolumno *I feel politics* brez slovenskega prevoda (2008) – Inšpektorat RS za kulturo in medije oglobi odgovornega urednika in izdajatelja Dnevnika, ker sta »opustila dolžno nadzorstvo«.
  - Kolumna novinarka Dela z naslovom *Rock'n'roll will never die* (2008) – Inšpektorat RS za kulturo in medije prepozna podobno kršitev kot zgoraj, vendar postopek ustavi ugovor Dela, češ da domnevni prekršek v zakonu ni jasno določen in ga zato ne more biti.
  - Slovenija objavi promocijski slogan *I feel Slovenia* (2008) – takratni poslanec LDS zastavi vprašanje takratnemu ministru za kulturo Vasku Simonitiju, kako lahko vlada brez vsakršnih zadržkov uporablja gornji slogan, ki tudi nima zraven nikakršnega prevoda, kazen Crnkovičevega zapisa pa je po njegovem mnenju grob poseg v novinarsko avtonomijo in ustavno zagotovljeno pravico do svobode izražanja – takratni vodja Sektorja za slovenski jezik J. Dular je odgovoril, da omenjenega slogana, če se uporablja kot zaščitena blagovna znamka, ni mogoče preganjati.
- Skrb medijev za javno jezikovno rabo:
  - Slovenska nacionalna TV od začetka l. 2010 enkrat tedensko predvaja nekajminutno oddajo *Pet minut za vsakdanje jezikovne zagate*.

## Viri:

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č) Upoštevanje jezikovne problematike v letnih delovnih načrtih in poročilih pristojnih inšpekcijskih služb.

NOSILCI: inšpekcijske službe

ROK: vsako leto

PRORAČUN: ne

**Marec 2010:**

- Ker delovni načrti niso javno dostopni, smo se osredotočili na analizo letnih delovnih poročil.
- Zakon o javni rabi slovenščine (ZJRS) določa pristojnosti posameznega inšpektorata za izvajanje nadzora, vendar nadzora ne določi natančno: »Inšpekcijski nadzor nad izvajanjem tega zakona opravljajo pristojne inšpekcije za področja, na katera se posamezne odločbe nanašajo. Izvajanje določb tega zakona, glede katerih ni urejen inšpekcijski nadzor v posameznih področnih zakonih, nadzira inšpektorat pri ministrstvu, pristojnem za kulturo.«



- Dogovor Inšpekcijskega sveta (2004) je določil, da je nadzor nad izvajanjem zakona predvsem v pristojnosti štirih inšpektoratov: Inšpektorata RS za kulturo in medije, Inšpektorata za delo, Tržnega inšpektorata RS in Inšpektorata RS za notranje zadeve, vendar so nadzor nad posameznimi določbami izvajali tudi drugi inšpektorati.
- Po Zakonu o spremembah in dopolnitvah Zakona o javni rabi slovenščine (2010) se je nadzor nad posameznimi členi Zakona o javni rabi slovenščine razdelil med sedem inšpektoratov: Inšpektorat RS za kulturo in medije, Inšpektorat RS za delo, Inšpektorat RS za šolstvo in šport, Tržni inšpektorat RS, Javno agencijo za zdravila in medicinske pripomočke, Inšpektorat RS za kmetijstvo, gozdarstvo in hrano ter Veterinarsko upravo Slovenije.
- Ker je bil Zakonu o spremembah in dopolnitvah Zakona o javni rabi slovenščine sprejet komaj februarja 2010, smo se osredotočili na pregledovanje analiz letnih poročil štirih inšpektoratov: Inšpektorata RS za kulturo in medije, Inšpektorata za delo, Tržnega inšpektorata RS in Inšpektorata RS za notranje zadeve.
- **Inšpektorat RS za kulturo in medije** ima objavljena poročila samo do l. 2007, nadzirajo pa izvajanje določb, ki se nanašajo na rabo slovenskega jezika v mednarodnem poslovanju, na poimenovanja oseb javnega prava, na poimenovanja poklicev, na slovenščino na spletnih straneh, na poslovanje s strankami (delno), na splošne akte pravnih oseb in oseb zasebnega prava, na javna obvestila in navodila, novinarske konference in medije, na oglaševanje (delno) in na javne prireditve. V letu 2007 priznavajo, da skrb za slovenščino ni bila njihova prioriteta, so pa obravnavali prispеле prijave, pritožbena sporočila in druge vloge. Obravnavali so 12 primerov, pobude so prišle s Sektorja za slovenski jezik, štirih primerov niso zaključili in so jih prenesli na leto 2008 (največ kršitev je bilo s področja obveščanja in najavljanja kulturnih, športnih, zabavnih in drugih prireditev).
- **Tržni inšpektorat RS** je edini, ki že ima izdelana in objavljena poročila za l. 2009; v 200-stranskem poročilu je skrbi za slovenski jezik in nadziranju členov iz ZJRS namenjene pol strani. Tržni inšpektorat RS sicer nadzoruje izvajanje tistih določil ZJRS, ki se nanašajo na poslovanje s strankami, besedila ob prodajnih izdelkih, poimenovanje pravnih oseb zasebnega prava, imena obratov, lokalov in drugih poslovnih prostorov ter oglaševanje. V poročilu so posebej opozorili, da je v vsakdanjem življenju vedno večja uporaba tujega jezika, kar je po njihovem mnenju posledica vedno večjega števila tujih podjetij oz. podjetij, ki oglašujejo in ponujajo tuje izdelke, hkrati pa vedno več slovenskih podjetij s svojimi izdelki poskuša doseči tudi tuje kupce.
- V **Poročilu Inšpektorata RS za delo** za l. 2008 je jezikovni problematiki zopet namenjena le slaba polovica strani (od 200): »V poročevalskem letu 2008 so inšpektorji ugotovili 7 kršitev v zvezi z določbami 14. in 16. člena ZJRS, iz katerih izhaja obveznost, da mora delodajalec slovenščino upoštevati tako pri zaposlovanju delavcev, ki poslušajo s strankami, kot pri aktih in notranjem poslovanju delodajalca.«
- Največja skrb za jezikovno problematiko in uresničevanje resolucije je izražena v Nacionalnem programu za kulturo 2008–2011 (2008), ki ga je pripravilo Ministrstvo za kulturo: »Skrb za slovenski jezik se zdaj dosledno obravnava kot javni interes in enakovredno področje kulturne politike z izpeljavo v vseh poglavjih.« Izpostavljajo tudi skrb, da izvajanje ReNPJP 2007–2011 ne bo uspešno, dokler ne bo ustanovljen oddelek, ki bi sproti zbiral in urejal podatke o vsej jezikovnopolično relevantni dejavnosti. V poglavju o prednostnih nalogah in ciljnih izpostavlja tri podstavke: represivno (izvajanje in izpopolnjevanje predpisov o javni rabi jezika), izobraževalno (razširitev in poglobitev jezikovne zmožnosti) in spodbujevalno (uveljavljanje slovenščine na novih področjih). Po razpoložljivih podatkih jezikovnopolični oddelek v okviru centra INDOK na MzK, kjer naj bi se zbirali podatki iz inšpekcijskih poročil, medijskih in drugih odzivov na jezikovno dogajanje, iz znanstvenih raziskav in drugih virov v Sloveniji in drugih državah, še vedno ni bil ustanovljen. Inšpektorati torej še vedno nimajo skupnega represivnega telesa niti ustreznega sodelovanja.
- Vlada RS in DZ RS jezikovni problematiki ne namenjata večje pozornosti, Sektor za slovenski jezik je imel l. 2008 za podporo jezikovnim projektom na voljo 140.000 evrov.
- MzK vsako leto objavlja poročila o izvajanju NPK, poročil o uresničevanju zastavljenih ciljev ReNPJP pa ni.

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- d) Razčlemba letnih poročil o inšpekcijskih ukrepih na jezikovnem področju.
- PREKRIVNO Z 2 a (Močnejše samoiniciativno odzivanje inšpekcijskih služb na primere kršenja predpisov o rabi jezika)
- NOSILEC: MkZ (Sektor za slovenski jezik)  
ROK: vsako leto  
PRORAČUN: ne

#### Marec 2010:

- Pristojnosti za inšpekcijski nadzor nad določbami ZJRS: Tržni inšpektorat RS, Inšpektorat RS za kulturo in medije, Inšpektorat za delo in Inšpektorat RS za notranje zadeve + druge inšpekcijske službe (pred l. 2010, od februarja 2010 dalje so pristojnosti razdeljene na sedem inšpektoratov).
  - Inšpektorat RS za kulturo in medije:
    - Pred sprejetjem dopolnitve ZJRS (februar 2010) je izvajal nadzor nad:
      - izvajanjem določb, ki se nanašajo na rabo slovenskega jezika v mednarodnem poslovanju;
      - poimenovanjem oseb javnega prava;
      - slovenščino na spletnih straneh;
      - novinarskimi konferencami in mediji;
      - oglaševanjem in javnimi prireditvami.

V letih 2005–2008 so beležili največ kršitev 24. člena ZJRS, ki se nanaša na najavljanje oz. napovedovanje prireditev.

Opozorilo na neskladja med posameznimi členi ZJRS, kar otežuje inšpekcijski nadzor (npr. 10., 17., 22. in 23. člen določajo, da tujejezične različice zapisov ne smejo biti izrazno bolj poudarjene kot slovenske, medtem ko v 20. členu (javna obvestila in navodila) in 24. členu (javne prireditve) zakon tega ne predpisuje).

Zakon vsebuje nekatere omejitve, ki predstavljajo administrativne ovire za gospodarske in druge subjekte (npr. prepoved, da bi predavanja na slovenskih univerzah v primeru, ko gostujoči predavatelji prihajajo iz tujine, potekala v tujem jeziku).

Pritožbe za vpis podjetij v sodni register – Sektor za slovenski jezik: 2007 (33), 2008 (12).

Področje rabe slovenskega jezika v razmerju do potrošnika ureja Zakon o varstvu potrošnikov. L. 2009 so tržni inšpektorji izdali 1 plačilni nalog, 8 opominov in 39 opozoril.

## II. STALNO ZNANSTVENORAZISKOVALNO SPREMLJANJE JEZIKOVNEGA ŽIVLJENJA

### 3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:

- a) Navezava in okrepitev stikov med predstavniki institucionalnih jezikovnopolitičnih akterjev za usklajevanje ciljev in dejavnosti.
  - Objava spletnih naslovov vseh virov in dejavnikov JP v Sloveniji na spletni strani Sektorja za slovenski jezik, medsebojno obveščanje in sodelovanje omenjenih akterjev

NOSILCI: MkZ (Sektor za slovenski jezik) ter druga ministrstva in zavodi  
 ROKI: 2007  
 PRORAČUN: ne

b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih.

– Prirejanje javnih strokovnih srečanj o aktualnih jezikovnopolitičnih vprašanjih  
 NOSILCI: MkZ – Sektor za slovenski jezik  
 ROK: 2007  
 PRORAČUN: da

c) Priprava in objavljanje skupnih stališč glede ciljev, ukrepov in nalog iz nacionalnega programa za JP ter njihovega uresničevanja.

– Izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih vprašanjih  
 NOSILEC: »Demokratični jezikovni forum«  
 ROK: 2007  
 PRORAČUN: da

č) Oblikovanje delnih (sektorskih) jezikovnopolitičnih programov oziroma strategij, izpeljanih iz nacionalnega programa za JP.

NOSILCI: ministrstva in drugi nosilci odgovornosti po področjih  
 ROK: 2007  
 PRORAČUN: ne

d) Ekspertize in uporabne raziskave (ciljni raziskovalni programi – CRP) o posameznih vprašanjih jezikovnega položaja (npr. čim natančnejša določitev pojma javna raba jezika, analiza univerzitetnih pravilnikov o učnem jeziku in učbenikih, priljubljenost maternega jezika kot šolskega predmeta, stališča ljudi do neslovenskih imen lokalov in javnih napisov, dvojezičnost na območjih avtohtonih manjšin v Sloveniji in zamejstvu), urejenost jezikovne rabe v slovenskih enotah mednarodnih vojaških misij in mednarodnih vojaških vaj, sistematično spremljanje jezikovnopolitičnih in jezikovnokulturnih implikacij širših družbenih in gospodarskih procesov (npr. regionalizacije, bolonjskih reform, prostega pretoka blaga in storitev, načrtovanja velezabaviščnih parkov) idr.

– Javni razpisi in javni pozivi, financiranje, predstavitev ugotovitev  
 NOSILCI: ministrstva  
 IZVAJALCI: raziskovalne organizacije (inštituti, univerze), usposobljeni posamezniki.  
 ROK: trajno  
 PRORAČUN: da

#### 4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

a) Dokumentacijsko središče za spremljanje jezikovnega položaja.

– Ustanovitev posebnega oddelka v centru INDOK na MkZ  
 – Zbiranje podatkov iz inšpekcijskih, medijskih in drugih poročil, znanstvenih raziskav in drugih virov  
 – Vodenje podatkovnih zbirk (npr. seznama ustanov in posameznikov, ki se ukvarjajo s terminologijo)  
 – Navezava na »evropski jezikovni prikazovalnik« (pobuda ENFIL)  
 – Skrb za dostopnost podatkov  
 NOSILCI: MkZ (Sektor za slovenski jezik), center INDOK  
 ROK: 2008  
 PRORAČUN: da

b) Redna letna poročila o izvajanju zakonskih določb o jezikovni rabi (26. člen ZJRS) in uresničevanju nacionalnega programa za jezikovno politiko.

– Priprava, obravnava in sprejemanje poročil  
 NOSILCI: MzK (o zakonu), Vlada RS in DZRS  
 ROK: vsako leto  
 PRORAČUN: ne

c) Uvrstitev jezikovne politike med področja redne pozornosti najvišjih kulturnopolitičnih forumov.

NOSILCA: Nacionalni svet za kulturo pri Vladi RS, Strateški svet za kulturo, izobraževanje in znanost  
 IZVAJALCI: zlasti Tržni inšpektorat RS, Inšpektorat RS za kulturo in medije

ROK: 2007  
PRORAČUN: ne

č) Kadrovska in organizacijska okrepitev institucionalnih nosilcev JP ter jasen dogovor o razmejitvi njihovih nalog in pristojnosti.

- Razpisovanje ustreznega števila in razmestitve študijskih mestna slovenističnih, prevajalskih in drugih jezikoslovnih ipd. študijskih smereh
- Ustrezna sistematizacija delovnih mest v javni upravi

NOSILCI: MVZT, MzK, Vlada RS

ROK: 2007–2011

PRORAČUN: da

d) Sociolingvistično raziskovanje sodobnega jezikovnega položaja in jezikovne politike; v povezavi s spremljanjem (»monitoringom«) sprememb v prostoru posebna pozornost spremljanju jezikovnih navad prebivalstva v obmejnem pasu.

NOSILCA: JARRS, Ministrstvo za okolje in prostor

IZVAJALCI: zlasti Tržni inšpektorat RS, Inšpektorat RS za kulturo in medije

ROK: takoj, trajno

PRORAČUN: da

## 5. Opis sodobne norme slovenskega knjižnega jezika:

a) Poglobljanje vednosti o novejših teoretičnih usmeritvah v jezikoslovju.

- Udeležba na mednarodnih znanstvenih srečanjih
- Prevajanje tujih del o besediloslovju, jezikovni pragmatiki, korpusnem jezikoslovju, spoznavnem jezikoslovju in drugih vejah sodobnega jezikoslovja
- Štipendije za študijsko izpopolnjevanje v tujih raziskovalnih središčih
- Naročanje najnovejših jezikoslovnih publikacij

NOSILEC: MVZT

IZVAJALCI: univerze in inštituti, posamezniki

ROK: trajno

PRORAČUN: da

b) Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine idr.).

NOSILCI: MVZT, MŠŠ, JARRS

IZVAJALCI: raziskovalne in razvojne organizacije (inštituti, univerze, podjetja, založbe)

ROK: trajno

PRORAČUN: da

c) Sinhrona in diahrona raziskava slovenskega jezika.

- Izvajanje raziskav po sistemskih ravneh in objavljanje rezultatov
- Raziskovanje zgodovine slovenskega jezika s poudarkom na pojasnjevanju pojavov in dilem, pomembnih za sodobni jezik in jezikovno politiko

NOSILCA: MVZT, JARRS

IZVAJALCI: izbrane raziskovalne ustanove in posamezniki

ROK: trajno

PRORAČUN: da

## Marec 2010:

- Sinhrona in diahrona raziskava slovenskega jezika v zadnjem letu niso številne:
  - Slovenski jezik v stiku evropskega podonavskega in alpskega prostora (marec 2009–marec 2012), vodja dr. Marko Jesenšek, Filozofska fakulteta, Univerza v Mariboru.
  - Slovenski jezik v sinhronem in diahronem razvoju (1. 1. 2004–31. 12. 2009), vodja dr. Helena Dobrovoljc, Inštitut za slovenski jezik Frana Ramovša, ZRC SAZU.
  - Slovenski jezikovni vplivi na italijansko tržaško narečje (1. 2. 2008–31. 1. 2011), vodja dr. Rada Cossutta, FHŠ, Univerza na Primorskem.

- Narečni atlas slovenske Istre in Krasa (1. 1. 2007–31. 12. 2009), vodja dr. Goran Filipi, ZRS Koper, Univerza na Primorskem.
- V tem okviru delujeta tudi dve programski skupini:
  - Teoretične in aplikativne raziskave jezikov: kontrastivni, sinhroni in diahroni vidiki (1. 1. 2009–31. 12. 2012), vodja dr. Martina Ožbot.
  - Slovenski jezik – bazične, kontrastivne in aplikativne raziskave (1. 1. 2009–31. 12. 2014), vodja dr. Vojko Gorjanc.

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## č) Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.

- Razkrivanje in uzaveščanje morebitnih premikov razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng – knjižni jezik; jezik e-sporočil, blogov, SMS-ov) idr.
- Vrednotenje primernosti in povednosti posameznih jezikovnih izrazil na podlagi podatkov iz reprezentativnih besedil in govornih korpusov in drugih jezikovnih virov
- Stališče do pisnega podomačevanja lastnih imen iz nelatiničnih pisav
- Stališče in standardizirane rešitve, kadar tehnične naprave ne morejo prikazovati črk s strešicami
- Stališče do seksistične ekstenzivnosti pri navajanju spolskih različic poimenovanj za poklice in funkcije v uradnih besedilih (državljeni in državljanke, poslanci oz. poslanke, voznik ali voznica)

NOSILCA: MVZT, JARRS

IZVAJALCI: raziskovalne organizacije in posamezniki v sodelovanju s širšo strokovno javnostjo

ROK: trajno

PRORAČUN: da

## d) Raziskovanje kontaktnih oblik jezika in sporazumevanja (posebnosti jezika priseljencev, gostujočih delavcev, azilantov ipd.).

- Razčlenjevanje interferenc
- Omejeni kod
- Uporaba ugotovitev pri sestavljanju specializiranega učnega in vadbenega gradiva

NOSILCA: JARRS, MŠŠ

IZVAJALCI: izbrane raziskovalne ustanove

ROK: trajno

PRORAČUN: da

## e) Standardizacija romskega jezika v Sloveniji.

- Nadaljevanje standardizacije na podlagi opravljenih opisov govorne norme prekmurske in dolenske romske skupine
- Izbira in popularizacija skupnih oz. usklajenih oblik
- Upoštevanje dosegljivega pisnega gradiva
- Kontrastiranje s slovenščino
- Urejanje gradiva za knjižno izdajo slovnice in slovarja
- Naročanje najnovejših jezikoslovnih publikacij

NOSILCA: MVZT, MŠŠ v sodelovanju z Zvezo Romov Slovenije

IZVAJALCI: domače in tuje univerzitetne organizacije

ROK: 2007

PRORAČUN: da

- f) Standardizacija slovenskega znakovnega jezika za gluhe.
- Nadaljevanje dela na podlagi opisov znakovnega jezika v slovenski skupnosti gluhih in naglušnih
  - Izbira usklajenih kretenj
  - Pojasnjevanje razmerja do govorne in pisne sestave knjižne slovenščine
  - Priprava priročnika

NOSILCA: MVZT, MŠŠ

IZVAJALEC: strokovno usposobljeni zavod

ROK: 2010

PRORAČUN: da

#### Marec 2010:

- Osebam z okvaro sluha je od 21. 9. 2009 dalje na voljo klicni center, ki deluje 24 ur na dan, vse dni v letu. V njem delujejo štiri tolmačke, ki v imenu osebe z okvaro sluha pokličejo na javno upravo in na vse javne ustanove. Klicni center slušno prizadetim omogoča korak bližje k neodvisnemu življenju; je rezultat sodelovanja med Zvezo društev gluhih in naglušnih kot pobudnice za takšno storitev, Ministrstva za delo, družino in socialne zadeve kot nosilca socialne dejavnosti in zavoda Združenje tolmačev za slovenski znakovni jezik (ZTSZJ) kot izvajalca storitev. Vplival je na snovanje Zakona o izenačevanju možnosti invalidov.
  - Zadnja izdaja tiskane brošure Stanje slovenskega znakovnega jezika (15. 12. 2009).
  - Skupina gluhih oseb, tolmači za SZJ in učitelji Zavoda za gluhe in naglušne so pripravili slovar za mednarodne kretnje.
  - Hkrati potekajo raziskovanje zgodovine posameznih kretenj in otroških kretenj, priprava enotnih standardov za poučevanje SZJ, načrtovanje izdaje učbenikov v slovenskem znakovnem jeziku in urejanje komunikacije za gluhoneme osebe.
  - Vse dosedanje izdaje slovarjev so združili v e-vir, tj. ustrezno obliko za nadaljnje delo na slovarskem področju, ki ga finančno podpira Fundacija za invalidske in humanitarne organizacije.
  - Leta 2009 je Zveza društev gluhih in naglušnih Slovenije (ZDGNS) izdala tudi multimedijški slovar s 7000 novimi kretnjami.
  - Neposredno prevajanje tiskovnih konferenc Vlade RS od junija 2009 dalje.
  - TV Slovenija od 15. 12. 2009 dalje prenaša osrednjo dnevnoinformativno oddajo Dnevnik v SZJ.
  - Veča se število oseb z odločbo o pravici uporabe slovenskega znakovnega jezika (857 gluhih oseb, od tega 44 s statusom dijaka ali študenta), naraslo je število ur opravljenega tolmačenja, ugotovljena je večja osveščenost slišče javnosti pri zagotavljanju pravice gluhih oseb do tolmača.
  - **Predlogi:** spodbujanje znanstvenega raziskovalnega dela na področju SZJ, ustanovitev inštituta za proučevanje SZJ, za opis sodobne norme SZJ je treba SZJ tudi standardizirati, treba je razvijati didaktiko SZJ in opredeliti SJ kot drugi jezik za gluhe.

#### Viri:

- *Zveza društev gluhih in naglušnih Slovenije*. Dostopno prek: <http://www.zveza-gns.si/info-dejavnosti> (22. marec 2010).
- *Zavod Združenje za slovenski znakovni jezik*. Dostopno prek: <http://www.tolmaci.si> (22. marec 2010).
- *Interno glasilo Zavoda združenje za slovenski znakovni jezik Ko govorijo roke* 8 (3). Dostopno: [www.tolmaci.si/ijo\\_roke\\_jan2010.pdf](http://www.tolmaci.si/ijo_roke_jan2010.pdf) (22. marec 2010).

### III. ŠIRJENJE JEZIKOVNE ZMOŽNOSTI

#### 6. Okrepitev jezikovne zmožnosti v maternem jeziku:

- a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).
- Sprejetje državne strategije za razvoj pismenosti
  - Predstavitve akcije (mednarodni dan pismenosti idr.)

NOSILCA: MŠŠ, Vlada RS

IZVAJALCI: celotni šolski sistem (vse stopnje in smeri), univerze in inštituti, Zavod za šolstvo RS, Andragoški center Slovenije

ROK: 2007–2011

PRORAČUN: da

#### Marec 2010:

- Študija primera (Gimnazija Novo mesto – pogovor z dijakinjo): Slovenščina kot samostojen predmet 4 ure/teden v prvih treh letnikih in 5 ur/ teden v četrtem letniku; izbrani učbeniki in delovni zvezki, s katerimi so dijaki zadovoljni, kakovost pouka je odvisna od posameznega profesorja, učilnice so sodobno opremljene (pri pouku so uporabljali veliko avdiovizualnega gradiva in sodelovali s knjižnico), posebej so pohvalili odlične priprave na maturo in možnost spletnega učenja slovenščine, pri katerem sodelujejo z Gimnazijo Ledina; gimnazija svojim dijakom ponuja vrsto obveznih kulturnih dejavnosti (ogledi gledaliških in filmskih predstav, koncertov, oper, muzejev in galerij), izdajajo šolsko glasilo Stezice; dijaki sodelujejo na literarnih natečajih, na tekmovanju za Cankarjevo priznanje, v gledališko-recitatorski skupini Goga, bralnem krožku Bibliofil ali pa imajo filmski abonma.
- Velja omeniti Zakon o organizaciji in financiranju vzgoje in izobraževanja (2007), kjer je zapisano, da se morajo iz državnega proračuna poleg sredstev za pouk slovenščine in izobraževanje zaposlenih na šoli zagotavljati sredstva za pripravo in izvedbo mature, razvoj učne tehnologije, tekmovanja učencev, vajencev in dijakov ter študentov višjih šol in za posamezne oblike dela z nadarjenimi, šolsko televizijo in radio, obšolske dejavnosti učencev, vajencev in dijakov, raziskovalno in inovativno dejavnost učencev, dijakov, vajencev in študentov višjih šol itd.; dodatnim dejavnostim je namenjen tudi del sredstev lokalne skupnosti.

Viri:

- *Gimnazija Novo mesto*. Dostopno prek: <http://www.gimnm.org/domov/> (20. marec 2010).
- Rustja, Neža. 2010. *Intervju z avtorjem*. Novo mesto, 20. marec.
- *Zakon o organiziranju in financiranju vzgoje in izobraževanja*. 2007. Dostopno prek: [http://sharepoint.os-fmalgaja.si/starsi/Zakonodaja/zakon\\_o\\_organizaciji\\_in\\_financiranju.pdf](http://sharepoint.os-fmalgaja.si/starsi/Zakonodaja/zakon_o_organizaciji_in_financiranju.pdf) (20. marec 2010).

#### b) Razvijanje didaktike maternega jezika.

- Kako narediti pouk maternega jezika zanimiv in učinkovit

NOSILEC: MŠŠ

IZVAJALCI: Zavod za šolstvo RS, univerzitetne organizacije, strokovna društva

ROK: 2007–2011

PRORAČUN: da

#### Marec 2010:

- Publikacija Slovenščina v šoli (2010), Zavod RS za šolstvo, 226.510 evrov.
- Študija primera (OŠ Zgornja Kungota):
  - Učiteljici sta izpostavili kakovost učnih gradiv (učbeniki, berila in delovni zvezki).
  - Izhajanje iz učnega načrta (ohlapna navodila, katera znanja naj otroci pridobijo).
  - Poudarjanje aktivne vloge učencev pri pridobivanju znanja (večja motivacija otrok).
  - Didaktični pristopi so stvar strokovne usposobljenosti in lastne ustvarjalnosti učiteljev (npr. »žepna pravljica«, konec tedna z gospodom Medvedom, bralne urice v šolski knjižnici, risanje predmetov).

Viri:

- Bikić, Jolanda. 2010. *Intervju*. Zgornja Kungota, 13. marec.
- Dular, Janez. 2008. Usmeritve nacionalnega jezikovnopolitičnega programa na področju vzgoje in izobraževanja. V: Ivšek, Milena (ur.): *Jeziki v izobraževanju: zbornik prispevkov konference, 25.–26. september 2008*. 79–94.
- Grahek-Arnežič, Irena. 2010. *Dopisovanje po e-pošti*. 17. marec.
- Hrast, Marjana. 2010. *Intervju*. Zgornja Kungota, 12. marec.

#### c) Preverjanje ustreznosti šolskih učnih načrtov za materno jezike in morebitne spremembe ali dopolnitve.

- Nadaljnja funkcionalizacija slovnice in slovarskega znanja v okviru besedilne zmožnosti ter govornih dejanj in sporazumevalnih strategij, npr. pri utemeljevanju, pogajanju ipd.

NOSILEC: MŠŠ

IZVAJALCI: Zavod za šolstvo RS, univerzitetne organizacije, raziskovalne ustanove

ROK: 2008

PRORAČUN: da



č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.

- Npr. slovenščina za tajnice, gostince, zdravnike itn.
- Omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si)).

NOSILEC: MŠŠ, MDDSZ

IZVAJALCI: univerzitetne in izobraževalne organizacije, posamezniki, založbe

ROK: 2007–2011

PRORAČUN: da

#### Marec 2010:

- Projekt Slovenščina na daljavo, ki so ga podprli MŠŠ, Ministrstvo za informacijsko družbo in Ministrstvo za zunanje zadeve.

Viri:

- Drinovec, Jože. 2007. Medicina, zdravstvo in slovenski jezik ter slovenska terminologija. *Zdravniški vestnik* 76 (1). Dostopno prek: <http://www.vestnik.szd.si/st07-1/st07.1.61-70-5.htm> (24. marec 2010).
- *Slovenščina na daljavo*. Dostopno prek: <http://www.e-slovenscina.si> (24. marec 2010).

d) Zagotavljanje kakovosti izpitnega gradiva pri maturi in pri drugih primerih državnega (zunanjega) preverjanja jezikovnega znanja.

- Priprava izpitnih pol s strokovno preverjenimi nalogami
- Izobraževanje ocenjevalcev
- Vztrajanje pri enotni zahtevnostni ravni za slovenščino na maturi

NOSILEC: MŠŠ

IZVAJALCI: DICRS, Zavod za šolstvo RS, Center za slovenščino kot drugi/tuji jezik

ROK: vsako leto

PRORAČUN: da

e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.

- Izvajanje podiplomskih tečajev
- Univerza za tretje življenjsko obdobje
- Bralni krožki
- Priložnostna predavanja

NOSILCI: MzK, MŠŠ, MDDSZ

IZVAJALCI: Andragoški center Slovenije, ljudske univerze, šole tujih jezikov

ROK: trajno

PRORAČUN: ne

#### Marec 2010:

- »Vseživljenjsko učenje, učenje od rojstva do smrti, je eden od ključnih vzvodov osebnega in družbenega razvoja, zato lahko pomembno prispeva k preseganju krize na vseh ravneh, tako zdajšnje gospodarske kot tiste osebne, ki pogosto nastopi ob upokojitvi« (Bojc 2009).
- V Sloveniji deluje 42 univerz za tretje življenjsko obdobje, tudi v manjših krajih.
- Za izobraževanje odraslih si prizadevajo tudi po splošnih knjižnicah, tako npr. v bežigraski območni enoti Mestne knjižnic Ljubljana v okviru vseživljenjskega učenja prirejajo predstavitve novih knjig, literarne večere, jezikovne tečaje, različna izobraževalna in potopisna predavanja in bralne krožke.
- Študija primera 1 (Gorenjska):
  - Na Ljudski univerzi Kranj v okviru lastne jezikovne šole ponujajo pestro ponudbo jezikovnih tečajev, ki jo lahko koristijo tudi člani Kluba študentov Kranj.
  - Na Ljudski univerzi Jesenice so se z dvema projektoma (*Center vseživljenjskega učenja Gorenjska* in *Stari starši in vnuki*) uspešno prijavi na javni razpis Ministrstva za šolstvo in šport v okviru Operativnega programa razvoja človeških virov za obdobje 2007–2013: Centri vseživljenjskega učenja in odpiranje sistemov izobraževanja v širše okolje.
  - Osrednja knjižnica Kranj organizira bralni krožek, namenjen otrokom, mladim in starejšim, literarne dogodke ter potopisna in strokovna predavanja.
- Študija primera 2 (Univerza za tretje življenjsko obdobje v Ljubljani):



- Univerza izvaja skupaj 294 študijskih skupin in krožkov, znotraj katerih potekajo različni izobraževalni programi, med drugim tudi jezikovni tečaji (za španski, nemški, angleški, kitajski, francoski, italijanski in ruski jezik) – največji vpis je prav na jezikovnih tečajih.
- Delovanje sekcije Univerza za tretje življenjsko obdobje se financira iz podpornih članarin slušateljev ter s sredstvi Ministrstva za delo, družino in socialne zadeve, Ministrstva za šolstvo in šport (pribl. 9 % celotnega dohodka, in sicer prek vsakoletnega razpisa za izobraževanje starejših), Zavoda za zdravstveno zavarovanje Slovenije in Mestne občine Ljubljana, ki omogoča brezplačno uporabo prostorov v nekdanjih krajevnih skupnostih.
- Univerza se vključuje tudi v mednarodne programe, npr. od novembra 2008 do februarja 2010 je potekal mednarodni projekt Support European Neighbour in Open Relations (SENIOR), v letih 2009 in 2010 projekt Active European Senior for Active European Citizenship (AESAC) in v letih 2008 in 2009 projekt European Guidelines for Later Learning in Integrational, Intercultural and ITC-based Settings (IANUS).

## Viri:

- Bojc, Saša. 2009. Slovenci presegamo evropsko povprečje. *Delo*, 30. avgust. Dostopno prek: <http://www.delo.si/tiskano> (16. marec 2010).
  - Grisogono, Vedrana. 2009. Njihova najstarejša študentka je stara 97 let. *Delo*, 12. oktober. Dostopno prek: <http://www.dwlo.si/tiskano/> (16. marec 2010).
  - Grubar, Nataša. 2010. *Intervju s knjižničarko bežigradske enote Knjižnice Otona Župančiča*. Ljubljana, 23. marec.
  - Jesenovec, Stanislav. 2009. V Kranju je branje žur. *Slovenske novice*, 15. maj. Dostopno prek: <http://www.delo.si/tiskano> (16. marec 2010).
  - *Klub študentov Kranj*. Dostopno prek: <http://ksk.si/stran.asp> (16. marec 2010).
  - *Ljudska univerza Kranj*. Dostopno prek: <http://www.lu-kranj.si/LU-KRANJ,,about.htm> (16. marec 2010).
  - Miko, Katja. 2009. Najzanimivejši je poslovni študij. *Ona*, 8. september. Dostopno prek: <http://www.delo.si/tiskano> (16. marec 2010).
  - *Osrednja knjižnica Kranj*. Dostopno prek: <http://www.kr.sik.si> (16. marec 2010).
  - *Poročilo Društva za izobraževanje za tretje življenjsko obdobje za leto 2009*. 2010. Ljubljana: Univerza za tretje življenjsko obdobje.
  - Šantej, Alijana. 2010. *Intervju z vodjo Univerze za tretje življenjsko obdobje v Ljubljani*. Ljubljana, 19. marec.
- f) Pomoč učiteljem slovenščine v zamejstvu in izseljenstvu. (prekrivnost s ciljem o posebni podpori porabskim Slovincem)
- Brezplačni tečaji z jezikoslovno in didaktično tematiko za učitelje
  - Pošiljanje učbenikov in drugih slovenskih publikacij, videokaset ipd.
  - Posebna pomoč pri pisanju učbenikov za Porabje
- NOSILCA: Urad Vlade RS za Slovence v zamejstvu in po svetu, MŠŠ  
 IZVAJALEC: Zavod za šolstvo RS  
 ROK: 2007–2011  
 PRORAČUN: da

## Marec 2010:

- Seminarji za učitelje in učiteljice sobotnih šol slovenščine in drugih predmetov v slovenščini iz ZDA in Kanade.
- 80-urno izpopolnjevanje za pridobivanje strokovnega besedišča (matematika, knjižničarstvo, računalništvo) za slovenske učitelje v Porabju.
- MŠŠ podpira izobraževanje porabskih učiteljev in razvijanje novih učbenikov za slovenščino; z založbo Apáczai, katere učbenike uporabljajo porabske OŠ, je podpisalo pogodbo, da bo krilo stroške dvojezičnih učbenikov, katerih tiskanje se sicer založbi zaradi nizke naklade ne plača.
- V šolskem letu 2010/11 naj bi izšli štirje dvojezični učbeniki, pa tudi učbeniki za slovenski jezik v 4., 5. in 6. razredu.
- MŠŠ prireja jezikovne tabore za slovenske otroke iz zamejstva in izseljenstva (leta 2010 je bil v Piranu organiziran tabor za porabske osnovnošolce in dijake v soorganizaciji Zavoda za šolstvo in MŠŠ, katerega stroške je krilo MŠŠ).
- Organizacija slovenskega slavističnega kongresa v Monoštru (2009).
- Primer dobre prakse: OŠ Šentjernej je ob prenovi knjižnice I. 2009 knjige, ki jih niso več rabili (stare ali pa tiste, katerih izvodov so imeli preveč), podarila prijateljski OŠ v Porabju.

## Viri:

- Cipot, Boris. 2009. Slovenski slavisti in slovenisti v Monoštru. *MMC RTV SLO*. Dostopno prek: <http://www.rtvlo.si/slovinci-za-mejo/slovenski-slavisti-in-slovenisti-v-monostru/213599> (14. marec 2010).
  - Cipot, Boris. 2010. Pouk slovenščine malo drugače. *MMC RTV SLO*. Dostopno prek: <http://www.rtvlo.si/slovinci-za-mejo/pouk-slovenscine-malo-drugace/225060> (14. marec 2010).
  - Urad Vlade RS za Slovence v zamejstvu in po svetu. 2010. *Seminar za učiteljice in učitelje sobotnih šol slovenščine in drugih predmetov v slovenščini iz ZDA in Kanade*. Dostopno prek: [http://www.slovinci.si/sl/ne-zamudite/10-02-10/Seminar\\_For\\_teachers\\_of\\_Slovenian\\_language\\_and\\_other\\_subjects\\_in\\_the\\_Slovenian\\_language\\_from\\_the\\_USA\\_and\\_Canada.aspx](http://www.slovinci.si/sl/ne-zamudite/10-02-10/Seminar_For_teachers_of_Slovenian_language_and_other_subjects_in_the_Slovenian_language_from_the_USA_and_Canada.aspx) (14. marec 2010).
  - Vajda, Nikoleta. 2009. Uspešno sodelovanje na področju šolstva. *Časopis Porabje*, 16. april. Dostopno prek: [http://www.porabje.hu/pdf/2009/2009\\_16.pdf](http://www.porabje.hu/pdf/2009/2009_16.pdf) (14. marec 2010).
- g) Odločnejši nastop predstavnikov slovenske države glede šolskega učenja slovenščine, posebej pri slovenski manjšini v Republiki Madžarski.
- V okviru slovensko-madžarske mešane komisije in po drugih diplomatskih poteh nadaljevati prizadevanje za doslednejše izvajanje Sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Sloveniji z madžarske strani
- NOSILCA: MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu v sodelovanju z ustanovami slovenskega manjšinskega šolstva v Italiji, Avstriji in na Madžarskem  
ROK: 2007  
PRORAČUN: ne
- h) Izvajanje poletnih šol slovenščine in drugih tečajev za otroke slovenskih zamejcev, zdomcev in izseljencev.
- Tečaji v slovenskem govornem okolju s strokovno usposobljenimi lektorji in privlačnim dopolnilnim programom (umetnostnim, turističnim, športnim idr.), v katerem so tečajniki izpostavljeni slovenščini v različnih govornih položajih
- NOSILCA: MŠŠ, MzK  
IZVAJALCI: izobraževalne organizacije, strokovna in druga usposobljena društva  
ROK: vsako leto  
PRORAČUN: da

**Marec 2010:**

- Od l. 2005 dalje poteka 14-dnevna Mladinska poletna šola slovenskega jezika, ki jo izvaja Center za slovenščino kot drugi/tuji jezik in je namenjena predvsem otrokom slovenskih izseljencev, zdomcev in zamejcev, starih od 13 do 17 let (upravičeni so do državne štipendije, ki jim omogoča brezplačen tečaj). Podpirata jo Ministrstvo za šolstvo in šport ter Urad za Slovence v zamejstvu in po svetu.
- Zavod RS za šolstvo vsako leto organizira 14-dnevno poletno šolo slovenskega jezika za otroke, mlajše od 13 let. Stroške krije Ministrstvo za šolstvo in šport.
- Fakulteta za humanistične študije Koper in Znanstveno-raziskovalno središče Koper Univerze na Primorskem l. 2010 organizirata 17. poletni tečaj slovenskega jezika Halo, tukaj slovenski Mediteran.

## Viri:

- *Center za slovenščino kot drugi/tuji jezik*. Dostopno prek: <http://www.centerslo.net/index.asp?LANG=slo> (23. marec 2010)
  - Gašperin, Anja. 2009. Ugriznimo (v) slovenščino. *Poletnik*, 10. julij. Dostopno prek: <http://www.centerslo.net/files/poletnik%2009.pdf> (23. marec 2010).
  - Knez, Mihaela. 2010. *Intervju z vodjo učiteljev na Mladinski poletni šoli*. Ljubljana, 23. marec.
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- i) Proučitev strokovnih in didaktičnih profilov diplomantov slovenistike in diplomantov drugih visokošolskih usmeritev, ki izobražujejo profesorje slovenščine in drugih šolskih predmetov.
- Raziskava profilov
  - Podiplomski tečaji (iz didaktike idr.)
- NOSILCA: MVZT, Svet za visoko šolstvo

IZVAJALCI: izbrana raziskovalna organizacija, kadrovske šole, Zavod za šolstvo RS

ROK: 2007

PRORAČUN: da

- j) Temeljita preveritev trditve o »neprijateljnosti« slovenščine kot šolskega predmeta.

– Raziskava – ekspertiza

NOSILEC: MŠŠ

IZVAJALEC: izbrana raziskovalna organizacija

ROK: 2007

PRORAČUN: da

- k) Sprejetje učnih načrtov za romščino kot izbirni predmet v osnovni šoli, priprava in izdaja izpopolnjenih začetnih in nadaljevalnih učbenikov romščine.

– Navezava na učbeniška poskusa J. Horvata (15) z opiranjem na zbrano gradivo za slovnico in slovar (gl. naloge k ukrepu 5e)

NOSILEC: MŠŠ

IZVAJALCA: Zavod za šolstvo RS, interdisciplinarna skupina (jezikoslovci, pedagogi, didaktiki) v sodelovanju z Zvezo Romov Slovenije

ROK: 2008/09

PRORAČUN: da

#### Marec 2010:

- DZ RS je l. 2007 sprejel krovni Zakon o romski skupnosti v RS, ki v celoti ureja položaj romske skupnosti, določa skrb državnih in drugih organov pri uresničevanju posebnih pravic romske skupnosti ter njeno financiranje.
- Prvi zametki premišljenih načrtov o vključevanju romskih otrok v vrtce in šole so bili l. 2004, ko je Ministrstvo za šolstvo in šport (MŠŠ) izdalo razpis za sofinanciranje projekta »Uspešno vključevanje Romov v vzgojo in izobraževanje«. Slovenija tem dejavnostim namenja pomembna sredstva, npr. v obdobju 2008–2011 je Zveza Romov Slovenije v ta namen prejela 1.593.100 evrov, MŠŠ pa je iz Evropskega socialnega sklada zagotovilo 3 milijone evrov za izvajanje ukrepov v korist vključevanja učencev Romov v sistem vzgoje in izobraževanja.
- Pri projektu MŠŠ in Zveze Romov Slovenije sodelujejo tri OŠ, ki jih obiskujejo romski otroci (OŠ Bršljin iz Novega mesta, OŠ Janka Padežnika iz Maribora, OŠ Murska Sobota III). V svoje programe so dodale posebne individualne projekte za pomoč Romom (tutorstvo, individualna učna pomoč, izbirni predmet romska kultura, vključitev romske pomočnice v vzgojno-izobraževalni proces, izobraževanje učiteljev).
- **Predlog:** Vključitev romsko-slovenskega slovarja (Brezar 2009) v pouk.
- **Komentar:** Manjkajo še učbeniki, uzakonitev izbirnega predmeta romščina, potreba po razvijanju ustrezno usposobljenega pedagoškega kadra (kljub štirim slovenskim univerzam še vedno nimamo katedre za romščino), potreba po izobraževanju učiteljev, npr. tečaj romščine.

#### Viri:

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- Zavod RS za šolstvo. 2006. *Predlog učnega načrta za izbirni predmet Romska kultura*. Ljubljana: Zavod RS za šolstvo.
- l) Spremljanje živosti in učinkov uveljavljenih modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.
  - Raziskava (CRP)
  - NOSILCI: JARRS, MŠŠ, Urad Vlade RS za Slovence v zamejstvu in po svetu v sodelovanju z manjšinskimi organizacijami
  - IZVAJALCI: izbrana raziskovalna organizacija
  - ROK: 2007–2011
  - PRORAČUN: da
- m) Sprejetje učnih načrtov za predmet slovenski znakovni jezik kot drugi jezik v zavodih za gluhe ter za izbirni predmet v srednjih šolah za slišče mladino.
  - Isto; z navezavo na zbrano gradivo za slovnico in na Multimedijski praktični slovar znakovnega jezika gluhih
  - NOSILEC: MŠŠ (Urad za razvoj šolstva)
  - IZVAJALEC: Zavod za šolstvo v sodelovanju z usposobljenimi invalidskimi idr. organizacijami
  - ROK: 2008
  - PRORAČUN: ne

#### 7. Smotrnost pri učenju in rabi tujih jezikov:

- a) Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov.
  - Uvrstitev prevajanja v slovenščino in iz slovenščine, pogajanja v tujem jeziku, terminološkega poglobljanja in utemeljenega kodnega preklapljanja
  - Osmišljanje učenja in rabe tujih jezikov kot dopolnilne možnosti (pri spoznavanju tujih kultur, študiju strokovne literature, sporazumevanju v tujini, poslovnih stikih s tujci ipd.)
  - Zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje)
- NOSILCA: MŠŠ, Strokovni svet za splošno in strokovno izobraževanje
- IZVAJALCI: Pedagoški inštitut, Zavod za šolstvo RS, šole za tuje jezike
- ROK: 2008
- PRORAČUN: da

#### Marec 2010:

##### DA

- Med delovnimi cilji za osnovnošolsko izobraževanje na spletnih straneh Ministrstva za šolstvo in šport (MŠŠ) je zapisano, da učenci začnejo, podobno kot v drugih evropskih državah, z učenjem tujega jezika v četrtem razredu, torej pri približno 10 letih, drugi tuji jezik pa si lahko izberejo v zadnjih treh letih kot izbirni predmet.
- Z novelo Zakona o osnovni šoli se v šolskem letu 2011/12 prične izvajati drugi tuji jezik kot obvezen za vse učence, ki so vpisani v 7. razred.
- Leta 2008 je bilo sprejeto postopno uvajanje drugega jezika v izbrane osnovne šole – nova vlada torej nadaljuje s poskusnim uvajanjem drugega tujega jezika na področju osnovnošolskega izobraževanja.
- Študija primera (Maribor): na širšem območju Maribora izbiro drugega tujega jezika omogočajo štiri OŠ (OŠ Dušana Flisa Hoče, OŠ Draga Kobala, OŠ Malečnik in OŠ Janka Padežnika).
- Uresničeni so torej postopno uvajanje drugega tujega jezika v OŠ in prenovljeni študijski programi tujega jezika na FF v Ljubljani in FHŠ v Kopru.

##### NE

- Prenoviti bi bilo treba vse študijske programe, kjer se izvaja prevajanje oz. tolmačenje, saj je potreba po dobrem znanju tujega jezika velika.
- Naloga osmišljanja učenja in rabe tujih jezikov kot dopolnilna možnost pri študiju ni izpolnjena; npr. študijska literatura na FDV je večinoma v tujem jeziku, vendar ta literatura presega osnovno strokovno znanje angleščine, ki je posredovano na tej fakulteti.

- Na večini programov ni niti možnosti poslušanja drugega tujega jezika, zaradi česar so študenti omejeni na iskanje tuje literature zgolj v angleščini in slovenščini.
- Več bi bilo treba narediti tudi v okviru naloge »zavračanje rabe tujega jezika kot nadomestila za prvi jezik, kar je npr. očitno na promocijah mobilnih operaterjev, npr. paketa *džabest* in *orto smart*.

Viri:

- Fakulteta za humanistične študije Koper. *Medkulturno jezikovno posredovanje*. Dostopno prek: <http://www.fhs.upr.si/studij/studij-1-stopnja/medkulturno-jezikovno-posredovanje> (19. marec 2010).
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- Rtv slo.si. 2009a. *EU podpira drugi tuji jezik v OŠ*. Dostopno prek: <http://www.rtv slo.si/slovenija/eu-podpira-drugi-tuji-jezik-v-os/76541> (19. marec 2010).
- Rtv slo.si. 2009b. *V Bruslju premalo naših tolmačev*. Dostopno prek: <http://www.rtv slo.si/evropa-unija/v-bruslju-premalo-nasih-tolmacev/7510> (19. marec 2010).
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b) Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega jezika).

- Ustrezno upoštevanje maternega jezika kot učnega načela tudi pri pouku tujih jezikov (ozaveščanje o jezikovnih interferencah in kontrastivnosti, utemeljenost rabe slovenščine kot metajezika na začetnih stopnjah učenja tujega jezika in pri razlaganju težavnejših pojavov, npr. v frazeologiji, premagovanje samodejnega podrejanja tujejezičnemu sobesedniku)

NOSILEC: MŠŠ

IZVAJALCI: univerzitetne organizacije, komisije za učiteljske strokovne izpite, pisci učbenikov; sodelovanje slovenistov

ROK: 2008/09

PRORAČUN: da

c) Uravnoteženje razmerij med tujimi jeziki kot šolskimi predmeti (nabor, globina obravnave).

- Zmanjšanje samoumevnosti angleščine kot prvega/edinega tujega v javnem šolstvu
- Premislek o esperantu

NOSILCA: MŠŠ, Vlada RS

ROK: 2011

PRORAČUN: ne

č) Evropski kazalniki znanja tujih jezikov.

- Sodelovanje z organi Sveta Evrope pri izdelavi kazalnikov (posebej tudi za slovenščino kot tuji jezik) in njihovem uveljavljanju v Sloveniji
- Podiplomski tečaji (iz didaktike idr.)

NOSILCA: MŠŠ (Urad za razvoj šolstva)

IZVAJALEC: izbrana raziskovalna oz. izobraževalna organizacija

ROK: 2007–2008

PRORAČUN: da

**Marec 2010:**

- Evropski načrt, ki naj bi se uveljavil leta 2010, naj bi državam članicam, oblikovalcem politike, učiteljem in praktikom zagotovil zanesljive primerjalne podatke o jezikovnih kompetencah po vsej Evropski uniji – posredoval naj bi informacije o tem, kje lahko najdemo primere dobre prakse, o večjezični zmožnosti mladih in o doseganju ciljev pri učenju tujega jezika.

- Evropski svet tako ugotavlja, da je bil na podlagi sodelovanja z državami članicami v okviru delovnega programa Izobraževanje in usposabljanje 2010 in pobud v okviru bolonjskega procesa dosežen velik napredek.
- Uvajanje učenja tujih (dodatnih) jezikov na predšolsko in razredno stopnjo: v Sloveniji se začnejo otroci učiti prvi tuji jezik v četrtem razredu, drugega, ki še ni obvezni izbirni predmet na vseh šolah, pa v sedmem razredu.
- Zavod za šolstvo RS tako vodi projekt uvajanja tujega jezika v prvo vzgojno-izobraževalno obdobje OŠ.
- Slovenija je po številu ur, namenjenih učenju tujih jezikov v OŠ, v primerjavi s statističnimi poročili o učenju jezikov (Eurydice 2008) na repu evropske lestvice.
- Tudi kar zadeva starost, ko se otroci začnejo učiti tujega jezika, je Slovenija na predzadnjem mestu.
- Za slovenščino kot tuji jezik se zanima vedno več ljudi, kar kaže tudi število lektoratov slovenščine po svetu, na mnogih univerzah pa obstajajo slovenistični študijski programi, ki omogočajo študij slovenščine in pridobitev diplome iz slovenskega jezika.
- Podpora evropskim programom za večjezičnost se je v novi generaciji programov 2007–2013 okrepila, saj sta bila učenje jezikov in jezikovna različnost določena kot splošna cilja, povečal pa se je tudi proračun, namenjen ukrepom na področju razvijanja jezikovnih znanj.

## Viri:

- Brumen, Mihaela, Pižorn, Karmen. 2008. *Revija za elementarno izobraževanje. Evropske smernice za učenje tujih jezikov na predšolski in razredni stopnji osnovne šole 1 (3/4)*. Dostopno prek: <http://www.dlib.si/v2/HTMLViewer.aspx?URN=URN:NBN:SI:doc-B6GQY5J6&query=%27keywords%3dtrg+dela%27> (19. marec 2010).
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## d) Spodbujanje domačih piscev učbenikov za tuje jezike.

- Javni razpisi ali javni pozivi za avtorje

NOSILEC: MŠŠ

IZVAJALCI: Zavod za šolstvo RS, založbe

ROK: 2008

PRORAČUN: da

## e) Izvajanje študijskega programa »Specialistični študij konferenčnega tolmačenja« oziroma v prenovljenih bolonjskih programih magistrskega študijskega programa »Tolmačenje«.

- Sofinanciranje izvajanja (z Evropsko komisijo)

NOSILECA: MVZT

IZVAJALCA: izbrana univerzitetna organizacija

ROK: 2007–2011

PRORAČUN: da

**Marec 2010:**

## DA

- Na FF v Ljubljani so specialistični študij tolmačenja začeli izvajati v štud. I. 2001/2002, leta 2006/2007 je bila vzpostavljena študijska smer Medjezikovno posredovanje, magistrski študij tolmačenja pa v štud. I. 2007/2008.



- Medjezikovno posredovanje je od študijskega leta 2009/2010 mogoče študirati tudi na koprski Fakulteti za humanistične študije (Univerza na Primorskem).
- V skladu z 28. čl. Zakona o spremembah in dopolnitvah Zakona o visokem šolstvu (ZVIS-D) v štud. I. 2009/2010 na Univerzi v Ljubljani niso več izvajali neprenovljenih študijskih programov, kar pomeni, da od tega leta dalje lahko študenti vpišejo le še magistrski študij tolmačenja, ki nadgrajuje dodiplomski program Medjezikovno posredovanje.
- Za razliko od specialističnega študija, ki je trajal eno leto, program Tolmačenje traja dve leti. Pogoj za vpis je uspešno opravljen preizkus tolmaških sposobnosti; študent mora poleg slovenščine kot maternega jezika izbrati še dva jezika – obvezno angleščino, poleg tega pa italijanščino, francoščino, nemščino ali španščino (razmišljajo, da bi dali na razpolago tudi hrvaščino). Na fakulteti študente seznanijo s konsekvativnim tolmačenjem, pri katerem je tolmač prisoten v prostoru ter najprej poslušča govor in ga nato prevede, in s simultanim tolmačenjem, pri katerem je tolmač v zvočno izolirani kabini s pogledom na govorca, govor poslušča preko slušalk in ga prevaja preko mikrofona (Markič 2009). Sestavni del študija je tudi praktično usposabljanje, ki vključuje obisk evropskih institucij v Bruslju. Skupina vpisanih za izvedbo smeri mora šteti najmanj pet in največ osem do dvanajst študentov – na leto študij zaključijo do deset tolmačev.

## Viri:

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  - *Oddelek za prevajalstvo*. Dostopno prek: <http://www.prevajalstvo.net/index.asp?LANG=slo> (20. marec 2010).
- f) Preverjanje teorije in prakse ter učinkov »evropskih razredov« na gimnazijah in poskusnega programa CLIL (Content and Language Integrated Learning).
- Isto (raziskava – CRP)
- NOSILEC: MŠŠ  
IZVAJALCA: Inšpektorat za šolstvo, izbrana raziskovalna organizacija  
ROK: 2008  
PRORAČUN: da

## Marec 2010:

- MŠŠ je evropske oddelke uvedlo l. 2004 (učenje in ustvarjanje znanja o geografski raznolikosti Evrope, njenih političnih in socialnih strukturah, zgodovini, evropski kulturni dediščini, večkulturni naravi evropskega prostora ter o nalogah in delovanju Evropske unije in Sveta Evrope).
- Središčno vlogo pri evropskih oddelkih imajo tuji jeziki (možnost dodatnega učenja v izbirnem delu programa, prisotnost učiteljev rojenih govorcev).
- Vsebine predmetov so ves čas povezane s poukom tujih jezikov.
- Poudarjen je tudi pouk slovenščine (poleg rednega jezikovnega pouka še predmeta Slovenska književnost in prevodi, Družbene vloge Slovenije).
- Zaključek: preverjanja učinkov tega programa nismo zasledili.

## Viri:

- Evropska komisija. 2008. *Nejezikovni predmeti v tujem jeziku – CLIL*. Dostopno prek: [http://77ec.europa.eu/education/languages/language-teaching/doc236\\_sl.html](http://77ec.europa.eu/education/languages/language-teaching/doc236_sl.html) (22. marec 2010).
- Jazbec, Saša in Alja Lipovec Oštir. 2009. Otroci in učenje tujih jezikov. *Dnevnik*, 4. april. Dostopno prek: [http://www.dnevnik.si/tiskane\\_izdaje/dnevnik/1042256984](http://www.dnevnik.si/tiskane_izdaje/dnevnik/1042256984) (22. marec 2010).

- g) Skrčenje ekstenzivnih tujejezičnih govornih odlomkov v slovenskih radijskih informativnih oddajah.

NOSILEC: MzK  
IZVAJALCA: Radio Slovenija, Inšpektorat za kulturo in medije  
ROK: takoj  
PRORAČUN: ne

- h) Dosledno pogojevanje rabe tujih jezikov v javnih informativnih in oglaševalskih napisih z vzporedno rabo slovenščine (na prvem mestu).

NOSILEC: MJU  
IZVAJALCI: pristojni organi občinskih uprav, inšpektorji

ROK: takoj  
PRORAČUN: ne

### Marec 2010:

- Vsako javno oglaševanje, napovedovanje naslovov javno predvajanih glasbenih, filmskih ipd. stvaritev, predvajanje radijskih in televizijskih oddaj, navodila za uporabo izdelkov, hišni redi in druge oblike obveščanja javnosti (npr. v javnih glasilih, na kašiputih, razglasnih panojih, prikazovalnikih, opozorilnih napisih na javnih krajih in v javnih prostorih, v igralnicah, na ovojini, letakih in plakatih, prospektih, razstavnih in prodajnih katalogih) morajo biti na območju RS v slovenščini, razen če javno glasilo izhaja v tujem jeziku. Če je sporočilo, objavljeno v glasilu, ki izhaja v slovenščini, izrecno namenjeno predvsem tujcem, je zanj dovoljeno uporabljati poleg slovenščine tudi tuji jezik, vendar besedilo v tujem jeziku ne sme biti izrazno bolj poudarjeno kakor slovensko. Tudi radijski in televizijski programi ali njihovi deli, ki jih prevzema domača RTV, morajo biti prevedeni v slovenščino. Izjeme so določene v 68. in 86. členu Zakona o javnih glasilih.
- Medmrežno predstavljanje in oglaševanje slovenskih pravnih oseb in fizičnih oseb z registrirano samostojno dejavnostjo mora biti v slovenščini, dodatno pa lahko tudi v tujih jezikih.
- A v praksi je stanje precej drugačno:
  - Prepogosto prevladajo razlogi, kot so: tiskanje slovenskih plakatov se ne izplača, prevajanje je drago, zahteva po slovenskih nalepkah ovira prosti pretok blaga, elektronskega prevajalnika za mali slovenski trg ni smiselno razvijati ...
  - V javnosti se ves čas srečujemo s tujejezičnimi reklamnimi gesli v prodajnih katalogih, po izložbah ali na veleplakatih: *The best fitness studio in the town, The best dry cleaner in your town, Very British – Very good, European Fashion Design by Mura, Slovenian Open, Madonna – live in Ljubljana, Musical Broadway by Mojca Horvat. The best of: Cats, Ples vampirjev, Hair, Cabaret, Singing in the rain, Chicago.*
  - Podjetja in lokali s tujejezičnimi imeni nas spremljajo na vsakem koraku: *Azur pizzeria & risotteria, Casa del Papa, Coccinella*, na bencinskih črpalkah imamo *shope* in lahko si privoščimo kavo *take and go*.
  - Podobno je tudi v različnih ženskih in najstniških revijah: npr. rubrike *You must have, In and out*.
  - Po številnih slovenskih vaseh nas pozdravijo napisi: *Zimmer frei, River adventures, creamcafe*.
- Pri oglaševanju moramo biti vseeno previdni, v katerem jeziku izdelek predstavljamo, saj se lahko pozneje potrošniki pritožijo, da niso natančno razumeli predstavitev kupljenega izdelka, in predstavitvi očitajo netočnost ali zavajanje – pritožbe v takšnem primeru pošljemo na oglaševalsko razsodišče.

### Viri:

- Radio Aktual. *Vas tuja imena kaj motijo?* 2008. Dostopno prek: <http://www.radioaktual.si/?mod=aktualno&action=viewOne&ID=9134> (25. marec 2010).
- Oglaševalsko razsodišče. 2007. Arhiv razsodb. Dostopno prek: [http://www.soz.si/oglasevalsko\\_razsodisce/arhiv\\_razsodb/126/](http://www.soz.si/oglasevalsko_razsodisce/arhiv_razsodb/126/) (25. marec 2010).

## 8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

- a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.
  - Dopolnitev že predpisanih šolskih učno-vzgojnih programov
  - Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«
  - Proslava spominske obletnice začetnika slovenskega knjižnega jezika
  - Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevskimi besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitvenih akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.

NOSILCA: MŠŠ, MzK – Sektor za slovenski jezik

IZVAJALCI: Zavod za šolstvo RS, strokovni svet za izobraževanje, različna društva in nevladne organizacije

ROK: trajna dejavnost



PRORAČUN: da

### Marec 2010:

DA

- Spominska obletnica – Trubarjevo leto (2008): različne prireditve skozi vse leto.
- Različne glasbene prireditve, na katerih nastopajo slovenski glasbeniki.
- Recitali slovenskih pesmi, nastopi pevskih zborov, skupinska branja ...
- Teden literature (april 2009), istočasno je po Sloveniji potekala akcija Podarimo knjigo.
- Vrsta podobnih »darilnih« akcij, npr. založba Modrijan z akcijo Poiščimo vašim knjigam nov dom (od septembra 2009).
- Gibanje Bralna značka.
- Ljubljana, svetovna prestolnica knjige (enoletni naziv od 23. aprila 2010 dalje).

NE

- Pogosto poročanje medijev o predlogih sprememb, vendar zelo počasno (ali pa neobstoječe) uvajanje teh sprememb v učno-vzgojne programe.
- Večina slovenskih šol je uvedla predmet Državljska vzgoja in etika (vendar s premalo poudarka na državljanski vzgoji otrok).

Viri:

- *Leto v znamenju očeta slovenske knjige*. 2. 1. 2008. Dostopno prek: <http://www.rtv slo.si/kultura/knjige/leto-v-znamenju-oceta-slovenske-knjige/153606> (24. marec 2010).
- *Ljubljana – svetovna prestolnica knjige 2010*. Dostopno prek: <http://www.ljubljanasvetovnaprestolnicaknjige.si/domov/> (24. marec 2010).
- *Poiščimo vašim knjigam nov dom*. Dostopno prek: <http://www.modrijan.si/slv/Modrijanova-knjigarna/Poiscimo-vasim-knjigam-nov-dom> (24. marec 2010).
- *Rak, Peter*. 2009. Teden v znamenju literature. Dostopno prek: <http://www.delo.si/clanek/79406> (24. marec 2010).
- *Refleks nedemokratov*. 2009. Dostopno prek: <http://www.demokracija.si/index.php?sekcija=clanki%clanek=12389> (24. marec 2010).

- b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznoličnosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorcami različnih jezikov).

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU
- Izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)
- Izdaja publikacije o slovenskih imenih podjetij v sodnem registru
- Anketna raziskava o tujejezičnih imenih lokalov ipd.

NOSILCI: MJU, SVEZ, MzK (Sektor za slovenski jezik) in Ministrstvo za pravosodje v sodelovanju z Gospodarsko zbornico Slovenije, izbrana raziskovalna organizacija, upravna inšpekcija

ROK: 2007–2009

PRORAČUN: da

### Marec 2010:

DA

- L. 2009 je bila izdana publikacija Slovenščina v institucijah EU, v kateri so predstavljeni nasveti ob morebitnih jezikovnih težavah v ustanovah EU; leta 2005 izdani Priročnik za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU sicer ni doživel prenovitev ali dopolnitev.

NE

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU > država skuša tudi prek tega podcilja razbiti »krilatico, da smo 'nepismeni', da maličimo slovenščino« (Kalin Golob 2008, 97); podcilj sicer določa krepitev odgovornosti do slovenščine kot maternega jezika, kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznoličnosti, vendar se predvidene naloge osredinjajo predvsem na krepitev odgovornosti do slovenščine kot uradnega jezika.

- Preverba po Zakonu o državni upravi (uradni jezik v RS slovenščina, na območjih občin, kjer živita avtohtoni italijanska oz. madžarska narodna skupnost, je uradni jezik v upravi tudi italijanščina oz. slovenščina); analiza Zakona o javni rabi slovenščine (Inštitut za civilizacijo in kulturo, Meden in Zadnikar 2009, 469): zaradi ohlapnosti razdelitve pristojnosti je težko izvajati nadzor nad izvajanjem zakona; problematično je tudi njegovo izvajanje v praksi (težavnost simultane prevajanja, poseganje v svobodo piscev in urednikov, neurejena zakonodaja glede uporabe tujega jezika v bogoslužju) > potreba po življenjskosti zakona in večji prožnosti posameznih zakonskih določil; zakon ima samo represivno funkcijo, preventivna oz. korektivna funkcija pa ni omogočena.
- Uradnost vseh jezikov članic EU je formalno zagotovljena in vsak državljan ima pravico postaviti vprašanje in dobiti odgovor v svojem jeziku, vendar se načelo (ne) izpolnjuje na različne načine (Gotal 2009, 67) – raba slovenščine bi morala biti samoumevna v vseh narodnopredstavnih in protokolarnih položajih doma in po svetu.

## Viri:

- Gotal, Simona. 2009. *Slovenščina v institucijah evropske unije*. Dostopno prek: <http://dk.fdv.uni-lj.si/diplomska/pdfs/gotal-simona.pdf> (19. marec 2010).
- Kalin Golob, Monika. 2008. *Jezikovnokulturni pristop h knjižni slovenščini*. Ljubljana: Fakulteta za družbene vede.
- Kramberger, Taja. 2008. Afera Dreyfus in tiskani mediji. Medijska mreža 36. Dostopno prek: <http://mediawatch.mirovni-institut.si/bilten/seznam/33/jezik/#1> (20. marec 2010).
- Meden, Ahac, Zadnikar, Gita Zadnikar. 2009. Analiza zakona o javni rabi slovenščine in njegovega uresničevanja. *Simpozij Obdobja 28*. Dostopno prek: [http://www.centerslo.net/files/file/simpozij/simp28/Meden\\_Zadnikar.pdf](http://www.centerslo.net/files/file/simpozij/simp28/Meden_Zadnikar.pdf) (19. marec 2010).
- Stabej, Marko. 2007. Samopašne ovce: Pomisleki ob resoluciji o nacionalnem programu za jezikovno politiko 2007–2011. *Mladina*, 15. maj. Dostopno prek: [http://www.mladina.si/tehdnik/200719/clanek/slo-komentar-marko\\_stabej](http://www.mladina.si/tehdnik/200719/clanek/slo-komentar-marko_stabej) (20. marec 2010).

## c) Razvijanje pripravljenosti Slovencev (zmožnosti in hotenja) za prevajanje javnosti namenjenih tujejezičnih sporočil v slovenščino.

- Prevajanje kot redna in poudarjena sestavina v učnih načrtih za tuje jezike (ne samo za poklicne prevajalce)
  - Navajanje na rabo slovarjev
- NOSILCA: MŠŠ  
IZVAJALCI: Zavod za šolstvo, pisci učbenikov, učitelji idr.  
ROK: takoj  
PRORAČUN: da

## č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
  - Predmet redne pozornosti pedagoških svetovalcev
  - Jezikovna plat
  - Recenzije učbenikov in delovnih zvezkov
- NOSILCI: MŠŠ, strokovni sveti za izobraževanje  
IZVAJALCI: predavatelji didaktike, komisije za strokovne izpite, strokovni sveti za izobraževanje, Zavod za šolstvo  
ROK: trajna naloga  
PRORAČUN: ne

## d) Razvitje celovitega sistema za promocijo slovenščine.

- Uporaba spletnih strani
  - Izdajanje zgibank, brošur in zgoščenk
  - Predavanja
  - Spodbujevalni nastopi v množičnih občilih
  - Zaznamovanje dneva maternih jezikov in evropskega dneva jezikov
  - Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr. oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov
- NOSILCI: MzK (Sektor za slovenski jezik), Urad Vlade RS za informiranje  
IZVAJALCI: RTV Slovenija, univerzitetne organizacije, društva, založbe  
ROK: 2007–2011

PRORAČUN: da

### Marec 2010:

- Veliko na tem področju naredijo **različne univerzitetne organizacije**:
  - FDV: Založba FDV, Center za družboslovnoterminološko in publicistično raziskovanje – raziskovalni projekti, npr. nastanek razlagalnega vojaškega slovarja in slovenskega korpusnega omrežja.
  - FHŠ: raziskovalni center, ki v okviru svojih raziskav obravnava problematiko jezika v javnosti in s tem povezano vprašanje uporabnikov nekega jezika, lastna založba.
  - FF: v okviru Oddelka za slovenistiko deluje Center za slovenščino kot drugi/tuji jezik, ki s programom Slovenščina na tujih univerzah spodbuja sodoben in kakovosten študij slovenščine ter uspešno delo učiteljev na tujih univerzah, povezovanje slovenistov po svetu in s Slovenijo ter promocijo slovenske kulture, jezika in literature po svetu. FF za promocijo slovenskega jezika skrbi tudi z izdajanjem publikacij, monografij in drugimi objavami v slovenskem jeziku. Oddelek za splošno in primerjalno jezikoslovje tedensko prireja Lingvistični krožek.
- Ministrstvo za kulturo: rezultat njegovega razpisa za financiranje medijskega projekta, ki promovira slovenščino, je npr. TV-oglas, ki tuje proizvajalce in uvoznike elektronskih naprav poziva, da bi v svoje naprave vgradili izbirnike v slovenskem jeziku > posledica: uvozniki so začeli ponujati televizijske sprejemnike s slovenskimi izbirniki.
- Slovenski inštitut za standardizacijo: razvijanje slovenske računalniške tipkovnice.
- Spodbujevalni nastopi v javnosti: o slovenščini v javni rabi so razpravljali tudi na Forumu 21 (vprašanje sloganov v slovenščini, neučinkovit nadzor nad »kršitvami«, višje vrednotenj člankov slovenskih avtorjev, ki so napisani v tujem jeziku – zanemarjanje slovenščine v strokovnih razpravah).
- Organizacija prireditelj, ki promovirajo slovenski jezik (Svetovni dan slovenske literature na filmu, proslave ob dnevu slovenskega maternega jezika – na OŠ v sklopu pouka slovenskega jezika ...).
- V zadnjih letih se je pomembno povečalo tudi število prevodov del slovenskih avtorjev v tuje jezike.
- Okrepila se je mednarodna dejavnost z udeleževanjem Slovenije na knjižnih sejmihi v Frankfurtu, Leipzigu in Bologni.
- Različne televizijske in radijske oddaje, kot so Minute za jezik, Knjiga mene briga in kontaktna oddaja o pomenu branja na Valu 202.
- Promocija slovenščine se odvija tudi prek spleta (in to bi veljalo še okrepiti): imamo spletne knjižne klube (npr. Cangura in e-mka), prosto dostopen je priročnik *O slovenskem jeziku/On Slovene* (okrepiti bi veljajo spodbujanje objave e-knjig), uspešen je projekt digitalizacije slovenske leposlovne klasike na Wikiviru pod taktirko M. Hladnika, na voljo so korpusi slovenski besedil, npr. Nova beseda in FidaPLUS.
- Sektor za slovenski jezik:
  - Podpora srečanjem v skednju Škrabčeve domačije ob dnevu maternih jezikov.
  - Podpora kulturnim akcijam, kakršne se je lotilo murskosoboško Društvo za prepričanje znanja Vöter, ki je v sodelovanju krajevnih slovenistov ter evangeličanskih in katoliških duhovnikov izdalo zloženko in televizijsko dokumentarno oddajo o vplivu Cerkve na uveljavitev slovenskega jezika v Prekmurju in to predstavilo šolam kot učno sredstvo.
  - Podpora pobudam, kakršna sta nadgradnja in vzdrževanje spletne strani Czar Slowenii/Čar Slovenije, s katero Društvo za promocijo kulture omogoča študentom slovenskega lektorata na Poljskem nadgrajevati in vzdrževati izobraženost v slovenščini s kolegi doma, v Sloveniji in po svetu.

### Viri:

- *Center za družboslovnoterminološko in publicistično raziskovanje*. Dostopno prek: [http://www.fdv.uni-lj.si/Raziskovanje/vsak\\_center.asp?id=18](http://www.fdv.uni-lj.si/Raziskovanje/vsak_center.asp?id=18) (17. marec 2010).
- *Center za slovenščino kot drugi/tuji jezik*. Dostopno prek: <http://www.centerslo.net/> (17. marec 2010).
- *Slovenščina na tujih univerzah*. 2008. Dostopno prek: [http://www.centerslo.net/2asp?L1\\_ID=2&L2\\_ID=28&LANG=slo](http://www.centerslo.net/2asp?L1_ID=2&L2_ID=28&LANG=slo) (25. marec 2010).
- Jaklič, Tanja. 2008. Kaj nam danes pomeni slovenščina? *Delo*, 23. oktober. Dostopno prek: <http://www.delo.si/tiskano> (18. marec 2010).
- Leskovar, Anja. 2008. Dr. Janez Dular: »Za slovenščino moramo poskrbeti sami!« *Gea* 4 (76). Dostopno prek: <http://www.gea-on.net/clanek.asp?ID=1255> (18. marec 2010).

- Pikon, Rok. 2008. TV-oglas za promocijo slovenščine uspel. *Finance*, 23. december. Dostopno prek: [http://www.finance.si/233468/TV-\\_oglas\\_za\\_promocijo\\_sloven%B9%E8ine\\_uspel](http://www.finance.si/233468/TV-_oglas_za_promocijo_sloven%B9%E8ine_uspel) (17. marec 2010).
- Pisanje za splet. 2009. Dostopno prek: <http://www.oglsevanje.com/pisanje-za-splet/> (18. marec 2010).
- *Poročilo o izvajanju NPK 2008–2011 v letu 2008*. 2008. Dostopno prek: <http://www.google.com/search?q=razvitje+celovitega+sistema+za+promocijo+sloven%C5%A1%C4%8Dine&sourceid=ie7&rls=com.microsoft:enUS&ie=utf8&oe=utf&rlz=117GGLLen> (18. marec 2010).
- STA. 2009. *Slovenski standard tipkovnice bo sprejet predvidoma še letos*. Dostopno prek: [http://www.siol.net/tehnologija/racunalnistvo/2009/02/slovenski\\_standard\\_tipkovnice.aspx](http://www.siol.net/tehnologija/racunalnistvo/2009/02/slovenski_standard_tipkovnice.aspx) (25. marec 2010).
- *Univerza na Primorskem, Znanstveno-raziskovalno središče Koper*. Dostopno prek: <http://www.zrs-kp.si/SL/projekti.htm> (17. marec 2010).
- Vidovič Muha, Ada. 2009. Jezikovnopolitični vidik slovenske javne besede. *Slavistična revija* 4. Dostopno prek: <http://www.ff.uni-lj.si/publikacije/sr/okvir.html> (20. marec 2010).

e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
  - Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
  - Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)
- NOSILCA: MzK (Sektor za knjigo in knjižničarstvo), MG  
 IZVAJALCI: založbe, knjigarne in knjižnice, Gospodarska zbornica Slovenije (Združenje založnikov in knjigotržcev), Društvo slovenskih pisateljev, RTV Slovenija in tiskani mediji  
 ROK: trajna naloga  
 PRORACUN: da

**Marec 2010:**

DA

- Slovenci smo knjižni molji: vsak Slovenec v povprečju kupi tri knjige, izposodi pa si jih 10. Čeprav je v knjižnice včlanjenih le 26 % Slovencev, se tudi v tem lahko kosamo z drugimi zahodnoevropskimi narodi. Dejstvo, da se slabše odrežemo pri nakupu knjig, je posledica tako visokih cen knjig kot tudi demografske podobe (po rezultatih raziskav, ki sta jih izvedli Nemčija in Francija, se založnikom ne splača odpirati knjigarn v krajih z manj kot 20.000 prebivalci, kakršnih pa je pri nas večina).
- Slovenci smo zelo plodni avtorji: po navedbah Statističnega urada RS (2009) v Sloveniji pri nas izide vsako leto več knjig – produkcija je dobra, naklade nizke, cene pa visoke.
- Na prvih mestih najbolj izposojanih knjig se poleg predpisanega branja najpogosteje znajdejo lahkotni ljubezenski in kriminalni romani.
- Rešitev: zalaganje šolskih knjižnic s kakovostno mladinsko literaturo, ki bo osnova za rast bralne kulture odraslih.
- Uresničevanje cilja: sejemske prireditve (Slovenski dnevi knjige, Slovenski knjižni sejem), razstave, tiskovne konference in medijske predstavitve, od 23. 4. 2010 do 23. 4. 2011 – Ljubljana je nosilka Unescovega naslova svetovna prestolnica knjige (praznovanje svetovnega dneva knjige in avtorskih pravic): okoli 300 dogodkov, namenjenih spodbujanju branja, razvoju bralne kulture, večanju dostopnosti knjige ter predstavljanju knjižnih zvrsti in svetovnih književnosti.
- Društvo slovenski pisateljev že 15 let organizira prireditev Slovenski dnevi knjige, ki poteka med 20. in 24. aprilom, v zadnjih letih po vseh večjih slovenskih mestih – knjižni sejem spremljajo literarni večeri, okrogle mize in glasbeni program.
- Vsako leto se v Cankarjevem domu odvije knjižni sejem, na katerem se predstavljajo založniki s svojimi knjižnimi novostmi.
- Pomembna je tudi prireditev Vrnimo knjigo ljudem, na kateri že deset let zapored na obletnico požiga protestantskih knjig pred ljubljansko mestno hišo zapojejo pevski zbori, prisotne pa nagovorita župan MOL in predsednik Protestantskega društva Primož Trubar.
- Akcije knjižnic po vsej Sloveniji, s katerimi se spodbuja in razvija bralna kultura Slovencev (delovanje bralnih društev za različne starostne skupine, pravljичne urice ...).
- **Komentar:** Premalo je narejenega za popularnost del slovenskih avtorjev – treba bi bilo spodbujati predstavitve knjig slovenskih avtorjev tudi v knjigarnah, pri založbah, ob izidu novih knjig pripravljati tiskovne konference in o tem več poročati v medijih.

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- f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.
- Ustanovitev posebne nagrade (statut)
  - Zbiranje in obravnavanje predlogov na podlagi javnih razpisov
  - Posebni predlogi za najvišja državna odlikovanja  
NOSILCI: MzK, Vlada RS, Urad predsednika RS  
ROK: 2007–2008  
PRORAČUN: da
- g) Ustanovitev skupine za redne javne izjave o aktualnih jezikovnokulturnih in jezikovnopoličnih zadevah.
- Povabilo vsem organiziranim akterjem za skupni sestanek o potrebnosti skupine, njenih nalogah, sestavi in organiziranosti sprejetje sklepa
  - Sprejetje sklepa o ustanovitvi in poslovniku
  - Redno delovanje skupine  
NOSILCI: MzK (Sektor za slovenski jezik) in drugi organizirani akterji  
IZVAJALCI: Zavod za šolstvo, pisci učbenikov, učitelji idr.  
ROK: 2007  
PRORAČUN: da
- h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).
- Skrb za programsko ustreznost in kakovostno kadrovske zasedbo  
NOSILCI: MVZT, MzK, Državni zbor RS (Odbor za visoko šolstvo, znanost in tehnološki razvoj ter Odbor za kulturo, šolstvo in šport), Svet RS za visoko šolstvo, Strateški svet Vlade RS za kulturo, izobraževanje in znanost  
ROK: 2007–2011  
PRORAČUN: da
- i) Poživitve jezikovnih in drugih stikov z zamejskimi Slovenci.
- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah
  - Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. stikih s partnerji v zamejstvu
  - Izboljšanje prometnih povezav (Solarji)

- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
  - Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo
- NOSILCA: MŠŠ, MzK, Ministrstvo za promet, Urad Vlade RS za Slovence v zamejstvu in po svetu  
 IZVAJALCI: RTV Slovenija, stanovska in druga društva, podjetja  
 ROK: trajne naloge, Solarji in TV-signal 2008  
 PRORAČUN: da

### Marec 2010:

- Zamejski osnovno- in srednješolci sodelujejo pri bralni znački in na različnih tekmovanjih (dejavnosti podpirata tudi Urad za Slovence v zamejstvu in po svetu ter MŠŠ skozi dejavnosti Zavoda za šolstvo)
  - po Pravilniku o tekmovanju iz slovenščine za Cankarjevo priznanje iz oktobra 2008 (7. člen): »Tekmovanja se lahko udeležijo tudi učenci in dijaki slovenske narodnosti iz zamejstva, učenci in dijaki italijanske in madžarske narodnosti iz Slovenije ter otroci državljanov Slovenije, ki živijo v tujini.« Zamejski Slovenci tekmujejo v svoji podskupini in so tako enakopravno udeleženi na tekmovanju (3. člen): »Učenci osnovnih šol (1. skupina) tekmujejo od 2. do 9. razreda vsak v svoji skupini, ki jo predstavlja razred; učenci iz zamejstva, zdomstva in s šol z italijanskim in madžarskim učnim jezikom v Republiki Sloveniji pa v svoji skupini.«
- Ob poudarku rabe slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. stikih s partnerji v zamejstvu nas »obide« misel, ali ni tovrstno sporazumevanje s slovensko govorečimi partnerji povsem samoumevno. Vsekakor sta pohvale vredni pobudi projektov (Ne)znano zamejstvo in Brez meja – Playing together, ki sta bila predstavljena tudi na sejmu Turizem in prosti čas (v okviru projekta Brez meja so se npr. skupaj predstavile Furlanija-Julijska krajina, Koroška in Slovenija).
- Četudi je bila v jezikovnopoličnem načrtu (!) tudi cestna povezava med Kobaridom in Čedadom prek (mejnega) prehoda Solarji, ta leta 2009 še vedno ni povsem dokončana; pot ima status gradbišča in vožnja po njej je dovoljena na lastno odgovornost.
- Vprašanje dosegljivosti signala slovenske TV je s prestopom na digitalno oddajanje, ki zahteva dokup dodatnega dekodeerja, ponovno odprto – tudi sicer slovenski signal še vedno ne pokriva celotnega območja, npr. Videmske pokrajine.
- Še vedno ostajajo aktualne težave z dostopnostjo slovenskega časopisja (nedostopnost v lokalnih kioskih, višje naročnine, zamujanje ...). Možen je dostop prek spleta, ki pa se ga poslužuje predvsem mlajše in tehnološko bolj osveščeno prebivalstvo; imajo pa zamejci svoje časopise, npr. Primorski dnevnik, Novi Matajur, Dom, Porabje, Nedelja; televizijske in radijske oddaje, npr. Radio Trsta A, Dober dan, Koroška; prisotni pa so tudi na spletu, npr. mladi koroški Slovenci imajo svoj portal Slomashup.

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- j) Odločno odzivanje na neizvajanje jezikovnih pravic pripadnikov slovenske manjšine v zamejstvu (dvojezični krajevni napisi idr.).
- Odzivanje skladno z diplomatsko prakso, všteti pobude za obravnavo na ravni EU  
NOSILCA: MZZ, Vlada RS  
ROK: trajna naloga  
PRORAČUN: ne

**Marec 2010:**

- Še vedno nerešeno vprašanje dvojezičnih napisov na avstrijskem Koroškem in pri slovenski manjšini v Italiji kot posledica pogoste mlačnosti osrednje slovenske politike (npr. izjava ministra Žekša v Predstavljenih prioritetah Urada za Slovence v zamejstvu in po svetu 2009, 5, da je vprašanje nerešene topografije na avstrijskem Koroškem pomembno, »ni pa življenjskega pomena«), pri čemer pa je pri predsedniku vlade RS opaziti odločnejšo držo (npr. uradni obisk v Avstriji aprila 2008, junija 2009) – predstavniki slovenske manjšine ugotavljajo, da pri tovrstnih prizadevanjih pogosto ostanejo osamljeni.

## Viri:

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  - Urad za Slovence v zamejstvu in po svetu. 2009. *Informativno gradivo o položaju slovenske narodne skupnosti v republiki Avstriji*. Dostopno prek: <http://www.dz-rs.si/index.php?id=97&type=98&cs=4&vt=9&o=30&sb=2unid=SDT%7C8B282BDD3A1773C8C125757400464FF&showdoc=1> (20. marec 2010).
- k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.
- Boljša distribucija slovenske revije za izseljence
  - Spodbujanje spletnih povezav (mreženje)
  - Pritegovanje izseljencev v izmenjave na izobraževalnem, gospodarskem, turističnem in znanstvenem področju
  - Popularizacija slovenščine (slovenščina na daljavo) in poletnih šol  
NOSILEC: Urad Vlade RS za Slovence v zamejstvu in po svetu  
IZVAJALCI: Izbrani izdajatelj revije, izvajalci jezikovnih tečajev, gospodarske zbornice, univerze  
ROK: trajna naloga  
PRORAČUN: da
- l) Krepitev sodelovanja državnih jezikovnopoličnih ustanov z nevladnimi organizacijami in spodbujanje organizacij civilne družbe za obravnavanje jezikovnih vprašanj.
- NOSILEC: MkZ (Sektor za slovenski jezik)

ROK: 2008  
PRORAČUN: da

#### IV. RAZVOJ IN KULTURA JEZIKA

##### 9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

- a) Poživitev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

- Okrepitev strokovne motivacije in financiranja
- Urejanje kadrovskih vprašanj
- Spletno povezovanje
- Izpopolnjevanje in dostopnost terminoloških zbirk

NOSILCI: MVZT in druga ministrstva, JARRS

IZVAJALCI: izbrane raziskovalne, razvojne ipd. organizacije/ustanove

ROK: 2007

PRORAČUN: da

- b) Razvijanje jezikovne infrastrukture, zlasti sistemov za strojno analizo in sintezo slovenskega govora, za prevajanje in simultano tolmačenje, za uveljavljanje črkovnih naborov s strešicami in drugimi diakritičnimi znamenji.

- Uskladitev in pospešitev razvojnih prizadevanj
- Prenašanje dosežkov v prakso

NOSILCI: MVZT, MzK, MŠŠ

IZVAJALCI: raziskovalne in razvojne organizacije/podjetja in posamezniki

ROK: takoj

PRORAČUN: da

- c) Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).

- Spodbujanje programerskih skupin
- Subvencioniranje, pogojevanje priznavanja licenc in dodeljevanja koncesij (npr. za frekvence) pri novih generacijah komunikacijske tehnologije z razvijanjem in uveljavljanjem ustreznega slovenskega programja na novih področjih

NOSILCI: Vlada RS in ministrstva

IZVAJALCI: raziskovalne in razvojne organizacije/podjetja in posamezniki, Zavod RS za šolstvo

ROK: trajno

PRORAČUN: da

- č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini.

- Izdajanje nagrajenih novih romanov na zgoščenkah (npr. kresnik) in glasbenih zgoščenk s slovenskimi besedili
- Slovensko podnaslovljeni in sinhronizirani tuji filmi na videokasetah za dajanje v najem in javno izposajo

NOSILEC: MzK

IZVAJALCI: založbe, knjigarne in druge pristojne kulturne ustanove

ROK: od leta 2008

PRORAČUN: da

#### Marec 2010:

- V digitalni obliki je že kar nekaj slovenskih vsebin, med katerimi najdemo tudi leposlovna dela (Wikipedia, Zbirka slovenskih leposlovnih besedil, Digitalna knjižnica Slovenije, virtualna knjigarna Beseda, zbirka znanstvenokritičnih e-izdaj pri ISSLV ZRC SAZU, Intratekst, besedilna korpusa Nova beseda in FidaPLUS, Google Books).
- NUK: l. 2007 je pričela z razvojem Digitalne knjižnice dLib.si, je soustanoviteljica evropske digitalne knjižnice, sodeluje pri razvoju evropskih nacionalnih knjižnic, kjer ponujajo dostop do zbirk 47 evropskih nacionalnih knjižnic.



- Tudi manjše knjižnice kandidirajo za sredstva MzK za digitalizacijo literature in se omejujejo na digitalizacijo lokalnih časopisov.
- Dostop do nekaterih digitaliziranih vsebin je v knjižnicah omejen, omejen je dostop do zgoščenk z leposlovnimi deli. Ovitki glasbenih zgoščenk, ki si jih je mogoče izposoditi, niso nujno opremljeni s slovenskimi besedili.
- Po zakonu (ZJRS, Zakon o pogojih za odpravljanje reproduktivne video in avdio dejavnosti (ZPORVAD)) morajo biti videoposnetki za izposojajo podnaslovljeni ali sinhronizirani, a še vedno naletimo na izjeme.
- **Zaključki:** majhnost slovenskega trga in posledično nezainteresiranost (tujih) založnikov za prevajanje v slovenščino, neskončnost vprašanja digitalizacije vsebin, digitalizacija avtorskih vsebin odpira tudi vprašanje avtorskih pravic.

## Viri:

- Ambrožič, Melita, Šavnik, Mojca, Krstulović, Zoran, Katič, Uroš, Svobljak, Špela. 2006. *Strategija razvoja digitalne knjižnice Slovenije – dLib.si 2007–2010*. Ljubljana: NUK.
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- Svetličič, Tjaša. 2010. *Projekt Gutenberg*. Dostopno prek: [http://ibmi.mf.uni-lj.si/~jure/pred\\_bib/zcb/seminarji-09/gutenberg-svetlicic.pdf](http://ibmi.mf.uni-lj.si/~jure/pred_bib/zcb/seminarji-09/gutenberg-svetlicic.pdf) (21. marec 2010).

## d) Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.

- Razvijanje, bogatitev in posodabljanje podatkovnih zbirk (vozni redi, valutni tečaji, katastrski podatki, Atlas Slovenije, Sova ipd., sodni register, Cobiss, e-uprava, javna statistika)  
NOSILCI: ministrstva  
IZVAJALCI: državni organi, podjetja, in zavodi  
ROK: takoj  
PRORAČUN: da

## e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.

- Elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in pisateljev) in praktično uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospor – GL. točka d), Enciklopedija Slovenije, predstavitvene strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.  
NOSILCI: ministrstva  
IZVAJALCI: uredništva medijev, založbe, javne službe, podjetja in posamezniki  
ROK: trajno  
PRORAČUN: da

**Marec 2010:**

- Digitalizacija časopisov: večina časopisov ima danes svojo različico tudi na spletu (npr. Delo je na spletu od l. 2004, in sicer v celoti, na spletu so tudi Slovenske novice, Večer, Finance, Družina), nekoliko drugačno pa je stanje pri revijah, ki imajo svoje spletne strani, kjer pa so v glavnem objavljene le obnove člankov (izjemi sta npr. Playboy, Moja Slovenija).
- Na spletu se pojavljajo tudi multimedijški portali, kot so npr. Zadovoljna.si, 24ur.si, zurnal24.si, Med.Over.net.
- Arhiviranje radijskih oddaj: večina radijskih postaj ima svoje spletne strani z arhiviranimi oddajami z zelo različnim obsegom (na multimedijškem predvajalniku RTV Slovenija lahko poslušamo osem različnih radijskih programov, imajo pa tudi arhiv, ki vsebuje vse oddaje, posnete v zadnjih dveh mesecih; priljubljene radijske postaje, npr. Hit, Antena, Ena, Center, Robin, pa imajo arhive z omejenim obsegom).

- Dostopnost slovenskega digitaliziranega leposlovja: trenutno je na voljo v zbirkah Wikipedija oz. Wikivir, Zbirka leposlovnih besedil, Digitalna knjižnica Slovenije, Digitalna knjižnica Pedagoškega inštituta Slovenije, virtualna knjigarna Beseda, zbirka znanstveno kritičnih e-izdaj pri ISSLV ZRC SAZU.
- Enciklopedija Slovenije še vedno ni dostopna prek spleta.
- Digitalizacija praktično uporabnih informacij: z razvojem različnih spletnih portalom se množijo tudi dostopne informacije.
- Predstavitvene strani državnih organov so pregledno urejene, dostopni so pravni dokumenti, občasno je zaznati le pomanjkanje ažuriranih informacij.

## Viri:

- *Delo.si*. Dostopno prek: <http://www.delo.si> (25. marec 2010).
- Dovič, Marjan. 2009. Problem digitalizacije slovenske literarne in kulturne dediščine. V: *Obdobja 28, Infrastruktura slovenščine in slovenistike*, ur. Marko Stabej, 103–108. Dostopno prek: <http://www.centerslo.net/files/file/simpozij/simp28/Dovic.pdf> (25. marec 2010).
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- *Uporaba slovenskega jezika in ohranjanje kulturne dediščine*. Dostopno prek: [http://www.informacijskadruzba.si/index.php?option=com\\_content&task=view&id=77&Itemid=88](http://www.informacijskadruzba.si/index.php?option=com_content&task=view&id=77&Itemid=88) (25. marec 2010).
- *Vecer.com*. Dostopno prek: <http://www.vecer.com> (25. marec 2010).

## f) Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

- Odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture sms-ov  
NOSILCA: MzK, MŠŠ  
IZVAJALCI: šole, ustanove civilne družbe, mediji, operaterji mobilne telefonije idr.  
ROK: takoj  
PRORAČUN: da

**Marec 2010:**

## DA

- Javni multimedij GEM: na mestnih avtobusih LPP-ja, kamor potniki lahko pošiljajo svoja sporočila (dosega 186.000 ljudi dnevno), mreža kioskov (600.00 opazovalcev mesečno) in 8 zaslonov na območju BTC Cityja (321.000 mimoidočih); mesečno je informacij GEM-a deležnih 1.107.000 ljudi (dobra polovica celotnega slovenskega prebivalstva) – problem je v neustreznosti objavljenih sms-ov (sovražni govor, nekultiviranost).
- Ustanovitev šolskih otroških parlamentov.

## NE

- Sredstva v okviru tega podcilja (62.593) naj bi bila podeljena prek MzK-jevega razpisa za avdiovizualne medije; denar naj bi dobili tudi nekateri prejemniki, kjer je težko govoriti o kulturnem interesu (npr. različna društva, blogerji, fundacije in celo samostojni podjetniki).

## Viri:

- *GEM*. Dostopno prek: [www.gem.si](http://www.gem.si) (25. marec 2010).
- 2010. *Ministrstvo odgovarja: Pri zunanjem izvajalcu je naročena evalvacija razpisa*. Dostopno prek: <http://www.rtvlo.si/kultura/novice/ministrstvo-odgovarja-pri-zunanjem-izvajalcu-je-narocena-evalvacija-razpisa/225990> (25. marec 2010.).
- O posvojitvah istospolnih partnerjev tudi otroški parlament. 2010. *Delo (STA)*. 22. marec. Dostopno prek: <http://www.delo.si/clanek/102027> (25. marec 2010).
- Petancic, Samo. 2010. Posvojili so ga mladi, zanimiv je za sociologe. *Delo*, 9. marec. Dostopno prek: <http://www.delo.si/clanek/100990> (25. marec 2010).
- Pozor pri pisanju SMS-sporočil: slovenski jezik trikrat dražji. 2009. *Safe (Finance)*, 24. junij. Dostopno prek: [http://www.safe.si/2009/06/Novice/Pozor\\_pri\\_pisanju\\_SMS\\_slovenski\\_jezik\\_je\\_trikrat\\_drazji/?&page=7&page1=8](http://www.safe.si/2009/06/Novice/Pozor_pri_pisanju_SMS_slovenski_jezik_je_trikrat_drazji/?&page=7&page1=8) (25. marec 2010).

## g) Telekomunikacijska pokritost celotnega slovenskega govornega prostora, posebej izboljšanje vidnosti slovenske TV ob zahodni meji (Banjšice, Trnovski gozd) in v zamejstvu.

- Tehnične meritve
- Postavitev anten  
NOSILCI: Vlada RS  
IZVAJALCI: RTV Slovenija, distributerji

ROK: takoj  
PRORAČUN: da

- h) Poskusi z govorno sinhronizacijo tujih filmov.
- Postopna pomnožitev »poskusov« z uspešnicami za odrasle, ne le za otroke
- NOSILEC: MzK  
IZVAJALCI: Slovenski filmski inštitut, distributerji  
ROK: 2008  
PRORAČUN: da

#### Marec 2010:

- Poskusi naj bi bili opravljeni v letih 2008 in 2009, vrednost projekta pa je bila ocenjena na 250.350 evrov, od tega 208.646 iz državnega proračuna za l. 2008 in nadaljnjih 41.729 iz zasebnih virov.
- Poročilo o (so)financiranju programov in projektov v letu 2008, ki ga je izdalo MzK aprila 2009, navaja, da je bilo za izvajanje nacionalnega programa za slovenski jezik namenjenih in porabljenih 116.352 evrov; od tega jih je 36.000 dobila FIVIA, podjetje za distribucijo, produkcijo, intelektualne storitve in trgovino, d. o. o., za sinhronizacijo dveh tujih filmov (francoski dokumentarni film *Prvi jok*, ki je premiero doživel 27. 11. 2008, in francosko-kanadski dokumentarno-igrani film *Beli pramen: Pustolovščine malega bobra*, ki je bil prvič predvajan 17. 12. 2008) v slovenščino.
- Ob sprejetju resolucije je bil zastavljeni cilj deležen precejšnje pozornosti javnosti; kot negativne posledice so bili izpostavljeni kršenje umetniške integritete filma, previsoki stroški sinhronizacije, občasna nekakovost zaradi prezasedenosti igralcev, želja gledalcev, da bi videli izvirnik, in sprememba izvirnega zvoka, kot prednosti pa poenotenje jezika, večja pozornost gledalcev, popularizacija slovenščine, možnost izbire specifične ciljne skupine, pomoč za slabovidne in nova delovna mesta za igralce (Frišek 2009).
- Uspešnost sinhronizacije je po mnenju M. Kranjc Ivič (2010) odvisna od » jezikovnih spretnosti igralcev, radijcev, televizijcev in drugih, ki posojajo svoje glasove več različnim likom hkrati ali le enemu v filmu, in tudi od finančnih sredstev, ki dodatno stimulirajo in privabljajo k sinhronizaciji dobre igralce in ki omogočajo dobro produkcijo, tudi v smislu usklajenosti zvoka in slike«.
- Po resoluciji naj bi se uspešnost govorne sinhronizacije tujih igranih filmov presojalo po tehnični kakovosti sinhronizacije, tj. izbiri in kakovosti igralcev, in odzivnosti občinstva.
- »V slovenskem prostoru sinhronizacijo doživljajo predvsem animirani filmi in risane serije, ki so namenjeni posebnima ciljnim skupinama, otrokom, ki še ne znajo brati, in otrokom prvega in drugega razreda OŠ, ki sicer že znajo brati, a bi z branjem podnapisom izgubili preveč pozornosti za samo zgodbo« (Bevc in Hafner v Frišek 2010).
- Resolucija je obstoječim ciljnim skupinama skušala dodati tudi odrasle, tako da je sinhronizacijo razširila na igrane filme.
- Poleg animiranih filmov so v Koloseju do marca 2010 predvajali deset sinhroniziranih filmov. To so bili mladinski filmi, namenjeni otrokom, in različni dokumentarni filmi, pri katerih sinhronizacija ni bila zahtevna.
- Po besedah dr. J. Dularja v intervjuju z A. Frišek naj bi l. 2009 poskusili sinhronizirati še dodatne tri filme, česar pa marca zaradi še neobjavljenega letnega poročila nismo mogli preveriti.

#### Viri:

- Balantič, Polona. 2007. *Slovenska govornica v kinu naj ne bo izjema*. Dostopno prek: <http://www.rtvlo.si/kultura/film/slovenska-govorica-v-kinu-naj-ne-bo-izjema/150745> (25. marec 2010).
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- Frišek, Anja. 2009. *Sinhronizacija filmov v slovenščino? Diplomsko delo*. Ljubljana. Dostopno prek: <http://dk.fdv.uni-lj.si/diplomska/pdfs/frisek-anja.pdf> (25. marec 2010).
- Kranjc Ivič, Mira. 2010. Je sinhronizacija lahko seksi? *Dnevnik*, 16. januar. Dostopno prek: [http://www.dnevnik.si/tiskane\\_izdaje/objektiv/1042330322](http://www.dnevnik.si/tiskane_izdaje/objektiv/1042330322) (25. marec 2010).
- Ministrstvo za kulturo Republike Slovenije. 2009. *Poročilo o (so)financiranju kulturnih programov in projektov v letu 2008*. Dostopno prek: [http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Podatki/Letna\\_porocila/financno\\_porocilo\\_za\\_2008.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Podatki/Letna_porocila/financno_porocilo_za_2008.pdf) (25. marec 2010).

- *V kinodvoranah le še slovenščina*. 2007. Dostopno prek: <http://www.rtv slo.si/kultura/film/v-kinodvoranah-le-se-slovenscina/150710> (25. marec 2010).
- i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.
  - Izdajanje je predstavitevnih zložen, brošur in drugega informativnega gradiva
  - Izvajanje SSJLK ter podobnih prireditev za tujce
  - Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
  - Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
  - Redne (tedenske?) televizijske oddaje z jezikovno tematiko
 NOSILCI: MVZT, MzK (Sektor za slovenski jezik), MŠŠ, Urad Vlade RS za informiranje  
 IZVAJALCI: RTV Slovenija, izobraževalno-raziskovalne organizacije in strokovna društva, slovenistične katedre v tujini  
 ROK: trajno  
 PRORAČUN: da
- j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejmih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).  
 NOSILCI: MzK, MŠŠ, MG  
 ROK: trajno  
 PRORAČUN: da

**Marec 2010:**

- Minister za kulturo na osnovi javnih razpisov za izbor izvajalcev nacionalnih predstavitev slovenskega leposlovja in humanistike na knjižnih sejmih, ki jih sofinancira Republika Slovenija iz proračuna, namenjenega za kulturo, izdaja odločbe o sofinanciranju kulturnih projektov. Izvajalci morajo za to izpolnjevati določene pogoje (registracija za opravljanje kulturno-umetniške dejavnosti, že izvedena nacionalna predstavitev na knjižnih sejmih v Evropi, dokončno vsebino programa nacionalne predstavitve morajo oblikovati v okviru Koordinacije za predstavitev slovenskega leposlovja in humanistike ...).
- Slovenija se je v letih 2008 in 2009 predstavila na knjižnem sejmu v Frankfurtu (I. 2008: slovenska otroška mladinska literatura in ilustracija po izboru S. Preglja in J. Vidmar; I. 2009: dela B. Pahorja in M. Dekleve ter Kočevarji).
- Težava: morda bi bilo smiselno zmanjšati velikost slovenske stojnice in poživiti njeno predstavitev ter dati večji poudarek izvirnosti in ustvarjalnosti.
- Slovenska literatura se že tretje leto zapored predstavlja tudi na mednarodnem knjižnem sejmu v nemškem Leipzigu.
- Slovenija se je I. 2007 prvič predstavila tudi v Bologni, kjer je bil največji sejem knjig za otroke.

## Viri:

- Bologna, obljubljeni dežela otroških knjig. 2007. *RTV SLO*, 24. april. Dostopno prek: <http://www.rtv slo.si/kultura/knjige/bologna-obljubljeni-dezela-otroskih-knjig/150420> (24. marec 2004).
- Kavčič, Lucija. 2008. Frankfurtski knjižni sejem. *Demokracija*, 17. oktober. Dostopno prek: <http://www.demokracija.si/index.php?sekcija=clanki&clanek=572> (24. marec 2010).
- L., Š. 2009. Frankfurtski sejem: treba se bo prilagoditi duhu časa. *RTV SLO*, 6. marec. Dostopno prek: <http://www.rtv slo.si/kultura/knjige/frankfurtski-sejem-treba-se-bo-prilagoditi.duhu-časa/21396> (24. marec 2010).
- L., Š. 2010. Leipzig – modri bralni kavč je pripravljen. *RTV SLO*, 18. marec. Dostopno prek: <http://www.rtv slo.si/kultura/knjige/leipzig-modri-bralni-kavc-je-pripravljen/226007> (24. marec 2010).
- Ministrstvo za kulturo. 2006. Odločba o financiranju kulturnih projektov, 26. oktober. Dostopno prek: [http://www.mk.gov.si/si/podatki/financiranje\\_programov\\_in\\_projektov/](http://www.mk.gov.si/si/podatki/financiranje_programov_in_projektov/) (24. marec 2010).
- k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.
  - Izdajanje predstavitevni gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag
 NOSILCI: MŠŠ, MzK, MVZT, Urad RS za Slovence zunaj Slovenije  
 IZVAJALCI: pristojne univerzitetne organizacije, lektorati v tujini, društva  
 ROK: trajno  
 PRORAČUN: da

- l) Trajno uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine.
- Priprava in sprejem pisnega sporočila
  - Izročanje sporočila prosilcem pri vlaganju prošenj
- NOSILCI: MJU, MzK, Vlada RS  
IZVAJALCI: upravne enote, zavodi za zaposlovanje  
ROK: 2007  
PRORAČUN: da
- m) Oblikovanje učnih programov za slovenščino kot drugi/tuji jezik ter priprava potrebnih učbenikov in drugega učnega gradiva.
- NOSILEC: MŠŠ  
IZVAJALCA: Zavod za šolstvo RS, Center SDTJ  
ROK: 2007–2009  
PRORAČUN: da
- n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih družtev s knjigami v njihovih maternih jezikih).
- Priprava učnega gradiva
  - Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
  - Sofinanciranje tečajev slovenščine za tujce
  - Zagotovitev kadrovskih zmogljivosti
- NOSILCI: Urad RS za razvoj šolstva, MNZ, MG, MzK  
IZVAJALCI: osnovne šole, ljudske univerze in univerzitetne organizacije  
ROK: 2007–2011  
PRORAČUN: da
- o) Nadaljevanje in izpopolnjevanje spletnega tečaja »Slovenščina na daljavo«.
- NOSILCI: MŠŠ  
IZVAJALCI: izbrana izobraževalno-raziskovalna ustanova  
ROK: 2008  
PRORAČUN: da
- p) Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe.
- Strokovni posvet o strukturi slovenskega strokovnega jezika in možnostih za njegov nadaljnji razvoj
  - Podpora razvojnemu projektom na tem področju
- NOSILCA: MŠŠ, MVZT  
IZVAJALCI: usposobljene raziskovalne in razvojne ustanove ter invalidske organizacije  
ROK: 2008–2011  
PRORAČUN: da

#### Marec 2010:

- Delo na področju standardizacije slovenskega znakovnega jezika se je začelo že l. 2003 v okviru programa Razvoj slovenskega znakovnega jezika.
- Izid Multimedijskega didaktičnega pripomočka za učenje in poučevanje slovenskega znakovnega jezika (2009):
  - Skupina, ki je pripomoček pripravljala, je zbirala gesla, raziskovala slovenski znakovni jezik in zgodovino nastanka kretenj, v studiu snemala in montirala gradivo, izdelovala programe in vanje vnašala posnetke, sestavljala slovar, snemala učne pripomočke, utrjevala kretnje in zbirala primere dobre prakse (v šestih letih so poenotili 6000 gesel).
  - Didaktični pripomoček vsebuje nove kretnje in nova gesla, poleg uradnih gesel pa so v priročniku tudi tista, ki se uporabljajo v pogovornem jeziku.
  - Projekt je zasnovan tako, »da se ob nadaljnjem raziskovanju in poenotenju gesel ta lahko neovirano dodajajo«, naslednja stopnja pa je prenos priročnika na spletno stran Zveze gluhih in naglušnih Slovenije.
- Težava tovrstnih projektov je financiranje: država sredstev za razvoj slovenskega znakovnega jezika ne zagotavlja, sredstva Fundacije za financiranje invalidnih organizacij zadoščajo le za

minimalne razvojne korake, zato si morajo organizacije potrebna sredstva zagotoviti iz letno objavljenih javnih razpisov. Zakon o uporabi slovenskega jezika je bil sprejet, zdaj pa bo treba še urediti in uzakoniti financiranje razvoja znakovnega jezika.

- Za razvoj slovenskega znakovnega jezika zaenkrat skrbijo različne organizacije, med njimi Zveza društev gluhih in naglušnih Slovenije, Združenje tolmačev za slovenski znakovni jezik, ustanovljena pa je bila tudi Skupina za razvoj slovenskega znakovnega jezika (evropsko jezikovno priznanje za l. 2009).
- Pomemben prispevek k razvoju slovenskega znakovnega jezika je bila donacija podjetja Philips Slovenija decembra 2009, ki je prispevalo tehnično opremo za manjšo sejno dvorano, ki bo služila kot prostor za sestanke Skupine za razvoj slovenskega znakovnega jezika.
- V zadnjih časih se znakovni jezik uvaja tudi na novih področjih človekovega delovanja: TV Slovenija na svojem 3. programu prevaja osrednja poročila s tolmačem, tiskovne konference Vlade RS so na spletu tolmačene v slovenski znakovni jezik, v živo je potekalo tudi tolmačenje volilnih oddaj ob volitvah v Evropski parlament.
- Zavod Združenje tolmačev za slovenski znakovni jezik redno organizira tečaje znakovnega jezika in vpisuje v program usposabljanja za tolmače.
- Na spletnih straneh Zveze društev gluhih in naglušnih Slovenije si lahko vsakdo ogleda nove kretnje in se jih nauči.
- Aktivno deluje tudi spletna televizija za gluhe, ki redno objavlja aktualne prispevke.
- Organizirane so delavnice, med drugim usposabljanje za gluhe televizijske napovedovalce, ki je bilo namenjeno izboljšanju besednega zaklada, opismenjevanju in razlagi besed.
- Zveza sodeluje v mednarodnem projektu Znakovna knjižnica, v okviru katerega predstavljajo knjige v znakovnem jeziku.
- Študija primera (problematika gluhih študentov):
  - Na diskriminacijo opozarja varuhinja za človekove pravice, ki ocenjuje, da delo na tem področju ni bilo preveč uspešno:
    - Zaključeno višjo oz. visoko izobrazbo ima le en odstotek gluhih oseb.
    - V Sloveniji je trenutno okoli 20 gluhih študentov, ki za enakopravno spremljanje predavanj potrebujejo tolmača za slovenski znakovni jezik in zapisnikarja (naglušni študenti za to potrebujejo indukcijsko zanko in FM-sistem), kar pa jim ni zagotovljeno.
  - Po Zakonu o uporabi slovenskega znakovnega jezika naj bi imeli študenti na voljo sto ur tolmača za osebno uporabo pri dejavnostih, ki se nanašajo na študij, kar pa ne vključuje vaj in predavanj. Ministrstvo za visoko šolstvo, znanost in tehnologijo se je zavezalo, da bo v prihodnje financiralo tolmače in s tem udeležilo odločbo Zakona o uporabi slovenskega znakovnega jezika.
- In kako je za gluhe študente poskrbljeno na Fakulteti za družbene vede:
  - Trenutno se na fakulteti šola en študent, ki ima težave s sluhom, vendar njegov sluh ni tako okvarjen, da bi potreboval tolmača za slovenski znakovni jezik.
  - Tudi v preteklosti takšnega primera še ni bilo.
  - Predavalnice nimajo tehnične opreme, ki bi naglušnim pomagala pri spremljanju predavanj.

#### Viri:

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  - *Zveza društev gluhih in naglušnih Slovenije*. 2010. *Uresničevanje pravic gluhih in naglušnih v letu 2009*. Dostopno prek: [www.zveza-gns.si/info-dejavnosti](http://www.zveza-gns.si/info-dejavnosti) (23. marec 2010).
- r) Dosledno zagotavljanje slovenskega sporazumevanja s slovenskimi strankami v zdravstvu in drugih javnih službah.
- Uveljavljanje ustreznega znanja slovenščine kot pogoja za zaposlovanje tujih delavcev v zdravstvu, gostinstvu, potniškem prometu ipd.
- NOSILCI: pristojna ministrstva  
IZVAJALCI: direktorji zdravstvenih zavodov in podjetij (delodajalci), inšpekcijske službe  
ROK: takoj  
PRORAČUN: ne
- s) Nadaljevanje sofinanciranja malih projektov, ki pripomorejo k učenju, razvoju, uveljavljanju in predstavljanju slovenščine.
- Izvajanje javnih razpisov
  - Bistveno povečanje vsote za sofinanciranje
- NOSILEC: MzK (Sektor za slovenski jezik)  
ROK: trajno  
PRORAČUN: da

#### 10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

- a) Izdelava skupne zasnove predmeta »strokovno-znanstvena zvrst knjižne slovenščine«, priprava njegovih različic (terminološko, žanrsko, retorično idr., prilagojene za posamezne visokošolske študijske programe) in priprava predavateljev za ta predmet.
- CRP
  - Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
  - Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet
- NOSILCA: MVZT, Svet za visoko šolstvo  
IZVAJALCI: univerzitetne organizacije za slovenistiko in za pedagogiko v sodelovanju z drugimi visokošolskimi študijskimi smermi  
ROK: 2007–2011  
PRORAČUN: da

#### Marec 2010:

- Še vedno ostajajo aktualni pomisleki M. Kalin Golob in M. Stabeja (2008), da je »/ž/e zmožnost v slovenščini /.../ spričo pomanjkanja slovenščine kot strokovnega predmeta na slovenskih univerzah pri marsikaterem visokošolskem učitelju pomanjkljiva in mu onemogoča učinkovito delo«.
- Kot ugotavlja M. Jemec Tomazin (2009), je »/u/sposabljanje za tvorjenje strokovnih in znanstvenih besedil /.../ na večini študijskih programov na slovenskih univerzah prepuščeno osebni iniciativi vsakega posameznika, le redki programi že zdaj posebej ponujajo jezik stroke.« Meni, da bi uvedba jezika stroke po študijskih programih uspešno razrešila dve oviri, saj bi tako »študenti /.../ spoznali in se že na začetku študija priučili pisanja v svoji stroki, /.../ hkrati pa bi se seznanili z ustrezno argumentacijo in predvsem izbiro ter morebitnim novim tvorjenjem izrazov/terminov«.
- Podobno opozarja tudi T. Sajovic (2008), da »se na fakultetah raje podpira pisanje strokovnih prispevkov v angleškem jeziku, ker le-ta odpira pot v svet«.
- Pregled predmetnikov ljubljanske Fakultete za družbene vede pokaže, da dobra tretjina programov vsebuje vsaj en predmet, ki je namenjen pridobivanju znanj s področja strokovno-znanstvene slovenščine (npr. Slovenski jezik in slovensko vojaško izrazoslovje pri študiju obramboslovja, Osnove znanstvenega pisanja pri študiju mednarodnih odnosov).
- Slovenščina stroke kot predmet je le še v nekaterih programih Filozofske, Pedagoške (Osnove znanstvenega pisanja), Pravne (Pravo in jezik v evropski tradiciji) in Veterinarske fakultete (Veterinarsko medicinska terminologija) znotraj Univerze v Ljubljani.

- Sicer pa večina programov fakultet ponuja najmanj en tuji strokovni jezik, na FDV je npr. na vseh smereh obvezen predmet Prvi tuji strokovni jezik, večina študijske literature pa je na voljo predvsem v angleškem jeziku.
- **Komentar (študentka novinarstva iz Celovca):** Prepričana sem, da bi predmet strokovno-znanstvene slovenščine ne le podpiral nastajanje novih izrazov in izboljšal znanje slovenščine študentov, ampak bi tudi dvignil uporabnost in ugled slovenščine kot strokovnega jezika doma in na tujem.

## Viri:

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- Jemec Tomazin, Mateja. 2009. *Strokovna slovenščina za nesloveniste*. V: Obdobja 28, Infrastruktura slovenščine in slovenistike, ur. Marko Stabej, 177–183. Ljubljana: Znanstvena založba Filozofske fakultete Univerze v Ljubljani. Dostopno prek: <http://www.centerslo.net/files/file/simpozij/simp28/Jemec%20Tomazin.pdf> (19. marec 2009).
- Kalin Golob, Monika, Stabej, Marko. 2007. Sporazumevanje v znanosti in na univerzi: uboga slovenščina ali uboga jezikovna politika? *Jezik in slovstvo* 52 (5). Dostopno prek: [http://www.jezikin slovstvo.com/pdf/2007-05-TematskiSklop\\_SlovenscinaVZnanostiInNaUniverzi.pdf](http://www.jezikin slovstvo.com/pdf/2007-05-TematskiSklop_SlovenscinaVZnanostiInNaUniverzi.pdf) (19. marec 2010).
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- Pravna fakulteta. 2009. *Redni študij*. Dostopno prek: <http://www.pf.uni-lj.si/dodiplomski-studij/redni-studij/> (19. marec 2010).
- Sajovic, Tomaž. 2008. Problem jezika v znanosti in visokošolskem izobraževanju – problem znanosti ali visokošolskega izobraževanja v Sloveniji? *Jezik in slovstvo* 53 (1). <http://www.jezikin slovstvo.com/pdf/2008-01-Razprave-TomazSajovic.pdf> (19. marec 2010).
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- Veterinarska fakulteta. 2009. *Seznam predavanj 2009–2010*. Dostopno prek: <http://www.vf.uni-lj.si/vf/index.php/Dodiplomski-studij/seznam-predavanj-2009.html> (19. marec 2010).

- b) Potrditev in postopna vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« v visokošolske študijske programe (študijski predmet na večini fakultet in akademij).

NOSILCA: MVZT, Svet RS za visoko šolstvo

IZVAJALCI: slovenske univerze

ROKA: potrditev 2010, vpeljava 2011–2012

PRORAČUN: da

## Marec 2010:

- Predmeti v povezavi s slovenskim jezikom se trenutno izvajajo na posameznih smereh filozofskih fakultet, Fakultete za družbene vede, pedagoških in pravnih fakultet, kopske Fakultete za humanistične študije in Fakultete za turistične študije Portorož.
- Po besedah M. Jemec Tomazin (2009, 179) je za uspešno izvajanje takšnega predmeta nujno sodelovanje med slovenisti in strokovnjaki na posameznih področjih.
- »Spodbujanje slovenskih znanstvenih objav v slovenskem jeziku je nuja, če želimo ohranjati bistvo znanosti in svoje védenje posredovati nazaj družbi, ki nas financira, če želimo razvijati slovensko terminologijo in jezik, ne nazadnje ohraniti kakovostne slovenske znanstvene revije in – kar je sila preprosto, rešitev je stvar enega samega člana v pravilniku.« (Kalin Golob 2009, 114)
- »Veliko premalo ReNPJP07111 izpostavlja problematičnost rabe zlasti znanstvene in strokovne slovenščine predvsem na univerzi, kar povzroča dvojno krizno razmerje: na znotrajjezikovni ravni gre zlasti za vprašanje terminologije in s tem knjižnega jezika, na medjezikovni ravni pa za razmerje slovenščine do globalnega jezika, kot rečeno, za zmanjševanje prostora rabe slovenskega znanstvenega/strokovnega (knjižnega) jezika.« (Vidovič Muha 2009, 623)

## Viri:

- Jemec Tomazin, Mateja. 2009. *Strokovna slovenščina za nesloveniste*. V: *Obdobja 28, Infrastruktura slovenščine in slovenistike*, ur. Marko Stabej, 177–183. Ljubljana: Znanstvena založba Filozofske fakultete Univerze v Ljubljani. Dostopno prek: <http://www.centerslo.net/files/file/simpozij/simp28/Jemec%20Tomazin.pdf> (19. marec 2009).
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116. Ljubljana: Zavod Republike Slovenije za šolstvo. Dostopno prek:

<http://www.zrss.si/default.asp?a=1&id=920> (24. marec 2010).

- Vidovič Muha, Ada. 2009. Jezikovnopolitični vidik sodobne slovenske javne besede. *Slavistična revija* 57 (4). Dostopno prek: <http://www.ff.uni-lj.si/publikacije/sr/okvir.html> (24. marec 2010).

c) Izdajanje visokošolskih učbenikov v slovenščini.

- Zagotovitev temeljnih učbenikov v slovenščini (izvirnih in prevedenih) med merili pri obvezni evalvaciji študijskih programov (izpolnitev obveznosti 8. člena ZVŠ ter napovedi, zapisane v 28. ukrepu iz Okvira gospodarskih in socialnih reform za povečanje blaginje v Sloveniji)

- Prenavljanje učbenikov skladno z razvojem strok

NOSILCA: MVZT, Svet RS za visoko šolstvo

IZVAJALCI: univerzitetni predavatelji, založbe

ROK: 2009

PRORAČUN: da

č) Pogojevanje izvajanja študijskih programov v tujih jezikih z vzporednim izvajanjem istih programov v slovenščini.

NOSILCA: MVZT, Svet RS za visoko šolstvo

ROK: takoj

PRORAČUN: ne

**Marec 2010:**

- Izvajanje predmetov v tujem jeziku opredeljuje Zakon o visokem šolstvu (2010, 8. člen).
- Za doseganje tega cilja ni proračuna in pri raziskovanju študijskih programov različnih fakultet ni bil najden predmet, ki bi se v celoti vzporedno izvajal v slovenskem in v tujem jeziku.
- Študije primerov (FDV, FF, FRI, FFA):
  - FDV na 1. stopnji študija ponuja 18, na drugi pa 12 predmetov, ki se izvajajo v angleškem jeziku: »Odločitev o vsaj minimalni ponudbi predmetov v angleškem jeziku na naši fakulteti je temeljila na pregledu različnih praks organizacije predavanj v državah članicah EU, ki so vključene v program mobilnosti Socrates Erasmus« (Dimc 2007).
  - Na FF se v celoti (tudi za tuje študente) v slovenskem jeziku izvaja študij slovenistike.
  - Na FRI se predmeti v glavnem izvajajo v slovenščini, imajo pa določene seminarje (gre za delo na različnih projektih) v angleščini.
  - Na FFA se večina predmetov izvaja v slovenščini, za tuje študente pa ponujajo nekaj predmetov, vse vaje, literaturo in opravljanje izpitov v angleškem jeziku.

Viri:

- Dimc, Neli. 2007. Slovenski jezik v mednarodnem sodelovanju. *Jezik in slovstvo* 52 (5): 107–109. Dostopno prek: [http://www.jezikinslovstvo.com/pdf/2007-05-TematskiSklop\\_SlovenscinaVZnanostiInNaUniverzi.pdf](http://www.jezikinslovstvo.com/pdf/2007-05-TematskiSklop_SlovenscinaVZnanostiInNaUniverzi.pdf) (23. marec 2010).
- *Fakulteta za družbene vede (FDV), International programs*. Dostopno prek: [http://www.fdv.uni-lj.si/English/Office\\_IC/programs.asp?b=0910](http://www.fdv.uni-lj.si/English/Office_IC/programs.asp?b=0910) (23. marec 2010).
- *Fakulteta za farmacijo (FFA), Selection of courses*. Dostopno prek: <http://www.ffa.uni-lj.si/en/mednarodna-dejavnost/incoming-students/erasmus-programe/html> (25. marec 2010).
- *Fakulteta za računalništvo in informatiko (FRI), Foreign students*. Dostopno prek: [http://www.fri.uni-lj.si/en/education/foreign\\_students/](http://www.fri.uni-lj.si/en/education/foreign_students/) (25. marec 2010).
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- Kalin Golob, Monika, Stabej, Marko. 2007. Slovenščina v znanosti in na univerzi. *Jezik in slovstvo* 52 (5): 87–90. Dostopno prek: <http://www.jezikinslovstvo.com/pdf/2007-05-TematskiSklop-SlovenscinaVZnanostiInNaUniverzi.pdf> (23. marec 2010).
- *Zakon o visokem šolstvu – uradno prečiščeno besedilo (ZViS – UPB3)*. Ur. l. RS 119/2006. Dostopno prek: <http://predpisi.sviz.si/vzgoja%20in%20izobrazevanje/visoko%20solstvo/1.html#4> (23. marec 2010).

d) Zagotovitev rabe slovenščine pri opravljanju izpitov ter izdelavi in obrambi diplomskih in doktorskih del (tudi ob sodelovanju gostujočih tujih predavateljev kot članov izpitnih komisij ipd.).

- Uskladitev pravilnikov
- Obveščanje študentov in učiteljev

NOSILEC: MVZT

IZVAJALCI: vodstva univerz oz. fakultet, študentske organizacije

ROK: 2008

PRORAČUN: ne

- e) Privabljanje uveljavljenih slovenskih znanstvenikov po svetu za gostujoče ali stalne predavatelje na univerzah v Sloveniji.

- Sestava in izpopolnjevanje razvida slovenskih znanstvenikov po svetu in razvida kadrovskega potreb na slovenskih univerzah
- Menedžerska dejavnost
- Osvežitveni jezikovni tečaji (individualno, po potrebi)

NOSILCA: MVZT, Urad RS za Slovence v zamejstvu in po svetu

IZVAJALCI: univerzitetne in druge pristojne organizacije, Svetovni slovenski kongres, diplomatsko-konzularna predstavništva

ROK: trajno

PRORAČUN: da

- f) Zagotovitev zadostnih zmogljivosti za izvajanje tečajev slovenščine za tuje študente na vseh visokošolskih zavodih.

- Določitev didaktičnih normativov (velikost tečajnih skupin, potrebno učno gradivo, prostori in tehnika)
- Brezplačna ponudba zadostnega števila pedagoških ur za dosego potrebne ravni znanja slovenščine
- Vodenje vpisne statistike
- Priprava lektorjev

NOSILEC: MVZT

IZVAJALCI: usposobljene univerzitetne organizacije

ROK: 2007

PRORAČUN: da

### Marec 2010:

DA

- Osrednja tečaja se izvajata pod okriljem dveh organizacij: Centra za slovenščino kot drugi/tuji jezik (neposredno sodelovanje z MzK pri uresničevanju resolucije) in Zavoda ŠOLT.
- Center za slovenščino kot drugi/tuji jezik je pripravil poseben tečaj, prilagojen tujim študentom, ki se pripravljajo na študij na naših visokošolskih ustanovah ali pa so vanj že vključeni:
  - Tečaj se izvaja v prostorih FF, obsega 60 ur in je mednarodno priznan s tremi evropskimi točkami (ECTS).
  - Center se je zaradi izvedbe tečaja povezal z vodilnima mednarodnima organizacijama za izmenjavo študentov, Socrates in Erasmus.
  - Tuji študenti kot glavno slabost izpostavljajo za povprečnega študenta relativno visoko ceno (letos 300 evrov), saj je finančno zahtevna že sama izmenjava.
- Zavod ŠOLT deluje pod okriljem ŠOU – lani je bil l. 2009 izbran na razpisu Centra RS za mobilnost in evropske projekte in tako postal nosilec intenzivnih tečajev Erasmus. Pri tem so izkoristili dejstvo, da je slovenščina uvrščena med jezike EU, ki so manj razširjeni in poučevani. Posledično celotno izvedbo tečaja financira Evropska komisija; tečaji tako niso niti breme organizatorja niti tečajnikov.
- Študija primera (ponudba tečajev slovenščine na jezikovnostičnih območjih):
  - koprška FHŠ ponuja 60-urni nadaljevalni tečaj slovenščine.
- Poleg omenjenih obstajajo tudi tečaji, ki niso namenjeni samo študentom:
  - Ministrstvo za notranje zadeve je l. 2009 začelo izvajati programe, ki omogočajo tujcem brezplačne tečaje slovenščine in spoznavanje kulture.
  - Tečaji so namenjeni posameznikom, ki želijo pridobiti slovensko državljanstvo.
  - Podoben tečaj za tujce izvaja tudi mariborski Izobraževalni razvojni zavod Univerzum, ki ima za študente in starejše udeležence cenovno ugodnejšo ponudbo.
  - Center za slovenščino kot drugi/tuji jezik > vodilna vloga: organizira tečaje treh zahtevnostnih stopenj (začetniški, nadaljevalni, izpopolnjevalni), ponuja kar sedem različnih jezikovnih tečajev, npr. spomladanska šola, popoldanski tečaj, jutranji tečaj, intenzivni jutranji tečaj, intenzivni tečaj, jutranji pouk, in specializirane jezikovne tečaje; tečaji za študente na mednarodnih študijskih izmenjavah

potekajo septembra – skupine od 8 do 12 ljudi, poleg drugega gradiva uporabljajo Centreve učbenike; uspešno končan tečaj je ovrednoten s 3 ECST.

- Po raziskavi iz l. 2009 se je bilo v štud. l. 2008/2009 mogoče naučiti slovenskega jezika na 52 različnih ustanovah po Sloveniji – najpogosteje se izvajajo splošni tečaji v skupinah, in sicer na treh težavnostnih stopnjah, sledi individualna konverzacija in nato priprava na izpit iz znanja slovenščine.
- Ministrstvo za notranje zadeve je zaradi visoke cene tečajev slovenskega jezika in posledično njihove nedostopnosti za ljudi z nižjim socialnoekonomskim statusom pripravilo Uredbo o integraciji tujcev in Pravilnik o programih o integraciji tujcev, s katerim je omogočilo možnost brezplačnega tečaja 60 oz. 180 ur – programa sta financirana iz sredstev RS in Evropskega sklada za vključevanje državljanov tretjih držav.

## NE

- Določitev didaktičnih normativov je izpeljana, a to ni le stvar resolucije; 60-urni tečaji so plačljivi in tako ni uresničeno zadostno število brezplačnih ur.
- Težava je tudi v doseganju zadostne ravni znanja, saj tečaji za študente mednarodnih izmenjav trajajo nekaj več kot dva tedna in nudijo le osnove, ki pa ne zadoščajo za razumevanje govornih slovenščine na fakultetah.
- Za intenzivnejši pouk študentom preostanejo le dragi plačljivi tečaji, ki jih organizirajo Zavod za izobraževanje (ŠOLT) in različne zasebne šole idr.
- **Komentar:** Načrten, ciljno naravnani pouk slovenščine za študente na mednarodnih izmenjavah, ki bo tujim študentom omogočal najprej spremljanje in postopno dejavno sodelovanje na predavanjih in vajah – posledično tudi slovenščina na visokošolskih ustanovah ne bo več vprašljiva in bo nekaj povsem samoumevnega.
- Proračun za izvajanje tečajev je na voljo, vendar je očitno prenizek.

## Viri:

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g) Prizadevanje za uveljavljanje slovenistike na tujih univerzah.

- Ustanavljanje in vzdrževanje lektoratov in kateder (poleg filološko zasnovanih študijskih programov skrbeti tudi za ustrezno zastopanost slovenščine v okviru splošnejših zasnov – civilizacijsko naravnane »slovenske študije«)

NOSILEC: MVZT

IZVAJALCI: pristojne univerzitetne organizacije

ROK: trajno

PRORAČUN: da

#### Marec 2010:

- Za ustanavljanje ter vzdrževanje lektoratov in kateder v tujini skrbijo na Centru za slovenščino kot drugi/tuji jezik v okviru programa Slovenščina na tujih univerzah (STU).
- Njihova naloga je »organizacija lektoratov slovenščine in študijev slovenistike na univerzah po svetu /in/ promocija slovenistike, slovenske znanosti in kulture ter celotne Slovenije«, program pomembno skrb namenja tudi »stalnemu izobraževanju učiteljev in pripravi učnih gradiv, pripomočkov in strokovne literature« ter »«vzpostavljanju povezav med univerzitetnimi slovenistikami po svetu in diplomatskimi predstavništvi ter drugimi slovenskimi institucijami v tujini«.
- Število slovenističnih kateder po svetu je doslej naraščalo (l. 2007 na 50, l. 2010 na 57 univerzah po svetu) in tako je danes mogoče slovenščino študirati v 27 tujih državah (na 24 univerzah je mogoče tudi diplomirati iz slovenščine).
- Za uspešno promocijo Slovenije in slovenskega jezika skrbijo tudi s celoletnimi projekti, npr. Prevajanje slovenskih literarnih besedil ali Svetovni dnevi slovenske literature v filmu (2008), ko si je 5500 ljudi na 55 tujih univerzah ogledalo slovenske filme *Petelinji zajtrk*, *Zvenenje v glavi* in *Sladke sanje*.
- Potekajo tudi študentske izmenjave, vse pogostejša so gostovanja tujih študentov, na tuje slovenistike odhaja vedno več študentov slavistike in slovenistike.
- Postopoma se je urejal položaj lektorjev slovenskega jezika v tujini (z uredbo so jih preimenovali v učitelje slovenščine na tujih univerzah in s tem se je izboljšal tudi njihov finančni položaj), nedorečen pa ostaja njihov delovnopравни položaj.
- Skrbijo tudi za splošnejšo zastopanost slovenščine – posebna pridobitev je l. 2008 v Clevelandu ustanovljeni Center za slovenske študije, ki z razvito dejavnostjo pripomore tudi k upočasnitvi asimilacijskih procesov znotraj tamkajšnje slovenske skupnosti.

#### Viri:

- Bec, Gregor. 2008. Ministrica Mojca Kucler Dolinar bo odprla Center za slovenske študije v Clevelandu, ZDA. *Ministrstvo za visoko šolstvo, znanost in tehnologijo*, 14. maj. Dostopno prek: <http://www.mvzt.gov.si/nc/si/splosno/cns/news/article/12023/5751/> (23. marec 2010).
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- h) Okrepitev motivacije za objavljanje znanstvenih dognanj v slovenščini in za nastopanje v slovenščini na mednarodnih prireditvah v Sloveniji.
- Sofinanciranje konferenčnega tolmačenja
  - Sprememba meril za točkovanje objav v slovenščini (ne le za »nacionalne« vede)
  - Občutna okrepitev subvencij za slovenske znanstvene monografije in znanstvene revije (v slovenščini ne samo povzetki tujejezičnih prispevkov slovenskih piscev)

NOSILCI: Vlada RS, ministrstva

ROK: 2008

PRORAČUN: da

**Marec 2010:**

- Problem meril točkovanja objav (Pravilnik o kazalcih in merilih znanstvene in strokovne uspešnosti, Merila za volitve v nazive visokošolskih učiteljev), posledično lahko pride do izginjanja slovenščine v posameznih strokah.

## Viri:

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  - Javna agencija za raziskovalno dejavnost Republike Slovenije. 2006. *Pravilnik o kazalcih in merilih znanstvene in strokovne uspešnosti*. Dostopno prek: [http://www.arrs.gov.si/sl/akti/prav-znan-strok\\_uspesn-06.asp](http://www.arrs.gov.si/sl/akti/prav-znan-strok_uspesn-06.asp) (18. marec 2010).
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  - Univerza v Ljubljani. 2009. *Merila za volitve v nazive visokošolskih učiteljev, znanstvenih delavcev ter sodelavcev Univerze v Ljubljani*. Dostopno prek: [http://www.inoverzum.eu/files/Tomaz\\_Cerne/Habilitacijska\\_merila\\_-\\_sprejeta\\_20090630.pdf](http://www.inoverzum.eu/files/Tomaz_Cerne/Habilitacijska_merila_-_sprejeta_20090630.pdf) (24. marec 2010).
- i) Prispevek k razvoju in uveljavljanju slovenskega strokovno-znanstvenega jezika kot eno izmed meril pri podeljevanju Zoisove in Puhove nagrade.
- [Dopolnitev Pravilnika o nagradah in priznanjih za izjemne dosežke v znanstvenoraziskovalni in razvojni dejavnosti \(Uradni list RS, št 52/06\)](#)  
NOSILEC: MVZT  
ROK: 2007  
PRORAČUN: ne

**Marec 2010:**

- Način, na katerega je bil uresničen zadani cilj, ima verjetno bolj malo skupnega s prispevkom k razvoju in uveljavljanju slovenskega strokovno-znanstvenega jezika – izbrisan je bil le datum 15. november kot datum podeljevanja nagrad. Res pa je, da ni bil natančno opredeljen oz. določen, saj naj bi šlo za spremembo enega izmed meril pri podeljevanju nagrad.

## Viri:

- Ministrstvo za visoko šolstvo, znanost in tehnologijo. 2010. *Nagrade in priznanja za dosežke na področju znanstveno-raziskovalne in razvojne dejavnosti*. Dostopno prek: [http://www.mvzt.gov.si/si/delovna\\_podrca/znanost/dejavnost/zoisove\\_nagrade\\_in\\_priznanja/](http://www.mvzt.gov.si/si/delovna_podrca/znanost/dejavnost/zoisove_nagrade_in_priznanja/) (21. marec 2010).
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**11. Višja sporazumevalna kultura v družbi:**

- a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.
- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
  - Ure pravljic v vrtcih in knjižnicah
  - Igralski recitali
  - Pogovori s pisatelji na osnovnih in srednjih šolah
  - Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
  - Moderiranje spletnih forumov
- NOSILCA: MŠŠ, MzK  
IZVAJALCI: Andragoški center Slovenije, bralna društva, vodstva vrtcev in šol, založbe, učitelji slovenščine, upravljalci nagradnih skladov (npr. kresnik, Veronikina nagrada)  
ROK: trajno  
PRORAČUN: da

**Marec 2010:**

- Intenzivno delovanje bralnih krožkov po vsej Sloveniji (npr. v Mariboru pod okriljem mariborske knjižnice, II. gimnazije Maribor in British Councila poteka branje sodobne angleške literature v okviru projekta *Branje je žur, reading is cool*; po Sloveniji so razširjeni bralni študijski krožki z Manco Košir, že od leta 1960 slovenski otroci v vrtcih, osnovnih in srednjih šolah tekmujejo za bralno značko).
- K razvoju dialoga pripomorejo debatni krožki in okrogle mize; na slovenskih SŠ deluje kar 56 debatnih klubov, v katerih sodeluje okoli 1000 mladih. Dijaki sodelujejo v različnih debatnih klubih in literarnih krožkih – za usposabljanje v debaterstvu skrbi tudi nevladna organizacija Za in Proti, Zavod za kulturo dialoga.
- Študenti si lahko znanje o javnem nastopanju pridobijo na vsakoletni Študentski areni.
- Slovenski dijaki se družijo tudi v literarnih krožkih in izdajajo glasila.
- Po slovenskih knjižnicah in vrtcih se odvijajo ure pravljic.
- Država je npr. l. 2008 namenila 53.000 evrov za projekt Rastem s knjigo – izvirno slovensko mladinsko leposlovno delo vsakemu sedmošolcu.
- Študija primera (Koper):
  - Ure pravljic po vseh obalnih knjižnicah, v koprski knjižnici tudi v italijanskem jeziku (težava je le, da so vse urice po različnih krajih ob istem času na isti dan).
  - Mestna knjižnica Izola prireja bralne krožke Beremo s starši.
  - Pogovori s pisatelji v knjigarni Libris.
  - Kljub programu »Povabimo besedo«, ki ga financira Društvo slovenskih pesnikov in pisateljev ter podpira MzK, je obisk pisatelja na OŠ ali na SŠ prej izjema kot pravilo.
  - Živo delovanje Bralne značke (izobraževanja, priprava informativnega gradiva za šolarje in njihove starše).
  - Večina obalnih šol premore svoj debatni krožek, 30. januarja 2010 pa so na ŠC Postojna organizirali vseslovenski srednješolski debatni turnir, ki se ga je udeležilo okoli 180 debaterjev.
  - »Pisna« različica debatnih krožkov so forumi: primorska mladina si mnenja izmenjuje na spletni strani Obala.net, in sicer v Tabli pogovorov (problem (ne)moderiranja, izrazite pogovornosti ter številnih pravopisnih napak in zastranitev).
- **Zaključki:** Dokaj redko prirejanje srečanj osnovno- in srednješolcev s slovenskimi pesniki in pisatelji oz. le srečevanje z avtorji maturitetnih beril.

**Viri:**

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- *Kulturni bazar, kultura se predstavi*. Dostopno prek: [http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/povezave/kulturni\\_bazar\\_09/Kulturni\\_bazar\\_2009.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/povezave/kulturni_bazar_09/Kulturni_bazar_2009.pdf) (25. marec 2009).
- *Mariborska knjižnica*. Dostopno prek: <http://www.mb.sik.si/> (25. marec 2010).
- *Mestna knjižnica Izola*. Dostopno prek: <http://www.izo.sik.si> (23. marec 2010).
- *Mestna knjižnica Ljubljana*. Dostopno prek: <http://www.mklj.si> (23. marec 2010).
- *Mestna knjižnica Piran*. Dostopno prek: <http://www.pir.sik.si> (23. marec 2010).
- Ministrstvo za kulturo. 2009. *Javni razpis za izbor projektov nakupa knjižničnega gradiva v splošnih knjižnicah, ki jih bo v letu 2010 financirala RS iz proračuna, namenjenega za kulturo*. Dostopno prek: [http://www.mk.gov.si/si/razpisi\\_pozivi\\_in\\_javna\\_narocila/javni\\_razpisi/?tx\\_t3javnirozpis\\_pi1%5Bshow\\_single%5D=934](http://www.mk.gov.si/si/razpisi_pozivi_in_javna_narocila/javni_razpisi/?tx_t3javnirozpis_pi1%5Bshow_single%5D=934) (16. marec 2010).
- *Osrednja knjižnica Srečka Vilharja Koper*. Dostopno prek: <http://www.kp.sik.si> (23. marec 2010).
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- *Za in Proti, Zavod za kulturo dialoga*. Dostopno prek: <http://www.zainproti.com> (25. marec 2010).

- b) Povečanje dostopnosti slovenskih publikacij (knjig, zgoščenk, kaset idr.).



- Zagotavljati sprejemljivejšo ceno slovenskih knjig s sprejetjem ugodnosti v okviru reforme davčne zakonodaje in z javnimi razpisi za subvencioniranje kakovostnega leposlovja in strokovno-znanstvene literature v slovenščini
  - Štipendirati strokovne avtorje
  - Razvijati mrežo javnih knjižnic in dobrih knjigarn
- NOSILCI: MF, MzK, Vlada RS, DZ RS  
ROK: 2007–2008  
PRORAČUN: da

**Marec 2010:**

- MzK je redno objavljalo razpise za pridobitev štipendij za mlade in perspektivne avtorje ter subvencij za izdajo knjig – od leta 2009 za razpise s področja knjigotrštva skrbi Javna agencija za knjigo (JAK), ki vsako leto objavi razpise s področja knjigotrštva, založniške produkcije, s subvencijami spodbuja pisanje leposlovnih in znanstvenih del ter periodičnih publikacij.
- Projekt Rastem s knjigo – izvirno slovensko mladinsko leposlovno delo vsakemu sedmošolcu, za katerega je Ministrstvo za kulturo zadnjič zagotovilo sredstva l. 2008.
- 23. aprila 2010 Ljubljana postane svetovna prestolnica knjige: MOL, MzK RS in JAK so s subvencijo 366.977 evrov podprli projekt Knjiga za vsakogar (izdaja 21 leposlovnih del v nakladi 8000 izvodov, ki so za tri evre naprodaj v slovenskih knjigarnah, knjižnicah, muzejih in drugih kulturnih ustanovah).
- MzK RS objavlja tudi razpise za nakup knjižničnega gradiva.
- Mreža javnih knjižnic je dobro razvita in založena tako s knjižnim gradivom kot tudi z avdio- in videoposnetki – pomembno vlogo pri dostopnosti knjig imajo tudi bibliobusi, ki pripeljejo gradivo v slovenske vasi.
- Predlog o ničelni obdavčitvi knjig (danes so knjige pri nas obdavčene z 8 %), ki pa je že zaradi usklajenosti z evropsko zakonodajo nemogoč.

## Viri:

- Cvetičanin, Daša. 2009. Davčna svoboda za knjigo. *Dnevnik*, 2. december. Dostopno prek: <http://www.dnevnik.si/novice/kultura/1042319842> (16. marec 2010).
- Javna agencija za knjigo RS. 2009a. *Razpisi in pozivi*. Dostopno prek: [http://www.jakrs.si/razpisi\\_in\\_pozivi/](http://www.jakrs.si/razpisi_in_pozivi/) (16. marec 2010).
- Javna agencija za knjigo RS. 2009b. *Arhiv razpisov in pozivov*. Dostopno prek: [http://www.jakrs.si/razpisi\\_in\\_pozivi/arhiv\\_razpisov\\_in\\_pozivov/?no\\_cache=1&tx\\_razpisi\\_pi1%5Brazpis%5D=16](http://www.jakrs.si/razpisi_in_pozivi/arhiv_razpisov_in_pozivov/?no_cache=1&tx_razpisi_pi1%5Brazpis%5D=16) (17. marec 2010).
- Javna agencija za knjigo RS. 2009c. *Knjižnično nadomestilo*. Dostopno prek: [http://www.jakrs.si/knjiznicno\\_nadomestilo/](http://www.jakrs.si/knjiznicno_nadomestilo/) (17. marec 2010).
- Mestna občina Ljubljana (MOL). 2010. *Knjige za vsakogar*. Dostopno prek: <http://www.ljubljana.si/si/zivljenje-v-ljubljani/v-srediscu/66957/detail.html> (17. marec 2010).
- Ministrstvo za kulturo. 2008. *Javni ciljni razpis za izbor kulturnih projektov »Rastem s knjigo – izvirno slovensko mladinsko leposlovno delo vsakemu sedmošolcu«*. Dostopno prek: [http://www.mk.gov.si/si/razpisi\\_pozivi\\_in\\_javna\\_narocila/javni\\_razpisi/?tx\\_t3javni\\_razpis\\_pi1%5Bshow\\_single%5D=847](http://www.mk.gov.si/si/razpisi_pozivi_in_javna_narocila/javni_razpisi/?tx_t3javni_razpis_pi1%5Bshow_single%5D=847) (16. marec 2010).
- Ministrstvo za kulturo. 2009. *Javni razpis za izbor projektov nakupa knjižničnega gradiva v splošnih knjižnicah, ki jih bo v letu 2010 financirala RS iz proračuna, namenjenega za kulturo*. Dostopno prek: [http://www.mk.gov.si/si/razpisi\\_pozivi\\_in\\_javna\\_narocila/javni\\_razpisi/?tx\\_t3javni\\_razpis\\_pi1%5Bshow\\_single%5D=934](http://www.mk.gov.si/si/razpisi_pozivi_in_javna_narocila/javni_razpisi/?tx_t3javni_razpis_pi1%5Bshow_single%5D=934) (16. marec 2010).

## c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.

- Vpeljava spletnih svetovalnic kot javnega servisa z ustreznimi programskimi usmeritvami (večanje ugleda in pravilna raba knjižnega jezika, uglašeno sožitje med narečnostjo, pogovornostjo in knjižnojezikovnim standardom, uzaveščanje tipičnih govornih položajev, vrednotenje narečja kot pomembne oblike nesnovne kulturne dediščine in žive prvine pokrajinske prepoznavnosti, vzdrževanje tradicionalne slovenske usmeritve v jezikovnem načrtovanju s prevlado tvorbe novih domačih izrazov nad prevzemanjem tujih, navajanje na rabo jezikovnih priročnikov in jezikovne tehnologije)
- Redne radijske in TV-oddaje o jeziku

NOSILCA: MzK, MŠŠ

IZVAJALCI: usposobljene strokovne oz. raziskovalne organizacije in posamezniki, mediji (zlasti RTV Slovenija)

ROK: 2007

PRORAČUN: da

## č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.

- Brezplačni dostop in dopolnjevanje pravopisnega slovarja  
NOSILCI: MzK, MŠŠ, MVZT  
IZVAJALCI: upravne enote, zavodi za zaposlovanje  
ROK: 2007  
PRORAČUN: da

**Marec 2010:**

- Prosto dostopni viri: dvojezični slovarji v e-obliki, paralelni korpus, leksikalna baza WordNet, besedilna korpusa Nova beseda in FidaPLUS, korpus KoRP, SSKJ, SP 2001, priročni e-slovar tujk, Evroterm in Evrokorpus, Islovar idr., manjkajo pa npr. korpus govornega jezika (razen nekaterih zapisov posnetkov parlamentarnih govorov v korpusu Nova beseda), leksikalno-gramatične baze, slovar sinonimov.
- **Komentar:** Pogrešamo predvsem osveščanje in obveščanje uporabnikov slovenskega jezika o možnostih, ki jih ponuja splet, vsekakor pa je z izpopolnjevanjem in nadgrajevanjem spletnih orodij treba nadaljevati.

## Viri:

- Erjavec, Tomaž. 2009. Odprtost elektronskih virov za slovenščino. V: *Obdobja 28, Infrastruktura slovenščine in slovenistike*, ur. Marko Stabej, 115–122. Dostopno prek: <http://www.centerslo.net/files/file/simpozij/simp28/Erjavec.pdf> (5. april 2010).
- Krek, Simon. 2009. Od SSKJ do spletnega portala standardne slovenščine. *Jezik in slovstvo* (3/4): 95–113. Dostopno prek: <http://www.jezikinslovstvo.com/stevilka.asp?SID=34> (5. april 2010).
- Krek, Simon. 2009. *Od SSKJ do spletnega portala standardne slovenščine*. Dostopno prek: [http://videlectures.net/slovarji09\\_krek\\_ospds/](http://videlectures.net/slovarji09_krek_ospds/) (5. april 2010).
- Spletni slovarji (prost dostop). Dostopno prek: <http://evroterm.gov.si/slovar/> (5. april 2010).
- *Spletni slovarji (omejen dostop)*. Dostopno prek: <http://slovarji.ck.uni-lj.si/> (5. april 2010).
- Stabej, Marko. 2007. Samopašne ovce. *Mladina* (19). Dostopno prek: [http://www.mladina.si/tehdnik/200719/clanek/slo-komentar--marko\\_stabej/](http://www.mladina.si/tehdnik/200719/clanek/slo-komentar--marko_stabej/) (5. april 2010).

## d) Organizirana skrb za ustrezno jezikovno rabo v založništvu in množičnih občilih (pisnih in govornih).

- Obvezno lektoriranje subvencioniranih knjig
- CRP »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih«
- Ureditev stanja v medijih (uresničevanje jezikovnih določb Zakona o RTV in Zakona o medijih, slovensko podnaslavljanje oddaj TV Koper/Capodistria, odpravljanje položajsko neupravičenih primerov rabe slenga in narečja v osrednjih in pokrajinskih medijih)  
NOSILEC: MzK (Sektor za medije, Sektor za slovenski jezik, Inšpektorat RS za kulturo in medije)  
IZVAJALCI: RTV Slovenija, izdajatelji tiskanih medijev  
ROK: 2007–2008  
PRORAČUN: ne

**Marec 2010:**

- Stanje na področju govorne kulture na področju radijske in televizijske dejavnosti je določeno z Zakonom o Radioteleviziji Slovenije (Zakon o RTV, 4. člen).
- Stanje jezikovne nege v zasebnih elektronskih medijih ni formalno urejeno.
- Lastno šolo govorcev imata le slovenski nacionalni radio in televizija, sicer pa mediji zadrego razrešujejo s hitrimi usposabljanji in tečajji.
- Italijanski program TV Koper/Capodistria še vedno nima slovenskih podnapisov.

## Viri:

- Ministrstvo za kulturo Republike Slovenije. 2006. *Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih*. Dostopno prek: [http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/raziskave-analize/slovenski\\_jezik/organizirana\\_skrb\\_za\\_govorno\\_kulturo/Organizirana\\_skrb\\_za\\_slovenski\\_jezik.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/raziskave-analize/slovenski_jezik/organizirana_skrb_za_govorno_kulturo/Organizirana_skrb_za_slovenski_jezik.pdf) (21. marec 2010).
- *Svet pogovorov*. 2. 2. 2010. Dostopno prek: <http://www.gape.org/cgi-bin/yabb/YaBB.pl?num=1107344107> (21. marec 2010).
- TV Slovenija, 1. program. 2008. *Polnočni klub*. Ljubljana, 8. februar.
- Vidovič Muha, Ada. 2009. Jezikovnopolitični vidik sodobne slovenske javne besede. *Slavistična revija* 57 (4). Dostopno prek: <http://www.ff.uni-lj.si/publikacije/sr/okvir.html> (24. marec 2010).



- Zabukovec, Dušanka. 2007. *Na istem bregu*. Dostopno prek: <http://www2.arnes.si/~ldljslo/povzetki.htm> (21. marec 2010).
  - Zakon o medijih (Zmed-UBI1). *Ur. l. RS 110/2006*. Dostopno prek: <http://www.uradni-list.si/1/objava.jsp?urlid=20006110&stevilka=4666> (21. marec 2010).
  - Zakon o Radioteleviziji Slovenija (ZRTVS-1). *Ur. l. RS 96/2005*. Dostopno prek: <http://www.uradni-list.si/1/objava.jsp?urlid=200596&stevilka=4191> (21. marec 2010).
- e) Vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« na večini fakultet in akademij.
- (gl. ukrepa a in b pri 10. cilju):
- CRP
  - Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
  - Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet
- NOSILCA: MVZT, Svet za visoko šolstvo  
 IZVAJALCI: univerzitetne organizacije za slovenistiko in za pedagogiko v sodelovanju z drugimi visokošolskimi študijskimi smermi, slovenske univerze  
 ROK: 2007–2011; potrditev 2010, vpeljava 2011–2012  
 PRORAČUN: da
- f) Delovanje lektorskih in prevajalskih služb na reprezentativnih položajih uradnega sporazumevanja.
- Zagotavljanje lektorskega pregleda besedil, nastajajočih v uradnih organih
  - Jezikovna revizija uradnih obrazcev
- NOSILCI: DZ RS, DS RS, MJU  
 IZVAJALCI: državna uprava, javne službe ipd.  
 ROK: 2007  
 PRORAČUN: ne
- g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.
- Subvencioniranje literarnih revij
  - Izdajanje šolskih glasil
  - Prirejanje literarnih večerov, predstavitev in ocene novih knjig
  - Podeljevanje literarnih nagrad
- NOSILEC: MzK  
 IZVAJALCI: pristojna področna stanovska društva, založbe, mediji  
 ROK: trajno  
 PRORAČUN: ne
- h) Spodbujanje kakovostne gledališke in filmske govorne produkcije.
- Študij odrskega, filmskega in mikrofonskega govora
  - Prenašanje te produkcije v različne medije (televizija, videokasete)
  - CRP »Slovenščina v novejših slovenskih filmih«
  - Podeljevanje posebnih nagrad za govor
- NOSILEC: MzK  
 IZVAJALCI: področne izobraževalne ustanove, RTV Slovenija, poklicna gledališča, ustanove s področja filmske produkcije  
 ROK: trajno  
 PRORAČUN: da
- i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.
- Ozaveščanje in izobraževanje poslovnih 8 prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
  - Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«
- NOSILCI: MzK, MG, MJU  
 IZVAJALCI: podjetja, državni organi, zbornice, mediji, pristojne univerzitetne ustanove  
 ROK: 2008  
 PRORAČUN: ne

- j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.
- Isto, v navezavi s sprejetim Akcijskim programom za invalide 2007–2015
  - Izdaja priročnika, zgoščenke
- NOSILCI: MŠŠ, MDDSZ, Urad za slovenski znakovni jezik Vlade RS za informiranje, Svet za slovenski znakovni jezik  
 IZVAJALCI: pristojni javni zavodi in društva  
 ROK: trajno  
 PRORAČUN: da

#### Marec 2010:

- Za uresničevanje tega podcilja pristojni zavodi in ustanove so sprejeli Akcijski program za invalide 2007–2013 (API), ki deli naloge in določa roke za njihovo uresničevanje.
- Za spremljanje API-ja je Vlada RS decembra 2007 imenovala komisijo, ki jo sestavljajo predstavniki resornih ministrstev, strokovnih organizacij in Nacionalnega sveta invalidskih organizacij Slovenije – komisija mora vsako leto vladi predložiti poročilo o izvajanju akcijskega programa za prejšnje leto.
- MzK je tako l. 2009 v knjižni obliki in na zgoščeni izdalo predstavitev ekspertize o stanju slovenskega znakovnega jezika (SZJ). Standardizacija SZJ poteka v obliki strokovnih razprav že več let, predvidoma pa naj bi MzK o konkretnih rezultatih poročalo naslednje leto.
- Uspeh na področju učenja znakovnega jezika pomenijo tečaji, ki jih prireja Društvo študentov medicine, obiskujejo pa jih tudi zdravniki in študenti drugih strok.
- Zakon o uporabi slovenskega znakovnega jezika (2002) zagotavlja gluhim pravico do uporabe SZJ, pravico gluhih do obveščnosti v primernih tehnikah, prilagojenih za gluhe in naglušne, ter obseg in uveljavljanja pravice do tolmača za znakovni jezik.
- Na MzK ugotavljajo, da leta 2009 ni bilo zagotovljeno tolmačenje v znakovni jezik v vseh sferah človekovega delovanja, še posebej v vrtcih, šolah in visokošolskih ustanovah, kar je v neskladju z določili Konvencije o pravicah invalidov, ki govorijo o uresničevanju pravice do enakih možnosti brez diskriminacije.
- Sektor za slovenski jezik sodeluje z zavodom Združenje tolmačev za slovenski jezik, s Svetom Vlade RS za slovenski znakovni jezik in centri za usposabljanje gluhih.
- Na Zvezi gluhih in naglušnih Slovenije so ustanovili skupino za razvoj SZJ, ki je pripravila slovar mednarodnih kretenj, raziskuje kretnje in pripravlja enotne standarde za poučevanje SZJ.
- Zavod Združenje tolmačev za slovenski znakovni jezik opozarja, da resolucija ne opredeljuje obsega in oblike skrbi za popularizacijo in učenje SZJ.
- Država ni zagotovila pogojev za sistematičen razvoj slovenskega znakovnega jezika (SZJ), zato bi bile potrebne dopolnitve zakona, saj je bil napisan na predpostavki, da je SZJ standardiziran.
- Kot razlog za neurejenost skrbi za SZJ in za razvoj SZJ se pogosto navaja razdelitev nalog različnim ministrstvom, inštitutom in zavodom, ki obravnavajo to nalogo kot nekaj postranskega, pri tem pa delujejo neusklajeno in premalo strokovno – v tem primeru je cilj za boljše izvajanje naloge ustanovitev inštituta za slovenski znakovni jezik, ki bi prevzel vse naloge.

#### Viri:

- Holec, Darja. 2010. Stanje slovenskega znakovnega jezika: Posvet ob izdaji brošure o projektu z naslovom Ekspertiza o stanju slovenskega znakovnega jezika. *Ko govorijo roke*, 4. januar. Dostopno prek: [http://www.tolmaci.si/\\_doc/ko\\_govorijo\\_roke\\_jan2010.pdf](http://www.tolmaci.si/_doc/ko_govorijo_roke_jan2010.pdf) (22. marec 2010).
- Ministrstvo za delo, družino in socialne zadeve Republike Slovenije. 2007. *Akcijski program za invalide 2007–2013*. Dostopno prek: [http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti\\_\\_pdf/api\\_07\\_13.pdf](http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/api_07_13.pdf) (22. marec 2010.).
- Ministrstvo za kulturo Republike Slovenije. Marec 2010. *Poročilo Ministrstva za kulturo o uresničevanju Akcijskega programa za invalide za leto 2009*. Dokument še ni javno dostopen.
- Ministrstvo za šolstvo in šport Republike Slovenije. Marec 2010. *Poročilo Vladi RS o uresničevanju Akcijskega programa za invalide za leto 2009*. Dokument še ni javno dostopen.

- k) Povečanje raznolikosti programskih vsebin, dostopnih gluhim in naglušnim.
- Prirejanje knjižnega gradiva za slepe in slabovidne v njim prilagojenih tehnikah

- Varstvo njihovih kulturnih pravic
  - Izobraževanje
  - Razvoj ustrezne tehnične in organizacijske strukture
- NOSILCI: MzK, MŠŠ, MDDSZ  
ROK: 2007–2011  
PRORAČUN: da

l) Priprava splošnih in specializiranih priročnikov za slovenščino.

- Pravorečje
  - »Pedagoška« delavnica
  - Frazeološki, sinonimni, terminološki, zgodovinski in dvojezični slovarji
  - »Mali Slovenski pravopis«
  - Zbirke standardiziranih zemljepisnih idr. lastnih imen
  - Obogateni in komentirani katalogi vzorcev besedilnih vrst ipd.
- NOSILCI: ministrstva  
IZVAJALCI: izbrane raziskovalne in izobraževalne organizacije, založbe  
ROK: postopoma do 2011  
PRORAČUN: da

m) Izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij.

- Črkovalnik
  - Prevajalniki
  - Slovarji
  - Terminološke zbirke
- NOSILCI: MzK, MŠŠ, MVZT, Generalni sekretariat Vlade RS  
IZVAJALCI: raziskovalne in razvojne organizacije/podjetja  
ROK: trajno  
PRORAČUN: da

n) Priprava in izdaja splošnih in specializiranih priročnikov za romščino.

- Slovnica in slovar
  - Pravorečne vaje (zgoščanka) idr.
- NOSILCI: MŠŠ, MVZT, Urad Vlade RS za narodnosti  
IZVAJALCI: izobraževalne organizacije, založbe  
ROK: 2008–2009  
PRORAČUN: da

**Marec 2010:**

- Priprava romsko-slovenskega slovarja Madaline in Marine Brezar (2008), ki je nastal v okviru belokranjskega Romskega kulturnega društva Vešoro.
- Tudi Slobodan Nežirović iz velenjskega društva Romano vozo je l. 2008 izdal monografijo *Romski jezik/Romano čhib* z osnovami slovnice in priloženim slovarjem
- V Nacionalnem programu ukrepov za Rome (2009) tako piše, da se v okviru posebnega programa Ministrstva za kulturo podpira naslednje dejavnosti romske skupnosti: kulturna animacija, založniška in izdajateljska dejavnost, dejavnosti za ohranjanje jezika, različne prireditve in seminarji.
- Romi imajo tudi svojo oddajo na slovenskem nacionalnem radiu, ki deluje v okviru Romskega informativnega centra.
- Center izdaja tudi časopisa *Romano Them (Romski svet)* in *Romano nevipje*.
- **Komentar:** Z romsko problematiko se ukvarja več členov ReNPJP (ovrednotenje razmer za jezikovno strategijo, standardizacija romščine, opis govorne norme prekmurske in dolenske romske skupine, za normiranje je treba upoštevati pisno gradivo, na podlagi katerega pozneje nastaneta slovnica in slovar, uvedba romščine kot izbirnega predmeta v osnovne šole, priprava učbeniškega gradiva, priprava priročnikov, tj. slovnice, slovarja in pravorečnih vaj), kar dela tematiko nepregledno – za večino dejavnosti so navedena sredstva iz državnega proračuna.

Viri:

- Brezar, Madalina in Marina Brezar. 2008. *Romsko-slovenski slovar*. Lokve pri Črnomlju: Romsko kulturno društvo Vešoro.

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## 12. Dejavnija vloga Slovenije pri sooblikovanju jezikovnopolične usmeritve Evropske unije:

- a) Izraba predsedovanja Slovenije Evropski uniji za dejansko uveljavitev gesla o podpori jezikovne raznolikosti.
  - Uveljavitev pravila o rabi slovenščine kot delovnega jezika in o tolmačenju (po »Priročniku v pomoč pri organizaciji dogodkov pod ministrsko ravno med predsedovanjem Slovenije EU«)
  - Zagotovitev tolmačenja za slovenščino na vseh srečanjih, na katerih bo tolmačenje zagotovljeno za več kot dva jezika (tj. za francoščino in angleščino kot stalna delovna jezika EU)

NOSILCI: Vlada RS, SVEZ, MzK, izvajalci programa EU »Izobraževanje in usposabljanje 2010«  
 ROK: 2008  
 PRORAČUN: da
- b) Odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice (18) ter da ima država pravico do pravnih varovank in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka (razločevanje med pojmom »diskriminatornost na podlagi državljanstva« in »varovanje in priznavanje kulturno-jezikovne identitete«).
  - Predstavitev tega stališča na napovedani mednarodni konferenci o medkulturnem dialogu »Evropa, svet in humanost v 21. stoletju«
  - Ekspertiza o razumevanju in razlagah evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov
  - Okrogla miza o jezikovni plati varstva potrošnikov

NOSILCA: MzK, SVEZ  
 IZVAJALCA: izbrana raziskovalna organizacija, Zveza društev za varstvo potrošnikov  
 ROK: 2007–2008  
 PRORAČUN: da
- c) Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji, pri tem pa ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti.
  - Podpora društvenim dejavnostim in knjižnicam
  - Medijske predstavitve posameznih skupnosti
  - Omogočanje stikov z matičnimi državami
  - Zagotavljanje posebnih pravic avtohtonih skupnosti
  - Sprejetje zakona o romski skupnosti

NOSILCI: MzK, Urad za narodnosti, DZRS  
 IZVAJALCI: organi državne uprave in samoupravnih lokalnih skupnosti, Javni sklad RS za kulturne dejavnosti  
 ROK: trajno, zakon o romski skupnosti 2007  
 PRORAČUN: da
- č) Sistematično spremljanje rabe slovenščine kot uradnega jezika v ustanovah EU in ustrezno odzivanje ob morebitnem neuresničevanju pravice do prevajanja oziroma tolmačenja.
  - Spodbujanje kadrovskega izpopolnjevanja prevajalskih/tolmaških služb

- Razčlemba doslej porabljenih sredstev iz kvote za tolmačenje na sejah delovnih teles po sistemu »zahtevaj in plačaj« (primerjava z drugimi državami članicami)
  - Skrb za porabo celotne že plačane kvote
  - Zagotavljanje tolmačenja pri srečanjih delegacij EU z državnimi organi v Sloveniji
  - Enakopraven razvoj slovenskega odseka v okviru »Evropske šole« za otroke slovenskih uslužbencev v Bruslju
- NOSILCI: ministrstva, služba Vlade RS za evropske zadeve, DZRS  
 ROKA: takoj, slovenski šolski odsek v Bruslju najpozneje v šolskem letu 2007/08  
 PRORAČUN: da

d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

- Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji
  - Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
  - Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)
  - Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike
- NOSILCI: SVEZ, Služba Vlade RS za zakonodajo, MVZT, Generalni sekretariat Vlade RS  
 IZVAJALCI: univerzitetne organizacije, prevajalske službe, stanovska društva  
 ROK: trajno  
 PRORAČUN: da

e) Preverjanje in ocenjevanje jezikovne zmožnosti za slovenščino kot tuji jezik po merilih in metodah iz Skupnega evropskega jezikovnega okvira oziroma po Evropskem kazalniku jezikovne zmožnosti.

- Izpopolnitev opisov ravni obvladovanja slovenščine
  - sestavljanje in uporaba jezikovnih testov za posamezne ravni
- NOSILEC: MŠŠ  
 IZVAJALEC: izbrana izobraževalna organizacija  
 ROK: trajno  
 PRORAČUN: da

f) Sodelovanje med oblikovalci jezikovne politike RS ter izvajalci evropskega delovnega programa »Izobraževanje in usposabljanje 2010« pri snovanju strategije razvijanja in uresničevanja ključnih zmožnosti v Sloveniji.

- Zagotovitev sporazumevanja v maternem jeziku na prvem mestu seznama osmih ključnih zmožnosti (in sporazumevanja v tujih jezikih takoj na drugem mestu)
  - Izdelava besednjaka/pojmovnika za pripravo in prevajanje priloge k spričevalu (»europass«), gl. tudi naloge pri ukrepu c za 6. Cilj (preverjanje šolskih načrtov)
- NOSILCI: MzK – Sektor za slovenski jezik, MŠŠ – Urad za razvoj šolstva, Andragoški center Slovenije  
 ROK: 2010  
 PRORAČUN: ne

g) Sodelovanje pri snovanju in uresničevanju evropskega projekta znanstvenega spremljanja jezikovnega položaja v državah članicah in skupnih organih EU.

- Podpora predlogu Evropske zveze državnih jezikovnih ustanov (EFNIL) za ustanovitev »Evropskega jezikovnega opazovalnika«
  - Priprava razvida slovenskih podatkovnih virov za spremljanje jezikovnega položaja v okviru »Evropskega jezikovnega opazovalnika«
- NOSILEC: MzK (Sektor za slovenski jezik in center INDOK – gl. ukrep a pri 4. cilju)  
 ROK: 2008  
 PRORAČUN: ne

## Priloga 2: Naloge ReNPJP 2007–2011 po nosilcih

### Vlada RS:

1. Popolnejši in »trdni« predpisi o jezikovni rabi:

a) Odprava ugotovljenih vrzeli, nejasnosti in drugih pomanjkljivosti v veljavnih zakonih, uredbah, pravilnikih in drugih predpisih o rabi jezika.

- Noveliranje ZUJIK (slovenščina kot podstavka javnega interesa za kulturo), ZJRS in ZVPot
- Sprejetje Zakona o skladu za knjigo ter izdaja potrebnih podzakonskih predpisov:
  - za vpeljavo študijskega predmeta »strokovno-znanstvena slovenščina« v visokem šolstvu po zadnjem odstavku 8. člena ZVŠ
  - za pravno ureditev lektorskega, prevajalskega in tolmaškega poklica (pridobitev statusa samostojnega kulturnega delavca idr.)
  - za določitev potrebnega znanja slovenščine po 7. členu ZJRS

c) Izvajanje nacionalnega programa za jezikovno politiko.

d) Redno delovanje vladne komisije za presojo novih predpisov in državnih programov (medresorsko usklajevanje jezikovne politike na podlagi 27. člena ZJRS).

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

b) Redna letna poročila o izvajanju zakonskih določb o jezikovni rabi (26. člen ZJRS) in uresničevanju nacionalnega programa za jezikovno politiko.

- Priprava, obravnava in sprejemanje poročil

č) Kadrovska in organizacijska okrepitev institucionalnih nosilcev JP ter jasen dogovor o razmejitvi njihovih nalog in pristojnosti.

- Razpisovanje ustreznega števila in razmestitve študijskih mestna slovenističnih, prevajalskih in drugih jezikoslovnih ipd. študijskih smereh
- Ustrezna sistematizacija delovnih mest v javni upravi

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).

- Sprejetje državne strategije za razvoj pismenosti
- Predstavitve akcije (mednarodni dan pismenosti idr.)

7. Smotrnost pri učenju in rabi tujih jezikov:

c) Uravnoteženje razmerij med tujimi jeziki kot šolskimi predmeti (nabor, globina obravnave).

- Zmanjšanje samoumevnosti angleščine kot prvega/edinega tujega v javnem šolstvu
- Premislek o esperantu

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru

f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.

- Ustanovitev posebne nagrade (statut)
- Zbiranje in obravnavanje predlogov na podlagi javnih razpisov
- Posebni predlogi za najvišja državna odlikovanja

j) Odločno odzivanje na neizvajanje jezikovnih pravic pripadnikov slovenske manjšine v zamejstvu (dvojezični krajevni napisi idr.).

- Odzivanje skladno z diplomatsko prakso, všteti pobude za obravnavo na ravni EU

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

c) Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).

- Spodbujanje programerskih skupin
- Subvencioniranje, pogojevanje priznavanja licenc in dodeljevanja koncesij (npr. za frekvence) pri novih generacijah komunikacijske tehnologije z razvijanjem in uveljavljanjem ustreznega slovenskega programa na novih področjih

g) Telekomunikacijska pokritost celotnega slovenskega govornega prostora, posebej izboljšanje vidnosti slovenske TV ob zahodni meji (Banjšice, Trnovski gozd) in v zamejstvu.

- Tehnične meritve
- Postavitev anten

l) Trajno uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine.

- Priprava in sprejem pisnega sporočila
- Izročanje sporočila prosilcem pri vlaganju prošenj

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

h) Okrepitev motivacije za objavlanje znanstvenih dognanj v slovenščini in za nastopanje v slovenščini na mednarodnih prireditvah v Sloveniji.

- Sofinanciranje konferenčnega tolmačenja
- Sprememba meril za točkovanje objav v slovenščini (ne le za »nacionalne« vede)
- Občutna okrepitev subvencij za slovenske znanstvene monografije in znanstvene revije (v slovenščini ne samo povzetki tujejezičnih prispevkov slovenskih piscev)

11. Višja sporazumevalna kultura v družbi:

b) Povečanje dostopnosti slovenskih publikacij (knjig, zgoščenk, kaset idr.).

- Zagotavljati sprejemljivejšo ceno slovenskih knjig s sprejetjem ugodnosti v okviru reforme davčne zakonodaje in z javnimi razpisi za subvencioniranje kakovostnega leposlovja in strokovno-znanstvene literature v slovenščini
- Štipendirati strokovne avtorje
- Razvijati mrežo javnih knjižnic in dobrih knjigarn

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

a) Izrada predsedovanja Slovenije Evropski uniji za dejansko uveljavitev gesla o podpori jezikovne raznolikosti.

- Uveljavitev pravila o rabi slovenščine kot delovnega jezika in o tolmačenju (po »Priročniku v pomoč pri organizaciji dogodkov pod ministrsko ravno med predsedovanjem Slovenije EU«)
- Zagotovitev tolmačenja za slovenščino na vseh srečanjih, na katerih bo tolmačenje zagotovljeno za več kot dva jezika (tj. za francoščino in angleščino kot stalna delovna jezika EU)

### **Generalni sekretariat Vlade RS:**

11. Višja sporazumevalna kultura v družbi:

m) Izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij.

- Črkovalnik
- Prevajalniki
- Slovarji
- Terminološke zbirke

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

- Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji
- Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
- Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)



- Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike

#### **Služba Vlade RS za evropske zadeve:**

12. Dejavnostna vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

č) Sistematično spremljanje rabe slovenščine kot uradnega jezika v ustanovah EU in ustrezno odzivanje ob morebitnem neuresničevanju pravice do prevajanja oziroma tolmačenja.

- Spodbujanje kadrovskega izpopolnjevanja prevajalskih/tolmaških služb
- Razčlemba doslej porabljenih sredstev iz kvote za tolmačenje na sejah delovnih teles po sistemu »zahtevaj in plačaj« (primerjava z drugimi državami članicami)
- Skrb za porabo celotne že plačane kvote
- Zagotavljanje tolmačenja pri srečanjih delegacij EU z državnimi organi v Sloveniji
- Enakopraven razvoj slovenskega odseka v okviru »Evropske šole« za otroke slovenskih uslužbencev v Bruslju

#### **Služba Vlade RS za zakonodajo:**

12. Dejavnostna vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

- Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji
- Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
- Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)
- Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike

#### **Urad predsednika RS:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.

- Ustanovitev posebne nagrade (statut)
- Zbiranje in obravnavanje predlogov na podlagi javnih razpisov
- Posebni predlogi za najvišja državna odlikovanja

#### **Urad Vlade RS za informiranje:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

d) Razvitje celovitega sistema za promocijo slovenščine.

- Uporaba spletnih strani
- Izdajanje zgibank, brošur in zgoščenk
- Predavanja
- Spodbujevalni nastopi v množičnih občilih
- Zaznamovanje dneva maternih jezikov in evropskega dneva jezikov
- Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr. oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

- Izdajanje predstavitvenih zloženk, brošur in drugega informativnega gradiva



- Izvajanje SSJLK ter podobnih prireditev za tujce
- Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
- Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
- Redne (tedenske?) televizijske oddaje z jezikovno tematiko

#### **Urad Vlade RS za narodnosti:**

11. Višja sporazumevalna kultura v družbi:

n) Priprava in izdaja splošnih in specializiranih priročnikov za romščino.

- Slovnica in slovar
- Pravorečne vaje (zgoščenka) idr.

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

c) Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji, pri tem pa ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti.

- Podpora društvenim dejavnostim in knjižnicam
- Medijske predstavitve posameznih skupnosti
- Omogočanje stikov z matičnimi državami
- Zagotavljanje posebnih pravic avtohtonih skupnosti
- Sprejetje zakona o romski skupnosti

#### **Urad za slovenski znakovni jezik Vlade RS za informiranje:**

11. Višja sporazumevalna kultura v družbi:

j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.

- Isto, v navezavi s sprejetim Akcijskim programom za invalide 2007–2015
- Izdaja priročnika, zgoščenke

**Svet za slovenski znakovni jezik:**

11. Višja sporazumevalna kultura v družbi:

j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.

- Isto, v navezavi s sprejetim Akcijskim programom za invalide 2007–2015
- Izdaja priročnika, zgoščenke

**Nacionalni svet za kulturo pri Vladi RS:**

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

c) Uvrstitev jezikovne politike med področja redne pozornosti najvišjih kulturnopolitičnih forumov.

**Strateški svet za kulturo, izobraževanje in znanost:**

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

c) Uvrstitev jezikovne politike med področja redne pozornosti najvišjih kulturnopolitičnih forumov.

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).

- Skrb za programsko ustreznost in kakovostno kadrovsko zasedbo

**DZRS:**

1. Popolnejši in »trdni« predpisi o jezikovni rabi:

a) Odprava ugotovljenih vrzeli, nejasnosti in drugih pomanjkljivosti v veljavnih zakonih, uredbah, pravilnikih in drugih predpisih o rabi jezika.

- noveliranje ZUJIK (slovenščina kot podstavka javnega interesa za kulturo), ZJRS in ZVPot
- sprejetje Zakona o skladu za knjigo ter izdaja potrebnih podzakonskih predpisov:
  - za vpeljavo študijskega predmeta »strokovno-znanstvena slovenščina« v visokem šolstvu po zadnjem odstavku 8. člena ZVŠ
  - za pravno ureditev lektorskega, prevajalskega in tolmaškega poklica (pridobitev statusa samostojnega kulturnega delavca idr.)
  - za določitev potrebnega znanja slovenščine po 7. členu ZJRS

c) Izvajanje nacionalnega programa za jezikovno politiko.

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

b) Redna letna poročila o izvajanju zakonskih določb o jezikovni rabi (26. člen ZJRS) in uresničevanju nacionalnega programa za jezikovno politiko.

- Priprava, obravnava in sprejemanje poročil

11. Višja sporazumevalna kultura v družbi:

b) Povečanje dostopnosti slovenskih publikacij (knjig, zgoščenk, kaset idr.).

- Zagotavljati sprejemljivejšo ceno slovenskih knjig s sprejetjem ugodnosti v okviru reforme davčne zakonodaje in z javnimi razpisi za subvencioniranje kakovostnega leposlovja in strokovno-znanstvene literature v slovenščini
- Štipendirati strokovne avtorje
- Razvijati mrežo javnih knjižnic in dobrih knjigarn

f) Delovanje lektorskih in prevajalskih služb na reprezentativnih položajih uradnega sporazumevanja.

- Zagotavljanje lektorskega pregleda besedil, nastajajočih v uradnih organih
- Jezikovna revizija uradnih obrazcev

12. Dejavnija vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

c) Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji, pri tem pa ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti.

- Podpora društvenim dejavnostim in knjižnicam
- Medijske predstavitve posameznih skupnosti
- Omogočanje stikov z matičnimi državami
- Zagotavljanje posebnih pravic avtohtonih skupnosti
- Sprejetje zakona o romski skupnosti

č) Sistematično spremljanje rabe slovenščine kot uradnega jezika v ustanovah EU in ustrezno odzivanje ob morebitnem neuresničevanju pravice do prevajanja oziroma tolmačenja.

- Spodbujanje kadrovskega izpopolnjevanja prevajalskih/tolmaških služb
- Razčlemba doslej porabljenih sredstev iz kvote za tolmačenje na sejah delovnih teles po sistemu »zahtevaj in plačaj« (primerjava z drugimi državami članicami)
- Skrb za porabo celotne že plačane kvote
- Zagotavljanje tolmačenja pri srečanjih delegacij EU z državnimi organi v Sloveniji
- Enakopraven razvoj slovenskega odseka v okviru »Evropske šole« za otroke slovenskih uslužbencev v Bruslju

#### **DZRS (Odbor za visoko šolstvo, znanost in tehnološki razvoj, Odbor za kulturo, šolstvo in šport):**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).

- Skrb za programsko ustreznost in kakovostno kadrovske zasedbo

#### **DSRS:**

11. Višja sporazumevalna kultura v družbi:

f) Delovanje lektorskih in prevajalskih služb na reprezentativnih položajih uradnega sporazumevanja.

- Zagotavljanje lektorskega pregleda besedil, nastajajočih v uradnih organih
- Jezikovna revizija uradnih obrazcev

#### **MVZT:**

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

č) Kadrovska in organizacijska okrepitev institucionalnih nosilcev JP ter jasen dogovor o razmejitvi njihovih nalog in pristojnosti.

- Razpisovanje ustreznega števila in razmestitve študijskih mestna slovenističnih, prevajalskih in drugih jezikoslovnih ipd. študijskih smereh
- Ustrezna sistematizacija delovnih mest v javni upravi

5. Opis sodobne norme slovenskega knjižnega jezika:

a) Poglobljanje vednosti o novejših teoretičnih usmeritvah v jezikoslovju.

- Udeležba na mednarodnih znanstvenih srečanjih
- Prevajanje tujih del o besediloslovju, jezikovni pragmatiki, korpusnem jezikoslovju, spoznavnem jezikoslovju in drugih vejah sodobnega jezikoslovja
- Štipendije za študijsko izpopolnjevanje v tujih raziskovalnih središčih
- Naročanje najnovejših jezikoslovnih publikacij

b) Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine idr.).

c) Sinhrona in diahrona raziskava slovenskega jezika.

- Izvajanje raziskav po sistemskih ravlinah in objavljanje rezultatov

- Raziskovanje zgodovine slovenskega jezika s poudarkom na pojasnjevanju pojavov in dilem, pomembnih za sodobni jezik in jezikovno politiko

č) Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.

- Razkrivanje in uzaveščanje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng – knjižni jezik; jezik e-sporočil, blogov, SMS-ov) idr.
- Vrednotenje primernosti in povednosti posameznih jezikovnih izrazil na podlagi podatkov iz reprezentativnih besedil in govornih korpusov in drugih jezikovnih virov
- Stališče do pisnega podomačevanja lastnih imen iz nelatiničnih pisav
- Stališče in standardizirane rešitve, kadar tehnične naprave ne morejo prikazovati črk s strešicami
- Stališče do seksistične ekstenzivnosti pri navajanju spolskih različic poimenovanj za poklice in funkcije v uradnih besedilih (državlani in državljanke, poslanci oz. poslanke, voznik ali voznica)

e) Standardizacija romskega jezika v Sloveniji.

- Nadaljevanje standardizacije na podlagi opravljenih opisov govorne norme prekmurske in dolenske romske skupine
- Izbira in popularizacija skupnih oz. usklajenih oblik
- Upoštevanje dosegljivega pisnega gradiva
- Kontrastiranje s slovenščino
- Urejanje gradiva za knjižno izdajo slovnice in slovarja
- Naročanje najnovejših jezikoslovnih publikacij

f) Standardizacija slovenskega znakovnega jezika za gluhe.

- Nadaljevanje dela na podlagi opisov znakovnega jezika v slovenski skupnosti gluhih in naglušnih
- Izbira usklajenih kretenj
- Pojasnjevanje razmerja do govorne in pisne sestave knjižne slovenščine
- Priprava priročnika

i) Proučitev strokovnih in didaktičnih profilov diplomantov slovenistike in diplomantov drugih visokošolskih usmeritev, ki izobražujejo profesorje slovenščine in drugih šolskih predmetov.

- Raziskava profilov
- Podiplomski tečaji (iz didaktike idr.)

7. Smotrnost pri učenju in rabi tujih jezikov:

e) Izvajanje študijskega programa »Specialistični študij konferenčnega tolmačenja« oziroma v prenovljenih bolonjskih programih magistrskega študijskega programa »Tolmačenje«.

- Sofinanciranje izvajanja (z Evropsko komisijo)

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).

- Skrb za programsko ustreznost in kakovostno kadrovske zasedbo

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

a) Poživitvev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

- Okrepitev strokovne motivacije in financiranja
- Urejanje kadrovskih vprašanj
- Spletno povezovanje
- Izpopolnjevanje in dostopnost terminoloških zbirk

b) Razvijanje jezikovne infrastrukture, zlasti sistemov za strojno analizo in sintezo slovenskega govora, za prevajanje in simultano tolmačenje, za uveljavljanje črkovnih naborov s strešicami in drugimi diakritičnimi znamenji.

- Uskladitev in pospešitev razvojnih prizadevanj
  - Prenašanje dosežkov v prakso
- i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.
- Izdajanje predstavitvenih zloženk, brošur in drugega informativnega gradiva
  - Izvajanje SSJLK ter podobnih prireditev za tujce
  - Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
  - Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
  - Redne (tedenske?) televizijske oddaje z jezikovno tematiko
- k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.
- Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag
- p) Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe.
- Strokovni posvet o strukturi slovenskega strokovnega jezika in možnostih za njegov nadaljnji razvoj
  - Podpora razvojnim projektom na tem področju

#### 10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

- a) Izdelava skupne zasnove predmeta »strokovno-znanstvena zvrst knjižne slovenščine«, priprava njegovih različic (terminološko, žanrsko, retorično idr., prilagojene za posamezne visokošolske študijske programe) in priprava predavateljev za ta predmet.
- CRP
  - Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
  - Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet
- b) Potrditev in postopna vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« v visokošolske študijske programe (študijski predmet na večini fakultet in akademij).
- c) Izdajanje visokošolskih učbenikov v slovenščini.
- Zagotovitev temeljnih učbenikov v slovenščini (izvirnih in prevedenih) med merili pri obvezni evalvaciji študijskih programov (izpolnitev obveznosti 8. člena ZVŠ ter napovedi, zapisane v 28. ukrepu iz Okvira gospodarskih in socialnih reform za povečanje blaginje v Sloveniji)
  - Prenavljanje učbenikov skladno z razvojem strok
- č) Pogojevanje izvajanja študijskih programov v tujih jezikih v vzporednim izvajanjem istih programov v slovenščini.
- d) Zagotovitev rabe slovenščine pri opravljanju izpitov ter izdelavi in obrambi diplomskih in doktorskih del (tudi ob sodelovanju gostujočih tujih predavateljev kot članov izpitnih komisij ipd.).
- Uskladitev pravilnikov
  - Obveščanje študentov in učiteljev
- e) Privabljanje uveljavljenih slovenskih znanstvenikov po svetu za gostujoče ali stalne predavatelje na univerzah v Sloveniji.
- Sestava in izpopolnjevanje razvida slovenskih znanstvenikov po svetu in razvida kadrovskega potreb na slovenskih univerzah
  - Menedžerska dejavnost
  - Osvežitveni jezikovni tečajji (individualno, po potrebi)
- f) Zagotovitev zadostnih zmogljivosti za izvajanje tečajev slovenščine za tuje študente na vseh visokošolskih zavodih.
- Določitev didaktičnih normativov (velikost tečajnih skupin, potrebno učno gradivo, prostori in tehnika)
  - Brezplačna ponudba zadostnega števila pedagoških ur za dosego potrebne ravni znanja slovenščine
  - Vodenje vpisne statistike

- Priprava lektorjev
- g) Prizadevanje za uveljavljanje slovenistike na tujih univerzah.
  - Ustanavljanje in vzdrževanje lektoratov in kateder (poleg filološko zasnovanih študijskih programov skrbeti tudi za ustrezno zastopanost slovenščine v okviru splošnejših zasnov – civilizacijsko naravnane »slovenske študije«)
- i) Prispevek k razvoju in uveljavljanju slovenskega strokovno-znanstvenega jezika kot eno izmed meril pri podeljevanju Zoisove in Puhove nagrade.
  - Dopolnitev Pravilnika o nagradah in priznanjih za izjemne dosežke v znanstvenoraziskovalni in razvojni dejavnosti (Uradni list RS, št 52/06)

#### 11. Višja sporazumevalna kultura v družbi:

- č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.
  - Brezplačni dostop in dopolnjevanje pravopisnega slovarja
- e) Vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« na večini fakultet in akademij.

NALOGE (gl. ukrepa a in b pri 10. cilju):

- CRP
- Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
- Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet
- m) Izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij.
  - Črkovalnik
  - Prevajalniki
  - Slovarji
  - Terminološke zbirke
- n) Priprava in izdaja splošnih in specializiranih priročnikov za romščino.
  - Slovnica in slovar
  - Pravorečne vaje (zgoščenka) idr.

#### 12. Dejavnější vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

- d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).
  - Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji
  - Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
  - Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)
  - Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike

#### **Svet RS za visoko šolstvo:**

- 6. Okrepitev jezikovne zmožnosti v maternem jeziku:
  - i) Proučitev strokovnih in didaktičnih profilov diplomantov slovenistike in diplomantov drugih visokošolskih usmeritev, ki izobražujejo profesorje slovenščine in drugih šolskih predmetov.
    - Raziskava profilov
    - Podiplomski tečaji (iz didaktike idr.)
- 8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:
  - h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).
    - Skrb za programsko ustreznost in kakovostno kadrovska zasedbo

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

a) Izdelava skupne zasnove predmeta »strokovno-znanstvena zvrst knjižne slovenščine«, priprava njegovih različic (terminološko, žanrsko, retorično idr., prilagojene za posamezne visokošolske študijske programe) in priprava predavateljev za ta predmet.

- CRP
- Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
- Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet

b) Potrditev in postopna vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« v visokošolske študijske programe (študijski predmet na večini fakultet in akademij).

c) Izdajanje visokošolskih učbenikov v slovenščini.

- Zagotovitev temeljnih učbenikov v slovenščini (izvirnih in prevedenih) med merili pri obvezni evalvaciji študijskih programov (izpolnitev obveznosti 8. člena ZVŠ ter napovedi, zapisane v 28. ukrepu iz Okvira gospodarskih in socialnih reform za povečanje blaginje v Sloveniji)
- Prenavljanje učbenikov skladno z razvojem strok

č) Pogojevanje izvajanja študijskih programov v tujih jezikih z vzporednim izvajanjem istih programov v slovenščini.

e) Vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« na večini fakultet in akademij.

NALOGE (gl. ukrepa a in b pri 10. cilju):

- CRP
- Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
- Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet

### **MŠŠ:**

5. Opis sodobne norme slovenskega knjižnega jezika:

b) Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine idr.).

d) Raziskovanje kontaktnih oblik jezika in sporazumevanja (posebnosti jezika priseljencev, gostujočih delavcev, azilantov ipd.).

- Razčlenjevanje interferenc
- Omejeni kod
- Uporaba ugotovitev pri sestavljanju specializiranega učnega in vadbenega gradiva

f) Standardizacija slovenskega znakovnega jezika za gluhe.

- Nadaljevanje dela na podlagi opisov znakovnega jezika v slovenski skupnosti gluhih in naglušnih
- Izbira usklajenih kretenj
- Pojasnjevanje razmerja do govorne in pisne sestave knjižne slovenščine
- Priprava priročnika

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).

- Sprejetje državne strategije za razvoj pismenosti
- Predstavitve akcije (mednarodni dan pismenosti idr.)

b) Razvijanje didaktike maternega jezika.

- Kako narediti pouk maternega jezika zanimiv in učinkovit

c) Preverjanje ustreznosti šolskih učnih načrtov za materno jezike in morebitne spremembe ali dopolnitve.

- Nadaljnja funkcionalizacija slovničnega in slovarskega znanja v okviru besedilne zmožnosti ter govornih dejanj in sporazumevalnih strategij, npr. pri utemeljevanju, pogajanju ipd.

č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.

- Npr. slovenščina za tajnice, gostince, zdravnike itn.
  - Omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si))
- d) Zagotavljanje kakovosti izpitnega gradiva pri maturi in pri drugih primerih državnega (zunanjega) preverjanja jezikovnega znanja.
- Priprava izpitnih pol s strokovno preverjenimi nalogami
  - Izobraževanje ocenjevalcev
  - Vztrajanje pri enotni zahtevnostni ravni za slovenščino na maturi
- e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.
- Izvajanje podiplomskih tečajev
  - Univerza za tretje življenjsko obdobje
  - Bralni krožki
  - Priložnostna predavanja
- f) Pomoč učiteljem slovenščine v zamejstvu in izseljenstvu.
- Brezplačni tečaji z jezikoslovno in didaktično tematiko za učitelje
  - Pošiljanje učbenikov in drugih slovenskih publikacij, videokaset ipd.
  - Posebna pomoč pri pisanju učbenikov za Porabje
- h) Izvajanje poletnih šol slovenščine in drugih tečajev za otroke slovenskih zamejcev, zdomcev in izseljencev.
- Tečaji v slovenskem govornem okolju s strokovno usposobljenimi lektorji in privlačnim dopolnilnim programom (umetnostnim, turističnim, športnim idr.), v katerem so tečajniki izpostavljeni slovenščini v različnih govornih položajih
- j) Temeljita preveritev trditve o »nepriljubljenosti« slovenščine kot šolskega predmeta.
- Raziskava – ekspertiza
- k) Sprejetje učnih načrtov za romščino kot izbirni predmet v osnovni šoli, priprava in izdaja izpopolnjenih začetnih in nadaljevalnih učbenikov romščine.
- Navezava na učbeniška poskusa J. Horvata z opiranjem na zbrano gradivo za slovnico in slovar (gl. naloge k ukrepu 5e)
- l) Spremljanje živosti in učinkov uveljavljenih modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.
- Raziskava (CRP)

## 7. Smotrnost pri učenju in rabi tujih jezikov:

- a) Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov.
- Uvrstitev prevajanja v slovenščino in iz slovenščine, pogajanja v tujem jeziku, terminološkega poglobljanja in utemeljenega kodnega preklapljanja
  - Osmišljanje učenja in rabe tujih jezikov kot dopolnilne možnosti (pri spoznavanju tujih kultur, študiju strokovne literature, sporazumevanju v tujini, poslovnih stikih s tujci ipd.)
  - Zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje)
- b) Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega) jezika.
- Ustrezno upoštevanje maternega jezika kot učnega načela tudi pri pouku tujih jezikov (ozaveščanje o jezikovnih interferencah in kontrastivnosti, utemeljenost rabe slovenščine kot metajezika na začetnih stopnjah učenja tujega jezika in pri razlaganju težavnejših pojavov, npr. v frazeologiji, premagovanje samodejnega podrejanja tujejezičnemu sobesedniku)
- c) Uravnoteženje razmerij med tujimi jeziki kot šolskimi predmeti (nabor, globina obravnave).
- Zmanjšanje samoumevnosti angleščine kot prvega/edinega tujega v javnem šolstvu
  - Premislek o esperantu
- d) Spodbujanje domačih piscev učbenikov za tuje jezike.
- Javni razpisi ali javni pozivi za avtorje
- f) Preverjanje teorije in prakse ter učinkov »evropskih razredov« na gimnazijah in poskusnega programa CLIL.
- Isto (raziskava – CRP)

## 8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem



sporazumevalnem prostoru:

a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.

- Dopolnitev že predpisanih šolskih učno-vzgojnih programov
- Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«
- Proslava spominske obletnice začetnika slovenskega knjižnega jezika
- Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevsкими besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitvenih akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.

c) Razvijanje pripravljenosti Slovencev (zmožnosti in hotenja) za prevajanje javnosti namenjenih tujejezičnih sporočil v slovenščino.

- Prevajanje kot redna in poudarjena sestavina v učnih načrtih za tuje jezike (ne samo za poklicne prevajalce)
- Navajanje na rabo slovarjev

č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
- Predmet redne pozornosti pedagoških svetovalcev
- Jezikovna plat
- Recenzije učbenikov in delovnih zvezkov

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah
- Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. Stikih s partnerji v zamejstvu
- Izboljšanje prometnih povezav (Solarji)
- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
- Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

b) Razvijanje jezikovne infrastrukture, zlasti sistemov za strojno analizo in sintezo slovenskega govora, za prevajanje in simultano tolmačenje, za uveljavljanje črkovnih naborov s strešicami in drugimi diakritičnimi znamenji.

- Uskladitev in pospešitev razvojnih prizadevanj
- Prenašanje dosežkov v prakso

f) Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

- Odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture sms-ov

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

- Izdajanje predstavitvenih zloženk, brošur in drugega informativnega gradiva
- Izvajanje SSJLK ter podobnih prireditev za tujce
- Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
- Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)

j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejmih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).

- Redne (tedenske?) televizijske oddaje z jezikovno tematiko

k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.

- Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag

- m) Oblikovanje učnih programov za slovenščino kot drugi/tuji jezik ter priprava potrebnih učbenikov in drugega učnega gradiva.
- o) Nadaljevanje in izpopolnjevanje spletnega tečaja »Slovenščina na daljavo«.
- p) Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe.
  - Strokovni posvet o strukturi slovenskega strokovnega jezika in možnostih za njegov nadaljnji razvoj
  - Podpora razvojnim projektom na tem področju

#### 11. Višja sporazumevalna kultura v družbi:

- a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.
  - Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
  - Ure pravljic v vrtcih in knjižnicah
  - Igralski recitali
  - Pogovori s pisatelji na osnovnih in srednjih šolah
  - Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
  - Moderiranje spletnih forumov
- c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.
  - Vpeljava spletnih svetovalnic kot javnega servisa z ustreznimi programskimi usmeritvami (večanje ugleda in pravilna raba knjižnega jezika, uglaseno sožitje med narečnostjo, pogovornostjo in knjižnojezikovnim standardom, uzaveščanje tipičnih govornih položajev, vrednotenje narečja kot pomembne oblike nesnovne kulturne dediščine in žive prvine pokrajinske prepoznavnosti, vzdrževanje tradicionalne slovenske usmeritve v jezikovnem načrtovanju s prevlado tvorbe novih domačih izrazov nad prevzemanjem tujih, navajanje na rabo jezikovnih priročnikov in jezikovne tehnologije)
  - Redne radijske in TV-oddaje o jeziku
- č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.
  - Brezplačni dostop in dopolnjevanje pravopisnega slovarja
- k) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.
  - Isto, v navezavi s sprejetim Akcijskim programom za invalide 2007–2015
  - Izdaja priročnika, zgoščenke
- k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.
  - Prirejanje knjižnega gradiva za slepe in slabovidne v njim prilagojenih tehnikah
  - Varstvo njihovih kulturnih pravic
  - Izobraževanje
  - Razvoj ustrezne tehnične in organizacijske strukture
- m) Izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij.
  - Črkovalnik
  - Prevajalniki
  - Slovarji
  - Terminološke zbirke
- n) Priprava in izdaja splošnih in specializiranih priročnikov za romščino.
  - Slovnic in slovar
  - Pravorečne vaje (zgoščenka) idr.

#### 12. Dejavnost vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

- e) Preverjanje in ocenjevanje jezikovne zmožnosti za slovenščino kot tuji jezik po merilih in metodah iz Skupnega evropskega jezikovnega okvira oziroma po Evropskem kazalniku jezikovne zmožnosti.
  - Izpopolnitev opisov ravni obvladovanja slovenščine
  - sestavljanje in uporaba jezikovnih testov za posamezne ravni

#### **MŠŠ (Urad za razvoj šolstva):**

##### 6. Okrepitev jezikovne zmožnosti v maternem jeziku:

- m) Sprejetje učnih načrtov za predmet slovenski znakovni jezik kot drugi jezik v zavodih za gluhe ter za izbirni

predmet v srednjih šolah za sliščečo mladino.

- Isto; z navezavo na zbrano gradivo za slovnico in na Multimedijski praktični slovar znakovnega jezika gluhih

7. Smotrnost pri učenju in rabi tujih jezikov:

č) Evropski kazalniki znanja tujih jezikov.

- Sodelovanje z organi Sveta Evrope pri izdelavi kazalnikov (posebej tudi za slovenščino kot tuji jezik) in njihovem uveljavljanju v Sloveniji
- Podiplomski tečaji (iz didaktike idr.)

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

f) Sodelovanje med oblikovalci jezikovne politike RS ter izvajalci evropskega delovnega programa

»Izobraževanje in usposabljanje 2010« pri snovanju strategije razvijanja in uresničevanja ključnih zmožnosti v Sloveniji.

- Zagotovitev sporazumevanja v maternem jeziku na prvem mestu seznama osmih ključnih zmožnosti (in sporazumevanja v tujih jezikih takoj na drugem mestu)
- Izdelava besednjaka/pojmovnika za pripravo in prevajanje priloge k spričevalu (»europass«), gl. tudi naloge pri ukrepu c za 6. cilj (preverjanje šolskih načrtov)

#### **Urad RS za razvoj šolstva:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).

- Priprava učnega gradiva
- Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
- Sofinanciranje tečajev slovenščine za tujce
- Zagotovitev kadrovskih zmogljivosti

#### **MŠŠ v sodelovanju z Zvezo Romov Slovenije:**

5. Opis sodobne norme slovenskega knjižnega jezika:

e) Standardizacija romskega jezika v Sloveniji.

- Nadaljevanje standardizacije na podlagi opravljenih opisov govorne norme prekmurske in dolenske romske skupine
- Izбира in popularizacija skupnih oz. usklajenih oblik
- Upoštevanje dosegljivega pisnega gradiva
- Kontrastiranje s slovenščino
- Urejanje gradiva za knjižno izdajo slovnice in slovarja
- Naročanje najnovejših jezikoslovnih publikacij

#### **Strokovni sveti za izobraževanje:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
- Predmet redne pozornosti pedagoških svetovalcev
- Jezikovna plat
- Recenzije učbenikov in delovnih zvezkov

#### **Strokovni svet za splošno in strokovno izobraževanje:**

7. Smotrnost pri učenju in rabi tujih jezikov:

a) Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov.

- Uvrstitev prevajanja v slovenščino in iz slovenščine, pogajanja v tujem jeziku, terminološkega poglobljanja in utemeljenega kodnega preklapljanja

- Osmišljanje učenja in rabe tujih jezikov kot dopolnilne možnosti (pri spoznavanju tujih kultur, študiju strokovne literature, sporazumevanju v tujini, poslovnih stikih s tujci ipd.)
- Zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje)

**MNZ:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:  
n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).

- Priprava učnega gradiva
- Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
- Sofinanciranje tečajev slovenščine za tujce
- Zagotovitev kadrovskih zmogljivosti

**MDDSZ:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.

- Npr. slovenščina za tajnice, gostince, zdravnike itn.
- Omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si))

e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.

- Izvajanje podiplomskih tečajev
- Univerza za tretje življenjsko obdobje
- Bralni krožki
- Priložnostna predavanja

11. Višja sporazumevalna kultura v družbi:

j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.

- Isto, v navezavi s sprejetim Akcijskim programom za invalide 2007–2015
- Izdaja priročnika, zgoščenke

k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.

- Prirejanje knjižnega gradiva za slepe in slabovidne v njim prilagojenih tehnikah
- Varstvo njihovih kulturnih pravic
- Izobraževanje
- Razvoj ustrezne tehnične in organizacijske strukture

**Urad Vlade RS za Slovence v zamejstvu in po svetu:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

f) Pomoč učiteljem slovenščine v zamejstvu in izseljenstvu.

- Brezplačni tečaji z jezikoslovno in didaktično tematiko za učitelje
- Pošiljanje učbenikov in drugih slovenskih publikacij, videokaset ipd.
- Posebna pomoč pri pisanju učbenikov za Porabje

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah
- Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. Stikih s partnerji v zamejstvu
- Izboljšanje prometnih povezav (Solarji)

- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
  - Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo
- k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.
- Boljša distribucija slovenske revije za izseljence
  - Spodbujanje spletnih povezav (mreženje)
  - Pritegovanje izseljencev v izmenjave na izobraževalnem, gospodarskem, turističnem in znanstvenem področju
  - Popularizacija slovenščine (slovenščina na daljavo) in poletnih šol

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

e) Privabljanje uveljavljenih slovenskih znanstvenikov po svetu za gostujoče ali stalne predavatelje na univerzah v Sloveniji.

- Sestava in izpopolnjevanje razvida slovenskih znanstvenikov po svetu in razvida kadrovskega potreb na slovenskih univerzah
- Menedžerska dejavnost
- Osvežitveni jezikovni tečaji (individualno, po potrebi)

#### **Urad RS za Slovence zunaj Slovenije:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.

- Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag

#### **Urad Vlade RS za Slovence v zamejstvu in po svetu v sodelovanju z ustanovami slovenskega manjšinskega šolstva v Italiji, Avstriji in na Madžarskem:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

g) Odločnejši nastop predstavnikov slovenske države glede šolskega učenja slovenščine, posebej pri slovenski manjšini v Republiki Madžarski.

- V okviru slovensko-madžarske mešane komisije in po drugih diplomatskih poteh nadaljevati prizadevanje za doslednejše izvajanje Sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Sloveniji z madžarske strani

#### **Urad Vlade RS za Slovence v zamejstvu in po svetu v sodelovanju z manjšinskimi organizacijami:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

l) Spremljanje živosti in učinkov uveljavljenih modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.

- Raziskava (CRP)

#### **MZZ:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

g) Odločnejši nastop predstavnikov slovenske države glede šolskega učenja slovenščine, posebej pri slovenski manjšini v Republiki Madžarski.

- V okviru slovensko-madžarske mešane komisije in po drugih diplomatskih poteh nadaljevati prizadevanje za doslednejše izvajanje Sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Sloveniji z madžarske strani

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

j) Odločno odzivanje na neizvajanje jezikovnih pravic pripadnikov slovenske manjšine v zamejstvu (dvojezični krajevni napisi idr.).

- Odzivanje skladno z diplomatsko prakso, všteti pobude za obravnavo na ravni EU

**(Pristojna) ministrstva:**

1. Popolnejši in »trdni« predpisi o jezikovni rabi:

a) Odprava ugotovljenih vrzeli, nejasnosti in drugih pomanjkljivosti v veljavnih zakonih, uredbah, pravilnikih in drugih predpisih o rabi jezika.

- noveliranje ZUJIK (slovenščina kot podstavka javnega interesa za kulturo), ZJRS in ZVPot
- sprejetje Zakona o skladu za knjigo ter izdaja potrebnih podzakonskih predpisov:
  - za vpeljavo študijskega predmeta »strokovno-znanstvena slovenščina« v visokem šolstvu po zadnjem odstavku 8. člena ZVŠ
  - za pravno ureditev lektorskega, prevajalskega in tolmaškega poklica (pridobitev statusa samostojnega kulturnega delavca idr.)
  - za določitev potrebnega znanja slovenščine po 7. členu ZJRS

c) Izvajanje nacionalnega programa za jezikovno politiko.

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

a) Močnejše samoiniciativno odzivanje inšpekcijskih služb na primere kršenja predpisov o rabi jezika.

- Nadzor in hitro odzivanje na področjih oglaševanja, navodil za uporabo izdelkov, javnih napisov, javnih prireditev idr.

3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:

a) Navezava in okrepitev stikov med predstavniki institucionalnih jezikovnopolitičnih akterjev za usklajevanje ciljev in dejavnosti.

- [Objava spletnih naslovov vseh virov in dejavnikov JP v Sloveniji na spletni strani Sektorja za slovenski jezik, medsebojno obveščanje in sodelovanje omenjenih akterjev](#)

č) Oblikovanje delnih (sektorskih) jezikovnopolitičnih programov oziroma strategij, izpeljanih iz nacionalnega programa za JP.

d) Ekspertize in uporabne raziskave (ciljni raziskovalni programi – CRP) o posameznih vprašanih jezikovnega položaja (npr. čim natančnejša določitev pojma javna raba jezika, analiza univerzitetnih pravilnikov o učnem jeziku in učbenikih, priljubljenost maternega jezika kot šolskega predmeta, stališča ljudi do neslovenskih imen lokalov in javnih napisov, dvojezičnost na območjih avtohtonih manjšin v Sloveniji in zamejstvu), urejenost jezikovne rabe v slovenskih enotah mednarodnih vojaških misij in mednarodnih vojaških vaj, sistematično spremljanje jezikovnopolitičnih in jezikovnokulturnih implikacij širših družbenih in gospodarskih procesov (npr. regionalizacije, bolonjskih reform, prostega pretoka blaga in storitev, načrtovanja velezabaviščnih parkov) idr.

- [Javni razpisi in javni pozivi, financiranje, predstavitev ugotovitev](#)

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

a) Poživitev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

- [Okrepitev strokovne motivacije in financiranja](#)
- [Urejanje kadrovskih vprašanj](#)
- [Spletno povezovanje](#)
- [Izpopolnjevanje in dostopnost terminoloških zbirk](#)

c) Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).

- [Spodbujanje programerskih skupin](#)
- [Subvencioniranje, pogojevanje priznavanja licenc in dodeljevanja koncesij \(npr. za frekvence\) pri novih generacijah komunikacijske tehnologije z razvijanjem in uveljavljanjem ustreznega slovenskega programja na novih področjih](#)

d) Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.

- Razvijanje, bogatitev in posodabljanje podatkovnih zbirk (vozni redi, valutni tečajji, katastrski podatki, Atlas Slovenije, Sova ipd., sodni register, Cobiss, e-uprava, javna statistika)
- e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.
- Elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in pisateljev) in praktično uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospore – GL. točko d), Enciklopedija Slovenije, predstavitvene strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.
- r) Dosledno zagotavljanje slovenskega sporazumevanja s slovenskimi strankami v zdravstvu in drugih javnih službah.
- Uveljavljanje ustreznega znanja slovenščine kot pogoja za zaposlovanje tujih delavcev v zdravstvu, gostinstvu, potniškem prometu ipd.
- h) Okrepitev motivacije za objavljanje znanstvenih dognanj v slovenščini in za nastopanje v slovenščini na mednarodnih prireditvah v Sloveniji.
- Sofinanciranje konferenčnega tolmačenja
  - Sprememba meril za točkovanje objav v slovenščini (ne le za »nacionalne« vede)
  - Občutna okrepitev subvencij za slovenske znanstvene monografije in znanstvene revije (v slovenščini ne samo povzetki tujejezičnih prispevkov slovenskih piscev)
11. Višja sporazumevalna kultura v družbi:
- l) Priprava splošnih in specializiranih priročnikov za slovenščino.
- Pravorečje
  - »Pedagoška« delavnica
  - Frazeološki, sinonimni, terminološki, zgodovinski in dvojezični slovarji
  - »Mali Slovenski pravopis«
  - Zbirke standardiziranih zemljepisnih idr. lastnih imen
  - Obogateni in komentirani katalogi vzorcev besedilnih vrst ipd.

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

č) Sistematično spremljanje rabe slovenščine kot uradnega jezika v ustanovah EU in ustrezno odzivanje ob morebitnem neuresničevanju pravice do prevajanja oziroma tolmačenja.

- Spodbujanje kadrovskega izpopolnjevanja prevajalskih/tolmaških služb
- Razčlemba doslej porabljenih sredstev iz kvote za tolmačenje na sejah delovnih teles po sistemu »zahtevaj in plačaj« (primerjava z drugimi državami članicami)
- Skrb za porabo celotne že plačane kvote
- Zagotavljanje tolmačenja pri srečanjih delegacij EU z državnimi organi v Sloveniji
- Enakopraven razvoj slovenskega odseka v okviru »Evropske šole« za otroke slovenskih uslužbencev v Bruslju

#### **MG:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejmih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).

n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).

- Priprava učnega gradiva
- Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
- Sofinanciranje tečajev slovenščine za tujce
- Zagotovitev kadrovske zmožljivosti

11. Višja sporazumevalna kultura v družbi:

i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnih 8 prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

#### **MzK:**

1. Popolnejši in »trdni« predpisi o jezikovni rabi:

b) Nasprotovanje nadaljnemu izrivanju slovenščine iz področnih zakonov in programov.

- Odločno vztrajanje pri zakonskem pogojevanju rabe tujega učnega jezika v visokošolskem izobraževanju z vzporednim izvajanjem istih študijskih programov v slovenščini in z neizpodbitno pravico slovenskih študentov do opravljanja izpitov in drugih obveznosti v slovenščini.

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

b) Redna letna poročila o izvajanju zakonskih določb o jezikovni rabi (26. člen ZJRS) in uresničevanju nacionalnega programa za jezikovno politiko.

- Priprava, obravnava in sprejemanje poročil (o zakonu)

č) Kadrovska in organizacijska okrepitev institucionalnih nosilcev JP ter jasen dogovor o razmejitvi njihovih nalog in pristojnosti.

- Razpisovanje ustreznega števila in razmestitve študijskih mestna slovenističnih, prevajalskih in drugih jezikoslovnih ipd. študijskih smereh
- Ustrezna sistematizacija delovnih mest v javni upravi



## 6. Okrepitev jezikovne zmožnosti v maternem jeziku:

e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.

- Izvajanje podiplomskih tečajev
- Univerza za tretje življenjsko obdobje
- Bralni krožki
- Priložnostna predavanja

h) Izvajanje poletnih šol slovenščine in drugih tečajev za otroke slovenskih zamejcev, zdomcev in izseljencev.

- Tečaji v slovenskem govornem okolju s strokovno usposobljenimi lektorji in privlačnim dopolnilnim programom (umetnostnim, turističnim, športnim idr.), v katerem so tečajniki izpostavljeni slovenščini v različnih govornih položajih

## 7. Smotrnost pri učenju in rabi tujih jezikov:

g) Skrčenje ekstenzivnih tujejezičnih govornih odlomkov v slovenskih radijskih informativnih oddajah.

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

f) Javne pohvale in nagrade za razvojne, raziskovalne, pedagoške, promocijske, organizacijske idr. dosežke in zasluge na jezikovnem področju.

- Ustanovitev posebne nagrade (statut)
- Zbiranje in obravnavanje predlogov na podlagi javnih razpisov
- Posebni predlogi za najvišja državna odlikovanja

h) Posebna pozornost razvoju mlade univerzitetne slovenistike ob zahodni meji (Nova Gorica, Koper).

- Skrb za programsko ustreznost in kakovostno kadrovske zasedbo

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah
- Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. stikih s partnerji v zamejstvu
- Izboljšanje prometnih povezav (Solarji)
- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
- Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

b) Razvijanje jezikovne infrastrukture, zlasti sistemov za strojno analizo in sintezo slovenskega govora, za prevajanje in simultano tolmačenje, za uveljavljanje črkovnih naborov s strešicami in drugimi diakritičnimi znamenji(16).

- Uskladitev in pospešitev razvojnih prizadevanj
- Prenašanje dosežkov v prakso

č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini.

- Izdajanje nagrajenih novih romanov na zgoščenkah (npr. kresnik) in glasbenih zgoščenk s slovenskimi besedili
- Slovensko podnaslovljeni in sinhronizirani tuji filmi na videokasetah za dajanje v najem in javno izposajo

f) Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

- Odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture sms-ov

h) Poskusi z govorno sinhronizacijo tujih filmov.

- Postopna pomnožitev »poskusov« z uspešnicami za odrasle, ne le za otroke

j) Organiziranje in sofinanciranje skupnega nastopanja slovenskih založb na mednarodnih knjižnih sejnih (Frankfurt, Praga, Bologna, London, Leipzig, Zagreb idr.).

k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.

- Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag
- l) Trajno uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine(17).
  - Priprava in sprejem pisnega sporočila
  - Izročanje sporočila prosilcem pri vlaganju prošenj
- n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).
  - Priprava učnega gradiva
  - Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
  - Sofinanciranje tečajev slovenščine za tujce
  - Zagotovitev kadrovskih zmogljivosti

#### 11. Višja sporazumevalna kultura v družbi:

##### a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.

- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
- Ure pravljic v vrtcih in knjižnicah
- Igralski recitali
- Pogovori s pisatelji na osnovnih in srednjih šolah
- Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
- Moderiranje spletnih forumov

##### b) Povečanje dostopnosti slovenskih publikacij (knjig, zgoščenk, kaset idr.).

- Zagotavljati sprejemljivejšo ceno slovenskih knjig s sprejetjem ugodnosti v okviru reforme davčne zakonodaje in z javnimi razpisi za subvencioniranje kakovostnega leposlovja in strokovno-znanstvene literature v slovenščini
- Štipendirati strokovne avtorje
- Razvijati mrežo javnih knjižnic in dobrih knjigarn

##### c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.

- Vpeljava spletnih svetovalnic kot javnega servisa z ustreznimi programskimi usmeritvami (večanje ugleda in pravilna raba knjižnega jezika, uglaseno sožitje med narečnostjo, pogovornostjo in knjižnojezikovnim standardom, uzaveščanje tipičnih govornih položajev, vrednotenje narečja kot pomembne oblike nesnovne kulturne dediščine in žive prvine pokrajinske prepoznavnosti, vzdrževanje tradicionalne slovenske usmeritve v jezikovnem načrtovanju s prevlado tvorbe novih domačih izrazov nad prevzemanjem tujih, navajanje na rabo jezikovnih priročnikov in jezikovne tehnologije)
- Redne radijske in TV-oddaje o jeziku

##### č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.

- Brezplačni dostop in dopolnjevanje pravopisnega slovarja

##### g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.

- Subvencioniranje literarnih revij
- Izdajanje šolskih glasil
- Prirejanje literarnih večerov, predstavitve in ocene novih knjig
- Podeljevanje literarnih nagrad

##### h) Spodbujanje kakovostne gledališke in filmske govorne produkcije.

- Študij odrskega, filmskega in mikrofonskega govora
- Prenašanje te produkcije v različne medije (televizija, videokasete)
- CRP »Slovenščina v novejših slovenskih filmih«
- Podeljevanje posebnih nagrad za govor

##### i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnežev (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

##### k) Povečanje raznolikosti programskih vsebin, dostopnih slepim in slabovidnim ter gluhim in naglušnim.

- Prirejanje knjižnega gradiva za slepe in slabovidne v njim prilagojenih tehnikah
- Varstvo njihovih kulturnih pravic
- Izobraževanje
- Razvoj ustrezne tehnične in organizacijske strukture

m) Izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij.

- Črkovalnik
- Prevajalniki
- Slovarji
- Terminološke zbirke

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

a) Izraba predsedovanja Slovenije Evropski uniji za dejansko uveljavitev gesla o podpori jezikovne raznolikosti.

- Uveljavitev pravila o rabi slovenščine kot delovnega jezika in o tolmačenju (po »Priročniku v pomoč pri organizaciji dogodkov pod ministrsko ravno med predsedovanjem Slovenije EU«)
- Zagotovitev tolmačenja za slovenščino na vseh srečanjih, na katerih bo tolmačenje zagotovljeno za več kot dva jezika (tj. za francoščino in angleščino kot stalna delovna jezika EU)

b) Odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice (18) ter da ima država pravico do pravnih varovalk in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka (razločevanje med pojmom »diskriminatornost na podlagi državljanstva« in »varovanje in priznavanje kulturno-jezikovne identitete«).

- Predstavitve tega stališča na napovedani mednarodni konferenci o medkulturnem dialogu »Evropa, svet in humanost v 21. stoletju«
- Ekspertiza o razumevanju in razlagah evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov
- Okrogla miza o jezikovni plati varstva potrošnikov

c) Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji, pri tem pa ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti.

- Podpora društvenim dejavnostim in knjižnicam
- Medijske predstavitve posameznih skupnosti
- Omogočanje stikov z matičnimi državami
- Zagotavljanje posebnih pravic avtohtonih skupnosti
- Sprejetje zakona o romski skupnosti

g) Sodelovanje pri snovanju in uresničevanju evropskega projekta znanstvenega spremljanja jezikovnega položaja v državah članicah in skupnih organih EU.

- Podpora predlogu Evropske zveze državnih jezikovnih ustanov (EFNIL) za ustanovitev »Evropskega jezikovnega opazovalnika«
- Priprava razvida slovenskih podatkovnih virov za spremljanje jezikovnega položaja v okviru »Evropskega jezikovnega opazovalnika«

### **MzK (Sektor za slovenski jezik):**

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

b) Pobude ozaveščenih posameznikov in organov za inšpekcijsko ukrepanje v opaženih primerih kršenja predpisov.

- Obveščanje javnosti o tej možnosti (navajanje naslovov inšpekcijskih služb ipd.) oz. ozaveščanje

c) Sprotno medijsko odzivanje na aktualne pojave v javni rabi jezikov.

- Objavljanje poročil, komentarjev in pisem bralcev o »incidentih«, tiskovne konference

d) Razčlemba letnih poročil o inšpekcijskih ukrepih na jezikovnem področju.

3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:

a) Navezava in okrepitev stikov med predstavniki institucionalnih jezikovnopolitičnih akterjev za usklajevanje

ciljev in dejavnosti.

- Objava spletnih naslovov vseh virov in dejavnikov JP v Sloveniji na spletni strani Sektorja za slovenski jezik, medsebojno obveščanje in sodelovanje omenjenih akterjev

b) Zagotovitev demokratičnega foruma za razpravo o jezikovnopolitičnih vprašanjih.

- Prirejanje javnih strokovnih srečanj o aktualnih jezikovnopolitičnih vprašanjih

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

a) Dokumentacijsko središče za spremljanje jezikovnega položaja.

- Ustanovitev posebnega oddelka v centru INDOK na MzK
- Zbiranje podatkov iz inšpekcijskih, medijskih in drugih poročil, znanstvenih raziskav in drugih virov
- Vodenje podatkovnih zbirk (npr. seznama ustanov in posameznikov, ki se ukvarjajo s terminologijo)
- Navezava na »evropski jezikovni prikazovalnik« (pobuda ENFIL)
- Skrb za dostopnost podatkov

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.

- Dopolnitev že predpisanih šolskih učno-vzgojnih programov
- Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«
- Proslava spominske obletnice začetnika slovenskega knjižnega jezika
- Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevskimi besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitvenih akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.

b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorci raznih jezikov).

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU
- Izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)
- Izdaja publikacije o slovenskih imenih podjetij v sodnem registru
- Anketna raziskava o tujejezičnih imenih lokalov ipd.

d) Razvitje celovitega sistema za promocijo slovenščine.

- Uporaba spletnih strani
- Izdajanje zgibank, brošur in zgoščenk
- Predavanja
- Spodbujevalni nastopi v množičnih občilih
- Zaznamovanje dneva maternih jezikov in evropskega dneva jezikov
- Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr.

g) Ustanovitev skupine za redne javne izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih zadevah.

- Povabilo vsem organiziranim akterjem za skupni sestanek o potrebnosti skupine, njenih nalogah, sestavi in organiziranosti sprejetje sklepa
- Sprejetje sklepa o ustanovitvi in poslovniku
- Redno delovanje skupine
- oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

l) Krepitev sodelovanja državnih jezikovnopolitičnih ustanov z nevladnimi organizacijami in spodbujanje organizacij civilne družbe za obravnavanje jezikovnih vprašanj.

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

- Izdajanje predstavitvenih zloženkov, brošur in drugega informativnega gradiva
- Izvajanje SSJLK ter podobnih prireditev za tujce
- Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
- Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
- Redne (tedenske?) televizijske oddaje z jezikovno tematiko

s) Nadaljevanje sofinanciranja malih projektov, ki pripomorejo k učenju, razvoju, uveljavljanju in predstavljanju slovenščine.

- Izvajanje javnih razpisov
- Bistveno povečanje vsote za sofinanciranje

11. Višja sporazumevalna kultura v družbi:

d) Organizirana skrb za ustrezno jezikovno rabo v založništvu in množičnih občilih (pisnih in govornih).

- Obvezno lektoriranje subvencioniranih knjig
- CRP »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih«
- Ureditev stanja v medijih (uresničevanje jezikovnih določb Zakona o RTV in Zakona o medijih, slovensko podnaslavljanje oddaj TV Koper/Capodistria, odpravljanje položajsko neupravičenih primerov rabe slenga in narečja v osrednjih in pokrajinskih medijih)

12. Dejavnější vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

f) Sodelovanje med oblikovalci jezikovne politike RS ter izvajalci evropskega delovnega programa »Izobraževanje in usposabljanje 2010« pri snovanju strategije razvijanja in uresničevanja ključnih zmožnosti v Sloveniji.

- Zagotovitev sporazumevanja v maternem jeziku na prvem mestu seznama osmih ključnih zmožnosti (in sporazumevanja v tujih jezikih takoj na drugem mestu)
- Izdelava besednjaka/pojmovnika za pripravo in prevajanje priloge k spričevalu (»europass«), gl. tudi naloge pri ukrepu c za 6. cilj (preverjanje šolskih načrtov)

### **MzK (Sektor za knjigo in knjižničarstvo):**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)

### **Mzk (Sektor za medije):**

11. Višja sporazumevalna kultura v družbi:

d) Organizirana skrb za ustrezno jezikovno rabo v založništvu in množičnih občilih (pisnih in govornih).

- Obvezno lektoriranje subvencioniranih knjig
- CRP »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih«
- Ureditev stanja v medijih (uresničevanje jezikovnih določb Zakona o RTV in Zakona o medijih, slovensko podnaslavljanje oddaj TV Koper/Capodistria, odpravljanje položajsko neupravičenih primerov rabe slenga in narečja v osrednjih in pokrajinskih medijih)

### **Inšpektorat RS za kulturo in medije:**

11. Višja sporazumevalna kultura v družbi:

d) Organizirana skrb za ustrezno jezikovno rabo v založništvu in množičnih občilih (pisnih in govornih).

- Obvezno lektoriranje subvencioniranih knjig
- CRP »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih«

- Ureditev stanja v medijih (uresničevanje jezikovnih določb Zakona o RTV in Zakona o medijih, slovensko podnaslavljanje oddaj TV Koper/Capodistria, odpravljanje položajsko neupravičenih primerov rabe slenga in narečja v osrednjih in pokrajinskih medijih)

#### **MzK (Center INDOK):**

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

a) Dokumentacijsko središče za spremljanje jezikovnega položaja.

- Ustanovitev posebnega oddelka v centru INDOK na MkZ
- Zbiranje podatkov iz inšpekcijskih, medijskih in drugih poročil, znanstvenih raziskav in drugih virov
- Vodenje podatkovnih zbirk (npr. seznama ustanov in posameznikov, ki se ukvarjajo s terminologijo)
- Navezava na »evropski jezikovni prikazovalnik« (pobuda ENFIL)
- Skrb za dostopnost podatkov

12. Dejavnější vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

g) Sodelovanje pri snovanju in uresničevanju evropskega projekta znanstvenega spremljanja jezikovnega položaja v državah članicah in skupnih organih EU.

- Podpora predlogu Evropske zveze državnih jezikovnih ustanov (EFNIL) za ustanovitev »Evropskega jezikovnega opazovalnika«
- Priprava razvida slovenskih podatkovnih virov za spremljanje jezikovnega položaja v okviru »Evropskega jezikovnega opazovalnika«

#### **»Demokratični jezikovni forum«:**

(tega bi morale zagotoviti MzK (Sektor za slovenski jezik) v okviru cilja 3. b)

3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:

c) Priprava in objavlanje skupnih stališč glede ciljev, ukrepov in nalog iz nacionalnega programa za JP ter njihovega uresničevanja.

- Izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih vprašanjih

#### **Ministrstvo za promet:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah
- Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. stikih s partnerji v zamejstvu
- Izboljšanje prometnih povezav (Solarji)
- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
- Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo

#### **MF:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

b) Povečanje dostopnosti slovenskih publikacij (knjig, zgoščenk, kaset idr.).

- Zagotavljati sprejemljivejšo ceno slovenskih knjig s sprejetjem ugodnosti v okviru reforme davčne zakonodaje in z javnimi razpisi za subvencioniranje kakovostnega leposlovja in strokovno-znanstvene literature v slovenščini
- Štipendirati strokovne avtorje
- Razvijati mrežo javnih knjižnic in dobrih knjigarn

**MJU:**

7. Smotrnost pri učenju in rabi tujih jezikov:

h) Dosledno pogojevanje rabe tujih jezikov v javnih informativnih in oglaševalskih napisih z vzporedno rabo slovenščine (na prvem mestu).

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznoličnosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorci raznih jezikov).

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU
- Izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)
- Izdaja publikacije o slovenskih imenih podjetij v sodnem registru
- Anketna raziskava o tujejezičnih imenih lokalov ipd.

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

l) Trajno uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine.

- Priprava in sprejem pisnega sporočila
- Izročanje sporočila prosilcem pri vlaganju prošenj

11. Višja sporazumevalna kultura v družbi:

f) Delovanje lektorskih in prevajalskih služb na reprezentativnih položajih uradnega sporazumevanja.

- Zagotavljanje lektorskega pregleda besedil, nastajajočih v uradnih organih
- Jezikovna revizija uradnih obrazcev

i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnežev (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

**Ministrstvo za okolje in prostor:**

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

d) Sociolingvistično raziskovanje sodobnega jezikovnega položaja in jezikovne politike; v povezavi s spremljanjem (»monitoringom«) sprememb v prostoru posebna pozornost spremljanju jezikovnih navad prebivalstva v obmejnem pasu.

**Vladna komisija:**

1. Popolnejši in »trdni« predpisi o jezikovni rabi:

b) Nasprotovanje nadaljnemu izrivanju slovenščine iz področnih zakonov in programov.

- Odločno vztrajanje pri zakonskem pogojevanju rabe tujega učnega jezika v visokošolskem izobraževanju z vzporednim izvajanjem istih študijskih programov v slovenščini in z neizpodbitno pravico slovenskih študentov do opravljanja izpitov in drugih obveznosti v slovenščini.

č) Redno delovanje vladne komisije za presojo novih predpisov in državnih programov (medresorsko usklajevanje jezikovne politike na podlagi 27. člena ZJRS).

**JARRS:**

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

d) Sociolingvistično raziskovanje sodobnega jezikovnega položaja in jezikovne politike; v povezavi s spremljanjem (»monitoringom«) sprememb v prostoru posebna pozornost spremljanju jezikovnih navad prebivalstva v obmejnem pasu.



## 5. Opis sodobne norme slovenskega knjižnega jezika:

b) Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine idr.).

c) Sinhrono in diahrono raziskave slovenskega jezika.

- Izvajanje raziskav po sistemskih ravlinah in objavlanje rezultatov
- Raziskovanje zgodovine slovenskega jezika s poudarkom na pojasnjevanju pojavov in dilem, pomembnih za sodobni jezik in jezikovno politiko

č) Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.

- Razkrivanje in uzaveščanje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng – knjižni jezik; jezik e-sporočil, blogov, SMS-ov) idr.
- Vrednotenje primernosti in povednosti posameznih jezikovnih izrazil na podlagi podatkov iz reprezentativnih besedil in govornih korpusov in drugih jezikovnih virov
- Stališče do pisnega podomačevanja lastnih imen iz nelatiničnih pisav
- Stališče in standardizirane rešitve, kadar tehnične naprave ne morejo prikazovati črk s strešicami
- Stališče do seksistične ekstenzivnosti pri navajanju spolskih različic poimenovanj za poklice in funkcije v uradnih besedilih (državlani in državljanke, poslanci oz. poslanke, voznik ali voznica)

d) Raziskovanje kontaktnih oblik jezika in sporazumevanja (posebnosti jezika priseljencev, gostujočih delavcev, azilantov ipd.).

- Razčlenjevanje interferenc
- Omejeni kod
- Uporaba ugotovitev pri sestavljanju specializiranega učnega in vadbenega gradiva

## 6. Okrepitev jezikovne zmožnosti v maternem jeziku:

l) Spremljanje živosti in učinkov uveljavljenih modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.

- Raziskava (CRP)

## 9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

a) Poživitvev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

- Okrepitev strokovne motivacije in financiranja
- Urejanje kadrovskih vprašanj
- Spletno povezovanje
- Izpopolnjevanje in dostopnost terminoloških zbirk

**Inšpekcijske službe:**

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

č) Upoštevanje jezikovne problematike v letnih delovnih načrtih in poročilih pristojnih inšpekcijskih služb.

**Zavodi:**

3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:

a) Navezava in okrepitev stikov med predstavniki institucionalnih jezikovnopolitičnih akterjev za usklajevanje ciljev in dejavnosti.

- Objava spletnih naslovov vseh virov in dejavnikov JP v Sloveniji na spletni strani Sektorja za slovenski jezik, medsebojno obveščanje in sodelovanje omenjenih akterjev

**Drugi nosilci odgovornosti po področjih:**

3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:



č) Oblikovanje delnih (sektorskih) jezikovnopolitičnih programov oziroma strategij, izpeljanih iz nacionalnega programa za JP.

#### **SVEZ:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorcami raznih jezikov).

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU
- Izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)
- Izdaja publikacije o slovenskih imenih podjetij v sodnem registru
- Anketna raziskava o tujejezičnih imenih lokalov ipd.

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije:

a) Izraba predsedovanja Slovenije Evropski uniji za dejansko uveljavitev gesla o podpori jezikovne raznolikosti.

- Uveljavitev pravila o rabi slovenščine kot delovnega jezika in o tolmačenju (po »Priročniku v pomoč pri organizaciji dogodkov pod ministrsko ravno med predsedovanjem Slovenije EU«)
- Zagotovitev tolmačenja za slovenščino na vseh srečanjih, na katerih bo tolmačenje zagotovljeno za več kot dva jezika (tj. za francoščino in angleščino kot stalna delovna jezika EU)

b) Odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice (18) ter da ima država pravico do pravnih varovalk in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka (razločevanje med pojmom »diskriminatornost na podlagi državljanstva« in »varovanje in priznavanje kulturno-jezikovne identitete«).

- Predstavitev tega stališča na napovedani mednarodni konferenci o medkulturnem dialogu »Evropa, svet in humanost v 21. stoletju«
- Ekspertiza o razumevanju in razlagah evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov
- Okrogla miza o jezikovni plati varstva potrošnikov

d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

- Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji
- Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
- Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)
- Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike

#### **Ministrstvo za pravosodje v sodelovanju z Gospodarsko zbornico Slovenije:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorcami raznih jezikov).

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU

- Izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)
- Izdaja publikacije o slovenskih imenih podjetij v sodnem registru
- Anketna raziskava o tujejezičnih imenih lokalov ipd.

#### **Izbrana raziskovalna organizacija:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznoličnosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorcami različnih jezikov).

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU
- Izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)
- Izdaja publikacije o slovenskih imenih podjetij v sodnem registru
- Anketna raziskava o tujejezičnih imenih lokalov ipd.

#### **Upravna inšpekcija:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

b) Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznoličnosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govorcami različnih jezikov).

- Skrb za dosledno upoštevanje zakonskih določb o rabi slovenščine kot uradnega jezika (4. člen ZDU idr.) in kot enega izmed uradnih jezikov EU
- Izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)
- Izdaja publikacije o slovenskih imenih podjetij v sodnem registru
- Anketna raziskava o tujejezičnih imenih lokalov ipd.

#### **Drugi organizirani akterji:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

g) Ustanovitev skupine za redne javne izjave o aktualnih jezikovnokulturnih in jezikovnopoličnih zadevah.

- Povabilo vsem organiziranim akterjem za skupni sestanek o potrebnosti skupine, njenih nalogah, sestavi in organiziranosti sprejetje sklepa
- Sprejetje sklepa o ustanovitvi in poslovniku
- Redno delovanje skupine oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

#### **Izvajalci programa EU »Izobraževanje in usposabljanje 2010«:**

12. Dejavnostna vloga Slovenije pri sooblikovanju jezikovnopolične usmeritve Evropske unije:

a) Izdaja predsedovanja Slovenije Evropski uniji za dejansko uveljavitev gesla o podpori jezikovne raznolikosti.

- Uveljavitev pravila o rabi slovenščine kot delovnega jezika in o tolmačenju (po »Priročniku v pomoč pri organizaciji dogodkov pod ministrsko ravno med predsedovanjem Slovenije EU«)
- Zagotovitev tolmačenja za slovenščino na vseh srečanjih, na katerih bo tolmačenje zagotovljeno za več kot dva jezika (tj. za francoščino in angleščino kot stalna delovna jezika EU)

#### **Andragoški center Slovenije:**

12. Dejavnostna vloga Slovenije pri sooblikovanju jezikovnopolične usmeritve Evropske unije:

f) Sodelovanje med oblikovalci jezikovne politike RS ter izvajalci evropskega delovnega programa »Izobraževanje in usposabljanje 2010« pri snovanju strategije razvijanja in uresničevanja ključnih zmožnosti v Sloveniji.

- Zagotovitev sporazumevanja v maternem jeziku na prvem mestu seznama osmih ključnih zmožnosti (in sporazumevanja v tujih jezikih takoj na drugem mestu)
- Izdelava besednjaka/pojmovnika za pripravo in prevajanje priloge k spričevalu (»europass«), gl. tudi naloge pri ukrepu c za 6. cilj (preverjanje šolskih načrtov)

### Priloga 3: Naloge ReNPJP 2007–2011 po izvajalcih

#### Tržni inšpektorat RS:

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

- a) Močnejše samoiniciativno odzivanje inšpekcijskih služb na primere kršenja predpisov o rabi jezika.
- Nadzor in hitro odzivanje na področjih oglaševanja, navodil za uporabo izdelkov, javnih napisov, javnih prireditev idr.

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

- c) Uvrstitev jezikovne politike med področja redne pozornosti najvišjih kulturnopolitičnih forumov.  
d) Sociolingvistično raziskovanje sodobnega jezikovnega položaja in jezikovne politike; v povezavi s spremljanjem (»monitoringom«) sprememb v prostoru posebna pozornost spremljanju jezikovnih navad prebivalstva v obmejnem pasu.

#### Inšpektorat RS za kulturo in medije:

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

- a) Močnejše samoiniciativno odzivanje inšpekcijskih služb na primere kršenja predpisov o rabi jezika.
- Nadzor in hitro odzivanje na področjih oglaševanja, navodil za uporabo izdelkov, javnih napisov, javnih prireditev idr.

4. Pregled nad uresničevanjem sprejete jezikovnopolitične strategije:

- c) Uvrstitev jezikovne politike med področja redne pozornosti najvišjih kulturnopolitičnih forumov.  
d) Sociolingvistično raziskovanje sodobnega jezikovnega položaja in jezikovne politike; v povezavi s spremljanjem (»monitoringom«) sprememb v prostoru posebna pozornost spremljanju jezikovnih navad prebivalstva v obmejnem pasu.

7. Smotrnost pri učenju in rabi tujih jezikov:

- g) Skrčenje ekstenzivnih tujejezičnih govornih odlomkov v slovenskih radijskih informativnih oddajah.

#### Inšpektorat za šolstvo:

7. Smotrnost pri učenju in rabi tujih jezikov:

- f) Preverjanje teorije in prakse ter učinkov »evropskih razredov« na gimnazijah in poskusnega programa CLIL.
- Raziskava – CRP

#### Pristojni organi občinskih uprav:

7. Smotrnost pri učenju in rabi tujih jezikov:

- h) Dosledno pogojevanje rabe tujih jezikov v javnih informativnih in oglaševalskih napisih z vzporedno rabo slovenščine (na prvem mestu).

#### Inšpekcijske službe:

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

- r) Dosledno zagotavljanje slovenskega sporazumevanja s slovenskimi strankami v zdravstvu in drugih javnih službah.
- Uveljavljanje ustreznega znanja slovenščine kot pogoja za zaposlovanje tujih delavcev v zdravstvu, gostinstvu, potniškem prometu ipd.

#### Inšpektorji:

7. Smotrnost pri učenju in rabi tujih jezikov:

- h) Dosledno pogojevanje rabe tujih jezikov v javnih informativnih in oglaševalskih napisih z vzporedno rabo slovenščine (na prvem mestu).

#### Šole:

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

b) Pobude ozaveščenih posameznikov in organov za inšpekcijsko ukrepanje v opaženih primerih kršenja predpisov.

- Obveščanje javnosti o tej možnosti (navajanje naslovov inšpekcijskih služb ipd.) oz. ozaveščanje

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

f) Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

- Odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture sms-ov

#### **Učitelji slovenščine:**

11. Višja sporazumevalna kultura v družbi:

a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.

- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
- Ure pravljic v vrtcih in knjižnicah
- Igralski recitali
- Pogovori s pisatelji na osnovnih in srednjih šolah
- Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
- Moderiranje spletnih forumov

#### **Kadrovske šole:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

i) Proučitev strokovnih in didaktičnih profilov diplomantov slovenistike in diplomantov drugih visokošolskih usmeritev, ki izobražujejo profesorje slovenščine in drugih šolskih predmetov.

- Raziskava profilov
- Podiplomski tečaji (iz didaktike idr.)

#### **Osnovne šole:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).

- Priprava učnega gradiva
- Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
- Sofinanciranje tečajev slovenščine za tujce
- Zagotovitev kadrovskih zmogljivosti

#### **Mediji:**

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

b) Pobude ozaveščenih posameznikov in organov za inšpekcijsko ukrepanje v opaženih primerih kršenja predpisov.

- Obveščanje javnosti o tej možnosti (navajanje naslovov inšpekcijskih služb ipd.) oz. ozaveščanje

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

f) Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

- Odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture sms-ov

11. Višja sporazumevalna kultura v družbi:

i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnežev (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

**Potrošniške organizacije:**

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

b) Pobude ozaveščenih posameznikov in organov za inšpekcijsko ukrepanje v opaženih primerih kršenja predpisov.

- Obveščanje javnosti o tej možnosti (navajanje naslovov inšpekcijskih služb ipd.) oz. ozaveščanje

**Uredništva tiskanih in elektronskih množičnih občil:**

2. Učinkovitejši nadzor nad izvajanjem predpisov o rabi jezika:

c) Sprotno medijsko odzivanje na aktualne pojave v javni rabi jezika.

- Objavljanje poročil, komentarjev in pism bralcev o »incidentih«, tiskovne konference

**Izbrane raziskovalne, razvojne ipd. organizacije/ustanove:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

a) Poživitev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

- Okrepitev strokovne motivacije in financiranja
- Urejanje kadrovskih vprašanj
- Spletno povezovanje
- Izpopolnjevanje in dostopnost terminoloških zbirk

**Izbrana raziskovalna organizacija:**

12. Dejavnija vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

b) Odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice (18) ter da ima država pravico do pravnih varovalk in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka (razločevanje med pojmom »diskriminatornost na podlagi državljanstva« in »varovanje in priznavanje kulturno-jezikovne identitete«).

- Predstavitev tega stališča na napovedani mednarodni konferenci o medkulturnem dialogu »Evropa, svet in humanost v 21. stoletju«
- Ekspertiza o razumevanju in razlagah evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov
- Okrogla miza o jezikovni plati varstva potrošnikov

**(Izbrane) raziskovalne organizacije (inštituti, univerze):**

3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:

d) Ekspertize in uporabne raziskave (ciljni raziskovalni programi – CRP) o posameznih vprašanih jezikovnega položaja (npr. čim natančnejša določitev pojma javna raba jezika, analiza univerzitetnih pravilnikov o učnem jeziku in učbenikih, priljubljenost maternega jezika kot šolskega predmeta, stališča ljudi do neslovenskih imen lokalov in javnih napisov, dvojezičnost na območjih avtohtonih manjšin v Sloveniji in zamejstvu), urejenost jezikovne rabe v slovenskih enotah mednarodnih vojaških misij in mednarodnih vojaških vaj, sistematično spremljanje jezikovnopolitičnih in jezikovnokulturnih implikacij širših družbenih in gospodarskih procesov (npr. regionalizacije, bolonjskih reform, prostega pretoka blaga in storitev, načrtovanja velezabaviščnih parkov) idr.

- Javni razpisi in javni pozivi, financiranje, predstavitev ugotovitev

5. Opis sodobne norme slovenskega knjižnega jezika:

a) Poglobljanje vednosti o novejših teoretičnih usmeritvah v jezikoslovju.

- Udeležba na mednarodnih znanstvenih srečanjih
- Prevajanje tujih del o besediloslovju, jezikovni pragmatiki, korpusnem jezikoslovju, spoznavnem jezikoslovju in drugih vejah sodobnega jezikoslovja
- Štipendije za študijsko izpopolnjevanje v tujih raziskovalnih središčih
- Naročanje najnovejših jezikoslovnih publikacij

c) Sinhrone in diahrone raziskave slovenskega jezika.

- Izvajanje raziskav po sistemskih ravlinah in objavlanje rezultatov
- Raziskovanje zgodovine slovenskega jezika s poudarkom na pojasnjevanju pojavov in dilem, pomembnih za sodobni jezik in jezikovno politiko

č) Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije. (v sodelovanju s širšo strokovno javnostjo)

- Razkrivanje in uzaveščanje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng – knjižni jezik; jezik e-sporočil, blogov, SMS-ov) idr.
- Vrednotenje primernosti in povednosti posameznih jezikovnih izrazil na podlagi podatkov iz reprezentativnih besedil in govornih korpusov in drugih jezikovnih virov
- Stališče do pisnega podomačevanja lastnih imen iz nelatiničnih pisav
- Stališče in standardizirane rešitve, kadar tehnične naprave ne morejo prikazovati črk s strešicami
- Stališče do seksistične ekstenzivnosti pri navajanju spolskih različic poimenovanj za poklice in funkcije v uradnih besedilih (državlani in državljanke, poslanci oz. poslanke, voznik ali voznica)

d) Raziskovanje kontaktnih oblik jezika in sporazumevanja (posebnosti jezika priseljencev, gostujočih delavcev, azilantov ipd.).

- Razčlenjevanje interferenc
- Omejeni kod
- Uporaba ugotovitev pri sestavljanju specializiranega učnega in vadbenega gradiva

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).

- Sprejetje državne strategije za razvoj pismenosti
- Predstavitve akcije (mednarodni dan pismenosti idr.)

i) Proučitev strokovnih in didaktičnih profilov diplomantov slovenistike in diplomantov drugih visokošolskih usmeritev, ki izobražujejo profesorje slovenščine in drugih šolskih predmetov.

- Raziskava profilov
- Podiplomski tečaji (iz didaktike idr.)

j) Temeljita preveritev trditve o »neprijateljnosti« slovenščine kot šolskega predmeta.

- Raziskava – ekspertiza

l) Spremljanje živosti in učinkov uveljavljenih modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.

- Raziskava (CRP)

7. Smotrnost pri učenju in rabi tujih jezikov:

f) Preverjanje teorije in prakse ter učinkov »evropskih razredov« na gimnazijah in poskusnega programa CLIL.

- Isto; (raziskava – CRP)

### Izbrane raziskovalne in izobraževalne organizacije:

11. Višja sporazumevalna kultura v družbi:

l) Priprava splošnih in specializiranih priročnikov za slovenščino.

- Pravorečje
- »Pedagoška« delavnica
- Frazeološki, sinonimni, terminološki, zgodovinski in dvojezični slovarji
- »Mali Slovenski pravopis«
- Zbirke standardiziranih zemljepisnih idr. lastnih imen
- Obogateni in komentirani katalogi vzorcev besedilnih vrst ipd.

### Slovenske univerze:

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

b) Potrditev in postopna vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« v visokošolske študijske programe (študijski predmet na večini fakultet in akademij).

11. Višja sporazumevalna kultura v družbi:

e) Vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« na večini fakultet in akademij.

NALOGE (gl. ukrepa a in b pri 10. cilju):

- CRP
- Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
- Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet

#### **Vodstva univerz oz. fakultet:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

d) Zagotovitev rabe slovenščine pri opravljanju izpitov ter izdelavi in obrambi diplomskih in doktorskih del (tudi ob sodelovanju gostujočih tujih predavateljev kot članov izpitnih komisij ipd.).

- Uskladitev pravilnikov
- Obveščanje študentov in učiteljev

#### **Univerze:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.

- Boljša distribucija slovenske revije za izseljence
- Spodbujanje spletnih povezav (mreženje)
- Pritegovanje izseljencev v izmenjave na izobraževalnem, gospodarskem, turističnem in znanstvenem področju
- Popularizacija slovenščine (slovenščina na daljavo) in poletnih šol

#### **Univerzitetni predavatelji:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

c) Izdajanje visokošolskih učbenikov v slovenščini.

- Zagotovitev temeljnih učbenikov v slovenščini (izvirnih in prevedenih) med merili pri obvezni evalvaciji študijskih programov (izpolnitev obveznosti 8. člena ZVŠ ter napovedi, zapisane v 28. ukrepu iz Okvira gospodarskih in socialnih reform za povečanje blaginje v Sloveniji)
- Prenavljanje učbenikov skladno z razvojem strok

#### **(Pristojne) univerzitetne organizacije:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

b) Razvijanje didaktike maternega jezika.

- Kako narediti pouk maternega jezika zanimiv in učinkovit

c) Preverjanje ustreznosti šolskih učnih načrtov za materne jezike in morebitne spremembe ali dopolnitve.

- Nadaljnja funkcionalizacija slovnice in slovarskega znanja v okviru besedilne zmožnosti ter govornih dejanj in sporazumevalnih strategij, npr. pri utemeljevanju, pogajanju ipd.

7. Smotrnost pri učenju in rabi tujih jezikov:

b) Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega) jezika.

Ustrezno upoštevanje maternega jezika kot učnega načela tudi pri pouku tujih jezikov (ozaveščanje o jezikovnih interferencah in kontrastivnosti, utemeljenost rabe slovenščine kot metajezika na začetnih stopnjah učenja tujega jezika in pri razlaganju težavnejših pojavov, npr. v frazeologiji, premagovanje samodejnega podrejanja tujejezičnemu sobesedniku) + sodelovanje slovenistov

e) Izvajanje študijskega programa »Specialistični študij konferenčnega tolmačenja« oziroma v prenovljenih bolonjskih programih magistrskega študijskega programa »Tolmačenje«.

- Sofinanciranje izvajanja (z Evropsko komisijo)



8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

d) Razvitje celovitega sistema za promocijo slovenščine.

- Uporaba spletnih strani
- Izdajanje zgibank, brošur in zgoščenk
- Predavanja
- Spodbujevalni nastopi v množičnih občilih
- Zaznamovanje dneva maternih jezikov in evropskega dneva jezikov
- Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr. oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:  
k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.

- Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag

n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).

- Priprava učnega gradiva
- Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
- Sofinanciranje tečajev slovenščine za tujce
- Zagotovitev kadrovskih zmogljivosti

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

g) Prizadevanje za uveljavljanje slovenistike na tujih univerzah.

- Ustanavljanje in vzdrževanje lektoratov in kateder (poleg filološko zasnovanih študijskih programov skrbeti tudi za ustrezno zastopanost slovenščine v okviru splošnejših zasnov – civilizacijsko naravnane »slovenske študije«)

12. Dejavnější vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

- Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji
- Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
- Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)
- Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike

#### **Pristojne univerzitetne ustanove:**

11. Višja sporazumevalna kultura v družbi:

i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnih ljudi (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

#### **Usposobljene univerzitetne organizacije:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

f) Zagotovitev zadostnih zmogljivosti za izvajanje tečajev slovenščine za tuje študente na vseh visokošolskih zavodih.

- Določitev didaktičnih normativov (velikost tečajnih skupin, potrebno učno gradivo, prostori in tehnika)
- Brezplačna ponudba zadostnega števila pedagoških ur za doseg potrebne ravni znanja slovenščine
- Vodenje vpisne statistike
- Priprava lektorjev

#### **Univerzitetne organizacije za slovenistiko in za pedagogiko v sodelovanju z drugimi študijskimi smermi:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

a) Izdelava skupne zasnove predmeta »strokovno-znanstvena zvrst knjižne slovenščine«, priprava njegovih različic (terminološko, žanrsko, retorično idr., prilagojene za posamezne visokošolske študijske programe) in priprava predavateljev za ta predmet.

- CRP
- Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
- Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet

11. Višja sporazumevalna kultura v družbi:

e) Vpeljava študijskega predmeta »strokovno-znanstvena zvrst knjižne slovenščine« na večini fakultet in akademij.

NALOGE (gl. ukrepa a in b pri 10. cilju):

- CRP
- Magistrski in doktorski študij kandidatov za predavanje tega predmeta (šest različic po Frascatijevi klasifikaciji: za družbene vede, naravoslovje, tehnične vede ...)
- Preveriti in upoštevati dosedanje dobre rešitve z nekaterih fakultet

#### **Univerzitetne in druge pristojne organizacije:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

e) Privabljanje uveljavljenih slovenskih znanstvenikov po svetu za gostujoče ali stalne predavatelje na univerzah v Sloveniji.

- Sestava in izpopolnjevanje razvida slovenskih znanstvenikov po svetu in razvida kadrovskih potreb na slovenskih univerzah
- Menedžerska dejavnost
- Osvežitveni jezikovni tečaji (individualno, po potrebi)

#### **Univerzitetne in izobraževalne organizacije:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.

- Npr. slovenščina za tajnice, gostince, zdravnike itn.
- Omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si))

#### **Izobraževalne organizacije:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

h) Izvajanje poletnih šol slovenščine in drugih tečajev za otroke slovenskih zamejcev, zdomcev in izseljencev.

- Tečaji v slovenskem govornem okolju s strokovno usposobljenimi lektorji in privlačnim dopolnilnim programom (umetnostnim, turističnim, športnim idr.), v katerem so tečajniki izpostavljeni slovenščini v različnih govornih položajih

11. Višja sporazumevalna kultura v družbi:

n) Priprava in izdaja splošnih in specializiranih priročnikov za romščino.

- Slovnica in slovar
- Pravorečne vaje (zgoščanka) idr.

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

e) Preverjanje in ocenjevanje jezikovne zmožnosti za slovenščino kot tuji jezik po merilih in metodah iz Skupnega evropskega jezikovnega okvira oziroma po Evropskem kazalniku jezikovne zmožnosti.

- Izpopolnitev opisov ravni obvladovanja slovenščine
- sestavljanje in uporaba jezikovnih testov za posamezne ravni

#### **Področne izobraževalne ustanove:**

11. Višja sporazumevalna kultura v družbi:

h) Spodbujanje kakovostne gledališke in filmske govorne produkcije.

- Študij odrskega, filmskega in mikrofonskega govora
- Prenašanje te produkcije v različne medije (televizija, videokasete)
- CRP »Slovenščina v novejših slovenskih filmih«
- Podeljevanje posebnih nagrad za govor

#### **Raziskovalne ustanove:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

c) Preverjanje ustreznosti šolskih učnih načrtov za materno jezike in morebitne spremembe ali dopolnitve.

- Nadaljnja funkcionalizacija slovnicega in slovarskega znanja v okviru besedilne zmožnosti ter govornih dejanj in sporazumevalnih strategij, npr. pri utemeljevanju, pogajanju ipd.

#### **Izbrana raziskovalna in izobraževalna organizacija:**

7. Smotrnost pri učenju in rabi tujih jezikov:

č) Evropski kazalniki znanja tujih jezikov.

- Sodelovanje z organi Sveta Evrope pri izdelavi kazalnikov (posebej tudi za slovenščino kot tuji jezik) in njihovem uveljavljanju v Sloveniji
- Podiplomski tečaji (iz didaktike idr.)

#### **Izobraževalno-raziskovalne organizacije:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

- Izdajanje predstavitvenih zložen, brošur in drugega informativnega gradiva
- Izvajanje SSJLK ter podobnih prireditev za tujce
- Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
- Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
- Redne (tedenske?) televizijske oddaje z jezikovno tematiko

#### **Usposobljene strokovne oz. raziskovalne organizacije in posamezniki:**

11. Višja sporazumevalna kultura v družbi:

c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.

- Vpeljava spletnih svetovalnic kot javnega servisa z ustreznimi programskimi usmeritvami (večanje ugleda in pravilna raba knjižnega jezika, uglaseno sožitje med narečnostjo, pogovornostjo in knjižnojezikovnim standardom, uzaveščanje tipičnih govornih položajev, vrednotenje narečja kot pomembne oblike nesovne kulturne dediščine in žive prvine pokrajinske prepoznavnosti, vzdrževanje tradicionalne slovenske usmeritve v jezikovnem načrtovanju s prevlado tvorbe novih domačih izrazov nad prevzemanjem tujih, navajanje na rabo jezikovnih priročnikov in jezikovne tehnologije)
- Redne radijske in TV-oddaje o jeziku

#### **(Izbrana) izobraževalno-raziskovalna ustanova:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

o) Nadaljevanje in izpopolnjevanje spletnega tečaja »Slovenščina na daljavo«.

**Raziskovalne in razvojne ustanove:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

p) Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe.

- Strokovni posvet o strukturi slovenskega strokovnega jezika in možnostih za njegov nadaljnji razvoj
- Podpora razvojnim projektom na tem področju

**Raziskovalne in razvojne organizacije (inštituti, univerze, podjetja, založbe):**

5. Opis sodobne norme slovenskega knjižnega jezika:

b) Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežja besedilnih korpusov slovenščine idr.).

**Raziskovalne in razvojne organizacije / podjetja in posamezniki:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

b) Razvijanje jezikovne infrastrukture, zlasti sistemov za strojno analizo in sintezo slovenskega govora, za prevajanje in simultano tolmačenje, za uveljavljanje črkovnih naborov s strešicami in drugimi diakritičnimi znamenji.

- Uskladitev in pospešitev razvojnih prizadevanj
- Prenašanje dosežkov v prakso

c) Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).

- Spodbujanje programerskih skupin
- Subvencioniranje, pogojevanje priznavanja licenc in dodeljevanja koncesij (npr. za frekvence) pri novih generacijah komunikacijske tehnologije z razvijanjem in uveljavljanjem ustreznega slovenskega programja na novih področjih

**Raziskovalne in razvojne organizacije/podjetja:**

11. Višja sporazumevalna kultura v družbi:

m) Izpopolnjevanje in zagotavljanje spletne dostopnosti elektronskih jezikovnih orodij.

- Črkovalnik
- Prevajalniki
- Slovarji
- Terminološke zbirke

**Podjetja:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah
- Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. Stikih s partnerji v zamejstvu
- Izboljšanje prometnih povezav (Solarji)
- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
- Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.

- Elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in pisateljev) in praktično

uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospore – GL. točko d), Enciklopedija Slovenije, predstavitevne strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.

#### 11. Višja sporazumevalna kultura v družbi:

##### i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnežev (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

#### **Založbe:**

##### 6. Okrepitev jezikovne zmožnosti v maternem jeziku:

##### č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.

- Npr. slovenščina za tajnice, gostince, zdravnike itn.
- Omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si))

##### 7. Smotrnost pri učenju in rabi tujih jezikov:

##### d) Spodbujanje domačih piscev učbenikov za tuje jezike.

- Javni razpisi ali javni pozivi za avtorje

##### 8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

##### d) Razvitje celovitega sistema za promocijo slovenščine.

- Uporaba spletnih strani
- Izdajanje zgibank, brošur in zgoščenk
- Predavanja
- Spodbujevalni nastopi v množičnih občilih
- Zaznamovanje dneva maternih jezikov in evropskega dneva jezikov
- Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr. oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

##### e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listik«)

##### 9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

##### č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini.

- Izdajanje nagrajenih novih romanov na zgoščenkah (npr. kresnik) in glasbenih zgoščenk s slovenskimi besedili
- Slovensko podnaslovljeni in sinhronizirani tuji filmi na videokasetah za dajanje v najem in javno izposajo

##### e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.

- Elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in pisateljev) in praktično uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospore – GL. točko d), Enciklopedija Slovenije, predstavitevne strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.

##### 10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:

##### c) Izdajanje visokošolskih učbenikov v slovenščini.

- Zagotovitev temeljnih učbenikov v slovenščini (izvirnih in prevedenih) med merili pri obvezni evalvaciji študijskih programov (izpolnitev obveznosti 8. člena ZVŠ ter napovedi, zapisane v 28. ukrepu iz Okvira gospodarskih in socialnih reform za povečanje blaginje v Sloveniji)
- Prenavljanje učbenikov skladno z razvojem strok

#### 11. Višja sporazumevalna kultura v družbi:

##### a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.

- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
- Ure pravljic v vrtcih in knjižnicah
- Igralski recitali
- Pogovori s pisatelji na osnovnih in srednjih šolah
- Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
- Moderiranje spletnih forumov

##### g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.

- Subvencioniranje literarnih revij
- Izdajanje šolskih glasil
- Prirejanje literarnih večerov, predstavitve in ocene novih knjig
- Podeljevanje literarnih nagrad

##### l) Priprava splošnih in specializiranih priročnikov za slovenščino.

- Pravorečje
- »Pedagoška« delavnica
- Frazeološki, sinonimni, terminološki, zgodovinski in dvojezični slovarji
- »Mali Slovenski pravopis«
- Zbirke standardiziranih zemljepisnih idr. lastnih imen
- Obogateni in komentirani katalogi vzorcev besedilnih vrst ipd.

##### n) Priprava in izdaja splošnih in specializiranih priročnikov za romščino.

- Slovnica in slovar
- Pravorečne vaje (zgoščenka) idr.

#### **Knjigarne:**

##### 9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

##### č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini.

- Izdajanje nagrajenih novih romanov na zgoščenkah (npr. kresnik) in glasbenih zgoščenk s slovenskimi besedili
- Slovensko podnaslovljeni in sinhronizirani tuji filmi na videokasetah za dajanje v najem in javno izposajo

#### **Knjigarne in knjižnice:**

##### 8. Celovita pripravljeno slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

##### e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)

#### **Domače in tuje univerzitetne organizacije:**

##### 5. Opis sodobne norme slovenskega knjižnega jezika:

##### e) Standardizacija romskega jezika v Sloveniji.

- Nadaljevanje standardizacije na podlagi opravljenih opisov govorne norme prekmurske in dolenske romske skupine

- Izbira in popularizacija skupnih oz. usklajenih oblik
- Upoštevanje dosegljivega pisnega gradiva
- Kontrastiranje s slovenščino
- Urejanje gradiva za knjižno izdajo slovnice in slovarja
- Naročanje najnovejših jezikoslovnih publikacij

#### **Strokovno usposobljeni zavod:**

5. Opis sodobne norme slovenskega knjižnega jezika:

f) Standardizacija slovenskega znakovnega jezika za gluhe.

- Nadaljevanje dela na podlagi opisov znakovnega jezika v slovenski skupnosti gluhih in naglušnih
- Izbira usklajenih kretenj
- Pojasnjevanje razmerja do govorne in pisne sestave knjižne slovenščine
- Priprava priročnika

#### **Strokovni sveti za izobraževanje:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
- Predmet redne pozornosti pedagoških svetovalcev
- Jezikovna plat
- Recenzije učbenikov in delovnih zvezkov

#### **Strokovna društva:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

b) Razvijanje didaktike maternega jezika.

- Kako narediti pouk maternega jezika zanimiv in učinkovit

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

- Izdajanje predstavitvenih zloženk, brošur in drugega informativnega gradiva
- Izvajanje SSJLK ter podobnih prireditev za tujce
- Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
- Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
- Redne (tedenske?) televizijske oddaje z jezikovno tematiko

#### **Strokovna in druga usposobljena društva:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

h) Izvajanje poletnih šol slovenščine in drugih tečajev za otroke slovenskih zamejcev, zdomcev in izseljencev.

- Tečaji v slovenskem govornem okolju s strokovno usposobljenimi lektorji in privlačnim dopolnilnim programom (umetnostnim, turističnim, športnim idr.), v katerem so tečajniki izpostavljeni slovenščini v različnih govornih položajih

#### **Stanovska društva:**

12. Dejavnost vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

- Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji

- Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
- Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)
- Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike

#### **(Pristojna) stanovska in druga društva:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah
- Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. Stikih s partnerji v zamejstvu
- Izboljšanje prometnih povezav (Solarji)
- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
- Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo

11. Višja sporazumevalna kultura v družbi:

g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.

- Subvencioniranje literarnih revij
- Izdajanje šolskih glasil
- Prirejanje literarnih večerov, predstavitev in ocene novih knjig
- Podeljevanje literarnih nagrad

#### **Društva:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

d) Razvitje celovitega sistema za promocijo slovenščine.

- Uporaba spletnih strani
- Izdajanje zgibank, brošur in zgoščenk
- Predavanja
- Spodbujevalni nastopi v množičnih občilih
- Zaznamovanje dneva maternih jezikov in evropskega dneva jezikov
- Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr. oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.

- Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag

#### **Različna društva:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.

- Dopolnitev že predpisanih šolskih učno-vzgojnih programov
- Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«



- Proslava spominske obletnice začetnika slovenskega knjižnega jezika
- Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevskimi besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitev akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.

#### **Zveza društev za varstvo potrošnikov:**

12. Dejavnija vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

b) Odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice (18) ter da ima država pravico do pravnih varovank in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka (razločevanje med pojmom »diskriminatornost na podlagi državljanstva« in »varovanje in priznavanje kulturno-jezikovne identitete«).

- Predstavitev tega stališča na napovedani mednarodni konferenci o medkulturnem dialogu »Evropa, svet in humanost v 21. stoletju«
- Ekspertiza o razumevanju in razlagah evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov
- Okrogla miza o jezikovni plati varstva potrošnikov

#### **Komisije za strokovne izpite:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
- Predmet redne pozornosti pedagoških svetovalcev
- Jezikovna plat
- Recenzije učbenikov in delovnih zvezkov

#### **Komisije za učiteljske strokovne izpite:**

7. Smotrnost pri učenju in rabi tujih jezikov:

b) Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega) jezika.

- Ustrezno upoštevanje maternega jezika kot učnega načela tudi pri pouku tujih jezikov (ozaveščanje o jezikovnih interferencah in kontrastivnosti, utemeljenost rabe slovenščine kot metajezika na začetnih stopnjah učenja tujega jezika in pri razlaganju težavnejših pojavov, npr. v frazeologiji, premagovanje samodejnega podrejanja tujejezičnemu sobesedniku)

#### **Strokovni svet za izobraževanje:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.

- Dopolnitev že predpisanih šolskih učno-vzgojnih programov
- Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«
- Proslava spominske obletnice začetnika slovenskega knjižnega jezika
- Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevskimi besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitev akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.

č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
- Predmet redne pozornosti pedagoških svetovalcev
- Jezikovna plat
- Recenzije učbenikov in delovnih zvezkov

**Pisci učbenikov:**

7. Smotrnost pri učenju in rabi tujih jezikov:

b) Razvoj didaktike tujih jezikov (tudi slovenščine kot drugega/tujega) jezika.

- Ustrezno upoštevanje maternega jezika kot učnega načela tudi pri pouku tujih jezikov (ozaveščanje o jezikovnih interferencah in kontrastivnosti, utemeljenost rabe slovenščine kot metajezika na začetnih stopnjah učenja tujega jezika in pri razlaganju težavnejših pojavov, npr. v frazeologiji, premagovanje samodejnega podrejanja tujejezičnemu sobesedniku)

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

c) Razvijanje pripravljenosti Slovencev (zmožnosti in hotenja) za prevajanje javnosti namenjenih tujejezičnih sporočil v slovenščino.

- Prevajanje kot redna in poudarjena sestavina v učnih načrtih za tuje jezike (ne samo za poklicne prevajalce)
- Navajanje na rabo slovarjev

g) Ustanovitev skupine za redne javne izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih zadevah.

- Povabilo vsem organiziranim akterjem za skupni sestanek o potrebnosti skupine, njenih nalogah, sestavi in organiziranosti sprejetje sklepa
- Sprejetje sklepa o ustanovitvi in poslovniku
- Redno delovanje skupine oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

**Učitelji:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

c) Razvijanje pripravljenosti Slovencev (zmožnosti in hotenja) za prevajanje javnosti namenjenih tujejezičnih sporočil v slovenščino.

- Prevajanje kot redna in poudarjena sestavina v učnih načrtih za tuje jezike (ne samo za poklicne prevajalce)
- Navajanje na rabo slovarjev

g) Ustanovitev skupine za redne javne izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih zadevah.

- Povabilo vsem organiziranim akterjem za skupni sestanek o potrebnosti skupine, njenih nalogah, sestavi in organiziranosti sprejetje sklepa
- Sprejetje sklepa o ustanovitvi in poslovniku
- Redno delovanje skupine oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

**Predavatelji didaktike:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.

- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
- Predmet redne pozornosti pedagoških svetovalcev
- Jezikovna plat
- Recenzije učbenikov in delovnih zvezkov

**(Usposobljeni) posamezniki:**

3. Boljša povezanost in usklajenost delovanja vseh nosilcev sociolingvistične vednosti in politične moči na državni ravni:

d) Ekspertize in uporabne raziskave (ciljni raziskovalni programi – CRP) o posameznih vprašanih jezikovnega položaja (npr. čim natančnejša določitev pojma javna raba jezika, analiza univerzitetnih pravilnikov o učnem jeziku in učbenikih, priljubljenost maternega jezika kot šolskega predmeta, stališča ljudi do neslovenskih imen lokalov in javnih napisov, dvojezičnost na območjih avtohtonih manjšin v Sloveniji in zamejstvu), urejenost

jezikovne rabe v slovenskih enotah mednarodnih vojaških misij in mednarodnih vojaških vaj, sistematično spremljanje jezikovnopoličnih in jezikovnokulturnih implikacij širših družbenih in gospodarskih procesov (npr. regionalizacije, bolonjskih reform, prostega pretoka blaga in storitev, načrtovanja velezabaviških parkov) idr.

- Javni razpisi in javni pozivi, financiranje, predstavitev ugotovitev

5. Opis sodobne norme slovenskega knjižnega jezika:

a) Poglobljanje vednosti o novejših teoretičnih usmeritvah v jezikoslovju.

- Udeležba na mednarodnih znanstvenih srečanjih
- Prevajanje tujih del o besediloslovju, jezikovni pragmatiki, korpusnem jezikoslovju, spoznavnem jezikoslovju in drugih vejah sodobnega jezikoslovja
- Štipendije za študijsko izpopolnjevanje v tujih raziskovalnih središčih
- Naročanje najnovejših jezikoslovnih publikacij

c) Sinhrona in diahrona raziskava slovenskega jezika.

- Izvajanje raziskav po sistemskih ravneh in objavljanje rezultatov
- Raziskovanje zgodovine slovenskega jezika s poudarkom na pojasnjevanju pojavov in dilem, pomembnih za sodobni jezik in jezikovno politiko

č) Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije. (v sodelovanju s širšo strokovno javnostjo)

- Razkrivanje in uzaveščanje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng – knjižni jezik; jezik e-sporočil, blogov, SMS-ov) idr.
- Vrednotenje primernosti in povednosti posameznih jezikovnih izrazil na podlagi podatkov iz reprezentativnih besedil in govornih korpusov in drugih jezikovnih virov
- Stališče do pisnega podomačevanja lastnih imen iz nelatiničnih pisav
- Stališče in standardizirane rešitve, kadar tehnične naprave ne morejo prikazovati črk s strešicami
- Stališče do seksistične ekstenzivnosti pri navajanju spolskih različ poimenovanj za poklice in funkcije v uradnih besedilih (državljeni in državljanke, poslanci oz. poslanke, voznik ali voznica)

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

č) Izdajanje splošnega in specializiranega učnega gradiva in spletno dostopnih izobraževalnih sredstev za slovenščino.

- Npr. slovenščina za tajnice, gostince, zdravnike itn.
- Omogočanje učenja slovenščine na daljavo ([www.e-slovenscina.si](http://www.e-slovenscina.si))

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.

- Elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in pisateljev) in praktično uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospore – GL. točko d), Enciklopedija Slovenije, predstavitevne strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.

### **Celotni šolski sistem (vse stopnje in smeri):**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).

- Sprejetje državne strategije za razvoj pismenosti
- Predstavitve akcije (mednarodni dan pismenosti idr.)

### **Zavod za šolstvo RS:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost

(funkcionalno pismenost).

- Sprejetje državne strategije za razvoj pismenosti
  - Predstavitve akcije (mednarodni dan pismenosti idr.)
- b) Razvijanje didaktike maternega jezika.
- Kako narediti pouk maternega jezika zanimiv in učinkovit
- c) Preverjanje ustreznosti šolskih učnih načrtov za materno jezik in morebitne spremembe ali dopolnitve.
- Nadaljnja funkcionalizacija slovnice in slovarskega znanja v okviru besedilne zmožnosti ter govornih dejanj in sporazumevalnih strategij, npr. pri utemeljevanju, pogajanju ipd.
- d) Zagotavljanje kakovosti izpitnega gradiva pri maturi in pri drugih primerih državnega (zunanjega) preverjanja jezikovnega znanja.
- Priprava izpitnih pol s strokovno preverjenimi nalogami
  - Izobraževanje ocenjevalcev
  - Vztrajanje pri enotni zahtevnostni ravni za slovenščino na maturi
- f) Pomoč učiteljem slovenščine v zamejstvu in izseljenstvu.
- Brezplačni tečaji z jezikoslovno in didaktično tematiko za učitelje
  - Pošiljanje učbenikov in drugih slovenskih publikacij, videokaset ipd.
  - Posebna pomoč pri pisanju učbenikov za Porabje
- i) Proučitev strokovnih in didaktičnih profilov diplomantov slovenistike in diplomantov drugih visokošolskih usmeritev, ki izobražujejo profesorje slovenščine in drugih šolskih predmetov.
- Raziskava profilov
  - Podiplomski tečaji (iz didaktike idr.)
- k) Sprejetje učnih načrtov za romščino kot izbirni predmet v osnovni šoli, priprava in izdaja izpopolnjenih začetnih in nadaljevalnih učbenikov romščine.
- Navezava na učbeniška poskusa J. Horvata (15) z opiranjem na zbrano gradivo za slovnico in slovar (gl. naloge k ukrepu 5e)

7. Smotrnost pri učenju in rabi tujih jezikov:

- a) Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov.
- Uvrstitev prevajanja v slovenščino in iz slovenščine, pogajanja v tujem jeziku, terminološkega poglobljanja in utemeljenega kodnega preklapljanja
  - Osmišljanje učenja in rabe tujih jezikov kot dopolnilne možnosti (pri spoznavanju tujih kultur, študiju strokovne literature, sporazumevanju v tujini, poslovnih stikih s tujci ipd.)
  - Zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje)
- d) Spodbujanje domačih piscev učbenikov za tuje jezike.
- Javni razpisi ali javni pozivi za avtorje

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

- a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.
- Dopolnitev že predpisanih šolskih učno-vzgojnih programov
  - Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«
  - Proslava spominske obletnice začetnika slovenskega knjižnega jezika
  - Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevskimi besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitvenih akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.
- c) Razvijanje pripravljenosti Slovencev (zmožnosti in hotenja) za prevajanje javnosti namenjenih tujejezičnih sporočil v slovenščino.
- Prevajanje kot redna in poudarjena sestavina v učnih načrtih za tuje jezike (ne samo za poklicne prevajalce)
  - Navajanje na rabo slovarjev

- č) Uveljavljanje slovenščine kot učnega načela pri vseh šolskih predmetih.
- Resno upoštevanje tega načela med sestavinami vseh pedagoških študijskih programov in učiteljskega strokovnega izpita
  - Predmet redne pozornosti pedagoških svetovalcev
  - Jezikovna plat
  - Recenzije učbenikov in delovnih zvezkov
- g) Ustanovitev skupine za redne javne izjave o aktualnih jezikovnokulturnih in jezikovnopolitičnih zadevah.
- Povabilo vsem organiziranim akterjem za skupni sestanek o potrebnosti skupine, njenih nalogah, sestavi in organiziranosti sprejetje sklepa
  - Sprejetje sklepa o ustanovitvi in poslovniku
  - Redno delovanje skupine oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:  
 m) Oblikovanje učnih programov za slovenščino kot drugi/tuji jezik ter priprava potrebnih učbenikov in drugega učnega gradiva.

#### **Zavod RS za šolstvo:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

c) Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije (prevajalniki, iskalniki, urejevalniki podatkovnih zbirk, didaktični programi, knjigovodski in računovodski računalniški programi, spletna trgovina, telekomunikacijske storitve idr.).

- Spodbujanje programerskih skupin
- Subvencioniranje, pogojevanje priznavanja licenc in dodeljevanja koncesij (npr. za frekvence) pri novih generacijah komunikacijske tehnologije z razvijanjem in uveljavljanjem ustreznega slovenskega programja na novih področjih

#### **Zavod za šolstvo RS v sodelovanju z usposobljenimi invalidskimi idr. organizacijami:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

m) Sprejetje učnih načrtov za predmet slovenski znakovni jezik kot drugi jezik v zavodih za gluhe ter za izbirni predmet v srednjih šolah za sliščečo mladino.

- Isto; z navezavo na zbrano gradivo za slovnico in na Multimedijški praktični slovar znakovnega jezika gluhih

#### **Interdisciplinarna skupina (jezikoslovci, pedagogi, didaktiki) v sodelovanju z Zvezo Romov Slovenije**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

k) Sprejetje učnih načrtov za romščino kot izbirni predmet v osnovni šoli, priprava in izdaja izpopolnjenih začetnih in nadaljevalnih učbenikov romščine.

- Navezava na učbeniška poskusa J. Horvata z opiranjem na zbrano gradivo za slovnico in slovar (gl. naloge k ukrepu 5e)

#### **Pedagoški inštitut:**

7. Smotrnost pri učenju in rabi tujih jezikov:

a) Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov.

- Uvrstitev prevajanja v slovenščino in iz slovenščine, pogajanja v tujem jeziku, terminološkega poglobljanja in utemeljenega kodnega preklapljanja
- Osmišljanje učenja in rabe tujih jezikov kot dopolnilne možnosti (pri spoznavanju tujih kultur, študiju strokovne literature, sporazumevanju v tujini, poslovnih stikih s tujci ipd.)
- Zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje)

#### **Andragoški center Slovenije:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

a) Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost

(funkcionalno pismenost).

- Sprejetje državne strategije za razvoj pismenosti
- Predstavitve akcije (mednarodni dan pismenosti idr.)

e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.

- Izvajanje podiplomskih tečajev
- Univerza za tretje življenjsko obdobje
- Bralni krožki
- Priložnostna predavanja

11. Višja sporazumevalna kultura v družbi:

a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.

- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
- Ure pravljic v vrtcih in knjižnicah
- Igralski recitali
- Pogovori s pisatelji na osnovnih in srednjih šolah
- Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
- Moderiranje spletnih forumov

#### **Ljudske univerze:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.

- Izvajanje podiplomskih tečajev
- Univerza za tretje življenjsko obdobje
- Bralni krožki
- Priložnostna predavanja

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

n) Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (ob hkratnem oskrbovanju njihovih društev s knjigami v njihovih maternih jezikih).

- Priprava učnega gradiva
- Razvijanje didaktike slovenščine kot drugega/tujega jezika za otroke priseljencev
- Sofinanciranje tečajev slovenščine za tujce
- Zagotovitev kadrovskih zmogljivosti

#### **Šole tujih jezikov:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

e) Izvajanje jezikovnih programov v okviru dopolnilnega izobraževanja in vseživljenjskega učenja.

- Izvajanje podiplomskih tečajev
- Univerza za tretje življenjsko obdobje
- Bralni krožki
- Priložnostna predavanja

#### **Šole za tuje jezike:**

7. Smotrnost pri učenju in rabi tujih jezikov:

a) Razčlemba in prenova učno-vzgojnih smotrov v šolskih učnih načrtih za pouk tujih jezikov.

- Uvrstitev prevajanja v slovenščino in iz slovenščine, pogajanja v tujem jeziku, terminološkega poglobljanja in utemeljenega kodnega preklapljanja
- Osmišljanje učenja in rabe tujih jezikov kot dopolnilne možnosti (pri spoznavanju tujih kultur, študiju strokovne literature, sporazumevanju v tujini, poslovnih stikih s tujci ipd.)
- Zavračanje rabe tujega jezika kot nadomestila za prvi jezik (kritika nastopaškega razkazovanja in jezikovne hibridizacije, tipi govornih položajev, v katerih se je treba odpovedati rabi tujega jezika in zahtevati prevajanje/tolmačenje)

**Izvajalci jezikovnih tečajev:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.

- Boljša distribucija slovenske revije za izseljence
- Spodbujanje spletnih povezav (mreženje)
- Pritegovanje izseljencev v izmenjave na izobraževalnem, gospodarskem, turističnem in znanstvenem področju
- Popularizacija slovenščine (slovenščina na daljavo) in poletnih šol

**DIC RS:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

d) Zagotavljanje kakovosti izpitnega gradiva pri maturi in pri drugih primerih državnega (zunanjega) preverjanja jezikovnega znanja.

- Priprava izpitnih pol s strokovno preverjenimi nalogami
- Izobraževanje ocenjevalcev
- Vztrajanje pri enotni zahtevnostni ravni za slovenščino na maturi

**Center za slovenščino kot drugi/tuji jezik:**

6. Okrepitev jezikovne zmožnosti v maternem jeziku:

d) Zagotavljanje kakovosti izpitnega gradiva pri maturi in pri drugih primerih državnega (zunanjega) preverjanja jezikovnega znanja.

- Priprava izpitnih pol s strokovno preverjenimi nalogami
- Izobraževanje ocenjevalcev
- Vztrajanje pri enotni zahtevnostni ravni za slovenščino na maturi

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

m) Oblikovanje učnih programov za slovenščino kot drugi/tuji jezik ter priprava potrebnih učbenikov in drugega učnega gradiva.

**Radio Slovenija:**

7. Smotrnost pri učenju in rabi tujih jezikov:

g) Skrčenje ekstenzivnih tujejezičnih govornih odlomkov v slovenskih radijskih informativnih oddajah.

**RTV Slovenija:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

d) Razvitje celovitega sistema za promocijo slovenščine.

- Uporaba spletnih strani
- Izdajanje zgibank, brošur in zgoščenk
- Predavanja
- Spodbujevalni nastopi v množičnih občilih
- Zaznamovanje dneva maternih jezikov in evropskega dneva jezikov
- Posebne akcije za jezikovno ozaveščanje pomembnih ciljnih skupin, npr. oglaševalcev, podjetnikov, znanstvenikov, novinarjev in politikov

e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)

i) Poživitev jezikovnih in drugih stikov z zamejskimi Slovenci.

- Enakopravna udeležba zamejskih učencev na tekmovanju za Cankarjevo priznanje in podobnih prireditvah



- Raba slovenščine pri turističnih, trgovinskih, kulturnih, športnih idr. Stikih s partnerji v zamejstvu
- Izboljšanje prometnih povezav (Solarji)
- Povečanje dosega in kakovosti signala Televizije Slovenija (Beneška Slovenija, Rezija, Koroška, Porabje)
- Subvencioniranje redne in pravočasne dostave slovenskega dnevnega tiska v zamejstvo

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:  
g) Telekomunikacijska pokritost celotnega slovenskega govornega prostora, posebej izboljšanje vidnosti slovenske TV ob zahodni meji (Banjšice, Trnovski gozd) in v zamejstvu.

- Tehnične meritve
- Postavitve anten

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

- Izdajanje predstavitvenih zložen, brošur in drugega informativnega gradiva
- Izvajanje SSJLK ter podobnih prireditev za tujce
- Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
- Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
- Redne (tedenske?) televizijske oddaje z jezikovno tematiko

11. Višja sporazumevalna kultura v družbi:

d) Organizirana skrb za ustrezno jezikovno rabo v založništvu in množičnih občilih (pisnih in govornih).

- Obvezno lektoriranje subvencioniranih knjig
- CRP »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih«
- Ureditev stanja v medijih (uresničevanje jezikovnih določb Zakona o RTV in Zakona o medijih, slovensko podnaslavljanje oddaj TV Koper/Capodistria, odpravljanje položajsko neupravičenih primerov rabe slenga in narečja v osrednjih in pokrajinskih medijih)

h) Spodbujanje kakovostne gledališke in filmske govorne produkcije.

- Študij odrskega, filmskega in mikrofonskega govora
- Prenašanje te produkcije v različne medije (televizija, videokasete)
- CRP »Slovenščina v novejših slovenskih filmih«
- Podeljevanje posebnih nagrad za govor

### Mediji, zlasti RTV Slovenija:

11. Višja sporazumevalna kultura v družbi:

c) Vsebinsko, organizacijsko in tehnično izboljšanje jezikovnega svetovanja in obveščanja.

- Vpeljava spletnih svetovalnic kot javnega servisa z ustreznimi programskimi usmeritvami (večanje ugleda in pravilna raba knjižnega jezika, uglaseno sožitje med narečnostjo, pogovornostjo in knjižnojezikovnim standardom, uzaveščanje tipičnih govornih položajev, vrednotenje narečja kot pomembne oblike nesnovne kulturne dediščine in žive prvine pokrajinske prepoznavnosti, vzdrževanje tradicionalne slovenske usmeritve v jezikovnem načrtovanju s prevlado tvorbe novih domačih izrazov nad prevzemanjem tujih, navajanje na rabo jezikovnih priločnikov in jezikovne tehnologije)
- Redne radijske in TV-oddaje o jeziku

### Mediji:

11. Višja sporazumevalna kultura v družbi:

g) Spodbujanje izvirnega in prevodnega leposlovja in stvarne literature z namenom razvijati in poglobljati izrazno kulturo.

- Subvencioniranje literarnih revij
- Izdajanje šolskih glasil
- Prirejanje literarnih večerov, predstavitve in ocene novih knjig



- Podeljevanje literarnih nagrad

#### **Tiskani mediji:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)

#### **Izdajatelji tiskanih medijev:**

11. Višja sporazumevalna kultura v družbi:

d) Organizirana skrb za ustrezno jezikovno rabo v založništvu in množičnih občilih (pisnih in govornih).

- Obvezno lektoriranje subvencioniranih knjig
- CRP »Organizirana skrb za govorno kulturo v slovenskih elektronskih medijih«
- Ureditev stanja v medijih (uresničevanje jezikovnih določb Zakona o RTV in Zakona o medijih, slovensko podnaslavljanje oddaj TV Koper/Capodistria, odpravljanje položajsko neupravičenih primerov rabe slenga in narečja v osrednjih in pokrajinskih medijih)

#### **Uredništva medijev:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.

- Elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in pisateljev) in praktično uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospore – gl. točko d), Enciklopedija Slovenije, predstavitvene strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.

#### **Nevladne organizacije:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

a) Uzaveščanje maternega jezika kot bogatega in učinkovitega sporazumevalnega sredstva in kot kulturne vrednote.

- Dopolnitev že predpisanih šolskih učno-vzgojnih programov
- Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«
- Proslava spominske obletnice začetnika slovenskega knjižnega jezika
- Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev (s pevskimi besedili v slovenščini), akcij tipa »bralna značka, zunajšolskih predstavitvenih akcij tipa »podarimo knjigo«, »podarimo zgoščenko« ipd.

#### **Gospodarska zbornica Slovenije (Združenje založnikov in knjigotržcev):**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)

#### **Gospodarske zbornice:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.

- Boljša distribucija slovenske revije za izseljence
- Spodbujanje spletnih povezav (mreženje)
- Pritegovanje izseljencev v izmenjave na izobraževalnem, gospodarskem, turističnem in znanstvenem področju
- Popularizacija slovenščine (slovenščina na daljavo) in poletnih šol

#### **Društvo slovenskih pisateljev:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

e) Popularizacija slovenske knjige in širjenje bralne kulture.

- Organiziranje tiskovnih konferenc ob izidu novih knjig
- Razstave in sejemske prireditve (npr. slovenski knjižni sejem, slovenski dnevi knjige ipd.)
- Medijske predstavitve (npr. oddaja »S knjižnega trga«, časopisne priloge tipa »Književni listi«)

#### **Izbrani izdajatelj revije:**

8. Celovita pripravljenost slovenskih govorcev za rabo slovenščine v slovenskem in evropskem sporazumevalnem prostoru:

k) Poglobljanje in vsebinska bogatitev jezikovnih in drugih stikov s slovenskimi izseljenci in njihovimi potomci.

- Boljša distribucija slovenske revije za izseljence
- Spodbujanje spletnih povezav (mreženje)
- Pritegovanje izseljencev v izmenjave na izobraževalnem, gospodarskem, turističnem in znanstvenem področju
- Popularizacija slovenščine (slovenščina na daljavo) in poletnih šol

#### **Druge pristojne kulturne ustanove**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

č) Digitalizacija leposlovnih in drugih umetnostnih stvaritev ter leksikalnih del, oskrbovanje knjigarn in knjižnic s papirnimi in elektronskimi publikacijami v slovenščini.

- Izdajanje nagrajenih novih romanov na zgoščenkah (npr. kresnik) in glasbenih zgoščenk s slovenskimi besedili
- Slovensko podnaslovljeni in sinhronizirani tuji filmi na videokasetah za dajanje v najem in javno izposajo

#### **Pristojni javni zavodi in društva:**

11. Višja sporazumevalna kultura v družbi:

j) Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.

- Isto, v navezavi s sprejetim Akcijskim programom za invalide 2007–2015
- Izdaja priročnika, zgoščenke

#### **Državni organi, podjetja in zavodi:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

d) Oblikovanje digitaliziranih zbirk praktično uporabnih podatkov v slovenščini.

- Razvijanje, bogatitev in posodabljanje podatkovnih zbirk (vozni redi, valutni tečaji, katastrski podatki, Atlas Slovenije, Sova ipd., sodni register, Cobiss, e-uprava, javna statistika)

#### **Državni organi:**

11. Višja sporazumevalna kultura v družbi:

i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnežev (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

**Organi državne uprave in samoupravnih lokalnih skupnosti:**

12. Dejavnjša vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

c) Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji, pri tem pa ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti.

- Podpora društvenim dejavnostim in knjižnicam
- Medijske predstavitve posameznih skupnosti
- Omogočanje stikov z matičnimi državami
- Zagotavljanje posebnih pravic avtohtonih skupnosti
- Sprejetje zakona o romski skupnosti

**Zbornice:**

11. Višja sporazumevalna kultura v družbi:

i) Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti.

- Ozaveščanje in izobraževanje poslovnih (prim. projekt »Poslujmo slovensko« na spletnem naslovu [www.erevir.si](http://www.erevir.si))
- Upoštevanje jezikovne kulture pri razglašanju gospodarskih »gazel«

**Upravne enote:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

l) Trajno uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine.

- Priprava in sprejem pisnega sporočila
- Izročanje sporočila prosilcem pri vlaganju prošenj

11. Višja sporazumevalna kultura v družbi:

č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.

- Brezplačni dostop in dopolnjevanje pravopisnega slovarja

**Zavodi za zaposlovanje:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

l) Trajno uradno sporočilo prosilcem za delovno dovoljenje ali stalno prebivališče v Sloveniji, da slovensko okolje od njih pričakuje učenje in rabo slovenščine(17).

- Priprava in sprejem pisnega sporočila
- Izročanje sporočila prosilcem pri vlaganju prošenj

11. Višja sporazumevalna kultura v družbi:

č) Zagotavljanje spletne dostopnosti jezikovnih virov, npr. SSKJ, SP in drugih.

- Brezplačni dostop in dopolnjevanje pravopisnega slovarja

**Javne službe:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:  
e) Bistvena pomnožitev slovenskih digitalnih vsebin na spletu.

- Elektronske izdaje časnikov in revij ter arhiviranih radijskih oddaj, dostopnost slovenskega digitaliziranega leposlovja (npr. izbrana dela slovenskih pesnikov in pisateljev) in praktično uporabnih vsebin (od vremenske napovedi in prometnih informacij do Uradnega lista in navodil za zatiranje peronospore – GL. točko d), Enciklopedija Slovenije, predstavitvene strani državnih organov, podjetij, ustanov, društev in posameznikov, spletni forumi idr.

**Ustanove civilne družbe:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

f) Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

- Odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture sms-ov

#### **Operaterji mobilne telefonije:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

f) Gojitev novejših oblik jezikovne ustvarjalnosti in sporazumevanja.

- Odkrivanje in spodbujanje pripovedovalstva, blogov, debaterstva, okroglih miz, kulture sms-ov

#### **Distributerji:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

g) Telekomunikacijska pokritost celotnega slovenskega govornega prostora, posebej izboljšanje vidnosti slovenske TV ob zahodni meji (Banjšice, Trnovski gozd) in v zamejstvu.

- Tehnične meritve
- Postavitev anten

h) Poskusi z govorno sinhronizacijo tujih filmov.

- Postopna pomnožitev »poskusov« z uspešnicami za odrasle, ne le za otroke

#### **Slovenski filmski inštitut:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

h) Poskusi z govorno sinhronizacijo tujih filmov.

- Postopna pomnožitev »poskusov« z uspešnicami za odrasle, ne le za otroke

#### **Ustanove s področja filmske produkcije:**

11. Višja sporazumevalna kultura v družbi:

h) Spodbujanje kakovostne gledališke in filmske govorne produkcije.

- Študij odrskega, filmskega in mikrofonskega govora
- Prenašanje te produkcije v različne medije (televizija, videokasete)
- CRP »Slovenščina v novejših slovenskih filmih«
- Podeljevanje posebnih nagrad za govor

#### **Slovenistične katedre v tujini:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

i) Obveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju ter jezikovni politiki in kulturi.

- Izdajanje predstavitvenih zloženk, brošur in drugega informativnega gradiva
- Izvajanje SSJLK ter podobnih prireditev za tujce
- Akcije tipa »Svetovni dnevi slovenske literature« (v okviru programa Slovenščina na tujih univerzah)
- Digitalizacija besedil iz zgodovine slovenskega jezika (npr. izdaja Brižinskih spomenikov na zgoščenkah – fotografije, prepisi, glosarji, razlage)
- Redne (tedenske?) televizijske oddaje z jezikovno tematiko

#### **Lektorati v tujini:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

k) Širitev vednosti o možnostih učenja slovenščine kot drugega/tujega/sosedskega jezika.

- Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih in finančnih podlag

#### **Invalidske organizacije:**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:

p) Skrb za nadaljnji razvoj in standardizacijo slovenskega znakovnega jezika za gluhe.

- Strokovni posvet o strukturi slovenskega strokovnega jezika in možnostih za njegov nadaljnji razvoj

- Podpora razvojnim projektom na tem področju

**Direktorji zdravstvenih zavodov in podjetij (delodajalci):**

9. Uveljavljanje slovenščine na tradicionalnih in novih področjih, ki jih odpira družbeni in tehnološki razvoj:
- r) Dosledno zagotavljanje slovenskega sporazumevanja s slovenskimi strankami v zdravstvu in drugih javnih službah.
- Uveljavljanje ustreznega znanja slovenščine kot pogoja za zaposlovanje tujih delavcev v zdravstvu, gostinstvu, potniškem prometu ipd.

**Študentske organizacije:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:
- d) Zagotovitev rabe slovenščine pri opravljanju izpitov ter izdelavi in obrambi diplomskih in doktorskih del (tudi ob sodelovanju gostujočih tujih predavateljev kot članov izpitnih komisij ipd.).
- Uskladitev pravilnikov
  - Obveščanje študentov in učiteljev

**Svetovni slovenski kongres:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:
- e) Privabljanje uveljavljenih slovenskih znanstvenikov po svetu za gostujoče ali stalne predavatelje na univerzah v Sloveniji.
- Sestava in izpopolnjevanje razvida slovenskih znanstvenikov po svetu in razvida kadrovskega potreb na slovenskih univerzah
  - Menedžerska dejavnost
  - Osvežitveni jezikovni tečaji (individualno, po potrebi)

**Diplomatsko-konzularna predstavništva:**

10. Utrditev slovenščine v slovenskem visokem šolstvu in znanosti:
- e) Privabljanje uveljavljenih slovenskih znanstvenikov po svetu za gostujoče ali stalne predavatelje na univerzah v Sloveniji.
- Sestava in izpopolnjevanje razvida slovenskih znanstvenikov po svetu in razvida kadrovskega potreb na slovenskih univerzah
  - Menedžerska dejavnost
  - Osvežitveni jezikovni tečaji (individualno, po potrebi)

**Vodstva vrtcev in šol:**

11. Višja sporazumevalna kultura v družbi:
- a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.
- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
  - Ure pravljic v vrtcih in knjižnicah
  - Igralski recitali
  - Pogovori s pisatelji na osnovnih in srednjih šolah
  - Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
  - Moderiranje spletnih forumov

**Bralna društva:**

11. Višja sporazumevalna kultura v družbi:
- a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.
- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
  - Ure pravljic v vrtcih in knjižnicah
  - Igralski recitali
  - Pogovori s pisatelji na osnovnih in srednjih šolah
  - Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
  - Moderiranje spletnih forumov

**Upravljalci nagradnih skladov (npr. kresnik, Veronikina nagrada):**

11. Višja sporazumevalna kultura v družbi:

a) Razvijanje bralne in pripovedovalne kulture ter kulture dialoga.

- Delovanje bralnih krožkov (za odrasle), bralne značke (za šolarje)
- Ure pravljic v vrtcih in knjižnicah
- Igralski recitali
- Pogovori s pisatelji na osnovnih in srednjih šolah
- Usposabljanje za sodelovanje pri okroglih mizah in debaterskih tekmovanjih
- Moderiranje spletnih forumov

**Poklicna gledališča:**

11. Višja sporazumevalna kultura v družbi:

h) Spodbujanje kakovostne gledališke in filmske govorne produkcije.

- Študij odrskega, filmskega in mikrofonskega govora
- Prenašanje te produkcije v različne medije (televizija, videokasete)
- CRP »Slovenščina v novejših slovenskih filmih«
- Podeljevanje posebnih nagrad za govor

**Javni sklad RS za kulturne dejavnosti:**

12. Dejavnostna vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

c) Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji, pri tem pa ne glede na tuje sugestije vztrajanje pri ustavno utemeljenem razločevanju med kolektivnimi pravicami avtohtonih in neavtohtonih jezikovnih skupnosti.

- Podpora društvenim dejavnostim in knjižnicam
- Medijske predstavitve posameznih skupnosti
- Omogočanje stikov z matičnimi državami
- Zagotavljanje posebnih pravic avtohtonih skupnosti
- Sprejetje zakona o romski skupnosti

**Prevajalske službe:**

12. Dejavnostna vloga Slovenije pri sooblikovanju jezikovnopolitične usmeritve EU:

d) Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino (z upoštevanjem jezikovne razsežnosti slovenske pravne nomotehnike).

- Spodbujanje izpopolnjevanja prevajalcev EU in njihovega usklajevanja s »strokovno« bazo v Sloveniji
- Izpopolnjevanje in kritično spremljanje novosti spletne terminološke zbirke Evroterm (proučitev predloga, da bi se Evroterm razširil v skupno terminološko zbirko državne uprave)
- Skrb za jasna razmerja do že uveljavljenih strokovnih izrazov (usklajevalni sestanki pravnikov, jezikoslovcev in prevajalcev)
- Predlog za pospešitev evropskih programov za izpopolnjevanje elektronskih prevajalskih orodij in v perspektivi tudi sistemov za strojno simultano tolmačenje za vse uradne jezike

## Priloga 4: Anketni vprašalnik o izvajanju ReNPJP 2007–2011 s prejetimi odgovori

red. prof. dr. Marko Stabej  
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Ljubljana,  
Zadeva: Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007–2011

Spoštovani,  
v okviru raziskave *Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012–2016* (javno naročilo Ministrstva za kulturo 224/2010, izbrana je bila ponudba Filozofske fakultete Univerze v Ljubljani) pripravljamo tudi poročilo o oblikovanju in izvajanju obstoječega nacionalnega programa za jezikovno politiko (NPJP) 2007–2011. NPJP je pripravil Sektor za slovenski jezik na Ministrstvu za kulturo, po medresorskem usklajevanju ga je potrdila vlada, nato pa ga je sprejel Državni zbor Republike Slovenije v obliki Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 (Ur. l. RS. št. 43/2007). Izkušnje z vaše ustanove, ki je v obstoječi resoluciji določena kot nosilka nekaterih nalog, bodo izjemno dragocene pri oblikovanju novega jezikovnopolitičnega programa. Zato vas vljudno prosimo, da odgovorite na naslednja vprašanja, veseli pa bomo tudi vsakega dodatnega komentarja. Rok za izdelavo metodologije je 20. 11., zato vas vljudno prosimo, da nam odgovore posredujete na elektronski naslov [marko.stabej@ff.uni-lj.si](mailto:marko.stabej@ff.uni-lj.si) do 29. oktobra 2010.

Lepo vas pozdravljam,  
Marko Stabej

Vprašalnik:

1. Ste pri nastajanju NPJP 2007–2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?
2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?
3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP?
  - a. Katere naloge NPJP ste v vaši ustanovi opravili?
  - b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007–2010?
4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?
5. Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?
6. Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012–2016?

*Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012–2016*

Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011

Ustanova vlade RS: PROTOKOL VLADE REPUBLIKE SLOVENIJE

Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?

V medresorskem usklajevanju nismo sodelovali.

So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?

- (glej odgovor na vprašanje 1)

Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP? Ne.

Katere naloge NPJP ste v vaši ustanovi opravili?

V Protokolu nismo izvajali nobenih konkretnih nalog, ki so navedene v NPJP. Kljub temu v Protokolu že od nekdaj težimo k uporabi slovenskega jezika in ob protokolarnih dogodkih spodbujamo javno nastopanje v slovenščini. Poleg tega skrbimo, da so slovenske knjige vedno na seznamu protokolarnih daril, ki jih podarjajo najvišji predstavniki države.

Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010?

Za izvajanje NPJP 2007 – 2011 nismo načrtovali oziroma porabili proračunskih sredstev.

Se je NPJP izkazal kot koristna podlaga pri vašem delu?

Niti ne. Menimo, da je samo po sebi razumljivo, da smo kot organ javne uprave dolžni skrbeti za uporabo in promocijo slovenskega jezika na vseh področjih našega delovanja.

Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?

Glede na našo izvedbeno naravo dela, menimo, da pri oblikovanju novega programa naše sodelovanje ni potrebno.

Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012–2016?

Nimamo predloga.



*Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012–2016*

Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011

Ustanova vlade RS: URAD VLADE RS ZA NARODNOSTI

1. Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?  
*Da*
2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?  
*Ne*
3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP?  
*Poročila, vezana na nacionalni program za jezikovno politiko 2007-2011, Urad za narodnosti ni pripravljala.*
  - a. Katere naloge NPJP ste v vaši ustanovi opravili?  
*Naloge iz točke c 12. cilja (Za dejavnejšo vlogo Slovenije pri sooblikovanju jezikovnopolitične usmeritve Evropske unije)*
  - b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010?  
*Sredstva, ki so bila namenjena za uresničevanje točke c 12. cilja, predstavljajo le del sredstev, ki jih Urad Vlade RS za narodnosti namenja za uresničevanja na področju manjšinskega varstva za italijansko in madžarsko narodno ter romsko skupnost in se njihova poraba ne vodi ločeno od ostalih sredstev. Zaradi tega tudi ne moremo navesti zneska.*
4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?  
*Ne.*
5. Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?  
*Menimo, da bi pristojni resorni organi morali sodelovati že pri samem nastajanju programa in ne šele v postopku medresorskega sodelovanja.*
6. Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012–2016?  
*Afirmativen pristop do uporabe italijanskega in madžarskega jezika (uresničevanje t.i. dvojezičnosti).*



REPUBLIKA SLOVENIJA

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Številka: 0251-1/2010-6

Datum: 29. oktobra 2010

**Marko Stabej**

vodja raziskave

Univerza v Ljubljani, Filozofska fakulteta

Oddelek za slovenistiko

**ZADEVA: Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012–2016****Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011****ZVEZA: Vaša elektronska pošta z dne 14. 10. 2010****Ustanova vlade RS: Služba Vlade RS za razvoj in evropske zadeve<sup>3</sup>****1. Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?**

Besedilo predloga NPJP 2007-2011 (80 strani) smo prejeli od predlagatelja, Ministrstva za kulturo, v medresorsko usklajevanje dne 28. 11. 2006. Rok za pripombe je bil 12. 12. 2006 in v tem roku smo tudi odgovorili. Glede na to, da so bile navedbe glede jezikovnih vprašanj v kontekstu EU v veliko primerih nepreverjene, se nam je zdel dani rok prekratek, saj smo imeli zelo veliko pripomb (17 strani). Na srečo se je naša predstavnic samoiniciativno udeležila javne razprave v MK, tako da je predlog NPJP prebrala že prej.

Po danih pisnih pripombah se je naša predstavnic tudi sestala s predstavnikom predlagatelja, vodjo Sektorja za slovenski jezik, tako da sta se o pripombah lahko temeljito pogovorila (20. 12. 2006). Predlagatelj je veliko pripomb upošteval, tako da je SVEZ pred obravnavo zadnje (popravljen) različice predloga na vladnih odborih izrazil samo še nekaj zadnjih pomislekov pa tudi pohvalo predlagatelju, da se je lotil sistemskega reševanja jezikovne problematike (15. 2. 2007).

Glede na to, da je predlog NPJP pri vseh nalogah, katerih nosilec naj bi bil SVEZ, navedel, da je treba predvideti proračunska sredstva, smo v zgornjem dopisu MK prosili tudi za pojasnilo, koliko sredstev naj bi SVEZ načrtoval. Odgovor MK smo dobili 19. 2. 2007 – po njihovi oceni naj bi SVEZ v letih 2007–2010 predvidel 227.000 evrov za izpolnjevanje nalog. 150.000 evrov naj bi bilo porabljenih samo za leto 2008, v času predsedovanja Svetu EU,

<sup>3</sup> V času nastajanja NPJP je bila naša ustanova še Služba Vlade RS za evropske zadeve (SVEZ), po združitvi s Službo Vlade RS za razvoj decembra 2008 pa se imenuje Služba Vlade RS za razvoj in evropske zadeve (SVREZ).

vendar (kot je razloženo pod 3a) se je tolmačenje in prevajanje v času predsedovanja zagotavljalo v institucijah EU; sredstva, ki jih je za to porabila Vlada RS, pa so bila del skupnega vladnega načrtovanja oz. postavke. Za vse naloge, za katere smo ocenili, da je smiselno načrtovati dodatna sredstva v novi proračunski postavki za izvajanje nalog NPJP, pa smo upoštevali dano oceno MK.

## 2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?

Odgovor že pod 1. točko.

## 3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP?

Da, poleg obrazložitve realizacije v zaključnem poročilu SVEZ/SVREZ za leti 2008 in 2009 smo poročila pripravili za predlagatelja NPJP, Ministrstvo za kulturo (glej v prilogi), sicer pa tudi za poročilo sedanje Vlade RS ob koncu prvega leta mandata – 2009 (priloga). Tudi letos bomo prispevek o tem pripravili za poročilo Vlade RS o drugem letu mandata – 2010.

### a. Katere naloge NPJP ste v vaši ustanovi opravili?

V resoluciji je bila Služba za evropske zadeve navedena kot nosilec pri petih nalogah, zaradi česar smo odprli novo proračunsko postavko: 7634 - Izvajanje nalog iz Resolucije NPJP (v prilogi so vse naloge naštet v Obrazložitvi finančnega načrta za leto 2008). Dve od nalog nista narekovali nikakršnih dodatnih proračunskih sredstev, saj sta se izvajali drugače:

- 12a – »izraba predsedovanja Slovenije EU ...« – prevajanje in tolmačenje v času predsedovanja je bilo podrobno načrtovano v okviru sistematičnih priprav Vlade RS, sredstva za to so bila že predvidena na posebni namenski postavki, poleg tega pa večji del bremena med predsedovanjem nosijo same institucije EU s svojimi tolmaškimi in prevajalskimi službami;
- 12č – razčlemba doslej porabljenih sredstev iz kvote za tolmačenje na sejah delovnih teles po sistemu »zahtevaj in plačaj« – natančno poročilo o porabi te kvote iz proračuna EU redno pošilja generalni sekretariat Sveta EU, zato je posebna ekspertiza, ki bi bila plačana iz proračuna RS, nepotrebna.

Tako je torej SVEZ/SVREZ v sodelovanju z zunanjimi sodelavci izvedel tri naloge, in sicer tiste, ki so navedene pod ukrepi 8b ter 12b in 12d:

- i. pripravil je priročnik **Slovenščina v institucijah EU**: ([http://www.svez.gov.si/fileadmin/svez.gov.si/pageuploads/docs/jezikovna\\_vprasanja/Slovenscina\\_v\\_institucijah\\_EU.pdf](http://www.svez.gov.si/fileadmin/svez.gov.si/pageuploads/docs/jezikovna_vprasanja/Slovenscina_v_institucijah_EU.pdf))
- ii. pripravil je predlog vzpostavitve nacionalnega mehanizma za potrjevanje terminologije EU, vključno s poslovníkom, seznamí strokovnjakov in preizkusom delovanja:
- iii. ([http://www.svrez.gov.si/fileadmin/svez.gov.si/pageuploads/docs/jezikovna\\_vprasanja/Terminoloski\\_mehanizem\\_vzpostavitveni\\_dokument\\_marec2009.doc](http://www.svrez.gov.si/fileadmin/svez.gov.si/pageuploads/docs/jezikovna_vprasanja/Terminoloski_mehanizem_vzpostavitveni_dokument_marec2009.doc))
- iv. pripravil je ekspertizo o razumevanju razlag evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov (priloga)

**b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010?**2008:

7634 – Izvajanje nalog iz Resolucije NPJP

Veljavni proračun 2008	20.795 EUR
Realizacija	18.513 EUR

1. Ukrep 8b: Krepitev odgovornosti Slovencev do slovenščine kot maternega jezika (identifikacijska vloga), kot uradnega jezika in kot polnovrednega gradnika evropske jezikovne raznolikosti (gojitev ustrezne samozavesti ob naraščajočem valu priložnosti in potrebe za sporazumevanje med govornici raznih jezikov)

Naloga SVEZ: izpopolnjevanje Priročnika za sodelovanje slovenskih vladnih predstavnikov v postopkih odločanja v EU (priporočila/navodila SVEZ slovenskim evroposlancem, drugim uradnim predstavnikom in uslužbencem v organih EU o rabi slovenščine)

Do konca novembra 2008 izdelan priročnik "Slovenščina v institucijah EU".

2. Ukrep 12d: Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino

Naloga SVEZ: priprava predloga za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU

Do konca novembra 2008 izdelan delovni dokument "Predlog za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU", vključno s poslovníkom.

2009:9471<sup>4</sup> – Izvajanje nalog iz Resolucije NPJP

Veljavni proračun 2009	20.000 EUR
Realizacija	11.887 EUR

1. Ukrep 12b: Odločno zagovarjanje stališča, da uveljavljanje načela prostega pretoka ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih varovalk in mehanizmov za nevtralizacijo negativnih učinkov prostega pretoka

Naloga SVEZ: ekspertiza o razumevanju in razlagah evropskih direktiv in sodb sodišča ES, ki govorijo o rabi jezikov.

Do maja 2009 izdelana ekspertize o razumevanju razlag evropskih direktiv in sodb sodišča ES glede rabe jezikov.

2. Ukrep 12d: Izboljšanje kakovosti prevajanja in tolmačenja gradiva EU za slovenščino

<sup>4</sup> Z združitvijo Službe Vlade za evropske zadeve in Službe Vlade za razvoj se je številka proračunske postavke spremenila.

Naloga SVREZ: priprava predloga za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU

Do konca leta 2009 pripravljene sezname strokovnjakov za terminološko svetovanje, opravljen preizkus terminološkega mehanizma in napisano poročilo o opravljenem preizkusu. Zaradi različnih razlogov je bila poraba manjša od načrtovane, vendar je bila zastavljena naloga v okviru NPJP opravljena.

2010:

Načrtovanih 10.000 evrov je bilo ob rebalansu proračuna prerazporejenih za nujne izdatke na drugih področjih.

2011:

Načrtovanih 10.000 evrov (predvidoma za nadaljevanje dela na nalogi iz ukrepa 12d, in sicer za organizacijo konference o terminologiji EU, v sodelovanju z institucijami EU).

2012:

Načrtovanih 30.000 evrov.

**4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?**

Vsekakor. Vsi ukrepi, katerih nujnosti smo se v SVEZ zavedali že zaradi priprave slovenske različice pravnih aktov EU in terminologije EU v letih 1997-2004, pa tudi po pristopu, ko se je pristojnost za to delo preselila v institucije EU oz. njihove slovenske oddelke, SVEZ pa je začel spremljati njihovo delo, so z obstojem NPJP dobili popolnoma drugačen – sistemski – okvir in pravno podlago, ki omogoča tudi načrtovanje namenskih sredstev. Zaradi izkušenj s predpristopnim projektom se je SVEZ tudi zelo dejavno vključil v obravnavo predloga NPJP in ga torej imel možnost sooblikovati.

**5. Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?**

Že v fazi priprave predloga oziroma od zasnove naprej, saj je po našem mnenju lahko izvajanje NPJP učinkovito le, če izhaja iz prepoznane potrebe samega resornega organa in njegovega podrobnega poznavanja problematike na danem področju.

**6. Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012–2016?**

Nadaljevanje nalog iz ukrepa 12d, s poudarkom na terminologiji oziroma nadaljevanju prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU. Še vedno menimo, da je potreben poseben slovenski portal za terminologijo, na katerem bi bilo idealno mesto tudi za uporabniku-prijazen forum, v okviru katerega bi se lahko odvijale medinstitucionalne in interdisciplinarne razprave o strokovni terminologiji, ki bi se po predvidenih postopkih in v čim krajšem času tudi dejansko zaključile z ustrežno

terminološko rešitvijo.

Na podlagi izkušenj pri iskanju terminoloških rešitev tudi menimo, da bi veljalo vztrajati s prizadevanji za uvedbo »strokovno-znanstvene« slovenščine na fakultete, saj se tam lahko najustrezneje oblikuje občutljivost za strokovni jezik in usposobljenost za ustvarjanje slovenske terminologije.

Kakšen ukrep pa bi morda po zgledu Evropske komisije lahko posvetili tudi trendu jasnega pisanja oziroma preprostega upravnega jezika.

#### **Dodaten komentar:**

Vprašanje je, ali naj NPJP vsebuje samo tiste naloge, za katere je potreben poseben, dodaten napor, vključno s sredstvi, ali tudi tiste, ki jih resorni organi zagotavljajo že sicer, v okviru svojih rednih dejavnosti in z zaposlenimi uslužbenci. Prvi NPJP, ki si zasluži pohvalo že zaradi tega, ker je do njega sploh prišlo, je bil popis vseh nalog, zato je bil morda nekoliko nepregleden in je zameglil tiste prednostne naloge na različnih področjih vladnih resorjev, ki bi jih bilo treba izpostaviti kot najbolj nujne in se nanje tudi dejansko osredotočiti. V novem NPJP bi bilo smiselno zgoščeno predstaviti najbolj nujne naloge za naslednje obdobje, se od same zasnove naprej dogovarjati z resornimi organi, nato pa centralno in redno nadzorovati načrtovanje proračunskih sredstev in njihovo porabo, izvajanje nalog in dosežene rezultate.

Pripravila:

Darja Erbič  
Oddelek za pravno in  
jezikovno ureditev EU

*Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012–2016*

Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011

Generalni sekretariat vlade RS

1. Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?

**ODGOVOR:**

Gradivo je bilo sicer v medresorskem usklajevanju kar nekaj časa.

2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?

**ODGOVOR:**

GSV ni podal dodatnih predlogov.

3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP?

- a. Katere naloge NPJP ste v vaši ustanovi opravili?

**ODGOVOR:**

GSV, Sektor za prevajanje je izvajal naloge pod cilji 11m) in 12d) NPJP.

- b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010?

**ODGOVOR:**

Naloge izvajamo v okviru rednih delovnih nalog.

4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?

**ODGOVOR:**

Naloge in dejavnosti Sektorja za prevajanje Generalnega sekretariata Vlade RS vključujejo cilje iz NPJP, to je izboljšanje kakovosti prevajanje vseh vrst gradiv v slovenski jezik, izpopolnjevanje terminoloških zbirk Evroterm in Evrokorpus ter medinstitucionalno usklajevanje.

5. Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?

**ODGOVOR:**

V Sektorju za prevajanje Generalnega sekretariata Vlade RS si prizadevamo za bolj poglobljeno sodelovanje in usklajevanje med posameznimi resorji, saj ugotavljamo, da na tem področju niso vsi enako aktivni.

6. Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012–2016?

**ODGOVOR:**

V Sektorju za prevajanje Generalnega sekretariata Vlade RS so pomembna vsa področja jezikovnopolitičnih vprašanj in problemov, saj opravlja storitve za vse resorje v javnem sektorju.

**Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012–2016**

Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011

Ustanova vlade RS: Ministrstvo za notranje zadeve

1. Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?

Za medresorsko usklajevanje je bilo v času od konca novembra do začetka decembra 2006 dovolj časa.

2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila? Iz besedila izhaja, da so bile posredovane pripombe v celoti upoštevane.
3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP?

Posebni poročila o izvajanju nalog, določenih z NPJP, ni bilo.

- a. Katere naloge NPJP ste v vaši ustanovi opravili?

Iz NPJP izhaja naloga iz 9. cilja – ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante idr. (9m), vendar pa osnovna naloga kot pomoč pri vključevanju tujcev v slovensko družbo izhaja iz drugih strateških dokumentov, kot sta Resolucija o imigracijski politiki (Uradni list RS, št. 40/99) in Resolucija o migracijski politiki (Uradni list RS, št. 106/02), ter iz Zakona o tujcih in Zakona o mednarodni zaščiti, kjer je med drugim opredeljena pomoč pri vključevanju tujcev v slovensko družbo, pristojnost za določitev obsega, vsebine in trajanja programov slovenskega jezika in programov seznanjanja s slovensko zgodovino, s kulturo in z ustavno ureditvijo ter kategorije tujcev, ki so upravičene do udeležbe v teh programih.

Z izvajanjem tečajev slovenskega jezika in seznanjanja s slovensko zgodovino, s kulturo in z ustavno ureditvijo za tujce, ki v Republiki Sloveniji prebivajo na podlagi dovoljenja za prebivanje, smo začeli novembra 2009, ko smo tudi distribuirali brošure z informacijami za tujce ter zloženki *Vstop in prebivanje v Republiki Sloveniji* in *Učenje slovenskega jezika in seznanjanje s slovensko zgodovino, s kulturo in z ustavno ureditvijo*. Zagotavljamo tudi tečaje slovenskega jezika in pomoč pri učenju slovenskega jezika za osebe, ki imajo v Republiki Sloveniji priznano mednarodno zaščito.

- b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010?

Ministrstvo za notranje zadeve sredstva za tečaje slovenskega jezika zagotavlja s črpanjem iz Evropskega sklada za begunce (za prosilce in za osebe s priznano mednarodno zaščito) in iz Evropskega sklada za vključevanje državljanov tretjih držav (za ostale tujce, ki v Republiki



Sloveniji zakonito prebivajo). Iz proračuna se namenja obvezno 25-odstotno financiranje iz proračuna Ministrstva za notranje zadeve.

	ERF		EIF	
	planirano (EUR)	porabljeno (EUR)	planirano (EUR)	porabljeno (EUR)
2007	20.000		0	0
2008*	21.000	13.907	560.000	0
2009	22.000	1.906	560.000	3.996
2010**	22.000	6.570	1.036.000	251.021

\*tečajji slovenščine za tujce so se začeli izvajati šele v letu 2009

\*\*podatki so do 29. 10. 2010

4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?

Naloga sicer izhaja tudi iz NPJP, vendar ni primarna podlaga za jezikovno izobraževanje priseljencev.

5. in 6.

Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?

Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012–2016?

Na Ministrstvu za notranje zadeve nimamo pripomb na oblikovanje NPJP, njeno oblikovanje tudi ni v naši pristojnosti.

Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012–2016  
Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011

Ustanova vlade RS:

Slovenska obveščevalno-varnostna agencija (Sova)

1. Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?

Sova ni neposredno sodelovala pri nastajanju NPJP.

2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?

/ (glej zgoraj)

3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP? Ne.

- a. Katere naloge NPJP ste v vaši ustanovi opravili?

Na področju jezikovne politike je agencija že pred sprejetjem NPJP v okviru zmožnosti delovala po načelih, ki so bila zapisana v NPJP (lektoriranje, prevajanje, tolmačenje, jezikovna usposabljanja, ustrezni delovni pripomočki, podpora uporabnikom na jezikoslovnem področju ipd.)

- b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010? Za izvajanje NPJP niso bila posebej določena proračunska sredstva.

4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?

NPJP je glede na ustaljeno jezikovno politiko v agenciji bil predvsem potrditev pravilne usmerjenosti in prizadevanj agencije na tem področju.

5. Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike? S sodelovanjem predstavnika agencije pri oblikovanju konkretnih rešitev (odvisno od tega, v kakšni obliki bo potekala priprava novega programa).

6. Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012–2016?

Izražanje v uradnih dokumentih.

Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012-2016

Vprašalnik o Izvajanju nacionalnega programa za jezikovno politiko 2007-2011

Ustanova vlade RS: *MINISTRSTVO ZA FINANCE RS  
ZUPNIČEVA 3  
1000 LJUBLJANA*

1. Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?

*NE*

2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?

*NE*

3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP?

a. Katere naloge NPJP ste v vaši ustanovi opravili?

*Nekateri*

b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010?

*Nikoli*

4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?

*NE*

5. Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?

*Več radovednosti*

6. Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012-2016?

*Priprava urbenih gozdov*



*[Handwritten signature]*



REPUBLIKA SLOVENIJA

MINISTRSTVO ZA VISOKO ŠOLSTVO, ZNANOST IN TEHNOLOGIJO

www.mvzt.gov.si, e: gp.mvzt@gov.si

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t: 01 478 4600, f: 01 478 4719

Številka: 610-2/2010/4

Datum: 2.11.2010

[marko.stabei@ff.uni-lj.si](mailto:marko.stabei@ff.uni-lj.si)

Pri odgovoru se obvezno sklicujte na našo številko.

**ZADEVA: Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011**

Spoštovani!

Posredujemo vam odgovore na vaš vprašalnik.

***Izdelava metodologije priprave nacionalnega programa jezikovne politike za obdobje 2012-2016***

Vprašalnik o izvajanju nacionalnega programa za jezikovno politiko 2007-2011

Ustanova vlade RS:

1. Ste pri nastajanju NPJP 2007-2011 imeli dovolj časa in priložnosti za medresorsko usklajevanje?
2. So bili vaši predlogi in pripombe ustrezno upoštevani v končni različici besedila?
3. Je vaša ustanova pripravljala poročila o izvajanju nalog, določenih z NPJP?
  - a. Katere naloge NPJP ste v vaši ustanovi opravili?
  - b. Koliko proračunskih sredstev ste za to načrtovali in porabili v letih 2007-2010?
4. Se je NPJP izkazal kot koristna podlaga pri vašem delu?
5. Na kakšen način bi si želeli sodelovati pri oblikovanju novega programa jezikovne politike?

6. Katera jezikovnopolitična problematika z vašega področja bi potrebovala prednostno obravnavo v novem NPJP 2012-2016?

Pri svojem delu se srečujemo z omejitvami, ki jih prinaša omejena možnost uporabe tujih jezikov v procesu ocenjevanja prijav na javne razpise. Znanstvena dejavnost je v svoji naravi mednarodno usmerjena in kvaliteten recenzentski postopek mora temeljiti na mednarodnih ocenjevalcih. Pri vodenju postopkov se tako srečujemo s težavami pri organizaciji ocenjevalnih postopkov, saj zadoščanje pravilom zahteva veliko naporov in je predvsem drago in zamudno.

## Priloga 5: Pregled mednarodnih dokumentov o jezikovni politiki

### Ključni dokumenti Evropske unije

1. Council Resolution of 16 December 1997 on the Early Teaching of European Union Languages, 3. 1. 1998  
(<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:1998:001:0002:0003:EN:PDF>)
2. Decision No 1934/2000/EC of the European Parliament and of the Council of 17 July 2000 on the European Year of Languages 2001, 14. 9. 2000  
(<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2000:232:0001:0005:EN:PDF>)
3. Presidency Conclusions – Lisbon European Council of 23 and 24 March 2000, 25. 9. 2000  
([http://www.europarl.europa.eu/summits/lis1\\_en.htm](http://www.europarl.europa.eu/summits/lis1_en.htm))
4. Foreign Language Teaching and Learning: Community Action Plan, oktober 2000
5. Eurobarometer 2006 – Posebna javnomnenjska raziskava 64.3 »Evropejci in jeziki« (povzetek), december 2000  
([http://ec.europa.eu/education/languages/pdf/doc629\\_en.pdf](http://ec.europa.eu/education/languages/pdf/doc629_en.pdf))
6. European Parliament Resolution on Regional and Lesser-used European Languages, 13. 12. 2001  
(<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P5-TA-2001-0719+0+DOC+XML+V0//EN>)
7. Council Resolution of 14/02/2002 on the Promotion of Linguistic Diversity and Language Learning in the Framework of the Implementation of the Objectives of the European Year of Languages 2001, 23. 2. 2002  
(<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2002:050:0001:0002:EN:PDF>)
8. Presidency Conclusions – Barcelona European Council 15 and 16 March 2002, 17. 3. 2002  
([http://www.fondazionecru.it/eracareers/documents/research\\_policy/Barcelona%20EUCouncil%202002.pdf](http://www.fondazionecru.it/eracareers/documents/research_policy/Barcelona%20EUCouncil%202002.pdf))
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## **Priloga 6: Pregled jezikovnih tem, s katerimi se je neposredno ukvarjala slovenska strankarska politika**

Slovenske politične stranke kot eni od ključnih političnih akterjev se jezikovnim temam v svojih programih, ki odražajo in hkrati narekujejo podobo slovenskega javnega prostora, posvečajo razmeroma malo. Poglavitne teme v programih strank, bolj ali manj posredno povezane z jeziki, so:

- vloga slovenščine kot temelja naroda;
- slovenščina kot uradni jezik EU;
- ogroženost slovenščine (tujki jeziki, tujke, govorniki slovenščine);
- domoljubje in domovinska vzgoja;
- strpnost, večjezičnost, kulturna raznolikost;
- slovenščina in slovenska kultura (razmerje med slovensko in tujo kulturo);
- slovenščina v medijih;
- slovenščina in informacijska tehnologija;
- slovenski jezik v založništvu (davek na knjige),
- slovenski jezik v državni upravi;
- slovenščina v osnovni šoli;
- učenje tujih jezikov na vseh stopnjah šolanja in pri odraslih;
- mednarodno povezovanje slovenskega visokega šolstva in znanosti;
- uporaba tujih jezikov in slovenščine v visokem šolstvu;
- primerljivost izobraževanja v Sloveniji s tujino;
- pravice italijanske in madžarske narodne skupnosti v Sloveniji;
- pravice Romov;
- pravice pripadnikov neavtohtonih manjšin, migrantov, azilantov;
- pravice slovenskih zamejcev in izseljencev;
- odnosi s sosednjimi državami;
- raba tujih jezikov v gospodarstvu (imena podjetij);
- slovenščina kot tuji jezik (jezikovni priročniki, učbeniki, tečaji);
- slovenska terminologija;
- slovarji, programske aplikacije itn. v slovenščini;
- sinhronizacija filmov v slovenščino;
- pravna zaščita slovenskega jezika (zakonodaja, varuh slovenskega jezika);
- urad/sector za slovenski jezik;
- evropska jezikovna politika.

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## Priloga 7: Jezikovna politika v Republiki Franciji

Specifika francoske jezikovne situacije je razpetost francoske države in javnosti med notranjo željo po obrambi ogrožene francoščine in namero po zunanji ekspanziji frankofonije. Tisto, kar francoski varuhi nacionalnega jezika najbolj očitajo angleščini (namreč njeno ekspanzivnost), bi s svojim jezikom, če bi bile razmere drugačne, raje počeli sami. Stari prestiž francoščine kot elitnega evropskega jezika in veličastna tradicija tisočletne francoske književnosti v marsičem določata odnos francoskih govorcev do lastnega jezika. Zgodovina literarne in esejistične refleksije o francoščini je polna zveličavnih mnenj o genialnosti in univerzalnosti francoskega jezika (od Du Bellaya preko Voltaira in Rivarola do Sollersa), obenem pa strukturna in zlasti glasovna specifika francoskega jezika rojene frankofonske govorce praviloma močno zaznamujeta navzven in navznoter. Posledica je, da rojeni frankofonski govorec navzven najpogosteje težko prikrije svojo provenienco, posebej kadar skuša spregovoriti v tujem jeziku, in se torej, sociolingvistično gledano, hitro znajde v marginalnem položaju. Navznoter pa njegovo jezikovno (ne)samozavest oblikuje relativna zahtevnost jezikovnih pravil, ki jo francoski govorec običajno razume kot kompleksnost pisnega koda, torej v glavnem pravopisa.

Formalne intervencije v francosko jezikovno politiko izhajajo iz določila 2. člena ustave Republike Francije, ki pravi: *»Jezik Republike je francoščina.«* To pomeni, da ima francoski jezik status uradnega in državnega jezika Republike Francije. Na podlagi tega pravnega izhodišča je francoska vlada 31. decembra 1975 sprejela zakon Bas-Lauriol (št. 75-1349), ki je predpisal izključno rabo francoskega jezika v javnosti in posebej v tržnem oglaševanju. Ta zakon je 4. avgusta 1994 zamenjal t. i. Toubonov zakon (*Loi Toubon*, št. 94-665), imenovan po tedanjem francoskem ministru za kulturo. Osnutek tega zakona je vseboval zelo radikalna izključevalna določila, vendar je Ustavni svet v tem videl neposredno grožnjo svobodi izražanja v skladu z 11. členom Deklaracije o človekovih in državljanskih pravicah. Svet je tako označil kot neustavno prepoved uporabe tujih izrazov z obrazložitvijo, da država lahko kvečjemu predpiše uporabo francoskega jezika pravnim osebam javnega in zasebnega prava, ki opravljajo javni servis, ne more pa z zakonom a priori izločati besed tujega izvora.

Motivacija, formulacija in uveljavitev zakona eksplicitno izhajajo iz potrebe po zaščiti francoske jezikovne dediščine. Defenziven zakon, ki pa je formuliran izrazito ofenzivno. V 2. členu zakona so navedena področja, kjer »je uporaba francoskega jezika obvezna«, beseda »mora« je prisotna v več odstavkih, od tega štirikrat samo v 6. členu. Restriktivnost zakona je povzeta v 14. členu: *»Pravnim osebam javnega prava se prepoveduje tuje ime oziroma beseda za tovarniške oznake, trgovske znamke ali oznake javnega servisa, če zanje obstaja francoski izraz ali beseda istega pomena, odobrena po pogojih, določenih s predpisanimi uredbami, ki se nanašajo na bogatitev francoskega jezika.«* Zakon Toubon je v svojem osnovnem tonu konzervativen tekst, ideološko definiran s konceptom enotnosti in nedeljivosti jezika in države, čeprav ureja tudi vključevanje regionalnih jezikov v kurikule osnovnih šol. Utemeljen je vendarle na premisi, da mora imeti Republika en sam jezik, vrhu tega pa naj bi ta jezik ostal, kot je to le mogoče, »čist«, brez dodatnih tujih primesi. Sistemizirano zavračanje besed tujega izvora je poskus upočasnevanja jezikovnih sprememb. V Franciji je ta jezikovnopolični refleks neposredno povezan z vprašanjem priseljevanja in s posplošenim strahom pred razvrednotenjem kulturnih tradicij in z njimi povezane nacionalne identitete.

Omenjena ključna formulacija v 14. členu Toubonovega zakona je sprožila potrebo po ustanovitvi terminološke politične instance. Zato ima odtlej pomembno vlogo med instituti francoske jezikovne politike dekret z dne 3. julija 1996, ki skrbi za ustvarjanje in razširjanje uradnega izrazja s pomočjo *Vrhovne komisije za terminologijo in tvorjenje neologizmov* (Commission générale de terminologie et de néologie), odgovorne neposredno predsedniku vlade, vendar je za pravilno razumevanje stanja potrebno hkrati upoštevati zakon Bas-Lauriol, posebej pa še *Dekret o bogatenju francoskega jezika* (Enrichissement de la langue française) iz leta 1972, ki se nanaša na striktno prepoved uporabe vseh tujih izrazov, kadar je v predlogih komisije na razpolago istopomenski francoski izraz. Z dekretom iz leta 1996 je vlada med drugim posebej določila, da

mora pri odločanju o francoskih terminoloških rešitvah sodelovati tudi Francoska akademija.<sup>5</sup> Vsi terminološki predlogi te komisije imajo status odloka in so sproti objavljeni v Uradnem listu Republike Francije. V letu 2009 je Vrhovna komisija za terminologijo in tvorjenje neologizmov v Uradnem listu objavila 319 francoskih terminoloških predlogov, ki naj bi nadomestili uveljavljajoče se tujejezične (angleške) leksemse rešitve.

Kot operativna instanca za vodenje jezikovne politike je bila v Franciji leta 1989 pod okriljem Ministrstva za kulturo in frankofonijo ustanovljena *Vrhovna delegacija za francoski jezik* (Commission générale à la langue française), ki se je leta 2001 preimenovala v *Vrhovno delegacijo za francoski jezik in jezike Francije* (Commission générale à la langue française et aux langues de France, odslej tudi v tem besedilu CGLFLF). Z novim poimenovanjem je država izrecno priznala jezikovno raznolikost na ozemlju RF in v svoje zakonsko varstvo vključila regionalne in manjšinske jezike, govornjene na ozemlju Republike, ki tudi v nobeni drugi državi nimajo statusa uradnega jezika: baskovščina, bretonščina, gaskonjščina, alzaščina, normanščina, provansalsščina ipd.

Oblikovanje jezikovnopolitičnih strategij je v Franciji neposredno povezano z izhodiščno zakonsko formulacijo: vse jezikovnopolitične akcije so namenjene ohranjanju in krepitvi položaja francoščine na ozemlju Republike Francije, posredno pa širitvi in utrjevanju frankofonije po svetu. Drugače povedano: formulacija Zakona Toubon je obenem tudi strateški koncept francoske jezikovne politike, utemeljen na občutku ogroženosti francoskega jezika. Delegacija CGLFLF je pooblaščenca tudi za formalno racionalizacijo strukturnih jezikovnih predpisov, kar se v primeru francoskega jezika v glavnem nanaša na pravopisna pravila. Pred dvajsetimi leti je francoščina doživela zadnji pomembnejši reformni poskus, ki ga je predlagala stroka (pod vodstvom specialistke za francoski pravopis Nine Catach), potrdila pa CGLFLF z objavo v Uradnem listu decembra 1990: reforma zadeva nekatere nedoslednosti v pravopisnih izpeljavah diakritičnega naglaševanja, tvorjenja množine, usklajevanj preteklega deležnika, rabe nekaterih ločil in še drugih tovrstnih strukturnih vprašanj.

Francija je med vsemi državami članicami Evropske unije tista, za katero je najbolj značilno organiziranje državljskih pobud in interesov v civilna društva. Na področju dejavnosti v zvezi s statusom in rabo francoskega jezika je mogoče nedvomno ugotoviti, da državljani z državo večinoma delijo občutek ogroženosti francoščine, zato se – bolj kot kjer koli drugod – združujejo v t. i. *Društva za obrambo francoskega jezika* (Association pour la défense de la langue française), ki so registrirana kot regionalna združenja in torej pokrivajo relativno velike administrativne enote. Slogan teh društev je *Ni purisme ni laxisme*, se pravi, da se civilna združenja za obrambo francoščine načeloma v enaki meri odpovedujejo jezikovnemu čistunstvu, preveliki toleranci v opozarjanju na določene jezikovne prakse in posledično svarijo pred pretirano propustnostjo sistemov jezikovnih predpisov. Verjetno najaktivnejši med regionalnimi društvi sta tisti v pokrajinah Savoja in Franche-Comté – pri slednjem štirikrat na leto izdajajo periodično publikacijo z militantnim naslovom *Obramba francoskega jezika* (Défense de la langue française). Na podobnih načelih in sorodnih motivacijah deluje tudi društvo *Prihodnost francoskega jezika* (Avenir de la langue française), ustanovljeno leta 1992 na pobudo približno 300 podpisnikov javne peticije, umetnikov in intelektualcev (med njimi sta bila stari Eugène Ionesco in mladi Michel Houellebecq), uperjene proti hegemoniji angleščine v javnih jezikovnih praksah. Podpisniki peticije so problem vdiranja angleščine imenovali *le tout-anglais*, vseprisotna angleščina. Društvo *Prihodnost francoskega jezika*, ki ga trenutno vodita bivši veleposlanik in bivši vladni minister, je tipičen primer z zakonom Toubon usklajene civilne pobude, ki si izrecno prizadeva za jezikovno osveščanje javnega mnenja, parlamentarcev, odgovornih funkcionarjev in nasploh vseh državljanov v zvezi z naraščajočo prevlado enega od tujih jezikov v velikih gospodarskih družbah, oglaševanju, znanstvenem raziskovanju, na področju avdio-vizualnih medijev in v delovanju državne uprave. Prizadeva si za uveljavljanje jezikovne zakonodaje v Franciji in za diverzifikacijo poučevanja tujih jezikov v francoskih šolah. Angažma civilnih interesnih združenj državljanov s tega področja daje čutiti, da v javnosti prevladuje sum o nezadostni učinkovitosti vladnih jezikovnih politik: nevladna društva se torej organizirajo zato, da lahko izvajajo poostren neformalni nadzor nad izvrševanjem vladnih jezikovnopolitičnih predpisov.

<sup>5</sup> Francoska akademija je bila ustanovljena leta 1635 in je imela v vseh francoskih monarhijah odločilno politično vlogo pri oblikovanju jezikovnih standardov, v republikanskih ureditvah pa je njena politična vloga slabela, čeprav je še naprej izdajala in prenavljala svoj prestižni enojezični slovar. V 90. letih 20. stoletja, v času torej, ko so se zgodile vse ključne spremembe v francoski jezikovni politiki zadnjih desetletij, je tudi Francoska akademija znova pridobila efektivno politično moč v zvezi z jezikovnimi spremembami.

Toubonovi zakonski dikciji in akcijam jezikovnoobrambnih društev je skupna skrb za uveljavitev državljske »pravice do francoščine«. Ta skupni smoter francoske države in njenih državljanov nastopa v tesni povezavi s tradicionalno francoskim političnim prijemom iz leta 1958, torej iz časa prvih oblik evropskega nadnacionalnega združevanja, ko je tedanji kulturni minister André Malraux v evropsko in nacionalno politiko vpeljal koncept *Francoske kulturne izjeme* oz. izvetosti (*Exception culturelle française*). Pobuda za ohranitev francoskega kulturnega (in torej zlasti jezikovnega) vpliva je nastala ob dokončni izgubi nekdanjega prestižnega statusa francoščine v Evropi, kjer je po drugi svetovni vojni (in posebej pod vplivom politično-gospodarske moči ZDA) zavladata angleščina. Francozi angleščino še danes vidijo kot globalno grožnjo in »orodje ekonomske mondializacije«, proti kateremu je treba v zakonodajo vgrajevati sistemske zaščitne varovalke, ki naj bi francoščini zagotovile ustrezen prvenstveni položaj.

**NPJP 2012–2016**  
**imenovane osebe za sodelovanje pri pripravi resolucije**  
**iz služb in ministrstev vlade**

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Spoštovani,

v zvezi s prejetim dopisom o zbiranju predlogov za novi program jezikovne politike, vam pošiljamo nekaj točk, ki se nam z našega stališča (gospodarske družbe) zdijo pomembne oz. potrebne.

Ker so trenutne razmere na trgu zaradi spremenjenih razmer (razmah »brezplačnega« interneta) in gospodarske krize zelo zaostrene - prodaje elektronskih slovarjev, prevajalnikov in drugih programov, s prodajo katerih smo prej lahko pokrivali razvoj, skorajda ni več – so ČIM PREJ potrebni razpisi, s pomočjo katerih bi lahko še naprej razvijali ali nudili pomoč drugim pri razvoju jezikovne platforme oz. jezikovnih tehnologij za slovenski jezik. Posebej pomembna so za nas naslednja področja:

- gradnja splošnih in specializiranih (npr. terminoloških, večjezičnih, govornih) korpusov,
- izdelava in izdajanje starih/novih splošnih in terminoloških slovarjev (npr. na portalu Termania),
- nadgradnja lematizatorja, slovničnega analizatorja in drugih orodij za analizo/označevanje besedil (npr. označevalnik in razčlenjevalnik SSJ),
- nadgradnja prevajalnega sistema (npr. Presis ali iTranslate4) v smeri kvalitetnejšega prevajanja, novih jezikovnih parov ali novih tehnologij (npr. vključitev statističnih metod prevajanja),
- nadgradnja jezikovnih modulov za slovenski jezik (npr. črkovalnik, delilnik, slovnični pregledovalnik, tezaver) v smeri vsebinskega izboljševanja (npr. nove besede, nova pravila), prilagajanja novim tehnologijam (npr. mobilne naprave) in integracije v druge izdelke ter platforme (npr. Microsoft Office, LibreOffice; Linux, iOS),
- razvoj virtualnih agentov oz. (inteligentnih) QA sistemov za slovenski jezik,
- nadaljnji razvoj govornih tehnologij (sinteza in razpoznavna govora).

Lep pozdrav,

Miro Romih  
Amebis, d. o. o., Kamnik

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Ljubljana, 23. september  
2011

**ZADEVA: Odziv na pobudo za sodelovanje pri oblikovanju predloga resolucije o nacionalnem programu jezikovne politike za obdobje 2012 do 2016**

Spoštovani,

spodaj podpisani se odzivamo na vaš dopis št. 012-20/2011/71 z dne 12. 9. 2011 in vam posredujemo naše mnenje in predloge za jezikovno-politične smernice, ki izhajajo iz naših izkušenj na področju raziskav in razvoja govornih tehnologij za slovenščino.

Naše mnenje je, da je razvoj govornih tehnologij za slovenski jezik eden od zelo pomembnih dejavnikov, ki lahko bistveno pripomore k preprečevanju nadaljnjega siromašenja rabe slovenščine tako v službenem kot tudi zasebnem življenju naših državljanov. Po naši oceni je zaradi majhnosti našega trga pri tujih proizvajalcih interes za razvoj tovrstnih tehnologij za slovenščino premajhen. Trenutno tudi ni jasno, kdaj, če sploh kdaj, bi se ta interes lahko povečal.

V Sloveniji obstaja kar nekaj zasebnih in javnih razvojno-raziskovalnih podjetij in skupin, ki premorejo dovolj znanja na tem področju, da bi lahko odločilno pripomogli k razvoju teh pomembnih tehnologij za slovenščino, vendar zaradi majhnega trga ne zmorejo pridobiti dovolj tržnih sredstev za kritje stroškov razvoja. Če je naši državi v strateškem interesu, da se raba govorjene slovenščine ohrani, potem bi vsekakor morala podpreti izdatnejše financiranje razvoja tovrstnih tehnologij iz domačih in evropskih javnih sredstev.

Naši predlogi pri razmišljanjih o novem nacionalnem programu jezikovne politike se zato osredotočajo predvsem na večjo podporo financiranju razvoja govornih tehnologij za slovenščino, med katere uvrščamo predvsem samodejne razpoznavalnike in sintetizatorje slovenskega govora. Te tehnologije omogočajo razvoj najsodobnejših informacijsko-komunikacijskih sistemov za govorjeno slovenščino, kot so govorni informacijski sistemi, pripomočki za učenje govorjene slovenščine, prenosni in vgradni uporabniški vmesniki kot tudi sistemi za govorno upravljanje različnih tehniških sistemov v industriji, prometu, telekomunikacijah in na drugih področjih.

Eden od naših predlogov bi tako bil, da se v razpisih Javne agencija za raziskovalno dejavnost Republike Slovenije izdatneje podpre financiranje raziskav in razvoja omenjenih tehnologij na zasebnih in javnih raziskovalnih organizacijah. Pri razpisih se naj da več poudarka razvoju ali

prilagoditvi točno določenih govornih tehnologij za slovenščino. Med te tehnologije bi uvrstili predvsem:

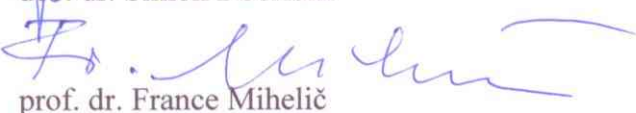
- izboljšani splošni sintetizator slovenskega govora za vgradne, prenosne, namizne in strežniške sisteme s poudarkom na čim večji naravnosti umetnega govora;
- razpoznavalnik slovenskega govora za samodejno preverjanje pravilnosti izgovarjave pri sistemih za spletno interaktivno učenje slovenščine;
- razpoznavalnik slovenskega govora za samodejno prepisovanje ali podnaslavljanje več-medijskih vsebin za potrebe arhiviranja in urejanja več-medijskih podatkovnih zbirk (RTV SLO ipd);
- razpoznavalnik slovenskega govora z velikim besednjakom za podporo informacijskih sistemom na izbranih področjih uporabe, kot so medicina, pravo in podobno;
- specializirani razpoznavalnik in sintetizator slovenskega govora za govorne uporabniške vmesnike pametnih mobilnih telefonov; in
- specializirani razpoznavalnik in sintetizator slovenskega govora za vgradne govorne uporabniške vmesnike pametnih in varovanih zgradb in stanovanj za starejše in druge uporabnike .

Pri jezikovnih virih, primernih za razvoj in podporo jezikovnim in govornim tehnologijam, pa bi dali poudarek vzpostavitvi in vzdrževanju nacionalnega spletnega slovarja izgovarjav in posebnih jezikovnih modelov za izbrana področja uporabe. Vsi spletni jezikovni viri pa bi morali poleg običajnega spletnega uporabniškim vmesnika po potrebi podpirati tudi posebne spletne programske vmesnike za izbrane jezikovne in govorne tehnologije.

Z lepimo pozdravi,



doc. dr. Simon Dobrišek



prof. dr. France Mihelič



prof. dr. Nikola Pavešić





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Spoštovani,

spodaj podpisani se odzivamo na vaš dopis št. 012-20/2011/71 z dne 12. 9. 2011 in vam posredujemo naše mnenje in predloge za jezikovno-politične smernice, ki izhajajo iz naših izkušenj na področju raziskav in razvoja govornih tehnologij za slovenščino.

Naše mnenje je, da je razvoj govornih tehnologij za slovenski jezik eden od zelo pomembnih dejavnikov, ki lahko bistveno pripomore k preprečevanju nadaljnjega siromašenja rabe slovenščine tako v službenem kot tudi zasebnem življenju naših državljanov. Po naši oceni je zaradi majhnosti našega trga pri tujih proizvajalcih interes za razvoj tovrstnih tehnologij za slovenščino premajhen. Trenutno tudi ni jasno, kdaj, če sploh kdaj, bi se ta interes lahko povečal.

V Sloveniji obstaja kar nekaj zasebnih in javnih razvojno-raziskovalnih podjetij in skupin, ki premorejo dovolj znanja na tem področju, da bi lahko odločilno pripomogli k razvoju teh pomembnih tehnologij za slovenščino, vendar zaradi majhnega trga ne zmorejo pridobiti dovolj tržnih sredstev za kritje stroškov razvoja. Če je naši državi v strateškem interesu, da se raba govorjene slovenščine ohrani, potem bi vsekakor morala podpreti izdatnejše financiranje razvoja tovrstnih tehnologij iz domačih in evropskih javnih sredstev.

Naši predlogi pri razmišljanjih o novem nacionalnem programu jezikovne politike se zato osredotočajo predvsem na večjo podporo financiranju razvoja govornih tehnologij za slovenščino, med katere uvrščamo predvsem samodejne razpoznavalnike in sintetizatorje slovenskega govora. Te tehnologije omogočajo razvoj najsodobnejših informacijsko-komunikacijskih sistemov za govorjeno slovenščino, kot so govorni informacijski sistemi, pripomočki za učenje govorjene slovenščine, prenosni in vgradni uporabniški vmesniki kot tudi sistemi za govorno upravljanje različnih tehniških sistemov v industriji, prometu, telekomunikacijah in na drugih področjih.

Eden od naših predlogov bi tako bil, da se v razpisih Javne agencija za raziskovalno dejavnost Republike Slovenije izdatneje podpre financiranje raziskav in razvoja omenjenih tehnologij na zasebnih in javnih raziskovalnih organizacijah. Pri razpisih se naj da več poudarka razvoju ali

prilagoditvi točno določenih govornih tehnologij za slovenščino. Med te tehnologije bi uvrstili predvsem:


- izboljšani splošni sintetizator slovenskega govora za vgradne, prenosne, namizne in strežniške sisteme s poudarkom na čim večji naravnosti umetnega govora;
- razpoznavalnik slovenskega govora za samodejno preverjanje pravilnosti izgovarjave pri sistemih za spletno interaktivno učenje slovenščine;
- razpoznavalnik slovenskega govora za samodejno prepisovanje ali podnaslavljanje več-medijskih vsebin za potrebe arhiviranja in urejanja več-medijskih podatkovnih zbirk (RTV SLO ipd);
- razpoznavalnik slovenskega govora z velikim besednjakom za podporo informacijskih sistemom na izbranih področjih uporabe, kot so medicina, pravo in podobno;
- specializirani razpoznavalnik in sintetizator slovenskega govora za govorne uporabniške vmesnike pametnih mobilnih telefonov; in
- specializirani razpoznavalnik in sintetizator slovenskega govora za vgradne govorne uporabniške vmesnike pametnih in varovanih zgradb in stanovanj za starejše in druge uporabnike .

Pri jezikovnih virih, primernih za razvoj in podporo jezikovnim in govornim tehnologijam, pa bi dali poudarek vzpostavitvi in vzdrževanju nacionalnega spletnega slovarja izgovarjav in posebnih jezikovnih modelov za izbrana področja uporabe. Vsi spletni jezikovni viri pa bi morali poleg običajnega spletnega uporabniškim vmesnika po potrebi podpirati tudi posebne spletne programske vmesnike za izbrane jezikovne in govorne tehnologije.

Z lepimo pozdravi,



doc. dr. Simon Dobrišek



prof. dr. France Mihelič



prof. dr. Nikola Pavešić

Izr. prof. dr. Vesna Mikolič  
Univerza na Primorskem  
Fakulteta za humanistične študije  
Znanstveno-raziskovalno središče

Koper, 26. 9. 2011

Spoštovana dr. Simona Bergoč  
Ministrstvo za kulturo  
Služba za slovenski jezik

ZADEVA: Predlogi ukrepov v okviru resolucije o nacionalnem programu jezikovne politike za obdobje 20102 do 2016

V zvezi z vašim dopisom št. 012-20/2011/83 z dne 13. 9. 2011 v prilogi na kratko navajamo naša stališča v zvezi z najnujnejšimi ukrepi v okviru resolucije o nacionalnem programu jezikovne politike za obdobje 20102 do 2016. Stališča pokrivajo bodisi jezikovnopolitične potrebe naše institucije, tj. Univerze na Primorskem, še posebej Fakultete za humanistične študije in Znanstveno-raziskovalnega središča Univerze na Primorskem, bodisi potrebe, ki jih zaznavam na osnovi lastnega raziskovalnega dela na področju jezikovne politike in načrtovanja.

Priloženi predlogi so seveda lahko samo delna izhodišča za pripravo resolucije, kjer bo potrebno na osnovi aktualne jezikovne situacije in realnih možnosti določiti smiselne prednostne naloge slovenske jezikovne politike. Veselilo nas bo, če bomo s pričujočim razmislekom ali sodelovanjem v prihodnje k temu lahko kakorkoli prispevali.

S spoštljivimi pozdravi,

izr. prof. dr. Vesna Mikolič

Priloga: - Stališča o ukrepih v okviru resolucije o nacionalnem programu jezikovne politike za obdobje 20102 do 2016

Vesna Mikolič

## STALIŠČA O UKREPIH V OKVIRU RESOLUCIJE O NACIONALNEM PROGRAMU JEZIKOVNE POLITIKE ZA OBDOBJE 2012 DO 2016

Če se navežemo na Predlog metodologije priprave Nacionalnega programa za jezikovno politiko za obdobje 2012-2016 (Predlog metodologije priprave NPJP 2012-2016), lahko soglašamo z delitvijo ukrepov na dva temeljna vsebinska sklopa resolucije NPJP, in sicer na prvega, povezanega s slovenskim jezikom kot nacionalnim jezikom, in drugega, ki se nanaša na celotno jezikovno situacijo slovenskega prostora. Na to smo v preteklosti že večkrat opozorili (Mikolič 2009a, 2009b), zato se nam zdi nujno, da se oblikuje nabor prednostnih ukrepov iz obeh vsebinskih sklopov.

V okviru prvega vsebinskega sklopa bi po našem mnenju strateški premislek moral biti posvečen razvoju sporazumevalne zmožnosti v slovenskem jeziku, v tem okviru pa predvsem vprašanju, kako doseči, da razvoj pismenosti ne bi šel tudi v slovenskem prostoru vedno bolj v smer družbenega razdvajanja na družbeno elito, ki bo pismena v polnem pomenu besede in bo obvadovala tudi najvišje jezikovne zvrsti in najzahtevnejše govorne položaje, ter na množico polpismenih, ki bo zmožna razumevanja in tvorjenja predvsem govornjenih besedil in njim sorodnih besedil v novih medijih.

V zvezi z drugim vsebinskim sklopom pa bi ob načrtovanju NPJP morali upoštevati medsebojna razmerja med slovenskim jezikom in vsemi jeziki, s katerimi le-ta prihaja v stik tako v celotnem slovenskem kulturnem prostoru kot tudi v izseljenstvu, Evropski uniji in svetovnih globalizacijskih procesih.

Naj v nadaljevanju izpostavimo le nekaj z omenjenih vidikov najpomembnejših ukrepov, ki smo jih razvrstili po področjih, določenih v 4. členu ZJRS, po katerih se cilji delijo tudi v Resoluciji o Nacionalnem programu za jezikovno politiko 2007-2011 (ReNPJP 2007-2011). Predlagani ukrepi so večinoma povzeti ali prirejani ukrepi iz ReNPJP 2007-2011 oziroma iz Predloga metodologije priprave NPJP 2012-2016.

### 1. področje – Zagotovitev pravnih podlag jezikovne rabe

Vprašanje ustreznih pravnih podlag za zagotavljanje slovenščine v slovenskem visokem šolstvu in znanosti.

Pravne podlage za vpeljavo študijskega predmeta »strokovno-znanstvena slovenščina« v visokem šolstvu po zadnjem odstavku 8. člena ZVŠ.

Odločno odzivanje na neizvajanje jezikovnih pravic pripadnikov slovenske manjšine v zamejstvu.

Vprašanje ustreznih pravnih podlag za rabo neavtohtonih manjšinskih jezikov v RS.

### 2. področje – Znanstvenoraziskovalno spremljanje jezikovnega življenja

Skrb za načrtno, usklajeno in povezano delovanje vseh nosilcev in izvajalcev jezikovnopoličnih ukrepov s področja znanstvenoraziskovalnega dela.

Sinhrono in diahrono raziskave slovenskega jezika ter medjezikovnih in medkulturnih razmerij, značilnih za slovenski jezik v stiku v slovenskem in mednarodnem prostoru.

Občutna okrepitev subvencij za slovenske znanstvene monografije in znanstvene revije.

### 3. področje – Širjenje jezikovne zmožnosti

Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).

Preverjanje ustreznosti šolskih učnih načrtov za jezikovno izobraževanje in morebitne spremembe ali dopolnitve.

Sprejetje državne strategije za razvoj pismenosti.

Širitev vednosti o možnosti učenja slovenščine kot drugega/tujega/sosedskega jezika. Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih, finančnih podlag.

Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante,...

Zagotovitev zadostnih zmogljivosti za izvajanje tečajev slovenščine za tuje študente na vseh visokošolskih zavodih.

Pomoč učiteljem slovenščine v zamejstvu in v izseljenstvu.

Spremljanje živosti in učinkov uveljavljanja modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.

Priprava in izdaja splošnih in specializiranih priročnikov za slovenščino, avtohtone in neavtohtone manjšinske jezike v RS.

Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije.

Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežje besedilnih korpusov slovenščine).

Telekomunikacijska pokritost celotnega slovenskega govornega prostora, posebej izboljšanje vidnosti slovenske TV ob zahodni meji (Banjšice, Trnovski gozd) in v zamejstvu.

Razvijanje celovitega sistema za promocijo slovenščine.

Ozaveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju, pomenu medkulturne in večjezične družbe ter jezikovni politiki in kulturi.

Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«.

Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev, akcij tipa »bralna značka, podarimo knjigo, podarimo zgoščenko, zunanješolskih predstavitvenih akcij«.

#### 4. področje – Razvoj in kultura jezika.

Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.

Razkrivanje in uzaveščenje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng, knjižni jezik, jezik e-sporočil, blogov, sms-ov).

Poživitev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

Raziskovanje kontaktnih oblik jezika in sporazumevanja. Razčlenjevanje interferenc.

Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji.

Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti. Ozaveščanje in izobraževanje poslovnežev.

Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.

Krepitev sodelovanja državnih jezikovnopolitičnih ustanov z nevladnimi organizacijami in spodbujanje organizacij civilne družbe za obravnavanje jezikovnih vprašanj.



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Koper, 26. 9. 2011

Spoštovana dr. Simona Bergoč  
Ministrstvo za kulturo  
Služba za slovenski jezik

ZADEVA: Predlogi ukrepov v okviru resolucije o nacionalnem programu jezikovne politike za obdobje 20102 do 2016

V zvezi z vašim dopisom št. 012-20/2011/83 z dne 13. 9. 2011 v prilogi na kratko navajamo naša stališča v zvezi z najnujnejšimi ukrepi v okviru resolucije o nacionalnem programu jezikovne politike za obdobje 20102 do 2016. Stališča pokrivajo bodisi jezikovnopolitične potrebe naše institucije, tj. Univerze na Primorskem, še posebej Fakultete za humanistične študije in Znanstveno-raziskovalnega središča Univerze na Primorskem, bodisi potrebe, ki jih zaznavam na osnovi lastnega raziskovalnega dela na področju jezikovne politike in načrtovanja.

Priloženi predlogi so seveda lahko samo delna izhodišča za pripravo resolucije, kjer bo potrebno na osnovi aktualne jezikovne situacije in realnih možnosti določiti smiselne prednostne naloge slovenske jezikovne politike. Veselilo nas bo, če bomo s pričujočim razmislekom ali sodelovanjem v prihodnje k temu lahko kakorkoli prispevali.

S spoštljivimi pozdravi,

izr. prof. dr. Vesna Mikolič

Priloga: - Stališča o ukrepih v okviru resolucije o nacionalnem programu jezikovne politike za obdobje 20102 do 2016

Vesna Mikolič

## STALIŠČA O UKREPIH V OKVIRU RESOLUCIJE O NACIONALNEM PROGRAMU JEZIKOVNE POLITIKE ZA OBDOBJE 2012 DO 2016

Če se navežemo na Predlog metodologije priprave Nacionalnega programa za jezikovno politiko za obdobje 2012-2016 (Predlog metodologije priprave NPJP 2012-2016), lahko soglašamo z delitvijo ukrepov na dva temeljna vsebinska sklopa resolucije NPJP, in sicer na prvega, povezanega s slovenskim jezikom kot nacionalnim jezikom, in drugega, ki se nanaša na celotno jezikovno situacijo slovenskega prostora. Na to smo v preteklosti že večkrat opozorili (Mikolič 2009a, 2009b), zato se nam zdi nujno, da se oblikuje nabor prednostnih ukrepov iz obeh vsebinskih sklopov.

V okviru prvega vsebinskega sklopa bi po našem mnenju strateški premislek moral biti posvečen razvoju sporazumevalne zmožnosti v slovenskem jeziku, v tem okviru pa predvsem vprašanju, kako doseči, da razvoj pismenosti ne bi šel tudi v slovenskem prostoru vedno bolj v smer družbenega razdvajanja na družbeno elito, ki bo pismena v polnem pomenu besede in bo obvadovala tudi najvišje jezikovne zvrsti in najzahtevnejše govorne položaje, ter na množico polpismenih, ki bo zmožna razumevanja in tvorjenja predvsem govornjenih besedil in njim sorodnih besedil v novih medijih.

V zvezi z drugim vsebinskim sklopom pa bi ob načrtovanju NPJP morali upoštevati medsebojna razmerja med slovenskim jezikom in vsemi jeziki, s katerimi le-ta prihaja v stik tako v celotnem slovenskem kulturnem prostoru kot tudi v izseljenstvu, Evropski uniji in svetovnih globalizacijskih procesih.

Naj v nadaljevanju izpostavimo le nekaj z omenjenih vidikov najpomembnejših ukrepov, ki smo jih razvrstili po področjih, določenih v 4. členu ZJRS, po katerih se cilji delijo tudi v Resoluciji o Nacionalnem programu za jezikovno politiko 2007-2011 (ReNPJP 2007-2011). Predlagani ukrepi so večinoma povzeti ali prirejani ukrepi iz ReNPJP 2007-2011 oziroma iz Predloga metodologije priprave NPJP 2012-2016.

### 1. področje – Zagotovitev pravnih podlag jezikovne rabe

Vprašanje ustreznih pravnih podlag za zagotavljanje slovenščine v slovenskem visokem šolstvu in znanosti.

Pravne podlage za vpeljavo študijskega predmeta »strokovno-znanstvena slovenščina« v visokem šolstvu po zadnjem odstavku 8. člena ZVŠ.

Odločno odzivanje na neizvajanje jezikovnih pravic pripadnikov slovenske manjšine v zamejstvu.

Vprašanje ustreznih pravnih podlag za rabo neavtohtonih manjšinskih jezikov v RS.

### 2. področje – Znanstvenoraziskovalno spremljanje jezikovnega življenja

Skrb za načrtno, usklajeno in povezano delovanje vseh nosilcev in izvajalcev jezikovnopoličnih ukrepov s področja znanstvenoraziskovalnega dela.

Sinhrono in diahrono raziskave slovenskega jezika ter medjezikovnih in medkulturnih razmerij, značilnih za slovenski jezik v stiku v slovenskem in mednarodnem prostoru.

Občutna okrepitev subvencij za slovenske znanstvene monografije in znanstvene revije.

### 3. področje – Širjenje jezikovne zmožnosti

Izobraževanje na vseh vrstah in stopnjah šolanja za boljšo jezikovno in sporazumevalno zmožnost (funkcionalno pismenost).

Preverjanje ustreznosti šolskih učnih načrtov za jezikovno izobraževanje in morebitne spremembe ali dopolnitve.

Sprejetje državne strategije za razvoj pismenosti.

Širitev vednosti o možnosti učenja slovenščine kot drugega/tujega/sosedskega jezika. Izdajanje predstavitvenega gradiva z navajanjem potrebnih strokovnih, pravnih, finančnih podlag.

Ponudba tečajev slovenščine kot tujega jezika za priseljence, gostujoče delavce, azilante,...

Zagotovitev zadostnih zmogljivosti za izvajanje tečajev slovenščine za tuje študente na vseh visokošolskih zavodih.

Pomoč učiteljem slovenščine v zamejstvu in v izseljenstvu.

Spremljanje živosti in učinkov uveljavljanja modelov manjšinskega šolstva v Sloveniji in zamejstvu ter premislek o njihovem morebitnem izpopolnjevanju.

Priprava in izdaja splošnih in specializiranih priročnikov za slovenščino, avtohtone in neavtohtone manjšinske jezike v RS.

Nova in izpopolnjena programska orodja v slovenščini na področju informacijsko-komunikacijske tehnologije.

Nadaljnje izpopolnjevanje in usklajevanje ter spletna dostopnost jezikovne infrastrukture (omrežje besedilnih korpusov slovenščine).

Telekomunikacijska pokritost celotnega slovenskega govornega prostora, posebej izboljšanje vidnosti slovenske TV ob zahodni meji (Banjšice, Trnovski gozd) in v zamejstvu.

Razvijanje celovitega sistema za promocijo slovenščine.

Ozaveščanje slovenske in tuje javnosti o slovenščini, slovenskem jezikovnem položaju, pomenu medkulturne in večjezične družbe ter jezikovni politiki in kulturi.

Oblikovanje jezikovne zavesti v okviru morebitnega predmeta »državljska/domovinska vzgoja«.

Organiziranje jezikovnih in literarnih delavnic, glasbenih prireditev, akcij tipa »bralna značka, podarimo knjigo, podarimo zgoščenko, zunanješolskih predstavitvenih akcij«.

#### 4. področje – Razvoj in kultura jezika.

Reševanje aktualnih vprašanj jezikovne in besedilne standardizacije ter izpopolnjevanje in prenavljanje kodifikacije.

Razkrivanje in uzaveščenje morebitnih premikov v razmerjih med jezikovnimi zvrstmi in presoja njihove knjižne normodajalnosti (narečje, pogovorni jezik, sleng, knjižni jezik, jezik e-sporočil, blogov, sms-ov).

Poživitev in uskladitev delovanja terminoloških skupin (posebno v naravoslovno-tehničnih vedah, ekonomiji, menedžerstvu, vojaštvu) ter raziskovanje prevajalskih procesov in strategij.

Raziskovanje kontaktnih oblik jezika in sporazumevanja. Razčlenjevanje interferenc.

Upoštevanje kulturnih potreb in organiziranosti manjšinskih jezikovnih skupnosti ter uresničevanje visokih standardov varstva manjšinskih jezikov v Sloveniji.

Uveljavljanje jezikovne kulture kot pomembnega kazalnika poslovne odličnosti. Ozaveščanje in izobraževanje poslovnežev.

Popularizacija in učenje slovenskega znakovnega jezika za gluhe (zlasti med družinskimi člani, znanci in prijatelji takih oseb) ter organizirano izpopolnjevanje tolmačev oziroma prevajalcev za znakovni jezik.

Krepitev sodelovanja državnih jezikovnopolitičnih ustanov z nevladnimi organizacijami in spodbujanje organizacij civilne družbe za obravnavanje jezikovnih vprašanj.

Viri in literatura:

MIKOLIČ, Vesna (2009a). Jezikovna politika za večkulturna okolja. V: POŽGAJ-HADŽI, Vesna (ur.), BALAŽIC BULC, Tatjana (ur.), GORJANC, Vojko (ur.). *Med politiko in stvarnostjo : jezikovna situacija v novonastalih državah bivše Jugoslavije*, (Kultura sožitja). 1. natis. Ljubljana: Znanstvena založba Filozofske fakultete, str. 213-225. [COBISS.SI-ID [512562560](#)]

MIKOLIČ, Vesna (2009b). Nacionalna jezična politika – politika nacionalnog jezika?. V: GRANIĆ, Jagoda (ur.). *Jezična politika i jezična stvarnost*. Zagreb: Hrvatsko društvo za primijenjenu lingvistiku, str. 77-83. [COBISS.SI-ID [512513152](#)]

Predlog metodologije priprave NPJP 2012-2016 –

[http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/raziskave-analize/slovenski\\_jezik/Predlog\\_metodologije\\_javno\\_narocilo\\_224\\_2010\\_MoSt.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/raziskave-analize/slovenski_jezik/Predlog_metodologije_javno_narocilo_224_2010_MoSt.pdf)),

ReNPJP 2007-2011 –

[http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Podrocja/slovenski\\_jezik/Resolucija\\_NPJP\\_1.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Podrocja/slovenski_jezik/Resolucija_NPJP_1.pdf).

Krščanska kulturna zveza je kot zelo aktivna osrednja kulturna organizacija koroških Slovencev v rednem tesnem stiku s slovenskim prebivalstvom na Koroškem. Na osnovi opazovanj in izkušenj zato predlaga, da se pri razmišljanju o nacionalnem programu jezikovne politike Republike Slovenije za obdobje 2012 do 2016 nujno upošteva naslednje:

### **Izboljšanje jezikovnega znanja (ustno in pisno) v slovenščini:**

- **Šolanje vseh sodelavcev in sodelavk, ki so zaposleni pri posameznih slovenskih medijih na Koroškem** (Slovenski spored ORF, Radio AGORA, Novice, Nedelja in drugi). Razviti primerne tečaje, ki bi jih moral obiskati vsak, ki se hoče zaposliti na medijskem področju. Gre za kompetence kot prosti govor, intervjuvanje, moderiranje, pisanje poročil ipd. Tak tečaj naj bi bil obvezen.
- **Šolanje kulturnih delavcev in delavk, zlasti tistih, ki javno nastopajo in povezujejo prireditve.** Opažamo veliko negotovost pri povezovanju oz. moderiranju, ne samo na področju jezika, tudi pri samem nastopu. Vsako slovensko društvo naj bi dobilo možnost, da pošlje letno po dve osebi, ki se vežbata za moderacijo in prezentacijo. Pri tem gre tudi za obliko in oblikovanje prezentacije in moderacije.
- **Razviti seminarje, s katerimi se posreduje zavzetost in drža do oblikovane in kultivirane slovenščine.** Slovenski jezik naj se pozicionira kot kulturna, družbena in politična vrednota. To je pozitivna argumentacija, ki krepi samozavedanje in samospoštovanje. Treba se je odreči defenzivnim argumentacijam kot na primer tej, da je slovenščina na Koroškem tudi obogatitev. Take seminarje je treba ponuditi zelo široko, ne samo za nosilce funkcij, ampak kot stalnico pri slovenskih društvih na Koroškem in v ostalem zamejstvu.
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- **Jezikovno usposabljanje osebja, ki je zaposleno na občinah in je zadolženo za uporabo slovenščine kot uradnega jezika.** To bi bilo treba rešiti na bilateralnem nivoju s tem, da RS primerno vpliva na odgovorne v Avstriji. To zato, ker je jezikovno znanje osebja v dvojezičnih občinah v slovenščini ponekod zelo pomanjkljivo

### **Prezentacija slovenščine oz. spletnih strani**

- **Nagrade za vzpodbudne dvojezične ali slovenske domače strani slovenskih institucij na internetu** (šole, vrtci, domovi, kulturna društva). Vsaka domača stran predstavlja vpogled od zunaj in je hkrati okno v notranjost neke institucije; je neke vrste dokument o držbi do slovenščine in o ravnanju s slovenščino. Kako razviti zanimivo slovensko ali pa dvojezično spletno stran.

### **Splošno izobraževanje**

- **Ponudba srečanj in seminarjev za ljudi, ki živijo v dvojezičnih odnosih oz. družinah.** Pri tem gre za ozaveščanje dvojezične vzgoje pri odraslih kot starši.
- **Ponudba seminarjev za osebe, ki so v gospodarstvu, politiki in kulturi,** in ki s svojo poklicno dejavnostjo tudi lahko promovirajo slovenščino; gre za uporabo slovenščine npr. na letakih, obveščevalnih listih, v korespondenci ...

- **Osveščanje Slovencev v Republiki Sloveniji o slovenskem kulturnem prostoru v zamejstvu.**  
Poseben problem koroških Slovencev je, da se danes poučuje slovenščina bolj ali manj kot tuj jezi, podobno kot angleščina, kjer ne prihaja do omembe vredne povezave s kulturnim ozadjem jezika oziroma stikov z njegovimi govorci. Zato je potrebno ojačiti in institucionalizirati programe kulturne izmenjave ter povečati osveščenost Slovencev v Republiki Sloveniji o zamejskem prostoru.  
V ta namen sprejeti v slovenske učne programe/učbenike podrobnejše informacije o zamejstvu (na področju geografije, zgodovine, jezikovne, glasbene, likovne in kulturne vzgoje, družbenih ved...). Spodbujati obstoječe in razvijati nove programe šolske izmenjave med vzgojno-izobraževalnimi ustanovami s ciljem, da ima vsak zamejski dijak v dobi svojega šolanja za določen čas možnost bivanja v Sloveniji in obratno vsak dijak iz Slovenije možnost, da obišče zamejstvo.

## Masterplan

- Razviti neke vrste **masterplan, kako ohraniti slovenščino v javnosti oz. razviti perspektive za slovenščino v javnem in zasebnem življenju.** Tak masterplan bi moral vsebovati tudi konkretne časovne perspektive. V tak masterplan je treba vključiti znanstvenike, strokovnjake in praktike, ki se ukvarjajo s slovenščino v različnih kontekstih (znanost, jezikovna politika, izobraževanje, kultura, gospodarstvo ... ). Masterplan naj bi vseboval vse prej navedene točke. Pri nacionalnem programu za jezikovno politiko naj bi se RS ozirala po ukrepih jezikovne politike za Valižane v Angliji. Tam je s konkretnimi političnimi ukrepi pred leti uspelo ohraniti valižanski jezik oz. dati valižanščini nadebudno perspektivo.

## Redno bilanciranje o uresničevanju nacionalnega programa jezikovne politike (!)

- Zelo potrebno je redno bilanciranje o uresničevanju oziroma učinkovitosti nacionalnega programa jezikovne politike in njegovih posameznih točk. Letni sestanki poklicanih strokovnjakov – ocenjevalcev naj prikažejo vsakokratni status quo. Razviti kazalnike in programe za redno spremljanje/evalvacijo manjših enot programa (po posameznih regijah/potrebah/programih).



Krščanska kulturna zveza je kot zelo aktivna osrednja kulturna organizacija koroških Slovencev v rednem tesnem stiku s slovenskim prebivalstvom na Koroškem. Na osnovi opazovanj in izkušenj zato predlaga, da se pri razmišljanju o nacionalnem programu jezikovne politike Republike Slovenije za obdobje 2012 do 2016 nujno upošteva naslednje:

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**Ministrstvo za kulturo**

**Dr. Simona Bergoč**

**Vodja Službe za slovenski jezik**

**Maistrova 10**

**1000 Ljubljana**

**Ljubljana, 26. 9. 2011**

**Zadeva: Sodelovanje pri oblikovanju predloga resolucije o nacionalnem programu  
jezikovne politike za obdobje 2012 do 2016**

Spoštovani,

v okviru dejavnosti Mirovnega inštituta, ki obravnavajo komunikacijske pravice in dostop do medijev za ranljive družbene skupine, kakor tudi v raziskovalnih in zagovorniških dejavnosti, v okviru katerih obravnavamo položaj izbrisanih prebivalcev, smo ugotovili, da bi bilo potrebno pri preučevanju jezikovne situacije in jezikovnih razmerij v Sloveniji ter pri razvoju jezikovne politike posebno pozornost nameniti položaju (govorcev) jezikov drugih narodov nekdanje Jugoslavije, ki živijo v Sloveniji – Albancev, Bošnjakov, Črnogorcev, Hrvatov, Makedoncev in Srbov.

Iz naše analize, opravljene v okviru preučevanja položaja izbrisanih prebivalcev ter okoliščin izbrisa, izhaja, da jezikovna politika v Sloveniji glede na odsotnost celovitega priznanja in ukrepov za ohranjanje jezikov drugih narodov nekdanje Jugoslavije ne temelji na jezikovni stvarnosti oziroma jezikovni situaciji in da je v razmerju do teh jezikov asimilacijska.

Z osamosvojitvijo in novo ustavo so iz pravno-formalnega okvirja nove države Republike Slovenije izpadla vsa določila, ki so omenjala pripadnike narodov drugih republik nekdanje Jugoslavije, s tistimi o jeziku vred.

Ne glede na ureditev, ki je omogočila, da je veliko število teh ljudi na podlagi dokazil o stalnem prebivališču v Sloveniji v času plebiscita oddalo vlogo in pridobilo državljanstvo Republike Slovenije (natanko 171.132), in ne glede na zavezo Skupščine RS, dano v Izjavi o dobrih namenih pred izvedbo plebiscita, da bo slovenska država zagotovila »vsem pripadnikom drugih narodov in narodnosti pravico do vsestranskega kulturnega in jezikovnega razvoja«, je status in položaj jezikov pripadnikov narodov drugih republik nekdanje Jugoslavije ostal neurejen. Jezikovna politika novonastale države te jezikovne situacije preprosto ni upoštevala.

Sčasoma so se, še posebej v zadnjih letih, tudi pod pritiskom kritičnih poročil Sveta Evrope o upoštevanju določil Okvirne konvencije za varstvo narodnih manjšin in določil Evropske listine o regionalnih in manjšinskih jezikih, razvili ukrepi na ravni uvajanja možnosti za učenje nekaterih izmed jezikov narodov nekdanje Jugoslavije v Sloveniji v osnovnih šolah v okviru izbirnih predmetov. Vendar tega prizadevanja ne spremljajo dejavnosti in ukrepi, ki bi pripomogle k dejanski uporabi te možnosti, saj znanje teh jezikov glede na družbene razmere in njihov statusni položaj v Sloveniji ne predstavlja resurs, ki ga je mogoče konvertirati v pozicije moči v družbi.

Hkrati obseg sredstev, ki jih Slovenija namenja za kulturne dejavnosti organizacij in združenj pripadnikov narodov nekdanje Jugoslavije v Sloveniji kot pomemben vzvod za ohranjanje njihovih jezikov v Sloveniji, ne zadošča za zagon in redno izvajanje večjih, ambicioznejših in profesionalno zastavljenih kulturnih dejavnosti. Je tudi izrazito nesorazmeren v primerjavi s sredstvi za kulturni razvoj in zaščito manjšinskih jezikov priznanih narodnih skupnosti.

Ko gre za medijski sistem v Sloveniji, smo v sodelovanju z romsko skupnostjo in s podporo urada za narodnosti pred nekaj leti dosegli vključenost te skupnosti v programe Radiotelevizije Slovenija, saj je pri spremembi področne zakonodaje sprejeto določilo, ki to zapoveduje. Sedaj je na Radiu Slovenija in Televiziji Slovenija možno spremljati oddaje, v katerih ustvarjalci in njihovi sogovorniki govorijo v romskem jeziku.

Sorodna prizadevanja za uvedbo programskih vsebin, ki bi v okviru RTV Slovenija redno tematizirale položaj narodov nekdanje Jugoslavije v Sloveniji ter prispevale k ohranjanju, afirmaciji in razvoju njihovih jezikov, doslej niso uspela, saj je bil zakon, ki je vseboval to določilo, zavržen na referendumu decembra 2010.

Glede na vse to predlagamo, da se v predlog novega nacionalnega programa za jezikovno politiko v naslednjem obdobju uvrstijo celovito zastavljeni cilji in ukrepi, ki bi prispevali k zaščiti, ohranjanju, afirmaciji in razvoju jezikov narodov nekdanje Jugoslavije v Sloveniji tj. albanskega, bosanskega, črnogorskega, hrvaškega, makedonskega in srbskega jezika.

Lep pozdrav,

mag. Brankica Petković, Mirovni inštitut



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Iz naše analize, opravljene v okviru preučevanja položaja izbrisanih prebivalcev ter okoliščin izbrisa, izhaja, da jezikovna politika v Sloveniji glede na odsotnost celovitega priznanja in ukrepov za ohranjanje jezikov drugih narodov nekdanje Jugoslavije ne temelji na jezikovni stvarnosti oziroma jezikovni situaciji in da je v razmerju do teh jezikov asimilacijska.

Z osamosvojitvijo in novo ustavo so iz pravno-formalnega okvirja nove države Republike Slovenije izpadla vsa določila, ki so omenjala pripadnike narodov drugih republik nekdanje Jugoslavije, s tistimi o jeziku vred.

Ne glede na ureditev, ki je omogočila, da je veliko število teh ljudi na podlagi dokazil o stalnem prebivališču v Sloveniji v času plebiscita oddalo vlogo in pridobilo državljanstvo Republike Slovenije (natanko 171.132), in ne glede na zavezo Skupščine RS, dano v Izjavi o dobrih namenih pred izvedbo plebiscita, da bo slovenska država zagotovila »vsem pripadnikom drugih narodov in narodnosti pravico do vsestranskega kulturnega in jezikovnega razvoja«, je status in položaj jezikov pripadnikov narodov drugih republik nekdanje Jugoslavije ostal neurejen. Jezikovna politika novonastale države te jezikovne situacije preprosto ni upoštevala.

Sčasoma so se, še posebej v zadnjih letih, tudi pod pritiskom kritičnih poročil Sveta Evrope o upoštevanju določil Okvirne konvencije za varstvo narodnih manjšin in določil Evropske listine o regionalnih in manjšinskih jezikih, razvili ukrepi na ravni uvajanja možnosti za učenje nekaterih izmed jezikov narodov nekdanje Jugoslavije v Sloveniji v osnovnih šolah v okviru izbirnih predmetov. Vendar tega prizadevanja ne spremljajo dejavnosti in ukrepi, ki bi pripomogle k dejanski uporabi te možnosti, saj znanje teh jezikov glede na družbene razmere in njihov statusni položaj v Sloveniji ne predstavlja resurs, ki ga je mogoče konvertirati v pozicije moči v družbi.

Hkrati obseg sredstev, ki jih Slovenija namenja za kulturne dejavnosti organizacij in združenj pripadnikov narodov nekdanje Jugoslavije v Sloveniji kot pomemben vzvod za ohranjanje njihovih jezikov v Sloveniji, ne zadošča za zagon in redno izvajanje večjih, ambicioznejših in profesionalno zastavljenih kulturnih dejavnosti. Je tudi izrazito nesorazmeren v primerjavi s sredstvi za kulturni razvoj in zaščito manjšinskih jezikov priznanih narodnih skupnosti.

Ko gre za medijski sistem v Sloveniji, smo v sodelovanju z romsko skupnostjo in s podporo urada za narodnosti pred nekaj leti dosegli vključenost te skupnosti v programe Radiotelevizije Slovenija, saj je pri spremembi področne zakonodaje sprejeto določilo, ki to zapoveduje. Sedaj je na Radiu Slovenija in Televiziji Slovenija možno spremljati oddaje, v katerih ustvarjalci in njihovi sogovorniki govorijo v romskem jeziku.

Sorodna prizadevanja za uvedbo programskih vsebin, ki bi v okviru RTV Slovenija redno tematizirale položaj narodov nekdanje Jugoslavije v Sloveniji ter prispevale k ohranjanju, afirmaciji in razvoju njihovih jezikov, doslej niso uspela, saj je bil zakon, ki je vseboval to določilo, zavržen na referendumu decembra 2010.

Glede na vse to predlagamo, da se v predlog novega nacionalnega programa za jezikovno politiko v naslednjem obdobju uvrstijo celovito zastavljeni cilji in ukrepi, ki bi prispevali k zaščiti, ohranjanju, afirmaciji in razvoju jezikov narodov nekdanje Jugoslavije v Sloveniji tj. albanskega, bosanskega, črnogorskega, hrvaškega, makedonskega in srbskega jezika.

Lep pozdrav,

mag. Brankica Petković, Mirovni inštitut



Univerza na Primorskem, Pedagoška fakulteta Koper

Cankarjeva 5, 6000 Koper

Koper, 27. sept. 2011

Dr. Simona Bergoč

Vodja Službe za slovenski jezik

Ministrstvo za kulturo

Maistrova ulica 10, 1000 Ljubljana

Spoštovana dr. Simona Bergoč,

želimo vam sporočiti svoje predloge nekaterih vsebin nove resolucije o nacionalnem programu jezikovne politike za obdobje od 2012 do 2016.

V bistvu izhajamo iz programskih zasnov jezikovne politike 2007-2011 in podpiramo težišča novega programa: »izboljševanje jezikovne zmožnosti v slovenščini in drugih jezikih, slovenščina v razmerju do drugih jezikov v RS in EU, govorci s posebnimi potrebami, jezikovni viri in tehnologije za slovenščino ter zakonodaja v zvezi s položajem, rabo in znanjem jezikov v RS«. Po našem prepričanju pa bi bilo nujno potrebno dodati in poudariti še nekaj dejavnosti, in sicer:

- podpiranje programov o večrazsežni pismenosti za izobraževanje učiteljev in vzgojiteljev (vemo, da dandanes govorimo o različnih pismenostih, ki presegajo in nadgrajujejo bralno, npr. besedilna, informacijska, vse zahtevajo jezikovno in sporazumevalno zmožnega posameznika, še posebej učitelja, katerega naloga je, razvijati učenčeve/e pismenost/i.);
- podpiranje sodelovanja in povezovanja na področju znanosti in izobraževanja pri raziskovanju slovenskega knjižnega jezika, predvsem besediloslovja in leksike standardnega jezika in strokovnih terminologij;
- zagotavljanje prevajanja na mednarodnih (znanstvenih) konferencah (kar bi pripomoglo tudi k razvijanju slovenske terminologije);
- prizadevanje, da se slovenščini kot drugemu jeziku v slovenskem šolstvu prizna status, ki ji pripada kot uradnemu in državnemu jeziku (npr. v zvezi s številom ur v predmetniku za OŠ in SŠ, z zunanjim preverjanjem);
- zagotavljanje ustreznega učnega gradiva za pouk slovenščine kot drugega jezika v slovenskem šolskem sistemu (manjšinsko šolstvo, šolanje Romov).

Upamo, da vam bodo tudi naši predlogi pomagali pri tako zahtevnem delu, kot je oblikovanje strategije jezikovne politike v Sloveniji.

Želimo vam ustvarjalnosti in uspeha in vas lepo pozdravljamo.

V imenu slovenistov na UP PEF,

dr. Sonja Starc



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- naše strokovno področje se še posebej hitro in dinamično razvija, kar vodi v praktično vsakodnevno porajanje novih terminov zlasti v angleškem jeziku, kar predstavlja svojevrsten izziv;
- izraze z našega strokovnega področja uporabljajo praktično vsi državljani in podjetja, uporabniki informacijske tehnologije, strokovni jezik pa podjetja, ki se ukvarjajo z računalništvom in informatiko (kot sestavljalci besedil in predstavitev), ter raziskovalci in sodelavci visokošolskih ustanov pri objavljanju svojih izsledkov;
- računalništvo in informatika sta še posebej blizu mladim ljudem, ki so zelo dovzetni za prevzem tujk, kalkov ipd.

Pri našem delu v skrbi za slovenski jezik skušamo slediti novostim, kar pa je zaradi dinamike težko doseči. Opažamo, da imajo največ težav s tem avtorji raznih besedil in predstavitev z našega strokovnega področja, ki se ukvarjajo z novostmi. Zato se strinjamo s predlogom:

»Še vedno menimo, da je potreben poseben slovenski portal za terminologijo, na katerem bi bilo idealno mesto tudi za uporabniku-prijazen forum, v okviru katerega bi se lahko odvijale medinstitucionalne in interdisciplinarne razprave o strokovni terminologiji, ki bi se po predvidenih postopkih in v čim krajšem času tudi dejansko zaključile z ustrežno terminološko rešitvijo.« (dopis Marka Stabeja Službi Vlade RS za razvoj in evropske zadeve z dne 29. oktobra 2010 št. 0251-1/2010-6, priloga Predlogu metodologije priprave Nacionalnega programa za jezikovno politiko za obdobje 2012–2016).

Glede na naše izkušnje potrebujejo avtorji razmeroma hiter in strokoven odziv; predvsem bi moral portal zagotoviti oblikovanje skupnosti avtorjev in slovenistov, na višjem nivoju pa bi se lahko smernice za delo določale v okviru medinstitucionalnih in interdisciplinarnih razprav. Menimo, da bi lahko na ta način bistveno povečali kakovost novega izrazoslovja.

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Tomaž Turk

predsednik jezikovne sekcije  
Slovensko društvo Informatika

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Slovensko društvo Informatika

## Predlog resolucije o nacionalnem programu jezikovne politike za obdobje 2012 do 2016

### **Pripombe in osebno stališče**

Odzivam se na vaš dopis z dne 15. septembra 2011. Opozarjam na dejstvo, da gre za moje osebno stališče. Zaradi kratkega roka in službenih dolžnosti tudi ne morem odgovoriti v obsegu, izčrpnosti in kakovosti, ki bi bolj ustrezala izzivom, pred katerimi so Slovenci na Koroškem. V besedilu uporabljam pojem »manjšina«, »slovenščina kot manjšinski jezik«. Ta kvalifikator se seveda ne nanaša na kakovost in razvojno raven manjšinskega jezika v odnosu do večinskega, temveč po eni strani na številčno razmerje med govorci v družbi dominantnega jezika do nedominantnega jezika in na drugi strani na pogostost rabe teh dveh jezikov v zasebnem in družbenem življenju.

Srednjeevropski prostor ima za seboj približno dve stoletji dolgo obdobje, v katerem so elite hotele oblikovati družbo po načelih narodne ideje, nacionalizma in rasizma. Zato je v današnjem času potreben poudarek, da jezikovna politika države in regije ne sme nasprotovati človekovim pravicam vključno z načelom večkulturne in večjezične družbe.

Dolgo obdobje, v katerem je v evropskih državah prevladoval vzorec jezikovne politike, ki si je prizadevala jezikovno homogenizirati svoje prebivalstvo, je krepilo močne jezike in slabilo šibke. Tak odnos do raznojezičnih družb je zelo prizadel manjšinske jezike ali pa onemogočil oziroma vsaj oviral razvoj, kakršen bi ustrezal potrebam moderne družbe. Marsikje so zato manjšinski jeziki ogroženi v svojem obstoju. Mednje šteje tudi slovenščina na Koroškem.

Sodobni globalni migracijski tokovi so ustvarili t. i. nove manjšine, ki so pogosto izpostavljene še hujšemu pritisku na njihov jezik in kulturo kot avtohtone manjšine. Jezikovna politika države, v kateri manjšine živijo, z izključnim poudarjanjem dominantnega (državnega) jezika potiska manjšinske jezike v obrobni položaj. Po navadi popolno obvladanje državnega jezika tolmačijo kot glavni dokaz za uspešno integracijo. Kdor se hoče verodostojno zavzemati za pravice avtohtonih manjšin, ne sme razvijati konceptov, ki ne spoštujejo jezikov novih manjšin.

Na Koroškem imamo več ciljnih skupin učenja slovenščine:

- Otroci v predšolski starosti s slovenščino kot prvim jezikom in dvojezični otroci z dobrim znanjem slovenščine, ki v otroških vrtcih izberejo dvojezične programe.
- Otroci brez predznanja v slovenščini, ki so vpisani v vrtce ali skupine z dvojezičnim programom.
- Učenci in učenke osnovnih (ljudskih) šol s slovenščino kot prvim jezikom in dvojezični otroci z dobrim znanjem slovenščine, katerega so si pridobili bodisi v družinskem krogu bodisi v predšolskih ustanovah (otroških vrtcih).
- Učenci in učenke vseh starosti s šibkim znanjem slovenščine.
- Učenke in učenci vseh starosti brez znanja slovenščine, ki pa se hočejo naučiti slovenščine.
- Odrasli vseh starosti, ki si želijo usvojiti slovenščino ali pa poglobiti svoje znanje bodisi zaradi poklicnih bodisi zasebnih potreb.

Mnogi govorce slovenskega narečja ne obvladajo standardne zvrsti slovenskega jezika in so tako njihove zmožnosti in možnosti sodelovati v organiziranem kulturnem in družbenem življenju Slovencev na Koroškem omejene. Zato bi bili potrebni projekti slovenskega opismenjevanja za odrasle. Imamo torej opraviti z »vseživljenjskim učenjem«, ki se pa ne omejuje na pripadnike slovenske manjšine na Koroškem. Doslej sta se znanje in raba slovenščine zaradi dejstva, da so bili dvojezični v glavnem le govorce slovenščine, pogosto tolmačila kot glavni ali edini znak narodnostne pripadnosti. V pogojih večjezične družbe je

jezik – tudi slovenščina na Koroškem – izgubil glavno vlogo pri določanju etnične pripadnosti.

Kolikor toliko uravnovešeno dvojezičnost na ravni, kakršna velja za prvi jezik, dosežejo večinoma le otroci, ki do zrelostnega izpita dvanajst ali trinajst let obiskujejo šole s slovenščino (kot prevladujočim ali z nemščino enakovrednim) učnim jezikom. Za večino otrok in mladine s slovenščino kot maternim jezikom postane večinski jezik v šolskem obdobju prvi jezik.

Zagotavljanje kakovostnega pouka slovenščine kot prvega in drugega/tujega jezika je eden velikih izzivov šol in ustanov, kjer se izobražujejo vzgojiteljice otroških vrtcev in šolski učitelji. Učencem in učenkam šol s slovenskim poukom (predvsem tistim, kjer je slovenščina prevladujoči ali z večinskim jezikom enakovredni učni jezik) je treba omogočiti daljša organizirana šolska bivanja v okoljih, kjer je slovenščina dominantni jezik. Podobne možnosti naj imajo tudi dijaki, študenti in zaposleni v šolstvu in raznih sektorjih. Potrebne bi bile ustanove, ki bi podpirale kakovost jezikovnega pouka slovenščine in v slovenščini. Ta ustanova naj omogoča izpite iz znanja slovenščine na raznih ravneh po kriterijih, ki jih določa Skupni evropski okvir za jezike. Nudi naj strokovno pomoč organizacijam, ki na Koroškem poučujejo slovenščino kot drugi/tuji jezik, zlasti ko gre za posredovanje slovenščine na avtohtonem naselitvenem ozemlju manjšine.

Na ohranitev in okrepitev jezikovne zmožnosti v maternem jeziku vpliva vrsta subjektivnih in objektivnih dejavnikov.

Kdo in kaj more prispevati k ohranitvi Slovencev na Koroškem (in drugod v Avstriji) in k razvoju slovenščine na Koroškem?

- Slovenci na Koroškem (kot nosilci jezika) z medgeneracijskim posredovanjem jezika so gotovo najvažnejši dejavnik. Zato imajo velik pomen prizadevanja za ohranitev in krepitev slovenščine kot družinskega jezika in kot jezika primarne socializacije.
- Gospodarski položaj, ki zagotavlja naselitvenemu prostoru manjšine dobro življenjsko kakovost in nudi domačemu prebivalstvu ugodne perspektive. Prostorsko planiranje, gospodarska in investicijska politika, ki upoštevajo manjšinsko komponento, lahko bistveno vplivajo na emancipacijo slovenskega jezika. Tudi čezmejno sodelovanje krepi funkcionalnost slovenskega jezika, v kolikor se ga upošteva in uporablja kot samoumevni delovni jezik.
- Sodeželani z nemščino kot prvim jezikom, ki spoštljivo, sproščeno ali pa vsaj brez negativnih emocij gledajo na rabo slovenskega jezika v zasebnem in družbenem življenju.
- Republika Avstrija, ki spoštuje ustavne in mednarodnopravne obveznosti do manjšinskega prebivalstva - svojih državljanov - in njihovega jezika. Samoumevno skrbi za to, da obstajajo na področju javne vzgoje in izobraževanja ugodni pogoji za učenje in izpopolnjevanje slovenščine kot prvega in drugega jezika vključno s študijem slovenščine na visokih šolah in univerzah.
- Financiranje s strani Republike Avstrije, ki omogoča profesionalno delo na področju kulture, zasebnega predšolskega, šolskega in zunajšolskega izobraževanja, raziskovalne dejavnosti, medijev, založništva, športa, čezmejnega sodelovanja itd. V okviru javnih ustanov naj razvija in uresničuje programe, ki so namenjeni ohranjanju identitete in jezikovnih zmožnosti pripadnikov manjšin, varuje njihovo snovno in nesnovno dediščino in s kvalificiranim osebjem skrbi za to, da ostaja manjšina na »utripu časa«.
- Republika Slovenija kot država s slovenščino kot dominantnim jezikom daje slovenščini kot manjšinskemu jeziku na Koroškem in Štajerskem jezikovno in



kulturno zaledje. Preko dejavnosti svojih institucij, organizacij, medijev, izobraževalnih ustanov, nevladnih organizacij in njihovega čezmejnega sodelovanja prispeva k rabi slovenščine, v kolikor upošteva v čezmejnih stikih slovenščino kot delovni jezik (zlasti na ozemlju in v deželah, kjer manjšina živi).

- Materialna pomoč s strani Republike Slovenije zaenkrat finančno krije znaten del delovanja osrednjih kulturnih, političnih in športnih organizacij in njihove infrastrukture. Po svojih možnostih naj Slovenija tudi v prihodnje pomaga pri vzdrževanju teh struktur, ki ohranjajo jezik, kulturo in identiteto slovenskega prebivalstva na ozemlju Avstrije.
- Politična pomoč s strani Republike Slovenije obstaja v tem, da opozarja na določila 7. člena (Pravice slovenske in hrvaške manjšine) Avstrijske državne pogodbe in na mednarodne standarde manjšinske zaščite.
- S sodelovanjem v Evropski uniji, Svetu Evrope in drugih mednarodnih organizacijah prispeva svoj delež k določanju in uresničevanju visokih standardov manjšinske zaščite.

Za Slovence na Koroškem velja, da je bistven prispevek k razvoju njihove jezikovne sposobnosti to, da so vključeni v družbeno življenje na obeh straneh državne meje. Čezmejno sodelovanje naj prispeva k funkcionalizaciji slovenskega jezika v družbenem življenju. Zato so trajne oblike sodelovanja najboljše podlaga za rabo slovenščine in za jezikovno rast posameznikov. Organizacije in ustanove Slovencev na Koroškem naj so organsko vključene v sorodne mreže Slovenije.

Demografski položaj Slovencev na Koroškem zaradi jezikovne asimilacije kaže zelo zaskrbljujočo sliko. Medgeneracijsko posredovanje slovenščine kot prvega jezika stagnira na zelo nizki ravni, ne nazadnje zato, ker je zelo malo nosilcev slovenščine na Koroškem v generaciji, ki rojeva otroke. Poleg tega se precejšen del iz poklicnih in drugih razlogov odseli iz obrobni predelov, kjer je slovenščina avtohtoni jezik, in se naseli v centralnih krajih. Zato je treba po eni strani zagotoviti avtohtonemu naselitvenemu ozemlju tak gospodarski razvoj, da bo na razpolago dovolj delovnih mest v domačem okolju, po drugi strani pa tudi v centralnih krajih poskrbeti za strukture, ki pomagajo pri ohranjanju slovenskega jezika.

S spoštovanjem!

Teodor Domej

## Predlog resolucije o nacionalnem programu jezikovne politike za obdobje 2012 do 2016 **Pripombe in osebno stališče**

Odzivam se na vaš dopis z dne 15. septembra 2011. Opozarjam na dejstvo, da gre za moje osebno stališče. Zaradi kratkega roka in službenih dolžnosti tudi ne morem odgovoriti v obsegu, izčrpnosti in kakovosti, ki bi bolj ustrezala izzivom, pred katerimi so Slovenci na Koroškem. V besedilu uporabljam pojem »manjšina«, »slovenščina kot manjšinski jezik«. Ta kvalifikator se seveda ne nanaša na kakovost in razvojno raven manjšinskega jezika v odnosu do večinskega, temveč po eni strani na številčno razmerje med govorcji v družbi dominantnega jezika do nedominantnega jezika in na drugi strani na pogostost rabe teh dveh jezikov v zasebnem in družbenem življenju.

Srednjeevropski prostor ima za seboj približno dve stoletji dolgo obdobje, v katerem so elite hotele oblikovati družbo po načelih narodne ideje, nacionalizma in rasizma. Zato je v današnjem času potreben poudarek, da jezikovna politika države in regije ne sme nasprotovati človekovim pravicam vključno z načelom večkulturne in večjezične družbe.

Dolgo obdobje, v katerem je v evropskih državah prevladoval vzorec jezikovne politike, ki si je prizadevala jezikovno homogenizirati svoje prebivalstvo, je krepilo močne jezike in slabilo šibke. Tak odnos do raznojezičnih družb je zelo prizadel manjšinske jezike ali pa onemogočil oziroma vsaj oviral razvoj, kakršen bi ustrezal potrebam moderne družbe. Marsikje so zato manjšinski jeziki ogroženi v svojem obstoju. Mednje šteje tudi slovenščina na Koroškem.

Sodobni globalni migracijski tokovi so ustvarili t. i. nove manjšine, ki so pogosto izpostavljene še hujšemu pritisku na njihov jezik in kulturo kot avtohtone manjšine. Jezikovna politika države, v kateri manjšine živijo, z izključnim poudarjanjem dominantnega (državnega) jezika potiska manjšinske jezike v obrobni položaj. Po navadi popolno obvladanje državnega jezika tolmačijo kot glavni dokaz za uspešno integracijo. Kdor se hoče verodostojno zavzemati za pravice avtohtonih manjšin, ne sme razvijati konceptov, ki ne spoštujejo jezikov novih manjšin.

Na Koroškem imamo več ciljnih skupin učenja slovenščine:

- Otroci v predšolski starosti s slovenščino kot prvim jezikom in dvojezični otroci z dobrim znanjem slovenščine, ki v otroških vrtcih izberejo dvojezične programe.
- Otroci brez predznanja v slovenščini, ki so vpisani v vrtce ali skupine z dvojezičnim programom.
- Učenci in učenke osnovnih (ljudskih) šol s slovenščino kot prvim jezikom in dvojezični otroci z dobrim znanjem slovenščine, katerega so si pridobili bodisi v družinskem krogu bodisi v predšolskih ustanovah (otroških vrtcih).
- Učenci in učenke vseh starosti s šibkim znanjem slovenščine.
- Učenke in učenci vseh starosti brez znanja slovenščine, ki pa se hočejo naučiti slovenščine.
- Odrasli vseh starosti, ki si želijo usvojiti slovenščino ali pa poglobiti svoje znanje bodisi zaradi poklicnih bodisi zasebnih potreb.

Mnogi govorcji slovenskega narečja ne obvladajo standardne zvrsti slovenskega jezika in so tako njihove zmožnosti in možnosti sodelovati v organiziranem kulturnem in družbenem življenju Slovencev na Koroškem omejene. Zato bi bili potrebni projekti slovenskega opismenjevanja za odrasle. Imamo torej opraviti z »vseživljenjskim učenjem«, ki se pa ne omejuje na pripadnike slovenske manjšine na Koroškem. Doslej sta se znanje in raba slovenščine zaradi dejstva, da so bili dvojezični v glavnem le govorcji slovenščine, pogosto tolmačila kot glavni ali edini znak narodnostne pripadnosti. V pogojih večjezične družbe je

jezik – tudi slovenščina na Koroškem – izgubil glavno vlogo pri določanju etnične pripadnosti.

Kolikor toliko uravnovešeno dvojezičnost na ravni, kakršna velja za prvi jezik, dosežejo večinoma le otroci, ki do zrelostnega izpita dvanajst ali trinajst let obiskujejo šole s slovenščino (kot prevladujočim ali z nemščino enakovrednim) učnim jezikom. Za večino otrok in mladine s slovenščino kot maternim jezikom postane večinski jezik v šolskem obdobju prvi jezik.

Zagotavljanje kakovostnega pouka slovenščine kot prvega in drugega/tujega jezika je eden velikih izzivov šol in ustanov, kjer se izobražujejo vzgojiteljice otroških vrtcev in šolski učitelji. Učencem in učenkam šol s slovenskim poukom (predvsem tistim, kjer je slovenščina prevladujoči ali z večinskim jezikom enakovredni učni jezik) je treba omogočiti daljša organizirana šolska bivanja v okoljih, kjer je slovenščina dominantni jezik. Podobne možnosti naj imajo tudi dijaki, študenti in zaposleni v šolstvu in raznih sektorjih. Potrebne bi bile ustanove, ki bi podpirale kakovost jezikovnega pouka slovenščine in v slovenščini. Ta ustanova naj omogoča izpite iz znanja slovenščine na raznih ravneh po kriterijih, ki jih določa Skupni evropski okvir za jezike. Nudi naj strokovno pomoč organizacijam, ki na Koroškem poučujejo slovenščino kot drugi/tuji jezik, zlasti ko gre za posredovanje slovenščine na avtohtonem naselitvenem ozemlju manjšine.

Na ohranitev in okrepitev jezikovne zmožnosti v maternem jeziku vpliva vrsta subjektivnih in objektivnih dejavnikov.

Kdo in kaj more prispevati k ohranitvi Slovencev na Koroškem (in drugod v Avstriji) in k razvoju slovenščine na Koroškem?

- Slovenci na Koroškem (kot nosilci jezika) z medgeneracijskim posredovanjem jezika so gotovo najvažnejši dejavnik. Zato imajo velik pomen prizadevanja za ohranitev in krepitev slovenščine kot družinskega jezika in kot jezika primarne socializacije.
- Gospodarski položaj, ki zagotavlja naselitvenemu prostoru manjšine dobro življenjsko kakovost in nudi domačemu prebivalstvu ugodne perspektive. Prostorsko planiranje, gospodarska in investicijska politika, ki upoštevajo manjšinsko komponento, lahko bistveno vplivajo na emancipacijo slovenskega jezika. Tudi čezmejno sodelovanje krepi funkcionalnost slovenskega jezika, v kolikor se ga upošteva in uporablja kot samoumevni delovni jezik.
- Sodeželani z nemščino kot prvim jezikom, ki spoštljivo, sproščeno ali pa vsaj brez negativnih emocij gledajo na rabo slovenskega jezika v zasebnem in družbenem življenju.
- Republika Avstrija, ki spoštuje ustavne in mednarodnopravne obveznosti do manjšinskega prebivalstva - svojih državljanov - in njihovega jezika. Samoumevno skrbi za to, da obstajajo na področju javne vzgoje in izobraževanja ugodni pogoji za učenje in izpopolnjevanje slovenščine kot prvega in drugega jezika vključno s študijem slovenščine na visokih šolah in univerzah.
- Financiranje s strani Republike Avstrije, ki omogoča profesionalno delo na področju kulture, zasebnega predšolskega, šolskega in zunajšolskega izobraževanja, raziskovalne dejavnosti, medijev, založništva, športa, čezmejnega sodelovanja itd. V okviru javnih ustanov naj razvija in uresničuje programe, ki so namenjeni ohranjanju identitete in jezikovnih zmožnosti pripadnikov manjšin, varuje njihovo snovno in nesnovno dediščino in s kvalificiranim osebjem skrbi za to, da ostaja manjšina na »utripu časa«.
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S spoštovanjem!

Teodor Domej

# Trojina, zavod za uporabno slovenistiko

sedež: Partizanska cesta 5, 4220 Škofja Loka; pisarna: Cesta v Kleče 16, 1000 Ljubljana

## Zadeva: Sodelovanje pri oblikovanju predloga resolucije o nacionalnem programu jezikovne politike za obdobje 2012 do 2016 – pobude Trojine, zavoda za uporabno slovenistiko

Spoštovani,

Zahvaljujemo se vam za priložnost, da prispevamo predloge za oblikovanje nove resolucije. Naše pobude, glede na nekatera tematska težišča, so:

### a) izboljšanje jezikovne zmožnosti v slovenščini in drugih jezikih:

- posvetiti več pozornosti proučevanju in poučevanju dejanske jezikovne rabe ter odpravljanju jezikovnih težav, ki jih imajo uporabniki (tako pisci kot govorce) pri rabi slovenščine; to vključuje tudi razvoj s to problematiko povezanih didaktičnih gradiv
- nameniti več pozornosti preučevanju in implementaciji tehnologije in sodobnih metod poučevanja v pouk slovenščine in drugih jezikov na vseh ravneh izobraževanja (med drugim bolje usposobiti in motivirati učitelje za delo s tehnologijami v razredu ter opisati in določiti standarde kvalitetnih elektronskih virov)
- preučiti in opisati govorni jezik, ter odnos med govorno in pisno jezikovno rabo
- razvoj govornih korpusov in didaktičnih gradiv z avtentičnim govornim gradivom za izboljšanje jezikovne zmožnosti v slovenščini in drugih jezikih
- spodbujati večjezičnost ter raziskave, ki bi proučile in opisale povezave med slovenščino in drugimi jeziki ter kako to izkoristiti pri poučevanju (drugih jezikov in tudi slovenščine)
- zagotoviti večjo dostopnost publikacij, knjig na temo teoretičnega in še posebej uporabnega (korpusnega) jezikoslovja (didaktika, enojezična in dvojezična leksikografija itd.)
- spodbujanje (domače in mednarodne) konkurenčnosti manjših inštitucij, ki se ukvarjajo z raziskovanjem jezika ter izdelavo jezikovnih virov, gradiv in tehnologij

### b) govorci s posebnimi potrebami

- razvoj jezikovnih virov, tehnologij in didaktičnih gradiv za govorce s posebnimi potrebami.

### c) jezikovni viri in tehnologije za slovenščino

- spodbujanje razvoja sodobnih brezplačnih elektronskih oz. spletnih jezikovnih virov (enojezičnih in dvojezičnih slovarjev, priročnikov, ipd.) in tehnologij – tako za rojene govorce kot za tuje govorce slovenščine.
- izdelava slovarja sodobne slovenščine po najsodobnejših metodah, ki bo ciljno usmerjen na šolsko mladino, tj. uporabnike, ki ga najbolj potrebujejo.
- zagotavljanje obstojnosti in dostopnosti obstoječih jezikovnih virov in orodij, npr. prek za te namene zadolžene inštitucije (po zgledu nekaterih evropskih držav)
- ohranjanje kontinuitete v razvoju jezikovnih virov, kot so korpusi (zbirke besedil), jezikovne baze, slovarji, priročniki, itd., kar bi tudi zagotovilo sodobnost opisa slovenskega jezika
- izobraževanje in usposabljanje strokovnih delavcev ter učencev za delo z jezikovnimi viri

Z lepimi pozdravi

Kraj in datum: Ljubljana, 26. 9. 2011



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# Trojina, zavod za uporabno slovenistiko

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## **PREGLED URADNIH ODZIVOV NA DELOVNO BESEDILO RESOLUCIJE (javna razprava)**

**Jakob Müller** (17. 1. 2012)

Nekaj bežnih pripomb k osnutku nacionalnega programa za jezikovno politiko 2012–2016

Uvod

1. Strinjam se s temeljnim načelom mednarodne odprtosti in povezanosti Slovenije ter z načelom jezikovne svobodnosti, sproščenosti in nujne večjezičnosti Slovencev, toda formulacija »slovenski jezik in slovenska jezikovna skupnost v Republiki Sloveniji ne potreujeta take zaščite, ki bi temeljila na izrecnem zakonskem preprečevanju in strogem omejevanju javne rabe drugih jezikov« (Uvod, str. 3), ne upošteva dejstva, da je slovenščina zaradi majhnega števila govorcev racionalno-funkcionalno v neenakem položaju z mnogimi tujimi jeziki in zato izpostavljena njihovim ekonomskim in pragmatičnim pritiskom. To dejstvo prikrito priznava tudi Osnutek, ko malo naprej piše: »Za nadaljnjo vitalnost in krepitev položaja slovenščine je treba govorce predvsem motivirati za njeno rabo«.

Razen neupoštevanja substancialnega razloga pa je »nepotrebnost take zaščite« tudi v nasprotju z ustavno pravico Slovencev do javnih informacij in javnih dogodkov v slovenskem jeziku, pravico, ki seveda ne izključuje javne rabe tudi drugih jezikov.

Slovenščina v zamejstvu

2. »Republika Slovenija se zavzema za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah« (Uvod, str. 5).

Bolj ustrezna bi bila formulacija: RS podpira slovenske zamejce, da krepijo in razvijajo svoje znanje in uporabo slovenskega jezika in se zavzema za dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah.

3. »Jezikovne potrebe v zvezi s slovenščino so v zamejstvu in izseljenstvu pri posameznih skupinah govorcev lahko zelo različne, zato je smiselno njihovo evidentiranje in sprotno analiziranje stanja.« (I. 3.2.B, str. 10)

Jezikovne potrebe v zvezi s slovenščino nikakor ni dovolj evidentirati in analizirati: potrebno je denarno podpirati slovenski zamejski tisk, skrbeti za prevajanje slovenskih in tujih del v njihove knjižne jezike (nadiščino, terščino, porabščino), podpirati njihovo slovensko gledališko dejavnost, vzpodbujati kulturne in izobraževalne povezave zamejstva z narodno matico pa tudi podpirati slovenske medije (časopise, televizijo, radio), da bojo v njih življenje in problemi slovenski zamejcev veliko bolj prisotni.

4. Strokovna slovenščina

Nagrajevanje strokovnih objav zato, ker so napisane v neslovenskem jeziku in objavljene v tujejezičnih publikacijah, je nacionalna sramota. V Osnutku sicer piše

»zaradi razvoja slovenščine v znanosti se mora spodbujati kakovostno objavljanje v slovenskem jeziku« (I. 8, str. 18), in nekoliko vrstic dalje piše še potrebi »poenotiti kazalnike znanstvene kakovosti in vanje samoumevno vključiti kakovostne objave v slovenščini, vsaj v obliki preglednih znanstvenih člankov in monografij«.

Ne zaradi razvoja slovenščine v znanosti, ampak zaradi pravice in potrebe, da so slovenski strokovnjaki in znanstveniki tudi jezikovno vrhunsko usposobljeni v slovenskem nacionalnem jeziku, ne samo ali predvsem v tujih jezikih, saj delujejo predvsem na področju R Slovenije in s Slovenci, je potrebno skrbeti za njihovo terciarno izobraževanje v slovenskem in tujih jezikih, njihove znanstvene objave pa vrednotiti predvsem po vsebinski, ne pa po formalistični kakovosti.

Za razvoj slovenskih strokovnih terminologij in njihovih povezav z mednarodnim prostorom pa je potrebno v Osnutku poudariti tudi podpiranje slovenskega strokovnega slovaropisja s tujejezičnimi

strokovnimi ekvivalenti (predvsem v digitalnih zapisih pa tudi na papirju), kar je v osnutku Nacionalnega programa za jezikovno politiko 2012–2016 žal prezrto.

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**Dr. Janez Dular** (21. 4. 2012)

Pripombe k osnutku novega NPJP

### *Splošno*

Čeprav ima besedilo novega NPJP status osnutka, nastalega pod časovnim pritiskom, potem pa zaradi političnih razmer pol leta »zamrznjenega« (ko bi ga sicer lahko pilili), sem glede na številčno in strokovno močno avtorsko zasedbo in glede na kritičnost do starega (prvega) NPJP pričakoval kaj bolj dodelanega. Ne mislim samo na redakcijsko nedodelanost, npr. na nepotrebno ponavljanje delov kazala, grafično nepregledno in nedosledno hierarhizacijo naslovov in podnaslovov, podleganje »politično korektnim« stilističnim maniram (prebivalci in prebivalke, posamezniki in posameznice, govorniki in govornice), neupoštevanje novejših sprememb v organiziranosti državne uprave (združevanje ministrstev ipd.), temveč tudi na kompozicijsko in vsebinsko neuravnoteženost ter vrzeli, npr. razmeroma obsežna in konkretna obravnava problematike jezikovne tehnologije in jezikovnih virov ter skopost in splošnost pri formalnopravnih vidikih idr.; prepogosto je to »program o prihodnjem pripravljaju programov in ukrepov« (npr. v enem letu po sprejetju novega NPJP), ki bi jih moral vsebovati že sam NPJP. O financiranju niti stavka ali podčrtne opombe.

V temeljni vsebinski usmeritvi se pri odločanju med spodbujanjem (motivacijo) in predpisovanjem (ukazovanjem, sankcioniranjem) prerado uveljavlja razmerje »ali – ali« namesto prizadevanja za potrebne izboljšave in medsebojno dopolnjevanje v razmerju »in – in«. Tako se zahaja v lahkotno leporečje o tem, kako naj se »vsem prebivalcem in prebivalkam, vsem govornikom in govorkam omogoča/jo/ svobodno življenje v blaginji ter strpnosti in odgovornosti«, in se zanaša na ideal, po katerem naj bi »slovenska jezikovna politika z ustreznimi ukrepi poskrbe/la/, da bo slovenščina pri vseh njenih govornikih prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe«, hkrati pa se ignorira dejansko stanje jezikovne (samo)zavesti in se podcenjuje potreba po najnem zakonskem urejanju v smislu varstva slovenščine in omejevanja neupravičene rabe tujih jezikov v javnosti (to se vidi že po skopem obsegu III. poglavja).

### *Posameznosti po straneh*

- Str. 4: ZJRS pri definiranju področij jezikovne politike ne predvideva samo jezikovnega izobraževanja, temveč tudi formalnopravno urejanje in »jezikovno opremljenost« (razvoj in kulturo jezika). // V formulaciji »z visoko stopnjo pripravljenosti sprejemanja jezikovne in kulturne drugačnosti ter različnosti« bi zadoščalo bi reči »ustrezno / zadostno stopnjo«).
- Str. 8: Jezikovna raznolikost v Sloveniji je dejstvo, ki ga ni treba posebej podpirati, treba pa ga je upoštevati.
- Str. 9 idr.: *Bela knjiga* 2011 je bila prav glede nekaterih jezikovnopolitičnih postavk deležna ostre kritike tudi iz slovenističnih vrst, zato sklicevanje nanjo že s taktičnega stališča ni modro. // V prvi alineji ukrepov naj se »izobraževanje« zamenja z »izpopolnjevanjem« (skladno s postavljenim ciljem).
- K str. 11: Tretji ukrep ne pomeni širjenja / izpopolnjevanja jezikovne zmožnosti v slovenščini, temveč njeno uveljavljanje na pomembnem področju rabe.
- K str. 12: Ali se cilj »Širitev jezikovne zmožnosti v slovenščini med govorniki večinskih jezikov« (v zamejstvu in izseljenstvu) ne bi prepričljiveje uvrščal v 4. točko (Slovenščina kot drugi in tuji jezik)? // V osmi vrstici prvega odstavka 4. točke naj se izraz »dostop do znanja« zamenja z »dostop do učenja«.
- K str. 14: Zadnji ukrep k 5. točki (Jeziki manjšin in priseljencev) se zdi nekoliko posiljen oziroma nepotreben (spričo lahke dostopnosti množice tujih radijskih in televizijskih programov, spletnih informacij ter ne nazadnje tujih časopisov in revij po kioskih). // Strokovna mnenja o



obveznem zgodnjem učenju tujega jezika nikakor niso tako skladna, da bi tale program lahko brezrezervno povzegal stališče iz *Bele knjige*.

- K str. 15: Pri drugem ukrepu za »Učče se« nisem prepričan, ali je treba učence prav v učbeniku slovenščine posebej navajati »na razmišljanje o večjezičnosti kot pravilu, ne izjemi« (posebej ob ohlapnem definiranju pojma večjezičnost). // Tečajev tujih jezikov (na delovnem mestu in drugje) najbrž ni treba posebej spodbujati (ali jih celo subvencionirati), saj so očitno zadosti komercialno zanimivi.
- Str. 16: Pri formulaciji 3. cilja za govorce s posebnimi potrebami je izraz »pri večinskih govorcih« nekoliko dvoumen (seveda bi bil tudi izraz »pri normalnih govorcih« spotakljiv).
- Str. 17: Treba bi bilo reči kaj kritičnega o »citiranju v bazah WoS« kot posplošenemu in vrhovnemu merilu znanstvenoraziskovalne kakovosti.
- Str. 18: Kaj dejansko pomeni prvi ukrep k 1. cilju poglavja Jezikovna ureditev slovenskega visokega šolstva in znanosti (posebno stavek »katerih predmete bi lahko izbirali tudi domači študenti«)? // Pridobitev spričevala o ustreznem znanju slovenščine (in seveda njena dejanska raba pri predavanjih, izpitih ipd.) bi bilo treba zahtevati že po dveh letih učiteljevega »gostovanja« (ne šele po treh).
- Str. 19: V četrti vrstici formulacije ukrepa za cilj »izboljšati položaj slovenščine kot jezika znanosti« ni dopustna omejitev zahteve za slovenščino v »preglednih« znanstvenih člankih, kakor da slovenščina v »temeljnih« ipd. znanstvenih člankih sploh ne bi prihajala v poštev.
- Str. 21: Na koncu tretjega odstavka - »seznam osnovnih oblik v slovenščini« ni isto kot (oklepajski) »frekvenčni slovar«; in kaj natančno pomeni izraz »osnovne oblike«?
- Str. 23: Ali ni trditev o bližnjem koncu terminoloških in večjezičnih slovarjev (prva poved poglavja »Večjezičnost«) nekoliko preuranjena?
- Str. 24: Izrazi tipa »crowd-sourcing« pa se v takemule besedilu ne prilegajo.
- Str. 29: Določila o obveznem poimenovanju pravnih oseb zasebnega prava, imena obratov ipd. ter merila za njihovo ustreznost niso nič manj operativna in objektivizirana kot številni drugi predpisi, za njihovo nedosledno izvajanje so odgovorni nadzorni organi (inšpekcijske službe, sodni register ipd.) oziroma nedelovanje pravne države. Delovanje Sektorja za slovenski jezik je bilo na tem področju smotno in ni blokiralo izvajanja drugih nalog (blokirala pa ga je predvsem neustanovitve INDOK). // Kaj je mišljeno s potrebo, da se »pri nadaljnji demokratizaciji slovenskega javnega prostora« zviša raven jezikovnih pravic »državljanov in prebivalcev RS, ki niso domači govorniki slovenščine, italijanščine, madžarščine in romščine«?
- Str. 30: Potrebno je ažuriranje podatka o številu uradnih jezikov EU (vstop Hrvaške).
- Str. 31: Drugi cilj poglavja o slovenščini kot uradnem jeziku EU je treba umestiti kam drugam, saj »razumljiv uradovni jezik in jezikovna usposobljenost javnih uslužbencev« ne smeta izhajati le iz članstva Slovenije v EU, temveč gre predvsem za splošno notranjepolitično zahtevo.

Ob vsaj delnem upoštevanju teh pripomb bi se strinjal, da je besedilo kot osnutek pogojno sprejemljivo in da se z začetkom njegove javne obravnave vendarle odpravi zastoj v postopku.

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**Slavko Pregl**, direktor, Javna agencija za knjigo RS (9. 5. 2012)

Spoštovani,  
z zanimanjem smo pregledali Nacionalni program za jezikovno politiko 2012 - 2016 (osnutek).  
Predlagamo, da se med nosilce pri spodaj navedenih točkah vnese tudi Javno agencijo za knjigo RS,  
kot sledi:

I Jezikovno izobraževanje

- poglavje 3.1, 2.cilj: Ugotavljanje jezikovnega stanja med nosilce dodati JAK (utemeljitev: JAK izvaja občasne raziskave na področju založništva, ki seveda zadevajo tudi bralce, govorce slovenskega jezika)
- poglavje 3.2, oddelek B, 3.cilj: Širitev jezikovne zmožnosti v slovenščini med govorce večinskih jezikov med nosilce dodati JAK (utemeljitev: JAK podpira projekte bralne kulture v zamejstvu, s knjigami oskrbuje lektorate v tujini, organizira prevajalske seminarje)
- poglavje 8, 3.cilj: Izboljšati položaj slovenščine kot jezika znanosti med nosilce dodati JAK (utemeljitev: JAK kot enega osnovnih ciljev v razpisih za sofinanciranje znanstvene publicistike navaja razvoj slovenskega znanstvenega izrazja)

## II Jezikovna opremljenost

- poglavje 6. Digitalizacija med nosilce dodati JAK (utemeljitev: JAK v razpisih vzpodbuja digitalizacijo leposlovnih in znanstvenih vsebin)

## IV Slovenščina kot uradni jezik Evropske unije

- 2.cilj: Promocija slovenskega jezika in kulture v EU med nosilce dodati JAK (utemeljitev: JAK s svojimi razpisi mednarodnega sodelovanja izrazito podpira slovenski jezik in slovenske ustvarjalce v evropskem in svetovnem prostoru)

Za morebitna dodatna pojasnila smo vam na voljo.

Lep pozdrav,  
s spoštovanjem  
Slavko Pregl, direktor

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**Dr. Manica Jakič Brezočnik**, Direktorat za visoko šolstvo in znanost, MIZKŠ (22. 5. 2012)

V skladu s pozivom k oddaji pripomb na objavljeno delovno besedilo Resolucije o nacionalnem programu za jezikovno politiko 2012-2016 na spletni strani Ministrstva za izobraževanje, znanost, kulturo in šport vam v posredujemo naša stališča oz. pripombe na 8. točko osnutka besedila.

» **8. Jezikovna ureditev slovenskega visokega šolstva in znanosti-raziskovalne dejavnosti**  
Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih izpostavlja ključno vlogo internacionalizacije za njen kakovosten razvoj. Visokošolske institucije bodo v prihodnje delovale mednarodno. Visokošolski zavodi se bodo v veliki meri vključevali v mednarodno visokošolsko in raziskovalno sodelovanje, poleg več jih izmenjav pa se bo povečal tudi obseg skupnih študijskih programov. Zato se bo poučevanje lahko izvajalo tudi v tujih jezikih, pri čemer bo zagotovljen razvoj slovenskega jezika in terminologije tudi z dostopnostjo študijskih vsebin v slovenskem jeziku.

**Pripomba [j1]:** Znanost sestavlja VŠ in raziskovalna dejavnosti

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kvalitetnimi partnerji z evropskih in neevropskih univerz.

V zvezi z rabo jezika v okviru RNPJP v visokem šolstvu in znanosti raziskovalni dejavnosti so med prioritetami prednostnimi nalogami za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine na obeh področjih. Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo obeh področij, je povezana predvsem z dvema strateško-razvojnima zahtevama:

- z izmenjavo študentov in profesorjev ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020; večjo vključitvijo slovenskih visokošolskih institucij v mednarodni prostor (mednarodne izmenjave študentov, visokošolskih učiteljev in sodelavcev, povečanje števila tujih študentov in visokošolskih učiteljev na slovenskih visokošolskih institucijah, razvoj raziskovalnih in drugih projektov ter skupnih študijskih programov s tujimi institucijami itd.);
- z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS.

**Pripomba [V2]:** V skladu z Resolucijo o Nacionalnem programu visokega šolstva 2011–2020 je ključna zahteva večja vključitev slovenskih visokošolskih institucij v mednarodno okolje. To naj bi dosegli s celo vrsto, ne le dvema naštetima ukrepoma.

Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze visokošolski zavodi in R Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja.

### 1. cilj: Ohranitev status slovenščine kot uradnega in učnega jezika visokega šolstva

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti raziskovalni dejavnosti. Hkrati sistemsko urejajo poučevanje tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

#### Ukrepi:

MIZKŠ in visokošolski zavodi univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja resolucije NPVŠ in strategij RISS postaviti transparentne modele za smiselno vključevanje tujih študentov in visokošolskih univerzitetnih učiteljev in raziskovalcev:

- s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi lahko izbirali tudi domači študenti;
- z izdatnejšim sofinanciranjem učinkovitega učenja slovenščine tujih študentov;
- z izvajanjem kombiniranega poučevanja z izročki predavanj in konzultacijami v tujih jezikih ter s predavanji in frontalnim delom v slovenščini;
- s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega odnosa med domačimi in gostujočimi študenti;
- z učenjem slovenskega jezika na tujih univerzah.

Zakonodaja mora določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku, in ne tega v celoti prepustiti visokošolskim zavodom univerzam. Hkrati mora upoštevati vso kompleksnost pojma internacionalizacija in znotraj nje jasno ločevati med krajšimi in daljšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev. Za daljše oblike vključevanja v visokošolski proces (npr. za študente nad 1 leto, za zaposlene nad 3 leta) se ponudi možnost učenja slovenščine in se po izteku omenjenega obdobja zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Država mora spodbujati izdelavo univerzitetnih učbenikov in prevodov kvalitetnih učbenikov iz tujih jezikov.

Ker se strateška usmeritev univerz visokošolskih zavodov in države glede povečanja izmenjav ujema, Ministrstvo za izobraževanje, znanost, kulturo in šport nameni takim financira tovrstne programem in dejavnostim dodaten denar iz razvojnega stebra financiranja na podlagi javnega razpisa, in sicer v okviru zajamčenega financiranja, saj gre za dodatne programe oz. module in dejavnosti.

**Oblikovano:** Pisava: (Privzeto) Arial

**Oblikovano:** Pisava: (Privzeto) Arial, 10 pt

**Oblikovano:** Ne Označeno

**Oblikovano:** Pisava: (Privzeto) Arial, 10 pt

**Oblikovano:** Ne Označeno

**Oblikovano:** Pisava: (Privzeto) Arial, 10 pt

**Oblikovano:** Pisava: (Privzeto) Arial, 10 pt

**Pripomba [V3]:** V skladu z Uredbo o javnem financiranju visokošolskih zavodov in drugih zavodov se v okviru variabilnega dela temeljnega stebra financiranja del sredstev zagotavlja glede na delež študentov rednega študija prve in druge stopnje brez absolventov, ki odidejo na študijsko izmenjavo v tujino ter tujih študentov, ki pridejo na študijsko izmenjavo v Slovenijo. Sredstva za druge vrste dejavnosti za spodbujanje internacionalizacije slovenskega visokega šolstva naj bi se dodeljevala iz razvojnega stebra financiranja na podlagi javnega razpisa.

**Oblikovano:** Pisava: (Privzeto) Arial, 10 pt, Označeno

**Oblikovano:** Pisava: (Privzeto) Arial

**Oblikovano:** Pisava: (Privzeto) Arial, 10 pt, Označeno

**Oblikovano:** Pisava: (Privzeto) Arial

**Ana Pavlek**, prof. slovenščine (31. 5. 2012)

Spoštovani!

Hvala za nov osnutek Nacionalnega programa za jezikovno politiko 2012-16 in vabilo k javni obravnavi in zbiranju pripomb o predlaganih ciljnih in ukrepih za pripravo formalnega predloga NPJP 2012-16. Pridružujem se javni obravnavi o rabi in položaju slovenskega jezika in drugih jezikov v Republiki Sloveniji, saj je jezik naša skupna skrb. Zaradi preglednosti navajam predloge in pripombe po točkah.

**1. Osrednji cilj** slovenske jezikovne politike je v osnutku (pod poglavjem Jezikovnopolitična vizija, str. 4) opredeljen kot »oblikovanje skupnosti samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini in drugih jezikih z visoko stopnjo pripravljenosti sprejemanja jezikovne in kulturne drugačnosti«.

Pripomba:

Ta cilj je zelo ohlapen, ker izpušča drugi (za razvito jezikovno zmožnostjo v slovenščini) temeljni vidik: jezikovno (samo)zavest, to je zavest o slovenščini kot prvem jeziku v RS, zaradi česar uživa posebno skrb in je vrednota, ki jo je treba krepiti. To je navedeno šele na str. 22 (pogl.

Standardizacija), kjer piše, da je »med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorcji«. To bi bilo potrebno vključiti že med splošne cilje. Šele na to osnovo je mogoče pripeti večjezikovno in medkulturno ozaveščenost. Najprej je potrebno okrepiti zavest o prednostnem položaju slovenščine v RS, pozitiven odnos do nje kot dediščine tega kulturnega in etničnega okolja, ki ga bistveno določa.

Pojasnilo s primerom in predlogi: Tujci, ki se učijo slovenščino, pogosto naletijo pri domačih govoricah na težave, ker se ti začnejo z njimi takoj spoznavati bodisi v njihovem maternem jeziku (mimogrede bi prosila, da pojasnite, zakaj tega izraza v osnutku skorajda ni zaslediti) ali katerem od svetovnih jezikov, čeprav bi tujci želeli razvijati govorne zmožnosti v slovenščini. Ta pojav poleg na pregovorno slovensko gostoljubnost kaže v ozadju tudi na šibko jezikovno zavest slovenskih govorcev. S psiho- in sociolingvističnega vidika bi bilo verjetno potrebno natančneje raziskati vzroke za takšno stanje. Ne nazadnje se deloma kaže tudi v tem osnutku, kjer ni jasno razvidno, da je trdna jezikovna identiteta slovenskih govorcev edini pravi temelj za strpno sobivanje z govorcji drugih jezikov oz. za njihovo večjezikovno in medkulturno ozaveščenost. Spoštljiv dialog je namreč mogoč samo med dvema, ki imata jasno izgrajeno jezikovno identiteto, v drugačnem primeru je eden vedno v podrejenem položaju oz. se sam postavlja v takšen položaj. Prav v izogib slednjemu naj nacionalni program na drugo mesto (pred večjezikovno ozaveščenostjo, da ne bi nastajal vtis, da je večjezikovna zavest pomembnejša od slovenske jezikovne samozavesti in da je dolgoročni cilj jezikovne politike v RS, da slovenščina postane le eden od uradnih jezikov in ne več prednostni\*) umesti dolgoročni in permanentni cilj: dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorcji kot vrednote, ki ji je treba namenjati posebno skrb, jo krepiti in razvijati. Ob tem pa sprejme ustrezne ukrepe, npr.:

- pripravi ustrezna učna gradiva in pouk slovenščine dopolni z vzgojo za krepitev jezikovne samozavesti slovenskih govorcev (vzgojo se je v preteklosti v vzgojno-izobraževalnem procesu precej opuščalo – od tod umanjkanje »odnosa«, pa ne le do materinščine, ampak okolja, družbe ... in nujnih etičnih okvirov);
- opismenjevanje učiteljev, politikov, delavcev v medijih, kulturi, javni upravi, v gospodarstvu o slovenski jezikovni samozavesti;
- pouk slovenščine na vseh stopnjah izobraževanja, tudi na univerzitetni – kot »strokovno slovenščino« z osnovami pravopisa in sporočanja, z dodatnim ciljem: dvig bralne pismenosti;

- uvede oz. poglobi (pri poklicih, ki ga že morajo opravljati) izpit iz slovenskega jezika za strokovni izpit šolnikov, pravnikov, novinarjev idr.
- (ukrepi v povezavi z drugimi resorji) uvede pouk državljanske vzgoje (smo namreč ena redkih držav v EU, ki je nima), saj je šibka jezikovna identiteta odsev šibke narodne zavesti oz. državne pripadnosti, ki pogosto iz občutka ogroženosti sproža škodljivi nacionalizem, utrjenost v lastni istovetnosti pa omogoča sprejemanje raznolikosti, tudi jezikovne;
- spodbudi ustvarjanje v slovenskem jeziku, npr. z literarnimi, novinarskimi in drugimi natečaji v celotnem vzgojno-izobraževalnem procesu, od osnovne šole do univerze.

\*Na to napeljujejo poleg ciljev ukrepi pod 6. poglavjem (str. 15), ki obravnava tuje jezike in kjer je kot drugi ukrep navedeno: »vključevanje vsebin v učbenike slovenščine, ki bodo navajale na razmišljanje o večjezičnosti kot pravilu, ne izjemi in o jezikovni raznolikosti kot vrednoti«. Ko govorimo o jezikovni raznolikosti kot vrednoti, moramo po logiki še pred tem govoriti o slovenščini kot vrednoti, potrebni posebne skrbi. O slovenščini kot vrednoti pa izrecno v osnutku ni govora, tako da je treba to nujno popraviti, da ne bi vse skupaj dajalo napačnega vtisa o načrtovanem brisanju prednostnega položaja slovenščine v RS. Torej je ob večjezičnosti ozaveščenosti treba še bolj okrepiti slovensko jezikovno zavest in tovrstne vsebine vnesti vsaj v učbenike za slovenščino.

2. Slovenščina kot drugi in tuji jezik: naj se poskuša kljub gospodarski krizi ohraniti razvejano mrežo lektoratov na tujih univerzah.

3. Jezik manjšin in priseljencev v RS:

Poskrbeti je treba za vzajemnost pri prvem ukrepu: naša jezikovna politika je dolžna poskrbeti za jezikovno usposabljanja javnih uslužbencev za komunikacijo v madžarščini in italijanščini, kjer živita v RS obe manjšini, recipročni program pa je treba zahtevati od italijanske in madžarske jezikovne politike za slovenski manjšini v Italiji in na Madžarskem.

4. Govorci s posebnimi potrebami:

Pomemben korak je priznavanje enakovrednosti slovenskega znakovnega jezika slovenščini.

**5. Jezikovna ureditev slovenskega visokega šolstva in znanosti:**

- Univerzo je treba razumeti tudi kot prostor razvijanja jezikovne zmožnosti prednostno v slovenščini, predvsem njene strokovne terminologije, zato je treba fakultete zavezati k nadaljnjemu razvijanju slovenščine kot učnega jezika visokošolskega izobraževanja in jezika znanosti. To ne sme biti prepuščeno zgolj želji ali dobri volji fakultet in tudi ne ovira njihovega mednarodnega delovanja.
- Problematična je zahteva po pridobivanju tujih študentov kot protiutež zmanjšanja generacij slovenskih študentov do leta 2020, kar lahko privede do velike neuravnoteženosti. Poleg tega je jasno, da je to treba reševati najprej z omejevanjem vpisnih mest predvsem na družboslovnih in humanističnih študijskih smereh, ker je delež študentov prevelik za potrebe trga dela, zato se mlajše generacije teh smeri soočamo z nezaposlenostjo.
- Spodbuden in nujen je predlog za obvezni uvodni predmet v 1. letniku prvostopenjskih programov.
- Poraja se mi vprašanje, ali ne bi bil poleg (za potrebe dela na ravni EU) študijskega programa za naziv pravnik lingvist potrebna za potrebe ekonomije (tako v znanosti kot v gospodarstvu) tudi specializacija za naziv ekonomist lingvist in ne nazadnje specializacija ali vsaj tečaj za razvoj strokovne slovenščine na vseh drugih področjih.

5. V NPJP pogrešam:

- posebno poglavje o jezikovni ureditvi slovenskega medijskega in prostora (jezikovni standardi, kako izboljšati pismenost medijskih delavcev, dvigniti jezikovno kulturo – tudi v politiki ...);
- o poimenovanju firm, obratov, prodajaln in drugih poslovnih prostorov, ki ga obravnava 17. in 18. člen Zakona o javni rabi slovenščine. Slednji bi bil potreben spremembe, in sicer v 2. točki, kjer dopušča pri poimenovanju omenjenih prostorov v praksi tako rekoč neomejeno rabo besed v tujem jeziku, tudi če niso (npr. množica frizerskih salonov) vezani na tuji trg (kjer je npr. uporaba šumnikov moteča, zato je izbira tujega imena bolj upravičena). Predlagam strožjo zakonodajo z omejitvijo ali brisanjem naslednje dopustitve rabe tujega jezika: »če gre za krajše besedne zveze, ki so zaradi

običajne rabe razumljive večini potrošnikov«. Predlagam izdelavo kratkega navodila in priporočila za subjekte na trgu pri izbiranju poimenovanja firm, obratov idr., s čimer nastopajo na slovenskem trgu. Npr. Zakaj Happy pek, kajti tudi če se bi se podjetje širilo na tuje trge, besede pek tujec ne bo razumel, za slovenski trg pa bi bilo primernejše poimenovanje Veseli pek.

V skupni skrbi za izboljšanje jezikovne kulture in ugleda ter položaja slovenščine vas lepo pozdravljam,  
Ana Pavlek, prof. slovenščine

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**Dr. Tomaž Turk**, predsednik jezikovne sekcije, Slovensko društvo Informatika  
(30. 5. 2012)

Pripombe na delovno besedilo Resolucije o nacionalnem programu  
za jezikovno politiko 2012–2016

Pozdravljamo delovno besedilo resolucije in pričakujemo, da bo dokument potrjen v nacionalnem okviru in se bodo predlagani ukrepi uresničili.

Slovensko društvo Informatika že več kot deset let z delovanjem sekcije za jezik zbira in ureja strokovno izrazje informatike in z njo povezanih področij. Pri nastajanju terminologije je nujno potrebno izkoriščati sodobno znanje, torej sodelovanje visokošolskih učiteljev, ki so tudi med najbolj zainteresiranimi za poenoteno izrazje. Delo pri ustvarjanju terminologije je dolgoročno, zahtevna naloga. Sodobne tehnologije omogočajo izdajo terminoloških slovarjev na spletu, kjer so sodelavci in avtorji sicer imenovani, vendar za to ne dobijo nobenega priznanja, razen včasih malenkostne denarne nagrade. Da bi te strokovnjake spodbudili k sodelovanju pri razvijanju terminologije, predlagamo, da se v resolucijo v poglavje 8. Jezikovna ureditev slovenskega visokega šolstva in znanosti, 3. Cilj: izboljšati položaj slovenščine kot jezika znanosti, doda naslednje besedilo:

»V okviru habilitacijske politike naj univerze priznavajo izkazano soavtorstvo pri razvijanju terminologije v slovenskem jeziku.«

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**Dr. Špela Arhar Holdt**, Trojina (31. 5. 2012)

Spoštovani, kot strokovnjakinja s področja slovenistike vam pošiljam še svoj komentar na osnutek Nacionalnega programa za jezikovno politiko 2012–2016.

Edina tema, ki jo v NPJP resnično pogrešam, so konkretniji cilji na področju poučevanja slovenščine v osnovnih in srednjih šolah. Ustanovitev nacionalnega programa za jezikovno izobraževanje se mi zdi smiselna, celo nujen prvi korak pri reševanju problema pismenosti v standardni slovenščini, vendar bi bilo smotno nakazati tudi, v katero smer se bo ta pot nadaljevala. V dokumentu so sicer na različnih mestih navedene številne aktivnosti, ki bi lahko pomembno pripomogle k izboljšanju trenutnega stanja (različna dodatna izobraževanja učiteljev in učencev, priprava specializiranih priročnikov za uporabo v razredu, analiza nacionalnih preverjanj znanj itd.), ki pa bi jih bilo smiselno zbrati in prioretizirano urediti na enem samem mestu (najbrž v poglavju *Izpopolnjevanje jezikovne zmožnosti govorcev slovenščine kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje*).

Nekoliko me je zmotila tudi omemba "motiviranja" govorcev za rabo slovenščine, saj si slednje morda preveč plastično predstavljam kot nekakšno promocijo prednosti slovenščine na trgu različnih jezikov. Slovenščina je kot prvi jezik večine govorcev na našem področju samodejna izbira v večini govornih situacij; torej je večini populacije ni treba posebej ponujati, ampak moramo predvsem omogočiti, da bodo govorniki lahko ta jezik **s čim manj problemi in frustracijami uporabljali še naprej**. Kot celota dokument NPJP na ta izziv dobro ogovarja, s tem da bi v primeru morebitnega dopolnjevanja vsebin

navijala za še dodatno konkretizacijo nakazanih rešitev. Sicer se zavedam, da predlagani program prinaša le smernice, na podlagi katerih se bodo kasneje oblikovali konkretniji načrti, vendar bo vse poteklo tem hitreje in učinkoviteje, čim jasnejši cilji bodo postavljeni v NPJP.

Izpostaviti gre še nekatera "vroča" vprašanja, kamor sodi na primer spodbujanje raziskovalcev, da bi pisali v slovenščini in tako razvijali slovensko terminologijo in znanstveni jezik. Živimo v času, ko raziskovalci iz praktičnih razlogov pišejo večinoma v angleščini. K objavljanju prispevkov tudi (nikakor pa ne samo) v slovenščini jih zgolj z grožnjo, da bo slovenski znanstveni jezik vsak čas izumrl, ne bomo prisilili. Še zlasti ne, če jim obenem ne zagotovimo sodobnih jezikovnih virov, usposabljanj za uporabo teh virov oz. orodij in sploh za razvoj področne terminologije, pa še kaj drugega bi bilo potrebno urediti. Primerljive teme je najti v povezavi z odpiranjem visokega šolstva tujim predavateljem in študentom, pri čemer se rado pozabi, da se tukaj in zdaj soočamo s povsem novimi situacijami, ki zahtevajo povsem nove razmisleke. V tem smislu avtorjem osnutka NPJP štejem v velik plus, da k aktualnim jezikovnopolitičnim izzivom pristopajo razumsko in ne pretirano čustveno (slednje se jezikoslovcem pri določenih temah rado dogaja), saj je z glavo skozi zid probleme težko realno oceniti, kaj šele reševati.

Podobno gledam na vprašanje zakonskega urejanja rabe slovenščine (in tujih jezikov) v Republiki Sloveniji. NPJP se deklarira proti takšnemu urejanju, k čemur bi bilo mogoče dodati, da smo restriktivni prisop že preizkusili, vendar ta v praksi preprosto ni mogel in ne more funkcionirati. Tudi po ustanovitvi inštitucije za zakonsko osnovano presojanje, kaj je v jeziku dopustno in kaj ne, bi se inšpektorji lahko zanašali le na svoj lasten občutek o jeziku in pa na zelo stare jezikovne priročnike. Ne smemo pozabiti, da je slovar, ki ga trenutno uporabljamo, nastal že v sedemdesetih letih prejšnjega stoletja, enako slovnica. Kljub doktoratu iz slovenskega jezika (ali prav zaradi slednjega) se kaznovanja govorcev na podlagi štirideset let stare slike jezika nikakor ne bi upala lotiti. Pobude, da se kaj takšnega vseeno uvede, vidim zato predvsem kot iskanje podpore pri tistem delu populacije, ki skrb za slovenščino zelo močno dojema kot vrednoto, obenem pa se ne zaveda dejanskih posledic uvedbe tovrstnega jezikovnega kaznovanja.

Še nekaj besed o področju, na katerem sem aktivna tudi sama, tj. področju uporabnega jezikoslovja. Moje mnenje je, da sta prioriteta današnjega časa (I) pripraviti zares **sodobne, splošno uporabne in po možnosti brezplačne jezikovne vire** in se (II) skupaj z drugimi strokovnjaki malo bolj osredotočiti na dejanske probleme govorcev slovenščine in malo manj ukvarjati z lastnimi občutki o tem, kako bi se naš jezik *moral* obnašati. Zato me veseli, da je NPJP glede predstavljenih ciljev in metod povsem v koraku s tehnološkim napredkom družbe in niti ne skuša biti všečen tistemu delu stroke, ki še vedno prisega le na svinčnik in papir. Bo pa posledično toliko bolj zanimivo videti različne odzive na osnutek, pa seveda, kako bodo predstavljene smernice zaživele v praksi.

Lep pozdrav in veliko uspehov pri nadaljnjem razvoju programa,  
dr. Špela Arhar Holdt

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**Dr. Marija Kavkler**, izr. prof., predsednica Društva Bravo, Pedagoška fakulteta UL (31. 5. 2012)

Spoštovani,  
v imenu članov Društva BRAVO - društva za otroke in mladostnike s specifičnimi učnimi težavami pošiljamo v prilonki pripombe in predloge za izboljšanje delovnega besedila Nacionalni program za jezikovno politiko 2012-2016.

Lep pozdrav,

**7. točka, str. 15 v delovnem besedilu "Nacionalni program za jezikovno politiko 2012-2016"**

## 7. Govorci s posebnimi potrebami

Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z Brajevo pisavo, osebe z disleksijo pisne sporazumevalne potrebe s pomočjo IKT ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnjše vključevanje v družbo. RS se je sicer z najrazličnejšimi dokumenti (Ustava RS, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z govorcami s posebnimi potrebami, pa naj gre za slepe/slabovidne, gluhe/naglušne, gluho-slepe ali osebe s specifičnimi motnjami oz. primanjkljaji, kot je disleksija, je omogočiti tem govorcem, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila takšne alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govorce s posebnimi potrebami. V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim potem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih npr. slovenščina ni prvi, ampak drugi jezik). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifični sporazumevalnih potreb omenjenih govorcev in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorcami s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi.

### 1. cilj: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku

#### Ukrepi:

- izobraževanje v slovenskem znakovnem jeziku na vseh stopnjah šolanja;
- izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik;
- uveljavitev slovenskega znakovnega jezika kot izbirnega predmeta v šoli;
- usposabljanje tolmačev za slovenski znakovni jezik.

### 2. cilj: Omogočanje alternativnih poti sporazumevanja za slepe in slabovidne v javnem življenju

#### Ukrepi:

- oblikovanje obrazcev, listin ..., ki se izdajajo na upravnih enotah ipd. za slepe in slabovidne (možnost elektronske seznanitve z vsebino obrazcev);
- opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne;
- posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki;
- avdiodeskripcija TV-oddaj in filmov;
- opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne.

### 3. cilj: Omogočanje alternativnih poti sporazumevanja za osebe, ki imajo disleksijo DODAN

#### CILJ

- oblikovanje obrazcev, listin ..., ki se izdajajo na upravnih enotah ipd. prilagojeno potrebam oseb z disleksijo (možnost elektronske seznanitve z vsebino obrazcev);
- omogočiti prilagoditve v procesu izobraževanja;
- ustno opravljanje pisnih izpitov (šoferski izpit, strokovni izpit ...);
- ustrezna tipografija pisnih gradiv (slog predstavitve besedila – največ 18 besed v povedi, lažje berljiva oblika črk – san serif (npr. arial, verdana), večja velikost črk, levostranska poravnava besedila, predstavitev informacij v kratkih alinejah oz. točkah);
- posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni in e-obliki ;



3. cilj: **Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri večinskih govornicah**

**Ukrep:**

- tečajji znakovnega jezika, Brajeve pisave ipd.

4. cilj: **Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami**

**Ukrepa:**

- razvoj metod in didaktičnih gradiv za osebe s posebnimi potrebami in govorce s specifičnimi motnjami in primanjkljaji (npr. z disleksijo ipd.);
- usposabljanje učiteljev/vzgojiteljev za delo z njimi.

5. cilj: **Vključevanje oseb s posebnimi potrebami v družbo**

**Ukrep:**

- usposabljanje učiteljev in vzgojiteljev za delo z osebami s posebnimi potrebami in specifičnimi motnjami in primanjkljaji (kot je npr. disleksija idr.), vključene v procese rednega izobraževanja.

Nosilci: MIZKŠ, MNZ, MDDSZ.

7. točka str. 27 v delovnem besedilu "Nacionalni program za jezikovno politiko 2012-2016"

## **7. Govorci s posebnimi potrebami**

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne, pripomočki za osebe z govorno-jezikovnimi težavami ter tehnični pripomočki za osebe z disleksijo (z bralno-napisovalnimi težavami). Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oz. izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhoti pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo znakovni jezik (npr. servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni).

Infrastruktura, namenjena slepim in slabovidnim osebami, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene tudi osebami z disleksijo in vsem drugim govornicem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot npr. v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalce zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z Brajevo pisavo.

**DODANO** Za osebe z disleksijo (bralno-napisovalnimi težavami) so prav tako pomembni specifični tehnični pripomočki, kot npr. elektronski bralniki - naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalci zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila, pametna pisala itd.

**Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji**

**Ukrepi:**

- Vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v nacionalni program razvoja jezikovnih virov in tehnologij.
  - Opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika.
  - Izdelava orodij za komunikacijo z gluho-slepimi, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.
  - Izdelava seznamov specifičnih orodij in prilagoditev, ki so v pomoč in podporo osebam z disleksijo. **DODANO**
- Nosilca: ARRS, MIZKŠ.

Pripombe in dopolnitve pripravile:

dr. Marija Kavkler, izr. prof., predsednica Društva Bravo, Pedagoška fakulteta UL

dr. Milena Košak Babuder, asist., Društvo Bravo, Pedagoška fakulteta UL

dr. Lidija Magajna, doc., Društvo Bravo, Pedagoška fakulteta UL, Svetovalni center Ljubljana

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**Dr. Renata Šribar, zasebna raziskovalka** (1. 6. 2012)

Spoštovani,

v zvezi z javnim pozivom Ministrstva za izobraževanje, znanost, kulturo in šport za dopolnitev delovnega besedila Resolucije o nacionalnem programu za jezikovno politiko 2012–2016 posredujem gradivo, ki predstavlja izhodišče za vključitev nove tematike v resolucijo.

Upam, da boste predlog sprejeli in ga ustrezno vsebinsko umestili. Žal mi zaposlitvena situacija ne omogoča, da bi to delo (neplačano) opravila sama.

PLATFORMA ZA DOPOLNITEV DELOVNEGA BESEDILA RESOLUCIJE O NACIONALNEM PROGRAMU ZA JEZIKOVNO POLITIKO 2012–2016

*Izhodišče*

Besedilo pokriva mnogotera polja jezikovne rabe in njenega normiranja, ne vključuje pa zelp pomembne, spolne perspektive. V rabi spolno občutljive rabe jezika v Sloveniji zaostajamo za drugimi, demokratično razvitejšimi državami EU, kar je opazno na mnogih ravneh, izrazito pa v akademskih stikih, v medijskem in tudi političnem govoru. Izpostavljena problematika je še toliko pomembnejša, ker je slovenščina glede na mnogotere družbeno-kulturne in medčloveške razlike bogat jezik. Tudi sedanja normativna rešitev, veljavna za obvezujoče državne dokumente, je pomanjkljiva, saj predpisuje spolno občutljivost v normativnem izražanju spola le (in še to v omejenem obsegu) tako, da se uvodoma navede slovnično pravilo o generični naravi slovničnega moškega spola.

*Obrazložitev*

Kot vemo, ima jezik pomembno družbeno razsežnost: v tem smislu je jezikovna uporaba slovničnega spola v spolno občutljivi obliki tudi vir nacionalnih/državljskih identifikacij žensk (jezik kot vir nacionalne/državljske zavesti). Oblikovanje pravil za tako rabo slovenščine mora upoštevati obstoječa slovnična pravila, a z zavedanjem možnosti, ki jih nudita sintaksa in morfologija.

Cilji jezikovne politike iz opisane perspektive bi morali biti

- oblikovanje teoretskih osnov za spolno občutljivo rabo jezika skozi komparativno in kritično analizo različnih pristopov k obravnavani problematiki (zlasti jezikovnega purizma, lingvistike v okviru študijev spolov in pragmalingvistike),
- zgodovinski pregled znanstvenih refleksij o spolu v jeziku v Sloveniji in definiranje obstoječe ravni diskusij,
- pregled jezikoslovnih prispevkov in *mankov* glede spolno občutljive rabe jezika, primerjalna analiza konceptov spolno občutljive rabe jezika in androcentričnosti v slov. jeziku,
- obuditev javne in strokovne diskusije o spolu in slov. jeziku iz različnih gledišč,
- oblikovanje predloga za spolno občutljivo rabo jezika v javnem govoru,

- oblikovanje platforme za prenovu normativnega dokumenta *Nomotehnične smernice. Podlage za izdelavo pravnih predpisov*,
- izdelava pregleda pravil t.i. spolno nezaznamovanih slovničnih oblik (spol kot univerzalna kategorija slovnice: generični moški spol, »nezaznamovana« skladenjska pravila, podspol oz. zaimki moškega spola v generični rabi) in iskanje rešitev za spolno občutljivejše možnosti v tem segmentu rabe jezika.

#### *Dodatek*

Poskuse spolno občutljive rabe slovenščine slovenistika pogosto zavrača z argumentom, da gre za manj zaželeno ali nepotrebno oteževanje izražanja, zlasti pisnega. Z namenom pokazati na možnosti domiselne rabe slovenščine z občutkom za spolno razsežnost, vas v zaključku predloga seznanjam z dokumentom »Interne smernice za spolno občutljivo rabo jezika«.

Podatek za citiranje:

Šribar, Renata (2010): <i>Interne smernice za spolno občutljivo rabo jezika</i> , Komisija za ženske v znanosti, Ljubljana.
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#### *Uvodne besede*

Jezik kot komunikacijski sistem je zaznamovan z eno temeljnih družbenih delitev. Spol in spolna razlika se tako neprestano konstruirata na najbolj vseprisoten, a tudi najmanj obče zaznaven način. Slovenščina spolno razliko so-oblikuje kompleksno, navsezadnje tudi s pripisovanjem spola pripadnicam in pripadnikom skupin ljudi, zlasti poklicnih, a tudi ostalih (npr. snažilka, naslovnik). Enako spolno razlikovanje doleti tudi stvari in naravne pa psihološke pojave (npr. vznemirjenost, srčnost/pogum, mir, ali zemlja/morje). Spontano dobimo vtis, da nekaj naravnega, kulturno ustvarjenega ali psihično obstoječega dobi svoj logičen slovnični izraz v moškem, ženskem ali srednjem spolu. Spolno zaznamovana je tudi sintaksa, kar za slovenščino zaradi njenih slovničnih značilnosti velja v izjemno veliki meri. Trud za spolno občutljivo rabo jezika, četudi ne posega v sama pravila slovnice, iz navedenih razlogov (»logičnost«, »normalnost«, običajnost morfologije in sintakse, kompleksnost spolne zaznamovanosti slovenskega jezika) poteka tudi v soočenju in spopadanju s vladajočim mnenjem. A poglobilni očitek, da gre za nepotrebno obremenjevanje jezikovnega izražanja, je situacijski. Kakovost, senzibilnost in vsečnost se običajno ne merijo s funkcionalnostjo jezika v smislu redukcije števila besed. Prav nasprotno, za »lepe« veljajo tisti jeziki, ki imajo, denimo, več izrazov za enak pojav, stvar ali osebo, in jih nasploh dojemamo kot bolj poglobljene v odnosu do sveta in življenja. Slednje se pogosto izraža tudi v »poetičnosti« in drugih posebnosti posameznega jezika. Tako na primer se skorajda vsi, ki nam je materni jezik slovenščina, hvalimo z dvojnjo. Res je seveda, da nekatere govorice/žargoni zahtevajo jedrnatost. V svojih predlogih upoštevamo tudi take okoliščine in opozarjamo na kratke forme izražanja ženskega in moškega spola oseb. Pričujoči predlog za spolno senzitivno rabo jezika se tako nanaša na različna področja rabe jezika. V kolikor uspemo z njim ovreči nekatere zadržke, bo to zagotovo pomenilo prispevek k razgradnji spolne hierarhije. Priročnik pojmuje kot delo v nastajanju, zato bo dobrodošel vsak predlog za njegovo dopolnitev in morebiti tudi spremembo.

#### *1. Problematičnost generičnega moškega spola*

Slovnično pravilna raba generičnega moškega spola v jeziku odraža nereflektiranost v pojmovanju in obravnavi spolov (primerjaj Žagar in Milharčič, 1995). Zlasti v diskurzu instanc oblasti je glede na mednarodno strateško pripoznano politiko enakih možnosti spolov in spolno senzitivne rabe jezika treba uveljavljati načine izražanja, ki zmanjšujejo ali obidejo androcentričnost; ta je vpeta v slovenščino zaradi njenih značilnosti še v veliko večji meri, kot je to na primer v nekaterih drugih jezikih (zlasti v angleščini). S tega vidika je edina pravnomočna usmeritev za oblikovanje normativnih dokumentov, poimenovana *Nomotehnične smernice*, preveč pavšalna in kot taka v veliki meri neustrezna. Predlagane rabe jezika ne kršijo obstoječih slovničnih pravil, hkrati pa odražajo občutljivost glede pomena, ki ga ima pisno in ustno izražanje v (re)konstituiranju družbene vloge spolov.

## 2. Nekaj predlogov za spolno nediskriminatorno (»neseksistično«) rabo samostalnikov, ki označujejo osebe

2.1 Splošno načelo je, da se pri poimenovanju oseb, poklicev itd. praviloma izogibamo rabe generičnega moškega spola.

2.2 Predlog za uporabo množinskega samostalnika: na ta način se izognemo spolno diskriminatorni samostalniški obliki v množini; ta pristop lahko uporabimo

- v tekstu, ki je formalen (npr. delavstvo namesto delavci);

- v tekstu, ki vključuje osebni slog (npr. študentarija namesto študenti).

2.3 Predlog za uporabo glagolnika kot samostalniške besede ali uporabo nadomestnega samostalnika, ki ni v »nezaznamovanem« (tj. generičnem) moškem spolu; predlagana raba je možna le, kadar to ustreza vsebini (npr. »S historične perspektive je arhivarstvo pomembno opravilo.« in »Arhivarjenje je s historične perspektive pomembno opravilo.« namesto »S historične perspektive opravlja arhivar pomembno opravilo.« ali »S historične perspektive opravljajo arhivarji pomembno opravilo.«)

2.4 Predlogi za rabe samostalnikov, ki označujejo osebe, v ženski in moški obliki:

- v tekstu, ki je formalen, a hkrati vključuje zahtevo po stilu, uporabimo obe obliki v celovitem zapisu (npr. ženske in moški/moški in ženske) ali najdemo izraz, ki je množinski (npr. poslušalstvo);

- v tekstu, ki vključuje osebni slog, lahko poleg zgoraj navedenih različic uporabimo obe spolno zaznamovani obliki v ednini (npr. profesor in profesorica, bralka in bralec);

- v tekstu, ki je administrativne narave (vključno z zakonskimi besedili), lahko uporabimo okrajšave za drugo spolno zaznamovano obliko samostalnika (npr. ministrica/-er ali minister/-ca).

2.5 Pri rabi samostalnika človek in ostalih slovničnih pokazateljev spola, ki se nanj naslanjajo (»kdor«, »vsak«) v stavkih, s katerimi želimo tretjeosebno in s tem posplošeno opisati določeno mnenje ali situacijo, nastopi moška skladnja in s tem z vidika ozaveščanja razmerij spola absurdna situacija, ko začne ženska govoriti kot moški (npr.: »Ana pravi: 'Človek je pač prisiljen ukrepati v skladu s situacijo.'«) Temu se lahko izognemo z opuščanjem takšnega načina izražanja ali, v primeru ženske govornice, s posplošeno rabo samostalnika ženska (npr. »Ženska je pač prisiljena ukrepati v skladu s situacijo.«) Ob opisani rabi se sicer vsiljujejo dodatni (konotativni) spolno zaznamovani pomeni, a z redno aplikacijo pravila se začnejo izgubljati.

## 3. Nekaj predlogov za stavčno sintakso, s katero se izognemo spolno diskriminatorni rabi jezika

3.1 V primerih, ko se glagolska oblika ravna po samostalniku, lahko menjamo vrstni red spolno zaznamovanih samostalnikov tako, da je glagolska oblika enkrat ženska, drugič moška (npr. »informacije, ki so jih podale respondentke in respondenti« in »informacije, ki so jih podali respondenti in respondentke«). Ta način spolno občutljive rabe jezika ustreza slovničnemu načelu, da se glagolska oblika lahko ravna po »naravnemu« spolu, in sicer tistemu, ki je v stavku bližje glagolu.

3.2 V primerih, ko gre za subjekt, ki je spolno raznoliko sestavljen in se v skladu s pravili slovnice glagol spolno diskriminatorno izrazi z moško končnico (npr. »Parlamentarke Zares in parlamentarec SDS so se odločili, da ne bodo glasovali.« ali, s primerom iz vsakdanje govornice, ki vključuje še /simptomatični/ pasji subjekt: »Tina, Maja in Švrk so šli na sprehod.«), je priporočljivo običajno sintakso razgraditi, tako da se diskriminatornemu pravilu izognemo (npr. »Parlamentarke Zares so se odločile, da ne bodo glasovale, enako velja za parlamentarca SDS.« ali »Tina in Maja sta šli na sprehod, s sabo sta vzeli Švrka.«)

3.3 V uporabi dvojine, ki se nanaša na ženski stavčni subjekt, uporabljamo končnico glagola -i, saj se specifičnost slovenščine za izražanje dvojine ob nanašanju na dve ženski tudi pri glagolu ne bi smela izgubiti (npr. »Šli sva v kino.«).

3.4 Kot med drugim ugotavlja dr. Paula Zupanc v svojem članku v tematskem delu revije *Dialogi* (2009), se manko refleksije o razmerjih spola v jeziku odraža tudi pri oblikah priimkov, saj je običajna raba, s katero se ženska označuje kot lastnina (npr. »profesorica Tršarjeva«). S spolno osveščene perspektive zato uporabljamo priimek brez dodajanja končnice, ki označuje svojino (npr. »profesorica Tršar«).

### Viri

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Pripravila Renata Šribar v sodelovanju s članicami in člani komisije

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## Slavistično društvo Slovenije (11. 6. 2012)

Spoštovani, posredujem vam povezavo do pripomb Slavističnega društva Slovenije o Nacionalnem programu za jezikovno politiko (delovni verziji). Lep pozdrav. BKV

-----Original Message-----

From: slovlit-bounces@ijs.si [mailto:slovlit-bounces@ijs.si] On Behalf Of Matjaz Zaplotnik

Sent: Monday, June 11, 2012 1:34 PM

To: slovlit@ijs.si

Subject: [SlovLit] Mnenje SdS o NPJP 2012-2016

Na spletni strani Slavističnega društva Slovenije so zbrane pripombe, ki so prispevek članov društva k javni razpravi o novem Nacionalnem programu jezikovne politike 2012-2016.

Vabljeni k branju.

Boža Krakar Vogel

Mnenje o NPJP v formatu PDF:

[http://641.gvs.arnes.si/Mnenje\\_o\\_NPJP.pdf](http://641.gvs.arnes.si/Mnenje_o_NPJP.pdf)

Mnenje o NPJP v spletni obliki (HTML):

<http://sites.google.com/site/slavisticnodrustvo/mnenje-o-npjp>

Mnenje Slavističnega društva Slovenije o Nacionalnem programu za jezikovno politiko (NPJP) 2012-2016

### VSEBINA

#### 1. Splošno

#### 2. Podrobne pripombe članov društva

#### 3. Prispevki, objavljeni v *Delu*, *Književni listi*, 23. 5. 2012 – z dovoljenjem piscev tudi pripombe SdS

#### 4. Naknadno

#### 1. Splošno

V Slavističnem društvu Slovenije smo zbirali mnenja in pripombe naših članov o delovni verziji NPJP12-16. Podrobnejše pripombe so v nadaljevanju, iz zapisov pa je mogoče povzeti prevladujoča skupna stališča njegovih članov, ki se tičejo zlasti uvodnih delov besedila ter prvega in deloma drugega poglavja.

Najprej je to v uvodnem delu zaznano opažanje, da iz dokumenta veje določen jezikovni nazor, podoben tistemu, ki ga je mogoče opaziti že v Beli knjigi o vzgoji in izobraževanju (2011). Njegovo bistvo je v tem, da slovenščine ne obravnava s stališča »samoumevne jezikovne hierarhije«, ki jo ima v določeni skupnosti načeloma prvi/državni/uradni/materni jezik, ampak jo v duhu multikulturalnosti izenačuje z drugimi jeziki, ki se učijo in uporabljajo v Sloveniji. Slovenščina tako postaja eden od jezikov sporazumevanja, ki vstopa v prosto konkurenco z drugimi, in bo večinski, če bo v kar največjem obsegu »prostovoljna izbira« pri njenih »motiviranih« govornicah (str. 5).

To permissivno potrošniško podloženo stališče »svobodne izbire« do jezikovne rabe v državi Sloveniji uporabnike odvezuje od nuje in od zavesti, da je slovenski jezik v določenih družbenih vlogah vendarle obvezna izbira, dobro znanje prvega/maternega jezika nepogrešljiva podlaga za razvito jezikovno zmožnost v drugih jezikih, kakor je tudi zavest o lastni jezikovni in kulturni identiteti izhodišče za »sprejemanje jezikovne in kulturne drugačnosti in različnosti« (str. 4). Besedilo NPJP kljub deklarativnemu upoštevanju »zgodovinske danosti in tradicije« (str. 3) iz razvojnih vizij slovenščine kot prvega jezika izključuje tradicionalno, a za mnoge jezikoslovce in javnost še vedno aktualno pojmovanje, ki nacionalne kulturne pojave razume kot sotvorce nacionalnega obstoja in zato tiste, za katere smo v lastni državi dolžni prvenstveno skrbeti, saj ne bo namesto nas nihče drug. Zavest, da je zaradi jezika »slovenska zgodba sploh na svetu« je bila tudi v bližnji preteklosti pogosto gibalo naporov za kolikor toliko ustrezno politično uveljavitev statusa slovenščine na ključnih področjih družbenega življenja. Spomnimo se prizadevanj za slovenski jezik v vojski ali za preprečitev jugoslovanskih šolskih skupnih jeder. Vrednotenje slovenskega jezika kot prioritete v našem prostoru je spodbujala tudi akcija Slovenščina v javnosti, ki jo je vodila tedanja predsednica Slavističnega društva, Breda Pogorelec. Zato v NPJP pogrešamo zdaj, ko je ta status pridobljen, eksplicitnejše zahteve do države, da slovenščino uvrsti med družbene in razvojne prioritete in ji posveča prvenstveno skrb, s sredstvi med korenčkom in palico, ki jih ima na voljo za urejanje pomembnih družbenih vprašanj. – Če naj se program, ki ga je izdelala delovna skupina, imenuje nacionalni, bi morali torej v njegovem uvodnem delu zaznati izrazitejša poudarjanja prvenstva slovenščine, kakor si ga je pridobila v našem prostoru skozi zgodovinski razvoj, kakor kažejo številne aktualne artikulacije sodobnih govorcev (prim. zbornike s posvetov o domovinski zavesti pri predsedniku države) in kakor pritiče suvereni državi.

Relativizacija prioritet slovenščine kot prvega jezika v RS se nadaljuje še v nekaterih drugih segmentih dokumenta. V podprogramu Jezikovno izobraževanje je npr. izobraževanju v okviru slovenščine kot prvega jezika v RS namenjena komaj dobra stran, zgolj par vrstic več kakor učenju in poučevanju tujih jezikov, in dosti manj kakor slovenščini zunaj meja RS in slovenščini kot drugemu in tujemu jeziku. Tako med cilji in ukrepi pogrešamo za poučevanje materinščine vsaj nekaj takih, ki jih najdemo že eno stran zatem (str. 10) in ki bi predvideli npr.: izobraževanje in usposabljanje učiteljev za poučevanje slovenščine kot predmeta in učnega jezika, s pospeševanjem didaktike slovenskega jezika, z ustreznim permanentnim izobraževanjem učiteljev, organizacijo posebnih motivacijskih oblik učečih – tekmovanj, taborov, izdelavo (prenovo) učnih gradiv v klasični in e-obliki, učnih načrtov, in podobne stvari, ki jih še najdemo med cilji in ukrepi za pouk slovenščine za druge ciljne skupine.

Dokument uvaja recipročnost med dolžnostmi pouka slovenščine do pouka tujih jezikov in obratno. Gotovo sta hvalevredni zahtevi, »naj bosta pouk tujih jezikov in pouk slovenščine medsebojno koordinirana« (str. 14), in naj se obe skupini učiteljev izobražujeta tudi na področji tujih jezikov oz. slovenščine. Vendar to dosledno recipročnost zmoti zahteva, naj učbeniki slovenščine vključujejo vsebine, ki bodo »navajale na razmišljanje o večjezičnosti kot pravilu, ne izjemi in o jezikovni raznolikosti kot vrednoti« (15). Učbenikom tujih jezikov kakšne misli o slovenščini kot prvem jeziku učečih ne nalaga.

O zgodnji uvedbi tujih jezikov v šolski sistem so mnenja deljena. Vizija, da učeči »učenje jezikov dojamajo kot nekaj naravnega in da postopoma razvijajo zavest o jezikovni in kulturni raznolikosti« (str. 14) bo brez dodatka, naj to zavest razvijajo hkrati z zavestjo o vlogi materinščine v svojem življenju, bržkone nižala stopnjo motivacije za rabo slovenščine, kakor je zamišljena v uvodu dokumenta. Pač zato, ker zgolj pragmatična izbira brez vrednostne orientacije o prioritetah motivacijo

hitro obrne v prid najbolj potrošniško piarovsko podprti ponudbi, pri kateri slovenščina posebno z globalno angleščino ne more tekrovati.

Zato je toliko bolj spodbudno, da se v sedanjem NPJP (poleg poglavja o govorcih s posebnimi potrebami) pojavlja razmeroma dobro izdelano poglavje Jezikovna ureditev slovenskega visokega šolstva in znanosti, ki predvideva ohranitev statusa slovenščine kot uradnega in učnega jezika visokega šolstva, učenje strokovne slovenščine na fakultetah, ter izboljšanje položaja slovenščine kot jezika znanosti, pri čemer naj bi univerze temu ustrezno prilagodile habilitacijsko politiko, financerji raziskovalnih dejavnosti pa objave v slovenščini postavili med pogoje financiranja raziskovalnih dejavnosti.

Na Slavistično društvo Slovenije ni prišlo veliko pripomb na drugo, tretje in četrto podpoglavje programa NPJP12-16. Toda, če drži opozorilo, da NPJP daje slutiti namero po »prehitevanju« Inštituta za slovenski jezik pri ZRC SAZU, kjer je za izdelavo jezikovnih priročnikov zbranih največ strokovnjakov, na račun zasebnih inštitucij, torej po »privatizaciji slovenskega jezika«, bi to pomenilo nedopustno popuščanje države na področju, ki je skupna dobrina in za katerega bi zaradi njegovega pomena morala poudarjeno skrbeti.

Mogoče je skleniti, da je NPJP12-16 vsekakor potreben dokument, v katerega je bilo v kratkem času nedvomno vložena veliko truda. Mestoma je sestavljen solidno, posebno v zadnjih dveh poglavjih celo zelo dobro, mestoma pa vendarle tako, da je problematično tako tisto, kar je v njem zapisano, in še bolj tisto, kar ni.

**Boža Krakar Vogel**, predsednica Slavističnega društva Slovenije

## 2. Podrobne pripombe članov društva

### 1. Boža Krakar Vogel

– Str. 3, drugi odst., 4. vrstica, predlagam vstaviti: »da je slovenski jezik *temeljna razvojno konstitutivna prvina slovenske kulturne in nacionalne samobitnosti*, slovenska jezikovna skupnost pa skupnost vitalne in dinamične pojavnosti ...

– Str. 4, pogl. Jezikovnopolitična vizija, 7 vrstica, predlagam dodati: »z razvito jezikovno zmožnostjo... ter z visoko stopnjo *jezikovne zavesti o svojem prvem jeziku in pripravljenostjo sprejemati ...*

– Str. 5, 1. odst, 10. vrstica, predlog dodati: »pri vseh njenih govorcih prevladujoča prostovoljna, v *določenih položajih pa obvezna izbira ...*

– Str. 7, podpogl. 1. Uvod, 3. vrst.: »v drugih *maternih* jezikih manjšin« – manjšine imajo *materni* jezik, avtohtono prebivalstvo pa ne?

– Str. 8, pogl. 2: med cilji oz. ukrepi najbrž ni pomembno samo »izobraževanje (učiteljev in učečih se) za delo z jezikovnimi viri«, ampak tudi druge vrste jezikovnega izobraževanja;

Prav tako najbrž ne samo »medkulturno opismenjevanje za večjezičnost in medkulturnost, ampak tudi usposabljanje za dobro pismenost v prvem jeziku, za dojemanje lastne kulture ...

– Str. 9, pogl. 3.1, 2 odst. – dodati na koncu *in s poznavanjem jezikovnega standarda (knjižnega jezika?)*

Med Ukrepi pri prvem cilju dodati *izobraževanje in usposabljanje učiteljev za kakovostno pedagoško komunikacijo v slovenščini*.

Izpopolniti ukrepe za učitelje v smislu, kot so npr. na str. 11, 13.

– Str. 15, drugi alineji na vrhu dodati tretjo:

*Vključevanje vsebin v učne načrte in učbenike tujih jezikov, ki bodo navajale k razmišljanju o vlogi slovenščine kot prvega jezika pri učenju tujih jezikov in pri razvijanju zavesti o jezikovni raznolikosti kot vrednoti.*

### 2. Martina Križaj Ortar

–Na str. 3 je veliko govora o pravici "posameznikov in posameznic" do rabe svojega prvega jezika, nič pa o njihovi obveznosti do rabe državnega jezika, tj. do slovenščine.

–Na str. 4 ni omenjeno, da je slovenščina v RS državni in uradni jezik.

–Na str. 5 me je zmotilo pisanje o sporazumevanju in obveščanju v tujih jezikih, in sicer zato, ker ni posebej napisano, da ob oz. za sporazumevanjem in obveščanjem v slovenskem jeziku.

–Na str. 7, 1. Uvod, 3. vrsta: črtati besedo "drugih".

–Na str. 8, 1. vrsta: Zveza "oziroma prvega jezika" naj se zamenja z "oziroma državnega jezika".

–Na str. 8, med Splošnimi cilji in ukrepi manjka "ustrezno razvita sporazumevalna zmožnost v slovenščini in drugih jezikih".

–Na str. 9, 3.1: Pogrešam "Optimizacijo poučevanja in učenja slovenskega jezika" ter "Širjenje/izpopolnjevanje sporazumevalne zmožnosti v slovenščini kot prvem jeziku".

–Na str. 9, 3.2, 1. cilj, zadnja alineja: Naj se zamenja s ciljem "učencem omogočiti obiskovanje določenih predmetov v slovenščini".

–Na str. 14, 6. Tuji jeziki, 1. vrsta: V besedni zvezi "pouk tujih jezikov in pouk slovenščine" naj se da prednost slovenščini.

–Na str. 15, 7. Govorci s posebnimi potrebami: Glede na nadaljnjo opredelitev te kategorije govorcev je treba izrecno navesti obe skupini, tj. "govorci s posebnimi potrebami in motnjami", in to ustrezno v vsem besedilu v tem poglavju (prim. 4. in 5. cilj) pa tudi v razdelku II na str. 27.

–Na str. 17, 2. cilj: Razvijati sporazumevalno zmožnost v strokovnem jeziku: V imenu cilja pogrešam izrecno omembo vrste strokovnega jezika – slovenskega ali tujega?

Še nekaj splošnih pripomb: menim, da romščina ne obstaja; mešata se izraza jezikovna in sporazumevalna zmožnost; naj se poslovenijo izrazi komunikacija, kompetenten, potencial ...

### 3. Sonja Starc

Nacionalni program za jezikovno politiko 2012–2016 (NPJP 2012–2016) poskuša v tovrstne dokumente vnesti širino sprejemanja jezikovnih različnosti. To je vsekakor dobrodošlo, a vlogo slovenščine bi bilo dobro vseeno bolj izpostaviti, predvsem slovenščino kot državni, uradni in učni jezik. Omenjene vloge slovenščine namreč določajo Republiko Slovenijo. Te vloge je slovenščina lahko dobila, ker je materinščina večine Slovencev. Zato je tudi dolžnost države, da za svoj jezik skrbi. Ob tem pa mora seveda spoštovati pravico vsakega, govoriti svojo materinščino.

Dovolite, da izrazim nekaj svojih mnenj in predlogov za dopolnitev NPJP 2012-2016 na predstavljenih področjih, s katerimi se bolj ukvarjam.

1. V preambuli oz. uvodu bi poudarili vlogo slovenščine kot državnega, uradnega in učnega jezika.

2. Slovenščino kot učni jezik in učni predmet (materinščino oz. 1. jezik) naj se obravnava/predstavi izčrpnjeje. Pri učnem jeziku skrb za razvijanje strokovnih jezikov in jezikovno spopolnjevanje učiteljev – nosilcev šolskih predmetov strok. Pri materinščini pa posodabljanje učnih načrtov, didaktičnih pristopov učenja jezika in spopolnjevanje učiteljev slovenistov. (Enaka skrb kot za slovenščino materinščino velja za drugi dve materinščini kot učna jezika, italijanščino in madžarščino ter za romščino.)

3. V poglavju *I Jezikovno izobraževanje* je potrebno slovenščino kot drugi jezik (SJ2) osamosvojiti v svojo točko (4), slovenščino kot tuji jezik (SJTJ) v svojo (5).

Utemeljitev: Slovenščina kot jezik okolja oz. drugi jezik se ni začela razvijati v polnejšem zamahu šele po osamosvojitvi Slovenije (1991), kot se to kaže za SJTJ, temveč uradno že v 50. letih 20. stoletja z ustanovitvijo manjšinskih šol. Prej pa je naravno, neuradno živela na dvojezičnih območjih. V 60 letih si je izoblikovala svojo didaktiko, ta upošteva realnost in večkulturnost območij, na katerih se jo uporablja. Za Slovence in slovensko državo je prav tako pomembna kot slovenščina materinščina v zamejstvu. Slovenščina kot drugi jezik v Sloveniji ni le individualni drugi jezik, temveč kolektivni. In to je potrebno upoštevati. Zato so potrebne vse aktivnosti kot za slovenščino kot prvi jezik, torej načrtovanje izobraževanja (za učitelje in govorce SJ2), tako institucionalnega kot neinstitucionalnega, in produkcije učnih gradiv (učbeniki, e-gradiva, spletne učilnice, CD-ji itn.).

4. Pohvale vredni so ukrepi na str. 14 (Jeziki manjšin in priseljencev v RS) in 15 (Govorci s posebnimi potrebami).

5. Pod sedanjo točko 8 (Jezikovna ureditev slovenskega visokega šolstva in znanosti, str 16–19) predlagam, da se prva poved v odstavku na str. 17 pod ukrepi, navedenih v alinejah, spremeni v: *Zakonodajna mora določati obvezno izvajanje visokošolskih programov v slovenskem jeziku, in ne tega prepustiti univerzam.* Pod Ukrepi na str. 18 pa naj se prva alineja glasi: *Na univerzitetni ravni se uvede*



obvezni uvodni predmet v 1. letniku prvostopenjskih programov, ki bo študente usposabljal za strokovno-znanstveno pisanje. (Univerze, fakultete si učne načrte pišejo same, nekatere fakultete, npr. na Univerzi na Primorskem, tak predmet že izvajajo.)

6. Zelo se strinjam s predlogi pod Izboljšati položaj slovenščine kot jezika znanosti, pod Ukrepi pa bi dodala še eno zahtevo: *Univerze morajo prek habilitacijske politike vzpostaviti spodbude za obvladovanje slovenščine kot jezika stroke in za smotrno objavljanje znanstvenih in strokovnih besedil v slovenščini.*

### 3. Prispevki, objavljeni v *Delu*, *Književni listi*, 23. 5. 2012 – z dovoljenjem piscev tudi pripombe SdS

#### 3.1 Ada Vidovič Muha

##### *Pomisleki ob Osnutku Nacionalnega programa za jezikovno politiko 2011–2016*

Osnutek Nacionalnega programa za jezikovno politiko 2011 – 2016 (dalje NPJP) je zlasti s konceptualnim Uvodom mogoče razumeti kot izdelek določene jezikoslovne ideologije, v katerem se pod usmeritvijo besedila v »heterogenost jezikovnih potreb različnih govorcev« briše temeljna problemska hierarhija, ki jo vzpostavlja slovenščina kot materni in hkrati uradni jezik države glede na vse druge jezike. Briše se torej tako njena jezikovnoidentifikacijska vloga, ki jo vsebuje že terminološki pojem materni jezik – NPJP ga ne uporablja – in simbolna, ki jo vsebuje državni jezik, pri nas uradni jezik (države). Kot kaže, je ohranitev samo komunikacijske vloge omogočila NPJP-ju obravnavo slovenščine izenačiti z vsemi drugimi jeziki, ki so v slovenskem prostoru. Je to perspektiva slovenščine? Kako naj sicer razumemo usmeritev, da je »/o/srednji cilj slovenske jezikovne politike oblikova/ti/ skupnost samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini in drugih jezikih /.../«? (Poud. A. V. M.) Kako doseči tovrstno izravnavo, če slovenščina v državi Sloveniji ni določena samo s sporazumevalno vlogo? Bo pa morda le popustila slovenščina in se končno spet omejila samo na »dom in ognjišče«, kot vidi prihodnost jezikov z manjšim številom govorcev Skutnabb-Kangas. Zlasti v teh kriznih okoliščinah je upravičen dvom, da bo popustila država, se pravi končno opravila svojo dolžnost in omogočila vsakemu, ki se želi zaposliti ali študirati v RS, brezplačne obvezne in seveda ustrezne tečaje slovenščine. V evropskem prostoru ne bi bila takšna možnost ničunikatnega tudi v državah z manjšim številom govorcev. – Kratek ekskurz v NPJP-ju (na dobrih dveh straneh od skupnih 32-ih) v zvezi s slovenščino kot znanstvenim jezikom in jezikom univerze zasluži pozornost zaradi poskusa izstopa iz njegove siceršnje konceptualne naravnosti. Razvidno je prizadevanje po spremembi jezikovne realnosti, v kateri raba globalnega jezika že vpliva na družbeno pa tudi politično vrednostno hierarhizacijo znanosti; pri tem izgubljata zlasti humanistika in družboslovje.

Ne vem, če se dovolj zavedamo, da možnost spoznavanja jezika države oz. sploh vsake jezikovne skupnosti v njegovem avtentičnem okolju ne učinkuje samo pragmatično, ampak odpira vrata v bistvu humboldtovskemu razumevanju kulture vsakega naroda, kar je lahko tudi temelj medkulturnosti; gre za pojem, ki se v besedilu pa tudi sicer v slovenskem prostoru večkrat mimogrede uporablja; sliši se res imenitno.

#### 3.2 Erika Kržišnik

Ker sem pred časom pisala tako o *Zakonu o javni rabi slovenščine* (in bila proti »uzakonjanju« jezika) kakor tudi o *Beli knjigi* (in bila proti vpeljevanju slovensko-angleške dvojezičnosti s tem, da se otroci tako rekoč hkrati opismenjujejo v obeh jezikih), se mi zdi, da moram kaj reči tudi o predlaganem Nacionalnem programu za jezikovno politiko (dalje: NPJP). Že pred branjem osnutka NPJP je treba vzeti v zakup dvoje: najprej to, da je govoriti o tej temi v skupnosti, ki je tako trdno utemeljena v jeziku, kot je slovenska, težka naloga; in dejstvo, da je Slovenija vključena v EU. Odpirati se razmišljanju o jeziku kot drugem/tujem in v tem okviru razmišljati o lastnem jeziku, kar stori ta osnutek, je zato oportuno. Načeloma imam po natančnem branju vtis, da je osnutek NPJP besedilo, ki celovito opiše sociolingvistični položaj v Sloveniji (v tem smislu je zanimiva primerjava s Slovenščino v javnosti s konca 70. let). Položaj jezika in jezikov predstavi stvarno, na trenutke celo realpolitično: tako se pri prikazu stanja v visokem šolstvu in znanosti nič več ne dela, da sploh ne bi smeli pristajati

na večvrednost znanstvenih objav v tujem jeziku, temveč samo opozarja, da tako ravnanje ni dobro ne za jezikovno kompetenco slovenskih znanstvenikov ne za slovenski znanstveni revijalni tisk. Po drugi strani ni mogoče spregledati, da je besedilo osnutka vsebinsko neuravnoteženo. Z jezikovnim izobraževanjem v zvezi s slovenščino kot prvim jezikom v Sloveniji se ukvarja manj kot z drugimi vrstami jezikovnega izobraževanja – je to posledica pomanjkanja strokovnjaka s tega področja v ekipi ali pa naj *Belo knjigo* razumemo kot integralni del NPJP? Neuravnoteženo je tudi razumevanje vloge materne jezika. Seveda se strinjam s sestavljalcem osnutka, da je »normalna« raba jezika do precejšnje mere pragmatična zadeva in da rojeni govorec izbere tisti jezik, ki mu zagotavlja večjo možnost, povedati tisto, kar hoče povedati, in tako, da mu ne bo vsak pregriznil vsake besede. Zaradi tega je opremljenost jezika s sodobnimi priročniki in elektronskimi zbirkami pomembna in prav je, da se to v dokumentu predstavi, nisem pa prepričana, da je bilo za to res treba popisati četrtino dokumenta. Pri tem pa ne reči nobene eksplicitne besede o tem, da je »normalna« raba jezika tudi pomembna identifikacijska točka: sem, kar/kakor govorim. Zlasti v uvodnem delu osnutka pogrešam samoumevno jezikovno hierarhijo: kaj je samoumevno na prvem mestu in kaj na vseh drugih. Hierarhizacija s poimenovanjem »prevladujoči jezik« za slovenščino v takem jezikovnopolitičnem dokumentu ni ustrezna, saj je kvantitativno merilo – pristajanje nanjo pri Slovencih lahko priča o precejšnji nepremišljenosti (seveda pa lahko tudi o precejšnji premišljenosti). Ko govorim o samoumevnosti slovenščine v Sloveniji, govorim o istem, kot govorita Nemeč ali Francoz, ko govorita o samoumevnosti nemščine v Nemčiji ali francoščine v Franciji. – Bolj ko gre besedilo NPJP proti koncu, več je govora tudi o tem. Kot da so se avtorji osnutka proti koncu besedila sprostiti.

### 3.3 Marko Snoj

Predlog resolucije na nekaterih mestih sicer zbuja pozitiven vtis, vendar žal ni niti popoln niti v vseh delih enako dober. Nepopolnost se npr. kaže v tem, da ne vsebuje nobenega ukrepa, ki bi poskušal onemogočiti slabo jezikovno prakso tistih uporabnikov, ki jim ne more pomagati noben še tako dober opis slovenščine v knjižni ali digitalni obliki. Ali ne bi bil že čas, da, podobno kot mnogi drugi narodi, vendarle onemogočimo jezikovno že kar nerazumljive opise izdelkov, navodila za uporabo (celo zdravil), namerno kršenje pravopisnih pravil v sloganih tipa *Vem zakaj* in idiotizme tipa *Happy pek*, ki se širijo kot kuga in s svojo splošno prisotnostjo zbujejo nepotreben dvom pri uporabnikih in gnev pri jezikovno vsaj osnovno ozaveščenih govoricah? Se res ne bi dalo preprečiti napisov na plakatih, ki ljudi sredi Slovenije vabijo v *Leutschach Stmk*, kjer se bo nekaj dogajalo v času 8-9 Juni, ali na koncert, kjer bodo nastopili *Najbolji hrvatski tamburaši*?

Na vprašljivo kakovost in s tem dobronamernost bi rad opozoril le pri poglavju Jezikovni opis. Sestavljalci v poglavju *Jezikovni opis* uvodoma ugotavljajo, da tega sestavljata slovnica kot urejevalni del jezika in slovar kot poimenovalni. Njuni generični zastopniki so v knjižnih ali digitalnih oblikah sestavljene slovnice in različni slovarji, od splošnega, ki je pri nas zdaj le *Slovar slovenskega knjižnega jezika*, prek specialnejših, kot je npr. *Slovenski pravopis*, do specialnih, kot so npr. terminološki, frazeološki, etimološki idr. slovarji. K tem jezikovnim opisom pa spretno pridaja še korpuse, ki niso na isti ravni, saj korpusi niso niti del jezika niti njegov opis, temveč le gradivne zbirke in neposredni jezikovni vir za peščico zelo spretnih uporabnikov. Ta metodološki spodrseljaj seveda ni naključen, saj predlog resolucije že v naslednjem odstavku postavi korpuse pred slovarje in slovnice, seveda ne vseh, temveč domala le tiste, pri katerih nastanku tako ali drugače sodeluje zasebni zavod, katerega soustanovitelja sta dva člana komisije za sestavo predloga resolucije. Pripadajoči ukrep predvideva »sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju«, kot da takih temeljnih usmeritev – resda ne na ministrski, temveč na strokovni ravni – doslej ne bi bilo, in ustanovitev posebnega telesa, ki bo skrbelo »za izdelavo programa, njegovo izvajanje in koordinacijo različnih virov financiranja«. Kdor pozna razmere v slovenističnem jezikoslovju, bo v tem delu predloga prepoznal težnjo po privatizaciji izdelave jezikovnih priročnikov, podprto z na videz demokratičnim načinom odločanja, po kateri naj bi se čim več javnih sredstev, namenjenih raziskovanju slovenščine, prelilo v (zasebne in javne) zavode, ki doslej niso izdelali še nobenega resnega jezikovnega opisa, od države ustanovljeno institucijo, ki se lahko postavi z večino doslednejših jezikovnih opisov in v kateri po sodobnih,

mednarodno primerljivih načelih nastajajo novi, pa pustila hirati na stranskem tiru. Si res želimo privatizacijsko zgodbo, katere tarča bo slovenski jezik?

Temu delu predloga resolucije smemo očitati tudi zbujanje vtisa, da smo pri jezikovnem opisu slovenščine tako rekoč na začetku in da nas bodo do izdelave potrebnih slovarjev in slovnice pripeljala predvsem prizadevanja na področju jezikovnih tehnologij. Jezikovne tehnologije in korpusi so danes seveda nujni pogoj za izdelavo katerega koli jezikovnega opisa sodobnega jezika, vendar nič več kot to, glede na stanje naših korpusov pa je te treba uporabljati nadvse previdno in z zrnom soli. Za dober jezikovni opis je potrebno predvsem poglobljeno jezikoslovno znanje skupine različno usposobljenih raziskovalcev, ki pri svojem delu uporabljajo tehnološke pridobitve sodobnega časa.

#### 4. Naknadno

*Kaj je Nacionalni program za jezikovno politiko*

Z zanimanjem sem prebrala v *Delu* (5. 6. 2012, str. 16) odgovor podpisanih piscev osnutka NPJP na pripombe k temu osnutku, ki so bile objavljene prav tako v *Delu* (22. 5. 2012). – Podpisani se zelo trudijo s pojasnjevanjem, kaj je in kaj ni NPJP, ali z drugimi besedami – kaj jih je eno leto zaposlovalo. Med drugim sem zvedela, da »program nikakor ni kaka splošna temeljna listina o slovenskem jeziku /.../,ni magna karta slovenskih raziskovalnih, izobraževalnih in kulturnih ustanov /.../»; k sreči »program tudi noče kakorkoli posegati v vsebinsko avtonomijo znanstvenoraziskovalne sfere /.../«. Zvemo tudi, da »program ni literarno delo /.../, še manj pa je poslovni načrt.« Morda bi se pisci pa vendarle omejili na dejstvo, da je NPJP listina, ki usmerja aktualno jezikovno politiko države; izhodiščni pomen te listine je določen z dejstvom, da jo sprejema Državni zbor kot zakonodajno telo RS. Nič več in nič manj. – Mimogrede: ko je beseda o želji po »konkretnejših predlogih sprememb in izboljšav«, naj izpostavim bistveno pripombo, ki povezuje nekaj sicer s strani Delove redakcije zelo omejenih prispevkov: Osnutek NPJP briše samoumevno problemsko hierarhijo, ki jo vzpostavlja slovenščina kot materni in hkrati uradni jezik države glede na vse druge jezike v državi.

**Ada Vidovič Muha**

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**Dr. Suzana Čurin Radovič**, vodja Sektorja za kulturne raznolikosti in človekove pravice,  
MIZKŠ (12. 6. 2012)

Spoštovani!

Ponovno predlagam, da se v splošnem in uvodnem delu ustrezna pozornost posveti implementaciji 11. člena Ustave RS, po katerem sta jezika narodnih skupnosti na narodnostno mešanem območju tudi uradna jezika

Omenena jezika naj bosta razvidna tudi iz naslova pri točki 5 ( stran 13).

V prvi alineji na strani 14 je treba jasno navesti, da gre za tako komunikacijo zgolj na narodnostno mešanem območju. Menim, da je v elaboraciji tega poglavja premalo upoštevan strokovni koncept integracije kot dvosmernega procesa, po katerem je smiselno, da se tudi govorci, ki so sem v Slovenijo priselili iz drugih kulturnih okolij, naučijo slovenščine, če bivajo v tem okolju. Pripravljena sem to strokovno stališče še bolj podrobno pojasniti, če bo potrebno.

Pri poglavju 7. bi se raje izognila besedi "izolacija", ker nekako to ni običajen termin v strokovni diskusiji o tej temi. Za invalide je bilo na tem ministrstvu storjenega mnogo več, kot je razvidno iz zapisanega ( glej letna poročila o uresničevanju API). Predlagam posvet s pristojnim svetovalcem in koordinatorjem za invalide Simonom Žorgo.

Med ukrepi pri 1. cilju na strani 31 bi kazalo zapisati tudi etičen odnos do slovenščine v mednarodnih uradnih komunikacijah v smislu, da svoj jezik promoviramo.

Če bo kateri od kolegov te službe imel dodatne predloge, naj jih pošlje pravočasno neposredno na navedeni naslov, meni le v vednost.

LP

dr. Suzana Čurin Radovič  
višja sekretarka, vodja Sektorja  
za kulturne raznolikosti in človekove pravice na  
Ministrstvu za izobraževanje, znanost, kulturo in šport,  
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**Brankica Petković**, raziskovalka, vodja medijskega programa, Mirovni inštitut (12. 6. 2012)

Pozdravljeni gospa Simona Bergoč,

takoj, ko ste poslali delovno besedilo Resolucije o nacionalnem programu za jezikovno politiko 2012-2015, sem ga na hitro pregledala in so se mi rešitve v njem zdele primerne, zato se nismo oglasili z nadaljnjimi sugestijami. Ugotovili smo, da ste naše predloge iz javne razprave poskusili vključiti ter se nam je zdelo, da ni potrebno, da se še oglašamo.

Torej, naš odziv je ta, da si delovno besedilo na dober način prizadeva jezikovno politiko temeljiti na jezikovni situaciji v Sloveniji, ki poleg slovenskega jezika vključuje tudi jezike manjšin in priseljencev. Podpiramo to usmeritev.

Sem v Delu brala članek z odzivi nekaterih jezikoslovcev, ki so bili do pristopa kritični, vendar menim, da izhajajo iz bolj tradicionalnega razumevanja jezikovne politike kot skrbi za nacionalni jezik. Menim, da je možno in potrebno jezikovno politiko v Sloveniji snovati tako, da vključuje sistematično skrb za ohranjanje in razvoj nacionalnega jezika, vendar hkrati tudi ukrepe, ki bodo upoštevali raznolikost jezikov, ki so v uporabi med državljani in prebivalci v Sloveniji in zagotovili, da se ta raznolikost sprejema in neguje kot jezikovno bogastvo Slovenije.

Lep pozdrav, Brankica Petković

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**Dr. Suzana Čurin Radovič**, vodja Sektorja za kulturne raznolikosti in človekove pravice,  
MIKZŠ (13. 6. 2012)

Po premisleku doma dodajam k spodnjemu mnenju še pobudo, da se nekje ustrezno umesti skrb za kodifikacijo romskega jezika in sicer zato, ker je romska etnična skupnost ustavno priznana ( 65. člen Ustave RS) in zato terja ukrepe države tudi na področju jezikovne politike. Kontaktna oseba za to strokovno vprašanje, kot sem že sporočila, je prof. dr. Sonja Novak Lukanovič, Filozofska fakulteta.

Lep pozdrav !

dr. Suzana Čurin Radovič

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**Karmen Medica** (13. 6. 2012)

Pozdravljeni,

dve majhni pripombi:

namesto avtohtone manjšine priporočam izraz: tradicionalne ali zgodovinske -  
je bolj sodoben in vse bolj nadomešča kar zastarelo percepcijo avtohtonosti;

na str. 14. : Eden od pomembnih ciljev ..... imenovat manjšine:

gre za Italijane, Madžare, Rome,

potem manjšinske skupnosti z območja bivše Jugoslavije: Hrvati, Srbi, Bošnjaki, Albanci,  
Makedonci, Črnogorci.

Ker se raziskovalno ukvarjam tudi z migracijami sem zasledila, da včasih pridejo družine iz  
Kosova ali Albanije, kjer oče dela, otroci hodijo v šolo, mati je doma in se ne integrira v  
družbo: ne pozna jezika, včasih je tudi nepismena.

tudi s tem se soočamo.

Če se bom spomnila še kaj vam napišem.

Z lepimi pozdravi,

Karmen M.

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**Dr. Darinka Verdonik**, Univerza v Mariboru (14. 6. 2012)

Spoštovani,

besedilo resolucije o nacionalnem programu za jezikovno politiko postavlja temelje za nove, sodobne  
vire in pripomočke za slovenščino, ki jih potrebuje vsak jezik, ki želi polno živeti v 21. stoletju. Ob  
tem ustrezno pozornost namenja tudi poučevanju slovenščine in upošteva pomembno vlogo  
izobraževanja. Najbolj pozitivno pa se mi zdi, da Slovenkam in Slovencem ne žuga, kaj bo, če ne bodo  
uporabljali slovenščine v kakšnih situacijah, ampak jim skuša z vizijo ustrezne tehnološke podpore in  
pripomočkov omogočiti, da jo bodo lahko uporabljali v vseh situacijah.

doc. dr. Darinka Verdonik  
Univerza v Mariboru

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**Mag. Stanko Baluh**, Služba za narodnosti, Ministrstvo za notranje zadeve (14. 6. 2012)



REPUBLIKA SLOVENIJA  
**MINISTRSTVO ZA NOTRANJE ZADEVE**  
SLUŽBA ZA NARODNOSTI

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Številka: 614-1/2012/3  
Datum: 14. 6. 2012

**Zadeva: Delovno besedilo Resolucije o nacionalnem programu za jezikovno politiko  
2012 – 2016 – odgovor Službe za narodnosti Ministrstva za notranje zadeve**

Spoštovani!

V zvezi z delovnim besedilom Resolucije o nacionalnem programu za jezikovno politiko 2012-2016, ki nam je bilo 7. 5. 2012 po e-pošti posredovano v medresorsko obravnavo, sporočamo sledeče:

Na str. 4 se v odstavku »*Programi se pripravijo tako, da minister pristojen za kulturo ... delovnih skupin skrbi Sektor za slovenski jezik na ministrstvu, pristojnem za kulturo.*« v drugi vrstici navaja, da minister imenuje tri delovne skupine. V besedilu tega odstavka pa podrobnejša predstavitev oz. navajanje posameznih delovnih skupin ni povsem jasno razmejeno, kar lahko po našem mnenju vodi v razmišljanje, da gre za samo dve delovni skupini.

Predlagamo jasnejšo dikcijo besedila.

Lep pozdrav.

Pripravila:  
mag. Vesna Kalčič  
sekretarka

Mag. Stanko BALUH

VODJA

Poslati:  
- naslovniku – po e-pošti.

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**Dr. Zdravko Kačič**, Univerza v Mariboru, Fakulteta za elektrotehniko, računalništvo in informatiko (14. 6. 2012)

Spoštovani,

menim, da je Resolucija o nacionalnem programu za jezikovno politiko 2012 – 2016 vsebinsko ustrezen dokument, ki jasno opredeljuje vlogo in pomen slovenskega jezika v domačem in mednarodnem prostoru ter določa smernice njegovega razvoja v naslednjem petletnem obdobju. Posebej pri tem pozdravljam prepoznani pomen in v resoluciji opredeljeno mesto jezikovnih tehnologij, ki bodo v prihodnosti v marsičem vplivale na razvoj slovenskega jezika. Nujno je namreč prepoznati dejstvo, da bodo naslednje generacije sistemov jezikovnih tehnologij (tako sistemi pisanega, kot govornega jezika, kot so na primer: avtomatska sinteza govora, razpoznavanje govora, govorno orientirano prevajanje, avtomatska obdelava besedil, avtomatsko prevajanje besedil, povzemanje in tvorjenje besedil) imele zelo pomemben vpliv na prihodnji razvoj in obstoj jezikov. Prav razvoj teh tehnologij bo namreč v marsičem pripomogel k potrditvi ali zavrnitvi trditve, da se bo v naslednjih sto letih od trenutno več kot 6000 jezikov v svetu, ohranila manj kot polovica ali celo le nekaj sto.

Že dosednji razvoj jezikovnih tehnologij je večinoma vodil komercialni interes. V okviru četrtega, petega, šestega, precej manj pa sedmega okvirnega programa EU, so bili izvajani projekti, ki so pomagali pri graditvi jezikovnih infrastruktur, vendar žal večinoma za jezike zahodnoevropskih držav. Precej manjši del te infrastrukture danes obstaja za druge jezike – na primer skupino slovanskih jezikov. V zadnjih letih je bilo v slovenskem prostoru izvedenih nekaj tovrstnih projektov, ki so nekoliko izboljšali stanje na tem področju. Glede na smeri razvoja jezikovnih tehnologij v svetu je zelo pomembno, da resolucija prepozna pomembnost razvoja tega področja tudi v prihodnje in ga opredeljuje kot sestavni del nacionalnega programa za jezikovno politiko. Zaradi majhnosti slovenskega tržišča ni realno pričakovati, da bo obstajal pomemben komercialni interes globalnih ponudnikov za razvoj ustrezno kakovostnih kompleksnejših jezikovnih tehnologij za slovenski jezik, saj so, zaradi obsega potrebnega upoštevanja specifičnosti jezika, za to potrebni vložki preveliki. To v precejšnji meri potrjujejo tudi obstoječi sistemi oziroma storitve, ki so danes na voljo za slovenski jezik in ki jih ponujajo tuji ponudniki. Trenutno ponujani sistemi pa so v primerjavi s sistemi naslednjih generacij precej preprosti. Ustrezno kvalitetne rešitve jezikovnih tehnologij za slovenski jezik bodo zato morale biti razvite v slovenskem prostoru, bodisi kot celotni sistemi, ali pa kot ustrezno kvalitetne komponente, ki jih bodo lahko nacionalni in globalni ponudniki vključevali v svoje rešitve.

Menim, da je zato zelo pomembno, da resolucija prepozna pomembnost področja jezikovnih tehnologij in opredeljuje tudi nujnost po ustreznih vlaganjih v njihov nadaljnji razvoj.

Ocenjujem, da je Resolucija o nacionalnem programu za jezikovno politiko 2012 – 2016 vsebinsko ustrezen dokument in jo kot takšno podpiram.

Lep pozdrav

prof. dr. Zdravko Kačič

Univerza v Mariboru  
Fakulteta za elektrotehniko, računalništvo  
in informatiko  
Smetanova 17  
2000 Maribor

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**Dr. Marko Snoj**, predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU Ljubljana  
(14. 6 2012)

Spoštovani,  
pošiljam pripombe sodelavcev našega inštituta k NPJP. Besedilo je identično onemu, ki sem ga poslal tudi na naslov dr. Simone Bergoč.  
Lep pozdrav,  
Marko Snoj

### **Pripombe k osnutku Nacionalnega programa za jezikovno politiko 2012–2016**

Pripombe so skupno delo več članov Inštituta za slovenski jezik Frana Ramovša ZRC SAZU in odsevajo mnenje večine inštitutskih sodelavcev.

#### **Str. 3**

*Poved* Novi predlog v temelju nadaljuje smernice prejšnjega nacionalnega programa, toda z večjim poudarkom na heterogenosti jezikovnih potreb različnih govorcev ter na razvoju jezikovnih virov, ki omogočajo njihovo uresničevanje *naj se zamenja z naslednjo*.

Novi predlog poudarja heterogenost jezikovnih potreb različnih govorcev ter razvoj jezikovnih virov, ki omogočajo njihovo uresničevanje.

*Iz povedi* Sodobna slovenska jezikovna situacija zahteva premišljeno in dejavno jezikovno politiko, ki sicer upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah *naj se črta beseda* sicer.

*Poved* Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo, in sicer tako, da vsem prebivalcem in prebivalkam, vsem govorcem in govorkam omogočajo svobodno življenje v blaginji ter v strpnosti in odgovornosti *naj se zamenja z naslednjim besedilom*.

Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost sorazmerno vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo. Na področjih, ki potrebujejo za ohranjanje obsega, vitalnosti in dinamičnosti slovenskega jezika še posebno skrb, zlasti v zamejstvu, zdomstvu in izseljenstvu, pa je potrebno zagotavljati ukrepe, ki bodo obstoječe stanje po potrebi izboljševale.

*Utemeljitev: V prvem delu povedi v slovensko jezikovno skupnost niso vključene zamejske slovenske jezikovne skupnosti, vsebina drugega dela povedi, ki pove, kako naj se slovenska država, slovenski jezik in slovenska jezikovna skupnost nadalje razvijajo in krepijo, pa je nelogična in presplošna.*

*Izpustita naj se povedi* Poleg tega razvojna jezikovna politika izhaja iz prepričanja, da slovenski jezik in slovenska jezikovna skupnost v Republiki Sloveniji ne potrebujeta take zaščite, ki bi temeljila na izrecnem zakonskem preprečevanju in strogem omejevanju javne rabe drugih jezikov, kakor je bilo razumeti nekatere jezikovnopolitične dokumente in javno izražena mnenja v preteklosti. Taka zaščita vsaj posredno izhaja iz domneve, da bi brez trdnega pravnega okvira njene obvezne rabe govorce slovenščine v javni in uradni rabi svoj jezik množično opuščali.



*Komentar: Tema predhodne povedi je temeljna človekova pravica do rabe svojega jezika in povezovanja v »jezikovne skupnosti«, predmet navedenih povedi pa je javna raba drugih jezikov v Republiki Sloveniji, ki pa ne temelji na zakonskem preprečevanju, na nekaterih jezikovnopolitičnih dokumentih in na javno izraženih mnenjih, ampak na Ustavi Republike Slovenije, zato ni sprejemljiva trditev, da trdni pravni okvir (konkretno Ustava Republike Slovenije) glede rabe slovenščine, v javni in uradni rabi ni potreben.*

*Alternativna možnost je, da se ta del besedila in naslednja poved zamenja z naslednjim besedilom.*

Razvojna jezikovna politika izhaja iz prepričanja, da slovenski jezik in slovenska jezikovna skupnost v Republiki Sloveniji ne potrebita zaščite, ki bi temeljila na posplošenem izrecnem zakonskem preprečevanju in strogem omejevanju javne rabe drugih jezikov, ampak dosledno vključevanje jezikovnopolitičnih določil v posamezne zakone, ki se dotikajo najrazličnejših delov jezikovne rabe. Še pomembneje za nadaljnjo vitalnost in krepitev položaja slovenščine pa je pri govorcih slovenščine uvesti njeno polnofunkcionalnost ter s sistematičnim razvijanjem veščin, spretnosti in vedenj o sistemskih izraznih možnostih, ki jih ponuja slovenščina, vzgajati in spodbujati suverene in motivirane uporabnike slovenskega jezika, hkrati pa jo temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorci.

*Poved Za ta namen država zagotavlja zbiranje, obdelovanje in trajno javno dostopnost zanesljivih informacij o vseh pojavnih oblikah slovenščine, še posebej o njeni standardni različici naj se dopolni, da se bo glasila takole (dopolnilo je označeno polkrepko).*

Za ta namen država zagotavlja zbiranje, **raziskovanje**, obdelovanje in trajno javno dostopnost zanesljivih informacij o vseh pojavnih oblikah slovenščine, še posebej o njeni standardni različici

#### **Str. 4, Jezikovnopolitična vizija**

*Besedilo kot osnutek temeljnega dokumenta, po katerem naj bi uravnavali razvoj in slovensko jezikovno stvarnost, posveča nesorazmerno pozornost le nekaterim vidikom, izpušča pa temeljna, bazična področja, zato predlagamo, da se prva poved prvega odstavka dopolni tudi z vidikom raziskovanja in preučevanja in naj se glasi takole (dopolnitev je označena polkrepko).*

Republika Slovenija zagotavlja, da se slovenščina uporablja, **raziskuje** in nadalje razvija na vseh področjih javnega življenja znotraj njenih meja in v evropskih ter mednarodnih okvirih.

#### **Str. 7, Uvod**

*Poved Zato RS skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev v slovenščini, v drugih maternih jezikih manjšin in priseljenskih skupnosti in v drugih jezikih v skladu s potrebami posameznikov in posameznic, s kulturnimi, z gospodarskimi in drugimi družbenimi potrebami ter skladno z načeli evropske raznolikosti in večjezičnosti naj se zamenja z naslednjo povedjo.*

Zato RS skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev v slovenščini, na ozemlju italijanske in madžarske skupnosti pa tudi v italijanščini oziroma madžarščini, vsem drugim maternim jezikom manjšin in priseljenskih skupnosti in drugim jezikom pa priznava pravico rabe, ohranjanja in obnavljanja (revitalizacije).

#### **Str. 10 (I.3.1)**

*Alineja Spodbujanje raziskav o sodobnem slovenskem jeziku in njegovih govorcih – vključno z regionalnimi različicami in slovenščino zunaj RS naj se zamenja z naslednjim besedilom (dopolnitev je označena polkrepko).*

Spodbujanje raziskav o sodobnem slovenskem jeziku, njegovih govorcih in **njegovi zgodovini** – vključno z regionalnimi različicami in slovenščino zunaj RS.

**Str. 11 (I.3.2.B)**

*Povedi Zamejstvo in izseljenstvo sta integralni del slovenskega jezikovnega prostora. Zato je razumljivo, da si slovenščina v zamejstvu zasluži primerljivo pozornost, kot se ji namenja v Sloveniji naj se zamenjata z naslednjo.*

Raba slovenščine v zamejstvu, zlasti v Porabju, na avstrijskem Koroškem in Štajerskem, v zahodni Benečiji, Kanalski dolini, Reziji in na Hrvaškem, ter v izseljenskih skupnostih močno upada, zato zasluži posebno analizo, skrb, raziskovalno pozornost in podporo.

**Str. 11 (I.3.2.B)**

*Poved Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno spodbujati enotno zbiranje in hranjenje informacij o specifični jezikovni rabi ter obveščanje v zvezi z jezikovno situacijo in jezikovnimi potrebami naj se zamenja z naslednjo.*

Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno kompleksno in kontinuirano raziskovanje narodnega in (družbeno)jezikovnega položaja zamejskih Slovencev, rabe njihovih knjižnih variant slovenskega jezika in narečij ter podpiranje informiranja osrednje slovenske skupnosti o jezikovnem položaju in jezikovnih potrebah slovenskega zamejstva.

**Str. 14 (I.5)**

*Poved Eden od pomembnih ciljev, h katerim RS zavezujejo tudi načela EU, je zato zagotoviti vsem govorcem, katerih J1 ni slovenščina (tako pripadnikom avtohtonih manjšin ali romske skupnosti kot vsem ostalim), pravico do ohranjanja in/ali obnavljanja (revitalizacije) lastnega jezika in kulture naj se zamenja z naslednjo.*

Vsi govorce, katerih J1 ni slovenščina (tako pripadniki avtohtonih manjšin ali romske skupnosti kot vsi ostali), imajo v skladu s človekovimi pravicami in načeli EU pravico ohranjati in/ali obnavljati (revitalizirati) lastni jezik in kulturo.

*Komentar: Človekove pravice do rabe, ohranjanja in/ali obnavljanja lastnega jezika in kulture država ne zagotavlja, temveč priznava in spoštuje. Upoštevajoč to dejstvo, je večina navedenih ukrepov težko sprejemljiva in zlasti nerealna, saj ne gre pričakovati, da se bo npr. uradnik za okencem naučil italijanščine, madžarščine, romščine in še jezikov priseljencev. Resolucija naj zato jezikovnih pravic neslovenskih jezikovnih skupnosti ne širi prek ustavnih določil, lahko pa bi uradnikom priporočila dobro znanje angleščine kot lingve franke zahodnega sveta. Ohraniti kaže le tretjo alinejo izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost).*

**Str. 16–19, Jezikovna ureditev visokega šolstva in znanosti**

*Pozdravljamo možnost učenja slovenščine za vse, ki se kot profesorji ali kot študenti udeležujejo internacionalizacije študijskega procesa. Posebej za daljše oblike vključevanja v visokošolski proces (za študente nad 1 leto in za raziskovalce in učitelje nad 3 leta) naj se po izteku omenjenega obdobja zahteva pridobitev spričevala o znanju slovenščine na visoki ravni oz. C1.*

*Predlagamo tudi, da se besedilo 1. cilja spremeni tako, da se jasno zapiše ohranitev statusa slovenščine kot učnega jezika visokošolskega izobraževanja in znanosti, in sicer takole (dopolnitev je označena polkrepko).*

**Str. 17, cilj:** »Ohranitev statusa slovenščine kot uradnega in učnega jezika visokega šolstva **in znanosti**.

*V besedilu za naštetimi ukrepi naj se za prvo povedjo doda:*

Pisna dela ob zaključku posameznih visokošolskih stopenj študija morajo biti napisana v slovenskem jeziku, izjeme se dopusti, a se jih določi z zakonodajo.

*V besedilu za naštetimi ukrepi naj se tretja poved zamenja z naslednjo.*

Za daljše oblike vključevanja v visokošolski proces (npr. za študente nad 1 leto, za visokošolske učitelje in sodelavce nad 3 leta) se ponudi možnost učenja slovenščine in se po izteku omenjenega obdobja zahteva pridobitev spričevala o znanju slovenščine na **visoki ravni (oz. C1)** ter obvezna raba slovenščine pri rednih visokošolskih programih.

**Str. 20**

*Na konec uvodnega dela poglavja **Jezikovna opremljenost** naj se dodata cilj in ukrep, ki naj veljata za vsa podpoglavja.*

**Cilj: Uskladitev dejavnosti pri izvajanju programa za jezikovno opremljenost**

**Ukrep:**

- S strani financerjev programa se ustanovi Strokovno nadzorno telo, ki bo skrbelo za izdelavo programa jezikovne opremljenosti, njegovo izvajanje in za koordinacijo različnih virov financiranja. Njegovi člani naj bodo predstojniki ali od teh predlagani kompetentni sodelavci javnih centrov, ki že tradicionalno skrbijo za razvoj stroke. Člane imenuje MIZKŠ na predlog (1) predstojnika Oddelka za slovenistiko Ljubljanske Filozofske fakultete, (2) predstojnika Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, (3) predstojnika Oddelka za Slovenski jezik in književnost mariborske Filozofske fakultete, (4) Slovenske akademije znanosti in umetnosti kot tradicionalne nosilke pravopisnih prizadevanj, (5) petega člana naj imenuje MIZKŠ izmed sodelavcev preostalih javnih slovenističnih centrov, (6) šesti član naj bo vodja Sektorja za slovenski jezik, ki naj delo telesa tudi koordinira. V vprašanih večjezičnosti naj se tem članom pridruži (7) član, ki ga izmed svojih sodelavcev predlaga predstojnik Oddelka za prevajalstvo Ljubljanske Filozofske fakultete, v vprašanih jezikovnotehnološke infrastrukture in jezikovnih tehnologij pa (8) član, ki ga predlaga vodja Odseka za tehnologije znanja Inštituta Jožef. Prednostni seznam nalog, ki jih bo predvidel program za jezikovno opremljenost, mora biti obvezujoč za ARRS in druge javne financerje v Republiki Sloveniji.

*Predlog za sestavo Strokovnega nadzornega telesa je utemeljen z dvema dejstvoma. (1) Predstojniki javnih slovenističnih centrov oz. njihovi sodelavci (če se posamezni predstojnik ne bo odločil sodelovati) so večkrat preverjeni v procesih državno in mednarodno priznanih habilitacijskih postopkov, kar zagotavlja njihovo strokovnost. (2) Predvideni člani so javni uslužbenci na položajih, ki so (vsaj v treh primerih že) tradicionalno povezani z moralno odgovornostjo za razvoj stroke in ki skrbijo za ustrezno dejavnost ter kadrovske zasedenosti njim zaupanih centrov, kar zagotavlja, da bodo pri odločitvah dejansko zastopali javni interes.*

*Predlog, po katerem naj bo prioriteten seznam nalog obvezujoč za ARRS in druge javne financerje v RS, je utemeljen z dejstvom, da bi bila sicer vsa prizadevanja Strokovnega nadzornega telesa jalova. Oblikovanje politike javnih naročil za jezikovno opremljenost je namreč preveč pomembno, da bi ga prepustili zdaj veljavnemu načinu odločanja, ki temelji na neustreznem točkovanem sistemu in na nazorih ter usmeritvah tujih ocenjevalcev, saj je v igri slovenski jezik, ki je vrednota slovenskega naroda kot nosilnega naroda slovenske države, zato ne moremo pričakovati, da bodo v prid razvoja te vrednote pravilno odločali numerični sistemi, ki jih je mogoče izigrati, in tujci.*

## **Str. 20–21**

*Vsebina podpoglavja Jezikovni opis teoretsko ni pravilno utemeljena,<sup>1</sup> stvarno ni zadostna,<sup>2</sup> poleg tega se tam omenjajo jezikovnotehnološkoinfrastrukturne prvine,<sup>3</sup> zato naj se zamenja z naslednjim besedilom.*

### **2. Jezikovni opis**

Izhajajoč iz prevladujočih jezikoslovnih teorij, jezik sestoji iz poimenovalnega dela, tj. njegovega besedja, in urejevalnega, tj. pravil, po katerih se besede uresničujejo, pregibajo in uporabljajo v besedilu. Jezikovni opis torej sestavljata slovar kot opis besed in besednih zvez, in slovnica kot opis pravil, po katerih se te uresničujejo, pregibajo in uporabljajo v besedilu.

Vsak kultiviran jezik ima vsaj po en temeljni enojezični slovar in vsaj eno temeljno slovnico. Ta dva opisa predstavljata trdno osnovo nadaljnjim slovarskim in slovničnim delom, ki prikazujejo za posamezne potrebe izbrano besedje oz. pravila ali ki to besedje oz. pravila prikazujejo na drugačen način. Ker se jezik v teku časa spreminja, je vsako tako temeljno delo uporabno le v omejenem časovnem obdobju, ki je danes krajše kot v 20. stoletju. Jezik se zaradi pospešenega razvoja zunajjezikovne stvarnosti v današnjem času bistveno hitreje razvija predvsem v svojem poimenovalnem delu, medtem ko so za upoštevanja vredne spremembe njegovega urejevalnega dela še vedno potrebna desetletja.

V današnjem in polpreteklem času velja za temeljno slovarsko delo *Slovar slovenskega knjižnega jezika*, za temeljno slovnično pa Toporišičeva *Slovenska slovnica*. Obe deli sta jezikoslovno dobro utemeljeni in tudi zato uporabni, vendar zaradi jezikovnih sprememb zadnjih desetletij ne zadoščata več vsem potrebam, ki jih pogojuje današnja jezikovna stvarnost. Druga pomanjkljivost obeh temeljnih del je, da sta bili napisani za prikaz v knjižni obliki in da je le temeljni slovar prešel v digitalno okolje, kateremu zaradi prvotne knjižne zasnove ni prilagojen v polni meri.

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<sup>1</sup> Ob bok slovarju in slovnici postavlja besedilne korpuse, kar je teoretsko nevzdržno, saj se slovar in slovnica kot dela jezika prikazujeta v istoimenskih jezikovnih opisih, medtem ko so korpusi zgolj del uresničenega jezika, obdelan z različnimi orodji in aplikacijami.

<sup>2</sup> Besedilo izpušča opise narečij in opise jezikovne zgodovine ter predzgodovine.

<sup>3</sup> Tu se po nepotrebnem omenjajo besedilni korpusi, ki niso jezikovni opis. Obravnava besedilnih korpusov spada v poglavje Jezikovne tehnologije (katerega naslov naj se spremeni, kot je predlagano nižje).

Izhajajoč iz dejstva, da slovenščino govori razmeroma majhno število govorcev, je za naslednje obdobje smotno načrtovati le en temeljni jezikovni opis. Za ohranitev in razvoj kultiviranosti ter sistemskosti slovenskega jezika je za njegovo splošno funkcionalnost treba načrtovati novi temeljni razlagalni enojezični slovar slovenskega knjižnega/standardnega jezika, ki bo vseboval podatke o osrednjem knjižnem/standardnem nelastnoimenskem besedju in besednih zvezah, kot so slovnični podatki, vključno z vezljivostjo, pomenske razlage, kvalificiranje, zgledi uporabe in etimološke osvetlitve. Temeljni slovar, ki mora nastati na osnovi besedilnih korpusov in drugih sodobnih virov, naj bo zasnovan v prvi vrsti za uporabo v digitalnem okolju, s čimer bo omogočena povezava z drugimi priročniki in storitvami ter njegova sprotna aktualizacija glede na bodoče spremembe.

Kazalo bi začeti razmišljati o znanstveni slovnici slovenskega jezika, ki bo prikazovala današnji slovnični ustroj slovenskega knjižnega/standardnega jezika kot povezovalnega jezika vseh Slovencev.

Za dodatno jezikovno opremljenost bo treba dokončati, sestaviti oz. prilagoditi digitalnemu okolju še slovarje, pri katerih smo Slovenci v zamudi, zlasti sinonimni slovar, slovar besednih oblik vseh standardnih neimenskih besed, ki bo vseboval tudi podatke o dinamičnem in tonemskem naglasu, slovar zemljepisnih imen slovenskega narodnega prostora in eksonimov, slovar slovenskih osebnih imen (rojstnih in priimkov); za ohranitev slovenščine kot strokovnega jezika bo treba kontinuirano sestavljati terminološke slovarje različnih strok. Vsa ta dela morajo biti opravljena na način, ki bo omogočal njihovo medsebojno povezovanje in povezovanje s temeljnim slovarjem (in v perspektivi temeljno slovnico) v digitalni obliki ter njihovo dostopnost prek sodobnih medijev.

Na osnovi teh temeljnih del je treba izdelati priročnike za ciljne uporabnike. To so predvsem slovarji in slovnice za različne stopnje izobraževanja rojenih govorcev in tistih, za katere slovenščina ni prvi jezik.

Ob tem se ne sme pozabiti, da slovenščina ni samo današnji knjižni/standardni jezik. Slovenščina so tudi narečja in slovenščina ima tudi zgodovino in predzgodovino. Zato je treba posvetiti pozornost tudi dialektološkim prizadevanjem, zlasti pisanju lingvističnih atlasov, narečnih slovarjev in monografij o posameznih narečjih, ter zgodovinsko- in primerjalnojezikoslovnim prizadevanjem, zlasti sestavi zgodovinskega slovarja slovenskega jezika, zgodovinske slovnice, prenovi etimološkega slovarja itd.

*Utemeljitev: Dobro poznavanje narečij (in sploh govornega jezika v vseh svojih diatopičnih in diastratičnih različicah) kot tudi temeljito poznavanje razvojnih zakonitosti slovenskega jezika je tudi osnova za uspešno usvajanje in uzaveščanje pomena knjižnega jezika. Glede potrebe po zgodovinskih in primerjalnojezikoslovnih opisih ne kaže izgubljati besed, temveč samo navesti staro modrost, da kdor ne pozna preteklosti, nima prihodnosti.*

**Cilji: Temeljni opis sodobne knjižne/standardne slovenščine, specializirani jezikovni opisi, dialektološki, zgodovinsko- in primerjalnojezikoslovni opisi**

**Ukrepa:**

- Sprejetje dolgoročnega programa izdelave temeljnih in specializiranih priročnikov sodobnega slovenskega knjižnega/standardnega jezika in temeljnih ter specializiranih slovenističnih del s področja dialektologije, zgodovinskega in primerjalnega jezikoslovja (5–10 let) na nacionalni ravni, ki akterjem na teh področjih zagotavlja enakopravno soudeležbo. Program sprejme Strokovno nadzorno telo najkasneje v roku enega leta od sprejema resolucije skupaj s premislekom, kakšne korpusne vire za to potrebujemo.

- Oblikovanje prosto dostopnega spletnega portala z vsemi obstoječimi jezikoslovnimi podatki o sodobni slovenščini, namenjenega splošnim uporabnikom in strokovni javnosti. Portal mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

Nosilca: ARRS, MIZKŠ

#### **Str. 23**

*Besedna zveza sprejetje temeljnih usmeritev glede razvoja v prvi povedi prve alineje naj se zamenja z zvezo sprejetje programa izdelave.*

*Skladno s tem, da je Strokovno nadzorno telo definirano že v uvodu, naj se druga poved prve alineje ukrepov, ki je zdaj napisana s splošnovršilskim se, zamenja z naslednjo.*

Program sprejme Strokovno nadzorno telo najkasneje v roku enega leta od sprejema resolucije.

#### **Str. 24**

*Besedna zveza sprejetje temeljnih usmeritev glede razvoja v prvi povedi prve alineje naj se zamenja z zvezo sprejetje programa izdelave.*

*Skladno s tem, da je Strokovno nadzorno telo definirano že v uvodu, naj se druga in tretja poved prve alineje ukrepov, ki sta zdaj napisani s splošnovršilskim se, zamenjata z naslednjo povedjo.*

Program sprejme Strokovno nadzorno telo najkasneje v roku enega leta od sprejema resolucije.

*V drugi alineji naj se črta izraz crowd-sourcing.*

*Četrta alineja naj se izpusti, saj bo prioriteto dodeljevanja razpisanih projektov usmerjalo Strokovno nadzorno telo.*

#### **Str. 24**

*Poglavje 5. Jezikovne tehnologije naj se preimenuje v 5. Jezikovnotehnološka infrastruktura in jezikovne tehnologije, saj dejansko govori o teh dveh med seboj tesno povezanih dejavnostih. Uvodoma naj se doda funkcijska definicija obeh dejavnosti, morda takole.*

Jezikovnotehnološka infrastruktura je dejavnost računalniškega jezikoslovja, ki zagotavlja vire in orodja za sestavo jezikovnega opisa. Pojem jezikovne tehnologije tu razumemo kot dejavnost računalniškega jezikoslovja, ki soustvarja orodja in aplikacije za pomoč pri sestavi jezikovnega opisa, omogoča, da so splošni in specialni jezikovni opisi med seboj povezljivi in povezani in da so z uporabo različnih storitev dostopni in uporabni prek sodobnih medijev. Poleg tega jezikovne tehnologije prek različnih storitev zadovoljujejo še nekatere druge potrebe sodobnega človeka, ki so povezane z jezikom.

#### **Str. 25–26**

*Besedilo od začetka prve začete povedi do konca podpoglavja je napisano premalo jasno,<sup>4</sup> zato predlagamo, da se zamenja z naslednjim nedvoumim, ki povzema skoraj vse prvine prvotnega, izvzete so le tiste, ki spadajo v podpoglavje Jezikovni opis.*

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<sup>4</sup> Besedilo se začne z napovedjo naštevanja jezikovnih virov in orodij, ki pri samem naštevanju preide v jezikovne tehnologije in jezikovne vire, v nadaljevanju pa v jezikovnotehnološke vire in orodja, kar ustvarja terminološko nepreglednost besedila. Pri tem so jezikovne tehnologije tавтоloško opredeljene kot orodja, tehnologije in aplikacije, jezikovni viri pa kot jezikovni podatki in baze znanja, čeprav so naštetih skoraj le

Pri evalvaciji jezikovnotehnološke razvitosti posameznega jezika se navadno upoštevani naslednji kazalci:

**Jezikovni viri** (korpusi, baze znanja):

- referenčni korpusi, specializirani korpusi;
- skladijsko označeni korpusi (odvisnostne drevesnice);
- semantično in diskurzno označeni korpusi;
- vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi;
- govorni korpusi (posnetki govorenega jezika, tudi narečij, jezikoslovno označeni govorni korpusi, dialoški korpusi);
- multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki);
- jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice;
- terminološke baze.

**Jezikovne tehnologije** (orodja, aplikacije, storitve):

- črkovalniki in moduli za preverjanje slovnične ustreznosti;
- strojno prevajanje, strojno podprto prevajanje iz različnih jezikov in vanje;
- sinteza in prepoznavanje govora (govorni informacijski sistemi, pripomočki za učenje govornje slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov);
- tokenizacija, oblikoskladenjsko označevanje, oblikoslovna in besedotvorna analiza in sinteza;
- skladijsko razčlenjevanje (površinska ali globinska skladijska analiza stavkov, vezljivost);
- stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge);
- semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila);
- procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.);
- luščenje informacij (avtomatsko indeksiranje besedil, multimedijsko luščenje informacij, večjezično luščenje informacij);
- informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje);
- avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

Za prihodnje obdobje je smiselno načrtovati (a) dodelovanje in vzdrževanje referenčnih in specialnih korpusov slovenskega jezika, (b) vzpostavitev terminološke baze in (c) delo vsaj pri prvih petih nalogah, ki so našteje v sklopu Jezikovne tehnologije.

Predvideni jezikovni viri in jezikovnotehnološka orodja so v določenih delih povezljivi z že obstoječimi in novimi jezikovnimi priročniki, namenjenimi tako splošni kot strokovni javnosti. V okviru programov izdelave jezikovnih priročnikov in virov je treba predvideti skupne elemente, ki

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korpusi in izdelki, ki spadajo v jezikovni opis. V nadaljevanju se ponovno pojavlja napoved Ukrepov pred samo dvema ukrepoma.

bodo povezljivost omogočali in s tem prispevali k učinkovitejši uporabi jezikovnih virov in učinkovitejši izdelavi jezikovnih priročnikov.

Ena od zadreg pri doseganju razvoja proračunsko financiranih orodij in virov je ta, da nekaterih od njih po koncu projektov oz. obdobja financiranja ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je status avtorskih pravic oz. dostopnosti pri nekaterih virih in aplikacijah, ki že obstajajo. Način za premostitev teh težav je ustanovitev institucije ali konzorcija institucij, ki skrbi za to, da so vsi viri, financirani s pomočjo javnih sredstev, trajno in čim bolj prosto dostopni za vse uporabnike.

**Cilj: Spodbujanje razvoja jezikovnih virov in tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo prosto dostopnih virov in orodij**

**Ukrepa:**

- Sprejetje dolgoročnega programa (5–10 let) razvoja sodobnih jezikovnih virov in tehnologij na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju virov in tehnologij. Program izdela Strokovno nadzorno telo najkasneje v roku enega leta od sprejema resolucije.
- Vzpostavitev osrednje institucije ali konzorcija institucij, ki ima za nalogo povezovanje, zbiranje, razvoj in distribucijo jezikovnih virov in tehnologij. Institucija ali konzorcij institucij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

Nosilca: ARRS, MIZKŠ

**Str. 27**

*Prvi začetni odstavek ne upošteva pravne stvarnosti in veljavnih uzanc v zadostni meri, zato predlagamo, da se zamenja z naslednjim besedilom.*

Digitalizacija obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu, je nujna. V času veljavnosti resolucije 2007–2011 je bil prek spletnega vmesnika zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika in Slovenskega pravopisa 2001, v bodoče bo treba spletno dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti tudi za druge, obstoječe in nastajajoče temeljne in specialne jezikovne opise.

**Str. 29**

*Besedilo četrte alineje, ki se zdaj glasi Določila o jezikovnih pravicah državljanov in prebivalcev RS, ki niso domači govorniki slovenščine, italijanščine, madžarščine in romščine; pri nadaljnji demokratizaciji slovenskega javnega prostora je treba zvišati raven njihovih jezikovnih pravic in poskrbeti za možnost njihovega učinkovitega uresničevanja, naj se zamenja z naslednjim.*

Določila o jezikovnih pravicah državljanov in prebivalcev RS, ki niso rojeni govorniki slovenščine, je treba pri nadaljnji demokratizaciji slovenskega javnega prostora upoštevati in po potrebi tudi zvišati raven njihovih jezikovnih pravic ter poskrbeti za možnost njihovega učinkovitega uresničevanja.

Ljubljana, 14. junija 2012

Prof. dr. Marko Snoj, predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU



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**Dr. Danilo Zavrtnik**, rektor, Univerza v Novi Gorici (14. 6. 2012)

*Prof.dr. Danilo Zavrtnik*

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*Rektor*

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Ministrstvo za izobraževanje, znanost,

kulturo in šport

Sektor za slovenski jezik

Masarykova 16

1000 Ljubljana

Nova Gorica, 13. junij 2012

## Pripombe na osnutek nacionalnega programa za jezikovno politiko 2012-2016

Spoštovani!

Podrobno smo proučili Osnutek nacionalnega programa za jezikovno politiko 2012-2016 in na osnovi vašega povabila za sprejemanje pripomb na objavljeno Resolucijo o nacionalnem programu za jezikovno politiko 2012–2016 s tem v zvezi podajamo naslednje ugotovitve, ki temeljijo na naših dolgoletnih in bogatih izkušnjah s področja rabe slovenščine v visokem šolstvu, kot tudi poučevanja v angleščini ter vključevanja tujih študentov in predavateljev v pedagoški proces.

Ob tem lahko za lažje razumevanje naših pripomb opozorimo na ugotovljeno in dokazano slabo znanje slovenskega jezika in pismenosti, ki jo na univerze prinesejo gimnazijski maturanti in drugi srednješolci. Očitno pa sestavljalcu predloga resolucije s tem niso ustrezno seznanjeni ali pa si pred tem pred tem dejstvom zatiskajo oči. Strinjamo se, da je na univerzah in v raziskovalnih institutih potrebno ustrezno poskrbeti za ohranjanje in razvoj strokovnega jezika. Vendar pa je to precej oteženo, če druge institucije ne zagotovijo zadostnega znanja materinega jezika, na katerem mora temeljiti tudi strokovno opismenjevanje v slovenščini. Zato nas ob pregledu ukrepov čudi, da je prav poučevanju slovenščine kot prvega jezika v Sloveniji namenjena samo tretjina prostora oz. ukrepov v primerjavi z ukrepi na področju visokega šolstva in znanosti. Po obsegu so temu primerljivi le še ukrepi na področju poučevanja slovenščine zunaj Slovenije.

Prav na predlagane ukrepe pa imamo tudi več konkretnih pripomb.

1. Predlagani nacionalni program ni sprejemljiv saj direktno posega v avtonomijo univerz s predlogi o:
  - a. predpisovanju obveznih študijskih vsebin
  - b. predpisovanju habilitacijskih meril (zahteva po objavah v slovenščini)
  
1. Predlagani ukrepi za učenje slovenščine študentov oz. preverjanje znanja angleščine predavateljev so neprimerni in otežujejo vključevanje tujih študentov in predavateljev, namesto da bi ga olajšali in med drugim ne upoštevajo
  - a. kratkega trajanja študentskih izmenjav, na doktorskem študiju pa samo triletnega obdobja za zaključek doktorskega študija. Kako naj se v tem času npr. študent iz Kitajske ali Indije nauči slovenščine in še doktorira?
  - b. da so med tujimi profesorji tudi taki iz angleško govorečih držav. Preverjanje znanja angleščine pri njih je nekaj takega kot če bi preverjali znanje jezika pri vseh, ki predavajo v slovenščini
2. Namero predpisati obseg poučevanja v slovenskem jeziku je potrebno opustiti oziroma jo prepustiti univerzam saj lahko oteži ali pa povsem onemogoči izvajanje študijskih programov, ki predvidevajo skupne diplome s tujimi univerzami. Takih programov je po priporočilih Evropske komisije v skupnem visokošolskem prostoru vedno več. Univerze naj se same na podlagi potreb in usmeritev odločajo o obsegu poučevanja v slovenskem jeziku.

Predlagamo, da ostanejo odločitve glede ukrepov iz točke 1 in 2 v pristojnosti univerz, saj je zanje nujnost, da pri kadrovanju izbirajo le najboljše predavatelje in raziskovalce in s tem zagotovijo najvišjo možno kakovost poučevanja in znanstveno raziskovalnega dela, ki sta pogoj za uspešno nastopanje v vse bolj konkurenčnem znanstvenem in akademskem prostoru v Evropi in svetu. Menimo tudi, da bi bila uveljavitev gornjih ukrepov v popolnem nasprotju z dosedanjimi prizadevanji za internacionalizacijo slovenskega izobraževalnega prostora, v katero je že bila vložena tudi znatna količina finančnih sredstev.

Ugotavljamo, da predlog resolucije posega v avtonomijo univerz, ne dopušča možnosti odpiranja tujih univerz v slovenskem prostoru, se odmika od že ustaljene prakse poučevanja v tujih jezikih na slovenskih univerzah, napačno opredeljuje rabo tujih jezikov v znanosti, onemogoča internacionalizacijo slovenskih univerz in je zato tudi v nasprotju z že sprejetim in veljavnim Nacionalnim programom visokega šolstva 2011 - 2020. Zato je Osnutek nacionalnega programa za jezikovno politiko 2012 – 2016 v predloženi obliki za Univerzo v Novi Gorici nesprijemljiv in predlagamo resno revizijo teksta v smislu večje skrbi za slovenščino v vsakodnevem življenju (mediji, splet, itd), na osnovnih in srednjih šolah ter večjega posluha za internacionalizacijo znanosti in visokega šolstva.

S spoštovanjem,

*V vednost:*

*- minister, dr. Žiga Turk, MIZKŠ*

*- dr. Dušan Lisjak, MIZKŠ*

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**Društvo Vilko Mazi**, dr. Kozma Ahačič (14. 6. 2012)

Spoštovana dr. Simona Bergoč,

v imenu Društva Vilko Mazi pošiljam naslednjo pripombo k osnutku NPJP:

Na str. 15 bi besedilo:

pa naj gre za slepe/slabovidne, gluhe/naglušne, gluho-slepe ali osebe s specifičnimi motnjami, kot je disleksija

spremenili v:

pa naj gre za slepe/slabovidne, gluhe/naglušne, gluho-slepe, osebe z govorno-jezikovnimi motnjami ali osebe s specifičnimi motnjami, kot je disleksija,

Lep pozdrav,

doc. dr. Kozma Ahačič

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**Bronka Straus**, Sektor za mednarodno sodelovanje in evropske zadeve, MIZKŠ (14. 6. 2012)

Spoštovana ga. Bergoč,

v prilonki vam pošiljam dopis z mnenjem Delovne skupine MIZKŠ za jezikovno politiko v sistemu vzgoje in izobraževanja v RS glede osnutka nacionalnega programa za jezikovno politiko 2012-16. Priložen je tudi osnutek NPJP z vpisanimi konkretnimi pripombami.

Lep pozdrav,

Bronka Straus  
Podsekretarka / *Undersecretary*  
Ministrstvo za izobraževanje, znanost, kulturo in šport /  
*Ministry of Education, Science, Culture and Sport*  
Sektor za mednarodno sodelovanje in evropske zadeve/  
*Department for International Cooperation and European Affairs*  
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Številka: 600-7/2012/3  
Datum: 13.6.2012

Zadeva: **Osnutek Nacionalnega programa za jezikovno politiko 2012-16 – mnenje in**

**Ministrstvo za izobraževanje, znanost, kulturo in šport**

**INTERNO**

**Dr. Simona Bergoč, Sektor za slovenski jezik**

**Maistrova 10**

### **pripombe DS-JP/VIZ**

Spoštovana dr. Simona Bergoč,

Delovna skupina za jezikovno politiko v vzgoji in izobraževanju v RS (DS-JP/VIZ), ki je bila ustanovljena s Sklepom ministra za izobraževanje, znanost, kulturo in šport št. 024-25/2012/1, z dne 19.4.2012, je natančno preučila predlog Nacionalnega programa za jezikovno politiko 2012-2016. V nadaljevanju so navedene splošna opažanja in splošne pripombe omenjene delovne skupine, konkretne pripombe pa so vnešene v samo besedilo osnutka Nacionalnega programa za jezikovno politiko 2012-2016, ki je priloženo.

#### **I. Splošna opažanja in pripombe**

Dokument:

- 1) predstavlja bistven korak naprej od predhodnega programa:
  - a. konceptualno se je iz razmišljanj o ogroženosti slovenščine odprl v večjezičnost/raznojezičnost;
  - b. upošteva ranljive skupine (priseljence, govorce s posebnimi potrebami);
  - c. intenzivno razmišlja o novih, bolj učinkovitih pristopih poučevanja slovenščine kot J1, smiselnemu povezovanju slovenščine in drugih jezikov, povezovanju tujih jezikov med seboj ter aktivni vlogi slovenščine pri drugih predmetih;
  - d. predlaga nekatere nujno potrebne ukrepe na področju jezikovne ureditve slovenskega visokega šolstva in znanosti;
  - e. besedilo je krajše, preglednejše in bolj fokusirano na nekaj področij.
- 2) predlaga razvito jezikovno zmožnost posameznika v slovenščini in drugih jezikih kot osrednji cilj jezikovnopolitične vizije. Na podlagi tega so oblikovani številni ukrepi. Jezikovno osveščeni posamezniki ta cilj dobro razumejo v vsej kompleksnosti, medtem ko za manj informirane

posameznike ni jasno, zakaj bi bilo to potrebno. Iz tega razloga bi bilo dobrodošlo, da se na kratko obrazloži pomen večjezičnosti/raznojezičnosti za razvoj vsakega posameznika in družbe. Ob tem bi bilo smiselno podati tudi krajši opis trenutne jezikovnopolitične realnosti v Sloveniji. Celotno besedilo bi moralo biti napisano tako, da je dostopno in razumljivo čim širšemu krogu bralcev.

- 3) nosi naslov Nacionalni program za jezikovno politiko, pri čemer je glavnina namenjena skrbi za slovenščino, medtem ko je tujim jezikom namenjena samo ena stran. Menimo, da je, prvič, naslov zavajajoč, zato predlagamo, da se ga spremeni oz. doda podnaslov, iz katerega bo razvidno, da gre predvsem za področje slovenščine; in drugič, da je tujim jezikom glede na namen, domet in obseg znotraj jezikovne politike namenjeno premalo prostora. Prav tako je besedilo v poglavju Tuji jeziki problematično iz več zornih kotov, zato predlagamo, da se glavnina poglavja Tuji jeziki nadomesti z besedilom, kot je predlagano v priloženem dokumentu.
- 4) predvideva pripravo dodatnih treh programov in sicer za jezikovno izobraževanje, za jezikovno opremljenost in za formalnopravni okvir jezikovne ureditev Republike Slovenije. V skladu s tem se zdi smiselno, da so ta področja v dokumentu obravnavana bolj splošno in v manjšem obsegu, kar vsekakor drži za jezikovno izobraževanje in formalnopravno ureditev Republike Slovenije, ne pa tudi jezikovno opremljenost, ki ji je namenjen nesorazmerno velik del dokumenta. Predlagamo, da se dokument uravnoteži tudi na tem področju in se obdržijo splošne usmeritve, podrobnosti pa naj postanejo del predvidenega posebnega programa.
- 5) se večkrat sklicuje na Belo knjigo v izobraževanju iz leta 2011 – menimo, da je Bela knjiga samo ena od strokovnih virov na temo jezikovne politike, zato ne more biti zavezujoča in nadrejena temu programu in predlagamo, da se jo iz besedila izpusti, omeni pa se jo med viri.

## **II. Konkretna pripomba – glej prilogo.**

Konkretna pripomba sta, poleg članov in članic delovne skupine, podali tudi:

- dr. Bojana Globačnik, ki na MIZKŠ pokriva področje posebnih potreb;
- Tatjana Jurkovič, ki na MIZKŠ pokriva področje mreže učiteljev dopolnilnega pouka slovenščine v tujini ter Evropske šole.

Delovna področja oz. naloge Delovne skupine MIZKŠ za jezikovno politiko v sistemu vzgoje in izobraževanja se v določeni meri prekrivajo s področji oz. nalogami, ki izhajajo iz Nacionalnega programa za jezikovno politiko, zato si v okviru DS-JP/VIZ v nadaljevanju želimo več povezovanja in konstruktivnega sodelovanja s Sektorjem za slovenščino in s skupinami, ki delujejo pri realizaciji nalog, izhajajočih iz prej omenjenega nacionalnega programa.

S spoštovanjem,

Bronka Straus, Vodja Delovne skupine MIZKŠ za jezikovno politiko v sistemu vzgoje in izobraževanja

Ministrstvo za izobraževanje, znanost, kulturo in šport

**Nacionalni program za jezikovno politiko  
2012-2016**

**Osnutek**

april 2012

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## Uvod

### Okvir nacionalnega programa za jezikovno politiko

Z letom 2012 preneha veljati Resolucija o nacionalnem programu za jezikovno politiko 2007–2011 (ReNPJP 2007–2011, sprejeta 7. maja 2007 v Državnem zboru RS), zato je tedanje Ministrstvo za kulturo kot predlagatelj v skladu s prvim odstavkom 28. člena *Zakona o javni rabi slovenščine* v letu 2011 začelo pripravljati predlog novega nacionalnega programa, ki naj bi začrtil strokovne smernice za jezikovnopolitične odločitve in ukrepe v naslednjem petletnem obdobju. V ta namen je bila s sklepom ministrice za kulturo aprila 2011 imenovana osemčlanska delovna skupina za oblikovanje in redakcijo osnutka predloga nacionalnega programa za jezikovno politiko 2012–2016 (NPJP 2012–2016). Novi predlog v temelju nadaljuje smernice prejšnjega nacionalnega programa, toda z večjim poudarkom na heterogenosti jezikovnih potreb različnih govorcev ter na razvoju jezikovnih virov, ki omogočajo njihovo uresničevanje. Delovna skupina je z namenom vključitve čim širšega kroga zainteresiranih strani v pripravo novega predloga povabila k sodelovanju vse ustrezne institucije, ki jih posredno ali neposredno zadeva področje državnega jezikovnega načrtovanja in politike – vladne in nevladne, v RS in zunaj nje, akademske ustanove, predstavniške organizacije itd. Kljub kratkemu časovnemu okviru se jih je veliko odzvalo in predlogi njihovih ciljev ter ukrepov so vključeni že v besedilo osnutka. Predlog NPJP 2012–2016 bo sicer v skladu s predpisanim postopkom pred vladno obravnavo doživel še javno obravnavo in medresorsko usklajevanje, tako da bo na razpolago še nekaj časa za dopolnjevanje. Ko ga bo Vlada RS potrdila, pa bo predložen Državnemu zboru RS, ki ga bo sprejel v obliki resolucije.

Sodobna slovenska jezikovna situacija zahteva preiščljeno in dejavno jezikovno politiko, ki sicer upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo, in sicer tako, da vsem prebivalcem in prebivalkam, vsem govorcem in govorkam omogočajo svobodno življenje v blaginji ter v strpnosti in odgovornosti. Bistven del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov in posameznic do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Poleg tega razvojna jezikovna politika izhaja iz prepričanja, da slovenski jezik in slovenska jezikovna skupnost v Republiki Sloveniji ne potrebuje take zaščite, ki bi temeljila na izrecnem zakonskem preprečevanju in strogem omejevanju javne rabe drugih jezikov, kakor je bilo razumeti nekatere jezikovnopolitične dokumente in javno izražena mnenja v preteklosti. Taka zaščita vsaj posredno izhaja iz domneve, da bi brez trdnega pravnega okvira njene obvezne rabe govorce slovenščine v javni in uradni rabi svoj jezik množično opuščali. Za nadaljnjo vitalnost in krepitev položaja slovenščine je treba govorce predvsem motivirati za njeno rabo, hkrati pa jo temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorce.



Slovenska jezikovna politika mora v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje.

Zato jezikovnopolitični program predvideva kot začetni izvedbeni korak za doseg ciljev oblikovanje treh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih programov:

- 1) nacionalnega programa za jezikovno izobraževanje;
- 2) nacionalnega programa za jezikovno opremljenost;
- 3) nacionalnega programa za formalnopravni okvir jezikovne ureditve Republike Slovenije.

Program jezikovnega izobraževanja predvideva že Zakon o javni rabi slovenščine v 13. členu; potreba po drugih dveh programih pa je utemeljena vsebinsko in izhaja iz strokovnih izkušenj pri spremljanju in usmerjanju slovenske jezikovne situacije.

Programi se pripravijo tako, da minister, pristojen za kulturo, na predlog vodje Sektorja za slovenski jezik v enem mesecu po sprejetju Resolucije v Državnem zboru imenuje tri delovne skupine. Skupino za pripravo programov za jezikovno izobraževanje in jezikovno opremljenost sestavljajo predstavniki strokovnih, znanstvenih in civilnodružbenih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopolitičnih ukrepov. Skupino za pripravo programa za formalnopravni okvir sestavljajo pravni strokovnjaki iz vseh vej oblasti, strokovnjaki za jezikovno politiko in vodja Sektorja za slovenski jezik na ministrstvu, pristojnem za kulturo. Skupine v enem letu od imenovanja pripravijo program, ki ga nato po ustreznih postopkih sprejme Vlada Republike Slovenije. Za koordinacijo priprave programov in delovanja delovnih skupin skrbi Sektor za slovenski jezik na ministrstvu, pristojnem za kulturo.

### **Jezikovnopolitična vizija**

Republika Slovenija zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj njenih meja in v evropskih ter mednarodnih okvirih. Republika Slovenija skrbi za to, da se lahko vsi njeni državljani in prebivalci vključujejo v sporazumevalne procese, ki jim omogočajo enakopravno sodelovanje v državni in mednarodni skupnosti, pridobivanje in izmenjavo znanja ter izpolnjevanje njihovih osebnih, poklicnih in kulturnih potreb. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini in drugih jezikih ter z visoko stopnjo pripravljenosti sprejemanja jezikovne in kulturne drugačnosti ter različnosti. Za ta namen država zagotavlja zbiranje, obdelovanje in trajno javno dostopnost zanesljivih informacij o vseh pojavnih oblikah slovenščine, še posebej o njeni standardni različici. Skrbi tudi za podatkovne jezikovne vire, ki jih govorci slovenščine potrebujejo pri učenju in

rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorci drugih jezikov (vključno s slovenskim znakovnim jezikom in slovensko Brajevo pisavo) pri učenju in rabi slovenščine. Republika Slovenija slovenščini zagotavlja prevladujočo vlogo v uradnem in javnem življenju znotraj države. Hkrati omogoča sporazumevanje in obveščanje v drugih jezikih v skladu s pravno ter demokratično legitimnimi jezikovnimi in sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. Republika Slovenija se zavzema za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah in pravic govorcev slovenščine kot uradnega jezika Evropske unije ter v mednarodnih telesih. Slovenščina na marsikaterem področju jezikovne rabe za govorce slovenščine že zdaj ni več edina možnost; s povečanim svetovnim pretokom znanja, blaga in storitev ter še uspešnejšim učenjem drugih jezikov se bodo možnosti izbire različnih jezikov za izpolnjevanje različnih sporazumevalnih potreb širile. Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri vseh njenih govorcih prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe ter da se bo čim več govorcev drugih jezikov želelo slovenščino naučiti in jo uporabljati. Republika Slovenija obenem skrbi za krepitev in dosledno uresničevanje jezikovnih pravic ustavno določenih manjšin, drugih jezikovnih skupnosti in priseljencev.

#### **Nosilci dejavne jezikovne politike**

Neposredni nosilci jezikovne politike RS so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da prevzamejo zanjo ne le izvajalsko in proračunsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Iz rezultatov analize izvajanja prve resolucije o nacionalnem programu jezikovne politike je mogoče sklepati, da je bilo le malo državnih ustanov in organov dejansko vključenih v določanje resolucijskih ciljev in nalog, kaj šele, da bi poskrbeli za ustrezna proračunska sredstva in prevzeli njihovo organizacijsko izvedbo.

Sedanji sektor za slovenski jezik je sicer že pred pripravo predloga prvega nacionalnega programa za jezikovno politiko poskušala na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje slovenske jezikovne politike. Tako je Vlada RS 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretariata Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na tedanjem Ministrstvu za kulturo. V petih letih po imenovanju se ni komisija sestala niti enkrat, zato lahko ocenimo, da taka oblika medresorskega usklajevanja ni primerna za oblikovanje in izvajanje celovite jezikovne politike RS. Usklajevanje formalnopravnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na območju RS) je sicer nujno potrebno – načelne vsebinske usmeritve za to prinaša tudi predlog novega programa za jezikovno politiko –, toda dejavna jezikovna politika, h kateri se je RS zavezala z *Zakonom o javni rabi slovenščine*, pomeni bistveno širšo dejavnost, ki zadeva tudi druge vsebine in posledično druge mehanizme izvršilne oblasti.

Sektor za slovenski jezik na Ministrstvu za izobraževanje, znanost, kulturo in šport (v nadaljevanju MIZKŠ) je v obstoječi strukturi izvršilne oblasti Republike Slovenije ključno telo za koordinacijo slovenske jezikovne politike in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane. Toda slovenska jezikovna politika sega vsebinsko gledano vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato bi bilo za izvajanje novega jezikovnopolitičnega programa dobro oblikovati novo medinstitucionalno delovno skupino za spremljanje in nadaljnje oblikovanje tako razumljene širše jezikovne politike RS. Ustanovitev skupine bi se morala ravnati po združenih načelih odgovornosti in operativnosti. S tem mislimo po eni strani na načelno odgovornost najvišjih predstavnikov in predstavnic ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa na konkretno in operativno odgovornost posameznih javnih uslužbencev in uslužbenk kot stalnih sodelavcev in sodelavk skupine. Skupina bi morala biti imenovana s sklepom vlade, sestavljali bi jo javni uslužbenci in uslužbenke iz tistih organov izvršilne oblasti, katerih dejavnost je najbolj neposredno povezana z jezikovnopolitičnimi vprašanji; mednje poleg tistih iz sestave zgoraj omenjene komisije gotovo spadajo v obstoječi strukturi organov tudi Direktorat za evropske politike na Ministrstvu za zunanje zadeve (v nadaljevanju MZZ), Urad Republike Slovenije za Slovence v zamejstvu in po svetu, Služba za narodnosti na Ministrstvu za notranje zadeve (v nadaljevanju MNZ) in drugi. Koordinator take delovne skupine bi moral biti Sektor za slovenski jezik, katere vodja bi moral biti predsednik delovne skupine.

Iz analize uresničevanja ReNPJP 2007–2011 lahko posredno sklepamo, da slovenski javni uslužbenci in uslužbenke večinoma niso bili dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja niti se niso dejavno vključili v pripravo dokumenta, kar se kaže v pomanjkanju ukrepanja in poročanja, vse to pa ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato predlagamo, da Sektor za slovenski jezik izdela poseben dokument z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi tistim javnim uslužbenkam in uslužbencem, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne delovne skupine je smiselno prirediti posebno izobraževanje za imenovane člane in članice, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja ter usmeritve in cilje novega jezikovnopolitičnega programa. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bodo posamezniki in posameznice motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za njihovo izvrševanje oz. nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

Pri predlogu ciljev in ukrepov v nacionalnem programu jezikovne politike za naslednje petletno obdobje zato med nosilci navajamo samo državne organe, ne pa drugih javnih in zasebnih zavodov, ki po svojih ustanovnih aktih in delovnih programih opravljajo različne jezikovnonačrtovalne naloge.

Dolžnost državnih organov je, da za vsak cilj in ukrep v jezikovnopolitičnem programu po veljavnih postopkih izberejo najprimernejšega izvajalca in poskrbijo za ustrezno izvedbo.

Jezikovna politika je sestavni del drugih politik, od šolske do gospodarske, z njo je še posebej povezana kulturna politika. K splošnim ciljem, izraženim v viziji tega jezikovnopolitičnega programa, lahko s svojo dejavnostjo gotovo pomembno prispevajo najrazličnejši dejavniki in javni sistemi, kot so splošne knjižnice, Javna agencija za knjigo, kulturne in umetniške ustanove ter drugi. Toda naloga jezikovnopolitičnega programa je izpostaviti najnujnejše jezikovne cilje in ukrepe v naslednjem petletju, ne pa opredeljevanje jezikovne vloge in poslanstva teh ustanov in sistemov.

O zagotavljanju in izvajanju ustaljenih jezikoslovnih znanstvenoraziskovalnih in strokovnih dejavnosti se ta jezikovnopolitični program ne izreka, saj gre za avtonomno in trajno dejavnost, za katero so odgovorne pooblaščen ustanove. Viri za to dejavnost morajo biti zagotovljeni ne glede na prioritete veljavnega jezikovnopolitičnega programa, neodvisno od sredstev, predvidenih za njegovo izvedbo.

Oštevilčenje ukrepov pri posameznih ciljih in ukrepih ne pomeni prioritete razvrščanja.

## **Vsebinska opredelitev jezikovne politike RS 2012–2016 s cilji in ukrepi**

### **I Jezikovno izobraževanje**

1. Uvod
2. Splošni cilji in ukrepi
3. Slovenščina kot prvi jezik
  - 3.1 v RS
  - 3.2 zunaj RS
    - A Slovenci v tujini (začasna mobilnost)
    - B Zamejstvo in izseljenstvo
4. Slovenščina kot drugi in tuji jezik
5. Jeziki manjšin in priseljencev v RS
6. Tuji jeziki
7. Govorci s posebnimi potrebami
8. Jezikovna ureditev slovenskega visokega šolstva in znanosti

#### **1. Uvod**

Znanje jezikov je hkrati simbolna in praktična vrednota, ki mora biti dostopna vsakomur ne glede na kulturno, izobrazbeno ali premoženjsko ozadje. Zato RS skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev v slovenščini, v drugih maternih jezikih manjšin in priseljskih skupnosti in v drugih jezikih, v skladu s potrebami posameznikov in posameznic, s kulturnimi, z gospodarskimi in drugimi družbenimi potrebami ter skladno z načeli evropske raznolikosti in večjezičnosti. Hkrati država skrbi za jezikovno izobraževanje v slovenščini za Slovence po svetu in za tujce.

V skladu s tradicijo pozitivnega vrednotenja znanja različnih tujih jezikov in glede na sodobne potrebe po konkurenčnosti, odprtosti in demokratičnosti Slovenije je ena prednostnih usmeritev slovenske jezikovne politike podpiranje jezikovne raznolikosti in spodbujanje funkcionalne večjezičnosti. Cilj je, da bi bili govorci slovenščine kot prvega jezika jezikovno kompetentni in ozaveščeni in da bi razvili možnost učinkovitega, samozavestnega in kvalitetnega sporazumevanja v slovenščini in vsaj še v dveh jezikih, tako na področju splošne kot poklicne rabe. Pri tem naj se utrjuje zavest o enakovrednosti vseh jezikov, o položaju slovenščine kot domicilnega oziroma prvega jezika v Republiki Sloveniji in o tem, da je slovenščina drugi ali tuji jezik za številne govorce. RS tem govorcem zagotavlja pridobivanje jezikovne zmožnosti v slovenščini in njeno rabo.

Skladno s spoštovanjem temeljnih človekovih pravic in načel Evropske unije se Slovenija zavezuje k spodbujanju medsebojnega razumevanja, solidarnosti in družbene kohezije. Javnost se mora dejavno zavedati, da se imajo v večjezični in večkulturni družbi vsi pravico polno vključevati v javno življenje, da mora biti srečevanje z različnostjo strpno in naklonjeno ter da imajo različne skupine govorcev slovenščine in drugih jezikov različne sporazumevalne potrebe in različno stopnjo jezikovne zmožnosti.

Jezikovno izobraževanje ima ključno vlogo pri uresničevanju navedenih usmeritev. V tem okviru je bistvena razširitev razumevanja vloge učiteljev slovenščine in drugih jezikov. Ti niso le posredovalci jezikovnega znanja, temveč so vezni člen med različnimi jeziki, kulturami in identitetami. Da bi učitelji to vlogo v resnici lahko opravljali, jih je treba usposobiti in jim dati pooblastila za samostojno delo, ki med drugim vključuje tudi prožno uporabo in udejanjanje učnih načrtov glede na različne potrebe tistih, ki jih učijo. Ti tako postanejo jezikovno samozavestnejši in pridobijo boljše samopodobo.

## **2. Splošni cilji in ukrepi**

Nekateri cilji in ukrepi na področju jezikovnega izobraževanja se morajo načrtovati povezano in enotno ne glede na različnost jezikov in ciljnih skupin. Načrtovanje in izvajanje jezikovnega izobraževanja mora temeljiti tudi na ustreznih podatkih o jezikovni rabi, sporazumevalnih potrebah, jezikovnih stališčih ipd. (več o tem v poglavju Jezikovna opremljenost).

### **1. cilj: Jezikovnotehnoška opismenjenost govorcev slovenščine**

**Ukrep:**

- izobraževanje (učiteljev in učečih se) za delo z jezikovnimi viri.

2. cilj: **Ozaveščenost o različnosti sporazumevalnih zmožnostih učečih se, njihovih potreb in načinov sporazumevanja**

**Pripomba [B4]:** Vse prevečkrat se v razredih dogaja, da učenci ne sledijo pouku, ker ne razumejo jezika – učitelji pa se tega niti ne zavedajo

**Ukrep:**

- senzibilizacija o različnih sporazumevalnih potrebah **in zmožnostih** različnih skupin govorcev in sprejemljivosti različnih oblik sporazumevanja.

3. cilj: **Večjezikovna in medkulturna ozaveščenost**

**Ukrepi:**

- priprava dodatnih učnih vsebin in gradiv s področja večjezičnosti in medkulturne komunikacije.

Učitelji:

- medkulturno opismenjevanje učiteljev in vzgojiteljev.

Učeči se:

- vzgajanje za večjezičnost in medkulturnost.

Nosilec: MIZKŠ.

### **3 Slovenščina kot prvi jezik**

#### **3.1 V Republiki Sloveniji**

Kot uradni jezik Republike Slovenije in kot prvi jezik večine državljanov je slovenščina pri načrtovanju jezikovne politike deležna posebne pozornosti.

V skladu s cilji jezikovne politike, katere izhodišča so podana tudi v *Beli knjigi* (2011), izobraževalni sistem – od osnovne šole do univerze – govorcem slovenščine kot prvega jezika omogoča, da v tem

jeziku v optimalni meri udejanjijo svoje jezikovno-izrazne potenciale, se razvijejo v jezikovno kompetentne osebe in se opremijo za učinkovito, tj. razumljivo in sprejemljivo javno in uradno komunikacijo ter za druge vrste specializirane komunikacije, glede na posameznikove potrebe. *Zakon o javni rabi slovenščine* (13. člen) zavezuje Vlado RS k sprejetju posebnega programa jezikovnega izobraževanja, ki naj bi poleg rednega izobraževanja omogočal jezikovno izpopolnjevanje mladine in odraslih, ter programa, namenjenega priseljencem v RS. Program, namenjen govorcem slovenščine kot prvega jezika, ni bil ne oblikovan ne sprejet. Tak celovit program bi za govorce slovenščine kot prvega jezika pomenil možnost, da se usposobijo tudi za nenehno nadgrajevanje jezikovne zmožnosti v slovenščini, za učinkovito oblikovanje besedil v slovenščini, za prevajanje v slovenščino in iz nje za lastne potrebe ipd., med drugim z rabo jezikovnih virov in orodij (gl. Splošni cilji in ukrepi).

**1. cilj: Izpopolnjevanje jezikovne zmožnosti govorcev slovenščine kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje**

**Ukrepi:**

- priprava nacionalnega programa za jezikovno izobraževanje govorcev slovenščine kot prvega jezika;
- izdelava kazalnikov za razumljivo in sprejemljivo javno in uradno komunikacijo za potrebe različnih ciljnih skupin;
- organiziranje in izvajanje ustreznih jezikovnih usposabljanj glede na sporazumevalne potrebe različnih ciljnih skupin.

Nosilca: MIZKŠ, MPJU.

Omenjeni cilj lahko dosežemo le s stalnim spremljanjem sodobnega jezikovnega stanja slovenščine v vseh njenih razsežnostih in pojavnih oblikah. Spričo vloge slovenščine kot prvega jezika je prednostna naloga slovenske jezikovne politike spodbujanje temeljnih in aplikativnih raziskav o slovenskem jeziku in njegovih govorcih, njihovi jezikovni zmožnosti, sporazumevalnih potrebah, stališčih ter kontrastivnih, sociolingvističnih in drugih raziskav o slovenskem jeziku v razmerju do drugih jezikov. V okviru izobraževalnega sistema naj bo ob spremljanju razvoja bralne pismenosti prednostna naloga predvsem to, da se rezultati raziskav bralne pismenosti (Pisa), rezultati nacionalnih preizkusov znanja in mature uporabijo pri nadgradnji učnih načrtov in načrtovanju jezikovnega pouka.

**2. cilj: Ugotavljanje jezikovnega stanja**

**Ukrep:**

- spodbujanje raziskav o sodobnem slovenskem jeziku in njegovih govorcih – vključno z regionalnimi različicami in slovenščino zunaj RS.

Nosilci: MIZKŠ, ARRS, Urad vlade za Slovence v zamejstvu in po svetu.

### 3.2 Zunaj Republike Slovenije

#### A. Slovenci v tujini (začasna mobilnost)

V kontekstu mobilnosti, zlasti evropske, mora jezikovna politika upoštevati tudi tiste govorce slovenščine kot prvega jezika, ki v tujino odhajajo za omejeno časovno obdobje, npr. iz službenih razlogov. Tudi njim mora biti zagotovljena možnost nadgrajevanja jezikovne zmožnosti v slovenščini. To še posebej velja za njihove otroke, ki določen del svojega življenja odraščajo in se šolajo izven matične države. Znanje slovenščine sicer primarno lahko pridobivajo v družini, vendar je za vzdrževanje in širjenje jezikovne zmožnosti nujno tudi sistematično učenje slovenščine kot prvega jezika v njegovi funkcijski raznolikosti, kakršno otrokom, ki odraščajo v Sloveniji, omogoča šolanje v domačem izobraževalnem sistemu. Organizacija takšnega sistematičnega izobraževanja je seveda mogoča le v omejenem obsegu, pogosto celo le na daljavo, bolj celovito pa je zanjo mogoče poskrbeti tam, kjer so potrebe zaradi večjega števila šolajočih se otrok in mladine večje (npr. v primeru otrok slovenskih uslužbencev v Bruslju in Luksemburgu).

#### 1. cilj: Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku

##### Ukrepi:

- izdelava sistema e-gradiv za samostojno učenje slovenščine kot prvega jezika in drugih predmetov v slovenščini na daljavo, na domu in za kombinirano učenje;
- organizacija poletnih šol/taborov v RS za otroke govorce slovenščine kot prvega jezika, ki odraščajo in se šolajo v večjezičnih okoljih;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot prvega jezika za tiste, ki so zaključili šolanje oz. se šolajo zunaj RS;
- povečanje števila učiteljev slovenščine na Evropskih šolah.

**Pripomba [B5]:** To že poteka vrsto let (in bo tudi v nadaljevanju). Ali je to smiselno obdržati med ukrepi?

#### 2. cilj: Usposabljanje učiteljev v dvo- in večjezičnih okoljih

##### Ukrep:

- sistematično izobraževanje in usposabljanje učiteljev slovenščine v tujini.

**Pripomba [B6]:** Tudi to redno poteka že vrsto let. Ali je to smiselno obdržati med ukrepi?



Nosilca: MIZKŠ, MZZ.

**Pripomba [B7]:** Kakšno vlogo ima MZZ?

## B. Zamejstvo in izseljenstvo

Zamejstvo in izseljenstvo sta integralni del slovenskega jezikovnega prostora. Zato je razumljivo, da si slovenščina v zamejstvu in izseljenstvu zasluži primerljivo pozornost, kot se ji namenja v Sloveniji. Jezikovne potrebe v zvezi s slovenščino so v zamejstvu in izseljenstvu pri posameznih skupinah govorcev lahko zelo različne, zato je smiselno njihovo evidentiranje in sprotno analiziranje stanja.

Slovenska politika se zavzema, da se pravica do znanja in uporabe slovenščine v zamejstvu uveljavlja v vseh situacijah in okoljih, kjer je raba slovenščine zakonsko predvidena oziroma kjer obstaja želja govorcev po njeni zastopanosti. V odnosu do izseljenstva, za katerega je v primerjavi z zamejstvom značilen še krhkejši položaj slovenščine, je ključno, da si jezikovna politika prizadeva za spodbujanje rabe in učenja slovenščine v vseh krogih in situacijah, kjer za to obstaja interes.

Govorcem slovenščine – tako tistim, za katere je slovenščina prvi jezik, kot tistim, ki slovenščino uporabljajo kot drugi oz. tuji jezik – se omogoča čim kvalitetnejše pridobivanje in utrjevanje jezikovne zmožnosti, kar bo osnova za samozavestno in učinkovito sporazumevanje v slovenščini v funkcijsko raznolikih sporazumevalnih situacijah. Obenem je pomembno tako učiteljem kot učečim se omogočiti, da pridobijo zmožnost nenehnega nadgrajevanja in širjenja zmožnosti v slovenščini.

Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno spodbujati enotno zbiranje in hranjenje informacij o specifični jezikovni rabi ter obveščanje v zvezi z jezikovno situacijo in jezikovnimi potrebami.

### 1. cilj: Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku

#### Ukrepi:

- povečanje štipendijskih skladov, ki omogočajo bivanje in izobraževanje Slovencev iz zamejstva in izseljenstva v Sloveniji, povečanje transparentnosti štipendiranja;
- organizacija seminarjev o Sloveniji in slovenski kulturi ter o dvo- in večjezičnosti v družbi, družini in na osebni ravni;
- spodbujanje rabe slovenščine v informativnih in predstavitvenih gradivih klasičnega in spletnega formata;

**Pripomba [B8]:** Komu bi bilo to namenjeno?

**Pripomba [B9]:** V čigavih gradivih?

- spremljanje stanja v zvezi z javno rabo slovenščine v zamejstvu in izseljenstvu v zvezi z uresničevanjem jezikovnopoličnih načrtov;
- podpora pri pripravi učnih gradiv in učbenikov slovenščine posebej za ciljne skupine v izseljenstvu in na dvojezičnih območjih v zamejstvu.

**Pripomba [B10]:** Kaj je mišljeno z javno rabo slovenščine v izseljenstvu?

## 2. cilj: Optimizacija poučevanja in učenja slovenščine

### Ukrepi:

#### Učitelji:

- sistematično izobraževanje in usposabljanje vzgojiteljev in učiteljev v zamejstvu in izseljenstvu – tako učiteljev slovenščine in drugih jezikov kot učiteljev nasploh;
- izdelava celovite metodike poučevanja slovenščine v večjezičnih okoljih;
- .

**Pripomba [B11]:** Vsebina te alineje je vključena že v prvi alineji, zato se jo na tem mestu lahko izpusti.

#### Učeči se:

- organizacija tečajev splošnosporazumevalne slovenščine, strokovne slovenščine (glede na potrebe posameznih strok in poklicev, vključno z javno upravo) in prevajanja tako za govorce slovenščine kot prvega jezika kot tudi za druge;
- organizacija daljših bivanj in tečajev slovenščine v RS za učence in dijake šol s slovenskim učnim jezikom in dvojezičnih šol v zamejstvu;
- uveljavitev in prilagoditev slovenskega sistema preverjanja in certificiranja znanja slovenščine v skladu z evropskimi standardi.

**Pripomba [B12]:** Ali je tukaj mišljen SEJO ali še kakšni drugi standardi? Predlagamo diktacijo »v skladu z evropskimi smernicami«.

- .

**Pripomba [B13]:** Ves odstavek je nepotreben, saj je bilo to že vse omenjeno zgoraj.

#### Učeči se:

- izdelava e-gradiv za (samo)učenje slovenščine v izseljenstvu.

## 3. cilj: Širitev jezikovne zmožnosti v slovenščini med govorce večinskih jezikov

### Ukrep:

- promocija slovenščine in podpora izobraževanja v slovenščini za govorce večinskih jezikov.

Nosilci: Urad Vlade RS za Slovence v zamejstvu in po svetu, MIZKŠ, MZZ.

#### 4. Slovenščina kot drugi in tuji jezik

Z migracijskimi procesi se tako v RS kot tudi zunaj njenih meja večja število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za tiste, ki prihajajo v RS in ostajajo daljši čas, je pomembno, da se lahko aktivno vključujejo v družbo in imajo pri tem enake možnosti do osebnega razvoja, zaposlitve, dostopa do informacij itd. kot večinski govorniki, kar je vse odvisno v prvi vrsti od dostopa do znanja (oziroma učenja) slovenščine. Pri tem mora biti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture. Za otroke in mlade priseljence, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, so nekateri ukrepi predvideni v *Beli knjigi* (2011), odraslim brezplačni dostop do znanja slovenščine kot drugega jezika odpira *Uredba o integraciji tujcev* (velja le za priseljence iz t. i. tretjih držav). Študentje, ki prihajajo na študij v Slovenijo v okviru programa Erasmus, imajo možnost brezplačne enkratne udeležbe na tečaju slovenščine, drugi študentje pa take možnosti nimajo (problematika visokega šolstva je resolucijsko pokrita v nadaljevanju pod točko 8).

**Pripomba [B14]:** Kaj je tukaj mišljeno? Učni jezik v šoli je slovenščina in priseljeni otrok ne more pričakovati, da se mu bo nudil pouk v njegovem maternem jeziku. Predlagamo, da se ta stavek izpusti.

Slovenija skrbi za promocijo učenja slovenščine v tujini posebej z mrežo lektoratov na tujih univerzah, v Sloveniji pa tudi s štipendiranjem oseb, ki se slovenščine učijo zunaj meja RS in v Slovenijo prihajajo na krajše in daljše tečaje. Vendar je to štipendiranje z izjemo Seminarja slovenskega jezika, literature in kulture na Univerzi v Ljubljani omejeno na osebe slovenskega rodu in ni povsem transparentno. Za samo promocijo slovenščine v tujini bi bilo dolgoročno gledano smiselno razmisliti tudi o razširitvi možnosti poučevanja slovenščine za tujce v okviru dopolnilnega pouka slovenščine v tujini. Glede na raznoliko ciljno publiko in najrazličnejše sporazumevalne potrebe se zato kot prioriteta kažete naslednja cilja:

##### 1. cilj: Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku

###### Ukrepi:

- izdelava ustreznih e-gradiv (vključno s priložniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in v tujini;
- vključevanje tujcev v dopolnilni pouk slovenščine v tujini.

###### Učitelji:

- sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov);
- usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po Uredbi o integraciji tujcev;
- usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini;
- usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.

Učeči se:

- izdelava posebnih programov in tečajev za opismenjevanje nepismenih tujih govorcev;
- organizacija tečajev slovenščine za vse tuje študente, ki prihajajo na študij v RS za krajši ali daljši čas in niso vključeni v program Erasmus (pripravljani tečaji pred vpisom za tiste, ki se vpisujejo kot redni študenti, »sprotni« specializirani tečaji za zainteresirane), in za gostujoče visokošolske sodelavce (raziskovalce, učitelje);
- sistemska ureditev štipendiranja za udeležbo na tečajih slovenščine v RS za osebe, ki niso slovenskega rodu, ki pa lahko pomembno prispevajo k promociji slovenščine, kulturnim izmenjavam itd. (prevajalci, kulturni delavci, raziskovalci ...);
- usposabljanje javnih uslužbencev za delo s tujimi govorcji slovenščine.

Nosilci: MIZKŠ, MNZ, MZZ, , MPJU, Urad vlade za Slovence v zamejstvu in po svetu.

## 5. Jeziki manjšin in priseljencev v RS

RS govorcem slovenščine, katerih prvi jezik ni slovenščina, doslej zagotavlja pravico do uporabe in razvoja prvega jezika in kulture le v primeru, če gre za katero od avtohtonih manjšin ali romsko skupnost. Možnost učenja materinščine je nekaterim govorcem zagotovljena tudi po bilateralnih pogodbah, vendar je uresničevanje teh pravic nesistemizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki izbirnih predmetov; pri tem ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki.

Prejšnji odstavek naj se nadomesti z:

RS govorcem slovenščine, katerih prvi jezik ni slovenščina, doslej zagotavlja pravico do uporabe in razvoja prvega jezika in kulture le v primeru, če gre za katero od avtohtonih manjšin ali romsko skupnost. V skladu z Zakonom o osnovni šoli se otrokom, ki prebivajo v Republiki Sloveniji in katerih materni jezik ni slovenski jezik, ob vključitvi v osnovno šolo v sodelovanju z državami izvora organizira pouk njihovega materne jezika in kulture. Le-ta poteka v obliki dopolnilnega pouka, ki ga lahko obiskujejo tudi dijaki srednjih šol. Predmetnik osnovne šole vključuje tudi izbirne predmete kot so hrvaščina, srbščina, makedonščina, kitajščina idr; pri tem ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki.

**Pripomba [B15]:** Ta trditev ne drži, saj Zakon o osnovni šoli pravi (8.člen): Za otroke, ki prebivajo v Republiki Sloveniji in katerih materni jezik ni slovenski jezik, se ob vključitvi v osnovno šolo organizira pouk slovenskega jezika in kulture, s sodelovanjem z državami izvora pa tudi pouk njihovega materne jezika in kulture.« Predlagamo, da se odstavek nadomesti z novim.

Eden od pomembnih ciljev, h katerim RS zavezujejo tudi načela EU, je zato zagotoviti vsem govorcem, katerih J1 ni slovenščina (tako pripadnikom avtohtonih manjšin ali romske skupnosti kot vsem ostalim), pravico do ohranjanja in/ali obnavljanja (revitalizacije) lastnega jezika in kulture. Nekatere cilje in ukrepe v zvezi s tem predlaga *Bela knjiga* (2011), kot na primer sistemsko ureditev učenja materinščin (in pripadajočih kultur), oblikovanje ustreznih učnih načrtov in usposabljanje učiteljev, rešitve in priporočila Bele knjige 2011 pa je treba nadgraditi tudi z naslednjimi **ukrepi**:

- jezikovno usposabljanje javnih uslužbencev za komunikacijo v madžarščini in italijanščini, na območjih, kjer živi romska skupnost, pa v romščini;
- usposabljanje javnih uslužbencev za delo z govorcami, katerih prvi jezik ni slovenščina (med drugim tudi prilagajanje govorcem z uporabo njihovega ali tretjega (skupnega) jezika, če je to potrebno);
- izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost);
- zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

**Pripomba [U16]:** Kako je tako območje definirano?

Nosilci: MPJU, MIZKŠ, MNZ.

## 6. Tuji jeziki

**Pripomba [B17]:** Predlagamo, da se glavna poglavja nadomesti z novim besedilom:

Širše družbene okoliščine in strokovne utemeljitve govorijo v prid učenju in znanju tujih jezikov. Kljub temu prednostna cilja Evropske skupnosti, da bi vsak državljan znal poleg materinščine govoriti še dva jezika in imel razvito zavest o jezikovni raznolikosti evropske družbe kot prednosti pri medkulturnem dialogu in konkurenčnosti, nista popolnoma dosežena. Pouk tujih jezikov se je v slovenskih šolah z uvedbo devetletke sicer okrepil, vendar se drugega tujega jezika uči približno le polovica učencev v zadnjem vzgojno izobraževalnem obdobju in 60 odstotkov vseh srednješolcev. Zato naj šolski sistem vsem učencem in dijakom zagotovi učenje najmanj dveh tujih jezikov (na narodno mešanih območjih tudi drugega jezika<sup>5</sup>) in ustvari možnosti za razvijanje medkulturne in večjezikovne zavesti.

Za doseg tega cilja se pripravi nacionalna strategija za tujejezikovno politiko v slovenskem šolskem sistemu. Ta naj na podlagi analize stanja na področju učenja in poučevanja tujih jezikov v celotni izobraževalni vertikali vsebuje izhodišča in smernice za uvajanje tujih jezikov, umestitev v predmetnike, načine in oblike izvajanja pouka ter spremljanje učne prakse tujih jezikov. Zaradi zagotavljanja večje pestrosti ponudbe tujih jezikov naj se po regionalnem ključu oblikuje mreža šol, ki izvaja pouk določenih tujih jezikov.

### 1. Cilj: Optimizacija poučevanja in učenja tujih jezikov

#### Ukrepi:

<sup>5</sup> Italijanščina kot drugi jezik na narodno mešanem območju slovenske Istre; madžarščina kot drugi jezik na narodno mešanem območju Prekmurja

Učitelji:

- Seznanjanje s smernicami nacionalne strategije za tujejezikovno politiko.
- Oblikovanje skupnega šolskega jezikovnega kurikula: določitev vloge posameznih jezikov pri učenju več jezikov, uskladitev glede ciljev, vsebin in metod poučevanja, skupno načrtovanje pouka jezikov po načelih večjezikovne didaktike: izboljšati učinkovitost pri učenju več jezikov na področjih znanja jezikov, učnih strategij in večjezikovne zavesti.
- Povezovanje učiteljev jezikov na ravni šole: učitelji tujih jezikov med seboj, učitelji tujih jezikov in učitelji slovenščine, učitelji tujih jezikov in učitelji nejezikovnih predmetov.
- Povezovanje učiteljev jezikov na ravni regije – povezovanje in usklajevanje nalog v okviru nacionalnih in mednarodnih projektov.

Učeči se:

- Spodbujanje možnosti večje izbire prvega, drugega in tretjega tujega jezika
- Informiranje in svetovanje učečim se in njihovim staršem glede izbire jezikov
- Preverjanje in certificiranje znanja jezikov, ki so ga učeči se pridobili izven šole

Nosilec: MIZKŠ

Za uspešno uvajanje tujih jezikov v izobraževalni sistem je ključnega pomena kakovost učenja in poučevanja, ki jo lahko dosežemo le ob uvajanju življenjskih učnih vsebin, osmišljenem uvajanju didaktičnih novosti, stalnem strokovnem usposabljanju učiteljev, spremljanju izvajanja pouka in (samo)vrednotenju učnih dosežkov. Pri uspešnem pouku tujih jezikov učeči se ozavešijo učenje jezika kot vseživljenjsko učenje: prepoznajo uporabno vrednost znanja tujega jezika za osebno in izobraževalno pot. Učenje tujega jezika jim olajšajo že usvojena znanja, učne strategije in metode poučevanja, ki so jih razvili pri učenju slovenščine. Slednje spretno prenašajo na prvi tuji jezik in kasneje tudi na drugi tuji jezik.

Znanje vsaj enega tujega jezika na ravni samostojnega uporabnika (B1 oz. B2) je zaradi spremljanja razvoja stroke, medkulturnega ozaveščanja in možnosti večje mobilnosti pomembno za vse strokovne delavce v vzgoji in izobraževanju. Na ta način si strokovni delavci širijo svoje strokovno obzorje, predstavljajo svoje delo in šole v mednarodnem prostoru, izboljšajo kakovost vzgojno izobraževalnega dela in vseživljenjskega učenja. Za obvladovanje tujega jezika na ustrezni ravni je potrebno strokovnim delavcem v vzgoji in izobraževanju omogočiti in zagotoviti učenje tujih jezikov tako v formalnem institucionalnem (visokošolskem) kot tudi v neformalnem izobraževanju.

## **2. cilj: Zagotavljanje kakovostnega učenja in poučevanja tujih jezikov**

**Ukrepi:**

Učitelji:

- Spodbujanje avtonomije učitelja in povezovanje učiteljev tujih jezikov
- Spodbujanje stalnega strokovnega spopolnjevanja na jezikovnem in didaktičnem področju
- Spodbujanje uvajanja novih in preizkušenih metod in tehnik poučevanja in učenja
- Spremljanje učiteljevega dela in refleksija
- Certificiranje pridobljenih učiteljevih kompetenc

Učeči se:

- Spodbujanje naravnega učenja tujega jezika; pogosto izpostavljanje tujemu jeziku (npr. stik s tujimi učitelji)

- Spodbujanje hkratnega doseganja vsebinskih ciljev nejezikovnega predmeta in jezikovnih ciljev (npr. CLIL)
- Uvajanje metode samovrednotenja lastnih učnih dosežkov kot motivacijo za nadaljnje učenje tujih jezikov (uporaba Evropskega jezikovnega listovnika v osnovni in srednji šoli naj sistemsko umeščena, z njegovo uporabo začeti na zgodnji stopnji učenja jezikov)
- Certificiranje pridobljenega znanja tujih jezikov po veljavni evropski lestvici ob zaključku osnovnošolskega in srednješolskega izobraževanja

**Zunaj institucij formalnega izobraževanja** se kvalitetno učenje in raba tujih jezikov pri odraslih govornicah omogočata predvsem z naslednjimi ukrepi:

- spodbujanje tečajev tujih jezikov na delovnem mestu in drugje (vključno z izobraževalno TV);
  - spodbujanje izobraževanja prevajalcev in tolmačev za potencialno deficitarne jezike;
- stalno/sprotno izobraževanje članov prevajalskih in lektorskih služb na jezikovnem in strokovnem področju

Nosilec: MIZKŠ.

**Pripomba [U18]:** To ne sme biti posebej izpostavljeno, ampak se razumeva samo po sebi! Predlagamo, da se ta alineja izbriše.

## 7. Govorci s posebnimi potrebami

Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z Brajevo pisavo ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnejše vključevanje v družbo. RS se je sicer z najrazličnejšimi dokumenti (Ustava RS, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z govorniki s posebnimi potrebami, pa naj gre za slepe/slabovidne, gluhe/naglušne, gluho-slepe ali osebe s specifičnimi motnjami, kot **sta disleksija in disgrafija**, je omogočiti tem govornikom, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila takšne alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govornike s posebnimi potrebami. **V tej povezavi je pomembno zagotavljanje dovolj velikega števila tolmačev slovenskega znakovnega jezika in posebej usposobljenih tolmačev za gluho-slepe osebe.** V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim potem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih npr. slovenski **govorjeni jezik** ni prvi, **temveč je to slovenski znakovni jezik**). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifikah sporazumevalnih potreb omenjenih govornikov in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorniki s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi.

### 1. cilj: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku

#### Ukrepi:

- izobraževanje **gluhih otrok in mladostnikov** v slovenskem znakovnem jeziku, oziroma na osnovi dvojezičnega izobraževanja gluhih (**učenje slovenskega znakovnega jezika, kot jezika manjšine in pisne oblike slovenskega jezika, kot jezika večine**) na vseh stopnjah šolanja;
- izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik;
- uveljavitev slovenskega znakovnega jezika kot izbirnega predmeta v **v osnovni šoli**;
- usposabljanje **izpopolnjevanje obstoječih tolmačev** za slovenski znakovni jezik.

#### 2. cilj: Omogočanje alternativnih poti sporazumevanja za slepe in slabovidne v javnem življenju

##### Ukrepi:

- oblikovanje obrazcev, listin ..., ki se izdajajo na upravnih enotah, **ob volitvah** ipd. za slepe in slabovidne (možnost elektronske seznanitve z vsebino obrazcev);
- opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne;
- **zagotoviti osnovno opremo nekaterih osnovnih prostorov z indukcijsko zanko za težje naglušne osebe**;
- posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki in **ob tolmačenju v slovenski znakovni jezik**;
- avdiodeskripcija TV-oddaj in filmov;
- opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne **ter gluhe in naglušne**;
- **zagotavljanje vsaj občasne dostopnosti kake kulturne prireditve v znakovnem jeziku (ne le na TV).**

#### 3. cilj: Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri večinskih govornicah

##### Ukrep:

- tečaji **slovenskega** znakovnega jezika, Brajeve pisave ipd.
- **enakovredna promocija alternativnega sporazumevanja ob mednarodnem dnevu jezikov.**

#### 4. cilj: Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami

##### Ukrepa:

- razvoj metod in didaktičnih gradiv za osebe s posebnimi potrebami in govorce s specifičnimi motnjami (npr. z **disleksijo, disgrafijo, osebah po poškodbah glave in drugih težkih obolenjih, pri starostnikih**);
- usposabljanje učiteljev/vzgojiteljev, **zdravstvenega in negovalnega osebja** za delo z njimi.



- usposabljanje staršev za govorce s specifičnimi motnjami, ne glede nato ali so sami govorci alternativnih načinov.

#### 5. cilj: **Vključevanje oseb s posebnimi potrebami v družbo**

##### **Ukrep:**

- usposabljanje učiteljev in vzgojiteljev za delo z osebami s posebnimi potrebami in specifičnimi motnjami (kot je npr. disleksija, **disgrafija** idr.), vključene v procese rednega izobraževanja.

Nosilci: MIZKŠ, MNZ, MDDSZ, **javni zavodi s področja otrok s posebnimi potrebami, Zavod RS za šolstvo nevladne organizacije ?**

#### **8. Jezikovna ureditev slovenskega visokega šolstva in znanosti**

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kvalitetnimi partnerji z evropskih in neevropskih univerz.

V zvezi z rabo jezika v visokem šolstvu in znanosti so med prioriteta za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine na obeh področjih. Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo obeh področij, je povezana predvsem z dvema strateškoroazvojnima zahtevama:

- z izmenjavo študentov in profesorjev ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020;
- z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS.

Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in R Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja.

##### **1. cilj: Ohranitev status slovenščine kot uradnega in učnega jezika visokega šolstva**

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti. Hkrati sistemsko urejajo poučevanje tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

#### **Ukrepi:**

MIZKŠ in univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja resolucije NPVŠ in strategij postaviti transparentne modele za smiselno vključevanje tujih študentov in univerzitetnih učiteljev:

s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi lahko izbirali tudi domači študenti;

- z izdatnejšim sofinanciranjem učinkovitega učenja slovenščine tujih študentov;
- z izvajanjem kombiniranega poučevanja z izročki predavanj in konzultacijami v tujih jezikih ter s predavanji in frontalnim delom v slovenščini;
- s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega odnosa med domačimi in gostujočimi študenti.

Zakonodaja mora določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku, in ne tega v celoti prepustiti univerzam. Hkrati mora upoštevati vso kompleksnost pojma internacionalizacija in znotraj nje jasno ločevati med krajšimi in daljšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev. Za daljše oblike vključevanja v visokošolski proces (npr. za študente nad 1 leto, za zaposlene nad 3 leta) se ponudi možnost učenja slovenščine in se po izteku omenjenega obdobja zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Država mora spodbujati izdelavo univerzitetnih učbenikov in prevodov kvalitetnih učbenikov iz tujih jezikov.

**Pripomba [ob19]:** Ni jasno, kdo je mišljen: zaposleni na slovenskih univerzah ali tujci, ki pridejo učiti na univerzo v RS

Ker se strateška usmeritev univerz in države glede povečanja izmenjav ujema, Ministrstvo za izobraževanje, znanost, kulturo in šport nameni takim programom in dejavnostim dodaten denar, in sicer v okviru zajamčenega financiranja, saj gre za dodatne programe oz. module in dejavnosti.

Nosilec: MIZKŠ.

## **2. cilj: Razvijati sporazumevalno zmožnost v strokovnem jeziku**

Številni dokumenti in zaveze slovenske države načrtujejo dejavno večjezičnost prebivalcev EU. Ob tem je treba na univerzitetni in visokošolski strokovni ravni vzpostaviti tudi učenje strokovne slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega

(akademskega) pisanja. Ob tem je treba poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih za visokošolske učitelje in študente.

#### **Ukrepi:**

- Na podlagi temeljite raziskave in analiz strokovno-znanstvenega pisanja na univerzitetni ravni, tujih zgledov ter specifičnosti programov je treba izdelati učni načrt za obvezni uvodni predmet v 1. letniku prvostopenjskih programov, ki bo vključeval omenjene vsebine, in sicer v modulih, ki jih bodo različni tipi programov delno ali v celoti vključili kot obvezno sestavino dodiplomskega študija. Razpiše se projekt, katerega rezultat je nabor modulov in gradiv za učni načrt predmeta.
- Izdelata se načrt usposabljanja učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih ter načrt preverjanja jezikovnega znanja v drugih jezikih za tiste učitelje, ki izvajajo izbirne module in programe v drugih jezikih.
- Za potrebe dela na ravni EU se oblikuje poseben magistrski študijski program za pridobitev strokovnega naziva pravnik lingvist.

**Pripomba [ob20]:** Ni povsem jasno, kaj pedagoško sporazumevanje pomeni.

Nosilec: MIZKŠ.

### **3. cilj: Izboljšati položaj slovenščine kot jezika znanosti**

Merila za volitve v nazive visokošolskih učiteljev ter predpisi za akreditacijo visokošolskih programov in institucij (NAKVIS) so rezultat zavedanja predvsem mednarodne razsežnosti slovenske znanosti. Enako ravna pri dodeljevanju sredstev tudi ARRS, ko vrednoti odličnost slovenskih znanstvenikov za dodeljevanje projektnih sredstev.

Gledano razvojno, je seveda poudarjanje potrebe po objavljanju v tujih revijah in tujem jeziku razumljivo, saj so merila in z njimi univerzitetna habilitacijska politika hotela preseči omejenost slovenskega znanstvenoraziskovalnega dela na domači prostor in ga kakovostno sopostaviti tujemu ter tako povečati odličnost raziskovalnega dela zaposlenih. V časih, ko so bile tuje objave prej izjema kot pravilo, so se univerze smiselno odzvale s poudarjanjem nujnega objavljanja v tujem jeziku.

Taka politika pa je povzročila zapostavljanje in ponekod popolno ukinitve znanstvenih objav v slovenščini kot nujnega pogoja za napredovanje v znanstvene nazive, za mentorstva doktorskih študentov ter za vodenje raziskovalnih projektov in programov. To je škodljivo vsaj z dveh vidikov:

razvijanja slovenskih terminologij ter slovenščine kot jezika visokošolskega in univerzitetnega izobraževanja ter ukinjanja kakovostnih slovenskih revij. Sedanja politika napredovanj tako povzroča, da v strokah postaja slovenščina že skoraj obrobni jezik. Smiselno znanstveno in strokovno objavljanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, na ta način v njenem jeziku sooblikuje družbo znanja in javnosti tako vrača vložena javna sredstva.

Med merili za pridobitev najnižje stopnje univerzitetnega učitelja in učiteljice na primer ni merila "obvladovanje slovenščine kot jezika stroke", med merili za raziskovalno odličnost pa so objave v tujih jezikih edino merilo znanstvene uspešnosti in veljajo nesorazmerno več kot tiste v slovenščini, tudi tam, kjer obstajajo kakovostne slovenske znanstvene revije.

Če je v preteklosti bilo nujno spodbujati pisanje v tujem jeziku, je danes situacija obrnjena: zaradi razvoja slovenščine v znanosti se mora spodbujati kakovostno objavljanje v slovenskem jeziku. Prav zato bi morale univerze, ARRS in NAKVIS uravnotežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavljanje v slovenščini.

#### **Ukrepi:**

- Univerze morajo prek habilitacijske politike vzpostaviti spodbude za smotrno objavljanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavljanja v tujem jeziku morajo NAKVIS, ARRS in Univerze kot pogoje za izvolitve in pogoje za financiranje programskih skupin vpeljati tudi obvezno objavljanje učbenikov, terminoloških gradiv in preglednih strokovnih člankov ter monografij v slovenščini. Ti so tudi vir za nastajanje terminoloških in jezikovnih baz ter drugih jezikovnih virov, ki so resolucijsko obdelani v naslednjem poglavju.

Nosilca: ARRS, MIZKŠ (v sodelovanju z univerzami).

## **II Jezikovna opremljenost**

1. Uvod
2. Jezikovni opis
3. Standardizacija
4. Večjezičnost
5. Jezikovne tehnologije
6. Digitalizacija
7. Govorci s posebnimi potrebami

### **1. Uvod**

Opremljenost slovenščine in slovenske jezikovne skupnosti z jezikovnimi viri, priročniki, orodji in (svetovalnimi) storitvami je obravnavana kot eden ključnih dejavnikov, od katerega je odvisno uresničevanje večjega števila ciljev jezikovne politike. Analize dosedanjega jezikovnega načrtovanja so pokazale, da je ena od osrednjih težav opremljenosti jezika pomanjkanje sinteze potreb jezikovne skupnosti govorcev slovenščine in s tem povezano nadzorovano načrtovanje jezikovne infrastrukture s strani državnih organov, ki te dejavnosti financirajo. Cilj, ki je skupen vsem podpoglavjem v tem delu resolucije, je sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih virov, priročnikov, orodij in storitev v obliki posebnega programa za jezikovno opremljenost, in sicer v roku enega leta od sprejetja resolucije, za kar je zadolženo MIZKŠ, ožje Sektor za slovenski jezik.

Obravnava jezikovne infrastrukture, ki zagotavlja ustrezen sodoben opis slovenskega jezika, je omejena predvsem na vire, orodja in storitve, ki so pomembni s stališča jezikovne opremljenosti domačih in tujih govorcev slovenščine za uspešno sporazumevanje v slovenščini, učenje in poučevanje jezika, zagotavljanje ustavnih pravic do uporabe jezika ter zagotavljanje pravic oseb s posebnimi potrebami. Od časa sprejema pretekle resolucije o nacionalnem programu jezikovne politike je prepoznavna sprememba na področju jezikovne infrastrukture predvsem pospešena digitalizacija in razvoj informacijskih in komunikacijskih tehnologij. Ta dva procesa postavljata okvir za nadaljnji razvoj infrastrukture, ki bo glede na svetovne in evropske trende ter hitrost sprememb predvsem digitalna, spletna in mobilna. Evropska unija pri svoji jezikovni politiki kot širšem okviru nacionalne resolucije sledi svetovnim trendom in vlaga v razvoj digitalnih virov za uradne jezike EU in druge evropske jezike, čemur mora slediti tudi Slovenija in se priključiti iniciativam, ki bodo omogočile, da viri, orodja in storitve za slovenščino ostanejo v okvirih, ki jih EU želi zagotoviti za vse svoje uradne jezike.

### **2. Jezikovni opis**

Tradicionalno sta opis določenega jezika zagotavljala predvsem dva (knjižna) priročnika: slovnica in slovar kot generična zastopnika opisa slovničnega sistema jezika in opisa besedišča. Oba priročnika sta imela več pojavnih oblik, ki so bile bodisi namenjene različnim ciljnim uporabnikom ali pa so obravnavale različne dele slovničnega sistema oz. besedišča. V digitalni dobi so se obema kot temeljni vir pridružili besedilni korpusi, ki predstavljajo tako gradivno osnovo za izdelavo drugih priročnikov (in jezikovnotehnoloških aplikacij) kot tudi neposredni jezikovni vir, namenjen preverjanju jezikovne rabe s strani vseh govorcev jezika. Digitalno in spletno okolje je spremenilo priročnike tudi z vsebinskega stališča na način, da so podatki o enem ali drugem vidiku jezika v novem okolju organizirani drugače kot v knjižnem, saj lahko en sam vir vsebuje podatke, ki so bili prej razpršeni po več knjižnih publikacijah, ali pa so različne vrste podatkov v samostojnih priročniških bazah povezane med sabo na način, ki uporabnikom omogoča hkraten dostop do vseh podatkov. Klasični knjižni jezikovni priročniki s prehodom v digitalno okolje spreminjajo svojo naravo in izkoriščajo možnosti, ki jih ponuja hiter dostop do velike količine primerno organiziranih jezikovnih podatkov v računalniških podatkovnih bazah.

Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika. Prihodnji program za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov in drugi korpusi, ki jih bo predvidel prihodnji program.

Edini splošni slovarski opis slovenščine je omejen na *Slovar slovenskega knjižnega jezika*, ki mu oznaka sodobnosti ne ustreza več. Program za jezikovno opremljenost mora predvideti tak slovarski opis sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških in drugih. Program mora upoštevati tudi potrebo po različnih opisih sodobne slovenščine, ki so prilagojeni govorcem slovenščine z različnimi zmožnostmi na različnih stopnjah izobraževanja (šolski slovar) ali govorcem z različnimi jezikovnimi potrebami (slovar za tuje govorce ipd.). Z jezikovnim opisom je povezan tudi razvoj računalniških baz, ki izhajajo iz analiz besedišča, kot so seznam osnovnih oblik v slovenščini (frekvenčni slovar), leksikon besednih oblik, z vidika zapisa verificirane sezname besed v slovenščini, ki so osnova za izdelavo črkovalnikov, in druge baze, ki jih bo predvidel prihodnji program.

Dosedanji slovnični opisi slovenščine so omejeni na knjižne izdaje znanstvenih slovnice in učbenikov v različnih oblikah in so skoraj v celoti dostopni le v tiskani, komercialni obliki. Bodoči program za jezikovno opremljenost mora poleg podpiranja obstoječih slovničnih opisov predvideti tudi izdelavo prosto dostopnih spletnih aplikacij, ki vsebujejo podatke slovnične narave in so prilagojene govorcem slovenščine z različnimi zmožnostmi na različnih stopnjah izobraževanja (šolska slovnica) ali govorcem z različnimi jezikovnimi potrebami (slovnica za tuje ipd.).

Cilj: Opis sodobne slovenščine, prilagojen govorcem z različnimi zmožnostmi na različnih stopnjah izobraževanja in z različnimi jezikovnimi potrebami

#### Ukrepi:

- Sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki. Oblikovanje prosto dostopnega spletnega portala z vsemi obstoječimi jezikoslovnimi podatki o sodobni slovenščini, namenjen splošnim uporabnikom in strokovni javnosti.

**Pripomba [B21]:** Poseben program verjetno ni potreben, saj bo to del programa o jezikovni opremljenosti.

Nosilca: ARRS, MIZKŠ.

### 3. Standardizacija

Ugotavljanje aktualne jezikovne norme se začne z ugotavljanjem dejanske rabe in njenim vrednotenjem glede na opisano normo – tu se standardizacijska dejavnost tesno povezuje s sistemskim opisom jezika in prva težava obstoječih standardizacijskih pripomočkov je pomanjkanje aktualnih jezikovnih opisov. Za kontinuirano sledenje neskladjem med aktualnim standardom in rabo je treba v bodočem programu jezikovne opremljenosti predvideti možnosti načrtovane izrabe jezikovnotehnoloških orodij in virov za te potrebe. Izgradnja tovrstne jezikovnotehnološke infrastrukture omogoča pridobitev deloma samodejne in (kar je še pomembneje) objektivne podatkovne zbirke, ki jo z ustrezno jezikovno interpretacijo lahko uporabljamo v vseh fazah standardizacijskega procesa.

Koncipiranje normativnih jezikovnih priročnikov, ki so namenjeni najširšemu krogu jezikovnih uporabnikov in s katerimi bo mogoče najbolj učinkovito zadostiti zahtevam po hitri in nedvoumni informaciji glede jezikovnih zadreg, je mogoče le s predhodnimi raziskavami, v katerih bo odgovorjeno na vprašanja, kako naj bo priročnik za aktivno rabo jezika zasnovan in katera vprašanja govorcev naj rešuje. Standardizacijska dejavnost mora pri iskanju načinov za zapis ugotovljene norme v priročniku upoštevati vse novejši rezultate, s katerimi bi se uporabnikovim pričakovanjem približala v taki meri, da bi dosegla stanje, ki ga obvladujemo s t. i. konceptom minimalne intervencije.

Iz konteksta ideje o spletni jezikovni svetovalnici, ki je bila osnovana že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig

jezikovne samozavesti in ugleda slovenščine med njenimi govorci, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da so se potrebe po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinjalo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postale še bolj pereče. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek organiziranega spletnega portala, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov.

Danes večina jezikovnih uporabnikov pri pisanju uporablja računalnik in pri tem uporablja urejevalnike besedil, v katere so ponudniki tovrstnih storitev (npr. Microsoft) vključili črkovalnike, namenjene odkrivanju in odpravljanju tipkarskih in pravopisnih napak v besedilih. Podobno orodje na črkovalne napake opozarja tudi pri brskanju po spletu (npr. Googlov iskalnik s sintagmo »ste morda mislili ...« uporabniku sugerira pogostejšo obliko zapisa). V nedavni raziskavi, ki je bila izvedena v širši populaciji jezikovnih uporabnikov, se je izkazalo, da je le malo tistih, ki priporočilo črkovalnika preveri še v kakem od jezikovnih priročnikov, več pa je tistih, ki orodju zaupajo. Iz odgovorov pa je mogoče sklepati, da bi bil odstotek slednjih še večji, če bi bili prepričani o strokovni podprtosti tega orodja. Rezultati nas prepričujejo, da se z digitalno dobo odpira vprašanje prevlade orodij, ki nastajajo izven dosega in vpliva slovenističnega jezikoslovja ali slovenske jezikovne politike. Posredno poseganje teh orodij na jezikovno rabo se skokovito povečuje in zato odpira vprašanje prikaza jezikovnih podatkov v uporabniku prijaznih aplikacijah, integriranih v urejevalnike besedil in spletne iskalnike. Ena od nalog jezikovne politike v prihodnjem obdobju je zato tudi oblikovanje strategij, s katerimi bo mogoče z dostopom do ustreznih virov in orodij vplivati na ponudnike teh storitev.

**Cilj: Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine in tujim govorcem, ki se želijo naučiti slovenščine, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se v skladu z njim sporazumevajo**

#### **Ukrepi:**

- Sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in servisov, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev svetovalnega telesa, ki deluje prek organiziranega spletnega portala.
- Posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom.

Nosilci: ARRS, MIZKŠ.

#### **4. Večjezičnost**



Pri načrtovanju večjezičnih virov za prihodnje obdobje ne moremo več govoriti o dvojezičnih ali terminoloških slovarjih, temveč o slovarskih bazah ali večjezičnih bazah znanja, ki jih izkoriščamo bodisi neposredno za preverjanje informacij v ustrezni spletni ali drugi aplikaciji (ali izvedeni tiskani obliki) bodisi za uporabo v orodjih, ki na druge načine pomagajo pri učenju tujih jezikov, prevajanju ali tolmačenju, kot so sistemi za strojno prevajanje, sistemi za računalniško podprto prevajanje, sistemi za podporo tolmačenju itd. Opisane vire je mogoče izkoristiti, če je vzpostavljena ustreza (spletna) infrastruktura. Predpogoj za nastanek jezikovnih priročnikov ali zagotavljanje tehnoloških rešitev, ki rešujejo kontrastivne težave med dvema ali več jeziki, pa je obstoj sodobnih virov in orodij za slovenščino ter opis jezika z enojezičnega stališča.

Pri dosedanjem jezikovnem načrtovanju je veljalo, da so enojezični priročniški viri in orodja za slovenščino domena javnega financiranja, dvo- in večjezični viri in orodja pa so bili prepuščeni bodisi naključnemu entuziazmu posameznikov bodisi komercialni sferi. Z vstopom v digitalno paradigmo ta koncept ne zadostuje, kajti ena od posledic razvoja IKT je ta, da so tradicionalni dvo- ali večjezični priročniki s prestopom v spletno oz. digitalno okolje postali komercialno bistveno manj zanimivi ali celo nezanimivi, kar kažejo trendi po Evropi in v svetu, ne le v Sloveniji. Po drugi strani je v digitalnem okolju mnogo lažje izkoriščati podatke iz ene baze podatkov za sestavljanje drugih baz s sorodno vsebino, kar velja tudi za dvo- ali večjezične baze, terminološke baze podatkov itd. Z vzpostavitvijo ustrezne infrastrukture je mogoče izdelati večjezične vire tudi za jezike ali specializirana tematska področja, ki do sedaj še niso bili obdelana, česar brez ustrezne infrastrukture zaradi manjšega števila ciljnih uporabnikov ne bi bilo realno pričakovati.

Strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in jezikovno usposabljanje strokovnjakov na vseh terminoloških področjih. Jeziki z večjim številom govorcev so v prednosti že zato, ker jih na večjem trgu močnejše podpira jezikovna industrija (dostopnejše in številnejše sodobne slovarske baze, terminološke zbirke, jezikovni korpusi, sistemi za strojno prevajanje itd.), zato je pri jezikih z manjšim številom govorcev še toliko pomembnejša vloga države. Bodoči program za jezikovno opremljenost mora upoštevati to dimenzijo z vzpostavitvijo terminološkega portala s spletnim forumom za hitro izmenjavo mnenj o terminoloških rešitvah.

**Cilj: Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo terminološkemu delu ter učenju in poučevanju tujih jezikov**

#### **Ukrepi:**

- Sprejetje temeljnih usmeritev glede razvoja sodobnih dvo- ali večjezičnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja

sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.

**Pripomba [B22]:** Se ponavlja (gl. str. 21)

- Vzpostavitev splošnega večjezičnega portala, kjer je na voljo prosto dostopna večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov (portal naj omogoča tudi izkoriščanje moči množice (t. i. crowd-sourcing) pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta).
- Vzpostavitev terminološkega portala, ki vsebuje tako terminološke podatke kot tudi učinkovit svetovalni servis in izkorišča možnosti hitre izmenjave mnenj, ki jih omogoča splet; v okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU.
- Dodelitev prioritarnega statusa pri razpisu projektov tistim, ki vsebujejo sestavljanje večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov ter večjezičnih in terminoloških baz podatkov.

Nosilca: ARRS, MIZKŠ.

## 5. Jezikovne tehnologije

Razvoj informacijskih in komunikacijskih tehnologij v zadnjih 10 letih ustvarja »digitalno vrzel«, zaradi katere bodo jeziki, ki bodo pri tem razvoju zaostajali, postali manj privlačni in konkurenčni v globalno povezanem svetu. Digitalna vrzel ločuje jezike, ki so dovolj prisotni na svetovnem spletu, za katere obstajajo sodobni digitalni viri in so jezikovnotehnološko razviti, od tistih, pri katerih se zaostanek s skokovitim razvojem IKT tehnologij povečuje. Za večino uradnih jezikov Evropske unije so bili v zadnjih desetih letih izdelani načrti razvoja digitalnih virov in jezikovnotehnoloških aplikacij, s čimer posamezne države oz. jezikovne skupnosti na sistematičen in programiran način skrbijo za prehod svojih jezikov v digitalno okolje. Programi imajo tipično naslednje cilje:

- identifikacija akterjev na področju jezikovnega opisa, jezikovnih tehnologij in virov;
- sistematična analiza jezikovne rabe in z njo povezanih potreb jezikovne skupnosti;
- izdelava seznama obstoječih in manjkajočih računalniških jezikovnih izdelkov in storitev za raziskovalne skupnosti in splošno publiko;
- vzpostavitev organiziranega skladiščenja, vzdrževanja in distribucije obstoječih virov in orodij;
- vzpostavitev dolgoročnega programa razvoja digitalnih jezikovnih virov in orodij;
- vzpostavitev sodelovanja z evropskimi iniciativami za izmenjavo digitalnih virov in orodij.

Medsebojno primerljivost takih programov med drugim zagotavlja upoštevanje evropskih iniciativ, kot so raziskovalne infrastrukture CLARIN in DARIAH, infrastrukturni projekti, npr. META-NET, itd. Nacionalni programi za jezikovnotehnološko infrastrukturo predpostavljajo, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Med upoštevanimi jezikovnimi viri in orodji so pri evalvaciji

jezikovnotehnološke razvitosti posameznega jezika kot pri drugih sorodnih projektih navadno upoštevani naslednji kazalci:

**Jezikovne tehnologije** (orodja, tehnologije, aplikacije):

- črkovalniki in moduli za preverjanje slovnične ustreznosti;
- strojno prevajanje, strojno podprto prevajanje v različne jezike;
- sinteza in prepoznavna govora (govorni informacijski sistemi, pripomočki za učenje govorne slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov);
- tokenizacija, oblikoskladenjsko označevanje, oblikoslovna in besedotvorna analiza in sinteza;
- skladenjsko razčlenjevanje (površinska ali globinska skladenjska analiza stavkov, vezljivost);
- stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge);
- semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila);
- procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.);
- luščenje informacij (avtomatsko indeksiranje besedil, multimedijsko luščenje informacij, večjezično luščenje informacij);
- informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje);
- avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

**Jezikovni viri** (jezikovni podatki, baze znanja):

- referenčni korpusi, specializirani korpusi;
- skladenjsko označeni korpusi (odvisnostne drevesnice);
- semantično in diskurzno označeni korpusi;
- vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi;
- govorni korpusi (posnetki govornega jezika, jezikoslovno označeni govorni korpusi, dialoški korpusi);
- multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki);
- semantični leksikoni, slovarji sinonimov, ontologije;
- jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice;
- leksikoni besednih oblik in večbesednih enot, terminološke baze.

Predvideni jezikovnotehnološki viri in orodja so v določenih delih povezljivi s klasičnimi in novimi jezikovnimi priročniki, namenjenimi tako splošni kot strokovni publiki. Povezljivost jezikovnotehnoloških in drugih priročniških potreb je smiselno izkoristiti in predvideti skupne

elemente tako pri izdelavi programa jezikovnotehnoloških virov in orodij za slovenščino kot pri načrtovanju novih priročniških virov za slovenščino.

Ena od temeljnih zadreg pri doseganju razvoja proračunsko financiranih orodij in virov je ta, da jih po koncu projektov oz. obdobja financiranja večinoma ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je nejasen status avtorskih pravic oz. dostopnosti pri virih in aplikacijah, ki že obstajajo. Način za premostitev teh težav je ustanovitev institucije ali konzorcija institucij, ki poskrbi, da so vsi viri, financirani s pomočjo javnih sredstev, trajno in čim bolj prosto dostopni za vse uporabnike. Pri jezikih z manjšim številom govorcev, kot je slovenščina, je pomembno tudi, da so viri dostopni tudi za morebitno komercialno uporabo, kjer je to dopustno in mogoče, ker je to eden od učinkovitih načinov spodbujanja rabe jezika v digitalnem okolju.

**Pripomba [B23]:** Za to bi moral poskrbeti financer v svojih pogodbah – nova institucija se ne zdi smiselna

**Cilj: Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo prosto dostopnih virov in orodij**

#### Ukrepi:

- Sprejetje dolgoročnega programa (5–10 let) razvoja sodobnih jezikovnih virov in tehnologij na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju virov in orodij. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih virov in tehnologij za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev osrednje institucije ali konzorcija institucij, ki ima za nalogo povezovanje, zbiranje, razvoj in distribucijo digitalnih virov in jezikovnotehnoloških aplikacij. Institucija ali konzorcij institucij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

Nosilca: ARRS, MIZKŠ.

## 6. Digitalizacija

Prehod v digitalno okolje predpostavlja, da sčasoma vsa besedilna ali druga gradiva (avdio, video itd.), ki predstavljajo kulturno in znanstveno dediščino, postanejo (prosto) dostopna v digitalni obliki. Prosta dostopnost takšnih jezikovnih virov spodbuja njihovo uporabo na digitalnih medijih, vključno z medsebojno povezljivostjo, in nudi empirično osnovo za razvoj jezikovnih tehnologij slovenskega jezika. Prost dostop omogočijo licence, kot so Creative Commons, kjer se avtorji odpovedo (delu) avtorskih pravic nad digitalnim izvirnikom, s čimer se omogoči ne samo pregledovanje, temveč tudi prenos in nadaljnje razširjanje jezikovnih virov. Odprtost je tudi tehnološko pogojena in jezikovni viri

naj bi bili zapisani z ustreznimi mednarodnimi standardi in priporočili, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot npr. Konzorcija za zapis besedil (Text Encoding Initiative, TEI).

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenograme oz. iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirkov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru.

Digitalizacija obstoječih jezikovnih priročnikov in drugih jezikovnih virov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu ostaja eno od prioritarnih področij resolucije. V času veljavnosti resolucije 2007–2011 je bil zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika in Slovenskega pravopisa (2001), vendar zgolj prek spletnega vmesnika, torej za spletno pregledovanje teh virov, medtem ko dostop do celotne podatkovne baze ni bil omogočen. Ti pomembni jezikovni viri tako ostajajo neuporabni za namene vgradnje v sekundarne aplikacije kot tudi za razvoj jezikovnih tehnologij za slovenski jezik. Zaostaja tudi dostopnost že izdelanih terminoloških slovarjev in nekaterih drugih javno financiranih slovarskih zbirk: etimološki slovar, onomastične zbirke (slovenska krajevna imena, zbirke podomačenih tujih zemljepisnih imen, statistični podatki o imenih in priimkih itd.).

Znanstvena produkcija v slovenskem jeziku je dragocen vir slovenskega (strokovnega) izrazja, do sedaj pa možnosti za zajem, procesiranje in distribucijo takih besedil niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so npr. objave v znanstvenih in strokovnih zbornikih in revijah, je mogoče ta besedila jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami v okviru splošnega terminološkega portala.

**Cilj: Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire, ki predstavljajo kulturno dediščino in znanstveno produkcijo, vezano na slovenski jezik**

**Ukrepa:**

- V mehanizmu izbire projektov, katerih namen je produkcija jezikovnih virov in ki so financirani z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri dostopni v največji možni meri tako s stališča avtorskih pravic kot standardov zapisa.

- Dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelavo skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi tekstnokritične izdaje) in digitalizacijo jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku.

Nosilca: ARRS, MIZKŠ.

## **7. Govorci s posebnimi potrebami**

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne ter pripomočki za osebe z govorno-jezikovnimi težavami. Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oz. izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhoti pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo znakovni jezik (npr. servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni).

Infrastruktura, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot npr. v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalce zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z Brajevo pisavo.

**Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji**

**Ukrepi:**

- Vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v nacionalni program razvoja jezikovnih virov in tehnologij.
- Opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika.
- Izdelava orodij za komunikacijo z gluho-slepimi, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

Nosilca: ARRS, MIZKŠ.

### **III Formalnopravni vidiki programa slovenske jezikovne politike**

Nadaljnje formalnopravno uokvirjanje slovenske jezikovne politike je potrebno, pri tem pa je treba upoštevati naslednje smernice:

Razen v temeljnem pravnem aktu, v ustavi RS, kjer je na splošno določen status slovenščine in drugih jezikov v RS, morajo biti formalnopravna določila v zvezi s statusom, obvezno rabo in obveznim znanjem slovenščine in drugih jezikov jasna, zavezujoča, splošno sprejemljiva v javnosti, medsebojno usklajena in realno uresničljiva, izvedljiva z natančno predvidenimi jezikovnonačrtovalnimi koraki.

Obstoječa zakonska in druga pravna določila, ki zadeve v zvezi z jeziki regulirajo le načelno, bodisi z zagotavljanjem prednostnega položaja slovenščine bodisi z zagotavljanjem pravic govorcem slovenščine in drugih jezikov, pa so bila v času od svojega sprejetja neuresničena, sistematično neupoštevana ali drugače prezrta, morajo biti bodisi izločena iz zakonodaje bodisi dopolnjena v skladu s prejšnjim odstavkom.

Zakonska določila glede položaja, obvezne rabe in znanja jezikov morajo biti v skladu s pravno ter demokratično legitimnimi jezikovnimi in sporazumevalnimi potrebami državljanov in drugih prebivalcev Republike Slovenije ter drugih govorcev slovenščine. Zakonska določila glede jezikov morajo biti skladna s pravnim redom EU in ne smejo vnaprej ustvarjati mednarodnih pravnih sporov.

Zakonska določila naj odločilne subjekte v slovenski jezikovni situaciji jasno zavezujejo k takemu obveznemu jezikovnemu in jezikovnonačrtovalnemu ravnanju, ki bo v skladu z ustavnimi določili statusa slovenščine in drugih jezikov in v skladu s cilji tega jezikovnopolitičnega programa.

Vsebinsko in izvedbeno problematična mesta v veljavnem formalnopravnem jezikovnopolitičnem okviru RS so mdr.:

- Določila o obveznem poimenovanju pravnih oseb zasebnega prava, imena obratov, lokalov in drugih poslovnih prostorov v slovenščini (Zakon o javni rabi slovenščine); merila za ustreznost poimenovanj z zakonskimi določili so se izkazala za neoperativna in neobjektivizirana, zato mora v veliko domnevno dvomnih primerih posebno mnenje o ustreznosti izdelovati Sektor za slovenski jezik. Na ta način je blokirano drugo delovanje Sektorja, hkrati pa se po nepotrebnem podaljšujejo različni registracijski in drugi upravni postopki. Vprašljiv je tudi sam jezikovnopolitični učinek te zahteve in njenega uresničevanja.
- Določila o potrebnem znanju slovenščine in drugih jezikov za posamezne poklice in druge namene (Zakon o javni rabi slovenščine, Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil, področni zakoni); dejansko je mogoče znanje slovenščine na različnih stopnjah glede na obstoječi certifikatni sistem zahtevati samo od tujih govorcev slovenščine; za domače govorce slovenščine bi bilo treba bodisi razviti dodaten sistem potrjevanja ravni znanja slovenščine bodisi raven jezikovnega znanja posredno zahtevati s stopnjo izobrazbe, kot se dejansko izvaja že zdaj. Hkrati bi vsaj za zaposlitve v javnem sektorju morali formalnopravno in vsebinsko uskladiti zahteve po certificiranem znanju slovenščine in drugih jezikov ter poskrbeti za njihovo primerljivost z lestvicami Skupnega evropskega jezikovnega okvira. Obstoječi certifikatni sistem za slovenščino kot tuji jezik, ki je tudi mednarodno priznan, mora dobiti zakonsko pravno podlago.
- Določila o slovenščini kot učnem jeziku slovenskih javnih visokošolskih ustanov; pravni okvir mora zagotoviti nadaljnjo krepitev slovenščine kot učnega jezika v slovenskem visokem šolstvu in kot znanstvenega jezika, hkrati pa zagotoviti tako prožno jezikovno ureditev, ki bo omogočala nadaljnjo krepitev kakovostnega mednarodnega visokošolskega in znanstvenega sodelovanja.
- Določila o jezikovnih pravicah državljanov in prebivalcev RS, ki niso domači govorcev slovenščine, italijanščine, madžarščine in romščine; pri nadaljnji demokratizaciji slovenskega javnega prostora je treba zvišati raven njihovih jezikovnih pravic in poskrbeti za možnost njihovega učinkovitega uresničevanja.

#### **Ukrepa:**

- Raziskave vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopravnega okvira jezikovne ureditve Republike Slovenije;
- sprejetje programa za prenovu formalnopravnega okvira jezikovne ureditve Republike Slovenije, v koordinaciji Sektorja za slovenski jezik pri Ministrstvu za izobraževanje, znanost, kulturo in šport.

Nosilec: MIZKŠ.



## **IV Slovenščina kot uradni jezik Evropske unije**

### **Uvod**

Slovenščina je z vključitvijo med uradne jezike Evropske unije pridobila večjo mednarodno težo na simbolni ravni, predvsem pa veliko operativnih možnosti za sodelovanje pri raziskovanju in uporabi jezikov v skupnosti s 23 uradnimi jeziki.

Večjezičnost je načelo, ki je vpisano v pravne temelje Evropske unije. Njene bistvene poteze so določene v ustanovitvenih pogodbah, Uredbi Sveta št. 1 iz leta 1958 in pristopnih aktih vsake nove države članice, ki se odloči, da bo svoj državni jezik uveljavila kot enega uradnih jezikov evropske nadnacionalne skupnosti. Utemeljena je s potrebo po demokratičnosti, preglednosti in pravni varnosti za vse državljane EU. Zato so pravni akti EU dostopni v vseh uradnih jezikih, na zasedanjih Evropskega parlamenta, Evropskega sveta in Sveta EU pa tudi sestankih nekaterih delovnih skupin je zagotovljeno tolmačenje, večina spletnih strani institucij EU je večjezičnih, državljani in pravne osebe lahko komunicirajo z institucijami EU v svojem jeziku. Ta ureditev ima dovolj zagovornikov v EU, da ni videti ogrožena – težko si je predstavljati skupnost, ki bi se temu odpovedala, saj to prav gotovo ne bi bila več skupnost, v katero se je včlanilo 27 držav.

Načelna raven je podrobno urejena, strategija večjezičnosti, ki jo je pripravila Evropska komisija, pa se v zadnjih letih osredotoča na tri glavne vidike: spodbujanje večjezičnosti v izobraževanju, izrabo večjezičnosti za krepitev gospodarske konkurenčnosti in na večjezično komuniciranje z državljani in institucijami. Slednje pomeni redno vsakodnevno zagotavljanje prevajanja in tolmačenja v vse uradne jezike EU s pomočjo urejenega institucionalnega ustroja, v katerem delujejo dobro organizirani oddelki za posamezni jezik.

Večjezična ureditev Evropske unije in slovensko vključevanje vanjo sta vzpostavila okvir razvoja, znotraj katerega je v zadnjih desetih letih prišlo do premikov na področju strokovnega jezika in jezikoslovne stroke v Sloveniji, predvsem glede prevajanja, tolmačenja in sistematičnejšega urejanja terminologije. Zaradi obsežnega pravno-prevajalskega projekta priprave slovenske različice pravnega reda EU so bile potrebne boljša organizacija delovnih postopkov, vzpostavitev sistematičnega interdisciplinarnega sodelovanja in uvedba poenotene metodologije.

Prav strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in tudi jezikovno usposabljanje strokovnjakov na vseh področjih. Naloga državne in javne uprave je zagotavljati sistematično in usklajeno delovanje ključnih resorjev v skrbi za jezikovni razvoj.

Izvajanje nalog v zvezi s slovenščino v EU na podlagi ReNPJP 2007–2011 je potekalo v celotnem obdobju veljavnosti resolucije. Cilj teh nalog je bil opremiti predstavnike RS, ki sodelujejo v institucijah in organih EU, z navodili, kako uresničevati svojo pravico do uporabe slovenščine kot uradnega jezika EU, izboljšati poznavanje rabe jezikov v EU in predvsem zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU.

Kljub izdelanim priporočilom ter vzpostavljeni mreži strokovnjakov pa je sodelovanja še vedno premalo. Izboljšani način urejanja terminologije je pomemben zaradi delovanja v EU, a prav tako in predvsem za delovanje slovenske javne uprave, šolstva, znanosti itd., zato je ena od prednostnih nalog za naslednje obdobje.

#### **1. cilj: Podpora države pri uporabi slovenščine kot uradnega jezika EU**

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

#### **Ukrepi:**

- Nadaljevanje nalog iz prejšnje resolucije v zvezi s terminologijo oziroma nadaljevanjem prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU. Kot del razvoja jezikovne opremljenosti je treba vzpostaviti poseben slovenski portal za terminologijo, na katerem bi bilo primerno mesto tudi za uporabniku prijazen forum, v okviru katerega bi se lahko odvijale medinstitucionalne in interdisciplinarne razprave o strokovni terminologiji, ki bi se po predvidenih postopkih in v čim krajšem času tudi dejansko zaključile z ustrezno terminološko rešitvijo.
- Intenzivna podpora izobraževalnih programov za povečanje števila slovenskih tolmačev v institucijah EU.
- Uvedba intenzivnih programov usposabljanja slovenskih tolmačev za uspešno opravljanje postopkov izbire v institucijah EU.

Nosilci: MZZ, MIZKŠ, GSV.

## 2. cilj: **Promocija slovenskega jezika in kulture v EU**

### **Ukrep:**

- Vzpostavitev foruma za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike.

Nosilca: MIZKŠ, MZZ.

## 3. cilj: **Razumljiv uradovni jezik in jezikovna usposobljenost javnih uslužbencev**

Izboljšanje jezikovne kulture med javnimi uslužbenci ter prizadevanje za jasen uradovni jezik in javno sporazumevanje sta bistvenega pomena za kakovostno pisno in govorno sporazumevanje v javni rabi.

### **Ukrep:**

- Po zgledu Evropske komisije (zbirka nasvetov *Pišimo jasno*) bi se morali posvetiti tudi jasnemu pisanju oziroma preprostemu/razumljivemu uradovnemu jeziku. Ministrstvo za pravosodje javno upravo (Direktorat za organizacijo in kadre) je že pripravilo priročnik *Jezik in oblika dopisa v skladu s celostno grafično podobo državne uprave*. Dopolnjevanje in razširitev priročnika ter z njim povezano izobraževanje in seznanjanje uporabnikov. Ciljno jezikovno usposabljanje za javne uslužbence bi moralo postati obvezen del pripravništva (Upravna akademija). Dodatno jezikovno izobraževanje za javne uslužbence.

Nosilci: MPJU (vključno z Upravno akademijo), GSV, SVZ, MZZ.

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**Dr. Danijel Rebolj**, predsednik Rektorske konference RS (15. 6. 2012)

Spoštovani,

v skladu z obvestili vam do roka (15. 6. 2012) posredujemo pripombe in predloge Rektorske konference RS za izboljšanje besedila Resolucije o nacionalnem programu za jezikovno politiko 2012–2016. Tekst je podpisal predsednik RKRS prof. dr. Danijel Rebolj, rektor Univerze v Mariboru. Poudarjamo, da so pripombe predstavljajo poenoteno stališče rektorjev vseh štirih slovenskih univerz in so sad poglobljenega razmišljanja o izjemnem pomenu jezikovna ureditve v visokem šolstvu in znanosti v Republiki Sloveniji.

Lepo vas pozdravljamo,  
Jože Furman

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**ZADEVA: Pripombe Rektorske konference na osnutek Nacionalnega programa za jezikovno politiko 2012 — 2016**

Spoštovani!

Rektorji slovenskih univerz smo preučili osnutek Nacionalnega programa za jezikovno politiko 2012 — 2016. V nadaljevanju vam posredujemo nekaj pripomb na predlagani osnutek.

Osnutek Nacionalnega programa za jezikovno politiko 2012 — 2016 (v nadaljevanju NPJP) v 8. poglavju dela B obravnava Jezikovna ureditev slovenskega visokega šolstva in znanosti.

Menimo, da že sam naslov »ureditev slovenskega visokega šolstva in znanosti« kaže napačno razumevanje pomena slovenskega jezika na univerzah. Predlagamo, da se naslov preoblikuje v »Jezikovna ureditev v visokem šolstvu in znanosti v Republiki Sloveniji«. Visoko šolstvo v Sloveniji namreč je in mora biti nadnacionalno, zato menimo, da je potrebno v njem zagotoviti tudi uporabo tujih jezikov in s tem dostop do mednarodnih baz znanja. Znanje tujih jezikov omogoča dostop do svetovnih zakladnic znanja in po našem mnenju ne pomeni ogrožanja nacionalne samobitnosti. Brez uporabe znanja tujih jezikov slovenski študenti več niso v enakopravnem položaju z drugimi študenti v EU in po svetu.

**1. cilj:** Prvi cilj v NPJP govori o ohranitvi statusa slovenščine kot uradnega in učnega jezika visokega šolstva. Uradni jeziki v Republiki Sloveniji so določeni v Ustavi RS, zato menimo, da jih ni potrebno posebej opredeljevati še v NPJP. Sprašujemo se, ali je resnično potrebno, da je edini učni jezik v visokem šolstvu slovenščina (razen pri določenih izjemah, npr. študijskih programih tujih jezikov) in ali je sploh možno sistemsko urediti rabo tujih jezikov, kakor je navedeno v prvem odstavku. Predlagamo, da se namesto tega konkretno zapiše, da je izvajanje pedagoškega in znanstvenega procesa na univerzah oz. v visokem šolstvu mogoč tudi v tujem jeziku, pri čemer bi bil za predavanja najbolj primeren angleški jezik, ker je jezik globalne komunikacije.

**Ukrepi:** Predlagamo, da se pri ukrepih konkretno zapiše, na kakšen način se bodo z jezikovnega vidika v slovensko visoko šolstvo vključevali tuji študenti in visokošolski učitelji.

- **Pripomba na 1. alinejo:** Aktualni Zakon o visokem šolstvu določa, da se študijski programi na visokošolskem zavodu lahko izvajajo v tujem jeziku, če se izvajajo tudi v slovenskem jeziku. Predlog NPJP od tega ne odstopa, čeprav se je v praksi izkazalo, da je takšen način izvajanja za visokošolske zavode predrag. Če bi za študente, ki pridejo v Slovenijo na izmenjavo, posebej oblikovali izbirne module, katerih predmete bi lahko izbirali tudi domači študenti, je vprašanje, kako bomo lahko zagotovili pridobitev kompetenc in uresničitvev ciljev, ki so navedeni v vsakem študijskem programu.
- **Pripomba na 2. alinejo:** Če mislimo s slovenskim jezikom resno, potem bo treba vzpostaviti pogoje, da se lahko čim več tujcev nauči našega jezika. Sistemsko je potrebno vsem tujim študentom omogočiti takojšnje tečaje slovenskega jezika. V ta namen mora država v proračunu tako rekoč zagotoviti posebna sredstva pod postavko npr. »širjenje slovenskega jezika po svetu«. Vendar pa, tudi če se zagotovi izdatnejše sofinanciranje učinkovitega učenja slovenščine tujih študentov, je prvo vprašanje, ali se bodo študenti v nekaj mesecih ali celo v enem letu lahko naučili slovensko do te mere, da bodo lahko nemoteno sledili študijskemu procesu, drugo pa, ali je smiselno vložiti toliko truda za nekaj mesecev izmenjave (Ali se bo npr. doktorski študent iz Kitajske lahko dovolj dobro naučil slovensko in v treh letih spisal tudi doktorsko disertacijo v slovenskem jeziku?).
- **Pripomba na 3. alinejo:** izvajanje kombiniranega poučevanja z izročki predavanj in konzultacij v tujih jezikih ter s predavanji in frontalnim delom v slovenščini se nam zdi iz že navedenih razlogov nesmiselno.

V nadaljevanju ste zapisali, da mora zakonodaja določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku in ne tega v celoti prepustiti univerzam. Univerzam se to zdi nedopustno, saj so univerze avtonomne institucije

ter kot take odgovorne za izvedbo študijskih programov ter za doseganje kompetenc in znanj, predpisanih s študijskimi programi, tako za vpisane domače kot tudi za tuje študente. Sprašujemo se, ali ne bi namesto dragih prevajanj tujih učbenikov bilo bolj smiselno omogočiti udeležencem v visokem šolstvu uporabo tujih jezikov na ustreznem nivoju. Kot že rečeno, bi na takšen način tudi lažje vstopili v mednarodni prostor kot enakopravni partnerji.

**2. cilj:** Drugi cilj NPJP predlaga vzpostavitev učenja strokovne slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega (akademskega) pisanja, ob tem pa navaja, da bi bilo potrebno poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih. Zanima nas, na kakšen način in s katerimi sredstvi bi to dosegli?

**Ukrepi:**

- **Pripomba na 1. alinejo:** navedeni predlog o učnem načrtu za obvezni uvodni predmet v 1. letniku prvostopenjskih programov posega v avtonomnost univerz, saj predpisuje predmetnik. Takšen ukrep bi pomenil spremembo vseh študijskih programov 1. stopnje v R Sloveniji in bi študijske programe tudi podražil.

**3. cilj:** Z namenom izboljšati položaj slovenščine kot jezika znanost NPJP ponovno posega v avtonomnost univerz, saj posega na področje habilitacij, zato ta predlog ni sprejemljiv za univerze.

**Ugotavljamo torej, da NPJP ponovno poudarja obrambo slovenskega jezika, pri tem pa onemogoča internacionalizacijo slovenskih univerz, omejuje njihovo širjenje v mednarodni prostor, posega v njihovo avtonomijo ter draži izvedbo študijskih programov in visokega šolstva na splošno zaradi česar predlagan osnutek NPJP ni sprejemljiv za univerze. Predlagamo ponovno temeljito revidiranje osnutka NPJP.**

S pozdravi,



prof. dr. Danijel Rebolj  
predsednik Rektorske konference RS

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**Odseka za tehnologije znanja in inteligentne sisteme na Institutu Jožef Stefan, dr. Nada Lavrač**, vodja odseka za Tehnologije znanja E8, in **dr. Matjaž Gams**, vodja odseka za Inteligentne sisteme E9 (15. 6. 2012)

Spoštovani,

v prilogi Vam pošiljamo Mnenje Odsekov za tehnologije znanja in inteligentne sisteme na Institutu Jožef Stefan o delovnem besedilu Resolucije o nacionalnem programu za jezikovno politiko 2012-2016.

Dopis vam bomo poslali danes tudi po pošti.

Lep pozdrav

Mili Bauer, tajnica Odseka za tehnologije znanja E8  
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Ministrstvo za izobraževanje, znanost, kulturo in šport

Maistrova 10,

1000 Ljubljana

Zadeva: Mnenje o Delovnem besedilu Resolucije o nacionalnem programu za jezikovno politiko 2012–2016

V predlaganem osnutku delovnega besedila Resolucije o nacionalnem programu za jezikovno politiko 2012–2016, ki zahtuje strokovne smernice za jezikovnopolitične odločitve in ukrepe za naslednje petletno obdobje, je del besedila namenjen tudi razvoju jezikovnih virov in tehnologij za slovenski jezik.

Potrebnost zbiranja jezikovnih virov in razvoja tehnologij za evropske jezike je kot pomembno razpoznala tudi EU, saj obstajajo evropske iniciative in projekti, ki to delo podpirajo, predvsem zaradi potrebe po avtomatizaciji prevajanja med evropskimi jeziki. Doslej je bila podpora tem prizadevanjem na nacionalni ravni šibka in neoptimalno organizirana. Novi predlog, ki je strokovno utemeljen in ga podpisniki podpiramo, da predlaga ustrezne rešitve na tem področju.

prof. dr. Nada Lavrač

vodja odseka za Tehnologije znanja E8

prof. dr. Matjaž Gams

vodja odseka za Inteligentne sisteme E9

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**Simon Žorga**, Sektor za kulturne raznolikosti in človekove pravice, Urad za razvoj in mednarodno sodelovanje, MIZKŠ (15. 6. 2012)

Spoštovani!

V priponki spodaj vam posredujemo Predloge pristojnega svetovalca koordinatorja za invalidsko problematiko na MIZKŠ za dopolnitve tistih ciljev in ukrepov osnutka Resolucije o nacionalnem programu za jezikovno politiko 2012 - 2016, ki se nanašajo na govorce s posebnimi potrebami. V kolikor bi imeli v zvezi s predlogi ukrepov kakršnokoli vprašanje ali pa bi želeli, da vam posredujemo več informacij o delu MIZKŠ oziroma nekdanjega MK na področju invalidske problematike, vas prosimo, da se obrnete direktno na pristojnega svetovalca za invalidsko problematiko v Sektorju za kulturne raznolikosti in človekove pravice, g. Simona Žorgo (Simon Žorga). Kontaktni podatki so navedeni spodaj, pa tudi na dnu priloženega elektronskega dopisa.

Hvala vam za razumevanje in sodelovanje!

Lep pozdrav,

Simon Žorga  
svetovalec II za invalidsko problematiko  
v Sektorju za kulturne raznolikosti in človekove pravice  
Urad za razvoj in mednarodno sodelovanje  
Ministrstvo za izobraževanje, znanost, kulturo in šport  
Metelkova 4  
1000 Ljubljana  
tel.: (01) 4007-976  
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**PREDLOGI PRISTOJNEGA SVETOVALCA KOORDINATORJA ZA  
INVALIDSKO PROBLEMATIKO NA MIZKŠ ZA DOPOLNITVE  
TISTIH CILJEV IN UKREPOV OSNUTKA RESOLUCIJE O  
NACIONALNEM PROGRAMU ZA JEZIKOVNO POLITIKO 2012 –  
2016, KI SE NANAŠAJO NA GOVORCE S POSEBNIMI POTREBAMI**



Dne 12.06.2012 smo s strani vodje kabineta Ministrstva za izobraževanje, znanost, kulturo in šport prejeli elektronski poziv k posredovanju predlogov ciljev in ukrepov za novo Resolucijo o nacionalnem programu za jezikovno politiko 2012 – 2016. Naš svetovalec koordinator za invalidsko problematiko na Ministrstvu za izobraževanje, znanost, kulturo in šport, g. Simon Žorga, je pregledal posredovani osnutek Resolucije o nacionalnem programu za jezikovno politiko 2012 – 2016 z dne 16.04.2012 in glede delov dokumenta, ki se nanašajo na govorce s posebnimi potrebami predlaga nekaj dopolnitev. Pri tem je najprej naveden del dokumenta, nato poglavje in podpoglavje dokumenta, h kateremu se predlaga določena dopolnitev, na koncu pa še številka strani osnutka in cilj, na katerega se dopolnitev nanaša. Za vsakim od predlogov za dopolnitev svetovalec za invalidsko problematiko podaja kratko pojasnilo predloga, ki naj služi za lažje razumevanje predloga, za katero pa ni nujno potrebno, da se v takšni obliki vključi v končno verzijo Resolucije o nacionalnem programu za jezikovno politiko 2012 – 2016.

## **VSEBINSKA OPREDELITEV JEZIKOVNE POLITIKE RS 2012 – 2016 S CILJI IN UKREPI**

### **I. JEZIKOVNO IZOBRAŽEVANJE**

#### **7. GOVORCI S POSEBNIMI POTREBAMI**

Na strani 15 predlagamo, da se med ukrepi **1. cilja: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku** dodata naslednja ukrepa:

- spodbujanje uporabe slovenskega znakovnega jezika v javnih medijih in na svetovnem spletu;
- spodbujanje založniške dejavnosti na področju izdajanja knjig v slovenskem znakovnem jeziku in drugih publikacij, namenjenih gluhim in naglušnim osebam.

*Pojasnilo k ukrepu spodbujanje uporabe slovenskega znakovnega jezika v javnih medijih in na svetovnem spletu:*

*Ukrep naj bi prispeval k pogostejši uporabi slovenskega znakovnega jezika v javnih medijih in na svetovnem spletu.* Med javnimi mediji je potrebno na prvem mestu izpostaviti televizijo. Ugotavljamo, da je trenutno TV oddaj, ki so tolmačene v slovenski jezik še vedno relativno malo in da je do sedaj največ na tem področju storila RTV Slovenija, ki vsako leto na TV Slovenija 1 predvaja 20 oddaj za gluhe z naslovom »Prisluhnimo tišini«, ki jih pripravljajo v studiu Zveze društev gluhih in naglušnih Slovenije. Poleg tega RTV Slovenija tudi nekatere svoje informacijske, dokumentarne in izobraževalne oddaje opremlja s sliko tolmača, ki vsebino oddaje prevaja v slovenski znakovni jezik, tako da na ta način tudi gluhim gledalcem omogočajo nemoteno spremljanje oddaje. Predlagamo, da se število informativnih, dokumentarnih, izobraževalnih ter razvedrilno – zabavnih oddaj, opremljenih s tolmačenjem v slovenski znakovni jezik, v prihodnje še poveča in da se spodbudi tudi druge, komercialne televizijske postaje, da začnejo vsaj najpomembnejše informativne, dokumentarne,

izobraževalne in razvedrilno – zabavne oddaje opremljati s tolmačenjem v slovenski znakovni jezik. Prav tako velja spodbujati uporabo slovenskega znakovnega jezika na svetovnem spletu, kakor je to primer pri Spletni TV, spletnem portalu z video vsebinami, namenjenimi gluhih in naglušnim, ki so tolmačeni v slovenski znakovni jezik (Spletno TV že od leta 2007 dalje pripravljajo v Zvezi društev gluhih in naglušnih Slovenije, redno pa jo kot kulturni projekt sofinancira tudi MIZKŠ oziroma prej MK). Cilj ukrepa je povečati število video vsebin na svetovnem spletu, ki so dostopne tudi gluhih in naglušnim uporabnikom spleta

Pojasnilo k ukrepu spodbujanje založniške dejavnosti na področju izdajanja knjig v slovenskem znakovnem jeziku in drugih publikacij, namenjenih gluhih in naglušnim osebam:

**Namen ukrepa je spodbujati izdajanje in razširjanje knjig v slovenskem znakovnem jeziku in avdiovizualnih gradiv v slovenskem znakovnem jeziku.** Za gluhe in naglušne osebe je zelo pomembno, da se že od vsega začetka dobro naučijo slovenskega znakovnega jezika in da z njegovo pomočjo zadovoljujejo svoje kulturne, umetniške, informacijske, izobraževalne in druge potrebe. Zato je pomembno, da imajo še zlasti otroci in tisti med gluhih, ki se slovenskega znakovnega jezika šele učijo, na voljo tudi posebne knjige oziroma slikanice, v kateri so kretnje, ki skupaj tvorijo slovenski znakovni jezik, tudi narisane. V zadnjih letih MIZKŠ oziroma MK sofinancira knjige v slovenskem znakovnem jeziku v obliki posebnega kulturnega projekta, ki se sofinancira v okviru javnega razpisa, namenjenega senzorno oviranim osebam. Prav tako so za gluhe in naglušne pomembna tudi različna avdiovizualna gradiva posneta na CD-je in DVD-je, ki so opremljena s podnapisi in/ali s tolmačenjem v slovenski znakovni jezik.

## **II. JEZIKOVNA OPREMLJENOST**

### **7. GOVORCI S POSEBNIMI POTREBAMI**

Predlagamo, da se na strani 28 Cilju: **Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji** doda naslednja dva ukrepa:

- opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenske Brajeve pisave;
- razvoj in izdelava orodij in pripomočkov, ki dislektikom in drugim skupinam invalidov, ki imajo težave z branjem in razumevanjem besedil v slovenskem jeziku, tem pomagajo pri branju in razumevanju teh besedil.

Pojasnilo k ukrepu opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenske Brajeve pisave:

**Ukrep je namenjen spodbujanju razvoja slovenske različice Brajeve pisave za slepe in spodbujanju znanstvenoraziskovalnega dela na področju razvoja, uporabe in promocije (razširjanja) slovenske Brajeve pisave.** Vsak jezik, naj bo ta ustni ali pisni, se s časom

spreminja, saj se s časom spreminjajo tudi potrebe njegovih govorcev oziroma zapisovalcev (uporabnikov). To velja tudi za slovensko različico Brajeve pisave za slepe. *Zato je pomembno, da se z razvojem slovenske Brajeve pisave razvijajo tudi ustrezni jezikovnotehnološki pripomočki za prepoznavanje slovenske Brajeve pisave, za branje besedil v slovenski Brajevi pisavi, za njeno uporabo in promocijo (razširjanje).* Sem spada tudi izdajanje različnih slovarjev slovenske Brajeve pisave, ki zajemajo podatke o nastanku in razvoju slovenske Brajeve pisave, o načinu prevajanja oziroma zapisovanja besedil v slovenskem jeziku v slovensko Brajevo pisavo, o pravilni uporabi znakov, ki tvorijo slovensko Brajevo pisavo (abeceda za slepe v Brajevi pisavi, to je seznam znakov, sestavljenih iz kombinacije pik, s katerimi se zapisujejo slovenska besedila, ki so namenjena slepim) v praksi, o uvajanju in uporabi morebitnih novih (dodatnih) posebnih znakov in podobno. *Znanstvenoraziskovalno delo na področju Brajeve pisave pa zajema različne študije o nastanku slovenske različice Brajeve pisave ter o njenem razvoju in zgodovini; študije o njenih prednostih in slabostih oziroma omejitvah pri uporabi; študije o razširjenosti uporabe slovenske Brajeve pisave v Sloveniji, zamejstvu in tujini (gre za raziskave o številu uporabnikov slovenske Brajeve pisave v posameznih krajih, lokalnih skupnostih, regijah ali na ozemlju celotne Republike Slovenije); študije o načinih poučevanja slepih in slabovidnih v slovenski Brajevi pisavi; primerjalne študije o razlikah glede zapisa in uporabe slovenske različice Brajeve pisave in drugih različic Brajeve pisave (npr. italijanske, nemške, madžarske, francoske, španske, portugalske, angleške, indijske, kitajske, japonske, ... itd.); študije o načinih ohranjanja in posodabljanja starih zapisov (besedil) v slovenski Brajevi pisavi in podobno.*

*Pojasnilo k ukrepu razvoj in izdelava orodij in pripomočkov, ki dislektikom in drugim skupinam invalidov, ki imajo težave z branjem in razumevanjem besedil v slovenskem jeziku, tem pomagajo pri branju in razumevanju teh besedil:*

***Namen ukrepa je spodbuditi razvoj jezikovnotehnoloških orodij in pripomočkov, ki bodo dislektikom, osebam z motnjo v duševnem razvoju in drugim skupinam invalidov, ki imajo težave pri branju in razumevanju običajnih besedil, zapisanih v slovenskem jeziku, pomagali, da bodo lažje brali slovenska besedila in da jih bodo tudi lažje razumeli.*** Gre za to, da se razvije določene tehnične rešitve (orodja in pripomočke) in računalniške programe oziroma spletne aplikacije (programsko opremo), ki bodo omogočile, da bodo dislektiki, osebe z motnjo v duševnem razvoju in druge osebe, ki imajo težave z branjem, lažje sledile besedilu v slovenskem jeziku oziroma ki bodo omogočile pretvorbo besedil, zapisanih v običajnem slovenskem jeziku, v drugačno, preprostejšo obliko zapisa, ki bo prilagojena njihovim specifičnim potrebam, se pravi njihovim lastnim (individualnim) zmožnostim zaznavanja, dojetja in razumevanja besedil v slovenskem jeziku. Na ta način bomo ustrezno poskrbeli za zadovoljevanje njihovih kulturnih, umetniških, informacijskih, izobraževalnih in drugih potreb.

*V kolikor bi v zvezi z zgoraj predlaganimi ukrepi imeli kakršnokoli dodatno vprašanje ali bi želeli več informacij o delu MIZKŠ oziroma nekdanjega MK z invalidi, lahko našega svetovalca koordinatorja za invalidsko problematiko kontaktirate na elektronski naslov: [simon.zorga@gov.si](mailto:simon.zorga@gov.si) ali po telefonu na številko: (01) 4007-976. Lahko pa se z njim pogovorite tudi osebno in sicer v času uradnih ur. Uradne ure v Sektorju za kulturne raznolikosti in človekove pravice so vsak ponedeljek, sredo in petek med 9. in 12. uro, ob sredah pa tudi med 14. in 16. uro. Svetovalec je na delovnem mestu prisoten vsak delovni dan med 9. in 15.30. uro, ob petkih pa med 9. in 14.30. uro (izjema so prazniki in drugi dela prosti dnevi). V primeru odsotnosti svetovalca boste odgovor prejeli naknadno, ko se ta vrne na svoje delovno mesto.*

Hvala vam za razumevanje in sodelovanje!

V Ljubljani, dne 15.06.2012

Lep pozdrav,

Simon Žorga,

svetovalec II za invalidsko problematiko

v Sektorju za kulturne raznolikosti in človekove pravice

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**Ljudska univerza v Kopru**, direktorica Alenka Grželj (15. 6. 2012)

Spoštovani,

Na Ljudski univerzi Koper smo pripravili nekaj pripomb na osnutek Nacionalnega programa za jezikovno politiko. Živimo na območju, kjer se že od nekdaj srečujemo s tujci in imamo veliko izkušenj tako s poučevanjem kot preverjanjem znanja slovenščine. Kot praktiki se vsakodnevno srečujemo s problemi, ki smo jih strnili v priloženem besedilu.

Lepo pozdravljeni, Alenka Grželj

**Alenka Grželj**  
direktorica, 05 612 80 12

#### 4. Slovenščina kot drugi in tuji jezik

Z migracijskimi procesi se tako v RS kot tudi zunaj njenih meja večja število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za tiste, ki prihajajo v RS in ostajajo daljši čas, je pomembno, da se lahko aktivno vključujejo v družbo in imajo pri tem enake možnosti do osebnega razvoja, zaposlitve, dostopa do informacij itd. kot večinski govorniki, kar je vse odvisno v prvi vrsti od dostopa do znanja (oziroma učenja) slovenščine. Pri tem mora biti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture. Otroke in mlade priseljence, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, so nekateri ukrepi predvideni v Beli knjigi (2011), odraslim brezplačni

dostop do znanja slovenščine kot drugega jezika odpira Uredba o integraciji tujcev (velja le za priseljence iz t. i. tretjih držav).

#### OPOMBA

- Državljeni EU so v slabšem položaju, saj nimajo brezplačnih možnosti za učenje jezika

- Prav tako so Državljeni EU v slabšem položaju glede dokazovanja znanja slovenščine. PRIMER zdravniki iz EU morajo opravljati izpit na visoki ravni, saj je »Marušičev dekret« rezerviran za zdravnike iz bivše Jugoslavije.

**1. cilj:** Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku  
Ukrepi:

- izdelava ustreznih e-gradiv (vključno s priročniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in v tujini.

#### PREDLOG

Nikjer nismo opazili gradiv, ki bi bila namenjena tudi opismenjevanju nepismenih priseljencev –a je to dokaj pogost pojav.

Učitelji:

- sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov);
- usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po Uredbi o integraciji tujcev;
- usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini;

- usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.

#### PREDLOG

Ta ukrep je zelo dobrodošel, ampak bi bilo pametno tu uvrstiti še opismenjevanje v maternem jeziku priseljencev (npr. albancev). Oseba, ki ni opismenjena v svojem lastnem jeziku, se ne bo uspešno opismenila v slovenščini. Države, ki producirajo nepismene ljudi pa so tako ali tako ene in iste.

#### In še nekaj splošnih pripomb,

1. Portali, ki so za tujce pomembni INFOTUJCI, ZAVOD ZA ZAPOSLOVANJE ... – so prevedeni v angleščino – cca 85 % priseljencev prihaja iz bivše Jugoslavije, ima nižjo izobrazbo in večinoma ne razumejo angleško. Razumejo pa srbsko oz. hrvaško. Bi bilo dobro, če bi razmislili malo o tem ...

#### PREDLOG

vključiti albanščino, srbsščino....

### 2. PROGRAM OSNOVNE ŠOLE ZA ODRASLE

V OŠ za odrasle je ponekod število migrantov že večje od 40%. Če gre za kandidate, ki prihajajo z območja bivše Jugoslavije običajno ne prihaja do večjih problemov. Več težav je pri kandidatih iz drugih držav, predvsem s Kosova. Kandidati so praviloma neuspešni saj ne zmorejo slediti pouku. Obstaja sicer teoretična možnost za dodatno učenje slovenščine je premajhen . Poleg tega, da je obseg teh ure premajhen, zaradi majhnih oddelkov in nedoseganja normativov za formiranje skupin za dodatno učenje slovenščine.

Ti kandidati( največkrat starejši od 16 let) se lahko teoretično vključijo v programe za integracijo tujcev- seveda obenem ne smejo biti vpisani v drug javnoveljavni program. Težava je v tem, da z vpisom v OŠ za odrasle pridobijo status, zdravstveno zavarovanje in vrsto drugih pravic....Starši bi se temu težko odrekli in zato se ne odločajo za to možnost. Poleg tega pa se mladostniki zelo težko vključijo v skupine odraslih saj je njihov pojmovni in vedenjski okvir povsem drugačen.

Tako prihaja do situacije, ko zaradi neznanja jezika vedenjsko in učno povsem normalni posamezniki postanejo problematični. Prihaja do osipa, večkratnega ponavljanja, negativne samopodobe....

#### PREDLOG

Šoloobvezne mladostnike od 7(6. razreda) se vključi v enoletno pripravljalnico, ki je posvečena samo osvajanju jezika okolja.

### 3. PRIZNAVANJE ZNANJA SLOVENŠČINE ZA UDELEŽENCE, KI DOKONČAJO SREDNJO ŠOLO

V zadnjih dveh letih smo z Ministrstva za šolstvo, znanost, kulturo in šport prejeli nasprotujoča navodila v zvezi s priznavanje slovenščine kandidatom, ki so v tujini opravili srednjo šolo in pri nas opravljajo le prekvalifikacijo. Po pisnem mnenju iz leta 2010, ki ga upošteva večina izvajalcev, se takim kandidatom slovenščina prizna. Tako navodilo lahko pripelje do naslednjega primera:

Kandidat je opravil srednješolski program v drugi državi. Vpiše se npr. v program poklicnega tečaja in na poklicni maturi ne opravlja slovenščine (skladno s pisnimi navodili MIZKŠ).

Nato pa kandidat, na osnovi dokazila, da je opravil srednjo šolo v Sloveniji, uveljavlja znanje slovenščine v postopku pridobivanja državljanstva (10. člen Zakona o državljanstvu).

Jezikovno znanje lahko kandidat tako, kljub slabemu znanju slovenščine, dokazuje s spričevalom slovenske šole. S pomanjkljivim znanjem slovenščine se lahko tudi zaposluje – kar nekaterih delodajalcev prav nič ne moti – posebej, ko gre za podjetja v lasti tujcev ali pa takrat, ko imajo težave s kadrom.

Na zadnjem posvetu za tajnike za poklicno maturo pa je bilo mnenje predstavnikov MIZKŠ povsem nasprotujoče. Ko smo zaprosili za tolmačenje, nam ni uspelo dobiti pisnega navodila. Ker menimo, da je sedanja praksa nedopustna in da prihaja do škodljivih posledic predlagamo, da se ustrezno spremeni zakonodaja oziroma izdelajo navodila, ki bodo onemogočala sedanjo škodljivo prakso.

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**Slovenska konferenca Svetovnega slovenskega kongresa**, Sonja Avguštin in predsednik Borut Korun (15. 6. 2012)

Ministrstvo za izobraževanje, znanost, kulturo in šport RS  
Dr. Simona Bergoč  
vodja Sektorja za slovenski jezik  
Metelkova 4  
1000 Ljubljana

Ljubljana, 15. junij 2012

Spoštovani!

V prilogi pošiljamo stališče Slovenske konference Svetovnega slovenskega kongresa v zvezi z delovnim besedilom Resolucije o nacionalnem programu za jezikovno politiko 2012-2016 ter ustrezne priloge.

Z lepimi pozdravi,

Sonja Avguštin

Sonja Avguštin, *univ.dipl.ekon.* - Generalna sekretarka  
Svetovni slovenski kongres · Cankarjeva 1/IV - SI 1000 Ljubljana  
tel: +386 1 24 28 550 · fax: +386 1 24 28 558 · [www.slokongres.com](http://www.slokongres.com)

## **Inšpektorat za kulturo in medije o napisu v Lokvi:**

*ZJRS ne določa, da mora biti slovenska različica na prvem mestu, določa le, da ne sme biti manj*

*poudarjena (npr. v 1. odst. 23. člena, smiselno tudi v 3. odst. 22. člena (čeprav v konkretnem primeru ne gre za sporočilo v medijih), je pa iz priložene fotografije razvidno, da v opisanem primeru temu ni tako (napis v slovenščini je v enaki tipografiji in enaki velikosti črk kot napis v italijanskem jeziku)..*

*V kolikor pa bi pri drugačnem dejanskem stanju bila ugotovljena kršitev 23. člena ZJRS, pa ZJRS ne določa konkretnih ukrepov, ampak zoper pravno osebo in njeno odgovorno osebo v primeru kršitve prvega odstavka 23. člena ZJRS (ki se nanaša na **predstavitev dejavnosti in druge oblike obveščanja javnosti**) določa prekršek, sankcioniran z globo najmanj 3000 € za pravno osebo in 1.200 € za odgovorno osebo. V kolikor bi šlo za kršitev prvega odstavka 23. člena, **ki se nanaša na oglaševanje izdelkov in storitev** (kot v obravnavanem primeru), pa inšpektorat nad izvajanjem navedenega člena nima pristojnosti, saj je nadzor nad izvajanjem te določbe v pristojnosti Tržnega inšpektorata.*

*Tovrstnih kršitev 23. člena ZJRS s podobnim dejanskim stanjem Inšpektorat RS za kulturo in medije tako še ni obravnaval, v teku pa je postopek zaradi kršitve 20. člena ZJRS in sicer zaradi javnega opozorilnega napisa na smučišču Kanin samo v tujem jeziku.*

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## **Slovenska konferenca Svetovnega slovenskega kongresa: pripombe k osnutku NPJP 2012-2016**

### **1.**

V uvodnem delu in v štirih poglavjih osnutka Nacionalnega programa za jezikovno politiko 2012-2016 najdemo precej drobcev opisa jezikovnega položaja v Republiki Sloveniji, nikjer pa ni celovitejšega ali vsaj približno zaokroženega prikaza tega položaja kot izhodišča za

snovanje in izvajanje smotrne jezikovne politike. To bi lahko pomenilo, da za izhodišče ostajajo opis in smernice iz prejšnjega NPJP, vendar so razločki očitni in preveliki, predvsem pa ta osnutek zelo poudarja »heterogenost jezikovnih potreb različnih govorcev«. Očitno meri na uvajanje jezikovne pluralnosti v duhu modernih trendov multikulturalnosti. Te globalizacijske težnje zavračajo že v neprimerno večjih jezikovnih skupnostih, kot je recimo Nemčija, kjer jezik večine v nobenem primeru ni ogrožen. Slovenščina pa je jezik, ki komajda še sega čez tisto mejo števila njenih govorcev, ki ji omogoča preživetje. Slovenci smo bili kot številčno majhen narod zaradi nujne jezikovne prilagodljivosti vedno večjezični in zato tudi razumevajoči do govorcev drugih jezikov med nami. Zato današnje poudarjanje multikulturalnosti lahko razumemo le kot ideologijo globalizacije, ki skuša izničiti jezikovno in kulturno identiteto malih narodov in ljudstev. Od sestavljalcev osnutka Nacionalnega programa za jezikovno politiko zato pričakujemo skrb za slovenski jezik in ne uradnega uvajanja jezikovne pluralnosti, ki bo rabo našega jezika še bolj omejila.

Iz enakih razlogov se nikakor ne moremo strinjati z ugotovitvijo, da slovenščina ne potrebuje posebne zaščite. Vdiranje anglizmov in srbohrvatizmov v vsakdanji jezik, zlasti jezik mladih, povzroča strukturne spremembe slovenščine, ker naša šola ne nudi zadostnega in kvalitetnega pouka v maternem jeziku. Tudi javno ozračje ni naklonjeno spoštovanju rabe slovenskega jezika, kar se kaže v množici tujejezičnih napisov na ulicah slovenskih mest, v imenih slovenskih podjetij in v opuščanju rabe slovenščine v visokošolskih in znanstvenih zavodih. Ugotavljamo, da je slovenščina ogrožena tudi v suvereni slovenski državi, ne le v



zamejstvu in zato potrebuje ustrezno zakonsko zaščito. Nacionalni program za jezikovno politiko bi moral zaščititi temeljni interes našega naroda – ohranjanje in krepitev naše jezikovne in kulturne istovetnosti. Pričakujemo, da bodo odgovorni prisluhnili tem argumentom in s tem opravičili svojo zgodovinsko nalogo, kot so jo njihovi predhodniki v času

pomladi narodov, ko so zahtevali javno rabo slovenskega jezika in kot so jo slovenski kulturniki v obdobju jugoslovanske kraljevine ter v času politike skupnih jeder, ki je hotela uveljaviti pod krinko socialističnega internacionalizma jezikovni in kulturni unitarizem jugoslovenstva.

## 2.

Besedilo je ponekod ne samo v fazi osnutka, temveč je tudi formalno nedodelano in nepregledno. Opisne sekvence (jezikovni položaj) in programski sklopi (predlagani ukrepi) ter njihove razlage in utemeljitve niso kompozicijsko jasno ločeni, predvsem pa je očitna vsebinska neuravnoteženost: nekaterim področjem je posvečena nesorazmerno velika pozornost in so nadrobno razčlenjena do stopnje konkretnih (operativnih) ukrepov (npr. o jezikovni tehnologiji), druga so odpravljena na kratko in na splošno. Kjer bi pričakovali navajanje konkretnih ukrepov in rokov za njihovo izvedbo, je le napovedano ustanavljanje komisij za pripravo podprogramov (torej še najmanj eno leto programske praznine). Zanimarjena je skrb za krepitev simbolno-identifikacijske vloge jezika; ostaja brez zadostnega

poudarka na zakoreninjenosti v maternem jeziku.

Podpiramo idejo o ustanovitvi (zadosti reprezentativnega) »svetovalnega telesa, ki bi delovalo prek spletnega portala, s katerim bo mogoče doseči najširši krog laičnih in strokovnih uporabnikov«. Pogrešamo pa predlog za kadrovske in statusne okrepitve sektorja za slovenski jezik (nekoč vladni urad, zdaj odrinjen v kulturniški rezervat in nezmožen samostojne priprave osnutka NPJP) in ostro kritiko indolentnosti nadzornih organov (gl. prilogo), ki se zlepa ne zgamejo ob kršenju predpisov o javnih napisih in o slovenskem poimenovanju pravnih oseb zasebnega prava, obratov, lokalov ipd.; tudi skepsa sestavljalcev osnutka NPJP glede smiselnosti omenjenih predpisov ni upravičena – na svetu je le malo predpisov, ki bi se samodejno izvajali brez zadostne politične volje za pravno državo, le z naivnim zanašanjem na visoko kulturno ali politično zavest ali prijazno motivacijo (»da bo slovenščina pri vseh njenih govorcih prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe«).

V osnutku novega NPJP ne najdemo ustreznega odgovora na strokovno kritiko t. i.

Bele knjige glede obveznega zgodnjega učenja tujega jezika (tj. sočasnosti osnovnega opismenjevanja v maternem in tujem jeziku) in glede dejanske zožitve pojma »prvi tuji jezik« na (samo) angleščino. Pisci osnutka so očitno sprijaznjeni s perspektivo posplošene (kolektivne) in unificirane slovensko-angleške dvojezičnosti kot pogojem za govorne položaje, v katerih Slovenec s Slovencem govori (ali mu predava) v angleščini.

Pisci osnutka se odločno zavzemajo za ohranitev rabe in statusa slovenščine v visokem šolstvu in znanosti, ni pa jasno,

- zakaj pristajajo na utemeljevanje večjega dotoka tujih študentov (10 %) za izravnavo demografskega primanjkljaja, ko pa je delež mlade generacije na univerzi v Sloveniji visoko nad povprečjem evropskih držav (in primanjkuje profilov brez univerzitetne izobrazbe);

- zakaj naj bi domači študentje izbirali vzporedne študijske programe (predmete) v angleščini (tako je mogoče razumeti formulacijo pri ukrepih za 1. cilj na str. 17).

### 3.

Sklepno stališče: Javno zbiranje pripomb k osnutku novega nacionalnega programa za jezikovno politiko (2012 – 2017) poteka v času, ko bi moral biti ta program že sprejet v Državnem zboru RS, saj se je veljavnost prejšnjega programa že iztekla. To pomeni, da se v trenutku, ko se na številnih koncih kaže potreba po hitrem in učinkovitem jezikovnopolitičnem ukrepanju, prebijamo brez jasne in veljavne usmeritve. Čeprav odgovornosti za doslej nastalo zamudo ni mogoče naprtiti delovni skupini za pripravo novega NPJP, pa žal tudi predloženi osnutek ni tak, da bi brez temeljitih premikov v njegovi zasnovi in izpeljavi – z neizogibnim podaljšanjem zamude – lahko pričakovali programsko besedilo, kakršno Slovenija v današnjih razmerah potrebuje.

za Slovensko konferenco SSK  
predsednik dr. Borut Korun  
V Ljubljani, 15. junija 2012

Za ponazoritev obstoječe jezikovne prakse prilagamo prilogi:

- fotografija javnega napisa v Lokvi
- mnenje pristojnega inšpektorata

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**Borut Korun**, predsednik Slovenske konference Slovenskega svetovnega kongresa (16. 6. 2012)

> Spoštovani gospod minister,

> z Ministrstva za kulturo in izobaževanje je pred časom v javno  
> razpravo bilo poslano besedilo z naslovom "Resolucija o nacionalnem  
> programu za jezikovno politiko 2012-2016, ki je mnoge dobitnike tega  
> osnutka razočarala in ogorčila. V tekstu lahko preberemo, da  
> slovenščina ne potrebuje zakonske zaščite, kar je spričo  
> katastrofalnega stanja jezikovne podobe naših ulic, imen podjetij in  
> drugih skoraj neustavljivih vplivov angleščine na naš jezik naravnost  
> absurdno. Namesto, da bi bila "Resolucija" usmerjena k zaščiti  
> slovenskega jezika, ki je v tem našem majhnem in ranljivem prostoru že  
> ogrožen, uvaja resolucija nove jezikovne pravice za govorce drugih  
> jezikov. Prevedeno v vsakodnevni jezik to pomeni pridobivanje  
> domvinske pravice za jezike, ki jih oziroma ga, govorijo priseljenci  
> iz republik nekdanje Jugoslavije. Beremo o multikulturalnosti, ki jo bo  
> treba očitno uveljavljati na jezikovnem področju.

>  
> Mislim, da mi ni treba poudarjati, da gre v "Resoluciji" za tekst, ki  
> je slovenščini nenaklonjen, zato me zanima, če to besedilo sploh  
> poznate in če ste z njegovo izkrivljeno vsebino seznanjeni. V  
> pozitivnem primeru me zanima, če taka jezikovna politika odseva  
> usmerjenost te vlade na področju, ki se tiče slovenskega jezika.  
> Spoštovani gospod minister, pošiljam vam tudi naš odgovor, ki smo ga  
> sestavili v Slovenski konferenci Svetovnega slovenskega kongresa,  
> potem ko smo se posvetovali tudi s strokovnjaki z Inštituta za  
> slovenski jezik Frana Ramovša in se prepričali, da delijo naše mnenje.  
> Zagotovo ga bodo poslali na ministrstvo.

>  
> S spoštovanjem  
> Borut Korun dr. dental. med  
> predsednik SK SSK

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**Marijanca Ajša Vižintin**, Inštitut za slovensko izseljenstvo in migracije ZRC SAZU (18. 6. 2012)

Spoštovani,

prilagam mnenje o Nacionalnem programu za jezikovno politiko 2012–2016 (NPJP). Upam, da ga bo še možno upoštevati.

Lep pozdrav

Marijanca Ajša Vižintin

Inštitut za slovensko izseljenstvo in migracije ZRC SAZU  
Novi trg 2, 1000 Ljubljana  
00 386 40 620 354

Marijanca Ajša Vižintin  
Inštitut za slovensko izseljenstvo in migracije ZRC SAZU  
Novi trg 2  
1000 Ljubljana  
[vizintin@zrc-sazu.si](mailto:vizintin@zrc-sazu.si)

Koper, 15. 6. 2012

Dr. Simona Bergoč  
Ministrstvo za izobraževanje, znanost, kulturo in šport  
Služba za slovenski jezik  
Maistrova ul. 10  
1000 Ljubljana  
[simona.bergoc@gov.si](mailto:simona.bergoc@gov.si)

### **Mnenje o Nacionalnem programu za jezikovno politiko 2012–2016 (NPJP)**

Spoštovani!

Slovenski jezik je v Republiki Sloveniji državni in uradni jezik (na dveh območjih sta slednje še italijanščina oz. madžarščina) in eden od 23 uradnih evropskih jezikov Evropske unije. Veliko strokovnjakov in strokovnjakinj, znanstvenic in znanstvenikov že deluje na področju slovenščine kot prvega oz. maternega jezika, moj razmislek pa bo posvečen slovenščini kot drugemu jeziku oz. jeziku okolja za tiste, ki jim slovenščina ni materni jezik, a prebivajo v Sloveniji (4. in 5. točka).

Usvojitev slovenščine, jezika, ki je materni jezik večine prebivalcev v naši državi, je pomembna za vse prebivalce, državljane in nedržavljane, da lahko v njej vsi posamezniki delujemo polnopravno. Spodbudno je, da je iz NPJP razvidno zavedanje o večkulturni, večetnični in večjezikovni Sloveniji ter zavedanje o tem, da slovenščina ni materni jezik vseh njenih prebivalcev in da je temu posvečena posebna skrb.

Zavedati se moramo, da je učenje (katerega koli) jezika večleten proces. Za vse tiste, ki prebivajo v Sloveniji, pa jim slovenščina ni materni jezik, sta pomembna organiziran pouk slovenščine kot jezika (novega) okolja ter spodbuda na državni, lokalni in osebni ravni – sočasno z uresničevanjem dejanskih (ne samo deklarativnih) možnosti za ohranjanje maternega jezika in kultur manjšin, priseljencev.

Spodbudna je možnost brezplačnega tečaja slovenščine za odrasle, ki niso vključeni v slovenski vzgojno-izobraževalni sistem in so t. i. priseljenci iz tretjih držav, čeprav pot do brezplačnega tečaja ni čisto enostavna. Pohvale vredna je spletna stran Ministrstva za notranje zadeve (<http://www.infotujci.si/>) v sedmih jezikih, na kateri lahko priseljenci najdejo veliko uporabnih in konkretnih informacij o vključevanju v slovensko družbo, vključno s publikacijami na to temo v 10 jezikih.

Med potrebne ukrepe pod 4. in 5. točko bi dodali še:

- razvoj, izdelava in KNJIŽNA IZDAJA učnih gradiv za SDTJ za različno starost, PROSTO DOSTOPNIH tudi v e-obliki (učitelji, ki delajo z otroki priseljenci, nujno potrebujejo gradiva)
- finančna podpora za knjižne izdaje in prost e-dostop do gradiv, že *razvitih* znotraj projekta Uspešno vključevanje otrok, učencev in dijakov migrantov v vzgojo in izobraževanje za obdobje 2008–2011
- uvedba predmeta slovenščina kot drugi/tuji jezik na vseh slovenskih univerzah kot izbirni predmet na magistrskem študijskem programu (s poudarkom na didaktiki poučevanja SDTJ, predstavitvi učnih gradiv za SDTJ, razvijanju medkulturne zmožnosti vseh prebivalcev)
- izdelava večjezične spletne strani s podatki o slovenskem šolskem sistemu (po zgledu spletne strani MNZ) in prosto dostopnimi e-tečaji slovenskega jezika
- brezplačno usposabljanje učiteljev za SDTJ (s poudarkom na didaktiki poučevanja SDTJ, predstavitvi učnih gradiv za SDTJ, razvijanju medkulturne zmožnosti vseh prebivalcev)
- brezplačno usposabljanje in načrtna seznanitev učiteljev z možnostmi dveletnega prilagajanja preverjanja in ocenjevanja otrok priseljencev (Pravilnik o preverjanju in ocenjevanju, 19. člen), izdelavo individualnega programa, predstavitvijo (in izmenjavo) dobrih praks, rezultatov projektov (npr. Uspešno vključevanje otrok, učencev in dijakov migrantov v vzgojo in izobraževanje za obdobje 2008–2011; Strokovne podlage, strategije in teoretske tematizacije za izobraževanje za medkulturne odnose ter aktivno

državljanstvo: <http://www.medkulturni-odnosi.si/>), s *Strategijo in Smernicami za vključevanje otrok priseljencev* ipd.

- zaposlovanje univerzitetno izobraženih pedagoških delavcev iz drugih držav, priseljenih v Slovenijo, v slovenski šolski sistem, saj so ljudje z lastno priseljenko izkušnjo (pri vključevanju, učenju slovenščine) v veliko podporo pri vključevanju otrok priseljencev
- sodelovanje z lokalnimi društvi priseljencev in manjšin pri omogočanju ter organizaciji pouka maternega jezika in kulture otrok priseljencev ter razvijanju medkulturnega dialoga na šolah
- pomembno je sodelovanje s pripadniki manjšin in priseljencev, skupno načrtovanje Z NJIMI kot enakovrednimi partnerji (v Sloveniji obstaja veliko društev in organizacij, povežimo se)
- razmislek o (nekajmesečni) intenzivni, fleksibilni možnosti učenja slovenščine pred vključitvijo v vzgojno-izobraževalni proces, izobraževanje ustreznega kadra
- finančna podpora in spodbujanje vključevanja otrok v predšolski vzgojno-izobraževalni brezplačni program vsaj eno leto pred vstopom v osnovno šolo
- sodelovanje organizacij, ki že imajo izkušnje na področju poučevanja SDTJ
- razpis projektov s strani slovenske vlade, ki bodo finančno podprli zgornje ukrepe in zagotavljali prost e-dostop do učnih gradiv za poučevanje SDTJ za različno starost

Pozdravljam težnjo po sistemski ureditvi poučevanja romskega jezika in kulture: povežimo se z že aktivnimi romskimi društvi, Zvezo Romov Slovenije, Romskim akademskim klubom, opozorimo na slovensko-romsko oddajo *So vakers?/Kaj govoriš?*, preglejmo slovensko-romske knjige, priročnike, ki jih je izdala Zveza Romov Slovenije (2010/2011: *Romski jezik: osnova za razumevanje zgodovine in kulture Romov, Romska skupnost v Sloveniji, Zgodovina romske književnosti, Pravopis romskega jezika, Romski simboli* itd.). Romski jezik ima v Sloveniji vsaj štiri narečja, raziščimo jih in ohranimo (kot to delamo s slovenskimi narečji), napišimo slovarje. Sistematizirajmo mesto romskega pomočnika, upoštevajmo izkušnje projektov (<http://www.khetanes.si/>). Delajmo skupaj z Romi.

Vključevanje v slovensko družbo ne pomeni samo naučiti se jezika (pa še tu se zapleta, saj nas ima večina premalo znanja za poučevanje SDTJ). Vključevanje pomeni tudi podporo, odprtost, spoštovanje, razvijanje svoje medkulturne zmožnosti, medkulturno sodelovanje, priznavanje raznolikosti evropske družbe znotraj Evropske unije in znotraj meja posameznih držav. Slovenščina naj bo jezik, ki se ga učijo v spodbudnem okolju vsi prebivalci Slovenije. Ljudje, ki so vključeni in sprejeti, imajo večjo možnost izobraževanja, zaposlitve in napredovanja. Le tako postanejo aktivni člani naše družbe in prispevajo k razvoju slovenske družbe po svojih najboljših močeh. Zgledujmo se

po državah z najboljšo vključevalno politiko za priseljence (Švedska in Portugalska, Slovenija je na 18. mestu med 31 državami, najslabše imamo ocenjeno izobraževanje: <http://www.mipex.eu/>).

Večjezičnost je bila v Sloveniji vedno cenjena vrednota (spomnimo se le pregovora *Več jezikov znaš, več veljaš* in dolgoletne tradicije slovenskega šolstva, ki spodbuja večjezičnost s konkretno možnostjo učenja tujih jezikov v obveznem izobraževanju). Učenje jezikov pomaga odpraviti stereotipe in predsodke do posameznikov in skupin, pripomore k odkrivanju drugih kultur in k razvoju medkulturne družbe, znotraj katere prihaja do sodelovanja in enakovredne izmenjave. Ljudje, ki obvladajo tuje jezike, si zagotovijo boljšo poklicno usposobljenost in višjo stopnjo izobrazbe. Trenutna ureditev učenja tujih jezikov (prvi tuj jezik v 4. razredu, možnost še enega tujega jezika kot izbirni predmet v 7. razredu) se mi zdi ustrezna, nisem pa prepričana o nujnosti uvajanja tujih jezikov v prvo triletno. Poleg maternega jezika je priporočljivo znanje vsaj enega svetovnega in sosedskega jezika, dobro postavljeni temelji v maternem jeziku pa pripomorejo k lažjemu učenju tujih jezikov. S selitvijo je proces usvajanja maternega jezika prekinjen, zato je treba zanj skrbeti načrtno v novem okolju – kar velja tako za slovenske izseljence kot za priseljence v Sloveniji.

Pozdravljam tudi potrebo po ureditvi statusa slovenščine v visokem šolstvu in znanosti (8. točka). Habilitacijski postopki, ki vrednotijo objave v tujih jezikih mnogo višje kot v slovenskih znanstvenih revijah, močno spodbujajo slovenske znanstvenike k tujejezičnim objavam. Narediti bi bilo vredno vsaj dvoje: povišati vrednost objav v slovenskih znanstvenih revijah in spodbuditi slovenske znanstvene revije h kandidaturi za vpis v mednarodne bibliografske baze podatkov.

Lep pozdrav

Marijanca Ajša Vižintin

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**Lektorsko društvo Slovenije**, Milojka Mansoor, predsednica (18. 6. 2012)

Spoštovani,

pošiljamo vam svoje pripombe k osnutku Nacionalnega programa za jezikovno politiko 2012–2016 in vas lepo pozdravljamo.

Lektorsko društvo Slovenije  
Milojka Mansoor, predsednica

## Pripombe k osnutku Nacionalnega programa za jezikovno politiko 2012–2016

Ravno v času, ko smo lahko zadovoljni z živahnejšim delom Sektorja za slovenščino v javni rabi in odpiranjem nekoč za splošno javnost nedostopnega Inštituta za slovenski jezik Frana Ramovša pri SAZU, torej v času, ko se je nakazalo utemeljeno upanje, da smo lektorji dobili močno oporo in podporo, je prišel v javnost osnutek Nacionalnega programa za jezikovno politiko 2012–2016, ki nas ne more pustiti ravnodušnih, seveda če nam je kaj do tega, da slovenščino in njene značilnosti ohranimo v okvirih, v katerih se je gibala doslej. Vsi se zavedamo, da je jezik živ, da se zaradi spreminjanja političnega, družbenega in gospodarskega življenja nenehno spreminja, a vendarle vedno obstaja neka meja, ki je ne smemo prestopiti, če hočemo, da bo naš materni jezik ohranil svojo identifikacijsko vlogo.

Težko je razumeti, da se v tem programu opuščata termina materni jezik in državni ali uradni jezik. Če je tako zapisano nehote, kot napaka, je treba to pomanjkljivost odpraviti, če pa je tako zapisano hote, se je treba zamisliti in se zavedati posledic.

Tu je odgovornost prevelika, da bi o oblikovanju jezikovne politike lahko odločali samo tisti, ki vidijo samo sporazumevalno vlogo slovenskega jezika in vse podrejajo tehnološkemu napredku. Razmer pri nastajanju jezikovnih korpusov in korpusnih priločnikov ne poznamo dovolj dobro, da bi lahko presojali njihov pravi namen, poznamo pa njihovo uporabnost. Korpusi so dobrodošel pripomoček, vendar samo za dobre poznavalce knjižnega jezika in za prave ljubitelje lepe besede, zato jim vsaj za zdaj ne smemo pripisovati splošne uporabnosti.

Začuden smo nad lahkotnim enačenjem jezikov, ki se uporabljajo v slovenskem govornem prostoru. Zavedamo se sicer, da je Slovenija s tem, ko je postala članica Evropske unije, sprejela določena pravila tudi glede rabe jezikov, vendar ali to pomeni, da je s tem zapravila svojo suverenost? Pa menda nismo sami tako ustrezljivi, da se bomo kar prostovoljno odrekli pravici do dosledne rabe maternega in uradnega jezika. Nekaj takega se je zgodilo že pri poimenovanju skupne valute. Odgovorni so nas prepričevali, da se moramo zaradi evropskih zahtev na kovancih in tudi sicer odpovedati zapisu »evro«, potem pa se je na grških evrskih kovancih zasvetil zapis v grščini. Za nobeno ceno ne smemo enačiti rabe slovenščine na ravni Evropske unije in na državni ravni, saj dobro vemo, da slovenščina v Bruslju kljub prizadevnosti prevajalcev obstaja bolj na papirju, v živi rabi pa se je treba potruditi s tujimi jeziki. Tudi izmenjava študentov ni pravi razlog, da bi slovenščina in tuji jeziki v Sloveniji imeli enako težo.

Lektorji pri svojem delu opažamo, da je znanje knjižnega jezika iz leta v leto skromnejše. Zdaj pa bomo svoj jezik na domačih tleh enačili s tujimi jeziki, namesto da bi v šolah poskrbeli za boljše znanje maternega?! Kam to vodi, lahko vidimo v znanosti, kjer imajo veliko prednost (dobijo več točk) tisti, ki pišejo ali predavajo v tujem jeziku, seveda je tako kot povsod drugod to angleščina, jezik globaliziranega sveta.

Angleščina si zasluži posebno pozornost, saj si po tihem, a zanesljivo utira pot na vseh področjih. V znanosti zato, ker je tako pot do uspeha krajša, v šoli zato, ker je z njo otrokom zagotovljena lepša prihodnost, v oglaševanju zato, ker k nam prihajajo tuji poslovneži in turisti, v športu in kulturi pa pogosto zato, ker še nimamo ustreznih domačih izrazov. A to še ni razlog za to, da bi v izobraževanju izenačili njen položaj s položajem materinščine.

Da ne bo pomote. Nič ni narobe, če se učimo tujih jezikov. To znanje je nujno in spoštovanja vredno. Ni pa nam treba zaradi učenja tujih jezikov spraviti slovenščine na tako nizko raven. Načrtno poenostavljanje jezika ni dobra rešitev. Tudi prilagajanje maternega jezika tujim ne. To dokazujejo veliki narodi, ki vztrajajo pri svojih jezikovnih posebnostih ne glede na to, koliko truda zahteva učenje tega.

Morda je bojazen pretirana, a previdnost ne bo odveč. Vse te pripombe so samo izraz želje, da dobro razmislimo, preden bodo poslanci v parlamentu sprejeli resolucijo, ki bo postavila merila za prihodnjih pet let. Pet let mine hitro, a tudi v tako kratkem času se lahko povzroči trajna škoda.

Lektorsko društvo Slovenije

Milojka Mansoor, predsednica

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**Kristina Udovič Kocjančič**, Zveza ljudskih univerz (18. 6. 2012)

Pozdravljeni,

v petek se je iztekel rok za pripravo pripomb k [Nacionalnemu programu za jezikovno politiko 2012-2016](#). Program jezikovne politike obsega, kot veste, tudi učenje slovenščine. Skladno z dogovorom z Zvezo ljudskih univerz, smo na nekaterih ljudskih pripravili predloge in pripombe, seveda le-te izhajajo predvsem iz naše prakse, našega vsakodnevnega srečevanja z udeleženci vključeni v jezikovno izobraževanje. Prav med našim delom smo naleteli na sporno tolmačenje (sicer zelo jasnih in nedvoumnih) zakonov in pravilnikov, ki urejajo priznavanje znanja slovenščine za udeležence, ki dokončajo srednjo šolo.

Glede na to, da ste osrednja ustanova, ki skrbi za slovenščino kot drugi/tuji jezik, bi radi z vami delili naše pomisleke.

Del naših pripomb na Nacionalni program, ki se nanaša na sporno tolmačenje vam pošiljamo v priponki.



Lep pozdrav

**Kristina UDOVIČ KOCJANČIČ**

vodja izobraževalnega področja, 05 612 80 03

<http://www.lu-koper.si/>

#### **PRIZNAVANJE ZNANJA SLOVENŠČINE ZA UDELEŽENCE, KI DOKONČAJO SREDNJO ŠOLO**

V zadnjih dveh letih smo z Ministrstva za šolstvo, znanost, kulturo in šport prejeli nasprotujoča navodila v zvezi s priznavanje slovenščine kandidatom, ki so v tujini opravili srednjo šolo in pri nas opravljajo le prekvalifikacijo za določen poklic. Po pisnem mnenju iz leta 2010, ki ga upošteva večina izvajalcev, se takim kandidatom prizna materinščina (npr. srbski jezik) kot materinščina v Sloveniji, tj. slovenščina. Tako navodilo lahko pripelje do naslednjega primera:

Kandidat je opravil srednješolski program v drugi državi. Vpiše se npr. v program poklicnega tečaja in na poklicni maturi ne opravlja slovenščine (skladno s pisnimi navodili MIZKŠ). Nato pa kandidat, na osnovi dokazila, da je opravil srednjo šolo v Sloveniji, uveljavlja znanje slovenščine v postopku pridobivanja državljanstva (10. člen Zakona o državljanstvu).

Jezikovno znanje lahko kandidat tako, kljub slabemu znanju slovenščine, dokazuje s pričevalom slovenske šole. S pomanjkljivim znanjem slovenščine se lahko tudi zaposluje – kar nekaterih delodajalcev prav nič ne moti - posebej, ko gre za podjetja v lasti tujcev ali pa takrat, ko imajo težave s kadrom.

Na zadnjem posvetu za tajnike za poklicno maturo pa je bilo mnenje predstavnikov MIZKŠ povsem nasprotujoče. Ko smo zaprosili za tolmačenje, nam ni uspelo dobiti pisnega navodila. Ker menimo, da je sedanja praksa nedopustna in da prihaja do škodljivih posledic predlagamo, da se ustrezno spremeni zakonodaja oziroma izdelajo navodila, ki bodo onemogočala sedanjo škodljivo prakso.

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**Dr. Lucija Čok**, predstojnica Katedre za večjezičnost in medkulturnost Univerze na Primorskem (18. 6. 2012)

Spoštovani!

6. junija 2012 je imela Katedra za večjezičnost in medkulturnost Univerze na Primorskem posvet o jezikovni politiki (<http://www.slomedia.it/posvet-o-jezikovnih-politikah-za-danes-in-jutri>). Ker nimam odziva, ali so sklepi tega posveta prišli iz našega rektorata do vaše skupine, vam jih prilagam k temu sporočilu.

V primeru, da ste te sklepe prejeli dvakrat, se vam v naprej opravičujem. Lep pozdrav! Lucija Čok

prof.dr. Lucija Čok

Univerza na Primorskem-/Universita del Littorale/University della Primorska

Znanstveno-raziskovalno središče/Centro di ricerche scientifiche/Science and Research  
Centre  
Inštitut za jezikoslovne študije/Istituto per gli studi linguistici/Institut for Linguistic Studies

UNIVERZA NA PRIMORSKEM  
Katedra za večjezičnost in medkulturnost UP (KVM UP)  
Center za slovenski jezik UP FHŠ

V Kopru, 12.06.2012

Spoštovani!

Na seji članov KVM UP in članov Centra za slovenski jezik UP FHŠ smo v razpravi dne 6.06.2012 v skladu s pozivom Ministrstva za izobraževanje, znanost, kulturo in šport RS o javni obravnavi Resolucije o nacionalnem programu za jezikovno politiko 2012 – 2016 oblikovali naslednje sklepe:

- a. Za razvoj strokovne in znanstvene zvrsti jezika je treba podpreti strokovne in znanstvene revije v slovenskem jeziku; za tiste, ki izhajajo v angleščini, pa vsaj pripraviti slovenske prevode ali dolge povzetke v slovenščini. Po drugi strani pa internacionalizacija šolstva, ki pomeni tudi povečevanje kakovosti študija, s seboj neizogibno prinaša liberalizacijo rabe tujega jezika, predvsem angleščine. Pomembno je znati primerno uravnovesiti oba vidika.
- b. Razvijanje slovenskega strokovnega in znanstvenega diskurza je potrebno spodbujati v obliki tvorjenja prevodov diplom, magistrstev in doktoratov, prav tako pa tudi znanstvenih člankov in drugih besedil, v slovenski jezik, če je to časovno in finančno mogoče, sicer pa je v vsakem primeru potrebno za omenjena besedila v tujih jezikih oblikovati daljši povzetek vsebine, ki naj predstavlja 10% delež celotnega obsega besedila /inačica: daljši povzetke vsebine dela in izvlečki pred vsakim poglavjem, kar naj predstavlja 10% delež celotnega obsega besedila. Jezikovna ustreznost diplomskega, magistrskega ali doktorskega dela, v slovenskem ali tujem jeziku, predstavlja sestavni del ocene.  
(umestitev v Resolucijo o nacionalnem programu za jezikovno politiko pod: **8. Jezikovna ureditev slovenskega visokega šolstva in znanosti, predvsem 2. in 3. cilj**)
- c. Tujim študentom, ki se k nam vpisujejo na študijske programe ali prihajajo na izmenjave Erasmus, je potrebno zagotoviti kontinuiran dostop do samostojnega učenja jezika (ustrezne učilnice, opremljene z jezikovnimi viri, na voljo za konzultacije pa jim mora biti tudi ustrezno usposobljen kader (neke vrste tutorji, ki jih študentje lahko kontaktirajo v primeru težav ali vprašanj). Skladno s tem je potrebno organizirati tudi redne tečaje slovenskega jezika, ki morajo biti primerno časovno zastavljeni in, če je le mogoče, za študente brezplačni ali plačljivi za sprejemljivo ceno.  
(umestitev v Resolucijo o nacionalnem programu za jezikovno politiko pod: **8. Jezikovna ureditev slovenskega visokega šolstva in znanosti, predvsem 1. cilj**)
- d. Uredi naj se status lektorja, ki pa naj bo preoblikovan tudi s stališča ne le strogo pravopisnega, temveč tudi širše slogovnega pregleda. Na vse univerzitetne programe

naj se ob začetku študija (v prvem letniku) vključi predmet s področja oblikovanja strokovnih in znanstvenih besedil.

S spoštljivimi pozdravi! Prof.dr. Lucija Čok, Predstojnica KVM UP

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**Univerza v Ljubljani**, dr. Radovan Stanislav Pejovnik (20. 6. 2012)

Ministrstvo za izobraževanje,  
znanost, kulturo in šport

Masarykova 16  
1000 Ljubljana

Številka: 013-1/2012-1

Datum: Ljubljana, 14. 6. 2012

Zadeva: **Osnutek Nacionalnega programa za jezikovno politiko 2012-2016**

Univerza v Ljubljani pozdravlja izraženo skrb in dolgoročno načrtovanje jezikovne politike razvoja slovenskega jezika. Menimo, da je sistemska podpora ter ustrezen institucionalni in programski okvir razvoja nacionalnega jezika kot enega od stebrov slovenske nacionalne samobitnosti in kulture, ključna za sporazumevalno sposobnost sodobnega slovenskega jezika na vseh področjih družbenega življenja in v vseh sodobnih medijskih oblikah in tehnologijah.

Zadevamo se, da je skrb za jezik, tako na institucionalni, kot tudi na individualni ravni, izjemnega pomena in da ima pri tem posebno vlogo visoko šolstvo, ki se tudi javno zavezuje k skrbi za slovenščino kot strokovnega oziroma znanstvenega jezika.

Univerza v Ljubljani pri tej nalogi odgovorno skrbi za svoje poslanstvo z naslednjimi aktivnostmi:

1. Vsi akreditirani študijski programi, ki jih izvajajo članice UL, se izvajajo v slovenskem jeziku, nekateri v celoti vzporedno ali njihovi deli, pa tudi v tujih jezikih v skladu z zakonsko dopustnimi rešitvami.
2. V kolikor obstajajo, se študijski viri uporabljajo v slovenščini, tuje vire prevajamo, kolikor je to le v okviru naših možnosti, zavedati pa se je treba, da je prevajanje izjemno zahtevno tako v strokovnem, kot tudi v časovnem in finančnem smislu.
3. V okviru UL deluje Center za razvoj slovenskega jezika, ki ga glede na pomembno vlogo pri promociji slovenskega jezika v svetu lahko brez lažne skromnosti imenujemo tudi nacionalni center. Tako po obsegu, kot tudi po oblikah širjenja slovenščine po svetu in ponudbe tečajev slovenščine doma. Aktivnosti centra, ki potekajo preko delovanja številnih lektoratov na tujih univerzah ter ponudbo in izvajanjem tečajev slovenščine za

tujce in Slovence brez slovenskega državljanstva doma, so raznolike in ravno s slovenščino vplivno posegajo v mednarodni prostor prav skozi promocijske aktivnosti v tujini.

4. Izbirne vsebine in izbirni predmeti, ki jih ponujamo študentom v okviru predvidene izbirnosti v študijskih programih, omogočajo jezikovno izpopolnjevanje iz materinščine tistim študentom, ki to želijo.
5. Na drugi in tretji stopnji študija ponujamo študijske programe s področja med-jezikovnega posredovanja oziroma tolmačenja in prevajanja, ki izpolnjujejo mednarodne standarde in predvsem v okviru Evropske skupnosti zagotavljajo ustrezno kvalificirane strokovnjake za enakovredno uporabo slovenščine v vseh predpisih mednarodne skupnosti, v katero smo vključeni.
6. Naši učitelji in raziskovalci objavljajo svoje prispevke tako v nacionalnih, kot tudi mednarodnih revijah, s katerimi širijo prepoznavnost slovenskih dosežkov v domačem in mednarodnem prostoru. V zadnjem času še posebej spodbujamo izdajanje lastnih knjig in revij na posameznih področjih tudi zato, da bi spodbujali strokovne in znanstvene objave v materinščini. Ravno tako je v univerzitetnih merilih za habilitacijo v nazive visokošolskih učiteljev, asistentov in raziskovalcev pomembno merilo objavljane učbenikov, terminoloških gradiv in drugega, v slovenskem jeziku in za slovenski izobraževalni sistem.
7. Tujim študentom in študentom na izmenjavi ponujamo učenje slovenščine in na dodiplomskem študiju potrdilo o znanju slovenščine zahtevamo kot pogoj za vključitev v drugi letnik programa. S tem omogočamo tujcem boljše poznavanje okolja, v katerem gostujejo in jim ponudimo vpogled v našo kulturo in bivanje tako, da se lahko v tem okolju počutijo domače in prijetno.

Uporaba in znanje slovenščine je nedvomno nuja za obstoj nacionalne kulture in mora biti prisotna v vseh procesih in strukturah naše družbe in na takšni ravni, da zadosti vsem skupinam govorcev slovenščine in za vsak namen. S tem se strinjamo, kakor se strinjamo tudi s tem, da je treba slovenščino nenehno in preko različnih oblik in medijev približevati tudi vsem, katerim je slovenščina materni jezik. S tem pomembno vplivamo na odnos vseh generacij, ki govorijo slovensko, do jezika, s katerim so odraščali, se v njem izobraževali in skozi komunikacijo v slovenščini uresničujejo svoje potrebe, želje in ambicije ter se vključujejo v neposredno življenjsko in delovno okolje.

Ravno tako ocenjujemo namen države, da posebej tudi s finančnimi instrumenti spodbuja izdelavo univerzitetnih učbenikov in njihovo prevajanje iz tujih jezikov, zelo primerno in potrebno.

Univerza v Ljubljani pa odločno zavrača predvsem predloge v 8. točki osnutka Nacionalnega programa za jezikovno politiko 2012-2016:

1. Kakršnokoli nasilno zapovedovanje in normativno urejanje jezikovne politike, ki bi v slovensko visoko šolstvo, kot ločeno obvezno sestavino, zahtevalo neke jezikovne vsebine. Strokovna terminologija, sporazumevanje in strokovno-znanstveno pisanje so imanentni vsakemu študijskemu programu in vsem njegovim delom, ki v splošnih ciljih in preko posameznih strokovnih učnih vsebin najbolj ustrezno sporočajo in usposabljaajo študente za samostojno delo tudi na tem področju. Poleg tega so študijski programi, ki smo jih

prenovili v skladu z bolonjskimi cilji in smernicami, skrbno in natančno oblikovani glede na nacionalna pravila in mednarodne standarde tako, da v skrbno odmerjenem času in strukturi študentu omogočijo pridobitev znanj, spretnosti in usposobljenosti, s katerimi je konkurenčen na trgu dela in samostojen pri opravljanju delovnih nalog s področja, na katerem se je izobraževal. Ta usposobljenost vključuje potrebne jezikovne spretnosti slovenščine, čeprav se morda posamezne enote v programih ne imenujejo tako, da bi bila iz njihovega imena neposredno razvidna tudi slovenščina.

V okviru vseh vrst visokošolskih študijskih programov in na vseh stopnjah ponuja UL vsaj 10% izbirnih vsebin vsakemu študentu. Če študent oceni, si lahko v okviru te izbirnosti izbere tudi slovenščino, v kolikor meni, da je dodatno znanje iz slovenščine lahko primerno orodje za njegov poklicni in strokovni razvoj. Kot pomembnejše pa štejemo možno ponudbo programov vseživljenjskega učenja slovenščine, da se lahko vsaka odrasla in strokovno ali znanstveno aktivna oseba v slovenščini izpopolnjuje kadarkoli na svoji poklicni poti. Menimo, da so vseživljenjske oblike učenja za ta namen dosti učinkovitejše in primernejše.

2. Ravno tako zavračamo državno poseganje v načrte usposabljanja in še posebej preverjanja visokošolskih učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih. Po veljavnem Zakonu o visokem šolstvu je univerza zadolžena in odgovorna za razvoj slovenščine kot strokovnega oziroma znanstvenega jezika, vsak posameznik pa za strokovni jezik in njegovo uporabo. V okvir te odgovornosti segajo tudi ustrezna preverjanja in postopki pri podeljevanju habilitacijskih nazivov ter merila, ki so temu namenjena. Merila vsebujejo tudi preverjanje ustreznih usposobljenosti za opravljanje dela visokošolskega učitelja.

Glede na navedeno se UL že vseskozi zaveda svoje odgovornosti do slovenskega jezika, kar dokazuje najmanj z naštetimi aktivnostmi. Zato pričakujemo, da boste v 8. točki osnutka Nacionalnega programa za jezikovno politiko 2012-2013 upoštevali naša dosedanja prizadevanja ter naše pomisleke in predloge ustrezno vnesli v predlagano besedilo.

prof. dr. Radovan Stanislav Pejovnik  
rektor

S spoštovanjem

Poslano:

- Ministrstvo za izobraževanje, znanost, kulturo in šport - navadno

- arhiv, tu

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**Dr. Špela Vintar**, predsednica Slovenskega društva za jezikovne tehnologije (21. 6. 2012)

Spoštovani,

čepprav so se odzivi na objavljeni predlog Resolucije zbirali le do 15. junija, želim v imenu Slovenskega društva za jezikovne tehnologije izraziti podporo predlaganemu osnutku Resolucije. Naše društvo SDJT se je z dopisom dne 26. 9. 2011 odzvalo na poziv za sodelovanje pri oblikovanju nacionalnega programa za jezikovno politiko in v njem poudarilo pomen razvoja jezikovnih virov in tehnologij za slovenščino. Ob branju osnutka Resolucije vidimo, da so naši predlogi primerno upoštevani ter da se področju jezikovnih virov in jezikovnih tehnologij v Resoluciji namenja prostor, ki si ga zasluži, zato upamo, da bo Resolucija čimprej sprejeta tudi v Državnem zboru RS.

Z lepimi pozdravi,

dr. Špela Vintar  
predsednica Slovenskega društva za jezikovne tehnologije

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**Dr. Kozma Ahačič** (22. 6. 2012)

Spoštovana Simona,

/.../

6. Tuji jeziki

"V osnovno- in srednješolskem izobraževanju naj bosta pouk tujih jezikov in pouk slovenščine medsebojno koordinirana, predvsem glede slovnčnih in nasploh jezikoslovnih pojmov in terminologije; tako pri slovenščini kot pri tujih jezikih naj se obravnava slovnice povezuje z besediloslovnimi vidiki, pri snovanju učnih načrtov pa naj bodo izhodišče dejanske komunikacijske potrebe učencev."

Izkazalo se je, da celo strokovnjaki gornjo formulacijo povsem narobe (ali različno) razumejo. Zato predlagam naslednje besedilo, ki skuša povedati enako, toda nedvoumno:

"V osnovno- in srednješolskem izobraževanju naj se pouk vseh jezikov načrtuje in izvaja tako, da se navezujejo drug na drugega in povezujejo med seboj, in sicer tako tuji jeziki ne glede na vlogo v kurikulumu (TJ1, TJ2, TJ3 idr.) kot tudi kot tuji jeziki in slovenščina. Navezovanje in povezovanje naj potekata na načine, ki bodo spodbujali medsebojni prenos, čim večjo skladnost in stopenjsko nadgrajevanje jezikovnega in zunajjezikovnega (tj. kulturno-civilizacijskega) znanja (npr. razvijanje zmožnosti prepoznavanja skupnih in razlikovalnih potez v slovničnih opisih posameznih jezikov, ustrezne učne strategije in dejavnosti, primerne organizacijske oblike pouka); tako pri slovenščini kot pri tujih jezikih naj se obravnava slovnice povezuje s praktičnimi besediloslovnimi vidiki, pri snovanju učnih načrtov pa naj bodo izhodišče dejanske komunikacijske potrebe učencev."

/.../

Lep pozdrav,

Kozma Ahačič

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**Dr. Dean Komel** (23. 6. 2012)

Spoštovana Simona,

v zvezi z diskusijo na NSK pošiljam moj zapis ob 35. členu Nacionalnega programa visokega šolstva ter dva video posnetka na temo rabe slovenščine :

<http://www.dnevnik.si/video/7488>

[http://videlectures.net/celica08\\_rozic\\_did/](http://videlectures.net/celica08_rozic_did/)

Lep pozdrav in vse dobro Dean Komel

»Bivanja« (Založba Miš 2011):

/.../

4. JEZIKOVNA TORBA

Novi *Nacionalni program visokega šolstva 2011–2020*, nadnaslovljen *Drzna Slovenija*, kot 35. ukrep predvideva, da bodo »v namen višje kakovosti visokega šolstva ter njegove internacionalizacije in mednarodne atraktivnosti lahko visokošolske institucije izvajale

študijski proces v tujih jezikih«. <sup>6</sup> Odgovornost za njegovo izvajanje naj bi prevzele »visokošolske institucije, Rektorska konferenca RS in Slovenska akademija znanosti in umetnosti«. <sup>7</sup> Hkrati naj bi v smislu podukrepa »zagotovili razvoj slovenskega jezika in terminologije v visokem šolstvu in znanosti«. <sup>8</sup>

Najprej seveda lahko izrazimo pomislek, ali slovenski jezik dejansko predstavlja ključno oviro pri doseganju višje kakovosti in internacionalizacije slovenskega visokega šolstva, ali pa bi nemara veljalo upoštevati še druge in morda bolj konkretne dejavnike? Ukrep je malokoga posebej vznemiril in se, kot je videti, ne dotika dovolj 'občutljive teme', kljub siceršnji široko razglašeni skrbi za 'ohranjanje' slovenskega jezika. Zagotovilo za to je vendar podano v podukrepu!

Tu nam nikakor ni do obrambe in zaščite nacionalnega jezika, vsekakor pa velja spomniti, da se je polemika o smiselnosti uveljavljanja slovenščine kot visokošolskega in znanstvenega jezika sprožila že v devetnajstem stoletju, ko se je na Slovenskem začelo razmišljati o ustanovitvi univerze. Fran Levstik se je leta 1863 v časopisu *Naprej* takole odzval na predlog iliristično usmerjenega filozofa Janka Pajka, da naj bi Slovenci pri znanstvenih zadevah prevzeli hrvaščino: »V predzadnjem pismu smo imeli odprto pismo *Napreju*, v katerem g. N [Janko Pajk] priporoča, naj bi Slovenci popustili svoje narečje v znanstvenih stvareh in po časopisih ter naj bi se poprijeli hrvaščine; slovenski jezik naj ostane pri poduku prostega naroda, po uradih, na prižnici in v kupčiji. Ker gre tukaj za najsvetejše stvari slovenskega naroda, ker je že nekaj časa dobro znano tudi nam, da te misli ne goji samo kak posameznik, temveč veliko število rodoljubov; zato se nam je zdelo to pismo tako tehtno, da smo ga razglasili na čelu svojega časopisa.« <sup>9</sup> Pajk je pozneje svoje stališče spremenil in tudi prispeval pomembno razpravo o slovenski filozofski terminologiji ter filozofska gesla za Cigaletovo *Znanstveno terminologijo* (1880). <sup>10</sup>

Nacionalne in družbene razmere, v katerih se je Levstik zavzemal za znanstveno rabo slovenščine, so bile seveda povsem drugačne od današnjih. Danes nihče ne more oporekati, da se je slovenščina docela uveljavila kot znanstveni in visokošolski jezik. Vseeno pa se izkazuje kot omejevalna, ko gre za uveljavljanje slovenskega visokega šolstva in znanosti v mednarodnem pogledu. <sup>11</sup> Seveda lahko za to navedemo čisto konkretne ovire, vprašanje pa je, kako ob hkratnem zavedanju pojmujeemo samo rabo nekega jezika. Je jezik nekaj, kar imamo že na razpolago in kar samo uporabljamo v komunikacijske, izobraževalne,

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<sup>6</sup> *Drzna Slovenija. Nacionalni program visokega šolstva 2011–2020. Raziskovalna in inovacijska strategija Slovenije*, Ministrstvo za visoko šolstvo, znanost in tehnologijo, Ljubljana 2011, str. 55.

<sup>7</sup> *Ibid.*, str. 55.

<sup>8</sup> *Ibid.*, str. 55.

<sup>9</sup> F. Levstik, *Zbrano delo VIII*, Ljubljana 1959, str. 125–126.

<sup>10</sup> Janko Pajk, Doneski filozofične terminologiji (1881), *Phainomena* X/37–38 (2001), str. 213–227.

<sup>11</sup> 'V mednarodnem pogledu' – s tem je mišljeno predvsem vzpostavljanje skupnega evropskega visokega šolstva in t. i. 'družbe znanja', ki naj bi omogočila globalno konkurenčnost evropskega gospodarstva. V tej perspektivi so podane tudi programske smernice 'Drzne Slovenije'. Glede na to, kako se trenutno kažejo perspektive neoliberalnega modela gospodarstva, ki se prenaša na družbo v celoti, je seveda nujna kritika tako postavljene 'družbe' in 'znanja', predvsem z obzorja tistega, kar zapostavljata.



raziskovalne, kulturne ali kakšne druge namene, ali pa ga moramo – za vse te namene – vedno znova ustvarjati? In kaj se z jezikom zgodi, če v njem ne vedno znova ustvarjamo? Lahko ga kot predmet proučevanja prepustimo jezikoslovcem, za kar pa očitno spet potrebujemo neki jezik.

Navzkrižje med namenom in pomenom rabe jezika še posebno izstopi ob predpostavki, da *jezika o jeziku* ni, da ni jezika nasploh, kljub vsem scientističnim poskusom, da bi se takšen univerzalni jezik oblikoval. Obstajajo samo *različni jeziki* in *razlike v jeziku*, ne na sebi, marveč kolikor se ustvarjajo in jih ustvarjamo. Tako kot jezik ni nikoli zgolj to, s čimer govorimo, marveč krati to, kar govorimo in o čemer se govori. Smiselnost rabe jezika je podana v tem trojnem obeležju *smisla govorice*.

Lahko sicer predpisujemo uporabo jezika, ne pa tudi rabe govorice, ki je presežna po svojem četrtem smiselnem obeležju, da je ne le govorimo, marveč *nam hkrati sama govori*. Šele tako se lahko naučimo nekega jezika in ima to, kar govorimo, sploh neki smisel, oziroma je, kot pravi Aristotel, *phone meta phantasias*, kar lahko prevedemo kot 'glas, ki ga spremlja predstava'. A beseda *phantasia*, ki je razvita iz glagola *phainesthai*, 'kazati se', pomeni najprej *prikazovanje* tega, kar si lahko predstavljamo. Predstava šele sledi takemu prikazovanju, s katerim mi nekaj govori, tudi ko gre, recimo, za miselno predstavo. Wittgenstein, ki je svojo pozno filozofijo oprl na model jezikovne igre, v tej zvezi pripomni:

»Če Francoz reče 'dežuje' po francosko in Slovenec to pove po slovensko (v izvirniku 'Anglež' in 'angleško'), ali ni tako, da se potem v obeh duhovih zgodi nekaj, kar je resnični pomen besede 'dežuje'. Zamišljamo si nekaj takšnega kot 'predstavljanje', ki je mednarodni jezik. Čeprav v resnici:

- (1) mišljenje (ali predstavljanje) ne spremlja besed, ko so izgovorjene ali slišane;
- (2) smisel – misel 'dežuje' niso niti besede s spremstvom neke vrste predstavljanja.

Misel 'dežuje' je misel samo znotraj slovenskega jezika.«<sup>12</sup>

Wittgenstein tu ne zagovarja kakšnega jezikovnega ekskluzivizma, saj je sleherni jezik po njegovem dojetanju že vključen v drug jezik, vendar ne po odnosu nadrejenosti, marveč prevedljivosti, ki presega različnosti, ne da bi pri tem segala nad nje. Zato je tudi jezikovni prevod vselej ustvarjanje tistega, kar v danem jeziku tvori njegovo govorico.

Naj mimogrede omenim, da je, vsaj kar zadeva humanistične in družboslovne vede, prav prevajanje temeljnih del s tega področja v preteklih dvajsetih letih, ki mu žal ni v zadostni meri sledila leksikografija, precej prispevalo k dvigu kakovosti visokošolskih študijev, tudi v pogledu povezovanja z mednarodnim prostorom. Vendar pa se prevajalsko dejavnost, ko gre za vrednotenje dosežkov humanistike, obravnava kot postransko in brez posebnega dobička – hkrati ko se ve, kam smo prišli tam, kjer je šlo zgolj za dobičke. To seveda zveni kot morala, a 'logika dobička', po kateri so se na prostem trgu znašli tudi jeziki, ni nič manj morala.

Morda zato tudi ni odveč navesti še ene Aristotelove opredelitve govorice (*hermeneie*), ki pravi, da ta biva zaradi dobrobiti življenja (*eu zen*). Zmožnost govorice namreč ljudem

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<sup>12</sup> Ludwig Wittgenstein, *Predavanja in pogovori*, prev. Tomaž Grušovnik, Nova revija, Ljubljana 2007, str. 38–39.

omogoča medsebojni pogovor in dogovarjanje, ki konstituirata skupnost. Šele zato, ker je ljudem skupen jezik, je možna medčloveška skupnost. Tu seveda izstopi politični aspekt rabe jezika. Ravno Slovencev verjetno ni treba posebej prepričevati, da svoboda govora so vključuje uporabo lastnega jezika. Lahko pa to okoliščino mirno zanemarimo. Zakaj ne bi, recimo, še slovenski parlament, ki je, mimogrede, potrdil strateški dokument razvoja visokega šolstva in raziskovanja, sprejel ukrepa, da se parlamentarne seje lahko odvijajo tudi v tujih jezikih, in tako prispeval k večji prepoznavnosti in 'atraktivnosti' slovenske politike?


A kot sem uvodoma poudaril, mi ni do obrambe nekega nacionalnega jezika, saj se mi ta prej ko ne upira, marveč gre za vprašanje, kako pojmuje rabo jezika in ali sploh imamo ustrezen pojem o tem, kaj jezik je. Pri tem se ne moremo obnašati tako, da to vprašanje enostavno prepustimo jezikoslovcem. Vednost o jeziku že sledi jezikovni zavesti, ki se najneposredneje oblikuje s tem, da ustvarjamo v jeziku, kar obsega tako rekoč vse človeško početje. To pa pomeni, da je jezikovna zavest vedno na prehodu z jezikovno bitjo.

Wilhelm von Humboldt je v enem najpomembnejših jezikoslovnih del sploh, *O različnosti človeške jezikovne zgradbe*, glede tega zapisal: »Jezik, dojet v svojem resničnem bistvu, je nekaj stalnega, obstojnega in v slehernem trenutku prehajajočega. Celó njegovo zadržanje s pomočjo pisave je vedno nepopolno, mumiji podobno ohranjanje, ki je pač samo spet potrebno tega, da v njem skušamo ponavzočiti živo izvajanje. Jezik ni delo (*ergon*), temveč dejavnost (*energeia*).«<sup>13</sup>

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<sup>13</sup> Wilhelm von Humboldt, *O različnosti človeške jezikovne zgradbe*, prev. S. Krušič in A. Leskovec, Ljubljana 2006, str. 45.

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614-11/2012/28		Bongarč	

KRITIČNI POGLED NA OSNUPEK NPJP

Na področju jezikovne politike slovenska država ne izpolnjuje temeljnih spoznanj in pričakovanj, zaradi katerih je bila sploh ustanovljena! Internacionalistični pripadniki kontinuitete nadaljujejo politiko samoraznarodovanja in vsako zavzemanje za slovenstvo označujejo za "nacionalizem", a hkrati občudujejo in častijo tako imenovani narodnoosvobodilni boj, ki je vselej izvorno nacionalno dejanje, zanje "nacionalistično"! Kakšna pojmovna zmeda in lažnjivost vladata v njihovih glavah! No, pa tudi v tistih redkih obdobjih ko kulturno-jezikovne politike usmerjajo pripadniki slovenske mladosti, oziroma tistega, kar je od nje ostalo, ni nobenih bistvenih približevanj esamosvojitvenim zahtevam, kar priča tudi obravnavani NPJP! Slovenci po vražji krožnici drsimo v položaj, podoban tistemu, v kakršnem smo bili v Avstro-ogerski, le da je nemščina in madžarščina nadomestila angleščina! Slovenščina naj bi bila uradni jezik v Uniji, kar še v Ljubljani ni! Lep primer slovenskega tragikomičnega treteljczizma!

Slovenci smo se kot narod oblikovali z veliko težavo v tuji večnacionalni državi z vodilnim narodom (nacije). Po letu 1860 pa celo v več državah. Zato je naša narodna zavest kilava in invalidna, nacionalni (državni) zavesti pa sploh ni vredno govoriti, tako malo je je. Še vedno prevladuje deželna zavest. Zato ni čudno, da se državotvorne ideje o Zedinjeni Sloveniji prihajale iz dežele Koroške (državotvorne Karantanije), pa niso bile uspešne, zaradi pomanjkanja slovenske zavesti v ostalih deželah! Celje, Prešern, vodilni duh, je prišel komaj do Dežele Kranjske in do Zdravljice, čeprav bi človek pričakoval, da bo dektor prava oblikovalpravne temelje Zedinjene Slovenije! Njen razpad se je začel, še preden je nastala! Najprej je s samoodločbo? odpadla Benečija! Potem spet s samoodločbo Koroška in večji del Štajerske (nemurji bi bili odcepili kar celotno z Mariborom in Celjem vred), del Istre, Prekmurje, Sušak v Kvarnerju in kar lep kos ob južni meji! Ostala je Dežela Kranjska z južno Štajersko in vzhodno Primorsko ter vrnjenim Prekmurjem brez Perabja, ki se, ko je postala država, pospešeno samoraznareduje, v imenu tipično slovenskega "evropejstva" in provincialnega "svetovljanstva".

Koncem 19. in začetkom 20. stoletja J. Aljaž ni samo slovenil slovenskih gora, ampak ustvarjal tudi glasbo, uglasbil je vse najlepše pesmi "nacionalista" S. Gregorčiča, ki je jasno vidno napovedal seske fronte, o kateri se vodilnim "Evropejcem" še sanjale ni! Leta 1895 nismo dobili le stolpa na vrhu Triglava, ampak tudi slovenske Opere, v kateri se peli slovenske in to pevci evropskega formata! S prepesnitvijo libret se je razvijala knjižna slovensčina, s petjem pa oderski jezik, saj je peta beseda najvišja umetniška zvrst zbornega govora! Na začetku 20. stoletja smo dobili popolne gimnazije z mature s slovensčino kot učnim jezikom! Znanstveniki, posebne pravniki in medicinci, so vneta ustvarjali znanstveno slovensčino in s tem postavljali temelje za slovenske univerze s slovenskim učnim jezikom! Šele nepolno stoletje imamo take Univerze, pa je že samoukinjamo!? Butaljščina (treteljščina) brez primere! Teknovati pa moramo z naredi, ki imajo univerze že stoletja! Kako naj bomo ob takšni "politiki" enakovredni in enakopravni razen na papirju?! Dobro bi bilo, če bi naši kulturni birokrati, ki v glavnem ne presegajo kulturne ravni uvožene, urbane subkulture, večkrat pomislili na ta dejstva!

In kako je danes? Opere se v glavnem izvaja v tujem jeziku, slovenščina je -v slabem, prezmem prevodu- pregnana na nadodetje, da se v glavnem tretjerazrednim, gestujočim pevcem z njo ni treba truditi! Mednarodna gimnazija z maturo poučuje v narodni angleščini!? Slovenski maturantje morajo z zadostnim znanjem tujega jezika dokazati zrelost in sposobnost za študij na slovenskih univerzah, medtem ko znanje slovenščine tako šepa, da celo zlati maturantje delajo osnovne praverečne napake, kot npr. pred dvema dnevi... Zaradi peščice rednih in občasnih študentov iz tujine domači in gestujoči predavatelji predavajo v angleščini. Obzirni do koloniziranih, govorijo počasi. Slovenski tretlji pazljivo poslušajo in nič ne sprašujejo tudi zaradi nezadostnega obvladanja angleščine... Slovenski univerzitetni učitelji nabirajo točke za napredovanje tako, da pišejo strokovne članke samo v tujih jezikih. S tem ponižujejo slovenščino in ji onemogočajo razvoj kot jeziku znanosti. Doktorati se pišejo v angleščini... Večina imen podjetij je angleških, velikokrat v obliki nemogočih spačenk... Čeprav tujci z imeni kot so: Krka, Lek, Gorenje, Sava, Lesnina... nimajo tujci nobenih težav. Gre za tipično slovenske snebovstvo! ("Le tujca jezik, šege občuduje..."). Na marsikaterem inštitutu je angleščina prvi, slovenščina šele drugi jezik, če spleh! Napisne table so dvojezične, kar je izrazito protiustavno, saj Slovenija ni dvojezična država. Vodstva podjetij v tuji lasti poslušajo v angleščini, nemščini, francosščini, italijanščini. Si predstavljate, da bi lahko katera podružnica slovenskih podjetij na tujem poslovala v slovenščini? Grške veleposlaništvo v Trnovskem pristanu ter kitajske gospodarske predstavništvo v Režni dolini in gotovo še kdo v Ljubljani, glavnem mestu slavenske države, ignorirata slovenščino ter uporabljata samo grščino ozirama hanščino in angleščino, pa te sramotne dejstve očitno ne moti ne Zunanjega ministrstva ne jezikovne inšpekcije! Če bi se kaj takega privesčilo katerokoli veleposlaništvo v Atenah, bi njegove pročelje zelo hitro temeljito spremenile podobe...

Pripadniki malih narodov smo, žal, objektivno v neenakovrednem in posledično neenakopravnem položaju s pripadniki velikih narodov. Prav zato je tako pomembno, kakšno jezikovno politiko vodi država, da se to stanje še dodatno ne poslabša!

Če hočemo obstati kot Slovenci vsaj še nadaljnjih 50 let, bo treba manjvrednostno jezikovno politikantstvo v slogu: Five O'clock Coffee to Love Slovene, nadomestiti z državotvorno jezikovno politiko:

- I. Slovenščina je uradni jezik države Republike Slovenije. Dolžne so je uporabljati:
  - a/ Vse tri veje oblasti v vseh svojih ustanovah na vseh ravneh.
  - b/ Samouprava na vseh ravneh.
  - c/ Politične in druge družbene organizacije na vseh ravneh.
  - d/ Cerkve in verske skupnosti na vseh ravneh.
  - e/ Razen na območjih kjer živita avtohtoni madžarska in italijanska in parlamentu dvojezičnost ni dovoljena.
  - f/ Kulturna društva raznih priseljencev imajo pravico gojiti svoj materni jezik in kulturo, nimajo pa pravice dvojezičnosti vnašati v prostor kot manjšini pod e.
  - g/ Tudi diplomacija mora posloovati v slovenščini: Z državami Evropske Unije, kjer je slovenščina uradni jezik, samo v

slovenščini, z državami zunaj Unije pa v slovenščini in prevodom v državni jezik države naslovnice.

h/ Če država vodi pestopek proti tujemu državljanu ali slovenskemu, ki ne obvlada dovolj slovenščine, ima le-ta pravico prevoda v svoj materni jezik, oziroma jezik, ki ga najboljše obvlada.

2/ Slovenščina je jezik poučevanja v celotnem izobraževalno-izgojnim sistemu od vrtca do univerze in višjega ter visokega šolstva.

Ker pa se jeziki malih (maloštevilčnih) narodov v stvarnosti v izrazito podrejenem položaju, bi bile dovoljene izjeme, ki pa ne bi smele povečevati podrejenosti:

- a/ Na dvojezičnih območjih pouk že poteka dvojezično. Na slovenskih visokih šolah bi bilo treba zagotoviti boljše možnosti za študij madžarščine in italijanščine s književnostjo in predvsem dovolj pedagoških delavcev v teh jezikih. Država bi podpirala študij pripadnikov teh dveh manjšin na univerzah matičnih držav, v kolikor bi vzajemne take podpore bili deležni tudi pripadniki slovenske manjšine v Italiji in Madžarski za študij na slovenskih univerzah.
- b/ Zaradi demografskega poluma smo v tragikomičnem položaju: 60% populacije se vpisuje na gimnazije in potem na visoke šole. Tolikšen del populacije pa nikakor ni sposoben za študij, zato tako stanje ustvarja zelo nevarno socialno bombo. Ker je v najboljšem primeru le 30% delež populacije zmožen doštudirati, pomeni, da bo treba pridobiti precej več kot 10% študentov iz tujine, če bomo hoteli vsaj delno zapolniti zmogljivosti slovenskih univerz. To pa pomeni, da je treba od rednih študentov iz tujine zahtevati vsaj pasivno znanje slovenščine, kot se morajo slovenski študentje naučiti jezika tujega okolja, kjer študirajo. Drugačno obnašanje je hlapčevsko. Celo v SFRJ, v kateri je študiralo veliko študentov iz neuvršenih držav, so se ti morali naučiti jezika okolja, čeprav so kot državljani bivših kolonij kolikor toliko znali angleške ali francoske! Pri občasni izmenjavi študentov za krajši čas bi se predavanja iz slovenščine simultane prevajala v njih materinščini ali angleščini, v kolikor bi jo dovolj obvladali in želeli. (Nikakor ni res, da kar povsod obvladajo angleščino kot "mednarodni" jezik. Že v Franciji so težave, v španske in portugalske govorečih državah pa še neprimerno večje!). Predavatelji iz tujine predavatelji iz tujine bi predavali v svojem jeziku ali angleščini, vendar bi predavanja simultane prevajali v slovenščino, jezik poučevanja.
- c/ Znanstvene članke, ki jih morajo objavljati znanstveniki na univerzah za napredovanje in jih sedaj pišejo samo v tujih jezikih, je obvezno treba objaviti tudi v slovenščini, saj so njihova spoznanja zanimiva tudi za Slovence in slovenščino!
- d/ Doktorati morajo biti napisani, branjeni in obranjeni ter objavljeni v slovenščini. Šele nato v tujem jeziku.
- e/ Angleški napisi na zvezkih, delovnih zvezkih, učbenikih niso dovoljeni, razen pri učbenikih, delovnih zvezkih in drugih pripomočkih za pouk angleščine kot tujega jezika. Namesto da se že stroičke pošiljuje z vsepovsod prisotnimi angleškimi na-

napisi, se na šolske zvezke, delovne zvezke, učbenike na prvo stran natisnejo slovenski pregovori, ki vsebujejo tisočletno sežeto izkušnje in modrost slovenskega naroda! Na zadnje stran pa razlago pregovorov. Potem se ne bo moglo več zgoditi, da zlata maturantka (In še marsikdo!) ne bo vedela, kaj pomeni "kupiti mačka v žaklju," čeprav jih je v dosedanjem izobraževanju kupila že kar lepo število!

- 3/ Slovenščina je poslovalni jezik gospodarstva in kmetijstva v Republiki Sloveniji, vključno z imeni družb, podjetij ter obrtnih delavnic in trgovin.

Izjeme:

- a/ Imena tujih družb in podjetij, ki poslujejo na ozemlju Republike Slovenije. Vse druge mora biti v slovenščini.
- b/ Poslovedstva tujih družb in podjetij, ki se ne naučijo slovenske, lahko poslovno občujejo v svojem materinem ali kakim drugim jezikom, a merajo obvezno imeti tolmače, ne pa vzvišene pričakovati ali celo zahtevati, da Slovenci z njimi občujemo v tujem jeziku.
- c/ Slovenske mednarodne družbe imajo lahko v drugih državah imena podružnic, ki so prilagojena jeziku tuje države, in so različna od imena matičnega podjetja v Sloveniji, ki mora biti, kot rečeno, slovensko.
- d/ Slovenščina je jezik slovenske kulture, ker le-ta drugače ne bo več slovenska!
- Izjeme:
- a/ Gostovanje tujih gledališč, vokalnih in glasbenih ansamblov.
- b/ Koprodukcije z omejenim številom ponovitev.
- c/ Študijske predstave dijakov in študentov tujih jezikov ter produkcije igralskih in glasbenih akademij.
- d/ Slavnostne izvedbe simfonij in maš z vokalno instrumentalno vsebino ter izvedba običajnih maš v latinščini ali drugih tujih jezikih za člane diplomatskega zbora, turiste in pripadnike drugih narodov, živečih v Republiki Sloveniji.
- e/ Vokalni in vokalno-instrumentalni ansambli, ki izvajajo mednarodni program, če je v njem enakovredno zastopana tozvrstna slovenska glasba.
- f/ Radijo in Televizija Slovenija in vse druge radijske ter televizijske postaje, ki noč in dan predvajajo zabavne (subkulturne) vokalno-instrumentalne ali vokalne mednarodne programe, če je v njih enakovredno zastopana tozvrstna slovenska glasba.
- g/ Gestujoči tuji ansambli (bendi), ki izvajajo urbano ali neurbano subkulturno, industrijsko, vokalno-instrumentalno glasbo za množice. Vse reklame in vabila na take koncerte morajo biti v slovenščini kot prvim jezikom.
- h/ Tovrstni domači bendi morajo enakovredno del programa izvajati z vokalom v slovenskem prevodu.
- i/ Filmi v tujih jezikih, kakršnikoli elektronski posnetki, javno predvajani na TVS ali drugih TV postajah ter omrežjih in mrežjih, ki so javno predvajani, morajo biti sinhronizirani v slovenščino ali slovensko podnaslovljeni.

5/ Slovenščina je poslovalni in občevalni jezik v Republiki Sloveniji na vseh ravneh, v športu.

a/ Plakati, kakršnikoli oglasi za mednarodne športne prireditve na ozemlju R. S. so lahko tudi v tujih jezikih, vendar s slovenščine kot prvim.

b/ Objave dosežkov na mednarodnih prireditvah morajo najprej potekati v slovenščini in šele nato v tujih jezikih.

Dobro bi bilo, če bi se bolj zavedali, da 25. junija praznujemo dan državnosti tudi na jezikovnem področju, ne pa dan nove, subkulturne polkolonjalnosti in Five O'clock Coffee to love Slovene!

Rudolf Blaž, osamosvojitveni, slovenski tretelj,  
Bebenčkova 5,  
Ljubljana.



Pripis:

Minister bi lahko takej že v okviru sedanje zakonodaje, ki v Ustavi jasno določa, da Republika Slovenija ni dvojezična država, stanje pomembno izboljšal, če bi sorazmerne dobre plačane jezikovne inšpekcije, ki se vseprevečkrat sprenevedavo izmika ukrepanju, drugače plačeval: Inšpektorji bi dobili polovico plače, ker pridejo na delovne mesto, drugo polovico pa za to, koliko na njem za slovenščine sterijo! Nismo se osamosvojili, da bi postali nekakšen Luksemburg, kjer bi bila slovenščina na tretjem mestu, če sploh. Če lastna država ne sledi temeljnima namenom osamosvojitve, je ne potrebujemo, ker je majhna država predraga!

Zveza zvez kulturnih društev konstitutivnih narodov in narodnosti nekdanje SFRJ v Sloveniji, Exyumak, Veselin Lakić, predsednik (28. 6. 2012)

**EXYUMAK** ZVEZA ZVEZ KULTURNIH DRUŠTEV  
konstitutivnih  
**EXYUMCO** narodov in narodnosti  
nekdanje SFRJ v Sloveniji

Celovška 177

Dr. Simona Bergoč  
vodja Sektorja za slovenski jezik  
Ministrstvo za izobraževanje, znanost, kulturo in šport RS  
Metelkova 4, Ljubljana

MINISTRSTVO ZA IZOBRAŽEVANJE, ZNANOST, KULTURO IN ŠPORT 05		
Številka:	Datum:	Priloge:
	28-06-2012	1
Številka zadeve:		Sig. znak:
614-1/2012/29		Bergoč

Spoštovani,

v prilogi dostavljamo odziv Zveze zvez na osnutek Resolucije o jezikovni politiki Republike Slovenije 2012 – 2016.

Prosim, da potrdite prejem naše pošiljke. Pričakujemo pa tudi Vaš odziv na naše Pripombe.

S spoštovanjem,

Veselin Lakić, predsednik Zveze zvez





Ljubljana, Celovška 177

**PRIPOMBE IN PREDLOGI DOPOLNITEV**

**K OSNUTKU NACIONALNEGA PROGRAMA ZA JEZIKOVNO POLITIKO 2012 – 2016**

Zveza zvez kulturnih društev konstitutivnih narodov in narodnosti razpadle SFRJ v Sloveniji (v nadaljevanju: Zveza zvez) podaja sledeče pripombe in predloge dopolnitev k osnutku Nacionalnega programa za jezikovno politiko 2012-2016 (v nadaljevanju: NPJP):

**1. Splošne pripombe**

- **K poglavju »Okvir nacionalnega programa za jezikovno politiko« (str. 3-4):**

Zveza zvez v tem poglavju pogoša bolj poglobljeno analizo stanja in analizo potreb različnih jezikovnih skupnosti, vključno zlasti z govorniki dejanskih manjšinskih populacij narodnih skupnosti Albancev, Bošnjakov, Črnogorcev, Hrvatov, Makedoncev in Srbov (navedenih po abecednem vrstnem redu, skrajšano ABČHMS), ki živimo v Republiki Sloveniji (RS)<sup>14</sup>.

Tako bi bilo potrebno v Uvodu tega Nacionalnega programa poimensko navesti, katere jezikovne skupnosti – poleg slovenske jezikovne skupnosti – sobivajo v Republiki Slovenije, (vsaj približno) koliko govorcev uporablja manjšinske jezike (npr. na razpolago so podatki iz popisa prebivalstva,

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<sup>14</sup> **Deklaracijo Republike Slovenije o položaju narodnih skupnosti pripadnikov narodov nekdanje SFRJ v Republiki Sloveniji** je 1. februarja 2011 sprejel Državni zbor Republike Slovenije z nad-dvotretjinsko večino vseh poslancev Državnega zbora.

objavljene so številne študije in raziskave na to temo<sup>15</sup>, na spletni strani Ministrstva za kulturo RS so bile lani objavljene pripombe tudi Zveze zvez k srednjeročnemu programu za kulturo RS).

- **K poglavju »Nosilci dejavne jezikovne politike« (str. 5-7):**

NPJP predlaga ustanovitev delovne skupine za spremljanje in oblikovanje jezikovne politike RS, ki bi bila sestavljena iz visokih predstavnikov in javnih uslužbencev iz ključnih ministrstev. Pri Zvezi zvez menimo, da takšna sestava ni ustrezna, saj ne vključuje širšega kroga zainteresiranih javnosti. V delovno skupino bi morali biti vključeni tudi zunanji strokovnjaki (jezikoslovci, logopedi, strokovnjaki s področja medijev itd.), kot tudi predstavniki manjšinskih jezikovnih skupin.

***Predlog Zveze zvez je, da se v delovno skupino na predlog Zveze zvez imenuje tudi predstavnik narodnih skupnosti nekdanje Jugoslavije.***

- **K poglavju III »Formalnopravni vidiki programa slovenske jezikovne politike« (str. 28-29):**

Stališče Zveze zvez je, da je v tem poglavju potrebno navesti Deklaracijo RS o položaju narodnih skupnosti pripadnikov narodov nekdanje Jugoslavije v RS kot tudi nacionalno zakonodajo s področja zagotavljanja enakih možnosti (Zakon o uresničevanju načela enakega obravnavanja) in medijev (Zakon o medijih) ter mednarodno-pravne dokumente s področja varstva manjšin in manjšinskih jezikov.

## **2. Specifične pripombe**

- **K poglavju 5 »Jeziki manjšin in priseljencev v RS« (str. 13-14):**

1. Po zgledu na druga tematska poglavja NPJP je potrebno tudi v 5. poglavju definirati konkretne cilje, kaj bo doseženo (1. cilj...).

Zveza zvez predlaga, da se vključi naslednji cilj:

***Zagotavljanje vsestranskega jezikovnega razvoja in ohranjanja jezikov manjšinskih narodnih skupnosti v RS.***

2. Predlagamo vključitev dodatnih ukrepov v 5. poglavju, in sicer:

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<sup>15</sup> Na primer, Kržišnik-Bukić, V., Statusno opredeljevanje in strokovna obravnava materinščin ex-yu populacij v slovenskem osnovnem šolstvu, Uporabno jezikoslovje, 9-10, 2011.

- *zagotovitev fakultativnega pouka materinščine za otroke iz manjšinskih jezikovnih skupnosti od prvega razreda osnovne šole,*
  - *spodbujanje tečajev materinščine za mlade in odrasle iz manjšinskih jezikovnih skupnosti,*
  - *jezikovno izobraževanje in usposabljanje učiteljev in učiteljic za poučevanje materinščine, ki ni slovenščina,*
  - *spodbujanje izobraževanj in usposabljanja učencev in dijakov iz manjšinskih jezikovnih skupnosti v okoljih, v katerih je njihova materinščina prvi oziroma večinski jezik,*
  - *sistematično zagotavljanje dodatnega pouka slovenščine za učence v osnovnih in srednjih šolah, katerih slovenščina ni prvi (materni) jezik*
  - *izobraževanje in usposabljanje govorcev in govork manjšinskih jezikov za produkcijo medijskih vsebin v televizijskih in radijskih programih ter v »novih medijih«.*
- K poglavju 6 »Tuji jeziki« (str. 14-15):

Predlagamo vključitev dodatnih ukrepov v 6. poglavju, in sicer:

- *vzpostavitev katedre na institucionalni visokošolski ravni za jezike tistih manjšin, ki so v znatnem številu prisotne v RS in ki katedre še nimajo*
- *zagotovitev knjižničnega gradiva v jezikih manjšin, ki so v znatnem številu prisotne v RS, v šolskih in drugih javnih knjižnicah.*

V kolikor bo sprejet v tukajšnjem aktu podan predlog, da se v delovno skupino za spremljanje in oblikovanje jezikovne politike RS, ki naj bi se ustanovila na resornem ministrstvu, imenuje tudi strokovnega predstavnik samih narodnih skupnosti nekdanje Jugoslavije, ki ga te skupnosti vsekakor premoremo, bomo v njej seveda z zadovoljstvom in odgovorno sodelovali. V nasprotnem primeru pa se bojimo, da ne bo mogoče voditi povsem kompetentne strokovne jezikovne politike, ki bi dejansko upoštevala avtentične potrebe tu obravnavanih narodnih skupnosti v RS.

**Pripravljeno na Strokovni skupini Zveze zvez, maj-junij 2012,**

**sprejeto na Predsedstvu Zveze zvez 22. junija 2012**

Predsedstvo Zveze zvez kulturnih društev konstitutivnih narodov in narodnosti nekdanje SFRJ v Republiki Sloveniji

V Ljubljani, 22. junija 2012

Predsednik

Veselin Lakić

## **Nacionalni svet za kulturo** (29. 6. in 7. 9. 2012)

Spoštovana dr. Simona Bergoč,

pošiljam vam sklepe 17. seje Nacionalnega sveta za kulturo in vas lepo pozdravljam.

Miran Zupanič

17. redna seja 19. junija 2012

### **4. Pobuda Ministrstva za izobraževanje, znanost, kulturo in šport – Obravnava delovnega besedila Resolucije o nacionalnem programu za jezikovno politiko 2012–2016**

Uvodoma je besedilo osnutka resolucije na kratko predstavila **dr. Simona Bergoč**. Povedala je, da ga je oblikovala posebna delovna skupina, ki je delo zaključila novembra 2011. Gre za Nacionalni program o jezikovni politiki, ki ureja uporabo vseh jezikov v Republiki Sloveniji, seveda s poudarkom na slovenščini kot maternem jeziku. Resolucija vzpostavlja dve prioriteti: prva so jeziki v izobraževanju, znanosti in visokem šolstvu, druga pa je jezikovna opremljenost, to je razvoj virov za slovenščino in jezikovne tehnologije. Člane je prosila, da se do 29. 6. opredelijo do besedila, saj bodo takrat imeli sejo komisije za slovenščino, ki bo obravnavala vse predloge in mnenja zainteresirane javnosti.

Prisotni so poudarili pomen materinščine, nedopustno bi se bilo odpovedati slovenskemu jeziku na višjih ravneh, interes slovenskega naroda je, da se ohrani na vseh nivojih življenja. Gre za razvoj jezika, z novimi tehnologijami se jezik mora razvijati. V stroki dandanes skorajda ni več prevodov novih izrazov, ki pa so nujni. Ne gre le za pravico do jezika, ampak negovanje razvoja tega jezika v današnjem času. Najbolj skrb vzbujajoč je položaj slovenskega jezika v znanstveni in strokovni rabi ter v šolstvu. Na problematiko jezika v znanosti je treba pogledati s stališča, ali bo slovenski jezik na Slovenskem sploh še jezik znanosti. Predlagani ukrepi skrivajo za sabo izrazito ekonomistično logiko, zaradi katere moramo v resoluciji zapisati zelo strogo in jasno mejo, s katero bomo zavarovali raven svojega bivanja in ustvarjanja tudi na višjih ravneh slovenskega jezika.

V nadaljevanju razprave so člani sprejeli smernice za oblikovanje sklepov k 2. točki, jih dopisno uskladili ter o njih glasovali na dopisni seji, ki je bila razpisana od 26. do 28. junija 2012. Svet je sprejel naslednja sklepa:

Sklep 4.1: Nacionalni svet za kulturo priporoča, da Resolucija o nacionalnem programu za jezikovno politiko 2012–2016 zagotovi rabo slovenskega jezika na vseh ravneh in uredi mehanizme podpore za razvoj slovenščine in zaščito jezika v smislu avtonomnega sobivanja in souporabe z drugimi jeziki predvsem v okoljih raznih strok.

Sklep 4.2: Sklepi se pošljejo Vladi RS, Ministrstvu za izobraževanje, znanost, kulturo in šport, Odboru za izobraževanje, znanost, kulturo, šport in mladino DZ RS in vodjem vseh poslanskih skupin DZ RS.

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**Ferenc Horváth**, predsednik Sveta Pomurske madžarske samoupravne narodne skupnosti (2. 7. 2012)

29.6.2012

14712

**Ministrstvu za izobraževanje, znanost, kulturo in šport**

**Sektor za slovenski jezik**

**Vojko Stopar, Sekretar**

Metelkova 4  
1000 Ljubljana

**Zadeva:** mnenje k Nacionalnemu programu za jezikovno politiko 2012-2016

Spoštovani g. Stopar!

Pošiljamo Vam mnenje PMSNS k predlogu Nacionalnega programa za jezikovno politiko 2012-2016.

PMSNS kot krovna organizacija madžarske narodne skupnosti soglaša z namero o zagotovitvi pravice do ohranjanje in razvoja lastnega jezika in kulture, vsem govorcem katerih slovenščina ni prvi jezik, vendar pa pri tem poudarja, da je potrebno v skladu z ustavo RS, posvetiti posebno pozornost ohranitvi in razvoju jezika pripadnikov avtohtonih narodnosti in s tem ohraniti pomen in status jezika obeh avtohtonih narodnih skupnosti napram jezikom ostalih narodnosti. Pri tem je potrebno doseči dosledno upoštevanje ustavnih in zakonskih določb. V nacionalnem programu je poleg tega potrebno večji poudarek nameniti poučevanju jezikov avtohtonih narodnosti (madžarščine in italijanščine) izven narodnostno mešanega območja. Približno 16% pripadnikov madžarske manjšine živi zunaj dvojezičnega območja, zato bi bilo vsekakor potrebno vključiti poučevanje madžarskega jezika v izobraževalni sistem, predvsem na tistih področjih, kjer je večjo število pripadnikov madžarske manjšine.

Z lepimi pozdravi!

Ferenc Horváth,  
predsednik Sveta PMSNS

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**Zavod za slepo in slabovidno mladino Ljubljana, Zveza društev slepih in slabovidnih Slovenije ter Tiflo sekcija Društva specialnih in rehabilitacijskih pedagogov Slovenije**  
(17. 7. 2012)

Spoštovani,  
za vaše opozorilo glede dopolnila Nacionalnega programa za jezikovno politiko 2012-2016 se vam najlepše zahvaljujemo. Vsekakor podpiramo predlog, da bi ta program vseboval tudi opozorilo na našo specifiko, torej brajico. Predlagamo pa, da bi poslano besedilo malenkost dopolnili in bi se besedilo glasilo takole:

Opis sodobne norme in spodbujanje poučevanja, uporabe in znanstvenoraziskovalnega dela na področju slovenske brajice;

V spremnem dopisu, ki je v prilonki, je nekoliko širša obrazložitev te problematike.

Veseli bomo, če nas boste o končni usodi predlaganega dopolnila seznanili.

Z lepimi pozdravi,

Zavod za slepo in slabovidno mladino Ljubljana  
Zveza društev slepih in slabovidnih Slovenije  
Tiflo sekcija Društva specialnih in rehabilitacijskih pedagogov Slovenije

Zavod za slepo in slabovidno mladino Ljubljana  
Zveza društev slepih in slabovidnih Slovenije  
Tiflo sekcija Društva specialnih in rehabilitacijskih pedagogov Slovenije

g. Vojko Stopar  
Sektor za slovenski jezik na  
Ministrstvu za izobraževanje, znanost, kulturo in šport

Ljubljana, 10. julij 2012

**Zadeva: Mnenje o vključitvi brajice v Resolucijo o Nacionalnem programu za jezikovno politiko 2012 - 2016**

Spoštovani!

Pozdravljamo pobudo, da se skrb za slovensko brajico vključi v Nacionalni program za jezikovno politiko 2012 – 2016.

Za začetek bi bilo dobro razčistiti s samim poimenovanjem pisave za slepe, ki so jo imenovali po izumitelju Loisu Brailu.

Le redko slišimo povsem pravilno izgovoriti njegovo ime in to celo med slepimi in slabovidnimi. Še huje je s poimenovanjem njegovega izuma. Seveda ni narobe, če pisavo za slepe poimenujemo Braillova oz. braillova pisava, a če je to pravilno (francosko) napisano, le redko sledi tudi pravilna izgovorjava. Brelova pisava, brajova pisava, braillova pisava, brajlova pisava – vse to, pa še mnoge druge so napačne inačice, ki jih pogosto slišimo.

V Zvezi društev slepih in slabovidnih Slovenije in v Zavodu za slepo in slabovidno mladino Ljubljana že vrsto let usklajeno uporabljamo izraz »brajica«. Izraz je preprost in jasen ter logičen tudi v primerjavi s poimenovanji drugih pisav (latinica, gotica, cirilica, metelčica, gajica itd.). Pobuda za uporabo tega izraza je bila v preteklosti poslana že tudi na SAZU.

V nadaljevanju besedila je torej za pisavo za slepe uporabljen izraz »brajica«.

Celostna skrb za brajico na eni strani vključuje razvoj, učenje in promocijo tako 6 kot 8-točkovne brajice, na drugi strani pa tudi razvoj in nadgradnjo informacijsko komunikacijske tehnologije, ki je namenjena slepim in slabovidnim osebam.

- Vsak jezik, naj bo ta ustni ali pisni, se s časom spreminja, saj se s časom spreminjajo tudi potrebe njegovih govorcev oziroma zapisovalcev (uporabnikov). To velja tudi za slovensko brajico. S tem namenom je ustanovljena Komisija za posodobitev slovenskega brajevega točkopisa pri Tiflo sekciji Društva specialnih in rehabilitacijskih pedagogov Slovenije. Njena naloga je posodobitev slovenske 6-točkovne brajice iz leta 1974 in njena uskladitev s slovensko 8-točkovno brajico ter priprava navodil za uporabo obeh.

- Posebno pozornost je treba nameniti učenju in promociji brajice. Na prvem mestu je potrebno poudariti pravico slepe osebe do učenja brajice, saj ta predstavlja osnovno komunikacijsko sredstvo, in dolžnost okolja v katerem živi in se izobražuje, da ji to omogočijo ter jo pri tem spodbujajo.  
Promocija brajice ni možna brez tiskanja besedil v brajici. To pomeni celoten spekter besedil na vseh področjih življenja in dela (učna gradiva, leposlovje, uradni dokumenti, označevanje izdelkov, napisi v javnosti, ...). Še posebej je pomembno, da imajo slepe osebe v procesu izobraževanja zagotovljene učbenike, ki so dostopni v tiskani in/ali elektronski obliki, omogočena pa jim je tudi pravica do izbire ustreznega učbenika.
- Informacijsko komunikacijska tehnologija, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo govora, za sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg razvoja teh sistemov je potrebno omogočiti njihovo lokalizacijo in vgradnjo v sodobne naprave in programsko opremo (na primer v čitalce zaslonov na računalnikih ali mobilnih napravah, naprave za branje elektronskih datotek, naprave za predvajanje digitalno posnetih zvočnih knjig, ...).

Upamo, da boste naše mnenje uspeli vključiti v uradno besedilo Resolucije. Prav tako pa smo tudi v nadaljevanju pripravljene sodelovati pri oblikovanju tega besedila.

Zahvaljujemo se vam za sodelovanje in vas lepo pozdravljamo!

Katjuša Koprivnikar,  
v.d. ravnateljica Zavoda za slepo in slabovidno mladino Ljubljana

Tomaž Wraber,  
predsednik Zveze društev slepih in slabovidnih Slovenije

Azra Seražin,  
tajnica Zveze društev slepih in slabovidnih Slovenije

Marija Jeraša,  
predsednica Tiflo sekcije Društva specialnih in rehabilitacijskih pedagogov Slovenije




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**Matjaž Juhart, Zveza društev gluhih in naglušnih Slovenije (23. 7. 2012)**

Pri prebiranju NPJP je zaznati, da se zaradi slabše prepoznavnosti in primerne zakonske ureditve Slovenskega znakovnega jezika (SZJ) v NPJP ne odraža kot bi se moralo. V Uradnem listu R.S. št. 96, dne 14.11.2002 je bil objavljen Zakon o uporabi slovenskega znakovnega jezika, ki med drugimi določili v 15. členu piše tudi o razvoju SZJ. S tem zakonom uvršča SZJ kot uradni jezik v RS. S tem pričakujemo, da se ga dvigne na isti nivo kot SJ v NPJP



in ne v podrubrike in podpoglavja kot je nastavljeno sedaj. To podkrepi tudi Konvencija OZN o pravicah invalidov prav tako sprejeta v DZ.

V želji po skupnem razgovoru in podrobnejši razlagi, vas lepo pozdravljam,

Matjaž Juhart  
ZDGNS

**2012–2016**

**Osnutek**

**april 2012**

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#### **Uvod**

##### **Okvir nacionalnega programa za jezikovno politiko**

Z letom 2012 preneha veljati Resolucija o nacionalnem programu za jezikovno politiko 2007–2011 (ReNPJP 2007–2011, sprejeta 7. maja 2007 v Državnem zboru RS), zato je tedanje Ministrstvo za kulturo kot predlagatelj v skladu s prvim odstavkom 28. člena *Zakona o javni rabi slovenščine* v letu 2011 začelo pripravljati predlog novega nacionalnega programa, ki naj bi začrtal strokovne smernice za jezikovnopolitične odločitve in ukrepe v naslednjem petletnem obdobju. V ta namen je bila s sklepom ministrice za kulturo aprila 2011 imenovana osemčlanska delovna skupina za oblikovanje in redakcijo osnutka predloga nacionalnega programa za jezikovno politiko 2012–2016 (NPJP 2012–2016). Novi predlog v temelju nadaljuje smernice prejšnjega nacionalnega programa, toda z večjim

poudarkom na heterogenosti jezikovnih potreb različnih govorcev ter na razvoju jezikovnih virov, ki omogočajo njihovo uresničevanje. Delovna skupina je z namenom vključitve čim širšega kroga zainteresiranih strani v pripravo novega predloga povabila k sodelovanju vse ustrezne institucije, ki jih posredno ali neposredno zadeva področje državnega jezikovnega načrtovanja in politike – vladne in nevladne, v RS in zunaj nje, akademske ustanove, predstavniške organizacije itd. Kljub kratkemu časovnemu okviru se jih je veliko odzvalo in predlogi njihovih ciljev ter ukrepov so vključeni že v besedilo osnutka. Predlog NPJP 2012–2016 bo sicer v skladu s predpisanim postopkom pred vladno obravnavo doživel še javno obravnavo in medresorsko usklajevanje, tako da bo na razpolago še nekaj časa za dopolnjevanje. Ko ga bo Vlada RS potrdila, pa bo predložen Državnemu zboru RS, ki ga bo sprejel v obliki resolucije.

Sodobna slovenska jezikovna situacija zahteva preiščeno in dejavno jezikovno politiko, ki sicer upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo, in sicer tako, da vsem prebivalcem in prebivalkam, vsem govorcem in govorkam omogočajo svobodno življenje v blaginji ter v strpnosti in odgovornosti. Bistven del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov in posameznic do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Poleg tega razvojna jezikovna politika izhaja iz prepričanja, da slovenski jezik in slovenska jezikovna skupnost v Republiki Sloveniji ne potrebuje take zaščite, ki bi temeljila na izrecnem zakonskem preprečevanju in strogem omejevanju javne rabe drugih jezikov, kakor je bilo razumeti nekatere jezikovnopolitične dokumente in javno izražena mnenja v preteklosti. Taka zaščita vsaj posredno izhaja iz domneve, da bi brez trdnega pravnega okvira njene obvezne rabe govorniki slovenščine v javni in uradni rabi svoj jezik množično opuščali. Za nadaljnjo vitalnost in krepitev položaja slovenščine je treba govorce predvsem motivirati za njeno rabo, hkrati pa jo temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorniki.

Slovenska jezikovna politika mora v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje. Zato jezikovnopolitični program predvideva kot začetni izvedbeni korak za dosego ciljev oblikovanje treh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih programov:

- 1) nacionalnega programa za jezikovno izobraževanje;
- 2) nacionalnega programa za jezikovno opremljenost;
- 3) nacionalnega programa za formalnopravni okvir jezikovne ureditve Republike Slovenije.

Program jezikovnega izobraževanja predvideva že Zakon o javni rabi slovenščine v 13. členu; potreba po drugih dveh programih pa je utemeljena vsebinsko in izhaja iz strokovnih izkušenj pri spremljanju in usmerjanju slovenske jezikovne situacije.

Programi se pripravijo tako, da minister, pristojen za kulturo, na predlog vodje Sektorja za slovenski jezik v enem mesecu po sprejetju Resolucije v Državnem zboru imenuje tri štiri delovne skupine. Skupino za pripravo programov za jezikovno izobraževanje in jezikovno opremljenost sestavljajo predstavniki strokovnih, znanstvenih in civilnodružbenih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopolitičnih ukrepov. Skupino za pripravo programa za formalnopravni okvir sestavljajo pravni strokovnjaki iz vseh vej oblasti, strokovnjaki za jezikovno politiko in vodja Sektorja za slovenski jezik na ministrstvu, pristojnem za kulturo. Skupino za razvoj slovenskega znakovnega jezika sestavljajo predstavniki državnih organov, Zveze društev gluhih in naglušnih Slovenije, Združenja tolmačev za slovenski znakovni jezik in gluhi uporabniki SZJ.

Skupine v enem letu od imenovanja pripravijo program, ki ga nato po ustreznih postopkih sprejme Vlada Republike Slovenije. Za koordinacijo priprave programov in delovanja delovnih skupin skrbi Sektor za slovenski jezik na ministrstvu, pristojnem za kulturo.

## **Jezikovnopolitična vizija**

Republika Slovenija zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj njenih meja in v evropskih ter mednarodnih okvirih. Republika Slovenija skrbi za to, da se lahko vsi njeni državljani in prebivalci vključujejo v sporazumevalne procese, ki jim omogočajo enakopravno sodelovanje v državni in mednarodni skupnosti, pridobivanje in izmenjavo znanja ter izpolnjevanje njihovih osebnih, poklicnih in kulturnih potreb. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini in drugih jezikih ter z visoko stopnjo pripravljenosti sprejemanja jezikovne in kulturne drugačnosti ter različnosti. Za ta namen država zagotavlja zbiranje, obdelovanje in trajno javno dostopnost zanesljivih informacij o vseh pojavnih oblikah slovenščine, še posebej o njeni standardni različici. Skrbi tudi za podatkovne jezikovne vire, ki jih govorci slovenščine potrebujejo pri učenju in rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorci drugih jezikov (vključno s slovenskim znakovnim jezikom in slovensko Brajevo pisavo) pri učenju in rabi slovenščine. Republika Slovenija slovenščini zagotavlja prevladujočo vlogo v uradnem in javnem življenju znotraj države. Hkrati omogoča sporazumevanje in obveščanje v drugih jezikih v skladu s pravno ter demokratično legitimnimi jezikovnimi in sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. Republika Slovenija se zavzema za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah in pravic govorcev slovenščine kot uradnega jezika Evropske unije ter v mednarodnih telesih. Slovenščina na marsikaterem področju jezikovne rabe za govorce slovenščine že zdaj ni več edina možnost; s povečanim svetovnim pretokom znanja, blaga in storitev ter še uspešnejšim učenjem drugih jezikov se bodo možnosti izbire različnih jezikov za izpolnjevanje različnih sporazumevalnih potreb širile. Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri vseh njenih govorcih prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe ter da se bo čim več govorcev drugih jezikov želelo slovenščino naučiti in jo uporabljati. Republika Slovenija obenem skrbi za krepitev in dosledno uresničevanje jezikovnih pravic ustavno določenih manjšin, drugih jezikovnih skupnosti in priseljencev.

#### **Nosilci dejavne jezikovne politike**

Neposredni nosilci jezikovne politike RS so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da prevzamejo zanjo ne le izvajalsko in proračunsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Iz rezultatov analize izvajanja prve resolucije o nacionalnem programu jezikovne politike je mogoče sklepati, da je bilo le malo državnih ustanov in organov dejansko vključenih v določanje resolucijskih ciljev in nalog, kaj šele, da bi poskrbeli za ustrezna proračunska sredstva in prevzeli njihovo organizacijsko izvedbo. Sedanji sektor za slovenski jezik je sicer že pred pripravo predloga prvega nacionalnega programa za jezikovno politiko poskušala na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje slovenske jezikovne politike. Tako je Vlada RS 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretariata Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na tedanjem Ministrstvu za kulturo. V petih letih po imenovanju se ni komisija sestala niti enkrat, zato lahko ocenimo, da taka oblika medresorskega usklajevanja ni primerna za oblikovanje in izvajanje celovite jezikovne politike RS. Usklajevanje formalnopравnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na območju RS) je sicer nujno potrebno – načelne vsebinske usmeritve za to prinaša tudi predlog novega programa za jezikovno politiko –, toda dejavna jezikovna politika, h kateri se je RS zavezala z *Zakonom o javni rabi slovenščine*, pomeni bistveno širšo dejavnost, ki zadeva tudi druge vsebine in posledično druge mehanizme izvršilne oblasti. Sektor za slovenski jezik na Ministrstvu za izobraževanje, znanost, kulturo in šport (v nadaljevanju MIZKŠ) je v obstoječi strukturi izvršilne oblasti Republike Slovenije ključno telo za koordinacijo

slovenske jezikovne politike in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane. Toda slovenska jezikovna politika sega vsebinsko gledano vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato bi bilo za izvajanje novega jezikovnopolitičnega programa dobro oblikovati novo medinstitucionalno delovno skupino za spremljanje in nadaljnje oblikovanje tako razumljene širše jezikovne politike RS **in za slovenski znakovni jezik**. Ustanovitev skupine bi se morala ravnati po združenih načelih odgovornosti in operativnosti. S tem mislimo po eni strani na načelno odgovornost najvišjih predstavnikov in predstavnic ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa na konkretno in operativno odgovornost posameznih javnih uslužbencev in uslužbenk kot stalnih sodelavcev in sodelavk skupine. Skupina bi morala biti imenovana s sklepom vlade, sestavljali bi jo javni uslužbenci in uslužbenke iz tistih organov izvršilne oblasti, katerih dejavnost je najbolj neposredno povezana z jezikovnopolitičnimi vprašanji; mednje poleg tistih iz sestave zgoraj omenjene komisije gotovo spadajo v obstoječi strukturi organov tudi Direktorat za evropske politike na Ministrstvu za zunanje zadeve (v nadaljevanju MZZ), Urad Republike Slovenije za Slovence v zamejstvu in po svetu, Služba za narodnosti na Ministrstvu za notranje zadeve (v nadaljevanju MNZ) in drugi. Koordinator take delovne skupine bi moral biti Sektor za slovenski jezik, katere vodja bi moral biti predsednik delovne skupine.

Iz analize uresničevanja ReNPJP 2007–2011 lahko posredno sklepamo, da slovenski javni uslužbenci in uslužbenke večinoma niso bili dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja niti se niso dejavno vključili v pripravo dokumenta, kar se kaže v pomanjkanju ukrepanja in poročanja, vse to pa ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato predlagamo, da Sektor za slovenski jezik izdela poseben dokument z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi tistim javnim uslužbenkam in uslužbencem, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne delovne skupine je smiselno prirediti posebno izobraževanje za imenovane člane in članice, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja ter usmeritve in cilje novega jezikovnopolitičnega programa. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bodo posamezniki in posameznice motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za njihovo izvrševanje oz. nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

Pri predlogu ciljev in ukrepov v nacionalnem programu jezikovne politike za naslednje petletno obdobje zato med nosilci navajamo samo državne organe, ne pa drugih javnih in zasebnih zavodov, ki po svojih ustanovnih aktih in delovnih programih opravljajo različne jezikovnonačrtovalne naloge. Dolžnost državnih organov je, da za vsak cilj in ukrep v jezikovnopolitičnem programu po veljavnih postopkih izberejo najprimernejšega izvajalca in poskrbijo za ustrezno izvedbo.

Jezikovna politika je sestavni del drugih politik, od šolske do gospodarske, z njo je še posebej povezana kulturna politika. K splošnim ciljem, izraženim v viziji tega jezikovnopolitičnega programa, lahko s svojo dejavnostjo gotovo pomembno prispevajo najrazličnejši dejavniki in javni sistemi, kot so splošne knjižnice, Javna agencija za knjigo, kulturne in umetniške ustanove ter drugi. Toda naloga jezikovnopolitičnega programa je izpostaviti najnujnejše jezikovne cilje in ukrepe v naslednjem petletju, ne pa opredeljevanje jezikovne vloge in poslanstva teh ustanov in sistemov.

O zagotavljanju in izvajanju ustaljenih jezikoslovnih znanstvenoraziskovalnih in strokovnih dejavnosti se ta jezikovnopolitični program ne izreka, saj gre za avtonomno in trajno dejavnost, za katero so odgovorne pooblaščenice ustanove. Viri za to dejavnost morajo biti zagotovljeni ne glede na prioritete veljavnega jezikovnopolitičnega programa, neodvisno od sredstev, predvidenih za njegovo izvedbo. Oštevilčenje ukrepov pri posameznih ciljih in ukrepih ne pomeni prioritete razvrščanja.

## **Vsebinska opredelitev jezikovne politike RS 2012–2016 s cilji in ukrepi**

### **I Jezikovno izobraževanje**

1. Uvod
2. Splošni cilji in ukrepi
3. Slovenščina kot prvi jezik
  - 3.1 v RS
  - 3.2 zunaj RS
    - A Slovenci v tujini (začasna mobilnost)
    - B Zamejstvo in izseljenstvo
4. Slovenščina kot drugi in tuji jezik
5. Jeziki manjšin in priseljencev v RS
6. Tuji jeziki
7. Govorci s posebnimi potrebami
8. Jezikovna ureditev slovenskega visokega šolstva in znanosti

## 1. Uvod

Znanje jezikov je hkrati simbolna in praktična vrednota, ki mora biti dostopna vsakomur ne glede na kulturno, izobrazbeno ali premoženjsko ozadje. Zato RS skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev v slovenščini in **slovenskem znakovnem jeziku**, v drugih maternih jezikih manjšin in priseljenjskih skupnosti in v drugih jezikih, v skladu s potrebami posameznikov in posameznic, s kulturnimi, z gospodarskimi in drugimi družbenimi potrebami ter skladno z načeli evropske raznolikosti in večjezičnosti. Hkrati država skrbi za jezikovno izobraževanje v slovenščini za Slovence po svetu in za tujce.

V skladu s tradicijo pozitivnega vrednotenja znanja različnih tujih jezikov in glede na sodobne potrebe po konkurenčnosti, odprtosti in demokratičnosti Slovenije je ena prednostnih usmeritev slovenske jezikovne politike podpiranje jezikovne raznolikosti in spodbujanje funkcionalne večjezičnosti. Cilj je, da bi bili govorci slovenščine kot prvega jezika jezikovno kompetentni in ozaveščeni in da bi razvili zmožnost učinkovitega, samozavestnega in kvalitetnega sporazumevanja v slovenščini in vsaj še v dveh jezikih, tako na področju splošne kot poklicne rabe. Pri tem naj se utrjuje zavest o enakovrednosti vseh jezikov, o položaju slovenščine kot domicilnega oziroma prvega jezika v Republiki Sloveniji in o tem, da je slovenščina drugi ali tuji jezik za številne govorce. RS tem govorcem zagotavlja pridobivanje jezikovne zmožnosti v slovenščini in njeno rabo.

Skladno s spoštovanjem temeljnih človekovih pravic in načel Evropske unije se Slovenija zavezuje k spodbujanju medsebojnega razumevanja, solidarnosti in družbene kohezije. Javnost se mora dejavno zavedati, da se imajo v večjezični in večkulturni družbi vsi pravico polno vključevati v javno življenje, da mora biti srečevanje z različnostjo strpno in naklonjeno ter da imajo različne skupine govorcev slovenščine in drugih jezikov različne sporazumevalne potrebe in različno stopnjo jezikovne zmožnosti.

Jezikovno izobraževanje ima ključno vlogo pri uresničevanju navedenih usmeritev. V tem okviru je bistvena razširitev razumevanja vloge učiteljev slovenščine in drugih jezikov. Ti niso le posredovalci jezikovnega znanja, temveč so vezni člen med različnimi jeziki, kulturami in identitetami. Da bi učitelji to vlogo v resnici lahko opravljali, jih je treba usposobiti in jim dati pooblastila za samostojno delo, ki med drugim vključuje tudi prožno uporabo in udejanjanje učnih načrtov glede na različne potrebe tistih, ki jih učijo. Ti tako postanejo jezikovno samozavestnejši in pridobijo boljšo samopodobo.

## 2. Splošni cilji in ukrepi

Nekateri cilji in ukrepi na področju jezikovnega izobraževanja se morajo načrtovati povezano in enotno ne glede na različnost jezikov in ciljnih skupin. Načrtovanje in izvajanje jezikovnega izobraževanja mora temeljiti tudi na ustreznih podatkih o jezikovni rabi, sporazumevalnih potrebah, jezikovnih stališčih ipd. (več o tem v poglavju Jezikovna opremljenost).

1. cilj: **Jezikovnotehnološka opismenjenost govorcev slovenščine**

### Ukrep:

- izobraževanje (učiteljev in učečih se) za delo z jezikovnimi viri.
2. cilj: **Ozaveščenost o različnosti sporazumevalnih potreb in načinov sporazumevanja**

**Ukrep:**

- senzibilizacija o različnih sporazumevalnih potrebah različnih skupin govorcev in sprejemljivosti različnih oblik sporazumevanja.

**3. cilj: Večjezikovna in medkulturna ozaveščenost****Ukrepi:**

- priprava dodatnih učnih vsebin in gradiv s področja večjezičnosti in medkulturne komunikacije.

## Učitelji:

- medkulturno opismenjevanje učiteljev in vzgojiteljev.

## Učeči se:

- vzgajanje za večjezičnost in medkulturnost.

Nosilec: MIZKŠ.

**3 Slovenščina in slovenski znakovni jezik kot prvi jezik****3.1 V Republiki Sloveniji**

Kot uradni jezik Republike Slovenije in kot prvi jezik večine državljanov je slovenščina pri načrtovanju jezikovne politike deležna posebne pozornosti.

V skladu s cilji jezikovne politike, katere izhodišča so podana tudi v *Beli knjigi* (2011), izobraževalni sistem – od osnovne šole do univerze – govorcem slovenščine kot prvega jezika omogoča, da v tem jeziku v optimalni meri udeležijo svoje jezikovno-izrazne potenciale, se razvijejo v jezikovno kompetentne osebe in se opremijo za učinkovito, tj. razumljivo in sprejemljivo javno in uradno komunikacijo ter za druge vrste specializirane komunikacije, glede na posameznikove potrebe. *Zakon o javni rabi slovenščine* (13. člen) zavezuje Vlado RS k sprejetju posebnega programa jezikovnega izobraževanja, ki naj bi poleg rednega izobraževanja omogočal jezikovno izpopolnjevanje mladine in odraslih, ter programa, namenjenega priseljencem v RS. Program, namenjen govorcem slovenščine kot prvega jezika, ni bil ne oblikovan ne sprejet. Tak celovit program bi za govorce slovenščine kot prvega jezika pomenil možnost, da se usposobijo tudi za nenehno nadgrajevanje jezikovne zmožnosti v slovenščini, za učinkovito oblikovanje besedil v slovenščini, za prevajanje v slovenščino in iz nje za lastne potrebe ipd., med drugim z rabo jezikovnih virov in orodij (gl. Splošni cilji in ukrepi).

**1. cilj: Izpopolnjevanje jezikovne zmožnosti govorcev slovenščine ali slovenskega znakovnega jezika kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje****Ukrepi:**

- priprava nacionalnega programa za jezikovno izobraževanje govorcev slovenščine ali slovenskega znakovnega jezika kot prvega jezika;
- izdelava kazalnikov za razumljivo in sprejemljivo javno in uradno komunikacijo za potrebe različnih ciljnih skupin;
- organiziranje in izvajanje ustreznih jezikovnih usposabljanj glede na sporazumevalne potrebe različnih ciljnih skupin.

Nosilca: MIZKŠ, MPJU.

Omenjeni cilj lahko dosežemo le s stalnim spremljanjem sodobnega jezikovnega stanja slovenščine v vseh njenih razsežnostih in pojavnih oblikah. Spričo vloge slovenščine kot prvega jezika je prednostna naloga slovenske jezikovne politike spodbujanje temeljnih in aplikativnih raziskav o slovenskem jeziku in njegovih govorcih, njihovi jezikovni zmožnosti, sporazumevalnih potrebah, stališčih ter kontrastivnih, sociolingvističnih in drugih raziskav o slovenskem jeziku v razmerju do drugih jezikov. V okviru izobraževalnega sistema naj bo ob spremljanju razvoja bralne pismenosti prednostna naloga predvsem to, da se rezultati raziskav bralne pismenosti (Pisa), rezultati nacionalnih preizkusov znanja in mature uporabijo pri nadgradnji učnih načrtov in načrtovanju jezikovnega pouka.

**2. cilj: Ugotavljanje jezikovnega stanja****Ukrep:**

- spodbujanje raziskav o sodobnem slovenskem jeziku in njegovih govorcih – vključno z regionalnimi različicami in slovenščino zunaj RS.

Nosilci: MIZKŠ, ARRS, Urad vlade za Slovence v zamejstvu in po svetu.

### 3.2 Zunaj Republike Slovenije

#### A. Slovenci v tujini (začasna mobilnost)

V kontekstu mobilnosti, zlasti evropske, mora jezikovna politika upoštevati tudi tiste govorce slovenščine kot prvega jezika, ki v tujino odhajajo za omejeno časovno obdobje, npr. iz službenih razlogov. Tudi njim mora biti zagotovljena možnost nadgrajevanja jezikovne zmožnosti v slovenščini. To še posebej velja za njihove otroke, ki določen del svojega življenja odraščajo in se šolajo izven matične države. Znanje slovenščine sicer primarno lahko pridobivajo v družini, vendar je za vzdrževanje in širjenje jezikovne zmožnosti nujno tudi sistematično učenje slovenščine kot prvega jezika v njegovi funkcijski raznolikosti, kakršno otrokom, ki odraščajo v Sloveniji, omogoča šolanje v domačem izobraževalnem sistemu. Zato mora vsaj deloma tudi siceršnje izobraževanje otrok, učencev in dijakov, tj. pridobivanje znanja pri drugih predmetih, potekati v slovenskem učnem jeziku – nenazadnje zaradi možnosti njihovega kasnejšega vključevanja v slovenski izobraževalni sistem. Organizacija takšnega sistematičnega izobraževanja je seveda mogoča le v omejenem obsegu, pogosto celo le na daljavo, bolj celovito pa je zanj mogoče poskrbeti tam, kjer so potrebe zaradi večjega števila šolajočih se otrok in mladine večje (npr. v primeru otrok slovenskih uslužbencev v Bruslju in Luksemburgu).

#### 1. cilj: Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku

##### Ukrepi:

- izdelava sistema e-gradiv za samostojno učenje slovenščine **ali slovenskega znakovnega jezika** kot prvega jezika in drugih predmetov v slovenščini **ali slovenskega znakovnega jezika** na daljavo in za kombinirano učenje;
- organizacija poletnih šol/taborov v RS za otroke govorce slovenščine kot prvega jezika, ki odraščajo in se šolajo v večjezičnih okoljih;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot prvega jezika za tiste, ki so zaključili šolanje oz. se šolajo zunaj RS;
- povečanje števila učiteljev slovenščine na evropskih šolah v Bruslju in Luksemburgu.

#### 2. cilj: Usposabljanje učiteljev v dvo- in večjezičnih okoljih

##### Ukrep:

- sistematično formiranje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udeležanju jezikovno-izraznih potencialov in pri razvijanju funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku.

Nosilca: MIZKŠ, MZZ.

#### B. Zamejstvo in izseljenstvo

Zamejstvo in izseljenstvo sta integralni del slovenskega jezikovnega prostora. Zato je razumljivo, da si slovenščina v zamejstvu zasluži primerljivo pozornost, kot se ji namenja v Sloveniji. Jezikovne potrebe v zvezi s slovenščino so v zamejstvu in izseljenstvu pri posameznih skupinah govorcev lahko zelo različne, zato je smiselno njihovo evidentiranje in sprotno analiziranje stanja.

Slovenska politika se zavzema, da se pravica do znanja in uporabe slovenščine v zamejstvu uveljavlja v vseh situacijah in okoljih, kjer je raba slovenščine zakonsko predvidena oziroma kjer obstaja želja govorcev po njeni zastopnosti. V odnosu do izseljenstva, za katerega je v primerjavi z zamejstvom značilen še krhkejši položaj slovenščine, je ključno, da si jezikovna politika prizadeva za spodbujanje rabe in učenja slovenščine v vseh krogih in situacijah, kjer za to obstaja interes.

Govorcem slovenščine – tako tistim, za katere je slovenščina prvi jezik, kot tistim, ki slovenščino uporabljajo kot drugi oz. tuji jezik – se omogoča čim kvalitetnejše pridobivanje in utrjevanje jezikovne zmožnosti, kar bo osnova za samozavestno in učinkovito sporazumevanje v slovenščini v funkcijsko raznolikih sporazumevalnih situacijah. Obenem je pomembno tako učiteljem kot učečim se omogočiti, da pridobijo zmožnost nenehnega nadgrajevanja in širjenja zmožnosti v slovenščini.

Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno spodbujati enotno zbiranje in hranjenje informacij o specifični jezikovni rabi ter obveščanje v zvezi z jezikovno situacijo in jezikovnimi potrebami.

#### 1. cilj: Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku

##### Ukrepi:

- povečanje štipendijskih skladov, ki omogočajo bivanje in izobraževanje Slovencev iz zamejstva in izseljenstva v Sloveniji, povečanje transparentnosti štipendiranja;
- organizacija seminarjev o Sloveniji in slovenski kulturi ter o dvo- in večjezičnosti v družbi, družini in na osebni ravni;
- spodbujanje rabe slovenščine v informativnih in predstavitvenih gradivih klasičnega in spletnega formata;
- spremljanje stanja v zvezi z javno rabo slovenščine v zamejstvu in izseljenstvu v zvezi z uresničevanjem jezikovnopoličnih načrtov;
- podpora pri pripravi učnih gradiv in učbenikov slovenščine posebej za ciljne skupine na dvojezičnih območjih v zamejstvu.

## 2. cilj: **Optimizacija poučevanja in učenja slovenščine**

### **Ukrepi:**

#### Učitelji:

- sistematično usposabljanje vzgojiteljev in učiteljev – tako učiteljev slovenščine in drugih jezikov kot učiteljev nasploh – za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju karseda široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku ter pri kvalitetnem razvijanju zmožnosti v slovenščini kot drugem oz. tujem jeziku;
- izdelava celovite metodike poučevanja slovenščine v večjezičnih okoljih;
- usposabljanje učiteljev v šolah s slovenskih učnim jezikom in dvojezičnih šolah v obliki specializiranih tečajev.

#### Učeči se:

- organizacija tečajev splošnosporazumevalne slovenščine, strokovne slovenščine (glede na potrebe posameznih strok in poklicev, vključno z javno upravo) in prevajanja tako za govorce slovenščine kot prvega jezika kot tudi za druge;
- organizacija daljših bivanj in tečajev slovenščine v RS za učence in dijake šol s slovenskim učnim jezikom in dvojezičnih šol v zamejstvu;
- uveljavitev in prilagoditev slovenskega sistema preverjanja in certificiranja znanja slovenščine v skladu z evropskimi standardi.

Ob navedenih ukrepih lahko h kvalitetni rabi slovenščine na dvojezičnih območjih v zamejstvu prispeva tudi naslednje:

- omogočanje telekomunikacijske pokritosti roba slovenskega govornega prostora in zagotovitev dostopnosti slovenskega radia in televizije;
- medkulturno in medjezikovno ozaveščanje v okviru čezmejnega povezovanja.

K ohranjanju in izboljšanju položaja slovenščine v izseljenstvu, kjer ne gre le za govorce, ki želijo vzdrževati in širiti svojo sporazumevalno zmožnost v slovenščini kot prvem jeziku, temveč tudi za govorce, ki si želijo revitalizirati slovenski jezik in kulturo, bi poleg zgoraj navedenih skupnih ukrepov lahko pripomogli še naslednji ukrepi, usmerjeni k optimizaciji poučevanja in učenja slovenščine:

#### Učitelji:

- usposabljanje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v izseljenstvu pomagali pri glede na možnosti in okoliščine optimalnem udejanjanju jezikovno-izraznih potencialov in pri razvijanju karseda široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini;
- usposabljanje učiteljev slovenščine v obliki specializiranih, konkretnim potrebam prilagojenih seminarjev slovenščine.

#### Učeči se:

- izdelava e-gradiv za (samo)učenje slovenščine v izseljenstvu.

## 3. cilj: **Širitev jezikovne zmožnosti v slovenščini med govorce večinskih jezikov**

### **Ukrep:**

- promocija slovenščine in podpora izobraževanja v slovenščini za govorce večinskih jezikov.

Nosilci: Urad Vlade RS za Slovence v zamejstvu in po svetu, MIZKŠ, MZZ.

## 4. Slovenščina kot drugi in tuji jezik



Z migracijskimi procesi se tako v RS kot tudi zunaj njenih meja večja število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za tiste, ki prihajajo v RS in ostajajo daljši čas, je pomembno, da se lahko aktivno vključujejo v družbo in imajo pri tem enake možnosti do osebnega razvoja, zaposlitve, dostopa do informacij itd. kot večinski govorniki, kar je vse odvisno v prvi vrsti od dostopa do znanja (oziroma učenja) slovenščine. Pri tem mora biti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture. Za otroke in mlade priseljence, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, so nekateri ukrepi predvideni v *Beli knjigi* (2011), odraslim brezplačni dostop do znanja slovenščine kot drugega jezika odpira *Uredba o integraciji tujcev* (velja le za priseljence iz t. i. tretjih držav). Študentje, ki prihajajo na študij v Slovenijo v okviru programa Erasmus, imajo možnost brezplačne enkratne udeležbe na tečaju slovenščine, drugi študentje pa take možnosti nimajo (problematika visokega šolstva je resolucijsko pokrita v nadaljevanju pod točko 8). Slovenija skrbi za promocijo učenja slovenščine v tujini posebej z mrežo lektoratov na tujih univerzah, v Sloveniji pa tudi s štipendiranjem oseb, ki se slovenščine učijo zunaj meja RS in v Slovenijo prihajajo na krajše in daljše tečaje. Vendar je to štipendiranje z izjemo Seminarja slovenskega jezika, literature in kulture na Univerzi v Ljubljani omejeno na osebe slovenskega rodu in ni povsem transparentno. Glede na raznoliko ciljno publiko in najrazličnejše sporazumevalne potrebe se zato kot prioriteta kažete naslednja cilja:

#### 1. cilj: **Širjenje/izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku**

##### **Ukrepi:**

- izdelava ustreznih e-gradiv (vključno s priročniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in v tujini.

Učitelji: • sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov); • usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po *Uredbi o integraciji tujcev*; • usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini; • usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.

Učeči se: • izdelava posebnih programov in tečajev za opismenjevanje nepismenih tujih govorcev; • organizacija tečajev slovenščine za vse tuje študente, ki prihajajo na študij v RS za krajši ali daljši čas in niso vključeni v program Erasmus (pripravljalni tečaji pred vpisom za tiste, ki se vpisujejo kot redni študenti, »sprotni« specializirani tečaji za zainteresirane), in za gostujoče visokošolske sodelavce (raziskovalce, učitelje); • sistemska ureditev štipendiranja za udeležbo na tečajih slovenščine v RS za osebe, ki niso slovenskega rodu, ki pa lahko pomembno prispevajo k promociji slovenščine, kulturnim izmenjavam itd. (prevajalci, kulturni delavci, raziskovalci ...); • usposabljanje javnih uslužbencev za delo s tujimi govorniki slovenščine. Nosilci: MIZKŠ, MNZ, MZZ, , MPJU, Urad vlade za Slovence v zamejstvu in po svetu.

#### **5. Jeziki manjšin in priseljencev v RS**

**Gluhim osebam je znakovni jezik prvi in slovenščina drugi jezik. V tem delu in na podlagi Zakona o uporabi SZJ je potrebno zapistai, da so gluhe osebe, uporabniki SZJ jezikovna manjšina s svojim jezikom in kulturo. (prosim vas, da gluhi državljani niso v podrejenem položaju v primerjavi z romi, kitajci in drugimi priseljenci....) zato je potrebno v tem poglavju bolj konkretno zapisati status slovenskega znakovnega jezika. Potem so seveda ukrepi temu smiselno povezani tudi za SZJ.**

RS govorcem slovenščine, katerih prvi jezik ni slovenščina, doslej zagotavlja pravico do uporabe in razvoja prvega jezika in kulture le v primeru, če gre za katero od avtohtonih manjšin ali romsko skupnost. Možnost učenja materinščine je nekaterim govorcem zagotovljena tudi po bilateralnih pogodbah, vendar je uresničevanje teh pravic nesistemizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki izbirnih predmetov; pri tem ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki.

Eden od pomembnih ciljev, h katerim RS zavezujejo tudi načela EU, je zato zagotoviti vsem govorcem,

katerih J1 ni slovenščina (tako pripadnikom avtohtonih manjšin ali romske skupnosti kot vsem ostalim), pravico do ohranjanja in/ali obnavljanja (revitalizacije) lastnega jezika in kulture. Nekatere cilje in ukrepe v zvezi s tem predlaga *Bela knjiga* (2011), kot na primer sistemsko ureditev učenja materinščin (in pripadajočih kultur), oblikovanje ustreznih učnih načrtov in usposabljanje učiteljev, rešitve in priporočila Bele knjige 2011 pa je treba nadgraditi tudi z naslednjimi **ukrepi**:

- jezikovno usposabljanje javnih uslužbencev za komunikacijo **slovenskem znakovnem jeziku**, v madžarščini in italijanščini, na območjih, kjer živi romska skupnost, pa v romščini; • usposabljanje javnih uslužbencev za delo z govorcji, katerih prvi jezik ni slovenščina (med drugim tudi prilagajanje govorcem z uporabo njihovega ali tretjega (skupnega) jezika, če je to potrebno); • izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost); • zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

Nosilci: MPJU, MIZKŠ, MNZ.

## 6. Tuji jeziki

V **osnovno- in srednješolskem izobraževanju** naj bosta pouk tujih jezikov in pouk slovenščine medsebojno koordinirana, predvsem glede slovnčnih in nasploh jezikoslovnih pojmov in terminologije; tako pri slovenščini kot pri tujih jezikih naj se obravnava slovnice povezuje z besediloslovnimi vidiki, pri snovanju učnih načrtov pa naj bodo izhodišče dejanske komunikacijske potrebe učencev. Kot je razvidno iz *Bele knjige* (2011), se obvezno učenje prvega tujega jezika predvideva od 7. leta starosti (fakultativno od 6. leta); učenje drugega tujega jezika se lahko začne z 9. letom starosti, čeprav zgolj na fakultativni ravni. Razmeroma zgodnja uvedba tujih jezikov v izobraževalni sistem učencem omogoča, da učenje jezikov dojamejo kot nekaj naravnega in da postopoma razvijajo zavest o jezikovni in kulturni raznolikosti, pozitivno pa vpliva tudi na njihov kognitivni razvoj. Smiselno je, da je tako v osnovni kot v srednji šoli izbor tujih jezikov širok; kot prvi tuji jezik naj se poleg angleščine ponudita vsaj še nemščina in francoščina, kot drugi pa smiselna paleta evropskih jezikov, pri čemer naj se upošteva tudi možnost učenja latinščine; na ravni učenja tretjega jezika in na fakultativni ravni naj bo nabor jezikov še večji. Učenci naj se navajajo na uporabo jezikovnih tehnologij, seveda v okvirih svojih kognitivnih zmožnosti in sporazumevalnih potreb.

Cilj: **Optimizacija poučevanja in učenja tujih jezikov**

**Ukrepi:** Učitelji: • usposabljanje učiteljev jezikov za poučevanje posameznih starostnih skupin, predvsem tistih, ki se doslej tujih jezikov niso učile; • usposabljanje učiteljev slovenščine na področju tujih jezikov in učiteljev tujih jezikov na področju slovenščine. Učeči se: • izdelava ustreznih učnih gradiv (učbenikov in priročnikov) za različne stopnje poučevanja tujih jezikov; • vključevanje vsebin v učbenike slovenščine, ki bodo navajale na razmišljanje o večjezičnosti kot pravilu, ne izjemi in o jezikovni raznolikosti kot vrednoti.

**Zunaj institucij formalnega izobraževanja** se kvalitetno učenje in raba tujih jezikov pri odraslih govoricah omogočata predvsem z naslednjimi ukrepi: • spodbujanje tečajev tujih jezikov na delovnem mestu in drugje (vključno z izobraževalno TV); • spodbujanje izobraževanja prevajalcev in tolmačev za potencialno deficitarne jezike; • stalno/sprotno izobraževanje članov prevajalskih in lektorskih služb na jezikovnem in strokovnem področju. Nosilec: MIZKŠ.

## 7. Govorci s posebnimi potrebami

**Spoštujemo predlagatelja, da je vključil SZJ vendar je mesto za to neustrezno. SZJ je potrebno izenačiti s SZJ (to podkrepi tudi Zakon) in prosimo predlagatelja da se pristop do SZJ spremeni in primerno uredi. Gluhe osebe so osebe s posebnimi potrebami niso pa govorci s posebnimi potrebami. Potem lahko jaz razumem da so tudi kitajci, romi in še kateri govorci s posebnimi potrebami v Sloveniji.** Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z Brajevo pisavo ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnejše vključevanje v družbo. RS se je sicer z najrazličnejšimi dokumenti (Ustava RS, Deklaracija o pravicah invalidov, Standardna pravila

za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z govorcji s posebnimi potrebami, pa naj gre za slepe/slabovidne, gluhe/naglušne, gluho-slepe ali osebe s specifičnimi motnjami, kot je disleksija, je omogočiti tem govorcem, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila takšne alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govorce s posebnimi potrebami. V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim potem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih npr. slovenščina ni prvi, ampak drugi jezik). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifični sporazumevalni potrebi omenjenih govorcem in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorcji s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi.

**1. cilj: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku**

**Ukrepi:** • izobraževanje v slovenskem znakovnem jeziku na vseh stopnjah šolanja; • izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik; • uveljavitev slovenskega znakovnega jezika kot izbirnega predmeta v šoli; • usposabljanje tolmačev za slovenski znakovni jezik.

**2. cilj: Omogočanje alternativnih poti sporazumevanja za slepe in slabovidne v javnem življenju**

**Ukrepi:** • oblikovanje obrazcev, listin ..., ki se izdajajo na upravnih enotah ipd. za slepe in slabovidne (možnost elektronske seznanitve z vsebino obrazcev); • opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne; • posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki; • avdiodeskripcija TV-oddaj in filmov; • opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne.

**3. cilj: Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri večinskih govorcjih**

**Ukrep:** • tečaji znakovnega jezika, Brajeve pisave ipd.

**4. cilj: Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami**

**Ukrepa:** • razvoj metod in didaktičnih gradiv za osebe s posebnimi potrebami in govorce s specifičnimi motnjami (npr. z disleksijo ipd.); • usposabljanje učiteljev/vzgojiteljev za delo z njimi.

**5. cilj: Vključevanje oseb s posebnimi potrebami v družbo**

**Ukrep:** • usposabljanje učiteljev in vzgojiteljev za delo z osebami s posebnimi potrebami in specifičnimi motnjami (kot je npr. disleksija idr.), vključene v procese rednega izobraževanja.

Nosilci: MIZKŠ, MNZ, MDDSZ.

## **8. Jezikovna ureditev slovenskega visokega šolstva in znanosti**

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kvalitetnimi partnerji z evropskih in neevropskih univerz. V zvezi z rabo jezika v visokem šolstvu in znanosti so med prioriteta za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine **in slovenskega znakovnega jezika** na obeh področjih. **Slovenski znakovni jezik je vključen v vse procese izobraževanja (s pomočjo tolmačev za slovenski znakovni jezik).** Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo obeh področij, je povezana predvsem z dvema strateškoražvojnima zahtevama: • z izmenjavo študentov in profesorjev ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020; • z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS. Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in R Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja.

### 1. cilj: Ohranitev status slovenščine in slovenskega znakovnega jezika kot uradnega in učnega jezika visokega šolstva

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti. Hkrati sistemsko urejajo poučevanje tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

**Ukrepi:** MIZKŠ in univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja resolucije NPVŠ in strategij postaviti transparentne modele za smiselno vključevanje tujih študentov in univerzitetnih učiteljev: • s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi lahko izbirali tudi domači študenti; • z izdatnejšim sofinanciranjem učinkovitega učenja slovenščine tujih študentov; • z izvajanjem kombiniranega poučevanja z izročki predavanj in konzultacijami v tujih jezikih ter s predavanji in frontalnim delom v slovenščini; • s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega odnosa med domačimi in gostujočimi študenti.

Zakonodaja mora določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku **in slovenskega znakovnega jezika**, in ne tega v celoti prepustiti univerzam. Hkrati mora upoštevati vso kompleksnost pojma internacionalizacija in znotraj nje jasno ločevati med krajšimi in daljšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev. Za daljše oblike vključevanja v visokošolski proces (npr. za študente nad 1 leto, za zaposlene nad 3 leta) se ponudi možnost učenja slovenščine in se po izteku omenjenega obdobja zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Država mora spodbujati izdelavo univerzitetnih učbenikov in prevodov kvalitetnih učbenikov iz tujih jezikov. Ker se strateška usmeritev univerz in države glede povečanja izmenjav ujema, Ministrstvo za izobraževanje, znanost, kulturo in šport nameni takim programom in dejavnostim dodaten denar, in sicer v okviru zajamčenega financiranja, saj gre za dodatne programe oz. module in dejavnosti.

Nosilec: MIZKŠ.

### 2. cilj: Razvijati sporazumevalno zmožnost v strokovnem jeziku

Številni dokumenti in zaveze slovenske države načrtujejo dejavno večjezičnost prebivalcev EU. Ob tem je treba na univerzitetni in visokošolski strokovni ravni vzpostaviti tudi učenje strokovne slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega (akademskega) pisanja. Ob tem je treba poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih (**slovenski znakovni jezik**) za visokošolske učitelje in študente.

**Ukrepi:** • Na podlagi temeljite raziskave in analiz strokovno-znanstvenega pisanja na univerzitetni ravni, tujih zgledov ter specifičnosti programov je treba izdelati učni načrt za obvezni uvodni predmet v 1. letniku prvostopenjskih programov, ki bo vključeval omenjene vsebine, in sicer v modulih, ki jih bodo različni tipi programov delno ali v celoti vključili kot obvezno sestavino dodiplomskega študija. Razpiše se projekt, katerega rezultat je nabor modulov in gradiv za učni načrt predmeta. • Izdelata se načrt usposabljanja učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih ter načrt preverjanja jezikovnega znanja v drugih jezikih za tiste učitelje, ki izvajajo izbirne module in programe v drugih jezikih. • Za potrebe dela na ravni EU se oblikuje poseben magistrski študijski program za pridobitev strokovnega naziva pravnik lingvist.

Nosilec: MIZKŠ.

### 3. cilj: Izboljšati položaj slovenščine kot jezika znanosti

Merila za volitve v nazive visokošolskih učiteljev ter predpisi za akreditacijo visokošolskih programov in institucij (NAKVIS) so rezultat zavedanja predvsem mednarodne razsežnosti slovenske znanosti. Enako ravna pri dodeljevanju sredstev tudi ARRS, ko vrednoti odličnost slovenskih znanstvenikov za dodeljevanje projektnih sredstev. Gledano razvojno, je seveda poudarjanje potrebe po objavljanju v tujih revijah in tujem jeziku razumljivo, saj so merila in z njimi univerzitetna habilitacijska politika hotela preseči omejenost slovenskega znanstvenoraziskovalnega dela na domači prostor in ga kakovostno sopostaviti tujemu ter tako povečati odličnost raziskovalnega dela zaposlenih. V časih, ko so bile tuje objave prej izjema kot pravilo, so se univerze smiselno odzvale s poudarjanjem nujnega objavljanja v tujem jeziku. Taka politika pa je povzročila zapostavljanje in ponekod popolno ukinitvev znanstvenih objav v slovenščini kot nujnega pogoja za napredovanje v znanstvene nazive, za

mentorstva doktorskih študentov ter za vodenje raziskovalnih projektov in programov. To je škodljivo vsaj z dveh vidikov: razvijanja slovenskih terminologij ter slovenščine kot jezika visokošolskega in univerzitetnega izobraževanja ter ukinjanja kakovostnih slovenskih revij. Sedanja politika napredovanj tako povzroča, da v strokah postaja slovenščina že skoraj obrobni jezik. Smiselno znanstveno in strokovno objavlanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, na ta način v njenem jeziku sooblikuje družbo znanja in javnosti tako vrača vložena javna sredstva. Med merili za pridobitev najnižje stopnje univerzitetnega učitelja in učiteljice na primer ni merila "obvladovanje slovenščine kot jezika stroke", med merili za raziskovalno odličnost pa so objave v tujih jezikih edino merilo znanstvene uspešnosti in veljajo nesorazmerno več kot tiste v slovenščini, tudi tam, kjer obstajajo kakovostne slovenske znanstvene revije. Če je v preteklosti bilo nujno spodbujati pisanje v tujem jeziku, je danes situacija obrnjena: zaradi razvoja slovenščine v znanosti se mora spodbujati kakovostno objavlanje v slovenskem jeziku. Prav zato bi morale univerze, ARRS in NAKVIS uravnovežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavlanje v slovenščini.

**Ukrepi:** • Univerze morajo prek habilitacijske politike vzpostaviti spodbude za smotno objavlanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavlanja v tujem jeziku morajo NAKVIS, ARRS in Univerze kot pogoje za izvolitve in pogoje za financiranje programskih skupin vpeljati tudi obvezno objavlanje učbenikov, terminoloških gradiv in preglednih strokovnih člankov ter monografij v slovenščini. Ti so tudi vir za nastajanje terminoloških in jezikovnih baz ter drugih jezikovnih virov, ki so resolucijsko obdelani v naslednjem poglavju. Nosiča: ARRS, MIZKŠ (v sodelovanju z univerzami).

## II Jezikovna opremljenost

1. Uvod 2. Jezikovni opis 3. Standardizacija 4. Večjezičnost 5. Jezikovne tehnologije 6. Digitalizacija 7.

Govorci s posebnimi potrebami

1.

### Uvod

Opremljenost slovenščine in slovenske jezikovne skupnosti z jezikovnimi viri, priročniki, orodji in (svetovalnimi) storitvami je obravnavana kot eden ključnih dejavnikov, od katerega je odvisno uresničevanje večjega števila ciljev jezikovne politike. Analize dosedanjega jezikovnega načrtovanja so pokazale, da je ena od osrednjih težav opremljenosti jezika pomanjkanje sinteze potreb jezikovne skupnosti govorcev slovenščine in s tem povezano nadzorovano načrtovanje jezikovne infrastrukture s strani državnih organov, ki te dejavnosti financirajo. Cilj, ki je skupen vsem podpoglavjem v tem delu resolucije, je sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih virov, priročnikov, orodij in storitev v obliki posebnega programa za jezikovno opremljenost, in sicer v roku enega leta od sprejetja resolucije, za kar je zadolženo MIZKŠ, ožje Sektor za slovenski jezik.

Obravnava jezikovne infrastrukture, ki zagotavlja ustrezen sodoben opis slovenskega jezika, je omejena predvsem na vire, orodja in storitve, ki so pomembni s stališča jezikovne opremljenosti domačih in tujih govorcev slovenščine za uspešno sporazumevanje v slovenščini, učenje in poučevanje jezika, zagotavljanje ustavnih pravic do uporabe jezika ter zagotavljanje pravic oseb s posebnimi potrebami. Od časa sprejema pretekle resolucije o nacionalnem programu jezikovne politike je prepoznavna sprememba na področju jezikovne infrastrukture predvsem pospešena digitalizacija in razvoj informacijskih in komunikacijskih tehnologij. Ta dva procesa postavljata okvir za nadaljnji razvoj infrastrukture, ki bo glede na svetovne in evropske trende ter hitrost sprememb predvsem digitalna, spletna in mobilna. Evropska unija pri svoji jezikovni politiki kot širšem okviru nacionalne resolucije sledi svetovnim trendom in vlaga v razvoj digitalnih virov za uradne jezike EU in druge evropske jezike, čemur mora slediti tudi Slovenija in se priključiti iniciativam, ki bodo omogočile, da viri, orodja in storitve za slovenščino ostanejo v okvirih, ki jih EU želi zagotoviti za vse svoje uradne jezike.

### 2. Jezikovni opis

**V besedilo vnesti slovenski znakovni jezik.!!!** Tradicionalno sta opis določenega jezika zagotavljala predvsem dva (knjižna) priročnika: slovnica in slovar kot generična zastopnika opisa slovničnega sistema jezika in opisa besedišča. Oba priročnika sta imela več pojavnih oblik, ki so bile bodisi

namenjene različnim ciljnim uporabnikom ali pa so obravnavale različne dele slovnice sistema oz. besedišča. V digitalni dobi so se obema kot temeljni vir pridružili besedilni korpusi, ki predstavljajo tako gradivno osnovo za izdelavo drugih priročnikov (in jezikovnotehnoloških aplikacij) kot tudi neposredni jezikovni vir, namenjen preverjanju jezikovne rabe s strani vseh govorcev jezika. Digitalno in spletno okolje je spremenilo priročnike tudi z vsebinskega stališča na način, da so podatki o enem ali drugem vidiku jezika v novem okolju organizirani drugače kot v knjižnem, saj lahko en sam vir vsebuje podatke, ki so bili prej razpršeni po več knjižnih publikacijah, ali pa so različne vrste podatkov v samostojnih priročniških bazah povezane med sabo na način, ki uporabnikom omogoča hkraten dostop do vseh podatkov. Klasični knjižni jezikovni priročniki s prehodom v digitalno okolje spreminjajo svojo naravo in izkoriščajo možnosti, ki jih ponuja hiter dostop do velike količine primerno organiziranih jezikovnih podatkov v računalniških podatkovnih bazah. Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika. Prihodnji program za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika **in slovenskega znakovnega jezika** za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine **ali slovenskega znakovnega jezika**, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov in drugi korpusi, ki jih bo predvidel prihodnji program. Edini splošni slovarski opis slovenščine je omejen na *Slovar slovenskega knjižnega jezika* **in Slovar slovenskega znakovnega jezika**. Program za jezikovno opremljenost mora predvideti tak slovarski opis sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških in drugih. Program mora upoštevati tudi potrebo po različnih opisih sodobne slovenščine, ki so prilagojeni govorcem slovenščine z različnimi možnostmi na različnih stopnjah izobraževanja (šolski slovar) ali govorcem z različnimi jezikovnimi potrebami (slovar za tuje govorce ipd.). Z jezikovnim opisom je povezan tudi razvoj računalniških baz, ki izhajajo iz analiz besedišča, kot so seznam osnovnih oblik v slovenščini (frekvenčni slovar), leksikon besednih oblik, z vidika zapisa verificirane sezname besed v slovenščini, ki so osnova za izdelavo črkovalnikov, in druge baze, ki jih bo predvidel prihodnji program. Dosedanji slovnici opisi slovenščine so omejeni na knjižne izdaje znanstvenih slovnice in učbenikov v različnih oblikah in so skoraj v celoti dostopni le v tiskani, komercialni obliki. Bodoči program za jezikovno opremljenost mora poleg podpiranja obstoječih slovnice opisov predvideti tudi izdelavo prosto dostopnih spletnih aplikacij, ki vsebujejo podatke slovnice narave in so prilagojene govorcem slovenščine z različnimi možnostmi na različnih stopnjah izobraževanja (šolska slovnica) ali govorcem z različnimi jezikovnimi potrebami (slovnica za tujce ipd.).

**Cilj: Opis sodobne slovenščine, prilagojen govorcem z različnimi možnostmi na različnih stopnjah izobraževanja in z različnimi jezikovnimi potrebami**

**Ukrepi:** ● Sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki. ● Oblikovanje prosto dostopnega spletnega portala z vsemi obstoječimi jezikoslovnimi podatki o sodobni slovenščini, namenjen splošnim uporabnikom in strokovni javnosti. Nosilca: ARRS, MIZKŠ.

### **3. Standardizacija**

Ugotavljanje aktualne jezikovne norme se začne z ugotavljanjem dejanske rabe in njenim vrednotenjem glede na opisano normo – tu se standardizacijska dejavnost tesno povezuje s sistemskim opisom jezika in prva težava obstoječih standardizacijskih pripomočkov je pomanjkanje aktualnih jezikovnih opisov. Za kontinuirano sledenje neskladjem med aktualnim standardom in rabo



je treba v bodočem programu jezikovne opremljenosti predvideti možnosti načrtovane izrabe jezikovnotehnoloških orodij in virov za te potrebe. Izgradnja tovrstne jezikovnotehnološke infrastrukture omogoča pridobitev deloma samodejne in (kar je še pomembneje) objektivne podatkovne zbirke, ki jo z ustrezno jezikovno interpretacijo lahko uporabljamo v vseh fazah standardizacijskega procesa. **Usmeritve veljajo tudi za slovenski znakovni jezik.** Koncipiranje normativnih jezikovnih priročnikov, ki so namenjeni najširšemu krogu jezikovnih uporabnikov in s katerimi bo mogoče najbolj učinkovito zadostiti zahtevam po hitri in nedvoumni informaciji glede jezikovnih zadreg, je mogoče le s predhodnimi raziskavami, v katerih bo odgovorjeno na vprašanja, kako naj bo priročnik za aktivno rabo jezika zasnovan in katera vprašanja govorcev naj rešuje. Standardizacijska dejavnost mora pri iskanju načinov za zapis ugotovljene norme v priročniku upoštevati vse novejšje izsledke, s katerimi bi se uporabnikovim pričakovanjem približala v taki meri, da bi dosegla stanje, ki ga obvladujemo s t. i. konceptom minimalne intervencije. Iz konteksta ideje o spletni jezikovni svetovalnici, ki je bila osnovana že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine **in slovenskega znakovnega jezika** med njenimi govorcji, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da so se potrebe po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinilo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postale še bolj pereče. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek organiziranega spletnega portala, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov. Danes večina jezikovnih uporabnikov pri pisanju uporablja računalnik in pri tem uporablja urejevalnike besedil, v katere so ponudniki tovrstnih storitev (npr. Microsoft) vključili črkovalnike, namenjene odkrivanju in odpravljanju tipkarskih in pravopisnih napak v besedilih. Podobno orodje na črkovalne napake opozarja tudi pri brskanju po spletu (npr. Googlov iskalnik s sintagmo »ste morda mislili ...« uporabniku sugerira pogostejšo obliko zapisa). V nedavni raziskavi, ki je bila izvedena v širši populaciji jezikovnih uporabnikov, se je izkazalo, da je le malo tistih, ki priporočilo črkovalnika preveri še v kakem od jezikovnih priročnikov, več pa je tistih, ki orodju zaupajo. Iz odgovorov pa je mogoče sklepati, da bi bil odstotek slednjih še večji, če bi bili prepričani o strokovni podprtosti tega orodja. Rezultati nas prepričujejo, da se z digitalno dobo odpira vprašanje prevlade orodij, ki nastajajo izven dosega in vpliva slovenističnega jezikoslovja ali slovenske jezikovne politike. Posredno poseganje teh orodij na jezikovno rabo se skokovito povečuje in zato odpira vprašanje prikaza jezikovnih podatkov v uporabniku prijaznih aplikacijah, integriranih v urejevalnike besedil in spletne iskalnike. Ena od nalog jezikovne politike v prihodnjem obdobju je zato tudi oblikovanje strategij, s katerimi bo mogoče z dostopom do ustreznih virov in orodij vplivati na ponudnike teh storitev.

**Cilj: Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine ali slovenskega znakovnega jezika in tujim govorcem, ki se želijo naučiti slovenščine ali slovenskega znakovnega jezika, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se v skladu z njim sporazumevajo**

**Ukrepi:** ● Sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in servisov, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki. ● Vzpostavitev svetovalnega telesa, ki deluje prek organiziranega spletnega portala. ● **Vzpostavitev svetovalnega telesa za slovenski znakovni jezik.** ● Posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom. Nosilci: ARRS, MIZKŠ.

#### **4. Večjezičnost**

Pri načrtovanju večjezičnih virov za prihodnje obdobje ne moremo več govoriti o dvojezičnih ali terminoloških slovarjih, temveč o slovarskih bazah ali večjezičnih bazah znanja, ki jih izkoriščamo bodisi neposredno za preverjanje informacij v ustrezni spletni ali drugi aplikaciji (ali izvedeni tiskani obliki) bodisi za uporabo v orodjih, ki na druge načine pomagajo pri učenju tujih jezikov, prevajanju ali tolmačenju, kot so sistemi za strojno prevajanje, sistemi za računalniško podprto prevajanje,

sistemi za podporo tolmačenju itd. Opisane vire je mogoče izkoristiti, če je vzpostavljena ustrezna (spletna) infrastruktura. Predpogoj za nastanek jezikovnih priročnikov ali zagotavljanje tehnoloških rešitev, ki rešujejo kontrastivne težave med dvema ali več jeziki, pa je obstoj sodobnih virov in orodij za slovenščino ter opis jezika z enojezičnega stališča. Pri dosedanjem jezikovnem načrtovanju je veljalo, da so enojezični priročniški viri in orodja za slovenščino domena javnega financiranja, dvo- in večjezični viri in orodja pa so bili prepuščeni bodisi naključnemu entuziazmu posameznikov bodisi komercialni sferi. Z vstopom v digitalno paradigmo ta koncept ne zadostuje, kajti ena od posledic razvoja IKT je ta, da so tradicionalni dvo- ali večjezični priročniki s prestopom v spletno oz. digitalno okolje postali komercialno bistveno manj zanimivi ali celo nezanimivi, kar kažejo trendi po Evropi in v svetu, ne le v Sloveniji. Po drugi strani je v digitalnem okolju mnogo lažje izkoriščati podatke iz ene baze podatkov za sestavljanje drugih baz s sorodno vsebino, kar velja tudi za dvo- ali večjezične baze, terminološke baze podatkov itd. Z vzpostavitvijo ustrezne infrastrukture je mogoče izdelati večjezične vire tudi za jezike ali specializirana tematska področja, ki do sedaj še niso bili obdelana, česar brez ustrezne infrastrukture zaradi manjšega števila ciljnih uporabnikov ne bi bilo realno pričakovati. Strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in jezikovno usposabljanje strokovnjakov na vseh terminoloških področjih. Jeziki z večjim številom govorcev so v prednosti že zato, ker jih na večjem trgu močnejše podpira jezikovna industrija (dostopnejše in številnejše sodobne slovarske baze, terminološke zbirke, jezikovni korpusi, sistemi za strojno prevajanje itd.), zato je pri jezikih z manjšim številom govorcev še toliko pomembnejša vloga države. Bodoči program za jezikovno opremljenost mora upoštevati to dimenzijo z vzpostavitvijo terminološkega portala s spletnim forumom za hitro izmenjavo mnenj o terminoloških rešitvah.

**Cilj: Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo terminološkemu delu ter učenju in poučevanju tujih jezikov in slovenskega znakovnega jezika**

**Ukrepi:** ● Sprejetje temeljnih usmeritev glede razvoja sodobnih dvo- ali večjezičnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki. ● Vzpostavitev splošnega večjezičnega portala, kjer je na voljo prosto dostopna večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov (portal naj omogoča tudi izkoriščanje moči množice (t. i. crowd-sourcing) pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta). ● Vzpostavitev terminološkega portala, ki vsebuje tako terminološke podatke kot tudi učinkovit svetovalni servis in izkorišča možnosti hitre izmenjave mnenj, ki jih omogoča splet; v okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU. ● Dodelitev prioritetnega statusa pri razpisu projektov tistim, ki vsebujejo sestavljanje večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov ter večjezičnih in terminoloških baz podatkov. Nosilca: ARRS, MIZKŠ.

## 5. Jezikovne tehnologije

Razvoj informacijskih in komunikacijskih tehnologij v zadnjih 10 letih ustvarja »digitalno vrzel«, zaradi katere bodo jeziki, ki bodo pri tem razvoju zaostajali, postali manj privlačni in konkurenčni v globalno povezanem svetu. Digitalna vrzel ločuje jezike, ki so dovolj prisotni na svetovnem spletu, za katere obstajajo sodobni digitalni viri in so jezikovnotehnološko razviti, od tistih, pri katerih se zaostanek s skokovitim razvojem IKT tehnologij povečuje. Za večino uradnih jezikov Evropske unije so bili v zadnjih desetih letih izdelani načrti razvoja digitalnih virov in jezikovnotehnoloških aplikacij, s čimer posamezne države oz. jezikovne skupnosti na sistematičen in programiran način skrbijo za prehod svojih jezikov v digitalno okolje. Programi imajo tipično naslednje cilje: ● identifikacija akterjev na področju jezikovnega opisa, jezikovnih tehnologij in virov in **slovenskega znakovnega jezika**; ●



sistematična analiza jezikovne rabe in z njo povezanih potreb jezikovne skupnosti; • izdelava seznama obstoječih in manjkajočih računalniških jezikovnih izdelkov in storitev za raziskovalne skupnosti in splošno publiko; • vzpostavitev organiziranega skladiščenja, vzdrževanja in distribucije obstoječih virov in orodij; • vzpostavitev dolgoročnega programa razvoja digitalnih jezikovnih virov in orodij; • vzpostavitev sodelovanja z evropskimi iniciativami za izmenjavo digitalnih virov in orodij. Medsebojno primerljivost takih programov med drugim zagotavlja upoštevanje evropskih iniciativ, kot so raziskovalne infrastrukture CLARIN in DARIAH, infrastrukturni projekti, npr. META-NET, itd. Nacionalni programi za jezikovnotehnološko infrastrukturo predpostavljajo, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Med upoštevanimi jezikovnimi viri in orodji so pri evalvaciji jezikovnotehnološke razvitosti posameznega jezika kot pri drugih sorodnih projektih navadno upoštevani naslednji kazalci:

**Jezikovne tehnologije** (orodja, tehnologije, aplikacije): • črkovalniki in moduli za preverjanje slovnične ustreznosti; • strojno prevajanje, strojno podprto prevajanje v različne jezike; • sinteza in prepoznavanje govora (govorni informacijski sistemi, pripomočki za učenje govorne slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov); • tokenizacija, oblikoskladenjsko označevanje, oblikoslovna in besedotvorna analiza in sinteza; • skladenjsko razčlenjevanje (površinska ali globinska skladenjska analiza stavkov, vezljivost); • stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge); • semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila); • procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.); • luščenje informacij (avtomatsko indeksiranje besedil, multimedijsko luščenje informacij, večjezično luščenje informacij); • informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje); • avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

**Slovar slovenskega znakovnega jezika in mednarodne kretnje na spletni strani**

**Jezikovni viri** (jezikovni podatki, baze znanja): • referenčni korpusi, specializirani korpusi; • skladenjsko označeni korpusi (odvisnostne drevesnice); • semantično in diskurzno označeni korpusi; • vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi; • govorni korpusi (posnetki govornega jezika in **slovenskega znakovnega jezika**, jezikoslovno označeni govorni korpusi, dialoški korpusi); • multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki); • semantični leksikoni, slovarji sinonimov, ontologije; • jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice; • leksikoni besednih oblik in večbesednih enot, terminološke baze.

Predvideni jezikovnotehnološki viri in orodja so v določenih delih povezljivi s klasičnimi in novimi jezikovnimi priročniki, namenjenimi tako splošni kot strokovni publiko. Povezljivost jezikovnotehnoloških in drugih priročniških potreb je smiselno izkoristiti in predvideti skupne elemente tako pri izdelavi programa jezikovnotehnoloških virov in orodij za slovenščino kot pri načrtovanju novih priročniških virov za slovenščino. Ena od temeljnih zadreg pri dosedanjem razvoju proračunsko financiranih orodij in virov je ta, da jih po koncu projektov oz. obdobja financiranja večinoma ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je nejasen status avtorskih pravic oz. dostopnosti pri virih in aplikacijah, ki že obstajajo. Način za premostitev teh težav je ustanovitev institucije ali konzorcija institucij, ki poskrbi, da so vsi viri, financirani s pomočjo javnih sredstev, trajno in čim bolj prosto dostopni za vse uporabnike. Pri jezikih z manjšim številom govorcev, kot je slovenščina, je pomembno tudi, da so viri dostopni tudi za morebitno komercialno uporabo, kjer je to dopustno in mogoče, ker je to eden od učinkovitih načinov spodbujanja rabe jezika v digitalnem okolju.

Cilj: **Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik in slovenski znakovni jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo prosto dostopnih virov in orodij**

**Ukrepi:** • Sprejetje dolgoročnega programa (5–10 let) razvoja sodobnih jezikovnih virov in tehnologij na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej

določenem mednarodno primerljivem razvoju virov in orodij. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih virov in tehnologij za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki. • Vzpostavitev osrednje institucije ali konzorcija institucij, ki ima za nalogo povezovanje, zbiranje, razvoj in distribucijo digitalnih virov in jezikovnotehnoloških aplikacij. Institucija ali konzorcij institucij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje. Nosilca: ARRS, MIZKŠ.

## 6. Digitalizacija

Prehod v digitalno okolje predpostavlja, da sčasoma vsa besedilna ali druga gradiva (avdio, video itd.), ki predstavljajo kulturno in znanstveno dediščino, postanejo (prosto) dostopna v digitalni obliki. Prosta dostopnost takšnih jezikovnih virov spodbuja njihovo uporabo na digitalnih medijih, vključno z medsebojno povezljivostjo, in nudi empirično osnovo za razvoj jezikovnih tehnologij slovenskega jezika. Prost dostop omogočijo licence, kot so Creative Commons, kjer se avtorji odpovedo (delu) avtorskih pravic nad digitalnim izvirnikom, s čimer se omogoči ne samo pregledovanje, temveč tudi prenos in nadaljnje razširjanje jezikovnih virov. Odprtost je tudi tehnološko pogojena in jezikovni viri naj bi bili zapisani z ustreznimi mednarodnimi standardi in priporočili, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot npr. Konzorcija za zapis besedil (Text Encoding Initiative, TEI). V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenogramе oz. iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirnikov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru. Digitalizacija obstoječih jezikovnih priročnikov in drugih jezikovnih virov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu ostaja eno od prioritarnih področij resolucije. V času veljavnosti resolucije 2007–2011 je bil zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika in Slovenskega pravopisa (2001), vendar zgolj prek spletnega vmesnika, torej za spletno pregledovanje teh virov, medtem ko dostop do celotne podatkovne baze ni bil omogočen. Ti pomembni jezikovni viri tako ostajajo neuporabni za namene vgradnje v sekundarne aplikacije kot tudi za razvoj jezikovnih tehnologij za slovenski jezik. Zaostaja tudi dostopnost že izdelanih terminoloških slovarjev in nekaterih drugih javno financiranih slovarskih zbirk: etimološki slovar, onomastične zbirke (slovenska krajevna imena, zbirke podomačenih tujih zemljepisnih imen, statistični podatki o imenih in priimkih itd.). Znanstvena produkcija v slovenskem jeziku **in slovenskem znakovnem jeziku** je dragocen vir slovenskega (strokovnega) izrazja, do sedaj pa možnosti za zajem, procesiranje in distribucijo takih besedil niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so npr. objave v znanstvenih in strokovnih zbornikih in revijah, je mogoče ta besedila jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami v okviru splošnega terminološkega portala.

Cilj: **Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire, ki predstavljajo kulturno dediščino in znanstveno produkcijo, vezano na slovenski jezik in slovenski znakovni jezik**

**Ukrepa:** • V mehanizem izbire projektov, katerih namen je produkcija jezikovnih virov in ki so financirani z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri dostopni v največji možni meri tako s stališča avtorskih pravic kot standardov zapisa. • Dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelavo skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi

tekstnokritične izdaje) in digitalizacijo jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku. Nosilca: ARRS, MIZKŠ.

## **7. Govorci s posebnimi potrebami**

**Spoštujemo pobudo predlagatelja, vendar ne more biti to edino področje ki se dotika SZJ!!!!**

**Statusna podlaga SZJ je mnogo višja in veliko bolj enakovredna SZ kot je iz tega razvidno.**

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne ter pripomočki za osebe z govorno-jezikovnimi težavami. Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oz. izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhost pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo znakovni jezik (npr. servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni). Infrastruktura, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot npr. v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, čitalce zaslonov na računalnikih ali mobilnih napravah, (ročni) čitalniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z Brajevo pisavo.

**Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji**

**Ukrepi:** ● Vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v nacionalni program razvoja jezikovnih virov in tehnologij. ● Opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika. ● Izdelava orodij za komunikacijo z gluho-slepimi, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

Nosilca: ARRS, MIZKŠ.

### **III Formalnopravni vidiki programa slovenske jezikovne politike**

Nadaljnje formalnopravno uokvirjanje slovenske jezikovne politike je potrebno, pri tem pa je treba upoštevati naslednje smernice: Razen v temeljnem pravnem aktu, v ustavi RS, kjer je na splošno določen status slovenščine in drugih jezikov v RS, morajo biti formalnopravna določila v zvezi s statusom, obvezno rabo in obveznim znanjem slovenščine in drugih jezikov jasna, zavezujoča, splošno sprejemljiva v javnosti, medsebojno usklajena in realno uresničljiva, izvedljiva z natančno predvidenimi jezikovnonačrtovalnimi koraki. Obstoječa zakonska in druga pravna določila, ki zadeve v zvezi z jeziki regulirajo le načelno, bodisi z zagotavljanjem prednostnega položaja slovenščine bodisi z zagotavljanjem pravic govorcem slovenščine in drugih jezikov, pa so bila v času od svojega sprejetja neuresničena, sistematično neupoštevana ali drugače prezrta, morajo biti bodisi izločena iz zakonodaje bodisi dopolnjena v skladu s prejšnjim odstavkom. Zakonska določila glede položaja, obvezne rabe in znanja jezikov morajo biti v skladu s pravno ter demokratično legitimnimi jezikovnimi in sporazumevalnimi potrebami državljanov in drugih prebivalcev Republike Slovenije ter drugih govorcev slovenščine. Zakonska določila glede jezikov morajo biti skladna s pravnim redom EU in ne smejo vnaprej ustvarjati mednarodnih pravnih sporov. Zakonska določila naj odločilne subjekte v slovenski jezikovni situaciji jasno zavezujejo k takemu obveznemu jezikovnemu in jezikovnonačrtovalnemu ravnanju, ki bo v skladu z ustavnimi določili statusa slovenščine in drugih

jezikov in v skladu s cilji tega jezikovnopolitičnega programa. Vsebinsko in izvedbeno problematična mesta v veljavnem formalnopravnem jezikovnopolitičnem okviru RS so mdr.: • Določila o obveznem poimenovanju pravnih oseb zasebnega prava, imena obratov, lokalov in drugih poslovnih prostorov v slovenščini (Zakon o javni rabi slovenščine); merila za ustreznost poimenovanj z zakonskimi določili so se izkazala za neoperativna in neobjektivizirana, zato mora v veliko domnevno dvomnih primerih posebno mnenje o ustreznosti izdelovati Sektor za slovenski jezik. Na ta način je blokirano drugo delovanje Sektorja, hkrati pa se po nepotrebem podaljšujejo različni registracijski in drugi upravni postopki. Vprašljiv je tudi sam jezikovnopolitični učinek te zahteve in njenega uresničevanja. • Določila o potrebnem znanju slovenščine in drugih jezikov za posamezne poklice in druge namene (Zakon o javni rabi slovenščine, Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil, področni zakoni); dejansko je mogoče znanje slovenščine na različnih stopnjah glede na obstoječi certifikatni sistem zahtevati samo od tujih govorcev slovenščine; za domače govorce slovenščine bi bilo treba bodisi razviti dodaten sistem potrjevanja ravni znanja slovenščine bodisi raven jezikovnega znanja posredno zahtevati s stopnjo izobrazbe, kot se dejansko izvaja že zdaj. Hkrati bi vsaj za zaposlitve v javnem sektorju morali formalnopravno in vsebinsko uskladiti zahteve po certificiranem znanju slovenščine in drugih jezikov ter poskrbeti za njihovo primerljivost z lestvicami Skupnega evropskega jezikovnega okvira. Obstoječi certifikatni sistem za slovenščino kot tuji jezik, ki je tudi mednarodno priznan, mora dobiti zakonsko pravno podlago. **Konvencija OZN o pravicah invalidov in Zakon o uporabi slovenskega znakovnega jezika.** • Določila o slovenščini kot učnem jeziku slovenskih javnih visokošolskih ustanov; pravni okvir mora zagotoviti nadaljnjo krepitev slovenščine kot učnega jezika v slovenskem visokem šolstvu in kot znanstvenega jezika, hkrati pa zagotoviti tako prožno jezikovno ureditev, ki bo omogočala nadaljnjo krepitev kakovostnega mednarodnega visokošolskega in znanstvenega sodelovanja. • Določila o jezikovnih pravicah državljanov in prebivalcev RS, ki niso domači govorci slovenščine, italijanščine, madžarščine in romščine; pri nadaljnji demokratizaciji slovenskega javnega prostora je treba zvišati raven njihovih jezikovnih pravic in poskrbeti za možnost njihovega učinkovitega uresničevanja. **Ukrepa:** • Raziskave vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopravnega okvira jezikovne ureditve Republike Slovenije; • sprejetje programa za prenovo formalnopravnega okvira jezikovne ureditve Republike Slovenije, v koordinaciji Sektorja za slovenski jezik pri Ministrstvu za izobraževanje, znanost, kulturo in šport. Nosilec: MIZKŠ.

#### **IV Slovenščina kot uradni jezik Evropske unije**

**Uvod** Slovenščina je z vključitvijo med uradne jezike Evropske unije pridobila večjo mednarodno težo na simbolni ravni, predvsem pa veliko operativnih možnosti za sodelovanje pri raziskovanju in uporabi jezikov v skupnosti s 23 uradnimi jeziki. Večjezičnost je načelo, ki je vpisano v pravne temelje Evropske unije. Njene bistvene poteze so določene v ustanovitvenih pogodbah, Uredbi Sveta št. 1 iz leta 1958 in pristopnih aktih vsake nove države članice, ki se odloči, da bo svoj državni jezik uveljavila kot enega uradnih jezikov evropske nadnacionalne skupnosti. Utemeljena je s potrebo po demokratičnosti, preglednosti in pravni varnosti za vse državljane EU. Zato so pravni akti EU dostopni v vseh uradnih jezikih, na zasedanjih Evropskega parlamenta, Evropskega sveta in Sveta EU pa tudi sestankih nekaterih delovnih skupin je zagotovljeno tolmačenje, večina spletnih strani institucij EU je večjezičnih, državljani in pravne osebe lahko komunicirajo z institucijami EU v svojem jeziku. Ta ureditev ima dovolj zagovornikov v EU, da ni videti ogrožena – težko si je predstavljati skupnost, ki bi se temu odpovedala, saj to prav gotovo ne bi bila več skupnost, v katero se je včlanilo 27 držav. Načelna raven je podrobno urejena, strategija večjezičnosti, ki jo je pripravila Evropska komisija, pa se v zadnjih letih osredotoča na tri glavne vidike: spodbujanje večjezičnosti v izobraževanju, izrabo večjezičnosti za krepitev gospodarske konkurenčnosti in na večjezično komuniciranje z državljani in institucijami. Slednje pomeni redno vsakodnevno zagotavljanje prevajanja in tolmačenja v vse uradne jezike EU s pomočjo urejenega institucionalnega ustroja, v katerem delujejo dobro organizirani oddelki za posamezni jezik. Večjezična ureditev Evropske unije in slovensko vključevanje vanjo sta vzpostavila okvir razvoja, znotraj katerega je v zadnjih desetih letih prišlo do premikov na področju

strokovnega jezika in jezikoslovne stroke v Sloveniji, predvsem glede prevajanja, tolmačenja in sistematičnejšega urejanja terminologije. Zaradi obsežnega pravno-prevajalskega projekta priprave slovenske različice pravnega reda EU so bile potrebne boljše organizacija delovnih postopkov, vzpostavitev sistematičnega interdisciplinarnega sodelovanja in uvedba poenotene metodologije. Prav strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in tudi jezikovno usposabljanje strokovnjakov na vseh področjih. Naloga državne in javne uprave je zagotavljati sistematično in usklajeno delovanje ključnih resorjev v skrbi za jezikovni razvoj. Izvajanje nalog v zvezi s slovenščino v EU na podlagi ReNPJP 2007–2011 je potekalo v celotnem obdobju veljavnosti resolucije. Cilj teh nalog je bil opremiti predstavnike RS, ki sodelujejo v institucijah in organih EU, z navodili, kako uresničevati svojo pravico do uporabe slovenščine kot uradnega jezika EU, izboljšati poznavanje rabe jezikov v EU in predvsem zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU. Kljub izdelanim priporočilom ter vzpostavljeni mreži strokovnjakov pa je sodelovanja še vedno premalo. Izboljšani način urejanja terminologije je pomemben zaradi delovanja v EU, a prav tako in predvsem za delovanje slovenske javne uprave, šolstva, znanosti itd., zato je ena od prednostnih nalog za naslednje obdobje.

#### 1. cilj: **Podpora države pri uporabi slovenščine kot uradnega jezika EU**

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

**Ukrepi:** ● Nadaljevanje nalog iz prejšnje resolucije v zvezi s terminologijo oziroma nadaljevanjem prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU. Kot del razvoja jezikovne opremljenosti je treba vzpostaviti poseben slovenski portal za terminologijo, na katerem bi bilo primerno mesto tudi za uporabniku prijazen forum, v okviru katerega bi se lahko odvijale medinstitucionalne in interdisciplinarne razprave o strokovni terminologiji, ki bi se po predvidenih postopkih in v čim krajšem času tudi dejansko zaključile z ustrezno terminološko rešitvijo. ● Intenzivna podpora izobraževalnih programov za povečanje števila slovenskih tolmačev v institucijah EU. ● Uvedba intenzivnih programov usposabljanja slovenskih tolmačev za uspešno opravljanje postopkov izbire v institucijah EU. Nosilci: MZZ, MIZKŠ, GSV.

#### 2. cilj: **Promocija slovenskega jezika in kulture v EU**

**Ukrep:** ● Vzpostavitev foruma za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike.

Nosilca: MIZKŠ, MZZ.

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**Jasmina Bauman**, Zavod Združenje tolmačev za slovenski znakovni jezik (31. 8. 2012)

Pozdravljeni,  
na podlagi dogovora z dne 28/8/2012 vam posredujem O dodatne predloge za Resolucijo o nacionalnem programu za jezikovno politiko 2012 - 2016.

Lep pozdrav,

JASMINA BAUMAN  
direktorica

Zavod Združenje tolmačev za slovenski znakovni jezik



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T: 01 / 436 47 92, F: 01 / 436 47 93

E: irena.zdruzenje@t-2.net, www.tolmaci.si

To elektronsko sporočilo in vse morebitne priloge so poslovna skrivnost in namenjene izključno naslovniku. Če ste sporočilo prejeli pomotoma, Vas prosimo, da obvestite pošiljatelja, sporočilo pa takoj uničite. Kakršnokoli razkritje, distribucija ali kopiranje vsebine sporočila je izrecno prepovedano. Ni nujno, da to sporočilo odraža uradno stališče zavoda.

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**Služba za slovenski jezik MIZKŠ**

**g. Vojko Stopar**

**ga. Simona Bergoč**

DOPOLNITVE K OSNUTKU RESOLUCIJE O NACIONALNEM PROGRAMU ZA JEZIKOVNO POLITIKO 2012 – 2016

V poglavju **Uvod, Okvir nacionalnega programa za jezikovno politiko**, stran 4, odstavek 4 se doda naslednje besedilo:

V okviru nacionalnega programa za jezikovno politiko je posebna skrb namenjena slovenskemu znakovnemu jeziku. Na podlagi Zakona o uporabi slovenskega znakovnega jezika (Ur.l. RS št. 96/02) je znakovni jezik definiran kot jezik sporazumevanja gluhih oseb oziroma naravno sredstvo za sporazumevanje gluhih oseb. Zakon opredeljuje znakovni jezik kot vizualno – znakovni jezikovni sistem z določeno postavitvijo, lego, usmerjenostjo in gibom rok in prstov ter mimiko obraza. Skrb za razvoj slovenskega znakovnega jezika in skrb za uveljavljanje in enakopravnost znakovnega jezika sta nalogi Sveta za slovenski znakovni jezik, ki ga je ustanovila Vlada RS 27.3.2003 (Ur.l. št. 30/03). Ker je Svet za slovenski znakovni jezik že ustanovljen, se naloge Sveta smiselno razširijo še na področje slovenskega znakovnega jezika, ki izhajajo iz Resolucije o nacionalnem programu za jezikovno politiko 2012 – 2016 in predvidijo ustrezna finančna sredstva.

V poglavju **Nosilci dejavne jezikovne politike**, stran 5, predzadnji stavek se za besedilom z Zakonom o javni rabi slovenščine doda: » in Zakonom o uporabi slovenskega znakovnega jezika,«.

V **točki 7. Govorci s posebnimi potrebami**, stran 15 predlagamo razmejitev posameznih govorcev s posebnimi potrebami, saj slovenski znakovni jezik, ki je opredeljen kot jezikovni sistem ne gre enačiti z Brajevo pisavo ali disleksijo. Bolj kot med govorce s posebnimi potrebami bi gluhe osebe sodile v

poglavje o jezikovnih manjšinah, saj je slovenski znakovni jezik potrebno prepoznati kot jedrno sestavino kulturne identitete gluhe skupnosti. Zato predlagamo, da se doda nova točka Gluhe osebe, ki uporabljajo slovenski znakovni jezik in naslednje besedilo:

V večinskem sliščem svetu prevladuje mnenje, da gluhe osebe in naglušne osebe samo slabše slišijo in da je zato v komunikaciji z njimi treba zgolj govoriti glasneje; glede pisnega sporazumevanja je še vedno zelo prisotno zmotno mnenje, da lahko gluhe osebe prej ali slej usvojijo pisni jezik. Vendar dejansko stanje kaže ravno nasprotno (Kuplenik:1999).

Pri besednem in znakovnem jeziku gre za dva naravna jezikovna sistema, ki sta se izoblikovala na osnovi različnih predispozicij nosilcev oz. prenosnikov; slišči nasproti neslišči (gluhi in naglušni) ljudje. Znakovni jezik je torej ena izmed uresničitev naravnega jezika, in sicer v govorici kretenj in mimike (nasproti glasovni besedni govorici) (Žele, Bauman 2011).

Pri cilju 1 predlagamo, da se dodajo še naslednji ukrepi:

- ugotavljanje stanja slovenskega znakovnega jezika;
- sistematično usposabljanje učiteljev in vzgojiteljev za poučevanje v slovenskem znakovnem jeziku v zavodih za gluhe in naglušne v RS;
- 9. vzpostavitev sistema za preverjanje in certificiranje znanja slovenskega znakovnega jezika za učitelje in vzgojitelje v zavodih za gluhe in naglušne v RS;
- 10. stalno/sprotno izobraževanje tolmačev slovenskega znakovnega jezika.

Pri poglavju II **Jezikovna opremljenost, 1 Uvod** predlagamo, da se doda nov odstavek:

Zakon o uporabi slovenskega znakovnega jezika opredeljuje slovenski znakovni jezik kot vizualno-jezikovni sistem. Sodobna tehnologija v veliki meri daje možnost opremljenosti slovenskega znakovnega jezika in gluhe skupnosti z jezikovnimi viri, priročniki, orodji, kar mora postati eden ključnih dejavnikov za uresničevanje ciljev na področju razvoja slovenskega znakovnega jezika.

Pri **točki 7 Govorci s posebnimi potrebami na strani 27** predlagamo, da se med naštetih ukrepov doda:

- standardizacija slovenskega znakovnega jezika;
- spodbujanje razvoja jezikovnih tehnologij za slovenski znakovni jezik;
- vzpostavitev osrednje institucije z namenom povezovanja, zbiranja, razvoja in distribucije specifičnih slovarjev.

Lj, 30. 8. 2012

Zapisala:

Jasmina Bauman  
direktorica

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**Dr. Primož Pristovšek, ARRS (2. 9. 2012)**

Spoštovana,

hvala za opozorilo. Pripeto pošiljam naše pripombe, kot smo jih poslali na FDV.

Lep pozdrav  
Primož Pristovšek

Dr. Primož Pristovšek  
Vodja Sektorja za raziskovalno infrastrukturo  
in mednarodno sodelovanje  
- Head of Dept. of Research Infrastructure  
and International Cooperation  
Javna agencija za raziskovalno dejavnost RS  
- Slovenian Research Agency (ARRS)  
Bleiweisova cesta 30, 1000 Ljubljana  
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e-mail: [primoj.pristovsek@arrs.si](mailto:primoj.pristovsek@arrs.si), [@gmail.com](mailto:@gmail.com)

**From:** Simona.Bergoc@gov.si [mailto:Simona.Bergoc@gov.si]  
**Sent:** Tuesday, August 28, 2012 9:35 AM  
**To:** Pristovšek Primož  
**Subject:** Fw: vabilo k sestanku

Spoštovani,

smo v fazi intenzivne redakcije besedila resolucije; v spodnji korespondenci je razumeti, da ste imeli še dodatne pripombe na tekst, ki pa niso prišle do nas.

Prosimo za pojasnilo.

Lep pozdrav,  
Simona Bergoč

Dr. Simona Bergoč  
vodja Službe za slovenski jezik  
Ministrstvo za izobraževanje, znanost, kulturo in šport RS  
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Pripombe na Osnutek Nacionalnega program za jezikovno politiko 2012–2016

**Stran 18-19, 3. cilj: Izboljšati položaj slovenščine kot jezika znanosti**

Razprava navaja na strani 19, da "*bi morale univerze, ARRS in NAKVIS uravnovežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavljanje v slovenščini*". Znanost in razvoj sta najbolj globalni konkurenčni in zato verjetno najuspešnejši dejavnosti človeštva, kjer Slovenija globalno sodeluje z dobrim promilom raziskovalcev (dobrih 5000 od 5 milijonov) in 0.2 promila prebivalstva (2 milijona od sedmih milijard). Izsledak, ki ga objavimo v slovenščini, je dostopen kvečjemu promilu strokovnjakov na svetu, zato ni podvržen globalni presoji stroke ("peer-



review"), ne vstopa v svetovno zakladnico znanja in zato ne more veljati kot "znanstvena" objava (za humanistiko izjava seveda ne velja v celoti). Jezik znanosti je nesporno angleščina, kar priznavajo in upoštevajo tudi veliki narodi in znanstvene velesile (Nemci, Francozi, Kitajci, Japonci,...), ki svojo vrhunsko znanstveno produkcijo objavljajo izključno v angleškem jeziku. Prav zato so med merili za raziskovalno odličnost objave v tujih jezikih (t.j. angleščini) edino merilo znanstvene uspešnosti objava (za humanistiko izjava seveda ne velja v celoti). V razpravi bi bil primeren poudarek na spodbujanju strokovnega objavljanja v slovenščini. Strokovno objavljanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, na ta način v njenem jeziku sooblikuje družbo znanja in ohranja razvoj slovenščine. Javnosti pa znanstvena sfera vložena javna sredstva vrača na način, da ohranja stik s svetovnim razvojem znanja in ga prenaša v slovenski prostor. Enako težo, kot je imel in jo ima slovenski jezik pri ohranitvi kulturne identitete slovenskega naroda, ima in bo vedno bolj imelo znanje in uporaba tujih svetovnih jezikov, predvsem angleščine, pri zaščiti dolgoročne ekonomske vzdržnosti in konkurenčne sposobnosti slovenskega naroda. Predlagamo dopolnitev prvega Ukrepa (stran 18):

#### **Ukrepi:**

- Univerze morajo prek habilitacijske politike vzpostaviti spodbude za smotrno objavljanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavljanja v tujem jeziku morajo NAKVIS, ARRS in Univerze kot pogoje za izvolitve in pogoje za financiranje programskih skupin vpeljati tudi obvezno objavljanje učbenikov, terminoloških gradiv, preglednih strokovnih člankov ali tef monografij v slovenščini.

Nosilci: ARRS, MIZKŠ, Univerze oz. JRZ.

#### Stran 19, 3. cilj: **Izboljšati položaj slovenščine kot jezika znanosti**

Ukrep:

- Oblikovanje prosto dostopnega spletnega portala z vsemi obstoječimi jezikoslovnimi podatki o sodobni slovenščini, namenjen splošnim uporabnikom in strokovni javnosti.

Nosilci: ARRS, MIZKŠ.

Nosilec tega ukrepa ne more biti niti ARRS niti MIZKŠ. Predlagamo spremembo ukrepa:

- Zagotovitev dolgoročnih sredstev in izbor izvajalca ali konzorcija izvajalcev, ki bo (do) oblikoval prosto dostopni spletni portal z vsemi obstoječimi jezikoslovnimi podatki o sodobni slovenščini, namenjen splošnim uporabnikom in strokovni javnosti.

Nosilci: MIZKŠ, ARRS.

Stran 19, Cilj: Opis sodobne slovenščine, prilagojen govorcem z različnimi zmožnostmi na različnih stopnjah izobraževanja in z različnimi jezikovnimi potrebami

Ukrepi:

- Sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa,

njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.

- Oblikovanje prosto dostopnega spletnega portala z vsemi obstoječimi jezikoslovnimi podatki o sodobni slovenščini, namenjen splošnim uporabnikom in strokovni javnosti

Nosilca: ARRS, MIZKŠ.

Prvi ukrep nima razvidnih raziskovalnih dimenzij in zato ARRS kot nosilec ni primeren.

Drugi ukrep je identičen ukrepu na strani 19, zato ponavljanje ni potrebno.

Stran 22-23, Cilj: Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine in tujim govorcem, ki se želijo naučiti slovenščine, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se v skladu z njim sporazumevajo.

Ukrepi:

- Sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in servisov, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev svetovalnega telesa, ki deluje prek organiziranega spletnega portala.
- Posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom.

Nosilci: ARRS, MIZKŠ.

Ukrepi nimajo razvidnih raziskovalnih dimenzij in zato ARRS kot nosilec ni primeren.

Stran 23-24, Cilj: Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo terminološkemu delu ter učenju in poučevanju tujih jezikov

Ukrepi:

- Sprejetje temeljnih usmeritev glede razvoja sodobnih dvo- ali večjezičnih jezikovnih priročnikov (5–10 let) na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih priročnikov za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev splošnega večjezičnega portala, kjer je na voljo prosto dostopna večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov (portal naj omogoča tudi izkoriščanje moči množice (t. i. crowd-sourcing) pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta).

- Vzpostavitev terminološkega portala, ki vsebuje tako terminološke podatke kot tudi učinkovit svetovalni servis in izkorišča možnosti hitre izmenjave mnenj, ki jih omogoča splet; v okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije EU.

- Dodelitev prioritete statusa pri razpisu projektov tistim, ki vsebujejo sestavljanje večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov ter večjezičnih in terminoloških baz podatkov.

Nosilca: ARRS, MIZKŠ.

Prvi ukrep nim razvidnih raziskovalnih dimenzij.

Drugi in tretji ukrep ponavlja ukrep s strani 19 oz. ni napisan dovolj jasno.

Četrti ukrep se tiče drugega in tretjega in in se zato skupaj z njima črta, prav tako ARRS kot nosilec.

Stran 26, Cilj: Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo prosto dostopnih virov in orodij

Ukrepi:

- Sprejetje dolgoročnega programa (5–10 let) razvoja sodobnih jezikovnih virov in tehnologij na nacionalni ravni, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju virov in orodij. Program predpostavlja, da se s strani financerjev programa ustanovi nadzorno telo, ki skrbi za izdelavo programa, njegovo izvajanje ter za koordinacijo različnih virov financiranja. Program razvoja sodobnih jezikovnih virov in tehnologij za slovenščino se sprejme najkasneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki.
- Vzpostavitev osrednje institucije ali konzorcija institucij, ki ima za nalogo povezovanje, zbiranje, razvoj in distribucijo digitalnih virov in jezikovnotehnoloških aplikacij. Institucija ali konzorcij institucij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

Nosilca: ARRS, MIZKŠ.

Ukrepa nimata razvidnih raziskovalnih dimenzij in zato ARRS kot nosilec ni primeren.

Stran 27, Cilj: Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire, ki predstavljajo kulturno dediščino in znanstveno produkcijo, vezano na slovenski jezik

Ukrepa:

- V mehanizmu izbire projektov, katerih namen je produkcija jezikovnih virov in ki so financirani z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri dostopni v največji možni meri tako s stališča avtorskih pravic kot standardov zapisa.
- Dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelavo skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi tektnokritične izdaje) in digitalizacijo jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku.

Nosilca: ARRS, MIZKŠ.

Ukrepa nimata razvidnih raziskovalnih dimenzij in zato ARRS kot nosilec ni primeren.

Stran 28, Cilj: Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehno-  
loškimi pripomočki in orodji

Ukrepi:

- Vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v nacionalni program razvoja jezikovnih virov in tehnologij.
- Opis sodobne norme in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika.
- Izdelava orodij za komunikacijo z gluho-slepimi, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

Nosilca: **ARRS**, MIZKŠ.

Ukrepi nimajo razvidnih raziskovalnih dimenzij in zato ARRS kot nosilec ni primeren.

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**Saša Fužir**, Zavod Risa – Center za splošno, funkcionalno in kulturno opismenjevanje,  
Zveza Sožitje – Zveza društev za pomoč osebam z motnjami v duševnem razvoju Slovenije in  
Center za usposabljanje, delo in varstvo Črna na Koroškem (27. 9. 2012)

Spoštovani!

Na podlagi ustnega pogovora s predsednikom Komisije za slovenski jezik doc. dr. Kozmo  
Ahačičem vam v upanju, da je še čas za upoštevanje naših pripomb, pošiljamo predloge za  
dopolnitev osnutka Nacionalnega programa za jezikovno politiko:

Zavod Risa - Center za splošno, funkcionalno in kulturno opismenjevanje,  
Zveza Sožitje - Zveza društev za pomoč osebam z motnjami v duševnem razvoju Slovenije in  
Center za usposabljanje, delo in varstvo Črna na Koroškem.

Lep pozdrav, za predlagateljce Saša Fužir

**PRIPOMBE IN PREDLOGI K  
OSNUTKU NACIONALNEGA PROGRAMA  
ZA JEZIKOVNO POLITIKO 2012-2016**

V OSNUTKU NACIONALNEGA PROGRAMA ZA JEZIKOVNO POLITIKO 2012-2016 MED GOVORCI S POSEBNIMI POTREBAMI NI OMENJENIH OSEB Z MOTNJO V DUŠEVNEM RAZVOJU (IN DRUGIH GOVORCEV S POSEBNIMI POTREBAMI, KI IMAJO TEŽAVE NA PODROČJU BRANJA IN RAZUMEVANJA PREBRANEGA, NPR. OSEB PO POŠKODBI GLAVE). PRAV TAKO OSNUTEK NE VKLJUČUJE KONCEPTA LAHKEGA BRANJA KOT SISTEMA KOMUNIKACIJE, KI NAVEDENIM DRŽAVLJANOM OMOGOČA UČINKOVITO IN KAKOVOSTNO VKLJUČEVANJE V DRUŽBENO, KULTURNO, POLITIČNO IPD. DOGAJANJE.

PODPISNIKI ZATO POZIVAMO K SPREMEMBI OZ. DOPOLNITVI OSNUTKA S SLEDEČIMI POJASNILI:

## 1. IZHODIŠČA

### 1.1. Informacije za vse ljudi: Lahko branje

Osebe z motnjo v duševnem razvoju (OMDR) za dostojno življenje in učinkovito družbeno vključenost potrebujejo razumljive informacije. Pomanjkanje (razumljivih) informacij OMDR potiska v polje diskriminacije in socialne izključenosti.

Inclusion Europe, Evropsko združenje ljudi z motnjami v duševnem razvoju in njihovih družin, je razvil smernice za pripravo besedil in publikacij, ki so lažje za branje in razumevanje. Takim informacijam oz. besedilom rečemo **lahko branje**.

Koncept lahkega branja zajema besedila, slike, oblikovanje in tipografijo. Besedila so običajno krajša od standardnih, a ni nujno. Pisana so v načinu, ki je primeren za odrasle in prilagojena ciljni skupini. Vsebina je osnovna. Stavki so dokaj kratki. Izogibamo se večstavčnim povedim, redko rabljenim besedam in metaforiki. Jezik je neposreden, čas aktiven, izogibamo se pretirani rabi številok. Običajno so razložene težke besede in ozadje itd.

### 1.2. Pravna podlaga

**Zakon o ratifikaciji Konvencije o pravicah invalidov in Izbirnega protokola h Konvenciji o pravicah invalidov (MKPI)**/ objavljen v Ur.l. RS-MP, št. 10/2008, v **2. členu** (Pomen izrazov) navaja, da pojem komunikacija:

*'...vključuje jezike, prikaz besedila, brajico, taktilno sporazumevanje, veliki tisk, dostopne multimedije ter pisani, zvočni in običajni jezik, človeškega bralca ter povečevalne in alternativne načine, sredstva in oblike zapisa sporočila skupaj z dostopno informacijsko in komunikacijsko tehnologijo; »jezik« vključuje govornjene in znakovne jezike ter druge oblike negovorjenih jezikov.'*

V **9. členu** (Dostopnost) istega zakona je navedeno, da *'države pogodbenice invalidom omogočijo neodvisno življenje in polno sodelovanje na vseh področjih življenja, sprejmejo ustrezne ukrepe, s katerimi invalidom zagotovijo, da imajo enako kot drugi dostop do fizičnega okolja, prevoza, informacij in komunikacij, vključno z informacijskimi in komunikacijskimi tehnologijami in sistemi, ter do drugih objektov, naprav in storitev, ki so namenjene javnosti ali se zanje opravljajo v mestu in na podeželju.'*

Točka d) tega člena natančno določa, da med ukrepe spada, da se :*'v javnih zgradbah in druge zagotovijo oznake v brajici ter v lahko čitljivi in razumljivi obliki.'*

**21. člen MKPI** (Svoboda izražanja in mnenja ter dostop do informacij) je pomemben v celoti in se glasi: *'Države pogodbenice sprejmejo vse ustrezne ukrepe, da invalidom zagotavljajo uresničevanje pravice do svobodnega izražanja in mnenja, vključno s pravico, da enako kot drugi pridobivajo, sprejemajo ter sporočajo informacije in vsebine s katero koli obliko sporočanja po lastni izbiri iz 2. člena te konvencije, tako da:*

*a) zagotavljajo informacije, namenjene javnosti, invalidom v njim dostopnih oblikah zapisa in tehnologijah, ki ustrezajo različnim vrstam invalidnosti, pravočasno in brez dodatnih stroškov;*

*b) pri uradnih opravilih sprejemajo in omogočajo uporabo znakovnih jezikov, brajice, povečevalnih in alternativnih načinov sporočanja ter vseh drugih dostopnih sredstev, načinov in oblik zapisa sporočila po izbiri invalida;*

*c) spodbujajo zasebne subjekte, ki ponujajo storitve, namenjene javnosti, tudi po internetu, da zagotavljajo informacije in storitve v oblikah zapisa, ki so invalidom dostopne in prijazne;*

*d) spodbujajo javna občila, tudi ponudnike informacij po internetu, da svoje storitve oblikujejo tako, da so dostopne invalidom;*

*e) priznavajo in spodbujajo uporabo znakovnih jezikov.*

**24. člen MKPI** (Izobraževanje) v 3. točki pravi: *'Države pogodbenice invalidom omogočajo pridobivanje življenjskega in socialnega znanja in veščin, ki jim olajšajo polno in enakopravno sodelovanje v izobraževanju in skupnosti.'*

Med ukrepi za doseganje navedenega je pod točko a) zavedeno *'omogočanje učenja brajice, alternativnih pisav, povečevalnih in alternativnih načinov in oblik zapisa sporočila, veščin za mobilnost in orientacijo ter omogočanje pomoči in mentorstva sebi enakih.'*

Pomemben je tudi **29. člen MKPI** (Sodelovanje v političnem in javnem življenju), ki podpisnice zavezuje k zagotavljanju, *'da so volilni postopki, sredstva in gradivo ustrezni, dostopni, lahko razumljivi in uporabni.'*

**30. člen MKPI** nagovarja Sodelovanje v kulturnem življenju, rekreaciji, prostočasnih dejavnostih in športu. V prvi točki države pogodbenice zavezuje, da *'priznavajo invalidom pravico do sodelovanja v kulturnem življenju enako kot drugim in sprejmejo ustrezne ukrepe, s katerimi invalidom zagotavljajo dostop do:*

*a) kulturnega gradiva v dostopnih oblikah...'*

## **2. PREDLOGI**

**V skladu z navedenimi izhodišči predlagamo, da se Osnutek nacionalnega programa za jezikovno politiko dopolni na sledeč način:**

1. V poglavju I: Jezikovno izobraževanje, naj se pod točko 7.: Govorci s posebnimi potrebami, med naštete skupine doda:

- osebe z motnjo v duševnem razvoju (in druge osebe, ki težje berejo in razumejo prebrano, npr. osebe po poškodbi glave).

Pod 3. cilj iste točke (Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri večinskih govorcih) naj se pod Ukrepe (tečajji znakovnega jezika, Brajeve pisave ipd. ) doda: **tečajji priprave lahko berljivih in razumljivih informacij.**

2. V poglavje II: Jezikovna opremljenost, naj se pod točko 7.: Govorci s posebnimi potrebami, doda: **infrastruktura, namenjena osebam z motnjo v duševnem razvoju (in drugim govorcem s težavami na področju branja in razumevanja jezika). Rešitve vključujejo razvoj sodobnih tehnoloških aplikacij itd.**
  3. Lahko branje se kot oblika jezika oz. komunikacije doda povsod tam, kjer se naštevajo drugi sorodni sistemi (npr. znakovni jezik, Brajeva pisava).
  4. Osebe z motnjo v duševnem razvoju (in drugi govorci s težavami na področju branja in razumevanja jezika) se kot posebna skupina dodajo povsod tam, kjer se naštevajo ostale skupine govorcev s posebnimi potrebami (npr. gluhi, slepi/slabovidni ipd.).
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**PREGLED URADNIH ODZIVOV NA OSNUTEK RESOLUCIJE  
(javna razprava)**

**Dr. Iztok Kosem**, Trojina, zavod za uporabno slovenistiko (27. februar 2013)

Nedavno je bil na spletni strani Ministrstva za izobraževanje, znanost, kulturo in šport objavljen osnutek Nacionalnega programa za jezikovno politiko 2012-2016. Gre že za drugi osnutek (prvi je bil objavljen aprila 2012), ki je dejansko redakcija besedila prvega osnutka, objavljenega aprila 2012, opravljena na podlagi priporočil *Projektne skupine za področje slovenskega jezika* (v sestavi dr. Marko Jesenšek, predsednik, dr. Majda Kaučič-Baša, dr. Marko Stabej, dr. Janez Dular, Jakob Müller, dr. Marko Snoj in dr. Kozma Ahačič), ki je imela samo en sestanek, preden je delo prešlo v roke nove *Strokovne komisije za slovenski jezik*, imenovane 27. 8. 2012, v sestavi dr. Kozma Ahačič (predsednik), dr. Janez Dular, dr. Marko Snoj, dr. Marko Jesenšek in Marta Kocjan Barle.

Na našem zavodu smo bili med tistimi, ki so že pred samim oblikovanjem prvotnega osnutka poslali predloge, in smo mnenja, da je že prvotni osnutek predlagal ustrezne rešitve za jezikovno situacijo v Sloveniji. Že pri hitrem pregledu novega osnutka smo opazili nekaj občutnih sprememb, pa tudi nedoslednosti, zato smo se odločili, da izdelamo natančno primerjavo obeh osnutkov in se pri odzivu osredotočimo predvsem na novo ali iz prvotnega osnutka črtano vsebino. Predloge za popravke smo zbrali v dokumentu, ki je na voljo na naši spletni strani in smo ga poslali tudi na MIZKŠ.

Vse več nas je, ki se ukvarjamo z raziskovanjem ter izdelavo novih jezikovnih virov in praktičnih aplikacij za slovenski jezik, vedenja o tem je vse več, denarja pa vse manj, zato je pomembno, da so financirane dejavnosti po eni strani dogovorne in transparentne, po drugi strani pa predmet javnega nadzora. Tudi zato smo se odločili za javno objavo dokumenta, v katerem sta primerjana oba osnutka. Primerjava bo gotovo koristna za vse, ki poznajo besedilo prvotnega osnutka in jih zanimajo spremembe, vnesene v novi osnutek, sploh pa bo koristna za tiste, ki so poslali predloge oz. odzive na prvotni osnutek, saj bodo tako lahko hitro ugotovili, ali oz. do kakšne mere so bili njihovi predlogi upoštevani.

Lep pozdrav,

dr. Iztok Kosem, direktor zavoda Trojina

[Odziv na novi osnutek resolucije Nacionalnega programa za jezikovno politiko 2012–2016](#)

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**Dr. Darinka Verdonik**, Univerza v Mariboru (28. 2. 2013)

Spoštovani,

v januarju 2013 je bil objavljen nov osnutek resolucije za nacionalni program za jezikovno politiko 2012-2016. V zvezi s tem osnutkom je bil na spletni strani <http://www.trojina.si/vsebine/87/Odziv%20na%20novi%20osnutek%20resolucije%20NPJP%202012-2016> objavljen odziv, katerega podpisnik je dr. Iztok Kosem, direktor zavoda za uporabno slovenistiko Trojina. Navedeni odziv v celoti podpiram in se pridružujem vsem predlogom za spremembe osnutka resolucije, ki so v njem navedene.

Lep pozdrav,

dr. Darinka Verdonik

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**Dr. Špela Vintar**, Slovensko društvo za jezikovne tehnologije (28. 2. 2013)

Spoštovana ga. Bergoč,

pošiljamo vam odziv Slovenskega društva za jezikovne tehnologije na osnutek resolucije za nacionalni program za jezikovno politiko 2012-2016.

Z lepimi pozdravi,

dr. Špela Vintar, predsednica SDJT

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Slovensko društvo za jezikovne tehnologije  
Jamova 39  
1000 Ljubljana

Ljubljana, 28.2.2013

Ministrstvo za izobraževanje, znanost, kulturo in šport  
Masarykova cesta 16  
1000 Ljubljana

**Zadeva: Odziv na osnutek resolucije za nacionalni program za jezikovno politiko**

Spoštovani,

opazili smo, da je v osnutku resolucije z januarja 2013, ki je bil objavljen na spletnih straneh MIZKŠ, z vidika jezikovnih tehnologij prišlo do nekaterih sprememb prvotnega osnutka resolucije, s katerimi se ne strinjamo.

- **2.1.3 Slovenščina kot prvi jezik in 2.1.6 Tuji jeziki**

Pogrešamo omembo jezikovnih tehnologij kot pomembnega učnega cilja pri pouku slovenščine in tujih jezikov, pa tudi kot stičišča za medpredmetna povezovanja. V prvotnem osnutku je bil vključen stavek, ki je predvideval navajanje na jezikovne tehnologije, v novem osnutku pa ga ni.

- **2.2.5 Jezikovne tehnologije**

Za razvoj jezikovnih tehnologij za slovenščino je v novem osnutku namenjenih 1.200.000 evrov. Opozarjamo, da je v Načrtu razvoja raziskovalnih infrastruktur 2011-2020, ki ga je vlada sprejela aprila 2011, za Infrastrukturo za skupne jezikovne vire in tehnologije (Common Language Resources and Technology Infrastructure) CLARIN predvidenih 2,2 milijona evrov za obdobje 2011-2020. Glede na to, da za razvoj navedene infrastrukture do sedaj ni bilo namenjenih še nič sredstev, pri resoluciji pa po našem razumevanju gre za financiranje tako infrastrukture kot raziskav in razvoja, se zdi, da je znesek 1,2 milijona evrov zelo nizek in nekompatibilen z že sprejetimi vladnimi načrti. Predlagamo, da se znesek v resoluciji dvigne vsaj na višino, ki je bila predvidena v Načrtu razvoja raziskovalnih infrastruktur – torej 2,2 milijona evrov.

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# **Akcijski načrt za jezikovno opremljenost**

**Krovni dokument:** Resolucija o nacionalnem programu za jezikovno politiko 2014-2018 (ReNPJP14-18) (v nadaljevanju: Resolucija), točka 2.2 – Jezikovna opremljenost

**Avtorji (po abecedi):** dr. Helena Dobrovoljc, dr. Tomaž Erjavec, dr. Darinka Verdonik, dr. Špela Vintar

**Verzija:** javna razprava

**Datum:** 20. junij 2014

Dokument še ni lektoriran.

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## 0 Uvod

V skladu z Resolucijo, točka 2.2, ter na podlagi podrobne preučitve področja in potreb so bili definirani naslednji

**tematski sklopi:**

1. Splošni del
2. Jezikovni opis
3. Standardizacija
4. Terminologija
5. Večjezičnost
6. Jezikovne tehnologije
7. Digitalizacija
8. Govorci s posebnimi potrebami

Vsebina akcijskega načrta je organizirana v 3 poglavja. V prvem poglavju pregledamo področje za vsakega od tematskih sklopov in pričakovani razvoj. V drugem poglavju specificiramo cilje za vsakega od tematskih sklopov in za vsakega od ciljev opredelimo vse potrebne aktivnosti za njegovo uresničitev. Ker se aktivnosti pri mnogih ciljnih medsebojno prepletajo, naredimo zatem pregled po aktivnostih, opredelimo, za katere cilje so posamezne aktivnosti potrebne, jih finančno ovrednotimo ter časovno umestimo. V tretjem poglavju vsako od potrebnih aktivnosti, opredeljenih v poglavju dve, podrobneje opišemo.

# 1 Pregled področja

## 1.1 Splošno

V zadnjih nekaj desetletjih, najbolj izrazito pa prav v zadnjem desetletju, je digitalizacija prinesla izredne spremembe na področje jezikovne opremljenosti, ki ne zadevajo samo zunanje forme izdelkov za uporabnike, ampak pretresajo jezikoslovje vse do njegovih teoretskih temeljev, tehnologije pa razvijajo nove gospodarske panoge (zadnji čas to nišo najbolj prepoznavno zaseda Google) in prinašajo velike upe za ljudi s posebnimi potrebami.

Čeprav je področje jezikovne opremljenosti v resoluciji in tem akcijskem načrtu formalno razdeljeno v osem sklopov, se prav vsi sklopi med seboj močno prepletajo. Osrednja povezovalna nit med njimi so zaledni jezikovni viri (korpusi, slovarji in leksikalne baze, govorne baze ...) in osnovna JT-orodja (tokenizatorji, oblikoslovni označevalniki, skladijski razčlenjevalniki ...), ki so nujni tako za tehnološki razvoj kot za sodoben opis jezika in izdelavo sodobnih priročnikov, kakršne uporabniki danes pričakujejo.

Prehod v digitalno področje in razvoj številnih novih, v preteklosti nepoznanih načinov (p)opisa jezika, je sprožil dvoje stvari, ki ju lahko prepoznamo danes kot najbolj pereči skupni točki celotnega področja jezikovne opremljenosti: prva je potreba po centru, ki bo (digitalne) vire hranil, distribuiral in tudi vzdrževal (kar je zlasti zahtevno npr. pri različnih spletnih servisih); druga je potreba po čim bolj odprti in prosti dostopnosti izdelanih virov, orodij oz. aplikacij – vsaj tistih, ki so financirana iz javnih sredstev, s tem povezana pa je tudi pereča težava varovanja avtorskih pravic, zaradi katerega nekateri nadvse pomembni viri in baze ostajajo (vsaj delno) zaprti. Prvo potrebo naj bi, ob primernem financiranju, zadovoljila novo ustanovljena slovenska raziskovalna infrastruktura CLARIN.SI, ki bo nudila tudi trajen repozitorij jezikovnih virov. K zadovoljitvi druge potrebe naj bi pripomoglo dejstvo, da se je Slovenija kot članica EU in OECD zavezala k upoštevanju sporazumov o spodbujanju prostega dostopa do raziskovalnih podatkov, kar jezikovni viri v večini primerov nedvomno so, ter, da smo v Sloveniji pred kratkim sprejeli tudi Smernice za zajem, dolgotrajno ohranjanje in dostop do kulturne dediščine v digitalni obliki, ki tudi priporočajo odprt dostop do (pisne) kulturne dediščine. Ne nazadnje pa tudi pričujoči Akcijski načrt predvideva ukrepe za zagotavljanje prostega in odprtega dostopa do izdelanih jezikovnih virov.

## 1.2 Jezikovni opis

Področje jezikovnega opisa v skladu z Resolucijo obsega izdelavo slovarjev, slovnice, različnih korpusov za slovenski jezik, lingvističnih atlasov in opis zgodovinskega razvoja slovenskega jezika. Resolucija v zvezi z akcijskim načrtom eksplicitno navaja naslednje poudarke:

- o slovarskem opisu: »Akcijski načrt za jezikovno opremljenost mora predvideti tak slovarski opis sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških, normativnih in drugih.«
- o drugih slovarjih: »Za dodatno jezikovno opremljenost bo treba dokončati, sestaviti oziroma prilagoditi digitalnemu okolju še slovarje, pri katerih smo Slovenci v zamudi, zlasti sinonimni slovar, slovar besednih oblik vseh standardnih

nelastnoimenskih besed, ki bo vseboval tudi podatke o dinamičnem in tonemskem naglasu, slovar zemljepisnih imen slovenskega narodnega prostora in eksonimov, slovar slovenskih osebnih imen (rojstnih in priimkov); za ohranitev slovenščine kot strokovnega jezika bo treba kontinuirano sestavljati terminološke slovarje različnih strok.«

- o korpusih: »Prihodnji akcijski načrt za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov ter drugi korpusi, ki jih bo predvidel prihodnji akcijski načrt.«
- o slovnici: »V obdobju, ki ga pokriva resolucija, je treba začeti načrtovanje izdelave znanstvene slovnice slovenskega jezika, ki bo prikazoval današnji slovnični ustroj slovenskega knjižnega/standardnega jezika kot povezovalnega jezika vseh Slovencev.«
- o uporabniških priročnikih: »Na osnovi teh temeljnih del je treba izdelati priročnike za druge ciljne uporabnike. To so predvsem slovarji in slovnice za različne stopnje izobraževanja rojenih govorcev, za tiste, katerih materni jezik ni slovenščina, in za osebe s posebnimi potrebami.«
- o dialektoloških in jezikovnozgodovinskih opisih: »|Trebaja je| posvetiti pozornost tudi dialektološkim raziskavam, zlasti pisanju lingvističnih atlasov, narečnih slovarjev in monografij o posameznih (zamirajočih) narečjih, ter zgodovinsko- in primerjalnojezikoslovnim raziskavam, zlasti sestavi zgodovinskega slovarja slovenskega jezika, zgodovinske slovnice, prenovi etimološkega slovarja itd.«

V zvezi s temi področji Resolucija povzame kot temeljni ukrep:

- »sprejetje temeljnih usmeritev za izdelavo temeljnih in specializiranih priročnikov sodobnega slovenskega knjižnega/standardnega jezika in temeljnih ter specializiranih priročnikov ter drugih slovenističnih del s področja dialektologije, zgodovinskega in primerjalnega jezikoslovja (5–10 let) na nacionalni ravni ter njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost«.

Dodana pa sta še dva predvidena temeljna ukrepa:

- »sprejetje takega bibliometričnega vrednotenja slovarskih in drugih leksikografskih del, ki bo raziskovalce spodbujal k sodelovanju pri sestavljanju temeljnih in specializiranih priročnikov za slovenski jezik;«
- »oblikovanje prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, namenjenega splošnim uporabnikom in strokovni javnosti«.

V nadaljevanju pregledamo obstoječe stanje na področju temeljnih in specializiranih del in priročnikov za slovenski jezik.

### **Temeljni informativno-normativni slovar slovenskega jezika**

Temeljni informativno-normativni slovar slovenskega jezika je Slovar slovenskega knjižnega jezika, ki je bil v končni različici (in prvotisku) izdan po delih v letih 1970, 1975, 1979, 1985 in 1991, dopolnjen s Slovarjem novejšega besedja slovenskega jezika,

ki je bil izdan 2012. SSKJ je na voljo v knjižni in prosto dostopni elektronski obliki, SNB pa poleg tega še pod pogoji creative commons 2,5. V letu 2014 načrtuje Inštitut za slovenski jezik Frana Ramovša drugo izdajo SSKJ, v kateri bo gradivo obeh slovarjev združeno, pregledano, dodatno dopolnjeno in kolikor mogoče aktualizirano glede na današnjo podobo slovenščine. Ob že dlje časa prepoznani potrebi po izdelavi splošnega slovarja na osnovi aktualnega gradiva je bil v l. 2008 v okviru ZRC SAZU in SAZU organiziran Strokovni posvet o novem slovarju slovenskega jezika (zbornik prispevkov dostopen na <http://zalozba.zrc-sazu.si/sites/default/files/9789612541149.pdf>), l. 2013 pa je bila sprožena konkretna iniciativa treh avtorjev (Simon Krek, Iztok Kosem, Polona Gantar) s Predlogom za izdelavo Slovarja sodobnega slovenskega jezika (<http://www.sssj.si/>), tej pa je v začetku leta 2014 sledil še Posvet o novem slovarju slovenskega jezika, organiziran v okviru Ministrstva za kulturo (zbornik prispevkov dostopen na [http://www.mk.gov.si/si/delovna\\_podrocja/sluzba\\_za\\_slovenski\\_jezik/predstavitev\\_podrocja/dogodki/posvet\\_o\\_novem\\_slovarju\\_slovenskega\\_jezika/](http://www.mk.gov.si/si/delovna_podrocja/sluzba_za_slovenski_jezik/predstavitev_podrocja/dogodki/posvet_o_novem_slovarju_slovenskega_jezika/)), sprejeti pa so bili tudi sklepi o novem slovarju, kot so citirani v nadaljevanju:

1. »Posvet je izpostavil potrebo po nadaljevanju pogovorov o zasnovi novega slovarja slovenskega jezika, pri čemer je treba – prisotni pa se strinjajo, da je tudi mogoče – doseči interdisciplinarno sodelovanje strokovnjakov z različnih institucij – inštitutov, univerz in drugih.
2. Končna oblika slovarja v smislu digitalno : natisnjeno ni medsebojno izključujoča. Slovanska baza se zasnjuje digitalno, slovar bo prosto spletno dostopen, baza odprta za nekomercialno rabo, tisk slovarja oz. posameznih za to formo primernih oz. prirejenih delov pa je naknaden, vendar predviden že v zasnovi.
3. Slovar bo jezikovnotehnološko zasnovan. Ob tem je treba zagotoviti konceptualno enotno, predvidljivo in standardizirano metodologijo leksikografske obdelave podatkov ter dograjevati in dopolnjevati razvidne ter dokumentirane korpusne gradivne vire in orodja.
4. Slovar bo informativno-normativen.
5. Slovar bo poleg leksikografov združil moči strokovnjakov za zgodovino jezika, etimologijo, govor, normo, stilistiko, terminologijo, podatkovne baze, korpuse in druge, ki lahko skupaj izdelajo izdelek, primerljiv s sodobnimi evropskimi slovarji, in bo primeren ter ustrezno oblikovan za različne uporabnike.«

### **Drugi slovarji**

Poleg osrednjega, splošnega slovarja so pomembnejši še naslednji slovarji, ki so najaktualnejši vsak za svoje področje:

- Slovenski pravopis (v prvotisku izdan l. 2001, l. 2003 izšel z vsebinskimi popravki v knjižni in elektronski obliki na CD-ROM-u; na spletu od l. 2010),
- Etimološki slovar slovenskega jezika (izdan 1976, 1982, 1995, 2005, 2007, dostopen v knjižni obliki),
- Slovenski etimološki slovar, v prvotisku izdan l. 2003 (dostopen v knjižni obliki),
- Slovar slovenskih frazemov, izdan 2011 (dostopen v knjižni obliki),
- Vezljivostni slovar slovenskih glagolov (dostopen v knjižni obliki in elektronsko, prek portala Termania),



- sinonimni slovar slovenskega jezika je v izdelavi in bo po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, dokončan v času trajanja veljavnosti Resolucije,
- kot slovar besednih oblik 100.000 občno- in lastnoimenskih (10 %) besed trenutno služi leksikon Sloleks (dostopen v elektronski obliki), ki ni standardiziran in ni naglasno opremljen,
- po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, je v izdelavi baza dinamično in tonemsko onaglašanih oblik slovenskih knjižnih/standardnih nelastnoimenskih besed, ki bo dokončana v času trajanja veljavnosti Resolucije.

### **Jezikovni opis lastnih imen**

Naselbinska zemljepisna imena krajev znotraj RS so skupaj s pripadajočimi tvorjenkami dostopna v leksikonu Slovenska krajevna imena<sup>1</sup>, imena zamejskih krajev v Italiji in Avstriji pa v Merkujevem<sup>2</sup> oz. Zdovčevem priročniku<sup>3</sup>, ki navajata tudi nekaj nenaselbinskih. Naselbinska imena iz Porabja niso nikjer sistematično opisana. Rojstna lastna imena in priimki so dostopni v bazi Statističnega urada RS, kjer seveda niso opremljeni z jezikovnimi podatki.

### **Slovnica**

Za slovenščino imamo samo eno znanstveno slovnico, to je Toporišičeva Slovenska slovnica (aktualna je njena četrta izdaja iz leta 2004, temelji pa so v prvi izdaji iz leta 1976). Slovnica je po teoretskem izhodišču strukturalistična.

### **Dialektološki opis**

Na področju dialektologije je eden večjih projektov Slovenski lingvistični atlas, ki temelji na zasnovi Frana Ramovša iz leta 1934, dejanske priprave nanj pa so se začele po drugi svetovni vojni na Inštitutu za slovenski jezik (ZRC) SAZU. Prvi zvezek SLA je izšel leta 2011, pokriva pa besedišče za področje človeka (telo, bolezni, družina). Ostala področja, ki jih predvideva popis SLA, so še obleka, hiša, vas, orodje, živina, rastline, planina, čas, pokrajina, štetje, razno. Projekt SLA deloma poteka znotraj raziskovalnega programa skupine na Inštitutu za slovenski jezik Frana Ramovša ZRC SAZU. Dialektološke raziskave in objave sicer tečejo tudi na več oddelkih za slavistiko ali slovenistiko v RS, delno pa tudi zunaj nje (npr. v Gradcu), kot zanimivo pobudo za prehod v izkoriščanje korpusnih orodij in metodologij pa omenimo poskusni osnutek dialektološkega korpusa (GOKO), predstavljen na primorski univerzi (l. 2012).

### **Jezikovnozgodovinski opis**

Omeniti velja predvsem leta 2011 izdano Besedje slovenskega knjižnega jezika 16. stoletja, ki je nastalo je na osnovi izpisov iz knjižnih izdaj iz obdobja 1550–1603 in je bilo deloma predhodno izdan tudi v tujini (Biblia Slavica, 2006). V ta sklop sodijo tudi Slovar jezika Janeza Svetokriškega, obrnjeni Kastelec-Vorenčev Dictionarium Latino-Carniolicum (1680–1710), drugi večji obrnjeni slovarji (Megiser 1592, 1603, Pohlin 1781, Gutsman 1789) ter gesla, ki jih skupaj s konceptom za zgodovinski slovar 16. stoletja prinaša Poskusni snopič Slovarja jezika slovenskih protestantskih piscev 16. stoletja (2001). Besedje, Svetokriški in Kastelec-Vorenčev slovar bodo po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, že v letu 2014 prosto dostopni na spletu.

<sup>1</sup> Franc Jakopin, Tomo Korošec, Tine Logar, Jakob Rigler, Roman Savnik, Stane Suhadolnik, Miran Hladnik, Slovenska krajevna imena, Ljubljana, Cankarjeva založba, 1985.

<sup>2</sup> Pavle Merku, Slovenska krajevna imena v Italiji, Trst, Mladika, 1999.

<sup>3</sup> Pavel Zdovc, Slovenska krajevna imena na avstrijskem Koroškem, Celovec, Slovenski znanstveni inštitut, 1993.

## **Korpusi in baze**

Večji projekti na področju korpusov in baz (z izjemo zgodovinskih korpusov) so se zaključili z letom 2012, od takrat korpusno gradivo večinoma ni bilo posodabljan.

Kot najnovejši pisni korpus sodobnih slovenskih besedil šteje Gigafida (več kot 1 milijarda besed), iz nje pa je vzorčen uravnoteženi korpus KRES (10 mio. besed). Drugi večji besedilni korpus je Nova beseda (318 mio besed). Kot referenčni korpus govornega jezika šteje korpus GOS (1 mio. besed). Specializirani korpusi so ŠOLAR (besedila učencev in dijakov) ter terminološki korpusi: Evroterm (besedila predpisov EU), korpus vojaških besedil Grizold, korpus besedil odnosov z javnostmi, korpus turističnih besedil, korpus Dnevi slovenske informatike ...

Med baze, pomembne za jezikovni opis v slovarjih in slovnici, lahko štejemo predvsem Leksikalno bazo za slovenščino, ki predstavlja pomenski in skladenjski opis izbranega nabora slovenskih besed, že omenjeni oblikoslovni leksikon Sloleks in semantično mrežo sloWNet, ki vsebuje opis pomenskih razmerij med besedami po predlogi Wordneta. K tem je treba dodati še nastajajoči bazi sinonimov slovenskega jezika ter dinamično in tonemsko onaglašenih oblik slovenskih knjižnih/standardnih nelastnoimenskih besed, ki sta po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, v izdelavi in bosta dokončana v času trajanja veljavnosti Resolucije.

## **1.3 Standardizacija**

Standardizacijska dejavnost za slovenščino tradicionalno poteka kot kolektivni projekt skupine strokovnjakov v okviru akademije znanosti (SAZU), kot v družbi splošno znane in nesporne avtoritete, neodvisno od politike, kar je praksa, uveljavljena v veliko evropskih državah s primerljivo vlogo akademije znanosti.

**Slovenski okvir:** Aktualni normativni priročnik, Slovenski pravopis 2001 (SP 2001), je nastal v 80. letih 20. stoletja, ob njegovem usklajevanju pa je bila prvič vzpostavljena komunikacija s širšo strokovno in laično javnostjo. Konsenzualno usklajena pravila pa so bila l. 1989 predložena v potrditev SAZU, pravopisni slovar pa je izšel l. 2001 kot rezultat sodelavcev Inštituta za slovenski jezik Frana Ramovša Znanstvenoraziskovalnega centra SAZU (ISJFR ZRC SAZU), ki je od svoje ustanoviteljice SAZU neodvisen javni raziskovalni zavod.

V obdobju po izidu SP 2001 se je sodelovanje med SAZU in ZRC SAZU na pravopisnem področju nadaljevalo v okviru aplikativnega raziskovalnega projekta »Sodobni pravopisni priročnik v knjižni, elektronski in spletni različici«. V okviru tega projekta je bilo l. 2011 ugotovljeno naslednje: kodifikacijska ambicija naj bo utemeljena na novih smernicah, ki naj jih predstavi vseslovenski znanstveni posvet glede sprememb v standardizaciji, dokončno pa oblikuje delovno telo, ki bi pripravilo izdajo posodobljenih pravopisnih pravil. Po zaključku projekta je pravopisna skupina na ZRC SAZU nadaljevala s prizadevanji za argumentiranje sprememb v pravilih, h kateremu je bila povabljena zainteresirana strokovna javnost (*Pravopisna stikanja*, 2012).

Sočasno je bila v okviru projekta »Sporazumevanje v slovenskem jeziku« pri aktivnosti »Slogovni priročnik« pripravljena zasnova zbirke normativnih zadreg na osnovi vprašanj v izbranih jezikovnih svetovalnicah ter specializiranega luščenja podatkov iz korpusa (2011), pripravljen je bil strojno generiran in ročno pregledan *Leksikon besednih oblik* (Sloleks) s pogostnostnimi podatki iz strojno označenega korpusa Gigafida: Sloleks še ni standardiziran.

Od l. 2012 je na spletnem mestu ISJFR odprta jezikovna svetovalnica (<http://isjfr.zrc-sazu.si/sl/svetovalnica>), ki uporabnikom svetuje pri normativnih in slovnicih vprašanjih.

V l. 2013 je bila ustanovljena Pravopisna komisija pri SAZU (<http://pravopisna-komisija.sazu.si>). Člane komisije je izbral in predlagal v sprejetje SAZU Znanstveni svet ISJFR.

**Formalni okvir:** Raba slovenščine je na ozemlju RS določena z Ustavo RS (*»Uradni jezik v Sloveniji je slovenščina.«*), z Zakonom o javni rabi slovenščine ter področnimi zakoni. Temeljni strateški dokument, ki postavlja programske smernice jezikovne politike in v tem okviru tudi standardizacije, je Resolucija o nacionalnem programu za jezikovno politiko 2014–2018.

**Resolucijska obravnava standardizacije** se osredinja na štiri dejavnosti, ki potekajo vzporedno skozi celotno obdobje. Te dejavnosti so:

1. **Jezikovnoteoretična** (PRAVILA: ustanovitev strokovnega telesa, prek tega pa ugotovitev stanja v kodifikaciji, preučitev nakazanih smernic, določitev hierarhije standardizacijskih meril)
2. **Jezikovnotehnoška** (TEHNOLOGIJE: izgradnja jezikovnotehnoške infrastrukture, ki omogoča pridobitev verodostojne podatkovne zbirke, pomembne za preučitev realnega stanja v jezikovni normi)
3. **Jezikvoaplikativna** (PRIROČNIKI: koncipiranje temeljnih normativnih jezikovnih priročnikov in aplikativnih del z normativnim značajem)
4. **Jezikovnosvetovalna** (SVETOVANJE: vzpostavitev svetovalnega telesa, ki bi delovalo prek prosto dostopnega spletnega portala)

**Utemeljitev kronološke vzporednosti:** Dejavnosti so medsebojno prepletene; stranski produkt jezikovnega svetovanja je sprotno detektiranje uporabniških potreb, ki vplivajo na posodobitev kodifikacije. Z vpogledom v podatkovno zbirko realiziranih izraznih možnosti v jeziku skupina strokovnjakov, ki posodablja pravopisna pravila, pridobi podatke o aktualni jezikovni situaciji, ki jo ob koncipiranju pravil sooči z jezikovnosistemskimi kriteriji in kriteriji izročila ter gospodarnosti v jeziku. Koncipiranje novih normativnih del aplikativnega značaja izhaja iz analize uporabniških potreb in zadreg ob interpretiranju obstoječega pravopisa.

## **1.4 Terminologija**

V Sloveniji se s terminologijo načrtno ukvarja več ustanov, v prvi vrsti Sekcija za terminološke slovarje ISJFR ZRC SAZU, v sklopu Univerze v Ljubljani delujeta Center za družboslovnoterminološko in publicistično raziskovanje na Fakulteti za družbene vede ter Katedra za leksikologijo, terminologijo in jezikovne tehnologije Oddelka za prevajalstvo na Filozofski fakulteti, na Univerzi na Primorskem se s terminološkim raziskovanjem ukvarjajo na Fakulteti za humanistične študije.

Med spletnimi servisi, ki ponujajo tudi terminološke vire, je največkrat uporabljana Termania ([www.termania.net](http://www.termania.net)), ki jo je zasnovalo podjetje Amebis in kjer so slovarji različne veljave in strokovne potrditve (tako uradni priročniki strok kot individualni, dvojezični geslovniki ipd.), večji projekt je tudi spletni slovar informatike Islovar ([www.islovar.org](http://www.islovar.org)), ki ga ureja Slovensko društvo Informatika, na portalu Terminologišče ([isjfr.zrc-sazu.si/en/terminologisce](http://isjfr.zrc-sazu.si/en/terminologisce)) pa že omenjena terminološka sekcija ISJFR ZRC SAZU ponuja terminološko svetovanje in dostop do razlagalnih terminoloških slovarjev, ki so v okviru posameznih strok vsi standardizacijske narave.

S terminologijo EU se ukvarjajo prevajalci in terminologi v okviru nacionalnih in evropskih institucij, v Sloveniji za to področje delujeta spletna servisa Evroterm in Evrokorporus, na ravni EU pa se terminologija, tudi slovenska, zbira v bazi IATE. V okviru

prejšnjega nacionalnega programa za jezikovno politiko je bil poskusno vzpostavljen nacionalni mehanizem za potrjevanje terminologije EU, ki pa se v tedanji obliki ni najbolje obnesel.

S terminologijo se poleg naštetih v različnih oblikah in obsegih ukvarjajo tudi strokovnjaki različnih strok, prevajalci in jezikoslovci; tako različni glosarji nastajajo v okviru študijskih dejavnosti kot priloge diplomskih, magistrskih in doktorskih nalog, pa tudi v okviru raziskovalnih in gospodarskih dejavnosti.

Ker je terminologija ključna za učinkovito upravljanje z znanjem, lahko opredelimo nekaj temeljnih sporočanjских situacij, kjer je urejenost terminologije nujna za neokrnjeno funkcionalnost slovenščine:

1. Kjer znanje nastaja, tj. v znanstvenoraziskovalnem okolju; tu poteka specializirana komunikacija v slovenščini in tujih jezikih, za razvoj slovenskega strokovnega izrazja pa lahko veliko naredijo strokovnjaki sami, če imajo na voljo ustrezno infrastrukturo za ustvarjanje terminoloških virov in pomoč terminologov;
2. Kjer se znanje posreduje naprej, tj. v izobraževalnem okolju, še posebej v visokošolskem izobraževanju; ta del je sicer neločljivo povezan z jezikovno opremljenostjo, vendar se z jezikovno politiko v izobraževanju ukvarja drug akcijski načrt in so zato ti ukrepi iz pričujočega dokumenta izvzeti;
3. Kjer se specializirana besedila pisno ali govorno prevajajo iz enega v drug jezik, tj. v prevajalskih okoljih; tu sta za učinkovito prevajanje ključna hitro pridobivanje terminoloških informacij iz poenoteni, javno dostopni virov, in dostop do ažurnega terminološkega svetovanja;
4. Kjer se o znanju piše in govori v vseh ostalih situacijah, tj. v medijih, gospodarskih družbah, javnih ustanovah itd.; vse te jezikovne situacije ustvarjajo potrebo po poenoteni, javno dostopni terminološki virih za različna strokovna področja.

Glede na zgornji opis na področju terminologije zaznavamo predvsem naslednje potrebe:

- skupno in poenoteno spletno mesto za vse (doslej razpršene) terminološke vire,
- usklajena in enotna načela za gradnjo terminoloških zbirk, ki omogočajo enostavno distribucijo in izmenjavo,
- zmoGLjivo in brezplačno spletno aplikacijo za izdelavo terminoloških baz,
- orodje za luščenje terminologije iz besedil, ki pospeši izdelavo terminoloških baz za še neobdelana področja,
- boljši dostop do terminološkega svetovanja za prevajalce evropskih institucij in za splošno javnost.
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## **1.5 Večjezičnost**

Slovenščina v okviru EU in širše sodi med manj vplivne jezike, saj je med petimi evropskimi jeziki z najmanj govorce in jo govori manj kot odstotek Evropejcev. Prav zaradi tega je sporazumevanje v tujih jezikih za Slovence že od nekdaj ključnega pomena, po podatkih študije Evrobarometra 386 iz leta 2012 pa se je kar 92 odstotkov Slovencev sposobnih sporazumevati v vsaj enem tujem jeziku, kar je krepko nad evropskim povprečjem (54 %) in s čimer se Slovenija uvršča na peto mesto držav EU.

Če se morda podatki o znanju tujih jezikov za Slovenijo zdijo optimistični, tega ne moremo trditi za jezikovno opremljenost, ki bi podpirala večjezičnost. Za uspešen gospodarski razvoj in nemoteno prehajanje znanja, blaga, storitev, idej in kulturnih dobrin prek jezikovnih meja znanje tujih jezikov ni edini pogoj. Sporazumevanje in dostop do informacij je treba učinkovito in hitro zagotavljati v vseh situacijah, tudi kadar tujejezične kompetence govorcev ne zadoščajo, prav tako pa je treba vsem državljanom

Slovenije omogočiti, da imajo do čim več informacij in kulturnih dobrin dostop v maternem jeziku. **Ce govorimo o večjezičnosti, je osrednja dejavnost, ki omogoča učinkovito delovanje v večjezičnem okolju, prevajanje, za kakovostno (človeško in strojno) prevajanje pa so neobhodno pomembni jezikovni viri in tehnologije.**

Jezikovna industrija, ki zajema prevajanje, tolmačenje, podnaslavljanje in sinhronizacijo multimedijskih vsebin, globalizacijo spletišč, lokalizacijo programja, poučevanje jezikov in jezikovne tehnologije, je po zadnji oceni EU leta 2008 obsegala približno 8,5 milijard evrov, v svetovnem merilu pa je v poročilu *Language Services Market 2012* ocenjena že na prek 24 milijard evrov, pri tem pa se je nedavna kriza tako rekoč ni dotaknila. Tudi v Sloveniji je prevajalstvo pomembna dejavnost, saj je v registru AJPES za prevajanje in tolmačenje registriranih 1.111 poslovnih subjektov, poleg teh pa se velik zalogaj prevajalskega dela opravlja še v prevajalskih službah EU in nacionalnih vladnih organih. Prevajalci in tolmači pri delu uporabljajo slovarje, korpuse in pomnilnike prevodov, ki morajo biti kakovostni, sodobni in čimbolj obsežni. Kljub velikemu številu človeških prevajalcev pa je potreba po kakovostnem strojnem prevajanju vse bolj izrazita, v razvojni strategiji EU za naslednje šestletno obdobje je prioriteta Automated Translation uvrščena v sam vrh ključnih informacijsko-komunikacijskih tehnologij.

Študija Slovenski jezik v digitalni dobi (<http://www.meta-net.eu/whitepapers/e-book/slovene.pdf>) slovenščino glede stopnje razvoja na področju strojnega prevajanja uvršča v najnižjo skupino, predvsem pa je stanje nezavidljivo pri omogočitvenih virih in tehnologijah, kamor sodijo dvojezični splošni in specializirani leksikoni in slovarji, vzporedni in primerljivi korpusi, oblikoslovni, skladenjski in semantični analizatorji itd.

Iz opisane situacije sledi, da so potrebe za boljšo opremljenost za večjezičnost usmerjene predvsem v zagotavljanje virov in tehnologij za prevajalce, tolmače in vse ostale, ki bi s pomočjo strojnega prevajalnika za slovenščino lažje dostopali do informacij v tujih jezikih in se lažje večjezično sporazumevali, vse to pa velja tudi za vse tiste govorce, ki jim slovenščina ni prvi jezik. Pri tem ugotavljamo, da je smiselno najprej poskrbeti za prioritete jezike, ti pa so: angleščina kot svetovno najbolj razširjeni jezik mednarodne komunikacije; sosednji jeziki: nemščina, italijanščina, hrvaščina, madžarščina; drugi veliki evropski jeziki: francoščina, španščina, ruščina; sledijo pa drugi veliki svetovni jeziki in jeziki, s katerimi obstajajo posebne kulturne, gospodarske ali zgodovinske povezave. Ta prioritetni seznam ni izključujoč, saj so vsakršni dvo- in večjezični viri s slovenščino dobrodošli in koristni.

V akcijskem načrtu smo tako predvideli naslednje ukrepe:

- Vzpostavitev večjezičnega portala, ki omogoča enotno vstopno točko do vseh virov in orodij za večjezično sporazumevanje,
- zagotavljanje dvo- in večjezičnih slovarjev in baz, kjer je prvi korak zagotavljanje avtorskih pravic za obstoječe dvo- in večjezične vire ter omogočanje dostopa do njih prek večjezičnega portala, drugi korak pa je gradnja novih in posodabljanje starih slovarjev,
- gradnjo dvojezičnih korpusov za prioritete jezikovne pare, saj ti skupaj s slovarji in jezikovnimi tehnologijami predstavljajo nujen vir za gradnjo strojnih prevajalnikov,
- prosto dostopen strojni prevajalnik za angleščino in druge prioritete jezikovne pare.

## **1.6 Jezikovne tehnologije**

Dve od osrednjih evropskih organizacij s področja jezikovnih tehnologij, ELSNET, Evropska mreža odličnosti na področju jezikovnih tehnologij, in ELDA, evropska Agencija za evalvacijo in distribucijo jezikovnih virov, sta na pobudo nizozemske iniciative v letu 1999 sprožili iniciativo BLARK, katere cilj je bil definirati minimalen nabor jezikovnih virov in JT orodij za potrebe jezikovnih tehnologij, ki naj bi jih zagotovili za čim večje število jezikov. Nabor temelji na nizozemskih izkušnjah, ko so na prelomu tisočletja definirali t. i. zemljevid jezikovnih tehnologij za Nizozemsko. Na podlagi tega velja danes nizozemski koncept za vzor vsem srednje velikim in manjšim jezikom (nizozemščina je materni jezik ca. 23 milijonov ljudi) na področju jezikovnih tehnologij<sup>4</sup>. Koncept BLARK se sicer ni razširil tako, kot so morda upali, je pa bil pred par leti podrobno izdelan tudi za arabščino, ki zadnji čas doživlja zelo aktiven razvoj na področju jezikovnih tehnologij. Čeprav je osnovni nabor tehnologij in virov star že več kot desetletje, je za slovenščino še vedno delno aktualen, saj mnoge od tehnologij in virov s seznama še manjkajo ali pa so nezadostno razvite. Tehnologije in viri so razdeljeni na jezikovne tehnologije in govorne tehnologije. Jezikovne tehnologije zajemajo predprocesiranje besedila (tokenizacija, prepoznavanje imenskih entitet), oblikoslovno analizo in sintezo, oblikoslovno označevanje, skladiščno analizo in sintezo, semantično analizo (vključno z analizo koreferenc, razdvoumljanjem pomenov ipd.), pragmatično analizo in analizo konteksta, enojezični leksikon (oblikoslovni in fonetični), skladiščno drevesnico in evalvacijska merila. Govorne tehnologije zajemajo razpoznavanje govora (vključno z razpoznavanjem za nematerne govorce in prilagoditvijo na posamezne govorce), sintezo govora, izračunavanje intervalov in ravni zaupanja, identifikacijska orodja (prepoznavanje govorca, sledenje govorca ipd.), orodja za polavtomatsko označevanje korpusov, govorne korpusne za posamezne aplikacije, multimodalne govorne korpusne (avdio + video), večmedijske govorne korpusne (govor + internet ipd.) in večjezične (vzporedne) govorne korpusne ter evalvacijska merila.

Naslednji pomemben evropski dokument s področja stanja jezikovnih tehnologij je bela knjiga jezikovnih tehnologij (Simon Krek: Slovenski jezik v digitalni dobi, 2012), ki je bil izdan leta 2012 v okviru projekta META-NET za 31 evropskih jezikov. Za slovenščino so ugotovitve povzete takole:

- »Osnovna orodja za jezikovnotehnološko procesiranje besedil obstajajo, manjkajo pa vsi viri in orodja za naprednejše procesiranje.
- Na področju govornih tehnologij je sinteza govora trenutno najbolj razvita tehnologija. Razpoznava govora je omejena na povsem osnovne aplikacije in orodja. Splošna dostopnost orodij in virov pri govornih tehnologijah je relativno nizka.
- Obsežnost vseh virov je resna težava. Celo v primerih, ko so viri visoko kvalitetni, niso dovolj obsežni.
- Ne obstaja skupna infrastruktura za hranjenje, vzdrževanje in distribucijo izdelanih virov in orodij ter skupna organizacijska platforma za sodelovanje akterjev na tem področju, kar je ključna težava.«

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<sup>4</sup> Prim.: Erhard Hinrichs et al., Description of the BLARK, the Situation of Individual Languages D5C-4, 2010-02-12 Version: 2, <http://www-sk.let.uu.nl/u/d5c-4.pdf>;

Lars Borin, Martha D. Brandt, Jens Edlund, Jonas Lindh, Mikael Parkvall, The Swedish language in the digital age, META-NET White paper, <http://www.meta-net.eu/whitepapers/e-book/swedish.pdf>;

Kiril Simov et al., A Language Resources Infrastructure for Bulgarian, <http://www.mt-archive.info/LREC-2006-Prys.pdf>;

Delyth Prys, The BLARK Matrix and its relation to the language resources situation for the Celtic languages, <http://www.mt-archive.info/LREC-2006-Prys.pdf>;

Mojgan Seraji, Beáta Megyesi, Joakim Nivre, A Basic Language Resource Kit for Persian, [http://www.lrec-conf.org/proceedings/lrec2012/pdf/338\\_Paper.pdf](http://www.lrec-conf.org/proceedings/lrec2012/pdf/338_Paper.pdf);

Mansour Alghamdi, Chafic Mokbel and Mohamed Mrayati, Arabic Language Resources and Tools for Speech and Natural Language, <http://www.mghamdi.com/KACST&UOB.pdf>;

Steven Krauwer, The Basic Language Resource Kit (BLARK) as the First Milestone for the Language Resources Roadmap, <http://www.elsnet.org/dox/krauwer-specom2003.pdf>.

Bela knjiga META-NET-a napoveduje tudi strategijo razvoja jezikovnih tehnologij do leta 2020. Pričakuje velik razrast podobnih aplikacij, kot sta iPhonov Siri in upravljanje navigacije v avtomobilih, do leta 2020. V zvezi s tem izpostavlja kot posebej obetavni dve področji: robotiko in informacijske storitve. Pričakujemo lahko različne mobilne robote za osebne storitve, reševalne akcije, domačo oskrbo, varovanje in nadzor, ki bodo znali z nami komunicirati govorno – govoreče robote. Za razvoj tovrstne tehnologije je trenutno ena večjih ovir uspešna avtomatska razpoznavna govora, ki bi morala med drugim premagovati tudi težave šumov v okolju in gibanja uporabnika in robota po prostoru.

Drugo, verjetno še bolj pomembno področje implementacije jezikovnih tehnologij so spletni iskalniki, ki že kažejo tendenco po izkoriščanju jezikovnotehnoloških virov in aplikacij s področja oblikoslovne, skladske in semantične analize besedila za izboljšanje uspešnosti. Splet postaja nasploh vseprežemajoča sled naših aktivnosti in potenciali se iščejo tudi v smeri družabnega spleta. Pričakuje se nadaljnji razmah t. i. spleta 2.0, ki se nanaša na družabna omrežja, bloge ipd. Vendar družabni splet ne more izkoristiti vseh svojih potencialov, ker ob poplavi vsebin ne moremo več ohraniti pregleda. Do leta 2020 se pričakuje, da bodo razvita orodja, ki bodo med drugim sledila, analizirala, povzemala, strukturirala, dokumentirala in vizualno prikazovala dinamiko družabnega spleta.

Največji potencial JT se kaže na področju strojnega prevajanja, ki ima – če bi doseglo stopnjo ustrezne uspešnosti – skorajda nepredstavljivo velik pomen, ki je v večjezični evropski skupnosti in globalno povezanem svetu vsako leto bolj izrazit. Ob ustrezni pokritosti s potrebnimi viri in JT orodji se danes uspešnost strojnega prevajanja že bliža osnovni uporabnosti, tj. kot pomoč prevajalcem oz. za osnovno hitro razumevanje vsebine, kadar ni na voljo druge poti (zlasti splet), tako v dokumentih META-NET-a kot v mednarodni JT skupnosti nasploh pa prevladuje prepričanje, da obstaja še precejšen potencial za izboljšanje. Razvoj strojnega prevajanja se pričakuje tudi na področju govora, npr. za sestanke na daljavo. Konkretno aplikacijo na tem področju je prav pred kratkim (maj 2014) predstavil Microsoft, ki je izdelal dodatek za strojno prevajanje pogovorov prek Skypeja za jezikovni par angleščina-nemščina.

Med ključnimi aplikacijami, v katere so integrirane JT, seveda ne smemo pozabiti na črkovalnike in slovnične pregledovalnike, ki danes še najhitreje od vseh JT-aplikacij najdejo pot do široke množice uporabnikov. V prihodnosti lahko pričakujemo razvoj tudi v smeri analize in popravljanja slogovne ustreznosti besedil glede na žanr. Pričakujemo lahko aplikacije, ki bodo pripravljale in predlagale osnutke e-sporočil, tako da jih bomo samo še uredili. Prejeta e-sporočila bodo semantično analizirana in povzeta v poročilih, prepoznani pa bodo tudi emocionalni elementi prejetih sporočil.

Kot vse bolj pomemben potencial uporabe se kaže tudi področje izobraževanja. Za širše uporabnike manj opazen, za prizadete pa tako rekoč življenjsko pomemben je tudi potencial JT za osebe s posebnimi potrebami.

## **1.7 Digitalizacija**

Prehod v digitalno okolje predpostavlja, da sčasoma vsa besedilna ali druga gradiva (avdio, video itd.), ki predstavljajo kulturno in znanstveno dediščino, postanejo dostopna v digitalni obliki. Prosta in odprta dostopnost digitaliziranih jezikovnih virov spodbuja njihovo uporabo na digitalnih medijih, vključno z medsebojno povezljivostjo, nudi pa tudi empirično osnovo za razvoj jezikovnih tehnologij slovenskega jezika. Odprt dostop omogočijo licence, kot so Creative Commons, kjer se avtorji odpovedo (delu) avtorskih

pravic nad digitalnim izvirnikom, s čimer se omogoči ne samo pregledovanje, temveč tudi prevzem (download) in nadaljnje razširjanje jezikovnih virov.

Digitalizacija obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega in odprtega dostopa na spletu sta nujna. V času veljavnosti resolucije 2007–2011 je bil prek spletnega vmesnika zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika, Slovenskega pravopisa 2001 in nekaterih drugih priročnikov, v bodoče bo treba spletno dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti tudi za čim več preostalih ključnih, obstoječih in nastajajočih temeljnih in specialnih jezikovnih opisov in njihovih podatkovnih baz z namenom vgradnje v sekundarne aplikacije kot tudi za nadaljnji razvoj jezikovnih tehnologij za slovenski jezik. Odprtost je tudi tehnološko pogojena, zato naj bi bili podatkovne baze jezikovnih priročnikov in virov zapisane z upoštevanjem ustreznimi mednarodnih standardov in priporočil, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot na primer Priporočila za kodiranje in izmenjavo besedil Konzorcija za zapis besedil (Text Encoding Initiative, TEI).

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenogramе oziroma iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirnikov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru.

Za razvoj slovenskega znanstvenega jezika mora država podpirati znanstveno produkcijo v slovenskem jeziku, ki je dragocen vir slovenskega strokovnega izrazja in strokovnega izražanja. Možnosti za digitalni zajem, procesiranje in distribucijo takih besedil doslej niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so na primer objave v znanstvenih in strokovnih zbornikih in revijah ter magistrske in doktorske disertacije, se bistveno poveča njihova dostopnost, ob tem pa je mogoče ta besedila nato tudi jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami. V okviru splošnega terminološkega portala kot dela prostodostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini.

## **1.8 Govorci s posebnimi potrebami**

Osebe s posebnimi potrebami, ki lahko pričakujejo največjo korist od jezikovnih tehnologij, so slepi in slabovidni ter gluhi in naglušni. V Sloveniji se ocenjuje število slepih in slabovidnih na 8000 do 10.000, število gluhih na prek 2.000, naglušnih pa je še nekajkrat več oseb. Slepi in slabovidni so organizirani pod krovno Zvezo društev slepih in slabovidnih Slovenije, gluhi in naglušni pa pod Zvezo društev gluhih in naglušnih Slovenije, pomembno vlogo za njihovo vključevanje v društvo pa imajo tolmači, organizirani v okviru Zavoda Združenje tolmačev za slovenski znakovni jezik.

Osrednje tehnologije, ki lahko pripomorejo k lažjemu vključevanju teh oseb v družbo, so sintetizator govora, razpoznavalnik govora in tolmač znakovnega jezika. Sintetizator govora, prilagojen za slepe in slabovidne, je v svetu zelo razširjen v okviru aplikacij, kot so Jaws, SuperNova (komercialni) ali NVDA (odprtokodna). Za aplikacijo Jaws je podjetje Amebis že izdelalo prilagojeno različico starejše verzije slovenskega sintetizatorja (Govorec), ki pa še ne dosega bistveno boljše razumljivosti kot uporaba angleškega



sintetizatorja za slovenski tekst. Posebne izzive predstavlja družabni splet, npr. Facebook, kjer zaradi visoke grafičnosti obstoječi bralniki ne delujejo najboljše. Govorne vmesnike za družabna omrežja je tako treba razvijati posebej. Pomembno področje uporabe sintetizatorjev govora je torej računalniško okolje. Težave v vsakdanjem življenju, povezane z jezikom, za slepe in slabovidne predstavlja tudi domače okolje, ko je treba upravljati z gospodinjskimi aparati. Sodobni aparati izpisujejo informacije digitalno, v alfanumerični obliki, za slepe in slabovidne prilagojeni aparati pa imajo bistveno višjo ceno. Tudi v tej smeri sodobne tehnologije omogočajo cenejše rešitve.

Na področju slovenskega znakovnega jezika (SZJ) so dejavnosti trenutno razpršene in slabo usklajene. S SZJ se trenutno sistematično ukvarjajo naslednje ustanove:

- Zveza društev gluhih in naglušnih Slovenije (ZDGNS), kjer se že nekaj let gradi multimedijški spletni slovar SZJ,
- Zavod za gluhe in naglušne Ljubljana (ZGL), ki predstavlja nacionalno središče za poučevanje SZJ,
- Združenje tolmačev SZJ, kjer poteka izobraževanje tolmačev SZJ,
- Filozofska fakulteta UL, kjer teče projekt ARRS "Korpus in pilotna slovnica SZJ"; projekt se izteče junija 2014,
- Pedagoška fakulteta UL, kjer je že od leta 1980 prisoten predmet Osnove neverbalne komunikacije in predmet Slovenski znakovni jezik in kjer je nastalo več diplomskih del v zvezi s slovenskim znakovnim jezikom ter bila prvič uvedena transkripcija znakovnega jezika,
- Fakulteta za računalništvo in informatiko UL, kjer je v sodelovanju s podjetjem Zoom Promotion nastal še en spletni slovar SZJ ter številna spletna gradiva za poučevanje SZJ,
- v preteklosti se je z raziskavami SZJ ukvarjal tudi ISJFR ZRC SAZU.

Jezikovna opremljenost SZJ je nezadovoljiva. V okviru raziskovalnega projekta ARRS nastaja prvi reprezentativni korpus SZJ (SIGNOR), ki pa še ni dokončan; v njem so zbrani vzorci 80 gluhih informantov v obliki transkribiranih videoposnetkov. Za izdelavo sodobnih in kakovostnih jezikovnih priročnikov, predvsem boljšega slovarja in učbenikov SZJ, je najprej potrebno dograditi korpus SIGNOR, nato pa izvesti temeljne raziskave SZJ na leksikalni, skladijski in pragmatiki ravni.

Gluhi in naglušni imajo težave, povezane z jezikom, predvsem pri spremljanju televizijskih vsebin, pri šolanju ter v vsakovrstnih komunikacijskih situacijah. Težave premagujejo s pomočjo tolmačev za znakovni jezik. Zanje je pomembna tehnologija zlasti razpoznavnik govora, ki je tudi potrebna vmesna točka do bolj kompleksne aplikacije, avtomatskega tolmača za znakovni jezik. V svetu obstaja tovrstna tehnologija le za redke jezike z največ govorci.

## 2 Definiranje ciljev, aktivnosti in akcij

### 2.1 Definiranje ciljev

Po posameznih sklopih so bili definirani cilji, kot prikazuje tabela 1.

**Tabela 1:** Cilji po sklopih

<b>Splošno:</b>	1 Infrastrukturni center
	2 Odprta dostopnost jezikovnih virov
	3 Spodbujanje razvoja slovenske Wikimedije
	4 Novo bibliometrično vrednotenje slovarskih in drugih leksikografskih del
<b>Jezikovni opis:</b>	1 Novi informativno-normativni razlagalni slovar s slovarsko bazo
	2 Diahroni opis jezika
	3 Slovnični opis
	4 Spletni portal za jezikovne priročnike in tehnologije
	5 Slovar naselbinskih imen
	6 Slovenski lingvistični atlas
	7 Terminološki slovarji različnih strok
	8 Zgodovinski slovar
<b>Standardizacija:</b>	1 Pravopisna komisija in pravopisna pravila
	2 Pravopisni portal
	3 Zbirka normativnih zadreg
	4 Črkovalnik besed
	5 Korpus za normativna vprašanja
	6 Jezikovnosvetovalni portal
<b>Terminologija:</b>	1 Terminološki portal
<b>Večjezičnost:</b>	1 Večjezični portal
	2 Strojni prevajalnik
<b>Jezikovne tehnologije:</b>	1 Sintetizator govora
	2 Razpoznavalnik tekočega govora
	3 Avtomatsko procesiranje besedila v jezikovnih tehnologijah in spletnih iskalnih orodjih
	4 Slovnični pregledovalnik
	5 Sistemi dialoga
<b>Digitalizacija:</b>	1 Digitalni čistopisi slovenske kulturne dediščine
	2 Digitalni jezikovni priročniki za slovenski jezik
	3 Digitalna slovenska znanstvena besedila
<b>Govorci s posebnimi potrebami:</b>	1 Bralnik zaslona za slepe in slabovidne
	2 Branje sporočil gospodinjskih aparatov za slepe in slabovidne
	3 Govorni vmesnik za Facebook
	4 Razpoznavanje govora v pedagoškem procesu
	5 Slovar slovenskega znakovnega jezika (SZJ)

## 2.2 Definiranje aktivnosti za uresničitev ciljev

V drugem koraku so bile za vsakega od ciljev definirane vse potrebne aktivnosti, ki bi vodile k uresnitvi cilja. Popisane so v prilogi 1 tega dokumenta.

## 2.3 Opredelitev akcij ter njihova finančna ocena in časovna umestitev

Pokazalo se je, da se nekatere aktivnosti ponavljajo pri več ciljeh – predvsem aktivnosti, povezane z izdelavo temeljnih virov, kot so razni korpusi, leksikoni, JT-orodja za označevanje besedil ipd. V tretjem koraku so bile zato popisane vse različne predvidene aktivnosti in opredeljene glede na cilje, h katerim prispevajo. Smiselno so bile združene v krovne akcije. Nazadnje je bila vsaka akcija časovno umeščena in finančno ovrednotena, pri čemer so bile okvirno upoštevane smernice iz Resolucije za razdelitev po posameznih sklopih, končna vsota vseh akcij pa upošteva skupno vsoto za jezikovno opremljenost, opredeljeno v Resoluciji, tj. 11,250.000 EUR.

Akcije, ki so bodisi sistemske narave (normativna regulacija področij) ali so v teku financiranja z javnimi sredstvi, so ovrednotene z 0 evri. Če se v obdobju izvajanja nacionalnega programa za jezikovno politiko pojavijo nove okoliščine, npr. prenehanje financiranja ukrepa ali izkazana potreba po vzporedni nadgradnji akcije z razvidno in natančno definiranim specifičnim predmetom sofinanciranja, se ukrep lahko so/financira, vendar upoštevajoč določila 2. in 65. člena Zakona o javnih financah v zvezi z gospodarnostjo, racionalnostjo, zakonitostjo, namenskostjo in učinkovitostjo pri razpolaganju s proračunskimi sredstvi.

Tabela 2 podaja pregled akcij skupaj z aktivnostmi, ki so bile združene v posamezno akcijo, ter njihov finančni obseg in čas izvajanja.

**Tabela 2:** Opredelitev akcij

Akcije in aktivnosti	Sklop	Cilj	Financiranje	Čas
<b>SPLOŠNO</b>				
<b>Akcija S-1: Infrastrukturni center</b>			854.500 €	2015-2018
ustanovitev infrastrukturnega centra	Splošno	Infrastrukturni center		
<b>Akcija S-2: Zakonodaja za odprt dostop</b>			0 €	2015-2018
prizadevanje za spremembo zakonodaje, da zagotavlja odprt dostop do vseh del, ki nastanejo z javnim financiranjem	Splošno	Odprta dostopnost jezikovnih virov		
<b>Akcija S-3: Člen za razpise</b>			0 €	2015-2016
uvedba člena v projektne razpise za spodbujanje proste in odprte dostopnosti izdelanih jezikovnih virov	Splošno	Odprta dostopnost jezikovnih virov		
<b>Akcija S-4: Vnašanje virov v Wikije</b>			49.000 €	2015-

				2018
prenos obstoječih virov v Wikimedijo	Splošno	Spodbujanje razvoja slovenske Wikimedije		
<b>Akcija S-5: Bibliometrično vrednotenje</b>	Splošno		0 €	2015
izdelava in uveljavitev predloga za spremembo vrednotenja		ново bibliometrično vrednotenje slovarskih in drugih leksikografskih del		
<b>SPLETNI PORTALI</b>				
<b>Akcija P-1: Jezikovni spletni portal</b>			59.000 €	2014-2018
vzpostavitev in vzdrževanje spletnega portala s povezavami na jezikovne priročnike, vire in tehnologije	Jezikovni opis	Spletni portal za jezikovne priročnike in tehnologije		
<b>Akcija P-2: Terminološki portal</b>			98.500 €	2015-2018
terminološki portal	Terminologija	Terminološki portal		
<b>Akcija P-3: Aplikacija za nove terminološke zbirke</b>			49.000 €	2015-2016
spletna aplikacija za ustvarjanje novih terminoloških zbirk	Terminologija	Terminološki portal		
<b>Akcija P-4: Terminološko svetovanje</b>			118.500 €	2014-2018
terminološko svetovanje	Terminologija	Terminološki portal		
<b>Akcija P-5: Javna dostopnost terminoloških virov</b>			98.500 €	2014-2018
zagotavljanje javno dostopnih terminoloških virov	Terminologija	Terminološki portal		
<b>Akcija P-6: Samodejno luščenje terminologije</b>			98.500 €	2015-2016
samodejno luščenje terminologije	Terminologija	Terminološki portal		
<b>Akcija P-7: Večjezični portal</b>			49.000 €	2015-2018
večjezični portal	Večjezičnost	Večjezični portal		
<b>Akcija P-8: Slovnični portal za šolarje</b>			197.500 €	2015-2018
nadgradnja slovničnega portala za šolsko populacijo	Jezikovni opis	Slovnični opis		
<b>Akcija P-9: Spletna predstavitev normativnih podatkov</b>			59.000 €	2014-2015
sistem za spletno predstavitev normativnih podatkov: pravila in slovar	Standardizacija	Pravopisni portal		
<b>KORPUSI</b>				

<b>Akcija K-1: Pisni korpusi</b>			296.500 €	2015-2018
nadgradnja pisnih korpusov sodobnih besedil	Jezikovne tehnologije	Razpoznavalnik tekočega govora		
nadgradnja pisnih korpusov sodobnih besedil	Jezikovne tehnologije	Avtomatsko procesiranje besedila v jezikovnih tehnologijah in spletnih iskalnih orodjih		
nadgradnja pisnih korpusov sodobnih besedil	Jezikovne tehnologije	Sistemi dialoga		
nadgradnja pisnih korpusov sodobnih besedil	Večjezičnost	Strojni prevajalnik		
nadgradnja pisnih korpusov sodobnih besedil	Jezikovni opis	Novi informativno-normativni razlagalni slovar s slovarsko bazo		
nadgradnja pisnih korpusov sodobnih besedil	Jezikovni opis	Slovnični opis		
nadgradnja terminoloških korpusov	Terminologija	Terminološki portal		
<b>Akcija K-2: Specializirani korpusi</b>			212.500 €	2015-2018
nadgradnja in izdelava specializiranih korpusov	Jezikovni opis	Novi informativno-normativni razlagalni slovar s slovarsko bazo		
nadgradnja in izdelava specializiranih korpusov	Jezikovni opis	Slovnični opis		
izdelava korpusa slovenskega jezika, specializiranega za normativna vprašanja	Standardizacija	Korpus za normativna vprašanja		
<b>Akcija K-3: Korpusi znanstvenih besedil</b>			14.500 €	2015-2016
izdelava korpusov znanstvenih besedil	Digitalizacija	Digitalna slovenska znanstvena besedila		
<b>Akcija K-4: Govorni korpus in baza</b>			395.500 €	2015-2017
nadgradnja referenčnega govornega korpusa	Jezikovni opis	Novi informativno-normativni razlagalni slovar s slovarsko bazo		
nadgradnja referenčnega govornega korpusa	Jezikovni opis	Slovnični opis		
večnamenski korpus in baza govornega jezika	Jezikovne tehnologije	Razpoznavalnik tekočega govora		
dialoški korpusi	Jezikovne tehnologije	Sistemi dialoga		
<b>Akcija K-5: Dvojezični korpusi</b>			395.500 €	2015-2018
dvojezični korpusi	Večjezičnost	Strojni prevajalnik		
<b>Akcija K-6: Diahroni korpus</b>			173.000 €	2015-2018

izdelava diahronnega korpusa slovenskega jezika	Jezikovni opis	Diahroni opis jezika		
<b>SLOVARJI IN LEKSIKONSKE BAZE</b>				
<b>Akcija L-1: Splošni slovar in slovarska baza</b>			4.452.500 €	2014-2018
<b>Akcija L-2: Slovenski lingvistični atlas</b>			118.500 €	2014-2018
izdelava spletne večpredstavnostne objave 1. in 2. zvezka SLA	Jezikovni opis	Slovenski lingvistični atlas		
<b>Akcija L-3: Slovar naselbinskih imen</b>			158.000 €	2014-2018
izdelava slovarja naselbinskih imen slovenskega narodnega prostora	Jezikovni opis	Slovar naselbinskih imen		
<b>Akcija L-4: Terminološki slovarji različnih strok</b>			0 €	2014-2018
izdelava terminoloških slovarjev različnih strok	Jezikovni opis	Terminološki slovarji različnih strok		
<b>Akcija L-5: Zgodovinski slovar</b>				2014-2018
izdelava zgodovinskega slovarja	Jezikovni opis	Zgodovinski slovar	0 €	
<b>Akcija L-6: Imenske entitete v slovenščini</b>			98.500 €	2015-2016
imenske entitete	Jezikovne tehnologije	Avtomatsko procesiranje		
imenske entitete	Jezikovne tehnologije	Sintetizator govora		
imenske entitete	Jezikovne tehnologije	Sistemi dialoga		
imenske entitete	Jezikovne tehnologije	Slovnični pregledovalnik		
imenske entitete	Večjezičnost	Strojni prevajalnik		

<b>Akcija L-7: Večjezične baze in slovarji</b>			247.000 €	2015-2018
dvo- in večjezične baze in slovarji	Večjezičnost	Strojni prevajalnik		
dvo- in večjezične baze in slovarji	Večjezičnost	Večjezični portal		
<b>Akcija L-8: Strojna slovnična analiza</b>			118.500 €	2015-2016
oblikoslovna in skladenjska analiza besedila	Jezikovne tehnologije	Avtomatsko procesiranje besedila v jezikovnih tehnologijah in spletnih iskalnih orodjih		
oblikoslovna in skladenjska analiza besedila	Jezikovne tehnologije	Razpoznavalnik tekočega govora		
oblikoslovna in skladenjska analiza besedila	Jezikovne tehnologije	Sintetizator govora		
oblikoslovna in skladenjska analiza besedila	Jezikovne tehnologije	Sistemi dialoga		
oblikoslovna in skladenjska analiza besedila	Jezikovne tehnologije	Slovnični pregledovalnik		
oblikoslovna in skladenjska analiza besedila	Večjezičnost	Strojni prevajalnik		
oblikoslovni sintetizator	Večjezičnost	Strojni prevajalnik		
oblikoslovni sintetizator	Jezikovne tehnologije	Sistemi dialoga		
<b>Akcija L-9: FrameNet za slovenščino</b>			148.000 €	2015-2017
semantična analiza vlog	Jezikovne tehnologije	Avtomatsko procesiranje besedila v jezikovnih tehnologijah in spletnih iskalnih orodjih		
semantična analiza vlog	Jezikovne tehnologije	Sintetizator govora		
semantična analiza vlog	Jezikovne tehnologije	Sistemi dialoga		
semantična analiza vlog	Jezikovni opis	Slovnični opis		
semantična analiza vlog	Večjezičnost	Strojni prevajalnik		
<b>Akcija L-10: sloWNet</b>			148.000 €	2015-2018
semantična mreža	Jezikovni opis	Slovnični opis		
semantična mreža	Večjezičnost	Strojni prevajalnik		

<b>Akcija L-11: Anafora in koreference</b>			148.000 €	2016-2018
razvozlavanje anafore in analiza besedilnih koreferenc	Jezikovne tehnologije	Avtomatsko procesiranje besedila v jezikovnih tehnologijah in spletnih iskalnih orodjih		
razvozlavanje anafore in analiza besedilnih koreferenc	Jezikovne tehnologije	Sistemi dialoga		
razvozlavanje anafore in analiza besedilnih koreferenc	Jezikovne tehnologije	Slovnični pregledovalnik		
razvozlavanje anafore in analiza besedilnih koreferenc	Jezikovni opis	Slovnični opis		
razvozlavanje anafore in analiza besedilnih koreferenc	Večjezičnost	Strojni prevajalnik		
<b>Akcija L-12: Zbirka normativnih zadreg</b>			197.500 €	2015-2018
zasnova zbirke normativnih zadreg	Standardizacija	Zbirka normativnih zadreg		
gradnja zbirke (luščenje podatkov, kategorizacija podatkov)	Standardizacija	Zbirka normativnih zadreg		
preverjanje realizacije in ustreznosti pravopisnih, pravorečnih, oblikoslovnih podatkov (skupina strokovnjakov)	Standardizacija	Zbirka normativnih zadreg		
<b>SLOVNICA</b>				
<b>Akcija G-1: Zasnova slovnice</b>			197.500 €	2015-2018
koncept nove slovnice slovenskega jezika	Jezikovni opis	Slovnični opis		
slovnična podatkovna zbirka	Jezikovni opis	Slovnični opis		
<b>Akcija G-2: Šolska slovnica</b>			197.500 €	2015-2018
šolska slovnica / slovnični portal	Jezikovni opis	Slovnični opis		
<b>NORMATIVNOST</b>				
<b>Akcija N-1: Pravopisna komisija in pravila</b>			311.500 €	2014-2018
vzpostavitev in delovanje standardizacijskega telesa ter prenova kodifikacije	Standardizacija	Pravopisna komisija in pravopisna pravila		



<b>Akcija N-2: Pravopisna pravila in slovar</b>			197.500 €	2014-2018
predstavitev normativnih podatkov: pravila in slovar	Standardizacija	Pravopisni portal		
jezikovno svetovanje	Standardizacija	Pravopisni portal		
predstavitev normativnih podatkov: spletni priročnik za splošne uporabnike	Standardizacija	Pravopisni portal		
<b>DIGITALIZACIJA</b>				
<b>Akcija D-1: Digitalizacija čistopisov kulturne dediščine</b>			59.000 €	2014-2018
izdelava čistopisov z uporabo množičenja	Digitalizacija	Digitalni čistopisi slovenske kulturne dediščine		
<b>Akcija D-2: Digitalizacija znanstvenih besedil</b>			69.000 €	2016
prilagajanje in vključitev novih znanstvenih del v obstoječe portale	Digitalizacija	Digitalna slovenska znanstvena besedila		
<b>Akcija D-3: Digitalizacija jezikovnih priročnikov</b>			118.500 €	2014-2017
digitalizacija ali prilagajanje digitalnemu okolju jezikovnih priročnikov za slovenščino	Digitalizacija	Digitalni jezikovni priročniki za slovenski jezik		
<b>JT-APLIKACIJE</b>				
<b>Akcija A-1: Razpoznavalnik tekočega govora</b>			316.500 €	2016-2018
razpoznavalnik tekočega govora z velikim slovarjem besed	Jezikovne tehnologije	Razpoznavalnik tekočega govora		
razpoznavalnik govora za šolsko okolje	Govorci s posebnimi potrebami	Razpoznavanje govora v šolskem okolju		
<b>Akcija A-2: Strojni prevajalnik</b>			148.000 €	2016-2018
razvoj strojnega prevajalnika	Večjezičnost	Strojni prevajalnik		
<b>Akcija A-3: Sintetizator govora</b>			168.000 €	2015-2016
govorna baza za sintezo govora	Jezikovne tehnologije	Sintetizator govora		
sintetizator govora - aplikacija	Jezikovne tehnologije	Sintetizator govora		
sintetizator za podporo bralnikom zaslona za slepe in slabovidne	Govorci s posebnimi	Bralnik zaslona za slepe in slabovidne		

	potrebami			
<b>Akcija A-4: Sistem dialoga</b>			69.000 €	2016-2018
sistem dialoga - aplikacija	Jezikovne tehnologije	Sistemi dialoga		
<b>Akcija A-5: Bralnik sporočil gospodinjskih aparatov</b>			59.000 €	2015-2016
bralnik sporočil gospodinjskih aparatov	Govorci s posebnimi potrebami	Branje sporočil gospodinjskih aparatov za slepe in slabovidne		
<b>Akcija A-6: Govorni vmesnik za Facebook</b>			89.000 €	2016-2017
govorni vmesnik za Facebook s sintetizatorjem govora	Govorci s posebnimi potrebami	Govorni vmesnik za Facebook		
<b>Akcija A-7: Referenčni črkovalnik in slovnični pregledovalnik</b>			98.500 €	2015-2018
izdelava referenčnega črkovalnika za slovenščino	Standardizacija	Črkovalnik besed		
slovnični pregledovalnik - aplikacija	Jezikovne tehnologije	Slovnični pregledovalnik		
<b>ZNAKOVNI JEZIK</b>				
<b>Akcija Z-1: Korpus in slovar znakovnega jezika</b>			98.500 €	2015-2018
nadgradnja korpusa slovenskega znakovnega jezika (SZJ)	Govorci s posebnimi potrebami	Slovar slovenskega znakovnega jezika (SZJ)		
slovar slovenskega znakovnega jezika (SZJ)	Govorci s posebnimi potrebami	Slovar slovenskega znakovnega jezika (SZJ)		
		<b>SKUPAJ:</b>	<b>11.250.000 €</b>	

Tabela 3 povzema akcije iz tabele 2 in jih razporedi glede na čas izvajanja.

**Tabela 3:** Razpored akcij po letih

<b>AKCIJE OD 2014</b>		
2014-2015	Akcija P-9: Spletna predstavitev normativnih podatkov	59.000 €
2014-2017	Akcija D-3: Digitalizacija jezikovnih priročnikov	118.500 €
2014-2018	Akcija D-1: Digitalizacija čistopisov kulturne dediščine	59.000 €
2014-2018	Akcija L-1: Splošni slovar in slovarska baza	4.452.500 €
2014-2018	Akcija L-2: Slovenski lingvistični atlas	118.500 €
2014-2018	Akcija L-3: Slovar naselbinskih imen	158.000 €
2014-2018	Akcija L-4: Terminološki slovarji različnih strok	0,00 €
2014-2018	Akcija N-1: Pravopisna komisija in pravila	311.500 €
2014-2018	Akcija N-2: Pravopisna pravila in slovar	197.500 €
2014-2018	Akcija P-1: Jezikovni spletni portal	59.000 €
2014-2018	Akcija P-4: Terminološko svetovanje	118.500 €
2014-2018	Akcija P-5: Javna dostopnost terminoloških virov	98.500 €
	<b>Skupaj:</b>	<b>5.750.500 €</b>
<b>AKCIJE OD 2015</b>		
2015	Akcija S-5: Bibliometrično vrednotenje	0,00 €
2015-2018	Akcija P-7: Večjezični portal	49.000 €
2015-2016	Akcija A-3: Sintetizator govora	168.000 €
2015-2016	Akcija A-5: Bralnik sporočil gospodinjskih aparatov	59.000 €
2015-2016	Akcija K-3: Korpusi znanstvenih besedil	14.500 €
2015-2016	Akcija L-6: Imenske entitete v slovenščini	98.500 €
2015-2016	Akcija L-8: Strojna slovnična analiza	118.500 €
2015-2016	Akcija P-3: Aplikacija za nove terminološke zbirke	49.000 €
2015-2016	Akcija P-6: Samodejno luščenje terminologije	98.500 €
2015-2016	Akcija S-3: Člen za razpise	0,00 €
2015-2017	Akcija K-4: Govorni korpus in baza	395.500 €
2015-2017	Akcija L-9: FrameNet za slovenščino	148.000 €
2015-2018	Akcija A-7: Referenčni črkovalnik in slovnični pregledovalnik	98.500 €
2015-2018	Akcija G-1: Zasnova slovnice	197.500 €
2015-2018	Akcija G-2: Šolska slovnica	197.500 €
2015-2018	Akcija K-1: Pisni korpusi	296.500 €
2015-2018	Akcija K-2: Specializirani korpusi	212.500 €
2015-2018	Akcija K-5: Dvojezični korpusi	395.500 €
2015-2018	Akcija K-6: Diahroni korpus	173.000 €
2015-2018	Akcija L-12: Zbirka normativnih zadreg	197.500 €
2015-2018	Akcija L-7: Večjezične baze in slovarji	247.000 €

2015-2018	Akcija L-10: sloWNet	148.000 €
2015-2018	Akcija P-2: Terminološki portal	98.500 €
2015-2018	Akcija P-8: Slovnični portal za šolarje	197.500 €
2015-2018	Akcija S-1: Infrastrukturni center	854.500 €
2015-2018	Akcija S-2: Zakonodaja za odprt dostop	0,00 €
2015-2018	Akcija S-4: Vnašanje virov v Wikije	49.000 €
2015-2018	Akcija Z-1: Korpus in slovar znakovnega jezika	98.500 €
	<b>Skupaj:</b>	<b>4.660.000 €</b>
	<b>AKCIJE OD 2016</b>	
2016	Akcija D-2: Digitalizacija znanstvenih besedil	69.000 €
2016-2017	Akcija A-6: Govorni vmesnik za Facebook	89.000 €
2016-2018	Akcija A-1: Razpoznavnik tekočega govora	316.500 €
2016-2018	Akcija A-2: Strojni prevajalnik	148.000 €
2016-2018	Akcija A-4: Sistem dialoga	69.000 €
2016-2018	Akcija L-11: Anafora in koreference	148.000 €
	<b>Skupaj:</b>	<b>839.500 €</b>

### 3 Podroben opis akcij

Na podlagi:

Deklaracije o dostopu do javno financiranih raziskovalnih podatkov (OECD) (<http://acts.oecd.org/Instruments/ShowInstrumentView.aspx?InstrumentID=157&InstrumentPID=153>),  
Priporočila Komisije z dne 17. julija 2012 o dostopu do znanstvenih informacij in njihovem arhiviranju (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2012:194:0039:0043:SL:PDF>),  
Direktive 2013/37/EU Evropskega parlamenta in Sveta z dne 26. junija 2013 o spremembi Direktive 2003/98/ES o ponovni uporabi informacij javnega sektorja (<http://eur-lex.europa.eu/legal-content/SL/TXT/PDF/?uri=CELEX:32013L0037&qid=1401874406055&from=SL>),  
Resolucije o raziskovalni in inovacijski strategiji Slovenije 2011–2020 (<http://www.uradni-list.si/1/objava.jsp?urlid=201143&stevilka=2045>) in  
Smernic za zajem, dolgotrajno hranjenje in dostop do kulturne dediščine v digitalni obliki ([http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Zakonodaja/2013/Smernice\\_za\\_zajem\\_dolgotrajno\\_oхранjanje\\_in\\_dostop\\_do\\_kulturne\\_dediscine\\_v\\_digitalni\\_obliki.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Zakonodaja/2013/Smernice_za_zajem_dolgotrajno_oхранjanje_in_dostop_do_kulturne_dediscine_v_digitalni_obliki.pdf))

veljajo za vse akcije, navedene v nadaljevanju, naslednje skupne smernice, pri čemer pod »izdelke« razumemo vse jezikovne vire, priročnike, orodja, aplikacije itd., ki so izdelani v okviru akcij:

1. Vsi izdelki naj bodo opremljeni z natančnimi specifikacijami/tehničnim poročilom. Vlogo specifikacij lahko opravlja tudi uvodno poglavje vira, znanstveni članek ipd., če je v njem pojasnjeno, na kakšnih teoretično-uporabnostnih temeljih in načelih je vir, orodje, aplikacija, priročnik ipd. zasnovan, kako se ga uporablja ipd.
2. Vsi izdelki naj sledijo splošno sprejetim standardom, če ti obstajajo za njihovo področje, oz. modelom dobre prakse. Poročanje o upoštevanju standardov oz. o teoretično-uporabnostnih modelih, ki so bili pri oblikovanju izdelka pregledani in po katerih so se izvajalci (v določenih segmentih) zgledovali, je nujen sestavni del specifikacij/tehničnega poročila.
3. Vsi izdelki naj sledijo cilju čim večje usklajenosti in povezanosti z drugimi, tako obstoječimi kot tistimi, ki so predvideni s tem akcijskim načrtom. Poročanje o tem, v kolikšni meri in na kakšen način je izdelek usklajen z drugimi obstoječimi izdelki, je nujen sestavni del specifikacij/tehničnega poročila.
4. Vsi izdelki morajo dokazovati ustrezno kvaliteto. Poročilo o doseganju kvalitete je nujen sestavni del specifikacij/tehničnega poročila.
5. Vsi izdelki naj bodo čim bolj odprti (tj. v obliki odprte kode/izvornega vira) in prosto dostopni (vsaj brezplačna uporaba brez možnosti spreminjanja). O pogojih, pod katerimi bo izdelek dostopen, odloča financer projekta, v okviru katerega je izdelek nastal, ter nosilci materialnih in moralnih pravic. Izjeme so mogoče še, kjer odprti oz. prosti dostop onemogočajo avtorske pravice ali druge utemeljene omejitve.
6. Vsi izdelki, če je to mogoče in smiselno, se skupaj s pripadajočo dokumentacijo po poteku projekta, lahko pa že prej, prenesejo v arhiviranje, distribucijo in vzdrževanje nacionalnemu infrastrukturnemu centru. O prenosu izdelka v arhiviranje, distribucijo in vzdrževanje nacionalnemu infrastrukturnemu centru odločata v dogovoru financer in izvajalec projekta, v okviru katerega je izdelek nastal, ter nosilci materialnih in moralnih pravic. Izdelani viri, kjer je le mogoče oz. smiselno, se dodatno vključijo v primeren

projekt Fundacije Wikimedia, kot so Wikislovar, Wikivir, Wikipodatki itd. Izdelana orodja pa se dodatno vključijo v enega od repozitorijev odprte kode, kot je npr. Github.

## **Akcija S-1: Infrastrukturni center**

### **Ustanovitev infrastrukturnega centra**

Ena od prioritet pri doseganju ustrezne opremljenosti slovenščine je organizacija zbiranja, evalvacije, hranjenja in distribucije jezikovnih virov (jezikovne baze, priročniki itd.) in orodij za slovenski jezik, vključno s slovenskim znakovnim jezikom. Ta predvideva vzpostavitev osrednjega infrastrukturnega centra, ki deluje kot repozitorij in distribucijsko telo za vire in orodja, ki nastajajo v okviru različnih projektov in po koncu financiranja projektov tipično niso več na voljo. V EU je bil za namen vzpostavljanja osrednje evropske infrastrukture financiran projekt CLARIN (*Common Language Resources and Technology Infrastructure*), ki je od l. 2012 organiziran kot CLARIN ERIC (*European Research Infrastructure Consortium*). Akcijski načrt predvideva, da bo v času trajanja resolucije (2014-2018) organiziran slovenski konzorcij CLARIN, ki bo del evropskega konzorcija, zagotavljal pa bo zbiranje, evalvacijo, hranjenje in distribucijo jezikovnih virov, opredeljenih v nadaljevanju. Dokument Načrt razvoja raziskovalnih infrastruktur 2011-2020, ki ga je Vlada RS objavila l. 2011, predvideva financiranje raziskovalne infrastrukture CLARIN v višini 2,2 milijona EUR.

### **Opis:**

Vzpostavi se infrastrukturni center za zbiranje, evalvacijo, hranjenje in distribucijo jezikovnih virov (jezikovne baze, priročniki itd.) in orodij za slovenščino, vključno s slovenskim znakovnim jezikom. V delovanje centra v okviru evropske infrastrukture CLARIN se vključi čim več deležnikov, ki se v Sloveniji ukvarjajo s temi področji.

### **Predvideni učinki:**

- izboljššan dolgoročni izkoristek vloženih sredstev v jezikovne vire in orodja
- izboljššan dostop do jezikovnih virov in orodij za vse uporabnike
- zagotovljena trajna uporabnost jezikovnih virov in orodij
- izboljššan nadzor na kakovostjo jezikovnih virov in orodij

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Ustanovljen in delujoč infrastrukturni center	da/ne
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## **Akcija S-2: Zakonodaja za odprt dostop**

### **Prizadevanje za spremembo zakonodaje, da zagotavlja odprt dostop do vseh del, ki nastanejo z javnim financiranjem**

V Sloveniji je na spletu prisotnih že mnogo digitaliziranih slovenskih besedil, jezikovnih priročnikov, besedilnih korpusov in drugih jezikovnih virov, vendar so večinoma dostopni samo preko določenega portala, ki mnogokrat navaja omejitve uporabe, ki presegajo omejitve, ki izhajajo iz avtorskopravne zaščite samih besedil in to kljub temu, da so vsebine nastale izključno z javnim financiranjem. S tem je onemogočeno polno izkoriščanje digitalnih vsebin, npr. za ponudbo preko alternativnih aplikacij, kot so pametni telefoni, vključitev v korpusse za jezikoslovno raziskovanje in izdelavo terminoloških slovarjev, uporabo za razvoj jezikov tehnologij slovenskega jezika, itd. V bodoče bo zato treba dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti za vse nastajajoče jezikovne vire.

#### **Opis:**

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Za dolgoročno ureditev pravnega okvira odprte dostopnosti bo potrebno slovensko zakonodajo spremeniti tako, da bo dovoljevala čim bolj liberalen dostop do vseh jezikovnih virov financiranih iz javnih sredstev, kot tudi predvidevajo npr. slovenske Smernice za zajem, dolgotrajno ohranjanje in dostop do e-vsebin kulturne dediščine.

#### **Predvideni učinki:**

- Bistveno povečanje izkoriščenosti digitalnih virov slovenskega jezika, tako neposredno za uporabnike kot za ponovno izkoriščanje.

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 formulacija člena o odprtem dostopu jezikovnih virov, nastalih z javnim financiranjem	da/ne
2 prizadevanje za sprejetje zakonodaje v DZ	da/ne



## **Akcija S-3: Člen za razpise**

### **Uvedba člena v projektne razpise za spodbujanje proste in odprte dostopnosti izdelanih jezikovnih virov**

V okviru temeljnih in aplikativnih projektov, ki jih financirajo ARRS, MK in MIZŠ so bili izdelani raznovrstni raziskovalni podatki, med njimi tudi jezikovni viri, od korpusov in jezikovnih priročnikov, do poročil in znanstvenih objav. Mnogo teh virov je po zaključku projektov izgubljenih, ali pa so nedostopni izven institucije, ki jih je izdelala. Tudi v primerih, ko so ti viri digitalno dostopni, so večinoma ponujeni v uporabo tretjim osebam pod zelo restriktivnimi pogoji, ki presegajo omejitve, ki izhajajo iz avtorskopravne zaščite samih besedil. S tem je onemogočeno polno izkoriščanje jezikovnih in jezikoslovnih raziskovalnih podatkov, bodisi v nadaljnje znanstvene raziskave ali pa za uporabo v gospodarstvu. V bodoče bo zato treba dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti za vse jezikovne vire, ki nastanejo kot rezultat raziskovalnih projektov.

#### **Opis:**

Akcija predvideva spodbujanje proste in odprte dostopnosti jezikovnih virov (pisna kulturna dediščina, priročniki za slovenščino, jezikovnotehnološki viri, kot tudi publikacije), ki nastanejo kot rezultat javnega financiranja. Identificirati je potrebno razpise, katerih namen je (tudi) izdelava jezikovnih virov (npr. raziskovalni programi, temeljni in, kolikor je to le mogoče, tudi aplikativni raziskovalni projekti ARRS) ter v njih uvesti člen, ki zahteva, da so izdelani podatki v največji možni meri standardizirani in po koncu projekta (ali že prej) odprto dostopni za prevzem in, kjer je to smiselno, tudi prosto dostopni prek spleta za branje in preiskovanje. Natančna specifikacija formata, načina in pogojev dostopa do rezultatov projekta mora tako postati nujen del prijave na razpise ARRS, kot tudi MK in MIZŠ, ki se tudi ustrezno ovrednoti pri evalvaciji projektnih prijav, kot tudi pri končni evalvaciji rezultatov projekta.

#### **Predvideni učinki:**

- Povečana izkoriščenost digitalnih virov slovenskega jezika, nastalih v okviru raziskovalnih in drugih projektov, financiranih z javnimi sredstvi.

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2016

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 identifikacija relevantnih razpisov	da/ne
2 formulacija člena o odprtem in prostem dostopu	da/ne
3 dodajanje člena (lahko prilagojenega na vrste razpisov) v razpisne pogoje projektov	da/ne
4 prilagoditev meril za evalvacijo projektov in projektnih rezultatov, da ovrednotijo odprtost dostopa do izdelanih jezikovnih virov	da/ne

## **Akcija S-4: Vnašanje virov v Wikije**

### **Prenos obstoječih virov v projekte Fundacije Wikimedia**

Projekti Fundacije Wikimedia, predvsem Wikipedija postajajo izjemno pomemben vir informacij, od enciklopedičnih do slovarskih, zaradi svoje odprtosti pa so tudi koristni za jezikovne tehnologije, zato je treba poskrbeti za sistematičen razvoj slovenskih baz. Smiselno je zagotoviti predvsem prenos podatkov iz obstoječih enciklopedičnih, leksikalnih in drugih baz, ki vsebinsko ustrezajo, v slovensko Wikipedijo, Wikislovar, Wikivir in druge baze Wikimedia. Gre predvsem za ustrezno upravljanje z avtorskimi pravicami, pri čemer je prva naloga pregled možnih enciklopedičnih, biografskih in drugih baz, ki so možni kandidati za prenos.

Wikislovar je primarni večjezični vir jezikovnotehnološka podjetja in za raziskovalce, ki se ukvarjajo s tehnologijami, pri katerih potrebujejo večjezične baze podatkov. Smiselno je zagotoviti prenos dela podatkov, ki obstajajo v drugih, specifično organiziranih slovarskih bazah (npr. razlagalni slovarji), tudi v slovenski Wikislovar.

#### **Opis:**

Financira se odkup pravic za obstoječe enciklopedične in slovarske vire za potrebe prenosa informacij v Wikipedijo in Wikislovar. Odkupljene podatke se pretvori v ustrezno obliko in vnese v spletne baze.

#### **Predvideni učinki:**

- izboljššan dostop do odprto dostopnih virov znanja na spletu
- izboljššan možnosti za razvoj jezikovnih tehnologij za slovenščino

Nosilec:

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Odkupljene pravice	da/ne
2 Vneseni podatki v Wikipedijo in Wikislovar	da/ne

## **Akcija S-5: Bibliometrično vrednotenje**

V okviru temeljnih in aplikativnih projektov, ki jih financirajo ARRS, MK in MIZŠ so bile izdelane različne podatkovne zbirke, iz katerih nastajajo slovarji, leksikoni in zaključene metajezikovno opremljene podatkovne zbirke nacionalnega pomena. Bibliometrično vrednotenje takih objav je trenutno neurejeno.

Za slovarje in leksikone je bil v letu 2010 pripravljen predlog, s katerim bi slovarska dela točkovno ovrednotili (primerljivo npr. s patenti in novimi rastlinskimi sortami ali živalskimi pasmami) in z njim dopolnili *Pravilnik o kazalcih in merilih znanstvene in strokovne uspešnosti*, s katerim Agencija za raziskovalno dejavnost numerično vrednoti uspešnost raziskovalcev. Na osnovi obstoječega se oblikuje nov predlog.

Vzporedno je oblikovan tudi predlog vrednotenja za zaključene metajezikovno opremljene zbirke, ki se opira na že obstoječe rešitve na področju družboslovja (npr. arhiv družboslovnih podatkov).

### **Opis:**

Akcija predvideva sprejetje takega bibliometričnega vrednotenja slovarskih in drugih leksikografskih del, ki bo uravnotežil prenose znanj v prakso na področju jezikoslovja s tistimi s področij naravoslovja in tehnike.

### **Predvideni učinki:**

- Uravnoteženje vrednotenja slovarskih in leksikonskih del primerljivo z drugimi področji znanstvene dejavnosti

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 priprava predloga za spremembo vrednotenja slovarjev	da/ne
2 priprava predloga za spremembo vrednotenja podatkovnih zbirk	da/ne
3 uveljavitev predloga za spremembo vrednotenja	da/ne

## **Akcija P-1: Jezikovni spletni portal**

### **Vzpostavitev in vzdrževanje spletnega portala s povezavami na jezikovne priročnike, vire in tehnologije**

Portal mora predstaviti vsebine, ki spadajo na področji jezikovnega in opisa jezikovnih tehnologij. Pod jezikovni opis spadajo spletni slovarski in slovnični viri, jezikovne baze, pravopisni viri, dialektološki, zgodovinskojezikovni in primerjalnojezikovni viri, viri specializiranih oz. terminoloških opisov jezika, večjezični viri itd. Pod jezikovne tehnologije spadajo korpusi za vse namene, multimedijske in multimodalne baze, semantične tehnologije, produkti s področja strojnega prevajanja, sinteze in prepoznavne govora itd., baze digitaliziranih besedil s področja jezika/-ov in književnosti, jezikovni viri in tehnologije za govorce s posebnimi potrebami. Poleg tega mora portal vključevati tudi povezavo na znanstveno produkcijo s področja jezikovnih virov in tehnologij ter druge aktualne teme, kot so standardizacija jezikovnih virov, stanje na področju licenc, informacije o izobraževanju na področju jezikovnih virov in tehnologij ter s tem povezane teme.

#### **Opis:**

Vzpostavi se spletni portal s povezavami na jezikovne priročnike, vire in tehnologije. Skrbniki portala morajo predvideti načrt promocije, izobraževalnih ter svetovalnih aktivnosti, ki jih bo nudil portal, ter povezovalnih aktivnosti. Predvideti morajo tudi uredniški odbor, ki bo urejal vsebine na portalu.

#### **Predvideni učinki:**

- izboljšana informiranost splošne in strokovne javnosti glede jezikovnih virov in tehnologij za slovenščino

#### **Nosilec:**

MK

#### **Časovni plan:**

2014-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Vzpostavljen in vzdrževan spletni portal	da/ne
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## **Akcija P-2: Terminološki portal**

### **Terminološki portal**

Terminologija je ključen del specializirane komunikacije in omogoča, da se znanje ustvarja, posreduje, poučuje in uporablja. Na sodobno urejenih terminoloških bazah temeljijo številne storitve, kot so prevajanje, tolmačenje in gospodarsko delovanje v globalnem okolju, prav tako pa so terminološki viri potrebni za razvoj drugih jezikovnih tehnologij, kot je strojni prevajalnik. Trenutno so terminološki viri razpršeni, predvsem pa so podatki v njih zapisani v zelo raznolikih podatkovnih strukturah.

Terminološki portal je spletno mesto, ki združuje specializirane eno- in večjezične terminološke vire, daje navodila, smernice in vzorčne podatkovne zbirke za učinkovito upravljanje s terminologijo, ponuja prosto dostopno strežniško infrastrukturo za gradnjo novih slovarjev in orodja za luščenje terminologije iz besedilnih zbirk. Na portalu je poleg tega na voljo terminološka svetovalnica, ki ažurno svetuje ob terminoloških zagatah prevajalcev v ustanovah EU in drugih uporabnikov terminologije.

#### **Opis:**

Akcija nadgrajuje rezultate raziskovalnega projekta L6-9778 Slovenski terminološki portal (1. 1. 2007–31. 12. 2009). Vzpostavitev terminološkega portala, ki bi izpolnjeval vse našteje funkcije, najprej zahteva preučitev potreb, obstoječih virov in njihovih formatov ter pretvorb, ki bodo potrebne za integracijo v enotno iskalno storitev. Nato je treba izdelati specifikacije podatkovnih struktur v skladu z mednarodnimi standardi (TBX), vhodnih in izhodnih formatov ter izdelati vzorčna gradiva za različne scenarije uporabe.

Zatem se vzpostavi spletišče z ustrezno strežniško infrastrukturo, iskalnikom po vseh integriranih virih ter spletnimi storitvami, kot so luščenje terminologije iz besedilnih korpusov, samodejno prepoznavanje terminov v specializiranih besedilih, spletni urejevalnik terminoloških slovarjev in terminološko svetovanje

#### **Predvideni učinki:**

- boljši dostop do terminoloških virov
- lažje vključevanje obstoječih terminoloških virov v druga orodja in storitve
- vzpostavljena infrastruktura za povezane terminološke ukrepe (spletna aplikacija za izdelavo slovarjev, luščenje terminologije, terminološko svetovanje)

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Specifikacije podatkovnih struktur, vhodnih in izhodnih formatov ter oblikovanje priporočil in vzorčnih scenarijev	da/ne
2 Spletišče s strežniško infrastrukturo, iskalnikom in konkordančnikom	da/ne

## **Akcija P-3: Aplikacija za nove terminološke zbirke**

### **Spletna aplikacija za ustvarjanje novih terminoloških zbirk**

Terminološki viri nastajajo v različnih okoljih, ustvarjajo jih prevajalci, raziskovalci, strokovnjaki v javnih in zasebnih ustanovah, študenti in drugi. Ker je nerealno pričakovati, da bodo nacionalni viri financiranja kdaj zadoščali za terminološko ureditev vseh področij človekovega delovanja, je namesto tega zainteresirani javnosti smiselno ponuditi okolje, kjer lahko v spletni aplikaciji strokovnjak ali skupina strokovnjakov ustvari terminološki slovar in prispeva specializirano izrazje, ob tem pa ima prek terminološkega portala na voljo tudi svetovanje v zvezi s strukturo in metodologijo dela. Razumljivo je, da bodo imeli takšni viri zelo različno uporabno vrednost, zato bi bile tovrstne terminološke baze javnosti dostopne z ustreznim pojasnilom o njihovem nastanku, po drugi strani pa so lahko takšni viri osnova za nadaljnjo obdelavo s strani usposobljenega terminografa.

#### **Opis:**

Spletna aplikacija za ustvarjanje novih terminoloških zbirk mora biti uporabniku prijazno okolje, ki ponuja možnost za definiranje različnih oblik terminoloških glosarjev, eno- in večjezičnih, pojmovno zasnovanih, z možnostjo uvoza podatkov iz običajnih datotečnih formatov in prav tako izvoza vanje (Excel, Multiterm itd.). Omogočati mora večuporabniško delo z različnimi vlogami uporabnikov, prav tako mora omogočati dodajanje večpredstavnih podatkov in povezav na zunanje vire. Aplikacija mora biti opremljena s podrobno dokumentacijo in ustrezati sodobnim terminološkim standardom.

#### **Predvideni učinki:**

- zbiranje terminoloških virov iz različnih strokovnih krogov,
- boljša terminološka opremljenost za področja, ki doslej še niso bila obdelana,
- boljša povezljivost terminoloških podatkov iz različnih virov.

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2016

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Razvoj spletne aplikacije za ustvarjanje terminoloških slovarjev	da/ne
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## **Akcija P-4: Terminološko svetovanje**

### **Terminološko svetovanje**

Številni uporabniki terminologije v obstoječih virih in slovarjih ne najdejo odgovorov na svoje dileme v zvezi s strokovnimi poimenovanji ali njihovo rabo v različnih kontekstih. Mnogo takšnih vprašanj se poraja tudi prevajalcem in terminologom, ki delajo v institucijah EU. Terminološko svetovanje je na voljo prek spletišča Terminološke sekcije ZRC SAZU z imenom Terminologišče, kjer strokovnjaki odgovarjajo tudi na vprašanja, povezana s prevajanjem terminologije EU. To storitev sodelavci omenjene ustanove zaenkrat opravljajo ob svojih ostalih zadolžitvah, hitro rastoče potrebe prevajalcev in dinamika pa narekujejo razširitev dejavnosti, okrepitev obstoječe ekipe sodelavcev, saj bi le tako lahko odgovorili na bistveno večji pritok vprašanj. Obstaja torej potreba po razširitvi in formalizaciji te storitve.

#### **Opis:**

Terminološko svetovanje je storitev, kjer uporabnik prek spletnega vmesnika postavi s terminologijo povezano vprašanje, vmesnik pa uporabnika spodbuja tudi k čim bolj natančni formulaciji vprašanja z navedbo vira, sobesedila, morebitnih tujejezičnih ustreznikov itd. Za učinkovito delovanje te storitve je treba zagotoviti predvsem infrastrukturo, se pravi spletni vmesnik z arhiviranjem že odgovorjenih vprašanj, in okrepiti ustrezno strokovno usposobljeno osebje, ki na vprašanja odgovarja čim bolj ažurno, po potrebi pa za mnenje vpraša še zunanje strokovnjake. Svetovalna dejavnost tako vključuje tudi vzdrževanje imenika zunanjih svetovalcev po posameznih področjih, ki jih je mogoče vključiti v reševanje posameznih dilem.

#### **Predvideni učinki:**

- dostopnost storitve terminološkega svetovanja, ki je brezplačna, zanesljiva in ažurna

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2014-2018

#### **Obseg financiranja:**

\*

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Svetovalna dejavnost	število odgovorjenih vprašanj
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\*del sredstev za prvo dejavnost se prekriva z jezikovnim svetovanjem

## **Akcija P-5: Javna dostopnost terminoloških virov**

### **Zagotavljanje javno dostopnih terminoloških virov**

Za mnoga strokovna področja obstajajo obsežni terminološki priročniki, slovarji ali baze. Žal je le malo teh virov javno dostopnih, nekateri so dostopni le v tiskani obliki, predvsem pa je skoraj vsak terminološki vir izdelan po drugačni metodologiji, zato je močno otežena uporaba več virov naenkrat, prav tako jih ni mogoče vključevati v druge aplikacije ali prevajalske programe. Doslej je bil izveden le en poskus integracije različnih virov v skupno iskalno okolje, in sicer na portalu Termania, vendar ta vsebuje le majhno število terminoloških slovarjev, ki so pri iskanju pomešani s splošnimi viri in zato nepregledni. Za celovito rešitev težav z integracijo obstoječih virov v skupno okolje je v okviru tega akcijskega načrta predvidena vzpostavitev terminološkega portala, ki bi ponujal enovit dostop do vseh doslej ponujenih terminoloških slovarjev, obenem pa bi bilo nujno nabor dostopnih slovarjev čimbolj razširiti.

### **Opis:**

Cilj akcije je zagotovitev javnega dostopa do čim večjega števila terminoloških slovarjev prek enovitega in zmogljivega iskalnega vmesnika na terminološkem portalu, ter dostopa do baz teh slovarjev za vgrajevanje v jezikovne tehnologije in prevajalska orodja. Prvi korak je pridobivanje avtorskih pravic za že objavljene slovarje, pri čemer bo treba najprej izdelati prioritetni seznam teh slovarjev in se nato povezati z založbami in/ali avtorji, ki so lastniki avtorskih pravic. V drugem koraku sledi pretvorba pridobljenih slovarjev v standardizirani format, ki bo specificiran v okviru terminološkega portala, ter integracija v terminološki portal. Kot kažejo dosedanje izkušnje, ta pretvorba zaradi izjemno različnih slovarskih metodologij nikakor ne bo enostavna; še posebej pri tiskanih slovarjih starejšega datuma podatkovne strukture namreč niso dosledno uporabljane ali dokumentirane.

### **Predvideni učinki:**

- brezplačni javni dostop do terminoloških virov za številna strokovna področja
- možnost vključevanja terminoloških virov v druge jezikovne aplikacije (strojni prevajalnik, razpoznavalnik govora itd.)

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2014-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Pridobivanje avtorskih pravic za obstoječe slovarje	število slovarjev z urejenimi/pridobljenimi avtorskimi pravicami
2 Pretvorba v standardizirani format in integracija v terminološki portal	število integriranih slovarjev



## **Akcija P-6: Samodejno luščenje terminologije**

### **Samodejno luščenje terminologije**

Sodobni terminološki viri morajo odsevati jezikovno dinamičnost strok. Mnoge stroke se namreč hitro razvijajo, zato s klasičnimi priročniki ni mogoče spremljati razvoja strokovne terminologije, poleg tega je ustvarjanje terminoloških slovarjev na tradicionalen način zelo dolgotrajno opravilo. Podobno kot se pri izdelavi splošnih slovarjev uporabljajo korpusi, ki kažejo sodobno jezikovno rabo in razmerja med pogostnostmi posameznih jezikovnih enot, se tudi pri izdelavi terminoloških slovarjev uporabljajo specializirani korpusi, iz katerih je mogoče s samodejnimi metodami izluščiti terminološke kandidate in jih predati v nadaljnjo obdelavo terminologu ali strokovnjaku. Namen orodja za samodejno luščenje terminologije je torej skrajšanje in poenostavitev postopka izdelave terminološkega slovarja, kar je še posebej relevantno za tiste stroke, ki doslej sploh še niso imele slovarskih priročnikov. Orodje je primerno tudi za uporabo pri večjih interdisciplinarnih prevajalskih projektih.

### **Opis:**

Cilj akcije je zagotovitev orodja za samodejno luščenje terminologije iz slovenskih besedil, v perspektivi pa še razširitev tega orodja za luščenje terminologije iz dvojezičnih besedilnih zbirk. Programska oprema za delovanje potrebuje temelje jezikovne tehnologije za slovenščino, in sicer tokenizacijo, lematizacijo in oblikoskladenjsko označevanje, pri statističnem vrednotenju terminološkosti pa se za primerjavo uporablja lematizirani frekvenčni seznam referenčnega korpusa, kot je na primer Gigafida. Orodje je mogoče prilagajati posamezni domeni s pomočjo prilagajanja oblikoskladenjskih terminoloških vzorcev in izbire statistike za vrednotenje terminološkosti. Orodje podpira dva načina delovanja: pri prvem načinu se terminološki kandidati iz korpusa uporabniku izpišejo v obliki seznama, ki ga uporabnik lahko obdeluje naprej, pri drugem načinu pa se izluščeni termini označijo v samem besedilu.

### **Predvideni učinki:**

- hitrejša izdelava terminoloških virov za nova in interdisciplinarna področja,
- možnost vključevanja luščilnika terminologije v druge napredne jezikovne aplikacije,
- izvirne znanstvene objave.

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Razvoj orodja za samodejno luščenje terminologije	da/ne
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## **Akcija P-7: Večjezični portal**

### **Večjezični portal**

Namen večjezičnega portala je vzpostavitev spletnega mesta, kjer so zbrani večjezični viri in tehnologije za prevajalce in druge uporabnike, obenem pa so večjezični viri primerni za vgradnjo v naprednejše večjezične aplikacije. Najpomembnejši viri so dvo- in večjezični slovarji, dvo- in večjezični korpusi ter pomnilniki prevodov, od tehnologij pa je zagotovo najpomembnejši prosto dostopni strojni prevajalnik. Mnogi dvo- in večjezični viri že obstajajo, a so zapisani v različnih formatih ali pa zanje niso rešena vprašanja avtorskih pravic.

### **Opis:**

Cilj akcije je vzpostavitev večjezičnega portala. V prvi fazi je potrebno izdelati specifikacije za različne tipe jezikovnih virov ter definirati njihove zapise v skladu z mednarodnimi standardi (TEI, TMX), vzporedno s tem pa določiti tudi tehnične specifikacije portala vključno z iskalnimi orodji. V drugi fazi sledi vzpostavitev samega portala z vso pripadajočo strežniško in programsko infrastrukturo, v tretji fazi pa je načrtovana integracija vseh obstoječih večjezičnih virov v portal. Akcija je neposredno povezana z akcijama K-5 »Dvojezični korpusi« in L-5 »Dvo- in večjezične baze in slovarji«, v katerih je cilj zagotavljanje in gradnja večjezičnih virov.

### **Predvideni učinki:**

- enotna vstopna točka za večjezične vire in tehnologije,
- boljši dostop do virov in tehnologij za prevajanje,
- možnost uporabe večjezičnih virov v naprednih večjezičnih aplikacijah.

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Specifikacije portala, vhodnih in izhodnih formatov	da/ne
2 Vzpostavitev spletišča, zagotovitev strežniških kapacitet, zagotovitev iskalnika in konkordančnika	da/ne
3 Integracija obstoječih večjezičnih virov v portal	število integriranih virov

## **Akcija P-8: Slovnični portal za šolarje**

### **Nadgradnja slovničnega portala za šolsko populacijo**

Slovnični portal je namenjen jezikovnemu opismenjevanju učencev v slovenskih šolah. Temelji na obstoječem slovničnem portalu, ki je bil že razvit v okviru že financiranih projektov v preteklem obdobju. Nadgradnja portala mora biti usklajena s konceptom novega informativno-normativnega razlagalnega slovarja s slovarsko bazo, novim konceptom slovničnega opisa sodobne slovenščine ter novim konceptom šolske slovnice. V okviru nadgradnje portala je predvidena korpusna analiza specializiranih korpusov z normativnimi popravki (Šolar, Lektor) ter variantnosti pri rabi v splošnih korpusih, kakršna je bila razvita v okviru omenjenih projektov.

#### **Opis:**

Nadgradi se slovnični portal, ki je primarno namenjen jezikovnemu opismenjevanju učencev v slovenskih šolah. Portal temelji na že obstoječih rešitvah, ki so bile razvite v preteklih projektih.

#### **Predvideni učinki:**

- izboljšanje pismenosti slovenske šolske populacije
- izboljšan slovnični opis sodobnega slovenskega jezika

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Nadgrajeni slovnični portal	da/ne
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## **Akcija P-9: Spletna predstavitev normativnih podatkov**

### **Sistem za spletno predstavitev normativnih podatkov: pravila in slovar (Cilj: Pravopisni portal)**

Namen *Pravopisnega portala* je vzpostavitev spletnega mesta, kjer so zbrani in s pomočjo sistema za pregledovanje spletnih vsebin organizirano predstavljeni normativni podatki kot rezultat delovanja standardizacijskega telesa/pravopisne komisije (akcija **N-1**). Pravopisna pravila so predstavljena po problemskih sklopih (pisavoslovje, pravopis – mala/velika začetnica, prevzemanje, ločila, pisanje skupaj in narazen, pripadajoča poglavja iz glasoslovja, oblikoslovja in besedotvorja) z vzajemno povezavo na slovarsko predstavitev normativne informacije.

#### **Opis:**

Cilj akcije je priprava sistema za pregledovanje spletnih vsebin, tj. osnovnih pravopisnih pravil s povezavami na tipične zglede, posebnosti, izjeme, torej na slovarsko pravopisno zbirko. Sistem je namenjen uporabnikom različnih profilov.

Akcija **P-9** je neposredno povezana z akcijo **N-2** (*Predstavitev normativnih podatkov: pravila in slovar*) v sklopu cilja *Pravopisni portal* se kronološko umešča za akciji **N-1** in **N-2**: prvi problemski sklopi prenovljenih pravopisnih pravil (kot rezultat dela pravopisne komisije) in pripadajočega slovarja naj bi bili konec leta 2014 s pomočjo sistema že dodani na spletno mesto *Pravopisni portal*. Do leta 2018, ko potekata akciji N-1 in N-2, pa naj bi vzpostavljeni sistem omogočal pregledovanje več sto problemskih sklopov.

#### **Predvideni učinki:**

- enotna vstopna točka za pravopisna pravila in slovar
- pregleden prikaz pravopisnih pravil in pripadajočih slovarskih sestavkov
- povezave med pravili in slovarjev v okviru enega problemskega sklopa

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2014–2015

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Sistem za pregledovanje pravil	da/ne
2 Sistem za pregledovanje slovarja	da/ne
3 Modul za dodajanje problemskih sklopov	da/ne

## **Akcija K-1: Pisni korpusi**

### **Nadgradnja pisnih korpusov sodobnih besedil**

Večji slovenski enojezični korpusi z vsaj delno žanrsko raznolikostjo so Gigafida, Kres, slWaC in Nova beseda. Za naslednje obdobje je treba predvideti oblikovanje in nadgradnjo osrednjega korpusa slovenskega jezika po zgledu drugih evropskih jezikov. To vprašanje vključuje predvsem časovno opredelitev sodobne slovenščine, odločitev o vključitvi besedil, objavljenih pred opredeljeno mejo, ki izkazujejo vpliv na sodobni jezik (branost), distribucijo žanrov, označenost in podobno. Odločitve o vprašanju sodobne slovenščine določajo mejo med korpusom starejše slovenščine in korpusom sodobnega jezika.

Referenčni korpus: pri referenčnem korpusu sodobnega jezika je treba zagotoviti sprotno obnavljanje korpusa zaradi možnosti spremljanja sprememb v besedišču. Ker se javno objavljane vse bolj premika v digitalne medije, predvsem na splet, je v prvi vrsti treba zagotoviti redno in nadzorovano pajkanje (*web crawling*) slovenskega spleta, razen pri žanrih, ki se na spletu pojavljajo v manjši meri, predvsem leposlovje, stvarna literatura oz. nasploh monografske publikacije. Pri teh je treba predvideti redno nadgrajevanje korpusa z zbiranjem besedil pri izdajateljih.

Korpusi besedil s spleta: za slovenščino trenutno obstajata internetni del korpusa Gigafida ter korpus sloWaC. Vzpostaviti je treba mehanizem za sprotni zajem, čiščenje, označevanje in uvoz v konkordančnik. Za procesiranje spletnega korpusa je treba v okviru jezikovnotehnoloških orodij predvideti tudi izdelavo orodja za avtomatsko prepoznavanje novih besed in pomenov. Korpusi besedil s spleta so neodvisna kategorija od osrednjega korpusa sodobnega jezika, ki za razliko od splošnega spletnega korpusa stremlje k uravnoteženosti, spletni korpus pa k čim večjemu zajemu slovenskega spleta.

Terminološki korpusi: primeri obstoječih enojezičnih terminoloških korpusov so DSI in SDJT (informatika), KoRP (odnosi z javnostmi), Grizold (vojaška terminologija), EduKorp (izobraževanje) in nekateri manjši (KONJI, FILMI). Med večjezičnimi terminološkimi korpusi je največji korpus Turk (turistika). Terminološki korpusi so pomembni za proces izdelave terminoloških slovarjev in baz, ker pomenijo izhodišče za avtomatsko pridobivanje terminoloških kandidatov ter drugih jezikovnih informacij. Akcijski načrt predvideva vzpostavitev platforme za procesiranje besedil s posameznih področjih vednosti v okviru terminološkega portala, ki vključuje strojno luščenje terminologije, skupaj s kolokacijami in zgledi pri prepoznanih terminoloških kandidatih. Akcijski načrt je glede prednostnih področij gradnje terminoloških korpusov neopredeljen, bistveno je, da je vzpostavljen uporabniško prijazen proces vključevanja besedil v terminološki korpus ter celoten proces do vključevanja terminoloških kandidatov v terminološki portal, skupaj z drugimi leksikalnimi informacijami. Končni cilj je korpus znanstvenih besedil v slovenskem jeziku za vsa znanstvena področja.

Konkordančniki: za raziskovalno relevanten in uporabniško prijazen dostop do korpusov je v prihodnji razvoj treba vključiti nadgradnjo spletnih konkordančnikov ter oblikovanje enotnih izhodišč pri ravnanju z avtorskimi pravicami pri besedilih v korpusih. Pri tem je treba zagotoviti nadzorovan prost dostop do korpusov za raziskovalne namene ter čim bolj nerestriktiven javni dostop do korpusov na spletu, z upoštevanjem varovanja avtorskih pravic in zaščite osebnih podatkov. Za ta namen je treba predvideti izdelavo smernic pri zbiranju gradiva za korpuse, tipskih pogodb za različne tipe korpusov, stopnje varovanja avtorskih pravic in podobno, pri čemer zgled predstavljajo evropske prakse iz projektov ELRA, CLARIN, META-NET (META-SHARE) in drugih.

**Opis:**

Vzpostavi se mehanizem za redno vzdrževanje referenčnega korpusa sodobnega jezika in korpusa besedil s spleta. Nadgradi se obstoječe spletne konkordančnike.

**Predvideni učinki:**

- izboljššan dostop do osnovnih virov za analizo sodobnega slovenskega jezika
- izboljššan slovarski opis sodobnega slovenskega jezika
- izboljššan slovnični opis sodobnega slovenskega jezika
- izboljššane možnosti za razvoj jezikovnotehnoloških aplikacij za slovenščino

**Nosilec:**

ARRS, MIZŠ, MK

**Časovni plan:**

2015-2018

**Obseg financiranja:****Podrobna opredelitev aktivnosti s kazalniki:**

1 Nadgrajeni in vzdrževani referenčni korpus sodobnega jezika	da/ne
2 Nadgrajeni in vzdrževani korpus besedil s spleta	da/ne
3 Nadgrajeni in vzdrževani spletni konkordančnik za pisne korpuse	da/ne

## **Akcija K-2: Specializirani korpusi**

### **Nadgradnja pisnih korpusov sodobnih besedil, nadgradnja in izdelava specializiranih korpusov in izdelava korpusa slovenskega jezika, specializiranega za normativna vprašanja**

Oblikoskladenjsko in skladdenjsko označeni korpusi (odvisnostne drevesnice): Pri nivojih označevanja ročno preverjenih učnih korpusov manjka raven razreševanja koreferenčnosti, treba je povečati dele korpusa z označenimi imenskimi entitetami, v obstoječih korpusih manjka tudi označevanje semantičnih vlog ter stalnih besednih zvez (*multi-word expressions*), tako na ravni imenskih entitet kot tudi idiomatskih izrazov, frazeologije itd. Pri skladdenjskem razčlenjevanju podatki kažejo, da je povedi s skladdenjsko označenimi drevesnicami načeloma dovolj, manjkajo pa oblikoskladenjsko in skladdenjsko označeni učni korpusi za različne (neformalne) žanre: govorjeni jezik, socialna omrežna ipd. Pri jezikovnotehnoloških učnih korpusih je tipično, da se označevanje novih ravni nalaga na že ročne pregledane podatke, zato so izhodišče za označevanje dodatnih ravni korpusi ssj500k, jos100k in jos1M, kar velja za sodobni pisni jezik, v primeru označevanja in razčlenjevanja starejših besedil je izhodišče korpus goo300k, pri govorjenem jeziku in socialnih omrežjih izhodiščnih učnih korpusov še ni. Izhodišče za te učne korpusa sta korpusa Gos in Tweet-sl.

Semantično in diskurzno označeni korpusi: Naslednjo raven označevanja učnih korpusov predstavljajo semantično in diskurzno označeni korpusi. Semantični bazi, ki sta večinoma rabljeni za označevanje učnih korpusov, sta WordNet in FrameNet. Slovenska različica sloWNet je bila že uporabljena za semantično označevanje učnega korpusa jos100k, ti podatki pa niso bili upoštevani pri sestavljanju učnega korpusa ssj500k. Ker je korpus jos100k integriran v korpus ssj500k, je pri nadgradnji semantičnega označevanja treba upoštevati podatke, ki so že na voljo. Slovenski FrameNet trenutno obstaja na ravni pilotnega korpusa z 225 stavki (4.000 besed), označenimi na vseh ravneh (oblikoslovna, skladdenjska, semantična), ki jih predvideva sistem označevanja. Za nadaljnje označevanje je smiselno že označene stavke integrirati v osrednji učni korpus, treba pa je zagotoviti bolj učinkovit sistem ročnega označevanja, saj obstoječa programska oprema FrameNet Desktop ni najbolj primerna za označevanje.

Dialoški korpusi: predvidi se izdelava dialoškega korpusa ali več specifičnih korpusov za namen izdelave sistemov dialoga za slovenščino. Korpus vključuje posnetke in transkripcije, ki omogočajo raziskave medčloveške interakcije, usmerjene v izgradnjo sistemov dialoga. Ta naloga vključuje tudi pregled možnosti izdelave dialoškega podkorpusa iz korpusa Gos.

Multimodalni korpusi (besedilo + slika / zvok): akcijski načrt predvideva izdelavo multimodalnih korpusov za potrebe izdelave jezikovnotehnoloških aplikacij, kot so virtualni agenti, ter v tem kontekstu tudi za raziskave mimike in gestikulacij. Označevanje teh segmentov se dodaja korpusom, ki že vsebujejo druge ravni transkripcije, predvsem govora.

Korpusi z oznakami popravkov: tovrstni korpusi so namenjeni učenju in poučevanju jezika ter raziskovanju težav, ki jih imajo učenci bodisi pri usvajanju tujega jezika ali pri opismenjevanju v maternem jeziku. Tipično ti korpusi vsebujejo tudi oznake napak pri produkciji besedil v tujem ali maternem jeziku. Za slovenščino trenutno obstajajo korpusi Šolar (korpus pisne produkcije učencev in dijakov), Lektor (korpus lektorskih popravkov) in Kus (korpus usvajanja slovenščine). V prihodnje je treba načrtovati povečanje vseh treh korpusov, prvih dveh do velikost vsaj 10 milijonov besed, korpus usvajanja slovenščine do velikosti 5 milijonov besed.

Ostali korpusi: (a) enojezični in večjezični korpusi podnapisov – tovrstni korpusi postajajo pomemben del jezikovne infrastrukture, predvsem v kombinaciji z avtomatsko razpoznavo govora in strojnimi prevajanjem. Predvidevamo lahko, da bo razvoj pri evropskih jezikih šel v smer zagotavljanja podnapisov v realnem času, vključno s strojnimi prevajanjem podnapisov v druge jezike. Korpusi podnapisov zagotavljajo možnost razvoja tovrstnih tehnologij. (b) Korpusi, označeni za potrebe strojne analize razpoložena (sentiment analysis) in luščenja mnenj (opinion mining) – strojna analiza razpoložena in luščenje mnenj vedno bolj nadomešča tradicionalno anketiranje, predvsem v okolju spletnih forumov, socialnih omrežij itd. (c) Korpusi za strojno določanje berljivosti besedil – strojno določanje berljivosti besedil je pomembno za učenje jezika in druge aplikacije, kjer je zahtevnost besedila dejavnik, denimo pri rangiranju spletnih strani glede na berljivost, ocenjevanju zahtevnosti besedil v šolskih besedilih, (spletnih) anketah itd. (d) Korpusi za prepoznavanje sovražnega govora – strojno prepoznavanje sovražnega govora zaradi preprostega dostopa lahkim dostopom vseh uporabnikov spleta do spletnih forumov postaja pomembna tehnologija, ki za statistične aplikacije za prepoznavanje sovražnega govora. (e) Drugi korpusi: primer specializiranih korpusov je denimo korpus za prepoznavanje avtorstva in podobni - prednostne teme so prepuščene iniciativi raziskovalcev.

Konkordančniki: za raziskovalno relevanten in uporabniško prijazen dostop do korpusov je v prihodnji razvoj treba vključiti nadgradnjo spletnih konkordančnikov ter oblikovanje enotnih izhodišč pri ravnanju z avtorskimi pravicami pri besedilih v korpusih. Pri tem je treba zagotoviti nadzorovan prost dostop do korpusov zaradi raziskovalne namene ter čim bolj nerestriktiven javni dostop do korpusov na spletu, z upoštevanjem varovanja avtorskih pravic in zaščite osebnih podatkov. Za ta namen je treba predvideti izdelavo smernic pri zbiranju gradiva za korpus, tipskih pogodb za različne tipe korpusov, stopnje varovanja avtorskih pravic in podobno, pri čemer zgled predstavljajo evropske prakse iz projektov ELRA, CLARIN, META-NET (META-SHARE) in drugih.

#### **Opis:**

Vzpostavi se mehanizem za redno vzdrževanje oblikoskladenjsko in skladdenjsko označenih korpusov, semantično in diskurzno označenih korpusov, dialoških, multimodalnih in ostalih korpusov. Nadgradi se obstoječe spletne konkordančnike.

#### **Predvideni učinki:**

- izboljššan dostop do osnovnih virov za analizo sodobnega slovenskega jezika
- izboljššan slovarski opis sodobnega slovenskega jezika
- izboljššan slovnični opis sodobnega slovenskega jezika
- izboljššane možnosti za razvoj jezikovnotehnoloških aplikacij za slovenščino

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Nadgrajeni in vzdrževani spletni konkordančnik za specializirane korpus	da/ne
2 Nadgrajeni in vzdrževani oblikoskladdenjsko in skladdenjsko označeni korpusi	da/ne
3 Izdelani in vzdrževani semantično in diskurzno označeni korpusi	da/ne
4 Izdelani in vzdrževani dialoški korpusi	da/ne
5 Izdelani in vzdrževani multimodalni korpusi	da/ne
6 Izdelani in vzdrževani ostali korpusi	da/ne



## **Akcija K-3: Korpusi znanstvenih besedil**

### **Izdelava korpusov znanstvenih besedil**

V zadnjem času postaja digitalno dostopnih vse več znanstvenih besedil v slovenskem jeziku, bodisi neposredno s strani organizatorjev znanstvenih srečanj ali skozi portale, kot so dLib.si, v novejšem času pa skozi digitalne knjižnice univerz preko Nacionalnega portala odprte znanosti. Ob naporih za uporabo slovenščine tudi kot jezika znanosti se je potrebno zavedati, da so takšna digitalizirana in dostopna znanstvena besedila tudi izjemno dragocen vir slovenskega strokovnega izrazja, ki je sicer nedostopno. To še posebej velja za terminologijo, ki jo zaradi hitrega razvoja znanosti klasični terminološki slovarji ne morejo dohajati, je pa mnogokrat vsebovana v slovenskih publikacijah posameznih področij.

#### **Opis:**

Iz obstoječih portalov naj se, ob upoštevanju avtorskih pravic nad izvirnimi besedili, zajame znanstvena besedila in se jih pretvori v primerno jezikoslovno označeni korpus oz. korpuse ter jih naredi prosto dostopne preko spletnih konkordančnikov za namene preučevanja slovenskega znanstvenega in strokovnega izrazja. Iz korpusa se naknadno lahko avtomatsko izlušči terminologijo, kjer je to možno skupaj s tujejezičnimi ustrezniciami in termine ponudi v prost in odprt dostop. Izluščene terminološke baze so nato uporabne za posamezne znanstvene skupnosti za namene upravljanja s terminologijami npr. v okviru splošnega terminološkega portala kot dela prostodostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini.

#### **Predvideni učinki:**

- Zagotovljena korpusna infrastruktura za preučevanje slovenskega znanstvenega izrazja
- Možnost izdelave avtomatsko izluščene terminološke baze slovenskega znanstvenega izrazja kot neposredno uporabni priročnik za doslej pomanjkljivo pokrita področja in kot osnova za izdelavo slovenske terminologije posameznih znanstvenih področij

#### **Nosilec:**

ARRS

#### **Časovni plan:**

2015-2016

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Dostopen korpus znanstvenih del	da/ne
2 Avtomatsko izdelan nabor terminoloških kandidatov	da/ne
3 Vključitev terminoloških kandidatov v terminološki portal	da/ne

## **Akcija K-4: Govorni korpus in baza**

### **Nadgradnja referenčnega govornega korpusa, večnamenski korpus in baza govornjenega jezika ter dialoški korpus**

Govorni korpusi, ki se razvijajo vzporedno z govorno bazo, so nujno potrebni, da se lahko začnejo razvijati postopki za kakršno koli avtomatsko procesiranje govornjenega besedila – bodisi kot del jezikovnih modelov v razpoznavalniku ali prevajalniku bodisi kot del bolj bazičnih orodij – za izdelavo oblikoslovnih označevalnikov in skladišnih razčlenjevalnikov za govornjena besedila, za izdelavo leksikonov s podatki o govornjenem jeziku, seveda tudi za vse višje ravni analize besedila (semantična, pragmatična analiza) ipd. Govorni korpus z govorno bazo pa ni samo eden najbolj osnovnih virov za razvoj govornih tehnologij, ampak tudi temeljni vir za jezikoslovne raziskave govornjenega jezika. Te imajo zdaj na voljo korpus v obsegu 1 mio. besed (GOS), ki pa je zaradi majhnosti le pogojno referenčni. Standard v svetu se na področju govornih korpusov bliža številki 10 mio. besed. Dialoški korpusi so tesno povezani z govornimi korpusi in so potrebni za razvoj sistemov dialoga ali diskurzne in jezikoslovne raziskave dialoga.

#### **Opis:**

Govorna baza in korpus v obsegu nekaj 100 ur, ki zajema različne tipe javnega ter nejavnega (tudi zasebnega) diskurza. Vsebina baze in korpusa se skrbno uravnateži glede na vsa osrednja področja uporabe: v jezikoslovju, analizi diskurza, razpoznavanju tekočega govora, sistemih dialoga ter za razvoj multimodalnih govornih agentov. Pri zasnovi specifikacij za izdelavo je tako treba upoštevati predvsem uporabnost za akustično in jezikovno modeliranje na eni strani ter jezikoslovne raziskave (vključno s fonetično ravno) na drugi strani (kar vključuje med drugim avtomatsko oblikoslovno, skladiščno, semantično, pragmatično in diskurzno označevanje in analizo besedil, jezikoslovne in diskurzne analize govora), določen del baze pa mora naslavlja tudi potrebe multimodalnih JT sistemov in sistemov dialoga. Baza in korpus se izdelata v obliki več podbaz/podkorpusov, ki pa vsi sledijo enotnemu standardu. Vsi posnetki v bazi se segmentirajo in transkribirajo v skladu z obstoječimi standardi. Izdelani vir se poleg izvorne oblike ponudi tudi prek spletnega servisa.

#### **Predvideni učinki:**

- izboljšana kvaliteta razpoznavalnika govora za tekoči govor
- spodbujanje gospodarskega razvoja na področju IT produktov z vključenim razpoznavanjem tekočega govora (npr. avtomatsko podnaslavljanje, narekovalniki ipd.)
- spodbujanje razvoja virtualnih multimodalnih agentov
- spodbujanje razvoja sistemov dialoga
- spodbujanje jezikoslovnih in diskurzni raziskav govornjenega jezika
- podpora opisu govornjenega jezika v jezikovnih priročnikih

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2017

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Govorna baza za akustične modele za splošno domeno	da/ne
2 Govorna baza za akustične modele za šolsko domeno	
3 Govorni korpus za jezikovne modele	da/ne
4 Razširjen referenčni govorni korpus slovenščine	da/ne
5 Multimodalna baza (označene geste)	da/ne
6 Dialoški korpus	da/ne
7 Nadgrajen konkordančnik za govorni korpus	da/ne
8 Orodje za avtomatsko pretvorbo pogovornega v standardizirani zapis (referenca: korpus GOS) kot odprtokodna aplikacija	da/ne
9 Orodje za segmentacijo govora na izjave (na akustični ravni)	da/ne

## **Akcija K-5: Dvojezični korpusi**

### **Dvojezični korpusi**

Dvojezični korpusi predstavljajo temeljni vir za izdelavo dvojezičnih slovarjev in baz, poleg tega pa so temeljni vir za gradnjo številnih večjezičnih tehnologij. V prvi vrsti so vzporedni korpusi neobhodno potrebni za gradnjo strojnega prevajalnika. Obstoječi strojni prevajalniki za slovenščino (Google, Bing, Presis) so namreč komercialni in jih zato ne moremo prištevati med splošno dostopna orodja, poleg tega gre pri tem za tako pomembno tehnologijo, da je vanjo vsekakor smiselno investirati javna sredstva. Pri zagotavljanju dvojezičnih korpusov upoštevamo trenutno stanje, ki zajema obstoj številnih dvojezičnih korpusov (Evrokorpus, JRC-ACQUIS, IJS-Elan, Trans itd.) večinoma za jezikovni par slovenščina-angleščina, namen akcije pa je bistveno povečati in uravnotežiti obstoječe korpusne za prioritete jezikovne pare z namenom zagotavljanja dovolj velike količine podatkov za razvoj strojnih prevajalnikov.

#### **Opis:**

Prva prioriteta je gradnja dvojezičnega, stavčno poravnane vzporednega korpusa za jezikovni par angleščina-slovenščina v čim večjem obsegu, predvidoma minimalno 100 milijonov besed za en jezik. Korpusu se priključijo tudi (deli) obstoječih korpusov, vendar je zgornja številka namenjena novim besedilom. Vsebinsko mora biti korpus zasnovan tako, da pokriva čim širši spetker različnih besedil. Poseben poudarek je treba nameniti kakovosti poravnave besedil. Za oba jezika morajo biti besedila oblikoskladenjsko označena in skladdenjsko razčlenjena. Poleg vzporednega korpusa se mora izdelati tudi pripadajoči enojezični korpus vseh zbranih besedil (tudi tistih, ki iz poravnave izpadejo) za vsak jezik.

Drugi del akcije je vključuje več aktivnosti za gradnjo stavčno poravnanih vzporednih korpusov za ostale prednostne jezikovne pare, med temi obvezno za jezikovni par z nemščino. Obseg naj bi bil čim večji, predvidoma pa minimalno 20 milijonov besed za en jezik. Tudi ti korpusi morajo biti čim bolj reprezentativni in uravnoteženi ter čim bolj natančno poravnani. Za vse jezike, kjer je na voljo oblikoskladenjsko označevanje in skladdenjsko razčlenjevanje, morajo biti dodane tudi te oznake. Poleg vzporednega korpusa se mora izdelati tudi pripadajoči enojezični korpus vseh zbranih besedil (tudi tistih, ki iz poravnave izpadejo) za vsak jezik.

Poseben podsklop akcije je zasnova in izdelava korpusa tolmačenj, obvezno za jezikovna para angleško-slovensko in nemško-slovensko, lahko pa tudi za dodatne jezikovne pare, v minimalnem obsegu 100.000 besed za en jezik v paru z angleščino in 100.000 besed v paru s slovenščino.

Vsi korpusi, ki bodo nastali v okviru te akcije, morajo biti zapisani v skladu s specifikacijami akcije P-7. Vsi korpusi morajo imeti urejene avtorske pravice, tako da bo do njih mogoče prosto dostopati prek večjezičnega portala ter da bodo hkrati odprto in prosto dostopni za razvoj tehnologij.

#### **Predvideni učinki:**

- zagotovitev dragocenih jezikovnih virov za prevajalce, strokovnjake, jezikoslovce in prevodoslovce
- zagotovitev temeljnih jezikovnih virov za strojni prevajalnik in druge večjezične aplikacije
- zagotovitev temeljnih jezikovnih virov za gradnjo novih dvojezičnih baz in slovarjev

#### **Nosilec:**

ARRS, MIZŠ, MK

**Časovni plan:**

2015-2018

**Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Veliki vzporedni, stavčno poravnani, oblikoskladenjsko označen in skladenjsko razčlenjen korpus za jezikovni par AN-SL	obseg korpusa v milijonih besed za en jezik
2 Vzporednemu korpusu pripadajoči enojezični korpus vseh besedil, zbranih v angleškem jeziku, oblikoskladenjsko označen in skladenjsko razčlenjen	obseg korpusa v milijonih besed
3 Vzporednemu korpusu pripadajoči enojezični korpus vseh besedil, zbranih v slovenskem jeziku, oblikoskladenjsko označen in skladenjsko razčlenjen	obseg korpusa v milijonih besed
4 Vzporedni, stavčno poravnani, oblikoskladenjsko označen in skladenjsko razčlenjen* korpus za jezikovni par NE-SL	obseg korpusa v milijonih besed za en jezik
5 Vzporednemu korpusu pripadajoči enojezični korpus vseh besedil, zbranih v nemškem jeziku, oblikoskladenjsko označen in skladenjsko razčlenjen*	obseg korpusa v milijonih besed
6 Vzporednemu korpusu pripadajoči enojezični korpus vseh besedil, zbranih v slovenskem jeziku, oblikoskladenjsko označen in skladenjsko razčlenjen	obseg korpusa v milijonih besed
7 Vzporedni, stavčno poravnani korpusi za druge prioritete jezikovne pare ter pripadajoči enojezični korpusi (IT-SL, ŠP-SL, HR-SL, HU-SL, FR-SL), oblikoskladenjsko označeni in skladenjsko razčlenjeni*	obseg korpusov v milijonih besed
8 Vzporedni, stavčno poravnani korpus tolmačenj za jezikovni par AN-SL	obseg korpusa v št. besed
9 Vzporedni, stavčno poravnani korpus tolmačenj za jezikovni par NE-SL	obseg korpusa v št. besed

\* Oblikoskladenjsko označijo in skladenjsko razčlenijo se korpusi samo za tiste jezike, kjer so tovrstna orodja prosto na voljo za nekomercialno ali komercialno rabo.

## **Akcija K-6: Diahroni korpus**

### **Izdelava diahronnega korpusa slovenskega jezika**

V naslednjem obdobju je predvidena gradnja enotnega diahronnega korpusa slovenskega jezika, ki zajema digitalizirane vire od prvih pisnih virov v slovenskem jeziku do predvidene meje sodobnega jezika. Za diahroni korpus je treba predvideti gradnjo sekundarnih virov in tehnologij (leksikoni, označevalniki itd.), ki podpirajo strojno obdelavo starejših besedil – primer so rezultati projekta IMP ter IMPACT. V diahroni korpus je smiselno vključiti čim več že obstoječih virov, ki so nastali v okviru različnih projektov (dLib, Wikivir, eZISS, NRSS, eZMono, korpus besedil protestantskih piscev itd.), opredeliti je treba kriterije vključevanja besedil, format, označevanje itd. ter osnovno odločitev ali gre za združevanje samostojnih korpusov ali enoten korpus.

Konkordančniki: za raziskovalno relevanten in uporabniško prijazen dostop do korpusov je v prihodnji razvoj treba vključiti nadgradnjo spletnih konkordančnikov za prikaz podatkov v diahronih korpusih. To vključuje predvsem možnost iskanja po različnih nivojih podatkov, ki jih vsebujejo tovrstni korpusi, npr. posodobljene oblike besed in podobno.

#### **Opis:**

Vzpostavi se mehanizem za gradnjo enotnega diahronnega korpusa slovenskega jezika. Nadgradi se obstoječe spletne konkordančnike. Na začetku gradnje diahronih korpusov je treba izdelati splošni načrt gradnje enega ali več diahronih korpusov.

#### **Predvideni učinki:**

- izboljššan dostop do osnovnih virov za analizo starejšega slovenskega jezika
- izboljšane možnosti za slovarski opis starejšega slovenskega jezika
- izboljšane možnosti za slovnični opis starejšega slovenskega jezika
- izboljšane možnosti za razvoj jezikovnotehnoloških aplikacij za obdelavo starejše slovenščine

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Nadgrajeni in vzdrževani diahroni korpusi	da/ne
2 Nadgrajeni in vzdrževani spletni konkordančnik za diahrone korpuse	da/ne

## **Akcija L-1: Splošni slovar in slovarska baza**

Stanje v zvezi s splošnim slovarjem slovenskega jezika je že nekoliko podrobneje opisano v pregledu področju v sekciji 1.2.

V stroki in širši javnosti (v medijih) je bila zadnja leta toliko jasno izražena potreba po izdelavi splošnega slovarja slovenskega jezika na novo, da lahko to akcijo označimo za eno od prioritetenih. Resolucija v zvezi z obstoječim slovarjem navede dve pomanjkljivosti: (1) »predvsem zaradi jezikovnih sprememb zadnjih desetletij ne zadošča[...] več vsem potrebam, ki jih pogojuje današnja jezikovna stvarnost« (ta pomanjkljivost bo po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, deloma odpravljena z drugo izdajo SSKJ jeseni 2014, vendar slovar ne bo uporaben kot izhodišče za bodoči informativno-normativni slovar, saj tako aktualnost slovarskega opisa kot status avtorskih pravic preprečujeta rabo slovarja ali njegovih naslednikov za namene, ki zahtevajo opis sodobne slovenščine in odprt dostop do slovarske baze), (2) je temeljni slovar sicer prešel v digitalno okolje, vendar mu »zaradi prvotno knjižne zasnove ni prilagojen v polni meri«.

Pomemben korak h konceptu novega splošnega slovarja slovenskega jezika je bil narejen na Posvetu o novem slovarju slovenskega jezika, organiziran v okviru Ministrstva za kulturo februarja 2014. Prispevki s posveta so objavljeni na naslovu [http://www.mk.gov.si/si/delovna\\_podrocja/sluzba\\_za\\_slovenski\\_jezik/predstavitev\\_podrocja/dogodki/posvet\\_o\\_novem\\_slovarju\\_slovenskega\\_jezika/](http://www.mk.gov.si/si/delovna_podrocja/sluzba_za_slovenski_jezik/predstavitev_podrocja/dogodki/posvet_o_novem_slovarju_slovenskega_jezika/).

### **Opis:**

Izdela se nov splošni slovar slovenskega jezika z okvirno 100.000 gesli. Pri izdelavi je treba upoštevati določila iz Resolucije. Ta pravijo:

- (1) Da mora biti to opis sodobne slovenščine, zasnovan tako, da »bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških in drugih. Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika.«
- (2) Da je treba na osnovi teh temeljnih del »izdelati priročnike za druge ciljne uporabnike. To so predvsem slovarji in slovnice za različne stopnje izobraževanja rojenih govorcev, za tiste, katerih materni jezik ni slovenščina, in za osebe s posebnimi potrebami.«

Poleg določil Resolucije, omenjenih zgoraj, mora novi slovar slediti tudi skupnim določilom tega akcijskega načrta, opredeljenim na začetku poglavja 3, ki veljajo za vse akcije.

Prav tako mora novi slovar slediti sklepom udeležencev Posveta o novem slovarju slovenskega jezika, Ministrstvo za kulturo, 12. 2. 2014, ki so jih soglasno sprejeli prisotni predstavniki vseh zainteresiranih institucij in se glasijo tako:

1. »Posvet je izpostavil potrebo po nadaljevanju pogovorov o zasnovi novega slovarja slovenskega jezika, pri čemer je treba – prisotni pa se strinjajo, da je tudi mogoče – doseči interdisciplinarno sodelovanje strokovnjakov z različnih institucij – inštitutov, univerz in drugih.
2. Končna oblika slovarja v smislu digitalno : natisnjeno ni medsebojno izključujoča. Slovarska baza se zasnove digitalno, slovar bo prosto spletno dostopen, baza odprta za nekomercialno rabo, tisk slovarja oz. posameznih za to formo primernih oz. prirejenih delov pa je naknaden, vendar predviden že v zasnovi.

3. Slovar bo jezikovnotehnološko zasnovan. Ob tem je treba zagotoviti konceptualno enotno, predvidljivo in standardizirano metodologijo leksikografske obdelave podatkov ter dograjevati in dopolnjevati razvidne ter dokumentirane korpusne gradivne vire in orodja.
4. Slovar bo informativno-normativen.
5. Slovar bo poleg leksikografov združil moči strokovnjakov za zgodovino jezika, etimologijo, govor, normo, stilistiko, terminologijo, podatkovne baze, korpusne in druge, ki lahko skupaj izdelajo izdelek, primerljiv s sodobnimi evropskimi slovarji, in bo primeren ter ustrezno oblikovan za različne uporabnike.«

**Predvideni učinki:**

- sodoben slovarski opis slovenskega knjižnega/standardnega jezika in drugih zvrsti oz. pojavnih oblik sodobne slovenščine
- izhodišče za sodoben slovnični opis slovenskega knjižnega/standardnega in drugih zvrsti oz. pojavnih oblik jezika
- jezikovni podatki o sodobni slovenščini, zbrani na enem mestu
- izboljšana bralna pismenost
- izboljšane možnosti za razvoj jezikovnotehnoloških aplikacij za sodobno slovenščino

**Nosilec:**

ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami)

**Časovni plan:**

2014-2018

**Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Splošni slovar in slovarska baza <sup>5</sup>	da/ne
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<sup>5</sup> Podrobnejša opredelitev brez natančne teoretske in metodološke zasnove slovarja ni mogoča. Temeljni okvir zasnove podaja Resolucija o nacionalnem programu za jezikovno politiko 2014–2018 in sklepi udeležencev posveta o novem slovarju (MK, 12. 2. 2014).



## **Akcija L-2: Slovenski lingvistični atlas**

### **Izdelava spletne večpredstavnostne objave 1. in 2. zvezka SLA**

Ob projektu *SLA* so se od njegove zasnove v letu 1934 do danes razvijale različne metode kartiranja – od prvih rokopisnih osnutkov lingvističnih kart, nastalih že v petdesetih letih 20. stoletja, do prvih objav takih simbolnih kot izoglosno-napisnih fonetičnih in leksičnih kart. Ob prelomu tisočletja so nastale prve karte z računalniškimi oblikovalskimi orodji, kot je CorelDraw, uporaba programskih orodij za urejanje ustreznih podatkovnih baz pa je ob povezavi z geografskim informacijskim sistemom (GIS) omogočila tudi avtomatizirano kartiranje in sodobnejšo prostorsko vizualizacijo narečnih pojavov. Sodobna računalniška orodja (podatkovna baza SlovarRed, vnašalni sistem ZRCola, program ArcGIS) so olajšala/omogočila tudi pripravo 1. zvezka *SLA* (2011).

#### **Opis:**

Akcija predvideva aktivnosti, ki niso opredeljene v okviru osnovnega zagotavljanja jezikovnega opisa za potrebe *SLA*. V ta namen bo podatkovna baza dopolnjena s podatki o obsegu posameznih krajevnih govorov, torej z zamejitvijo t. i. poligonov, določenih z inovativnimi spremenljivkami, ki omogočajo razmejitve govorov ob upoštevanju zgodovinskih in geografskih kriterijev ter podatkov GURS o naseljih v Sloveniji. Ta izpopolnitev bo med drugim omogočila pripravo natančnejših izoglosnih in ploskovnih jezikovnih kart, s tem pa tudi osnovo za različne dialektometrične raziskave. Dopolnitev podatkovne baze in izpopolnitev možnosti za povezavo njenih atributov z GIS pa lahko omogočijo tudi večpredstavnostni prikaz jezikovnega gradiva v prostoru – z dostopom do digitaliziranega arhivskega gradiva, zvočnih in video posnetkov ter drugih spletnih povezav na podatke o raziskavah krajevnega govora in o kraju. Uporaba jezikovnih tehnologij naj bi pripomogla k širitvi znanstvenih spoznanj, aplikaciji jezikoslovnih vsebin tako v šoli kot v nestrokovni javnosti, hkrati pa pomagala raziskovalcem samim pri njihovem znanstvenem delu.

#### **Predvideni učinki:**

- ponatančenje dialektološkega opisa celotnega narodnega prostora
- razvoj sodobnega dialektološkega vnašalnega sistema
- dostopnost atlasa v interaktivni spletni obliki
- uzaveščanje javnosti o bogastvu slovenskih narečij
- izboljšane možnosti za nadaljnje, interpretativno jezikoslovno delo

#### **Nosilec:**

ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami)

#### **Časovni plan:**

2014–2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

Izboljšanje atlasa z uvedbo poligonov, določenih z inovativnimi spremenljivkami	da/ne
Večpredstavnostna spletna objava <i>SLA</i> 1 in 2	da/ne
Razvijanje vnašalnega sistema za dialektološke zapise in njegovo prilagajanje novim programskim okoljem	da/ne

## **Akcija L-3: Slovar naselbinskih imen**

### **Izdelava slovarja naselbinskih imen slovenskega narodnega prostora**

V Sloveniji in zamejstvih je prek 10.000 naseljenih krajev z uradnim statusom naselja, katerih imena je treba zbrati in opremiti z imenotvornimi in normativnimi podatki. Osnova za delo so monografije *Slovenska krajevna imena* F. Jakopina, T. Korošca, T. Logarja, J. Riglerja in R. Savnika, Merkujev priročnik *Slovenska krajevna imena v Italiji* in Zdovčev *Slovenska krajevna imena na avstrijskem Koroškem*. K tem bo treba dodati še imenja na avstrijskem Štajerskem in iz Porabja, pri vseh pa bo treba preveriti aktualnost in pravilnost podatkov.

#### **Opis:**

Priročnik bo na enem mestu zbral vsa slovenska naselbinska imena in jim pripisal najnujnejše jezikoslovne podatke: naglasno mesto in samoglasniško kvaliteto ter kvantiteto, sklanjatev, vezljivost, pripadajoči pridevnik, prebivalsko ime (moško, žensko in množinsko obliko), vse z morebitnimi dvojnicami, ki bodo normativno ovrednotene. Naselbinska imena z dvojezičnih področij bodo opremljena tudi z osnovno tujejezično obliko (oz. dvema). Identifikacija naselbinskega imena bo izpeljana z geokoordinatami. Slovar bo odprto dostopen na spletu, izšel pa bo tudi v knjižni obliki.

#### **Predvideni učinki:**

- vzpostavljena normativno-informativna baza slovenskih naselbinskih imen z zanesljivimi jezikovnimi in jezikoslovnimi podatki
- izid slovarja v spletni in knjižni obliki
- povezljivost baze z drugimi jezikovnimi viri in priročniki

#### **Nosilec:**

ARRS, MIZŠ, MK, v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami

#### **Časovni plan:**

2014-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

Digitalizacija in integracija podatkov iz obstoječih virov	da/ne
Dopolnitev, aktualizacija in preverba podatkov	da/ne
Normativno vrednotenje podatkov	da/ne
Oprema baze z geokoordinatami	da/ne
Spletna in knjižna objava slovarja	da/ne

## **Akcija L-4: Terminološki slovarji različnih strok**

### **Izdelava terminoloških slovarjev različnih strok**

Za učinkovito sporazumevanje med strokovnjaki posameznih strok je zelo pomembna usklajena terminologija, sicer lahko pride do nesporazumov, ki so vsaj neprijetni, v nekaterih primerih pa tudi nevarni (promet, medicina, vojska itd.). Urejanje in usklajevanje terminologije je torej dejavnost, ki ima neposredne učinke na kakovost sporazumevanja v stroki. Kadar posamezni termini iz različnih razlogov prestopijo meje strokovnega jezika, to vpliva tudi na jezik v najširšem smislu. Urejena (v idealnem primeru tudi usklajena) terminologija je lahko prikazana v terminoloških slovarjih, terminoloških bazah, terminoloških podatkovnih zbirkah itd. Med terminološkimi viri je največ terminoloških slovarjev, ki s svojim načinom prikazovanja terminov, odnosov med termini, definicijami in pogosto tudi tujejezičnimi ustrezniki strokovnjakom nudijo najpomembnejše informacije o pojmi in izrazih, ki jih označujejo, torej o terminih.

#### **Opis:**

Delo za terminološki slovar se vedno začne s premislekom o zasnovi slovarja. Ko je ta določena, je prva faza vedno pregled rabe terminov na posameznem strokovnem področju. Pred razvojem jezikovnih tehnologij so termine zbirali z ročnim izpisovanjem iz relevantne strokovne literature, danes pa je prva faza terminološkega dela izdelava korpusa strokovnih besedil področja, ki se uslovarja. Na podlagi korpusa se s pomočjo jezikovnotehnoloških orodij izdela osnutek geslovnika, ki ga mora pregledati in dopolniti še strokovnjak oz. skupina strokovnjakov. Delo se nadaljuje z obravnavo posameznih terminov po pojmovnih skupinah. S tem se poveča konsistentnost slovarskih definicij, pa tudi konsistentnost slovarja v celoti. Glede na zasnovo terminološkega slovarja so uslovarjeni termini lahko tudi normativno ovrednoteni. Terminološki slovar po navadi vključuje tudi tujejezične ustreznike. Delo se zaključi s temeljitim usklajevalnim pregledom, sledi pa izdaja v elektronski in/ali tiskani obliki. Po izidu je zaželeno dopolnjevanje in posodabljanje slovarja.

Predvideva se izdelava slovarjev tistih strok, za katere področni strokovnjaki izkažejo velik interes in katerih financiranje ni predvideno iz drugih virov.

#### **Predvideni učinki:**

- opis terminologije na posameznih strokovnih področjih
- poenotenje terminologije na posameznih strokovnih področjih
- večja dostopnost do strokovno relevantnih informacij o terminologiji

#### **Nosilec:**

ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami)

#### **Časovni plan:**

**2014–2018**

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

Zasnova slovarjev	Število zasnov
Izdelava specializiranih korpusov	Število izdelanih korpusov
Izdelava geslovnikov na podlagi korpusa	Število

	predlaganih terminov po posameznih strokah
Pisanje in urejanje slovarskih sestavkov	Število urejenih slovarskih sestavkov po posameznih strokah
Izdaja slovarjev v tiskani in elektronski obliki	Število objavljenih slovarjev

## **Akcija L-5: Zgodovinski slovar**

### **Izpeljava aktivnosti za hitrejši in vsebinsko popolnejši začetek izhajanja Slovarja slovenskega knjižnega jezika 16. stoletja in vsebinska priprava korpusa besedil slovenskega knjižnega jezika 16. stoletja**

Slovar slovenskega knjižnega jezika 16. stoletja je trenutno največji slovenski zgodovinskoslovaropisni projekt. Glede na relativno maloštevilno gradivo iz 17. ter 18. stoletja ter relativno dobro popisano gradivo 19. stoletja gre za slovar, ki bo temeljni zgodovinski slovar slovenskega jezika. Šele njegovo dokončanje bo omogočalo izdelavo priročnikov, kot je npr. Oxford English Dictionary, tudi za slovenski jezik.

#### **Opis:**

Dodatno financiranje dela na tem slovarju bi omogočilo temeljitejši premislek o slovarskem konceptu, izdelavo dodatnih raziskav, pomembnih za pripravo dokončnih gesel za prvi zvezek slovarja ter izdelavo priročnika za bodoče leksikografe. Ker bo slovar narejen z najnaprednejšo računalniško tehnologijo, bi dodatno financiranje ponudilo tudi rešitve za številna jezikovnotehnološka vprašanja, ki jih odpira izdelava tako velikega slovarja v današnji dobi. Obenem s prvim zvezkom slovarja bi bila tako lahko pripravljena tudi sodobna objava slovarja na spletu, ki bi bil v celoti odprto dostopen. Spletna verzija slovarja ne bi strogo sledila abecednemu redu priprave, kot ga zahteva knjižna izdaja, ampak bi na podlagi podatkov o iskanju vključevala tudi druga gesla in se bo v prihodnosti vsako leto dopolnjevala z novimi gesli. V okviru dodatnega financiranja bi se pripravila tudi vsebinska in jezikovnotehnološka izhodišča za pripravo korpusa slovenskega jezika 16. stoletja, za katerega je večina prepisov že pripravljenih. Korpus bi bil odprto dostopen.

#### **Predvideni učinki:**

- izdelane raziskave za razrešitev problematike, ki jo odpira začetek izhajanja slovarja
- dodatna vzorčna gesla
- priročnik za bodoče leksikografe
- spletna verzija slovarja
- korpus besedil slovenskega knjižnega jezika 16. stoletja z ustreznimi iskalniki ter z obliko, primerno za vgradnjo v druge korpusse

#### **Nosilec:**

ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami)

#### **Časovni plan: 2014–2018**

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

Izboljšava slovarskega koncepta na osnovi dodatnih raziskav	Da/ne
Izdelava priročnika za bodoče leksikografe	Da/ne
Spletna progresivna objava slovarja	Da/ne
Vsebinska in jezikovnotehnološka zasnova korpusa slovenskega knjižnega jezika 16. stoletja	Da/ne



## **Akcija L-6: Imenske entitete v slovenščini**

### **Imenske entitete**

Razpoznavanje imenskih entitet je ena temeljnih tehnologij predprocesiranja, uvrstimo jo lahko na sorodno raven kot postopek tokenizacije, in je potrebno tako rekoč na vseh ravneh procesiranja besedila, od oblikoslovnega in skladenjskega označevanja do semantične analize besedila in strojnega prevajanja. Razpoznavanje imenskih entitet je bilo za slovenščino šele pred kratkim osnovano v okviru projekta SSJ na podlagi korpusa ssj500k (del korpusa z ročno označenimi entitetami). Obstoječe orodje za avtomatsko razpoznavanje entitet obsega trenutno splošno uspešnost okrog 80%, od tega najslabšo za imena organizacij, manj kot 60%. Nadaljnja nadgradnja orodja je zato nujna. Poleg orodja je pomemben vir tudi leksikon imenskih entitet, ki med drugim omogoča nadaljnje izboljšave procesiranja imenskih entitet, razvoj orodij, specializiranih za analizo tujejezičnih imenskih entitet v besedilih, skupaj s fonetičnim zapisom je nujen vir za kvalitetno sintezo govora itd.

#### **Opis:**

Izdela se orodje za razpoznavanje imenskih entitet za splošno domeno. Čeprav so zaželeni tudi preskusi drugih pristopov (s pravili oz. hibridni pristopi) je priporočljiva uporaba predvsem pristopov osnovanih na statističnih metodah oz. metodah strojnega učenja, saj so ti dokazano področno manj omejeni in bolj primerni za splošno domeno. Vendar pa potrebujejo za indukcijo modela označeni korpus, zato sklop predvideva tudi izdelavo večjega in raznovrstnega korpusa z ročno označenimi imenskimi entitetami, ob tem pa razmislek o najboljšem naboru tipov imenskih entitet. Na podlagi korpusnih in drugih podatkov se izdelava seznam imenskih entitet, ki je osnova za leksikon imenskih entitet s podatki o vrsti, z oblikoslovnimi podatki in s fonetičnim zapisom. Za izvajanje akcije je nujno, da se povezuje z akcijami, v katerih se izdelujejo drugi korpusni in leksikalniviri za slovenščino (akcije K in L), tako da se skrbi za skladnost v formatu, v vsebini pa za to, da se podatki, kolikor je treba, lahko avtomatsko pretakajo med viri, po drugi strani pa ne podvajajo, kjer ni potrebno.

#### **Predvideni učinki:**

- izboljšana možnost luščenja informacij iz besedila
- izboljšano avtomatsko označevanje
- izboljšano procesiranje besedila v JT aplikacijah, kot so sintetizator govora, razpoznavalnik tekočega govora, strojni prevajalnik, sistem dialoga itd.
- spodbujanje jezikoslovnih raziskav lastnih poimenovanj v slovenščini
- podpora standardizaciji jezika

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2016

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Učni korpus z označenimi imenskimi entitetami	da/ne
2 Leksikon imenskih entitet	da/ne
3 Orodje za označevanje imenskih entitet	da/ne

## **Akcija L-7: Večjezične baze in slovarji**

Akcija naslavlja vrzel v jezikovni opremljenosti za večjezičnost, kajti nekoč je bila izdelava dvojezičnih slovarjev zanimiva in ekonomsko smiselna predvsem za založbe in knjigotržce, danes pa je ta dejavnost v celoti ukinjena in ni videti, da bi jo v slovenskem prostoru zapolnil kak drug akter.

V spodnji tabeli so podatki o obstoječih (pretežno tiskanih) virih, za slabše opremljene jezikovne pare pa si številni prevajalci raje pomagajo s sodobnejšimi in obsežnejšimi slovarji v kombinaciji z angleščino. Poleg naštetih se na spletu za nekatere jezikovne pare ponujajo tudi slovarji tujih (PONS) in neznanih založnikov, za katere podatki o obsegu in načinu izdelave niso na voljo. Zato je treba vlagati predvsem v zagotavljanje dostopnosti obstoječih dvojezičnih slovarjev prek odkupa avtorskih pravic, digitalizacije in distribucije, ter v nadgradnjo in posodabljanje slovarskih baz za slabše opremljene jezike, tudi z uporabo sodobnih jezikovnih tehnologij in izrabo vzporednih korpusov.

<b>Jezik</b>	<b>Najsodobnejši obstoječi slovar</b>	<b>Leto izida/izdelave</b>	<b>Obseg</b>
angleščina	Veliki angleško-slovenski slovar OXFORD®-DZS	2005/2006	42.090
	Slovensko-angleški slovar, DZS (Grad/Leeming)	1999/2008	
nemščina	Veliki nemško-slovenski slovar, DZS	2001	130.000
	Veliki slovensko-nemški slovar, DZS	2003	90.000
francoščina	Francosko-slovenski slovar, DZS	1975	42.000
	Slovensko-francoski slovar, DZS	1990	34.000
italijanščina	Veliki italijansko-slovenski slovar, DZS	1997	70.000
	Veliki slovensko-italijanski slovar, DZS	2006	100.000
španščina	Špansko-slovenski slovar, DZS	1969	40.000
	Slovensko-španski slovar, DZS	1979	35.000
hrvaščina	Mali hrvaško slovenski & slovensko hrvaški slovar, DZS	2009	30.000
srbsščina	Mali srbsko-slovenski in slovensko-srbski slovar, DZS	2005	30.000
madžarščina	Slovensko-madžarski slovar, DZS	1996	40.000

### **Opis:**

Ker razpoložljiva sredstva ne zadoščajo, da bi s kakovostnimi dvojezičnimi slovarji premostili vse vrzeli in pokrili vse jezikovne pare, akcija predvideva, da se bodo sredstva, namenjena zagotavljanju dvo- in večjezičnih splošnih slovarskih virov, deloma porabila za pridobivanje avtorskih pravic in digitalizacijo obstoječih zastarelih slovarjev, deloma pa za podporo projektom, kjer se obstoječi dvojezični slovar posodobi, nadgradi in dopolni z uporabo jezikovnotehnoloških metod ter množičenja.

### **Predvideni učinki:**

- zagotovitev dvo- in večjezičnih slovarjev za prevajalce, strokovnjake, jezikoslovce in druge uporabnike,
- zagotovitev temeljnih jezikovnih virov za strojni prevajalnik in druge večjezične aplikacije.

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**



2015-2018

**Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Zagotavljanje avtorskih pravic za obstoječe dvo- in večjezične slovarje in njihova digitalizacija	število slovarjev, za katere so bile pridobljene pravice
2 Nadgradnja ali gradnja dvo- ali večjezičnega slovarja za enega od prioriternih jezikovnih parov (AN-SL, NE-SL, FR-SL, IT-SL, ŠP-SL, HR-SL, HU-SL)	število novih vnosov v dvo- ali večjezičnem slovarju; min. 2.000

## **Akcija L-8: Strojna slovnična analiza**

### **Oblikoslovna in skladijska analiza besedila in oblikoslovni sintetizator**

Oblikoslovni označevalnik in lematizator sodita med najbolj temeljna jezikovnotehnološka orodja ter omogočata in podpirata tako rekoč vse jezikovnotehnološke aplikacije. Oblikoslovni označevalniki in lematizatorji za slovenščino že obstajajo, povprečno dosegajo uspešnost nad 90 %. S tem se razvoj na področju oblikoslovja ne sme ustaviti: treba je iskati možnosti za nadaljnje izboljšanje, tako s stališča uspešnosti kot hitrosti, predvsem pa s prilagajanjem na različne registre (zlasti za širjenje na neformalni jezik – družabni splet – in govorjeni jezik). Kot posebna aplikacija se mora ponuditi tudi tokenizator, ki je sicer pogosto vključen kot del lematizatorja, v sklopu tokenizatorja oz. kot posebna aplikacija se izdelava tudi orodje, ki označuje meje med povedmi. Temeljni manko na področju oblikoslovja pa je oblikoslovni sintetizator, ki bi znal na podlagi leme in oblikoskladijske oznake izpisati pravilno besedno obliko. Tako orodje je pomembno za tvorjenje besedila, zlasti v strojnem prevajanju in v sistemih dialoga.

Med podobno osnovna orodja danes sodi tudi skladijski razčlenjevalnik, ki podpira postopke, kot so semantična analiza besedila, luščenje informacij, avtomatsko povzemanje, strojno prevajanje ipd. Skladijski razčlenjevalnik za slovenščino sicer obstaja in je prosto dostopen, enako kot pri označevalniku pa velja, da je treba iskati možnosti za nadaljnje izboljšanje, tako s stališča uspešnosti kot hitrosti, predvsem pa s prilagajanjem na različne registre. Za govorjeni jezik se izdelava posebno orodje, ki segmentira besedilo govora na izjave.

### **Opis:**

Izvajajo se nadaljnje temeljne in aplikativne raziskave na področju avtomatskega oblikoslovnega označevanja (predvsem v smeri dodatno ročno označenih korpusov, izboljšanja ekspertnih pravil, povečanja leksikona in izboljšanja časovne komponente). Označevalnik se širi na nove registre, predvsem na neformalna spletna besedila ter govorjeni jezik. S pomočjo oblikoslovnega slovarja in drugih dostopnih virov se izdelava oblikoslovni sintetizator. Nadaljujejo se temeljne in aplikativne raziskave na področju avtomatskega skladijskega razčlenjevanja (npr. s povečanjem ročno označenega korpusa ali z aktivnim učenjem posameznih tipov povedi, besednih zvez ali povezav, s preskušanjem hibridnih pristopov k razčlenjevanju, uporabo podatkov iz drugih razpoložljivih virov, optimiranje časovne komponente razčlenjevalnika), razčlenjevalnik se širi na nove registre, predvsem na neformalna spletna besedila ter govorjeni jezik.

### **Predvideni učinki:**

- izboljšana možnost luščenja informacij iz besedila
- izboljšano avtomatsko označevanje
- izboljšano procesiranje besedila v vseh naprednejših JT aplikacijah
- podpora zahtevnejšim korpusnojezičnim analizam za potrebe slovarja in slovnice
- spodbujanje jezikoslovnih raziskav
- podpora standardizaciji jezika

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2016

### **Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Tokenizator in označevalnik mej med povedmi v pisnem besedilu	da/ne
2 Razširitev korpusa z ročno označenimi oblikoslovnimi oznakami	da/ne
3 Prenovljena in izboljšana verzija oblikoslovnega označevalnika	da/ne
4 Prilagojena/e verzija/e oblikoslovnega označevalnika za posebne registre	da/ne
5 Oblikoslovni sintetizator	da/ne
6 Razširitev korpusa z ročno označenimi skladijskimi povezavami	da/ne
7 Prenovljena in izboljšana verzija skladijskega razčlenjevalnika	da/ne
8 Prilagojena/e verzija/e skladijskega razčlenjevalnika za posebne registre	da/ne

## **Akcija L-9: FrameNet za slovenščino**

### **Semantična analiza vloga**

Semantična analiza vlog je poleg semantičnih mrež temeljni postopek semantične analize besedila. Trenutno prepoznamo vsaj tri popularnejše načine za tovrstno analizo. PropBank pristopa k analizi na podlagi skladnje in je osredotočen na glagole. Izhaja iz tradicije Penn Treebanka in frazne gramatike. Označevanje samostalnikov v skladu s PropBankom se razvija kot poseben projekt – NomBank. Avtomatični postopki za označevanje za angleški jezik dosegajo uspešnost okrog 80 %. Semantična analiza v okviru FrameNeta temelji na kontekstnih vlogah. FrameNet omogoča označevanje tudi drugih besednih vrst, ne samo glagolov, čeprav se pogosteje označujejo predvsem glagoli. Angleški FrameNet obsega 6.100 označenih leksikalnih enot v 135.000 stavkih. Uspešnost orodij za avtomatsko označevanje po načelu FrameNeta za angleščino dosega povprečno vrednosti okrog 80%. Močno uveljavljena je tudi praška odvisnostna drevesnica, ki vključuje t. i. tektogramatično (tj. pomenskoskladenjsko) analizo, vendar je v drugih jezikih redkeje aplicirana kot PropBank ali FrameNet. Za slovenščino obstaja prvi osnutek FrameNeta, ki vsebuje 200 ročno semantično označenih povedi oz. 908 besed. Gre predvsem za individualni raziskovalni projekt. Drugi načini semantične analize vlog še niso bili aplicirani na slovenščino. Ker je FrameNet hkrati eden najbolj razširjenih načinov za semantično analizo in obstajajo orodja za avtomatsko označevanje za angleščino in še nekatere jezike, je najbolj smiselno nadaljevanje semantične analize vlog na podlagi FrameNeta.

### **Opis:**

FrameNet ločuje med dvema različnima metodologijama, prvi je leksikografsko označevanje, prek katerega pridobivamo popolne opise vezljivostnih vzorcev, ki jih izbrane leksikalne enote izkazujejo, drugi je označevanje celih besedil, kjer vsaki potencialni leksikalni enoti (tj. glagolu, samostalniku, pridevniku, prislovu v točno določenem pomenu) določimo vse semantične (in skladenjske) argumente. V okviru aktivnosti se nadaljuje nadgradnja obstoječega FrameNeta po obeh načinih. Prav tako se izdelava orodje za semantično analizo vlog v besedilu.

### **Predvideni učinki:**

- spodbujen razvoj naprednejših JT aplikacij za slovenščino
- izboljšano procesiranje besedil
- spodbujene jezikoslovne raziskave pomenske vloge besed in njihovih vezljivostnih vzorcev
- sestavni del slovnične podatkovne baze
- omogočitev izdelave jezikovnih priročnikov s podatki o besedah in njihovih vezljivostnih vzorcih

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2017

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Korpus z oznakami po principu FrameNet	da/ne
2 Leksikon vezljivostnih vzorcev po sistemu FrameNet	da/ne
3 Orodje za semantično analizo na podlagi FrameNeta	da/ne

## **Akcija L-10: sloWNet**

### **Semantična mreža**

Napredne aplikacije jezikovnih tehnologij, kot so luščenje informacij, odgovarjanje na vprašanja, avtomatsko povzemanje, analiza koreferenc, strojno prevajanje, sistem dialoga, potrebujejo za podporo tudi semantično analizo besedila. V tej smeri so bile v svetu razvite številne ontologije, semantične mreže, mreže vedenja ... ter korpusi z različnimi semantičnimi oznakami, prav tako pa tudi številne tehnologije za avtomatsko označevanje teh informacij. Semantične mreže so prva pomembnejša skupina tovrstnih jezikovnih virov in orodij. Vsebujejo inventarij besed in relacij med njimi v smislu sopomenskosti znotraj posameznih sinsetov, med sinseti pa v smislu protipomenskosti, nad- in podpomenskosti ipd. So eden od ključnih elementov semantičnega opisa v jezikovnih tehnologijah, pomembne pa so seveda tudi za jezikoslovno raziskovanje jezika in se tesno povezujejo z raziskovanjem sinonimije. Najbolj razširjena semantična mreža v svetu je princetonski WordNet (vsebuje 117.000 sinsetov), ki je v zasnutku že apliciran tudi na slovenski jezik – sloWNet (20.000 sinsetov, le delno ročno pregledan). Na njegovi podlagi sta semantično označena tudi korpusa ssj500k in SPOOK. Za širšo uporabnost pa je nujna njegova ustrezna nadgradnja.

### **Opis:**

Izvede se pregledovanje in popravljanje obstoječega sloWNeta in njegova nadgradnja. Večji poudarek se nameni samostalnikom, tako da se v tem segmentu pokrije večina besedišča, ostale besedne vrste se delajo predvsem poskusno, da se razvije sistem označevanja (pri besednih vrstah, kot so glagoli, je namreč zaradi razlik z izhodiščnim angleškim jezikom treba iskati tudi jezikovno specifične rešitve). Prav tako se na podlagi WordNetovih shem razvije orodje za razdvoumljanje besednih pomenov (angl. word sense disambiguation).

### **Predvideni učinki:**

- spodbujen razvoj naprednejših JT aplikacij za slovenščino
- izboljšano procesiranje besedil
- spodbujene jezikoslovne raziskave pomenskih razmerij med besedami
- sestavni del slovarske baze
- omogočitev izdelave jezikovnih priročnikov s podatki o pomenskimi razmerji med besedami

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Popravljen in razširjen sloWNet	da/ne
2 Orodje za ročno pregledovanje korpusa s semantičnimi oznakami	da/ne
3 Ročno pregledan učni korpus s semantičnimi oznakami	da/ne
4 Orodje za razdvoumljanje besednih pomenov	da/ne

## **Akcija L-11: Anafora in koreference**

### **Razvozlanje anafore in analiza besedilnih koreferenc**

Analiza besedilnih koreferenc pomeni analizo enot besedila, ki se nanašajo na istega referenta (npr. isto osebo). Obstajajo trije temeljni načini izražanja besedilnih koreferenc: prek anafore, tj. z zaobljiko – npr. zaimkom – se nanašamo na entiteto, ki je bila predhodno omenjena v besedilu; prek katafore, tj. z zaobljiko, se nanašamo na entiteto, ki jo bomo v besedilu imenovali šele v nadaljevanju; prek eksofore, tj. z zaobljiko, se nanašamo na entiteto, ki ni omenjena v besedilu, je pa prisotna v kontekstu komunikacijske situacije. Med temi je bistvena anaforična analiza besedila, saj je to najpogostejši način koreferiranja. Prvi korak k uspešni analizi besedilnih koreferenc je tako razvozlanje anaforičnih navezovanj. Razvozlanje anafore in analiza besedilni koreferenc je eden od pomembnih zalednih postopkov za kompleksnejšo semantično analizo besedila. Anaforična in koreferenčna analiza besedila je v slovenskem jezikovnotehnološkem prostoru še popolna niša, poteka pa v povezavi z oblikoslovnim in sintaktičnim označevanjem besedila, ki je za slovenščino že aktivno. Tesno povezano je tudi s semantično in pragmatično ravno besedila, tako da se pričakujejo temeljnoraziskovalni nastavki za višje ravni procesiranja besedila na ravni semantike, konteksta in pragmatike. Tudi v mednarodnem prostoru je koreferenčna in anaforična analiza besedila še vedno zelo živo in aktualno temeljnoraziskovalno področje.

### **Opis:**

Znanstvena poglobitev v problematiko analize besedil na ravni anafore in koreference s sodelovanjem jezikoslovcev in inženirjev ter definiranje specifikacij za označevanja anaforičnih povezav in koreference v besedilu. V praktičnem delu je potrebno ročno označevanje besedila, temu sledi učenje strojnih postopkov za avtomatsko prepoznavanje anaforičnih povezav in označevanje koreference. Rezultati so izdelane specifikacije, učni jezikovni viri ter orodje za anaforično analizo besedila in označevanje koreference, prav tako pa tudi izvirni znanstveni članki s tega področja.

### **Predvideni učinki:**

- spodbujen razvoj naprednejših JT aplikacij za slovenščino
- izboljšano procesiranje besedil
- spodbujene jezikoslovne in diskurzne raziskave znotrajbesedilnega navezovanja
- sestavni del slovnice podatkovne baze

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2016-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Specifikacije za označevanje anafore in koreferenc	da/ne
2 Učni korpus z označenimi anaforičnimi povezavami in koreferencami	da/ne
3 Orodje za označevanje anafore in koreferenc	da/ne

## **Akcija L-12: Zbirka normativnih zadreg**

### **Zbirka normativnih zadreg**

Z zbirko normativnih zadreg se vzpostavlja gradivska osnova za pripravo normativno specializiranega slovarja, ki ga na Slovenskem tradicionalno poznamo pod imenom pravopisni slovar, in izhajajočih poljudnih normativnih priročnikov za strokovno manj radovedne/zahtevne jezikovne uporabnike. Zbirka normativnih zadreg ponuja verodostojno gradivsko osnovo, z različnimi empirično preverljivimi postopki omogočajo upoštevanje uporabnikovih jezikovnih zadreg in posledično njihovih potreb. Na osnovi tako pridobljenih podatkov je mogoče zasnovati glede obvestilnosti uporabniku prilagojene normativne priročnike, knjižne in spletne.

#### **Opis:**

Akcija **L-12** se neposredno navezuje na akcijo **N-2**, saj se z zbirko normativnih zadreg vzpostavlja gradivska osnova za pripravo pravopisnega slovarja. Geslovnik zbirke je zasnovan problemsko, podatke zagotavlja iz različnih virov, in sicer: **1.** iz že ugotovljenih normativnih zadreg jezikovnih uporabnikov (vprašanja, zastavljena po spletnih forumih in jezikovnih svetovalnicah), ki jih je treba dopolniti z novimi jezikovnimi vprašanji (povezava z akcijo **L-1**: jezikovno svetovanje) **2.** iz dvojnic, ki jih je mogoče izluščiti iz oblikoslovno označenih referenčnih korpusov (pisne, oblikoslovne, skladske dvojnice), **3.** iz nadgrajenih specializiranih korpusov za normativna vprašanja (Šolar, Lektor) (povezava z akcijo **K-2**), **4.** iz poizvedb po že spletno objavljenih slovarjih, **5.** iz izrecno normativno ovrednotenih podatkov v aktualnih in starejših priročnikih (za obdobje do izida SSKJ) z normativnim značajem. Navedeni podatki morajo biti v zbirki metajezikovno dokumentirani in povezani s podatki v sodobnem referenčnem korpusu sinhrono slovenščine.

#### **Predvideni učinki:**

- vzpostavitev pogojev za prenovo pravopisnih pravil s pomočjo induktivnih in empiričnih metod
- pridobitev osrednje zbirke normativnih zadreg jezikovnih uporabnikov, iz katere izhajajo teoretična dela in aplikacije
- standardizacija zbirke normativnih zadreg z vidika pravopisa, pravorečja, oblikoslovja

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Konceptualna zasnova zbirke	da/ne
2 Zbirka normativnih zadreg	število enot zbirke po problemskih sklopih
3 Povezava zbirke z referenčnim korpusom	da/ne

## **Akcija G-1: Zasnova slovnice**

### **Koncept nove slovnice slovenskega jezika in slovnična podatkovna zbirka**

Za temeljni slovnični opis velja Toporišičeva Slovenska slovnica (aktualna je njena četrta izdaja iz leta 2004, prva izdaja je iz leta 1976). V zadnjih dveh ali treh desetletjih je v jezikoslovju opazen premik znanstvene paradigme iz raziskovanja jezikovnega sistema, kakršen je bil značilen predvsem za strukturalizem, v celostno in empirično naravnano obravnavo jezika, ki skuša v enoten sistem zajeti delovanje jezika v realnih okoliščinah, v povezavi s področji, kot so psihologija, nevrobiologija, umetna inteligenca itd. Treba je oblikovati interdisciplinarno skupino strokovnjakov, ki bo na osnovi dosedanjih spoznanj, ob upoštevanju novejših podatkov in uporabi sodobnih orodij sestavila koncept za novo slovnico slovenskega jezika.

Dostopnost podrobnih statističnih jezikovnih podatkov je nujni predpogoj za začetek dela na novem slovničnem opisu slovenskega jezika, ki bo v bistveno večji meri kot do sedaj izhajal iz jezikovne realnosti. Pri tem se je smiselno zgledovati po projektih, ki so pri drugih jezikih omogočili t. i. komunikativni slovnični opis, kot je bil denimo *The Survey of English Usage* v 60. letih prejšnjega stoletja ali *COBUILD* v 80. letih, pri angleščini.

#### **Opis:**

Izdela se koncept novega slovničnega opisa sodobne knjižne/standardne slovenščine na podlagi podatkov o sodobni slovenščini. Izdela se zbirko podatkov o rabi sodobne slovenščine, primerno za izdelavo nove slovenske slovnice.

#### **Predvideni učinki:**

- izboljššan slovnični opis sodobnega slovenskega jezika
- izboljššan dostop do osnovnih virov za analizo sodobnega slovenskega jezika
- izboljššan slovarski opis sodobnega slovenskega jezika
- izboljššane možnosti za razvoj jezikovnotehnoloških aplikacij sodobno slovenščino

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2018

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Koncept novega slovničnega opisa sodobne slovenščine	da/ne
2 Zbirka podatkov o rabi sodobne slovenščine za novi slovnični opis	da/ne



## **Akcija G-2: Šolska slovnica**

### **Šolska slovnica**

Šolska slovnica je namenjena jezikovnemu opismenjevanju učencev v slovenskih šolah. Zasnovana mora biti tako, da jo je mogoče uporabljati tako individualno kot tudi v sklopu pouka slovenščine. Upoštevati mora različne zmožnosti abstraktnega mišljenja v razvoju učeče se populacije ter nove možnosti tako pri predstavitvi slovničnih informacij v digitalnem mediju kot tudi pri zbiranju slovničnih podatkov v slovnični podatkovni zbirki. Šolska slovnica ne nadomešča učbenikov za slovenski jezik, zasnovana mora biti kot pedagoška aplikacija novega slovničnega opisa slovenščine.

### **Opis:**

Izdela se koncept šolske slovnice, ki je namenjen jezik(osl)ovnemu opismenjevanju učencev v slovenskih šolah. Slovnica je izvirno zasnovana za rabo v digitalnem mediju, z možnostjo tiskanja posameznih elementov. Na podlagi slovnice se nadgradi obstoječi slovnični portal, ki je prosto dostopen na spletu.

### **Predvideni učinki:**

- izboljššan šolski slovnični opis sodobnega slovenskega jezika
- izboljšana pismenost šolske populacije

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Izdelan koncept šolske slovnice	da/ne
2 Izdelana šolska slovnica	da/ne

## **Akcija N-1: Pravopisna komisija in pravila**

### **Vzpostavitev in delovanje standardizacijskega telesa ter prenova kodifikacije**

Na nadinstitucionalni ravni vzpostavljeno standardizacijsko telo je na Slovenskem že od začetka kolektivnih standardizacijskih prizadevanj organizirano pod okriljem Slovenske akademije znanosti in umetnosti (SAZU) in je poimenovano pravopisna komisija. Rezultat delovanja pravopisne komisije je pravopisni priročnik. Pravopisni priročnik določa pisne, pravorečne in interpunkcijske norme, pogosto je obvestilen tudi glede skladijske rabe. Navadno sestoji iz pravopisnih pravil in slovarja; slovar nadgrajuje in gradivsko razširja pravila, obe deli – slovar in pravila – pa sta organsko povezani in komplementarni. Standardizacijsko telo jezikovne uporabnike informira glede sprememb in novosti v kodifikaciji, posodablja pravopisna pravila in potrjuje normativno veljavo spremljajočega pravopisnega slovarja.

SAZU je v letu 2013 ustanovila Pravopisno komisijo pri SAZU kot standardizacijsko telo, ki je začelo s prenovno kodifikacije.

#### **Opis:**

Pravopisna komisija se vzpostavi kot nadinstitucionalno telo, katerega naloga je posodobitev pravopisnih pravil iz leta 2001. Akcija obsega: **1. delovanje komisije** (redna srečanja članov in vabljenih strokovnjakov oz. ekspertov) in **2. prenovno pravopisnih pravil** (konceptualna zasnova prenovljenih pravil: zgradba, dikcija in vsebinska prenova). Ob tem komisija prek vzpostavljenega spletišča sodeluje z jezikovnimi uporabniki, jih spodbuja k sodelovanju, mnenjem, predlogom in vprašanjem ter jih informira glede sprememb in novosti v kodifikaciji.

Proces prenove pravil se tesno povezuje z akcijami na področjih

- a) **digitalizacija** (zlasti **D-2 in D-3**): vzpostavitev repozitorija normativistično relevantnih besedil (slovnice, brusi, lektorski priročniki, priročniki o stilu, članki jezikovnega razsodišča, kolumne v članov pravopisne komisije v dnevnem časopisju, jezikovni kotički);
- b) **korpusi** (zlasti **K-2**): nadgradnja referenčnega korpusa za specializirane pravopisne poizvedbe s pomočjo specialnega modula (natančnejše ločevanje med zapisi z malimi/velikimi začetnicami, možnosti naprednega iskanja glede na zapis oblik z velikimi in malimi črkami, več možnosti iskanja po ločilih, iskanje po podobno zapisanih besedah (npr. namesto *glodavec* in *glodalec* – *gloda?ec*), možnost iskanja po vnaprej številčno določenih nizih besed (npr. iskanje po zvezi črka + številka) ipd.

#### **Predvideni učinki:**

- vzpostavljeno standardizacijsko telo
- neposreden stik z jezikovnimi uporabniki glede prenove pravil
- projektno načrtovanje prenove pravil
- prenovljena pravila

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2014–2018

#### **Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Vzpostavljeno standardizacijsko telo: pravopisna komisija	da/ne
2 Spletišče pravopisne komisije	da/ne
3 Koncept prenove pravil	da/ne
4 Prenovljena pravila po problemskih sklopih	da/ne

## **Akcija N-2: Pravopisna pravila in slovar**

### **Predstavitev normativnih podatkov: pravila in slovar (Cilj: Pravopisni portal)**

Namen *Pravopisnega portala* je vzpostavitev spletnega mesta, kjer so zbrani in s pomočjo sistema za pregledovanje spletnih vsebin organizirano predstavljeni normativni podatki kot rezultat delovanja standardizacijskega telesa oz. aktivnosti **N-1**, tj. predstavljena so pravopisna pravila po problemskih sklopih (pisavoslovje, pravopis – mala/velika začetnica, prevzemanje, ločila, pisanje skupaj in narazen, pripadajoča poglavja iz glasoslovja, oblikoslovja in besedotvorja) s povezavo na slovarsko predstavitev normativne informacije (kot rezultat pričujoče akcije, tj. **N-2**) in obratno. Problemski sklopi izhajajo iz analize normativnih zadreg jezikovnih uporabnikov (dvojnice v jezikovni rabi, poizvedbe po korpusih, specializiranih za normativna vprašanja). Slovarsko reševanje pravopisne problematike poteka vzporedno s prenovo pravopisnih pravil (**N-1**). Za manj zahtevne uporabnike je predvidena zbirka preprosteje opisno pojasnenih pravopisnih zadreg (*Spletni priročnik za splošne uporabnike*), ki izhaja tudi iz svetovalnih stikov z jezikovnimi uporabniki (*Jezikovno svetovanje*). Ti so povezani tudi s težavami pri razumevanju slovarskega metajezika, pogosto razkrijejo, da je tolmačenje jeziko(slo)vnih podatkov zaradi nepoznavanja načina posredovanja informacij lahko povsem zgrešeno.

#### **Opis:**

Cilj akcije je predstavitev povezanih normativnih podatkov, tj. problemskih sklopov pravopisnih pravil (**N-1**), in pripadajočega nabora slovarskih sestavkov na *Pravopisnem portalu*. Slovarska makrostruktura je oblikovana za vsak problemski sklop posebej, mikrostruktura vključuje tako tipične zglede kot izjeme in posebnosti, slednje s komentarjem; slovarska ideja sledi normativni obvestilnosti tudi na opisni ravni (normativno orientirana kvalifikatorska pojasnila). Izhodišče za aktivnost je široko zasnovana zbirka normativnih zadreg, vzpostavljena z akcijo **L-12**.

Akcija **N-2** je torej neposredno povezana z akcijo **N-1** (*Vzpostavitev in delovanje standardizacijskega telesa ter prenova kodifikacije*) in tehnično odvisna od akcije **P-9**, ki vzpostavlja Pravopisni portal z možnostjo zajemanja obeh sklopov. V sklopu cilja *Pravopisni portal* se kronološko umešča za akcijo N-2: posamezni problemski sklopi prenovljenih pravopisnih pravil in pripadajočega slovarja naj bi bili konec leta 2014 s pomočjo sistema že dodani na spletno mesto *Pravopisni portal*. Do leta 2018, ko potekata akciji N-1 in N-2, pa naj bi v letih 2014 in 2015 vzpostavljeni sistem (akcija **P-9**) omogočal pregledovanje več sto problemskih sklopov.

#### **Predvideni učinki:**

- uporabniku prijazen portal kot enotna vstopna točka ter izhodišče za povezave pravopisnih pravil in pripadajoče slovarske zbirke
- omogočen vpogled v aplikativno-utemeljevalno zasnovano pravopisa: pravila -- slovar
- omogočena usmerjena problemska razprava in takojšnja povratna informacija
- boljši dostop do normativnih informacij

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2014–2018

#### **Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Koncept spletne predstavitve pravopisnih pravil po problemskih sklopih	da/ne
2 Koncept spletne predstavitve slovarja po problemskih sklopih	da/ne
3 Pravopisni slovar po problemskih sklopih	število slovarskih sestavkov
4 Povezave pravil in slovarja	da/ne

## **Akcija D-1: Digitalizacija čistopisov kulturne dediščine**

### **Izdelava čistopisov starejših besedil z uporabo množičenja**

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo dostop do besedil naše kulturne dediščine. Osrednja zbirka je digitalna knjižnica Slovenije dLib.si, ki pa za starejše slovensko slovstvo ponuja le skenograme oziroma iz njih avtomatsko zajeta besedila, vendar imajo ta, zaradi starih izvirkov veliko napačno optično prepoznanih delov. Korekcije takih prepisov so zamuden, vendar potreben del izdelave kakovostnih čistopisov starejših slovenskih besedil, ki jih je nato možno digitalno umestiti.

V svetu kot tudi pri nas se je kot model izdelave poceni, a kvalitetnih jezikovnih virov uveljavilo množičenje (ang. crowdsourcing), kjer pri delu preko interneta sodeluje veliko število posameznikov, z Wikipedijo kot najbolj znanim primerom. V Sloveniji imamo tudi že primer dobre prakse na področju takšne izdelave jezikovnih virov, in sicer projekt »Slovenska leposlovna klasika«, kjer na Wikiviru študentje že vrsto let opravljajo redakcijo avtomatsko izdelanih transkripcij. Ta bogata zbirka je popolnoma prosto dostopna, kdorkoli in kadarkoli pa lahko tudi naknadno popravi napake v čistopisih.

#### **Opis:**

Ukrep predvideva redne letne razpise, ki imajo za cilj zagotovitev oz. izdelavo digitalnih faksimilov del slovenske pisne kulturne dediščine in predvsem izdelavo čistopisov z uporabo množičenja. Faksimili in čistopisi naj bodo prosto in odprto dostopni preko spleta. Za pomembnejša dela je poleg enostavnega prepisa dodatno zaželeno vključiti elemente tekstnokritičnih izdaj, predvsem izdelavo tako diplomatičnega kot kritičnega prepisa.

Projektne prijave naj bi vsebovale naslednje elemente:

- izbira del glede na pomembnost za zgodovino Slovenije, slovenskega slovstva in jezika z upoštevanjem avtorskih pravic na izvirknih besedilih
- zagotovitev oz. izdelava digitalnih faksimilov in avtomatskih (OCR) prepisov
- izbira platforme za množičenje, kjer imajo prednost že izdelane odprtokodne rešitve
- organizacija in izvedba razpisa in usposabljanja popraviljalcev
- vsebinsko in finančno izvajanje in spremljanje dela
- zagotovitev dostopa in prevzema v standardnem formatu na trajnem repozitoriju.

#### **Predvideni učinki:**

- boljša dostopnost del slovenske pisne kulturne dediščine

#### **Nosilec:**

MK

#### **Časovni plan:**

2014-2018 (letni razpisi za izvajanje dejavnosti)

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Izdelava čistopisov z uporabo množičenja	da/ne
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## **Akcija D-2: Digitalizacija znanstvenih besedil**

### **Vključitev novih znanstvenih del v obstoječe portale**

Digitalno postaja dostopnih vse več znanstvenih besedil v slovenskem jeziku, bodisi neposredno s strani organizatorjev znanstvenih srečanj ali skozi portale (predvsem dLib.si), v novejšem času pa skozi digitalne knjižnice univerz preko Nacionalnega portala odprte znanosti. Kljub temu je v Sloveniji še veliko znanstvenih in strokovnih monografij, zbornikov in časopisov ter diplomskih, magistrskih in doktorskih del, predvsem s področja humanistike, ki so objavljena samo knjižno in še to v zelo omejeni nakladi. Možnosti za digitalni zajem, združevanje in distribucijo znanstvenih besedil tako doslej niso bile v celoti izkoriščene.

Ob naporih za uporabo slovenščine tudi kot jezika znanosti se je tudi pomembno zavedati, da so digitalizirana in dostopna znanstvena besedila tudi izjemno dragocen vir slovenskega strokovnega izrazja, ki je sicer bistveno slabše dostopno.

Cilj ukrepa je povečanje števila spletno dostopnih znanstvenih besedil v slovenskem jeziku, predvsem z razširitvijo obstoječih zbirk oz. portalov.

#### **Opis:**

V okviru akcije se bo povečala količina digitalno dostopnih znanstvenih in strokovnih besedil s tem, da se vključi nove ponudnike takšnih besedil, predvidoma v že obstoječe digitalne knjižnice. Ciljna skupine so predvsem založniki, posebej taki z odprtim dostopom, univerze oz. fakultete, raziskovalni zavodi in knjižnice. Ponudniki morajo zagotoviti izvirna besedila v formatu PDF, jih opremiti s potrebnimi metapodatki in omogočiti do njih prosti spletni dostop. Akcija se neposredno navezuje na **K-3**, kjer je predvidena izdelava korpusa znanstvenih besedil, saj bo omogočila izdelavo večjega in po področjih bolj reprezentativnega korpusa.

#### **Predvideni učinki:**

- Povečanje števila digitalno dostopnih slovenskih znanstvenih del
- Olajšano spremljanje in seznanjanje s slovensko znanostjo

#### **Nosilec:**

ARRS

#### **Časovni plan:**

2016

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Zagotovitev prostodostopnih digitalnih znanstvenih del v slovenščini	da/ne
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## **Akcija D-3: Digitalizacija jezikovnih priročnikov**

### **Digitalizacija in prilagajanje digitalnemu okolju jezikovnih priročnikov za slovenščino**

Mnogo ključnih jezikovnih priročnikov za slovenski jezik, predvsem slovarjev, je dostopnih samo za branje, bodisi na spletu v obliki PDF ali pa celo samo v knjižni obliki. Digitalizacija oz. prilagajanje digitalnemu okolju obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega in odprtega dostopa na spletu sta nujna, saj se bodo javna sredstva vložena v njihovo izdelavo šele tako polno osmislila v kontekstu informacijske družbe. S prehodom v digitalno okolje postanejo priročniki bistveno bolj dostopni in jih je lažje uporabljati, služili pa bodo lahko ne samo kot referenčni viri človeškim uporabnikom, dostopen na različnih digitalnih platformah, temveč tudi kot jezikovni (leksikalni) viri za jezikovnotehnološke raziskave in aplikacije.

Cilj ukrepa je torej spodbujanje digitalizacije, kvalitetnega zapisa in omogočanje prostega in odprtega dostopa za obstoječe jezikovne priročnike slovenskega jezika.

#### **Opis:**

V okviru akcije je predvidena digitalizacija obstoječih jezikovnih priročnikov za slovenščino, pri čemer je poudarek na slovarskih publikacijah. Akcija ne izključuje digitalizacije priročnikov, ki trenutno obstajajo samo v knjižni obliki, vendar imajo prednost dela, za katere že obstaja kakovosten digitalni vir, saj to bistveno poceni izdelavo referenčnega priročnika. Izdelani digitalni referenčni priročniki morajo biti čim bolj kvalitetni (brez napak in da čim bolj verno odslikavajo informacije iz originala) in pomensko označeni z upoštevanjem mednarodnih standardov za zapis besedilnih virov. Ključno je, da so izdelani priročniki prosto dostopni na spletu, poleg tega pa tudi odprto dostopni za prevzem. Sredstva namenjena za to akcijo lahko, poleg stroškov dela, zajemajo tudi odkup avtorskih pravic.

Prevzem virov naj ima čim manj omejitev (kot npr. prepoved predelav ali komercialne uporabe), pri čemer je zaželena licenca CC-BY 4.0 (priznanje avtorstva). Za zagotovitev trajnosti dostopa naj bodo izdelani digitalni priročniki v izvornem XML deponirani v repozitoriju slovenske raziskovalne infrastrukture CLARIN.

#### **Predvideni učinki:**

- Povečanje števila odprto dostopnih digitalnih priročnikov za slovenščino
- Olajšana zmožnost pisne komunikacije v slovenščini celotni populaciji
- Zagotovitev odprtih leksikalnih jezikovnih virov za uporabo v jezikovnotehnoloških raziskavah in aplikacijah

#### **Nosilec:**

MIZŠ

#### **Časovni plan:**

2014-2017 (razpisi za digitalizacijo posameznih del ali zbirk del: 4 x 30.000 EUR)

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Število novih prosto dostopnih jezikovnih priročnikov za slovenščino	da/ne
2 Število novih odprto dostopnih in standardno označenih jezikovnih priročnikov za slovenščino	da/ne



## **Akcija A-1: Razpoznavalnik tekočega govora**

### **Razpoznavalnik tekočega govora z velikim slovarjem besed in razpoznavalnik govora za šolsko okolje**

Razpoznavanje govora je po eni strani nujen sestavni del kompleksnejših aplikacij, kot sta strojno prevajanje govora ali sistemi dialoga, hkrati pa je z večanjem obsega medijske produkcije tudi široko uporabno kot samostojni modul (npr. za avtomatsko indeksiranje). Potencialno je tudi zelo pomemben pripomoček za gluhe in naglušne osebe in njihovo lažje vključevanje v družbo. Ti imajo največje težave v procesu šolanja, saj lahko do učnih vsebin dostopajo samo prek pisnega kanala ali znakovnega tolmačenja, vendar je slednje zaradi stroškov tako rekoč neizvedljivo, tako da lahko vsebini pouka ali predavanj praviloma sledijo le prek zapiskov. Idealna rešitev bi bil avtomatski znakovni tolmač, predstopnja take aplikacije pa je razpoznavalnik tekočega govora z velikim slovarjem besed, prilagojen za šolsko domeno. Obstoječi razpoznavalniki govora za slovenščino niso prosto dostopni in so večinoma omejeni na razpoznavanje izoliranih besed oziroma pri tekočem govoru ne dosegajo dovolj dobre natančnosti razpoznavanja. Določen preboj na področju tehnologije za tekoči govor z velikim slovarjem besed bo omogočila večnamenska govorna baza, predvidena v akciji K-4, s katero se ta akcija tesno povezuje. Nepodprto pa bo še vedno ostalo področje namenskih algoritmov za razpoznavanje govora v visoko pregibnih jezikih z relativno prostim besednim redom, kjer bodo še vedno potrebne nadaljnje temeljne raziskave, na podlagi katerih lahko pričakujemo dodatno izboljšanje rezultatov.

#### **Opis:**

Nadaljujejo se temeljne raziskave na področju razpoznavanja tekočega slovenskega govora z velikim slovarjem besed. Izdela se razpoznavalnik tekočega govora z velikim slovarjem besed, ki deluje kot prosto dostopna internetna storitev za nekomercialno rabo. Razpoznavalnik govora v obliki internetne storitve omogoča njegovo uporabo v največjem možnem številu scenarijev, ne glede na uporabniško strojno opremo (osebni računalnik, pametni telefon, tablica, STB). Uporabniki lahko preko posebej definiranega protokola oz. domače strani pošljejo na razpoznavalnik govora svoje zvočne posnetke v primernem zvočnem formatu, po opravljenem procesiranju govora pa dobijo kot rezultat razpoznano besedilo. Za delovanje internetne storitve oz. domače strani razpoznavalnika tekočega govora skrbi nacionalni center za jezikovne tehnologije v sodelovanju z razvijalci sistema. Za potrebe gluhih in naglušnih, zlasti na področju šolanja, se posebna različica razpoznavalnika prilagodi na domeno šolanja (robustno procesiranje govora, adaptacija, jezik) ter prav tako izvede kot internetna storitev. Pri tem se pričakuje, da bodo v okviru prilagoditve izvedene tudi potrebne temeljne raziskave razpoznavanja govora za specifično domeno izobraževanja. Dolgoročno se zasleduje cilj izdelave razpoznavalnika, ki bo za izbrano domeno razpoznaval govor v realnem času.

V okviru akcije se mora tudi prizadevati za vzpostavitev dogovora med zakonodajnimi organi, pisarno informacijske pooblaščenke, zvezo gluhih in naglušnih, nacionalnim centrom za jezikovne tehnologije ter osnovnimi in srednjimi šolami in visokošolskimi ustanovami, ki bo gluhim in naglušnim dovoljeval snemanje govora učiteljev, predavateljev in drugih izvajalcev šolskega procesa med šolsko uro, seminarjem, tečajem, vajami, predavanjem ipd., v namene kasnejše tehnične obdelave posnetka, s končnim ciljem transkribiranja posnetka, na tak način, da se po eni strani ustrezno varujejo osebni podatki na posnetku in avtorske pravice, po drugi strani pa se gluhim in naglušnim omogoči pretvorba posnetka v transkripcijo, jezikovnotehnološki skupnosti pa uporaba posnetka za nadaljnji razvoj tehnologije in opis jezika. Slednje je ključnega pomena za nadaljnji uspešen razvoj sistema.

#### **Predvideni učinki:**

- spodbujanje gospodarskega razvoja na področju IT produktov z vključenim razpoznavanjem tekočega slovenskega govora (npr. avtomatsko podnaslavljanje, narekovalniki ipd.)
- olajšano sledenje učnemu procesu v šolah in na fakultetah za gluhe in naglušne osebe

**Nosilec:**

ARRS, MIZŠ, MK

**Časovni plan:**

2016-2018

**Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Jezikovni model za slovenski jezik	da/ne
2 Razpoznavalnik tekočega govora z velikim slovarjem besed, dostopen kot internetna storitev in preko domače strani, povprečen pričakovani delež napak manjši od 30 % na medijskem govoru	da/ne
3 Razpoznavalnik tekočega govora, prilagojen za potrebe gluhih in naglušnih pri šolanju, dostopen kot internetna storitev in preko domače strani	da/ne
4 Pravilnik o snemanju govora v izobraževalnem procesu	da/ne
5 Analiza problema in dolgoročni načrt izdelave razpoznavalnika govora z velikim slovarjem besed v realnem času za domeno izobraževanja	da/ne

## **Akcija A-2: Strojni prevajalnik**

### **Razvoj strojnega prevajalnika**

Področje jezikovnih tehnologij, ki ima potencialno največjo uporabno vrednost in največji potencialni vpliv na družbo, je strojno prevajanje. Gre tudi za eno prvih področij jezikovnih tehnologij, njegovi začetki segajo takoj v obdobje po koncu druge svetovne vojne. Z nekaj periodičnimi upadi zanimanja se vse od takrat aktivno razvija in tehnologija je do danes dosegla stopnjo, ko so strojni prevodi že uporabni ali za temeljno razumevanje pomena besedila ali kot podlaga prevajalcu za hitrejše prevajanje besedila. Strojno prevajanje je za zdaj tudi edino področje jezikovnih tehnologij, ki ga za slovenski jezik pokrivajo tudi mednarodne korporacije – Googlov prevajalnik in Microsoftov Bing namreč vključujeta tudi slovenski jezik. Čeprav se zdi to na videz razbremenitev nacionalnih naporov za razvoj na tem področju, ne smemo spregledati nevarnosti, ki lahko sledi iz posedovanja tovrstne tehnologije izključno v rokah zasebnih mednarodnih korporacij, kar je zaznala tudi Evropska unija in reagirala med drugim s financiranjem projekta Moses, s katerim je ponudila močno, tudi za komercialne potrebe prosto dostopno orodje za razvoj strojnega prevajanja.

### **Opis:**

Temeljne raziskave na področju strojnega prevajanja in izdelava novega strojnega prevajalnika (predvidoma na platformi Moses) za slovenščino v povezavi z angleščino ali dodatno tudi za druge aktualne jezikovne pare. Prevajalnik se ponudi v brezplačno neomejeno uporabo prek internetnega strežnika.

### **Predvideni učinki:**

- Hitrejši in cenejši dostop do tujejezičnih vsebin
- Učinkovitejša medkulturna komunikacija
- Neodvisnost tehnološkega razvoja, povezanega s strojnim prevajanjem, od zasebnih mednarodnih korporacij
- Spodbujanje gospodarskega razvoja na področju IT-produktov s strojnim prevajanjem

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2016-2018

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Razvoj AN-SL in SL-AN strojnega prevajalnika in evalvacija	uspešnost prevajalnika glede na obstoječe sisteme
2 Razvoj strojnih prevajalnikov za druge jezikovne pare s slovenščino	da/ne

## **Akcija A-3: Sintetizator govora**

### **Govorna baza za sintezo govora in sintetizator govora (aplikacija) s podporo bralnikom zaslona za slepe in slabovidne**

Sinteza govora je ena od bistvenih tehnologij za lažje vključevanje v družbo za slepe in slabovidne osebe, saj jim omogoča dostop do pisnih besedil. Prav tako je sinteza ključni element aplikacij, kot so strojno prevajanje govora ali sistemi govornega dialoga. V vsakdanjem življenju je lahko uporabljena npr. kot bralnik, ki prebira besedila. Za slovenščino obstajajo vsaj trije različni sintetizatorji govora. Čeprav so vsi trije dobro razumljivi, pa niso preveč uporabniško prijazni zaradi nenaravnih popačenj v govoru in precej zaostajajo za kvaliteto sinteze, kot jo dosegajo za večje ali tudi manjše jezike (npr. češčina, srbsčina). Za širše uporabno sintezo govora v slovenščini je potreben kvaliteten preboj. Ena možnost za tak preboj je priprava ustrezne prosto dostopne baze za sintezo, ki omogoči razvoj tako konkatenativne sinteze kot sinteze z Markovovimi modeli (danes najbolj razširjeni metodi avtomatske sinteze govora) ne samo znotraj akcije, ampak tudi drugim zainteresiranim osebam. Hkrati pa je treba spodbujati tudi nadaljnje temeljne raziskave na področju sinteze, ki pa morajo rezultirati v končni izdelek – prosto dostopen sintetizator za slovenski jezik. Slednje je nujno tudi za podporo slepim in slabovidnim osebam, ki za delo z računalnikom poleg brailleve vrstice uporabljajo še bralnike zaslona. Tovrstne aplikacije so že izdelane, najširše uporabljani, tudi v slovenskem prostoru, sta komercialni Jaws in odprtokodni NVDA. Obe aplikaciji pa je nujno podpreti z novim sintetizatorjem slovenskega govora, kar bo slovensko govorečim slepim in slabovidnim bistveno olajšalo delo z računalnikom

#### **Opis:**

Izdela se govorna baza za sintezo (en moški, en ženski glas), priporočeni obseg je okrog 8 ur. Baza mora biti fonetično segmentirana in transkribirana, vsaj delno oz. usmerjeno mora biti segmentacija tudi ročno pregledana. Na podlagi izdelane baze in drugih dostopnih jezikovnih virov se nadaljujejo temeljne raziskave na področju sinteze govora in izdelava sintetizator govora za vsaj en glas (moški ali ženski), ki deluje kot internetna storitev. Nujno je, da izdelani sintetizator izkazuje bistven napredek v kvaliteti v primerjavi z obstoječimi sintetizatorji. Prav tako mora imeti sintetizator podporo za bralnike zaslona, ki jih uporabljajo slepi in slabovidni (Jaws, NVDA), in mora biti prosto dostopen za te osebe.

#### **Predvideni učinki:**

- Spodbujanje gospodarskega razvoja na področju IT produktov s sintezo govora za slovenski jezik
- Olajšano delo z računalnikom za slepe in slabovidne

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2015-2016

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Govorna baza za moški glas, transkribirana in (delno) ročno segmentirana	obseg baze v urah
2 Govorna baza za ženski glas, transkribirana in (delno) ročno segmentirana	obseg baze v urah
3 Baza di-/trifonov za slovenski jezik	da/ne

4 Orodje za avtomatsko pretvorbo grafemov v foneme	da/ne
5 Sintetizator kot internetna storitev	ocena preskoka v kvaliteti
6 Sintetizator za potrebe slepih in slabovidnih	ocena preskoka v kvaliteti

## **Akcija A-4: Sistem dialoga**

### **Sistem dialoga**

Sistem dialoga pomeni tehnologijo, ki je v ozadju katerekoli aplikacije, v kateri lahko uporabnik komunicira z računalnikom v naravnem jeziku. Razvrstimo jih lahko glede na različne kriterije, in sicer:

- glede na vrsto naloge: sistemi, ki samo podajajo informacije (npr. o gledališčih in njihovem programu, restavracijah, letalskem in železniškem prometu, vremenski napovedi itd.), in sisteme, ki poleg tega tudi rešujejo probleme (npr. iščejo najprimernejšo množico povezav, recimo v železniškem potniškem prometu najboljše povezave, odpravljajo napake, recimo v električnem omrežju, itd.),
- glede na modalnost: omogoča govorni ali pisni dialog oz. multimodalni dialog (vključuje npr. govor in sliko),
- glede na napravo, v katero je vgrajen: mobilni telefon, avtomobil, robot, prenosni računalnik, brskalnik, virtualno okolje, gospodinjski aparat ...,
- glede na vrsto aplikacijo, v katero je vključen: informacijske storitve, upravljanje, zabava, izobraževanje, opomnik, zdravstveno varstvo, varstvo starejših ...

Ideja o tem, da bi naredili računalnik, ki bi se pogovarjal s človekom, sega v leto 1950, ko je Alan Turing objavil znameniti članek *Computing Machinery and Intelligence*, v katerem je zapisal, da bo v naslednjih 50 letih računalnik opravil t. i. Turingov test in s tem dokazal, da je inteligenen.

V slovenščini je verjetno najbolj kompleksen sistem dialoga Piflar, ki odgovarja na vprašanja (t. i. question-answering system), deluje pa preko pisnega kanala. Obstaja (ali je obstajalo) pa še nekaj drugih, podobnih sistemov, npr. sistem Sara na FERU UM, ki ima tudi multimodalno komponento, sistem Vida pri DURS, razvitih pa je bilo tudi nekaj predvsem eksperimentalnih akademskih sistemov.

Osnovni gradniki sistema dialoga, ki omogoča komunikacijo z računalnikom v naravnem jeziku, so naslednji:

- Razpoznavanje govora: Če poteka komunikacija govorno, računalnik v prvem koraku zapiše govor v besedilo.
- Semantična analiza: V zahtevnejših komunikacijah moramo nato semantično analizirati razpoznano besedilo, da ugotovimo, kaj uporabnik želi od računalnika.
- Vodenje dialoga: Ta modul je srce sistema dialoga in upravlja celoten potek interakcije z uporabnikom in reakcije sistema. Vzdržuje zgodovino dialoga, določa strategijo vodenja dialoga, ima povezavo s podatkovnimi bazami v ozadju, iz katerih črpa informacije in vsebine ...
- Tvorjenje odgovora in sinteza govora: Ko ima računalnik vse informacije, ki jih potrebuje, tvori odgovor na uporabnikovo zahtevo v obliki besedila. Če je interakcija govorna, bomo odgovor računalnika še sintetizirali v govor.

Sistem dialoga je kompleksna tehnologija, ki se že dolgo razvija in v prihodnosti lahko pričakujemo njeno integracijo vsaj v nekaterih aplikacijah, najprej verjetno na mobilnih telefonih (tak aktualen primer iz tujine je Siri).

### **Opis:**

Izvedejo se raziskave, ki ustrezno celostno predstavijo problematiko področja, izpostavijo najbolj problematične točke in pregledajo tehnične rešitve. Izdelava se prototip sistema dialoga, apliciran v ustrezno uporabniško aplikacijo. Zaželeno so tudi temeljne raziskave, ki predvidijo tehnične rešitve, zlasti take, ki so vezane na posebnosti slovenskega jezika.

**Predvideni učinki:**

- spodbujen razvoj tehnologije sistema dialoga za slovenski jezik
- spodbujanje nadgradnje tehnologij z aplikacijami, ki temeljijo na sistemu dialoga

**Nosilec:**

ARRS, MIZŠ, MK

**Časovni plan:**

2016-2018

**Obseg financiranja:****Podrobna opredelitev aktivnosti s kazalniki:**

1 Javno projektno poročilo s pregledom področja	da/ne
2 Pregledne in izvirne znanstvene objave	min. 2
3 Izdelan prototip sistema dialoga	da/ne

## **Akcija A-5: Bralnik sporočil gospodinjskih aparatov**

### **Bralnik sporočil gospodinjskih aparatov**

Možnost upravljanja gospodinjskih aparatov je ključna za večjo samostojnost slepih in slabovidnih. Sodobni aparati (tehtnice, pralni in pomivalni stroji, štedilniki itd.) pogosto prikazujejo informacije v obliki številčk (ali tudi besedila) na prikazovalnik, ki ga slepi in slabovidni ne morejo ali ga težko preberejo. Mobilna aplikacija, ki informacijo (vsaj številčno) prepozna in prebere, prinaša veliko dodano vrednost za uporabnike. Pričakuje se, da bo dodatno potrebno izvesti temeljne raziskave, kako s postopki digitalnega procesiranja signalov robustno prepoznati informacije na prikazovalnikih gospodinjskih aparatov.

### **Opis:**

Izdela se aplikacija za mobilni telefon, ki prek fotoaparata prepozna informacijo na prikazovalnikih gospodinjskih aparatov, nato pa informacijo posreduje v obliki govornega sporočila.

### **Predvideni učinki:**

- olajšano upravljanje sodobnih gospodinjskih aparatov za slepe in slabovidne

### **Nosilec:**

ARRS, MIZŠ, MK

### **Časovni plan:**

2015-2016

### **Obseg financiranja:**

### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Aplikacija za mobilni telefon za branje informacij z gospodinjskih aparatov	da/ne
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## **Akcija A-6: Govorni vmesnik za Facebook**

### **Govorni vmesnik za Facebook**

Za družabno omrežje je značilna velika stopnja grafičnosti, zaradi česar obstoječi bralniki za slepe in slabovidne v družabnem spletu ne delujejo najbolje. Posebna aplikacija kot govorni vmesnik za družabna omrežja bi slepim in slabovidnim omogočila uspešnejše povezovanje prek družabnih omrežij, vendar tudi v svetu trenutno še ne obstaja. Dostopnost družabnih omrežij pa je lahko za te osebe še posebej pomembna, saj so v vsakdanjem življenju ovirane tudi pri vzdrževanju družabnih stikov.

#### **Opis:**

Izdela se govorni vmesnik za Facebook, ki omogoči npr. pregled zadnjih objav prijateljev, dodajanje prijateljev, dodajanje objav, deljenje povezav in objav. Vmesnik vključuje sintetizator govora.

#### **Predvideni učinki:**

- izboljšane možnosti za družabno povezovanje slepih in slabovidnih oseb

#### **Nosilec:**

ARRS, MIZŠ, MK

#### **Časovni plan:**

2016-2017

#### **Obseg financiranja:**

#### **Podrobna opredelitev aktivnosti s kazalniki:**

1 Govorni vmesnik za Facebook – aplikacija	da/ne
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## **Akcija A-7: Referenčni črkovalnik in slovnični pregledovalnik**

### **Izdelava referenčnega črkovalnika in slovničnega pregledovalnika za slovenščino**

Črkovalniki, lokalizirani za posamezne jezike, so sedaj postali že del standardne opreme predvsem, vendar ne samo odprtokodnih programov, kot so urejevalniki besedil in spletni brskalniki. Za preverjanje pravilnega zapisa slovenskih besed pa morajo ti črkovalniki vsebovati referenčen seznam slovenskih besed in ponavadi tudi vzorce za njihovo pregibanje. Bolj znani črkovalniki, kot npr. ispell, aspell, myspell in hunspell sicer podpirajo slovenščino, vendar trenutni sezname slovenski besed niso dovolj veliki, pomanjkljivi pa so tudi pregibni vzorci. V zadnjem času pa se pojavljajo tudi odprtokodni programi za preverjanje skladnje povedi, kjer slovenski jezik izrazito zaostaja, saj zaenkrat obstaja preverjanje skladnje (vključno s pravilno postavitvijo vejic) samo v okviru komercialnega produkta Besana.

Raziskave potreb jezikovnih uporabnikov so pokazale, da je slednjim prikaz pravopisnih dejstev, integriranih v orodja, ki ga najpogosteje spremljajo pri njegovih pisnih dejavnostih, vse bolj dobrodošel pripomoček. V perspektivi je treba pričakovati, da se bo uporabnik še redkeje zazrl v slovar, saj se bo zanesel na tisti »standardizacijski priročnik«, ki jim ga ponuja Microsoft v črkovalniku ali pa iskalnik Google, ki vam s sintagmo "Ali ste morda mislili ..." ponudi statistično pogostejšo, a ne nujno s pravopisnim standardom poenoteno možnost. Tudi črkovalniki v urejevalnikih besedil ne ponujajo vedno rešitev, usklajenih s standardno različico.

Slovnični pregledovalnik za slovenščino prav tako še ni prosto dostopen. Obstojata komercialni slovnični pregledovalnik, ki pa tudi nudi še veliko prostora za izboljšanje, zlasti v smeri integracije statističnih metod, implementirana pravila pa bi potrebovala ponovno strokovno oceno – tj. v primeru, da bi se pokazala za bolj racionalno možnost nadgradnja tega kot izgradnja novega orodja. Slovnični pregledovalnik je eno od jezikovnotehnoloških orodij, ki lahko prek uvoza v besedilne urejevalnike podobno kot črkovalnik najde pot do najširšega kroga uporabnikov.

#### **Opis:**

V okviru akcije predvidevamo izdelavo novega seznama slovenskih besed, ki bo nastal na osnovi referenčnega oblikoslovnega leksikona, predvidenega v akciji **L-1**, in bo primeren za vgradnjo v odprtokodne črkovalnike, dodatno pa bi bilo tudi koristno poboljšanje pregibnih vzorcev teh črkovalnikov. Ti viri morajo biti v sklopu akcije tudi vgrajeni v črkovalnike in razne odprtokodne aplikacije, ki jih uporabljajo, kot sta npr. LibreOffice in Firefox, tako da bodo postali del standardne distribucije teh programov. Namen te akcije je torej pridobiti referenčni črkovalnik, ki ga potrди standardizacijsko telo in bo prosto dostopen na voljo jezikovnim uporabnikom. Dodatno bi bilo koristno dopolniti bazo pravil za odprtokodno orodje za preverjanje in lektoriranje besedil LanguageTool, ki je vgrajeno v odprtokodne programe LibreOffice, OpenOffice in Firefox.

Drugi del akcije je namenjen izdelavi odprtokodnega slovničnega pregledovalnika za slovenščino, ki bo na voljo za vgradnjo v programe, kot so MS Word, LibreOffice ipd.

#### **Predvideni učinki:**

- izboljšano procesiranje besedil
- usklajenost normativnih podatkov
- spodbujen razvoj naprednejših JT aplikacij za slovenščino

**Nosilec:**  
ARRS, MIZŠ, MK

**Časovni plan:**  
2015–2018

**Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1 Nabor relevantnega besedja in pripadajočih oblik	da/ne
2 Potrditev normativne ustreznosti orodja	da/ne
3 Tehnična priprava za nameščanje orodja	da/ne
4 Slovnični pregledovalnik za slovenščino	da/ne

## **Akcija Z-1: Korpus in slovar znakovnega jezika**

### **Nadgradnja korpusa slovenskega znakovnega jezika (SZJ) in slovar**

Gluhi in naglušni za sporazumevanje uporabljajo slovenski znakovni jezik (SZJ), ki je z zakonom opredeljen kot eden od uradnih jezikov Republike Slovenije, gluhi in naglušni pa imajo pravico do njegove uporabe v vseh javnih situacijah. Kljub temu je opremljenost s temeljnimi jezikovnimi viri, ki bi bili tudi osnova za temeljne raziskave, vse prej kot zadovoljiva.

Korpus v sodobnem jezikoslovju predstavlja temeljni vir za jezikovni opis, prav za SZJ pa sta opis in izvedba temeljnih raziskav nujno potrebna. Še posebej nujen je korpus tudi za izdelavo sodobnih izobraževalnih gradiv, saj se obstoječi učbeniki SZJ preveč naslanjajo na slovensko slovnico in učencem otežujejo usvajanje specifičnih lastnosti SZJ. V okviru raziskovalnega projekta ARRS "Korpus in pilotna slovnica SZJ" je bil zgrajen korpus SIGNOR, ki predstavlja reprezentativen vir dejanske rabe SZJ. Ker pa je SIGNOR označen zgolj z osnovnimi nivoji analize, še niso mogoče kvantitativno podprte raziskave skladske strukture SZJ in slovničnih značilnosti.

Slovar predstavlja temeljni jezikovni vir, ki zagotavlja osnovno raven standardizacije jezika, podpira njegovo uporabo v čim več življenjskih situacijah in je neobhodno potreben pri poučevanju SZJ. Doslej sta se z gradnjo slovarja ukvarjali dve ekipi:

- Zveza društev gluhih in naglušnih Slovenije (ZDGNS), kjer se že nekaj let gradi multimedijski spletni slovar SZJ, ki je tudi najobsežnejši slovarski vir SZJ,
- Fakulteta za računalništvo in informatiko UL, kjer je v sodelovanju s podjetjem Zoom Promotion nastal še en spletni slovar SZJ ter številna spletna gradiva za poučevanje SZJ.

Spletni slovar ZDGNS je bil pred kratkim prenovljen, a zgolj kozmetično. Metodologija njegove izgradnje ni nikjer dokumentirana, zagotovo pa slovar ne odraža dejanske jezikovne rabe, saj ne temelji na korpusnih podatkih.

#### **Opis:**

Kot prvo aktivnost načrtujemo nadaljevanje označevanja korpusa s segmentacijo na izjave ter označevanjem učnega korpusa za raziskovanje skladnje. Nato načrtujemo izgradnjo leksikalne baze SZJ. Prav tako so potrebna prizadevanja za to, da vsaj del korpusa SIGNOR postane javen in s tem dostopen širši raziskovalni in pedagoški sferi.

Menimo, da v Sloveniji ni potrebe za več slovarjev, zato bi bilo treba obstoječe projekte združiti in postaviti na sodobnejše in znanstveno trdnejše temelje. Poleg tega bi bilo treba slovar posodobiti in dopolniti v skladu s podatki iz korpusa SIGNOR. Tehnična prenova in nadgradnja enotnega slovarja bi morala zagotavljati tudi večjo odprtost in preglednost podatkov, saj sedanja rešitev ovira sodelovanje različnih akterjev pri gradnji slovarja. Sodobni slovarji znakovnih jezikov omogočajo tudi iskanje po kretnji, ne zgolj po njeni pomenski oznaki; tako lahko uporabnik ugotovi, kaj neznana kretnja pomeni. Načrtujemo nadgradnjo spletnega slovarja z naprednimi iskalnimi možnostmi.

#### **Predvideni učinki:**

- omogočitev temeljnih raziskav fonoloških, oblikoslovnih in skladske vidikov SZJ;
- možnost izdelave boljših izobraževalnih gradiv,
- sodoben in poenoten slovar SZJ,
- izvirne znanstvene objave.

#### **Nosilec:**

ARRS, MIZŠ, MK

**Časovni plan:**  
2015-2018

**Obseg financiranja:**

**Podrobna opredelitev aktivnosti s kazalniki:**

1.1 Označevanje celotne baze posnetkov korpusa SIGNOR	označenih min. 30.000 kretenj
1.2 Označevanje skladišne strukture v korpusu SIGNOR	označenih min. 3.000 izjav
1.3 Izdelava leksikalne baze SZJ	min. 2.500 leksikalnih vnosov
1.4 Pregled in integracija baze obstoječega slovarja ZDGNS z leksikalno bazo iz korpusa SIGNOR	da/ne
1.5 Izdelava multimedijske spletne slovarske aplikacije z iskalnikom	da/ne

## Priloga 1: Pregled ciljev in aktivnosti po sklopih

Razpredelnica prikazuje, katere aktivnosti so bile definirane kot potrebne za uresničitev posameznih ciljev, opredeljenih v poglavju 2.

Sklop	Cilj	Aktivnosti
Splošno	Infrastrukturni center	Ustanovitev infrastrukturnega centra
	Odprta dostopnost jezikovnih virov	Uvedba člena v projektne razpise za spodbujanje proste in odprte dostopnosti izdelanih jezikovnih virov
		Prizadevanje za spremembo zakonodaje, da zagotavlja odprt dostop do vseh del, ki nastanejo z javnim financiranjem
	Spodbujanje razvoja slovenske Wikimedije	Prenos obstoječih virov v Wikimedijo
	Novo bibliometrično vrednotenje slovarskih in drugih leksikografskih del	Izdelava in uveljavitev predloga za spremembo vrednotenja
Jezikovni opis	Splošni slovar in slovarska baza	Aktivnosti bodo definirane s konceptom slovarja.
	Diahroni opis jezika	Izdelava diahronnega korpusa slovenskega jezika
	Slovnični opis	Nadgradnja pisnih korpusov sodobnih besedil
		Nadgradnja in izdelava specializiranih korpusov
		Nadgradnja referenčnega govornega korpusa
		Oblikoslovni in glasoslovni leksikon
		Semantična mreža
		Semantična analiza vlog
		Razvozlanje anafore in analiza besedilnih koreferenc
		Slovnična podatkovna zbirka
		Koncept nove slovnice slovenskega jezika
		Šolska slovnica/slovnični portal
	Spletni portal za jezikovne priročnike in tehnologije	Vzpostavitev in vzdrževanje spletnega portala s povezavami na jezikovne priročnike, vire in tehnologije
	Slovar naselbinskih imen	Izdelava slovarja naselbinskih imen slovenskega narodnega prostora
	Slovenski lingvistični atlas	Izboljšanje atlasa z uvedbo poligonov, določenih z inovativnimi spremenljivkami
		Večpredstavna spletna objava 1. in 2. zvezka SLA
		Razvijanje vnašalnega sistema za dialektološke zapise in njegovo prilagajanje novim programskim

		okoljem
	Terminološki slovarji različnih strok	Zasnova slovarjev
		Izdelava specializiranih korpusov
		Izdelava geslovníkov na podlagi korpusov
		Pisanje in urejanje slovarskih sestavkov
		Izdaja slovarjev v tiskani in elektronski obliki
	Zgodovinski slovar	Izboljšava slovarskega koncepta na osnovi dodatnih raziskav
		Izdelava priročnika za bodoče leksikografe
		Spletna progresivna objava slovarja
		Vsebinska in jezikovnotehnoška zasnova korpusa slovenskega knjižnega jezika 16. stoletja
Standardizacija	Pravopisna komisija in pravopisna pravila	Vzpostavitev in delovanje standardizacijskega telesa ter prenova kodifikacije
	Pravopisni portal	Predstavitev normativnih podatkov: pravila in slovar
		Predstavitev normativnih podatkov: spletni priročnik za splošne uporabnike
	Jezikovnosvetovalni portal	Jezikovno svetovanje
	Zbirka normativnih zadreg	Zasnova zbirke normativnih zadreg
		Gradnja zbirke (luščenje podatkov, kategorizacija podatkov)
		Preverjanje realizacije in ustreznosti pravopisnih, pravorečnih, oblikoslovnih podatkov (skupina strokovnjakov)
	Črkovalnik besed	Izdelava referenčnega črkovalnika za slovenščino
	Korpus za normativna vprašanja	Izdelava korpusa slovenskega jezika, specializiranega za normativna vprašanja
		Specialni moduli za komplicirane poizvedbe pri korpusih (mala/velika začetnica, ločila ...)
Terminologija	Terminološki portal	Terminološki portal
		Spletna aplikacija za ustvarjanje novih terminoloških zbirk
		Samodejno luščenje terminologije
		Zagotavljanje javno dostopnih terminoloških virov
		Terminološko svetovanje
		Nadgradnja terminoloških korpusov
Večjezičnost	Večjezični portal	Večjezični portal
		Dvo- in večjezične baze in slovarji
	Strojni prevajalnik	Dvojezični korpusi
		Dvo- in večjezične baze in slovarji
		Imenske entitete in stalne besedne zveze

		Oblikoslovna in skladenjska analiza besedila
		Oblikoslovni leksikon
		Referenčni korpusi slovenščine
		Razvozlavanje anafore in analiza besedilnih koreferenc
		Semantična mreža
		Semantična analiza vlog
		Oblikoslovni sintetizator
		Razvoj strojnega prevajalnika
Jezikovne tehnologije	Sintetizator govora	Imenske entitete in stalne besedne zveze
		Oblikoslovna in skladenjska analiza besedila
		Oblikoslovni in glasoslovni leksikon
		Semantična analiza vlog
		Govorna baza za sintezo govora
		Sintetizator govora - aplikacija
	Razpoznavnik tekočega govora	Oblikoslovna in skladenjska analiza besedila
		Referenčni korpus slovenščine za učenje jezikovnih modelov
		Večnamenski korpus in baza govornega jezika
		Razpoznavnik tekočega govora z velikim slovarjem besed
	Avtomatsko procesiranje besedila v jezikovnih tehnologijah in spletnih iskalnih orodjih	Imenske entitete in stalne besedne zveze
		Oblikoslovna in skladenjska analiza besedila
		Oblikoslovni in glasoslovni leksikon
		Referenčni korpusi slovenščine
		Razvozlavanje anafore in analiza besedilnih koreferenc
		Semantična mreža
		Semantična analiza vlog
	Slovnični pregledovalnik	Imenske entitete in stalne besedne zveze
		Oblikoslovna in skladenjska analiza besedila
		Oblikoslovni leksikon
		Razvozlavanje anafore in analiza besedilnih koreferenc
		Imenske entitete in stalne besedne zveze
		Slovnični pregledovalnik – aplikacija
	Sistemi dialoga	Imenske entitete in stalne besedne zveze
		Oblikoslovna in skladenjska analiza besedila
		Oblikoslovni sintetizator
		Oblikoslovni in glasoslovni leksikon
		Referenčni korpusi slovenščine
		Razvozlavanje anafore in analiza



		besedilnih koreferenc
		Semantična mreža
		Semantična analiza vlog
		Dialoški korpusi
		Sistem dialoga - aplikacija
Digitalizacija	Digitalni čistopisi slovenske kulturne dediščine	Izdelava čistopisov z uporabo množičenja
	Digitalni jezikovni priročniki za slovenski jezik	Digitalizacija ali prilagajanje digitalnemu okolju jezikovnih priročnikov za slovenščino
	Digitalna slovenska znanstvena besedila	Prilagajanje in vključitev novih znanstvenih del v obstoječe portale
		Izdelava korpusov znanstvenih besedil
Govorci s posebnimi potrebami	Bralnik zaslona za slepe in slabovidne	Sintetizator govora za bralnik zaslona v slovenskem jeziku
	Branje sporočil gospodinjskih aparatov za slepe in slabovidne	Bralnik sporočil gospodinjskih aparatov
	Govorni vmesnik za Facebook	Govorni vmesnik za Facebook s sintetizatorjem govora
	Razpoznavanje govora v pedagoškem procesu	Razpoznavnik govora za pouk in predavanja
	Slovar slovenskega znakovnega jezika (SZJ)	Nadgradnja korpusa SIGNOR
		Spletni slovar SZJ

**PREGLED URADNIH ODZIVOV**  
**NA OBJAVLJENA OSNUTKA AKCIJSKIH NAČRTOV**  
**ZA JEZIKOVNO IZOBRAŽEVANJE IN OPREMLJENOST**  
**(javna razprava)**

**Katarina Kejžar, prof., mag. gov. (25. 6. 2014)**

Spoštovani,

Prebrala sem akcijski načrt za jezikovno izobraževanje in se mi zdi odličen.

Kot razredna učiteljica in prof. slovenščine dobro poznam učenje slovenščine od 1. do 9. razreda.

Pri delu opažam, da ni jasne rdeče niti učenja slovenščine, ki bi jo bilo moč vleči od začetka do konca osnovnošolskega izobraževanja. Učenje branja je domena prvih dveh razredov, ravno tako opismenjevanje, o učenju govora se ne govori dovolj ... V tretjem, četrtem in petem razredu se zanemarijo te dejavnosti, prehitro in na neustrezen način se vnašajo znanja jezikovnih vsebin, tehnike branja se ne uri več. Vključevanje delovnih zvezkov se mi zdi popolnoma zgrešeno.

Z vsemi vašimi ugotovitvami se v celoti strinjam, ker pa sem sama v podiplomskem študiju razvila metodo učenja slovenščine, kjer gre za popoln preplet književnih in jezikovnih vsebin, ki izhaja iz zvočne podobe besede, kjer je učencem omogočeno ponotranjenje vsebin, ki se posveča ustreznemu govorjenju in poslušanju, sem po prebranem še bolj prepričana, da sem na pravi poti.

Morda bo kdaj priložnost, da vam predstavim svoj način učenja. ( v eni prihodnjih številkk revije Slovenščina v šoli, pišem o njem)

Prijetno poletje in srečno vam želim,

Katarina Kejžar, prof., mag. gov.

## **Zveza Sožitje – zveza društev za pomoč osebam z motnjami v duševnem razvoju, dr. Katja Vadnal, predsednica (8. 7. 2014)**

Zadeva: pripombe na osnutka akcijskih načrtov za jezikovno izobraževanje in za jezikovno opremljenost

Na spletni strani Ministrstva za kulturo

[http://www.mk.gov.si/si/medijsko\\_sredisce/novica/article/1328/6210/8de15a29e98af8103d385621e51506ea/](http://www.mk.gov.si/si/medijsko_sredisce/novica/article/1328/6210/8de15a29e98af8103d385621e51506ea/)

sta bila 20. Junija 2014 objavljena osnutka Akcijskega načrta za jezikovno izobraževanje in Akcijskega načrta za jezikovno opremljenost. Ministrstvo za kulturo je oba dokumenta posredovalo v javno razpravo pred medresorskim usklajevanjem in vse zainteresirane vabi, da svoje pripombe in mnenja pošljejo na e-naslov [jezikovna-politika.mk@gov.si](mailto:jezikovna-politika.mk@gov.si) do 31. julija 2014. Zveza Sožitje je skupaj s številnimi drugimi civilnodružbenimi organizacijami aktivno sodelovala že v fazi nastajanja sedaj objavljenih osnutkov.

### **1. Osnutek Akcijskega programa za jezikovno izobraževanje**

Z velikim zadovoljstvom ugotavljamo, da so v osnutek Akcijskega načrta za jezikovno izobraževanje vnesene vse naše pripombe in sugestije. To vsekakor kaže na pozitivne spremembe na področju razumevanja potreb in pravic ljudi z motnjami v duševnem razvoju v večinski družbi.

### **Na osnutek Akcijskega programa za jezikovno politiko nimamo pripomb.**

### **2. Osnutek Akcijskega programa za jezikovno opremljenost**

Vsebine, ki jih obravnava osnutek Akcijskega programa za jezikovno opremljenost, v veliko primerih presegajo naše kompetence, kot tudi področje delovanja. Menimo pa, da je smiselno posredovati nekaj sugestij, ki so se nam utrnile pri prebiranju tega dokumenta.

#### **Akcija S-1: Infrastrukturni center; str. 30**

##### **Opis:**

Vzpostavi se infrastrukturni center za zbiranje, evalvacijo, hranjenje in distribucijo jezikovnih virov (jezikovne baze, priročniki itd.) in orodij za slovenščino, vključno s slovenskim znakovnim jezikom **in slovenskim lahkim branjem.**

Takšno dopolnilo nam pomeni zagotovilo, da se bodo uresničevale aktivnosti, predvidene v osnutku Akcijskega programa za jezikovno izobraževanje.

**Akcija P -8: Slovnični portal za šolarje, str. 42**

**Opis:**

Nadgradi se slovnični portal, ki je primarno namenjen jezikovnemu opismenjevanju učencev v slovenskih šolah, **tudi tistih, ki so vključeni v posebni program vzgoje in izobraževanja.**

Kako pomembno je, da je sporazumevanje naših hčera in sinov z motnjami v duševnem razvoju v njihovem maternem jeziku pravilno, verjetno ni potrebno še posebej utemeljevati.

**Akcija K -2: Specializirani korpusi; str. 46**

Želimo opozoriti, **da je potrebno pri razvoju multimodalnih korpusov upoštevati posebnosti govorcev z motnjami v duševnem razvoju**, od katerih imajo številni tudi kombiniranje motnje (gluhost/naglušnost, slepota/slabovidnost, so tudi gluho-slepi itd.). Zato je na področju »lahkega branja« potrebno upoštevati kombinacijo »besedilo+slika/zvok«.

**Korpusi za strojno preverjanje berljivosti besedil morajo zajemati tudi strojno preverjanje »lahkega branja«.** Na ta način bo mogoče lažje in hitreje uvajati ta način sporazumevanja v prakso.

Lep pozdrav,

Dr. Katja Vadnal  
Predsednica Zveze Sožitje

**Slovenska manjšinska koordinacija, Susanne Weitlaner**  
**(16. 7. 2014)**

Spoštovana gospa Grahek!

S strani Štajerske nimam nobenih opomb glede Akcijskega načrta za jezikovno izobraževanje. Če se bo vse tako izvedlo, kot je načrtovano, bomo zelo zadovoljni.

Z lepimi pozdravi,  
Susanne Weitlaner

**Zveza društev slepih in slabovidnih Slovenije, Tomaž Wraber,  
predsednik, in Azra Seražin, tajnica (18. 7. 2014)**



[Akcijski načrt za jezikovno izobraževanje](#)

[Akcijski načrt za jezikovno opremljenost](#)

**Prof. dr. Andreja Žele, Filozofska fakulteta, Univerza v Ljubljani**  
**(24. 7. 2014)**

**K Akcijskemu načrtu za jezikovno opremljenost**

- Pri vsakem načrtovanju, ko ne začenjamo iz nič, pričakovano izhajamo iz narejenega oz. iz čim bolj konkretnega popisa že narejenega (jezikoslovnega, jezikovnega in jezikovnotehnološkega) k tistemu, kar je šele v zasnovi ali pa se šele zgolj načrtuje. Tako bi 1 Pregled področja pričakovano pomenil 1 Pregled narejenega po področjih (kjer bi bili po vseh osmih področjih točno popisani rezultati do sedaj narejenega s preverljivimi podatki oz. dostopi; 2 Definiranje ciljev, aktivnosti in akcij bi pomenilo 2 Definiranje dolgoročnejših in kratkoročnejših (2014–2018) ciljev, aktivnosti in akcij in 3 Podroben opis akcij bi pomenilo 3 Podroben opis posameznih dolgoročnejših in kratkoročnejših (2014–2018) akcij, in sicer najprej čim bolj konkretno navajanje že narejenega, ki je izhodišče za kratkoročnejše cilje (2014–2018), ki so vključno z l. 2018 lahko uresničljivi v celoti, in za dolgoročnejše cilje, ki so vključno z l. 2018 lahko uresničljivi delno (fazno) ali pa samo zasnovani. Za kratkoročnejše cilje za obdobje 2014–2018 bi morale biti po posameznih akcijah skonkretizirane realne a) kadrovske, b) vsebinske (teoretične in gradivne) in c) tehnično-tehnološke možnosti uresničitve; kot rečeno pa na vseh nivojih izhajati iz navedkov konkretno narejenega kot izhodiščnega za nadaljnje kratkoročnejše ali dolgoročnejše načrtovanje. Tovrstna hierarhizacija bi bila nujna, ker naštetih akcije pod 3 (kratično označene kot S 1–5, P 1–9, K 1–6, L 1–12, G 1–2, N 1–2, D 1–3, A 1–7, Z 1) niso izvedbeno enakovredne oz. glede na vsebinske in lastnostne različnosti zahtevajo tudi različno strokovno angažiranost, posledično tudi časovno; vse pa nikakor ne morejo biti vključene v kratkoročni časovni okvir 2014–2018 (prim. na str. 18–27), česar se seveda zavedajo tudi sestavljalci načrta. Potrebna je torej tudi čim bolj konkretna vsebinska hierarhizacija naštetih vsebin znotraj posameznih področij – prednostne vsebine (dolgoročne/kratkoročne) in vzporedne vsebine oz. akcije (dolgoročne/kratkoročne). Menim, da bi se pri predlagani preureditvi in konkretizaciji (glede navajanja že narejenega z ozirom na šele načrtovano ali samo zasnovano) izognili obstoječemu podvajanju ali celo večkratnemu navajanju istih vsebin in posledično bi se občutno zmanjšal obseg tega dokumenta.
- Uvodoma poleg jezikovnih virov (korpusi, slovarji, jezikovne baze ...) in jezikovnotehnoloških orodij (tokenizatorji, oblikoslovni označevalniki ...) manjkajo bistveni jezikoslovni viri (slovnica, jezikoslovne enciklopedije, jezikosl. priročniki in temeljne znanstvene monografije ...). Pri takem akcijskem načrtu namreč morata biti vsaj enakovredno obravnavana tako jezikoslovni kot jezikovnotehnološki delež, ker samo sklicevanje na samoumevno soodvisno povezanost obojega ni bistveno oz. ni dovolj; kot vemo, so temeljna jezikoslovna dela izhodišče za vse nadaljnje aplikacije. In znanstvena slovnica slovenskega jezika se sicer lahko napiše tudi v obdobju 2014–2018, vendar potem mora biti to eden izmed kvečjemu dveh ali treh prednostnih del v tem obdobju;

isto se je seveda že do sedaj potrdilo tudi za temeljni razlagalni slovar slovenskega jezika. Navsezadnje začudi tudi podatek, da je med sestavljalci tovrstnega jezikovnega načrta samo ena slovenistka; pri sestavi tega dokumenta in tudi sicer pogrešam širše in intenzivnejše sodelovanje jezikoslovcev in jezikovnih tehnologov.

Skratka, obstoječo delovno verzijo Akcijskega načrta bi bilo treba vsebinsko izčistiti zlasti v smislu vsebinsko-časovne konkretizacije in korektnosti; k vsebinam sodi npr. pod izhodiščno oz. »narejeno« korektno navajanje zlasti vsega tistega temeljnega slovničnega in slovarskega za slovenščino, kar tudi sicer uporabljamo in je zato zaenkrat še vedno izhodiščno za nadaljnje raziskave in aplikacije; za uresničitev je seveda nujna tudi ustrezna kadrovska zasedba (ustanove, posamezniki ...). Kot rečeno, predstavitev bi morala biti bolj vsebinsko analitična v smislu že narejeno – načrtovano in zasnovano – uresniče(va)no (kratkoročno/dolgoročno in prednostno/spremenljivo) in temeljno jezikoslovno – uporabnostno jezikovno – jezikovnotehnološko, in le tako bi bila posledično bolj kredibilna, kar v predloženem osnutku žal ni.

Ljubljana, 24. 7. 2014

Prof. dr. Andreja Žele, FF UL



## **Slovenski prevajalski oddelek Evropskega parlamenta, Tadeja Zdenka Tomšič, vodja oddelka (25. 7. 2014)**

Pozdravljeni,

pišem Vam v imenu prevajalcev in asistentov, zaposlenih na slovenskem prevajalskem oddelku Evropskega parlamenta, ki smo se z zanimanjem seznanili z Resolucijo o nacionalnem programu za jezikovno politiko 2014-2018 in Akcijskim načrtom za jezikovno opremljenost.

Kot soustvarjalcem slovenskega jezika, zlasti na področju slovenske zakonodaje, in vsakodnevnim uporabnikom najrazličnejših slovenskih in tujejezičnih jezikovnih virov nam sodobna, digitalna orodja lajšajo in pospešujejo delo. Digitalna oblika ni linearna, pač pa s klikom ali dvema omogoča dostop do dodatnih informacij (sinonimov, pogostih besednih zvez, etimoloških referenc ipd.), kar pomeni, da lahko v kratkem času dobimo veliko bolj popoln odgovor na svoje dileme. Pri dostopnem spletnem gradivu bi si želeli več povezanosti med viri različnih ponudnikov.

Zelo pomembno se nam zdi beleženje iskalnih nizov, saj bi omogočilo sledenje potrebam uporabnikov in pripomoglo k bolj recipročnemu posodabljanju digitalnih virov. Proces nastajanja tiskane različice bi omogočil natančnejše preverjanje in posvetovanje, tako da bi lahko povratno vplival tudi na popravke in spremembe v digitalnem gradivu. Na ta način bi bila dodobra izkoriščena značilna hitrost in odzivnost digitalnega okolja.

Po drugi strani imamo pri svojem delu potrebo po rednem stiku z realnostjo slovenskega jezika, ki ga, kot smo že omenili, soustvarjamo na zelo pomembnem področju zakonodaje. Ob že uveljavljenih kanalih jezikovnega in terminološkega sodelovanja z ustreznimi sogovorniki na ministrski in akademski ravni v Sloveniji, pri čemer ima za nas pomembno vlogo sektor za splošne in institucionalne zadeve MZZ RS, bi nam bila v veliko pomoč enotna vstopna točka do vseh virov. Pri vsakdanjem delu občasno pogrešamo tudi slogovnih smernic in priročnikov oziroma povezanosti obstoječe literature s tega področja, ki je razdrobljeno objavljena ter uporablja raznovrstne pristope.

S stališča velikih jezikovnih uporabnikov menimo, da bi nam v akcijskem načrtu opisani pristop, zlasti akcije iz poglavij o spletnih portalih, korpusih, slovarjih in leksikonskih bazah, slovnici in normativnosti, koristil v smislu še ustrežnejše, za našo dejavnost pomembne dostopnosti do jezikovnih virov.

**Tadeja Zdenka TOMŠIČ**

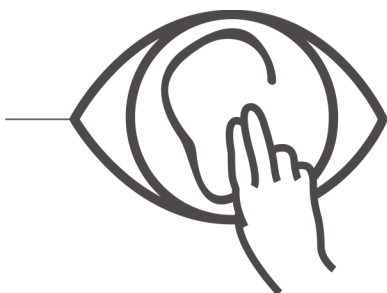
Vodja oddelka

DG TRAD – Slovenski prevajalski oddelek

SCH 03B013

Tel.: 25296

**Društvo gluhoslepih Slovenije DLAN, Simona Gerenčer Pegan,  
sekretarka, in Petra Rezar, zakonita zastopnica (28. 7. 2014)**



društvo **DLAN**  
gluhoslepih  
Slovenije

Linhartova cesta 13, 1000 Ljubljana

Tel./Fax: 01 542 20 03 Gsm: 040 558 832 info@gluhoslepi.si  
Davčna št.: 97676853 Matična št.: 2045133 TRR: 2900 0005 0548 012

Ljubljana, 28. 7. 2014

Spoštovani,

**Zadeva: Mnenje k akcijskemu načrtu za jezikovno opremljenost**

Veseli nas, da se je oblikoval Akcijski načrt za jezikovno opremljenost, ki je precej obsežen in strukturiran.

Naše pripombe se nanašajo na potrebno vključenost področja gluhoslepote. V Akcijskem načrtu za jezikovno opremljenost nismo zaznali, da bi bilo področje gluhoslepote oziroma osebe z gluhoslepoto vključene in bi na podlagi tega pridobile kakršnekoli pravice.

Akcijski načrt za jezikovno opremljenost v 1. 8 točki, na strani 15, opredeljuje Govorce s posebnimi potrebami, kjer so v prvem odstavku omenjeni slepi, slabovidni ter gluhi in naglušni. Gluhoslepota je spregledana, čeprav gre pri osebah z gluhoslepoto za hkratno okvaro sluha in vida, pri čemer ne govorimo o seštevku okvar, temveč o specifični skupini ljudi, ki je opredeljena z edinstveno definicijo. Hkratna okvara dveh senzornih čutil povzroča najhujše socialne posledice, osebe z gluhoslepoto pa ne morejo kompenzirati primanjkljaje enega senzornega čutila z drugim senzornim čutilom. Kajti hkratna okvara dveh senzornih čutil povzroča stanje, kjer posameznik potrebuje izključno individualno prilagojeno pomoč.

Gluhoslepota je izjemno heterogena in razumljena v širokem razponu različnih kombinacij jakosti okvar dveh senzornih čutil. Popolna gluhoti s popolno slepoto (praktična gluhoslepota) je redka, osebe, ki se uvrščajo med gluhoslepe, imajo najpogosteje različne kombinacije okvar obeh čutil. Prav zaradi tega je vsaka oseba z gluhoslepoto povsem različna od druge osebe z gluhoslepoto. Edina njihove skupna točka je, da so do pomenljive stopnje prikrajšani pri uporabi čutil na daljavo. Zaradi tega je potrebno vsako osebo z gluhoslepoto obravnavati izključno

individualno. Prav tako uspešno sporazumevanje z osebami z gluhoslepoto lahko poteka izključno individualno.

Pri osebah z gluhoslepoto govorimo o treh skupinah: osebah s prirojeno gluhoslepoto, osebah s pridobljeno gluhoslepoto in osebah s starostno gluhoslepoto (starost nad 55. let). V Sloveniji se število oseb s prirojeno in pridobljeno gluhoslepoto ocenjuje na 400 (po izračunih na podlagi demografskih kriterijev, ki jih upoštevajo številne države), vključujoč starostno gluhoslepoto se njihovo število bistveno poveča. Osebe z gluhoslepoto so v Sloveniji organizirani v Društvo gluhoslepih Slovenije DLAN, ki ima status reprezentativne invalidske organizacije za osebe z gluhoslepoto. Društvo gluhoslepih Slovenije DLAN je polnopravna članica evropske zveze gluhoslepih (EDBU) in svetovne zveze gluhoslepih (WFDB).

Osebe z gluhoslepoto izhajajoč iz svojih potreb potrebujejo individualno pomoč in individualnega tolmača (prevajalca) za gluhoslepe. Slednji mora poznati številne načine sporazumevanja z osebami z gluhoslepoto, ki je za posameznika najbolj učinkovit in primeren. Poleg tolmačenja oziroma prevajanja v številne načine sporazumevanja je posamezniku poleg avditivnih informacij potrebno prevajati tudi vizualne informacije oziroma informacije iz okolja. Oseba z gluhoslepoto potrebuje pomoč pri gibanju, torej spremljanje in pomoč pri vseh ostalih aktivnostih, v katere se vključuje (tako tudi pri najosnovnejših aktivnostih, opravilih, kot tudi pri vsakodnevnih pogovorih, spremljanju informacij iz medijev, izobraževanju). Gre za kompleksno celostno pomoč osebi z gluhoslepoto, ki terja od oseb, ki nudijo pomoč ogromno znanja, sposobnosti in izkušenj.

Pri osebah z gluhoslepoto je potrebno upoštevati, da gre za povsem drugačno tolmačenje oziroma prevajanje ter komunikacijo kot za tolmačenje gluhim. V mednarodnem merilu se zahtevata na posameznika z gluhoslepoto dva tolmača. Nezanemarljivo je dejstvo, da veliko oseb z gluhoslepoto nima izoblikovanega načina sporazumevanja in je individualno, s posameznikom potrebno razviti njegov jezik – način sporazumevanja, ki je prilagojen njegovim zmožnostim in sposobnostim. V mnogih primerih se svojci ne znajo sporazumevati z osebo z gluhoslepoto, prav tako ne okolica, zaradi česar je poleg ureditve tolmačev in osebnih asistentov za osebe z gluhoslepoto potrebno usposabljanje še najbližje osebe gluhoslepih.

Zaradi izjemne heterogenosti skupine oseb z gluhoslepoto nekateri še delno ali v celoti lahko uporabljajo tehnologije, ki so opredeljene bodisi za slepe, slabovidne bodisi za gluhe in naglušne. Za skupino oseb z gluhoslepoto pa je uporaba tehničnih pripomočkov izključno omejena na specifično tehnologijo, ki jo uporabljajo gluhoslepi (zaradi cenovne nedostopnosti zaenkrat v Sloveniji ni uporabljena pri ciljni skupini, zaradi česar so še bolj prikrajšani). Osebe z gluhoslepoto najzanesljivejše informacije prejemajo prav preko taktilnega načina.

Področje Govorcev s posebnimi potrebami dejansko predstavlja problematiko, ki je pereča in ji je potrebno nameniti več pozornosti in sredstev ter jo obravnavati skozi prefinjeno strokovno prizmo.

Prav zaradi tega je tudi vloga posameznih organizacij in njihovo sodelovanje nepogrešljivo, z namenom, da se ne prezrejo ali povsem izključijo interesi posamezne skupine ter da se obravnavajo v obsegu in v skladu z zahtevami mednarodnih organizacij.

Želimo, da se upoštevajo pripombe in se Akcijski načrt za jezikovno opremljenost dopolni, kajti s tem bomo pridobili na višji kvaliteti sporazumevalnega zadovoljstva govorcev s posebnimi potrebami, obenem bo prispevalo k vidnejši uskladitvi Akcijskega načrta za jezikovno opremljenost z Akcijskim načrtom za jezikovno izobraževanje.

Z lepimi pozdravi,

Simona Gerenčer Pegan,  
sekretarka društva

Petra Rezar,  
zakonita zastopnica

# Doc. dr. Nataša Logar, Fakulteta za družbene vede, Univerza v Ljubljani (29. 7. 2014)

## Odziv na Akcijski načrt za jezikovno opremljenost (javna razprava)

Delovna različica *Akcijskega načrta za jezikovno opremljenost* (dalje Akcijski načrt) avtorjev H. Dobrovoljc, T. Erjavca, D. Verdonik, Š. Vintar, S. Kreka in M. Snoja (z umikom navedbe avtorstva zadnjih dveh sodelavcev v času javne razprave iz razlogov, ki so bili objavljeni na spletnem forumu SloLit) je pregleden, v ciljih, aktivnostih ter akcijah relevanten in v izboru nujnih nalog, ki jih je treba opraviti na področju jezikovne opremljenosti slovenščine, kot celota aktualen dokument. Ker pa je javna razprava namenjena predvsem izboljšanju manj dorečenih mest, delovni skupini v premislek podajam naslednje predloge in pripombe (točkovane po naslovih Akcijskega načrta):

### Poglavje 1.2 Jezikovni opis

Resolucija o Nacionalnem programu za jezikovno politiko 2014–2018 (dalje Resolucija) je v poglavju o jezikovnem opisu izrecna in poudarja, da bo moral akcijski načrt med drugih predvideti tak **slovarski opis** sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, da bo treba dokončati, sestaviti oz. prilagoditi digitalnemu okolju še druge slovarje, da je treba začeti načrtovanje izdelave **nove znanstvene slovnice** itd. Te dele Resolucije in še druge navaja na str. 5–6 tudi Akcijski načrt, nato pa na str. 6–9 sledi prikaz obstoječega stanja na področju temeljnih in specializiranih del ter priročnikov za slovenski jezik.

**1.** Opis pod naslovom **Temeljni informativno-normativni slovar slovenskega jezika** na str. 6–7 prinaša zgolj kratek seznam tega, kaj za slovenščino ta hip obstaja, tj. SSKJ, zbornik s Strokovnega posveta o novem slovarju slovenskega jezika (2009), SNB (2012), Predlog za izdelavo Slovarja sodobnega slovenskega jezika (Krek, Kosem, Gantar, 2013), zbornik s Posveta o novem slovarju slovenskega jezika (MK, febr. 2014) in sklepi s tega posveta. Nič drugega: nobene ocene stanja, nobenih primerljivih ali vzornih evropskih praks, nobene zaznave nujnih potreb, smiselnih usmeritev ali ključnih priporočil, in to za celotno, zelo pomembno ter pereče podhranjeno področje opisa slovenskega jezika: temeljni slovar. Še očitnejša postane nerazdelanost te točke, ko v razvid pritegnemo daleč najvišji znesek, ki je namenjen *Akciji L-1: Splošni slovar in slovarska baza*; ta namreč znaša 4.452.500 EUR. Tudi opis Akcije L-1 na str.

54–55 ne prinaša nič novega, zgolj določila iz Resolucije in sklepe že omenjenega posveta na MK.

Ugotavljam torej, da v tem delu Akcijskega načrta manjkajo nujni deli tovrstnega dokumenta, ki so sicer prisotni pri vseh drugih poglavjih Akcijskega načrta, in da je dokument v tej točki nezadosten ter v ničemer ne dopolnjuje ali konkretizira Resolucije. Posledično ne moremo kot utemeljene sprejeti niti finančne postavke Akcije L-1.

**2.** Še bolj kratka je točka **Slovnica**. Spet tu manjka vsaj omemba vsaj nekaterih raziskav slovenskega jezika (ne v poimenskem smislu, temveč z vidika pristopov), ki že več kot desetletje kažejo nujno po novem opisu, ki k znanstvenoslovničnemu opisu pristopajo še s katerega drugega, ne le strukturalističnega izhodišča ali prinašajo novo metodologijo ipd. Zopet ni niti enega ozira po sodobnih slovničnih praksah pri tujih jezikih, nobenih smiselnih usmeritev ali povezav z novim slovarjem, standardizacijo, nekaterimi jezikovnimi tehnologijami ipd. Nekaj več tovrstnih nastavkov je v zadnjem delu Akcijskega načrta pod naslovom *Akcija G-1: Zasnova slovnice*, kljub temu pa je izhodišče tega poglavja šibko. Okrepiti bi veljalo tudi točko o zbirki podatkov o rabi sodobne slovenščine, ki bo podlaga za novi slovnični opis. Morda bi bilo celo bolj smiselno (ker gre za eno ključnih zbirk podatkov za prihodnje raziskave slovenskega jezika), da bi šlo pri njej znotraj Akcijskega načrta za samostojno akcijo.

Še opomba v zvezi s Šolsko slovnico: na str. 72 je navedeno, da mora biti šolska slovnica zasnovana kot aplikacija novega slovničnega opisa slovenščine, kar bi bilo lahko časovno neugodno, ker se v istem času, kot je predvidena izdelava šolske slovnice, izdeluje šele koncept nove znanstvene slovnice. Aktivnosti bi torej morali biti precej povezani (tudi z vidika medsebojne obveščenosti, istih sodelavcev), sicer bi Šolska slovnica težko v celoti dosegla cilj.

**3.** V točki **Dialektološki opisi** je žal zgolj kot "zanimiva pobuda" omenjen korpus Govora Koprive na Krasu (K. Šumenjak, 2012), ne pa npr. tudi edini prosto spletno dostopni narečni slovar, ki je nastal pri doktorski disertaciji A. Benko (2013, <http://www.narecna-bera.si/>). Pri obeh se zdi, da gre za primera, ki jima je v skladu z Resolucijo in cilji Akcijskega načrta vredno slediti in jih nadgraditi, vsekakor pa se velja v Akcijskem načrtu vsaj opredeliti v smeri obeh teh dveh zgledov. Morda še to: četudi je nato v poglavju *Akcija L-2: Slovenski lingvistični atlas* (str. 56) pod predvidenimi učinki navedena "dostopnost atlasa v interaktivni spletni obliki", je treba uvodno poglavje (str. 8) izrecno dopolniti s tem namenom in ta namen primerjalno evropsko ter uporabniško osmisлити ter ga razširiti tudi na druge že obstoječe ali vsaj nastajajoče narečne slovarje. Take spletno dostopne interaktivne narečne jezikovne vire sicer zelo pozdravljam.

**4.** Zgolj tipkarska napaka na str. 9: KRES ima 100 milijonov besed (ne 10 mio besed).

### **Poglavje 1.3 Standardizacija**

Predlagam izbris prvega odstavka, ker implicira, da drugim znanstvenoraziskovalnim (in še katerim) ustanovam družba ne priznava avtoritete in neodvisnosti od politike (posledično predlagam tudi izbris prvih dveh povedi na strani 73). Ali pa naj se to napiše pod vsakim naslovom, pa za vse možne izvajalce, ki so se do sedaj in se bodo še v prihodnje lotevali razvoja in priprave kateregakoli jezikovnega vira, orodja ali priročnika. Konec koncev pa vse štiri dejavnosti standardizacije, kot jih obravnava Resolucija in jih Akcijski načrt navaja na str. 10, tudi ne potekajo zgolj na SAZU (oz. Inštitutu za slovenski jezik F. Ramovša v okviru ZRC SAZU), namreč: jezikovnotehnološka prav gotovo ne (če je na str. 73 pod nadgradnjo referenčnega korpusa za specializirane pravopisne poizvedbe mišljena Gigafida, to kvečjemu potrjuje mojo misel – ali pa je mišljen kateri drug referenčni korpus?).

### **Poglavje 2.3 Opredelitev akcij ter njihova finančna ocena in časovna utemeljitev + Podroben opis akcij**

Str. 20, Tabela 2: KORPUSI

Poimenovanja akcij od K-1 do K-6 so nekoliko nerodne. Namreč: z izjemo *K-4 Govorni korpus in baza gre* pri vseh za korpusse pisnih besedil, zato je poimenovanje Akcije K-1 preširoko. Predlagam tudi zamenjavo izraza terminološki korpusi s poimenovanjem korpusi strokovnih besedil. Ti sodijo pod specializirane korpusse, enako tudi korpusi (verjetno boljše eden: korpus) znanstvenih besedil.

Popravki bi tako lahko bili:

str. 44:

Akcija K-1 Pisni korpusi > Splošni korpusi pisnih besedil in konkordančniki;

terminološki korpusi (4. odstavek) > korpusi strokovnih besedil (+ prenos pod K-2 Specializirani korpusi)

str. 46:

Akcija K-2: Specializirani korpusi > Specializirani korpusi in konkordančniki

str. 48:

Korpusi znanstvenih besedil – se prenesejo pod K-2 (in – kot rečeno – najbrž bi bil smiselno le en korpus)

Ob upoštevanju zgornjih popravkov je potreben še popravek finančnih postavk. Če členitev ostane enaka, pa naj se vsaj naslovi prilagodijo vsebini posameznih točk.

str. 53:

Kot je iz vsebine in kazalnikov razvidno, bi lahko šlo za več korpusov, zato je potreben popravek naslova in podnaslova v množino.

### **Finančne postavke**

V zvezi s finančnimi postavkami delovni skupini predlagam, naj še enkrat premisli zneske, povezane s pripravo novih pravopisnih pravil in slovarja. Ta del Akcijskega načrta je razdelan v štiri med seboj sicer tesno povezane akcije: Akcijo P-9, ki je nekakšna predfaza končnega Pravopisnega portala, Akcijo L-12, ki bo prinesla zbirko normativnih zadreg za pripravo pravopisnega slovarja, Akcijo N-1, iz katere bo plačana pravopisna komisija za prenovo pravil, in Akcijo N-2, ki prinaša dokončno vzpostavitev Pravopisnega portala. Gre za relevantno členitev, vendar pa je, primerjalno gledano, in glede na to, da so nastavki za vse te akcije vendarle že prepoznani in dobro pripravljene (npr. Dobrovoljc, Jakob, 2011, Slogovni priročnik: projekt Sporazumevanje v slovenskem jeziku (Kazalnik 17), <http://isifr.zrc-sazu.si/svetovalnica#v>), finančni obseg celote precejšen: 59.000 (Akcija P-9), 197.500 (Akcija L-12), 311.500 (Akcija N-1) in 197.500 (Akcija N-2). Da je za delo pravopisne komisije, ki bo prenavljala pravila, namenjenih skoraj toliko sredstev kot npr. za razpoznavnik tekočega govora, pri katerem smo s slovenščino še dokaj na začetku, se res zdi nekoliko precenjeno.

Sicer pa čestitam članicam in članom delovne skupine za v veliki večini zelo dober rezultat nedvomno zahtevnega premišljanja ter usklajevanja!

S spoštovanjem,

Nataša Logar



### **Odziv na Akcijski načrt za jezikovno izobraževanje (javna razprava)**

Delovna različica *Akcijskega načrta za jezikovno izobraževanje* (v nadaljevanju: Akcijski načrt), ki je v javno razpravi od 20. junija 2014 dalje, je pregleden, celovit in dobro premišljen dokument o ključnih razvojnih potrebah ter ukrepih, ki čakajo slovensko jezikovno politiko na področju jezikovnega izobraževanja v naslednjih petih letih. Delovna skupina, ki je načrt pripravila, je kompetentno ocenila trenutno stanje na vseh šestih področjih in zastavila relevantne, prioritete ustrezne ter ob sodelovanju vseh vpletenih nosilcev (ministrstva, ARRS, univerze itd.) in z ustrežno finančno podporo uresničljive aktivnosti.

Edino, kar dajem delovni skupini v premislek, je naslednja misel: morda bi bilo koristno, če bi se v preglede stanja in analize umeščenosti tujih jezikov v 4. poglavju vključevalo tudi visokošolsko izobraževanje (v trenutnem Akcijskem načrtu se vertikalno izjemo na str. 60 (znanje tujih jezikov kot del profila diplomantov) zaključijo pri srednji šoli).

Sicer pa čestitam članicam in članom delovne skupine za dober rezultat nedvomno zahtevnega dela!

S spoštovanjem,

Nataša Logar

# **Iniciativa za ohranitev obveznega drugega tujega jezika v OŠ, zanjo Metka Zorec, Peter Zupan in Maruša Jazbec Colja (29. 7. 2014)**

## **Pripombe na Akcijski načrt za jezikovno izobraževanje 2014-2018**

Akcijski načrt ne predvideva zadovoljivih aktivnosti v zvezi s poučevanjem drugega tujega jezika. Kot je zapisano v Akcijskem načrtu za jezikovno izobraževanje na strani 53, naj bi pripravljavci Akcijskega načrta za področje tujih jezikov v izobraževanju izhajali iz ocene, da slovenski strateški razvojni dokumenti pojmovno dobro sledijo izhodiščem in smernicam, ki jih za to predvidevajo državne in evropske inštitucije.

Ugotavljamo, da slednja trditev ne drži, saj trenutna jezikovna politika v RS glede 2. tujega jezika v osnovni šoli ne sledi dokumentom, izhodiščem, smernicam in dobrim praksam, npr.:

1. Barcelonskemu srečanju 2002, ki predvideva, da se učečim v OŠ ponudi vsaj 2 tuja jezika, kar je z uvedbo NIP-a od 4. do 9. razreda sicer res, vendar ne sledi smernicam in zavezi, da se drugi tuji jezik uči najmanj dve leti zaporedoma. Obenem isti dokument predvideva kvalitetno in efektivno učenje tujega jezika - glede na neobveznost 2. tujega jezika kot NIP-a, možnost šestletnega vstopanja in izstopanja v proces učenja 2. tujega jezika kot NIP-a in zaradi previsokega minimalnega števila, ki bo 11 učencem onemogočil učenje 2. tujega jezika kot NIP-a (minimalno število je namreč 12 učencev), se s tem ne moremo strinjati. Prav tako nikjer ni zagotovljeno, da se osnovnošolec najmanj dve leti zaporedoma drugi tuji jezik uči kot obvezni izbirni predmet. Menimo, da bomo učitelji slednjim kriterijem težka zadostili ali jim celo ne bomo mogli zadostiti. Na ta način se lahko zgodi, da bo 2. tuji jezik kot NIP na večini šol zamrl, zlasti na 2/3 tistih OŠ, ki niso imele možnosti poučevanja obveznega 2. tujega jezika,
2. dobrim praksam, ki govorijo v prid 2. tujemu jeziku kot obveznemu predmetu v OŠ. V preteklosti je država RS že financirala večje raziskave o drugem tujem jeziku, ki so objavljene v publikacijah ZRSŠ (Raziskava ESLC 2011, Večjezičnost nas bogati 2012 in Drugi tuji jezik v OŠ 2010) z namenom, da bo na rezultatih teh raziskav oblikovala jezikovno politiko RS. V teh dokumentih je bilo opredeljeno načrtovanje in izvedba analize 2. tujega jezika kot obveznega predmeta v OŠ. Prav tako so v omenjenih publikacijah izvedli oblikovanje izhodišč in smernic za nadaljnje poučevanje, ki so govorile v prid frontalni uvedbi obveznega 2. tujega jezika v OŠ. Akcijski načrt glede tujih jezikov v 10 od 14 postavkah predvideva načrtovanje in izvedbo analize in oblikovanje izhodišč in smernic. Ugotavljamo, da bomo v letih 2014-2018 samo ponovili delo iz

preteklih let. Glede na dejstvo, da bo za te aktivnosti porabljenih cca. 300 000 € davkoplačevalskega denarja, se sprašujemo o smotrnosti vseh postavk akcijskega načrta v razpredelnici na straneh 54-62,

3. Akcijskemu načrtu evropske komisije 2004-2006, ki na strani 10 pravi, da "učenje ene same lingue france ne zadostuje" in da "bi moral vsak državljan EU poleg materinščine obvladati še dva tuja jezika". Ker je v formulaciji uporabljena beseda "morati", katere modalnost izraža najvišjo stopnjo nujnosti dejanja, ki ga označuje glagol, sklepamo, da dokument predvideva obvezno učenje drugega tujega jezika v OŠ, čemur smo na 159 osnovnih šolah tudi sledili s projektom uvajanja obveznega drugega tujega jezika v OŠ v letih 2007-2013,
4. študijam (npr. študiji nemške gospodarske zbornice iz leta 2003), ki kažejo, da podjetja, ki na tržišču uporabljajo ciljni jezik, svoj položaj na tujih trgih ocenjujejo bistveno boljše kot tista, ki se poslužujejo lingue france. To potrjuje tudi izkušnja nagrajenega mladega slovenskega podjetnika Damjana Matičiča (podjetje Koofr), ki pravi, da start-upi pri vstopu na mednarodni trg pozabljajo na jezik (v primeru vzhodno-evropskega trga na nemščino). Uspešno poslovanje pogojujejo trajnostne povezave, ki pa niso možne brez znanja jezika ciljnega trga. Pomen angleščine naj bi se po mnenju angleškega jezikoslovca Davida Graddola do leta 2050 drastično zmanjšal. Milena Presterl s Fakultete za menedžment v Kopru v svoji raziskavi iz leta 2014 navaja, da izredno veliko ljudi podzavestno z učenjem jezika odlaša, "saj jim proces učenja ni posebej všeč. Otroci na splošno veljajo za najboljše učence jezikov. Imajo prožnejši um, manj zadržkov, več časa, uživajo v oponašanju, zaradi učenja naglasov zvenijo še toliko prepričljivejše". Sabina Lešnik v svoji doktorski disertaciji *Vloga socialno-kulturnega okolja pri učenju tujih jezikov, Maribor 2014* na podlagi izvedene ankete med starši in osnovnošolci potrjuje, da si starši in učenci v Sloveniji želijo dva obvezna tuja jezika v osnovni šoli. Sprašujemo se, ali ste pri tvorbi Akcijskega načrta na področju drugega tujega jezika upoštevali tudi te smernice, analize, ankete in priporočila,
5. smernicam za spodbujanje učenja drugega tujega jezika v OŠ: v drugem odstavku na strani 53 pišete, da "se zaradi neuskklajenosti odločitev posameznih šol rušijo ustrezna ravnovesja v ponudbi in dostopnosti TJ na nacionalni ravni". Z uvedbo NIP-a se bo ponudba in dostopnost drugega tujega jezika fragmentirala do te mere, da zaradi visoko postavljenih normativov za oblikovanje skupin ne bo možno tvoriti skupine za poučevanje drugega tujega jezika. Menimo, da bodo s tem ukrepom najbolj prizadeti tisti učenci, ki so najbolj prizadevni in motivirani in bi se drugega tujega jezika radi učili dlje časa. Spet izpostavljamo, da bi se s frontalno uvedbo 2. tujega jezika kot obveznega predmeta oblikovala enotna ponudba in enotni standardi znanja,
6. smernicam za doseganje kvalitete znanja pri drugem tujem jeziku v OŠ: učni načrt za drugi tuji jezik kot NIP predvideva, da učenci v šestih letih v okviru lestvice SEJO dosežejo enak nivo znanja kot učenci 2. tujega jezika kot obveznega predmeta v treh letih. Sprašujemo se, kako bo ta ukrep dvignil kakovost poučevanja tujih jezikov, ki jo omenjate na strani 53,
7. smernicam za boljše osveščanje ravnateljev in učiteljev o pomembnosti ponujanja in zagotavljanja kontinuiranega poučevanja drugega tujega jezika: Akcijski načrt za

jezikovno izobraževanje 2014-2018 zadeva tudi ravnatelje in učitelje OŠ. Naša mnenja so prikazana v spodnji razpredelnici:

Predlogi akcijskega načrta	Že vpeljano preko poučevanja obveznega 2. tujega jezika in Iniciative za ohranitev obveznega drugega tujega jezika v OŠ
<b>1. Usposobiti ravnatelje in učitelje drugega tujega jezika da bomo ponudile in izvajale pouk 2tj z boljšim vpogledom v širni prostor.</b>	159 OŠ v šestletnem projektu obveznega drugega tujega jezika smo z anketo med starši in učitelji s podporo občine šolskega okraja že izbrale drugi tuji jezik, ki ga širni prostor določene osnovne šole podpira.
<b>2. Usposabljam učitelje, da aktualizirajo svoje znanje.</b>	Na 159 OŠ v projektu obveznega drugega tujega jezika smo učitelji aktualizirali svoje znanje s prispevki na mednarodnih konferencah VIVID, SIRIKT, EDUVISION. Učitelji 159 šol smo samostojno organizirali mednarodno konferenco VEČJEZIČNOST BREZ IZJEME pod častnim pokroviteljstvom predsednika RS Boruta Pahorja z medijsko podporo. Naša naslednja mednarodna konferenca bo marca 2015, kjer bomo učiteljem ponovno omogočili aktualizirati svoje znanje.
<b>3. Usposobiti šole, da izboljšajo informiranje staršev in učencev glede postopkov in vsebin drugega tujega jezika.</b>	V okviru projekta obveznega drugega tujega jezika so bili starši in učenci šest let večkrat letno informirani glede poteka projekta, rezultatov učenja obveznega drugega tujega jezika. Izbrane šole z obveznim drugim tujim jezikom so sodelovale v anketah ZRSŠ, kjer je bilo v zaključnem poročilu napisano, da se priporoča frontalna uvedba na vse OŠ in v Evropski raziskavi o jezikovnih kompetencah ESLC, kjer so dokazali kvaliteto usvojenega znanja in boljše rezultate od učencev drugega tujega jezika kot izbirnega predmeta.

Ugotavljamo, da Akcijski načrt za jezikovno izobraževanje 2014-2018 predlaga številne dejavnosti, ki so na 1/3 slovenskih šol preko poučevanja obveznega drugega tujega jezika in uspešnega delovanja mentorske mreže že potekale in veljajo kot dobro ustaljena praksa. Akcijski

načrt pa ne rešuje še odprtih dilem in vprašanj, kot je npr. neurejena vertikala učenja in poučevanja 2. tujega jezika, zagotovljena kontinuiteta učenja 2. tujega jezika za vse učence in kvalitetnejše znanje učencev drugega tujega jezika kot izbirnega predmeta (obveznega in neobveznega) od učenja drugega tujega jezika kot obveznega predmeta.

#### **PREDLOGI *Iniciative za ohranitev obveznega drugega tujega jezika v OŠ* ZA UREDITEV POLOŽAJA DRUGEGA TUJEGA JEZKA V RS:**

- **Iniciativa za ohranitev obveznega drugega tujega jezika v OŠ je zbrala ogromno mnenj glede pomembnosti vertikale poučevanja na srednjih šolah, ki jih hrani v svojem arhivu in jih objavlja na svoji uradni internetni strani 2tj.si. Menimo, da bi akcijski načrt moral predvidevati vertikalni izhod za OŠ v skladu z evropskim jezikovnim okvirom in s tem zagotoviti vsem učencem oziroma dijakom možnost učenja in sporazumevanja v tujem jeziku na višjem nivoju.**
- **Učitelji v Inicijativi predlagamo, da se znanje certificira v okviru neobveznega nacionalnega preverjanja znanja (v nadaljevanju NPZ). Trenutno namreč NPZ služi le državni statistiki, zato ga učenci tudi ne jemljejo resno. Z uvedbo neobveznega certificiranja znanja v okviru NPZ bi vsak učenec imel možnost brezplačno pridobiti certifikat, ki bi veljal na državnem in evropskem nivoju, obenem bi dvignili pomembnost NPZ-ja in mu dodali tudi uporabno vrednost. Menimo, da bi bil tak sistem tudi cenejši od predvidenega certificiranja znanja, ki ga predvideva akcijski načrt - zanj je namreč namenjena kar 1/3 sredstev (100 000€).**
- **Ker akcijski načrt predvideva tudi krepitev transverzalnih kompetenc učencev, naj omenimo, da se le-te najbolj razvijejo prav pri 2. tujem jeziku. Če se ob tem naslonimo na mednarodno konferenco "Večjezičnost brez izjeme", ki je potekala v organizaciji naše Inicijative, kjer je bilo prejetih 60 primerov dobrih praks, lahko z gotovostjo trdimo, da se pri obveznem drugem tujem jeziku krepijo transverzalne kompetence učencev - obenem naj kot primer citiramo mnenje profesorice iz šolskega centra Postojna: "...dijaki, ki so se učili drugega tujega jezika v osnovni šoli, hitreje napredujejo, dosegajo večje uspehe in so bolj motivirani za izzive, ki jih zahteva sodobna globalna družba, ter nanje bolje pripravljeni..."**

Zaradi vseh zgoraj naštetih dejstev predlagamo, da se akcijski načrt ponovno evalvira. Menimo, da se v svojem bistvu naslanja le na nekaj dokumentov, ki so bili tudi sicer v preteklosti deležni precejšnjih kritik glede strokovnosti (npr. Bela knjiga 2011). Smernice ostalih evropskih dokumentov so upošteevane samo selektivno. Učitelji v Inicijativi tudi menimo, da so bile izkušnje iz prakse premalo oz. sploh niso bile upošteevane.

159 osnovnim šolam, ki imajo v šolskem letu 2013/14 obvezni drugi tuji jezik, se pusti izvajanje le-tega v obliki podaljšanega projekta. Po 5 letih se izvede raziskava (s pomočjo Zavoda RS za šolstvo), ki na reprezentativnem vzorcu izvede primerjavo treh sistemov učenja in poučevanja drugega tujega jezika. Primerja se jezikovne kompetence osmošolcev:

- na slovenskih OŠ, kjer se učijo obveznega drugega tujega jezika,
- na slovenskih OŠ, kjer se učijo drugega tujega jezika kot obveznega izbirnega predmeta,
- na slovenskih OŠ, kjer se učijo drugega tujega jezika kot neobveznega izbirnega predmeta.

Reprezentativni vzorec predstavljajo učenci vseh sistemov učenja drugega tujega jezika v enakih deležih.

Naredi se številčna primerjava otrok, ki se učijo drugega tujega jezika v treh različnih sistemih.

Prav tako se primerja število učencev, ki v 2. triadi izberejo drugi tuji jezik kot neobvezni izbirni predmet, na osnovnih šolah z vsemi tremi različnimi sistemi.

Razišče se medsebojni vpliv učenja drugega tujega jezika v pogojih, ki jih ponujajo izbirni predmeti in zagotovljeno jezikovno vertikalno obveznega drugega tujega jezika.

*PREDVIDENI IZID: jezikovne kompetence učencev **obveznega drugega tujega jezika bodo boljše** (kot dokazuje že Evropska raziskava o jezikovnih kompetencah ESLC iz leta 2011) od drugega tujega jezika kot obveznega izbirnega predmeta. Enako ali še slabše bo z drugim tujim jezikom kot neobveznim izbirnim predmetom. Prav tako bo število učencev, ki se v 2. triadi odločajo za učenje drugega tujega jezika na šolah, kjer se ga v 3. triadi učijo obvezno, večje od osnovnih šol, kjer se učenci v 3. triadi učijo drugega tujega jezika izbirno.*

*Drugi tuji jezik kot neobvezni izbirni predmet na mnogih osnovnih šolah ne bo zaživel, na drugih ne bo ohranil kontinuitete, zaradi neobveznosti predmeta se bo težko doseglo minimalno število učencev. Če ne bo vsako leto zagotovljeno minimalno število učencev, se bo ostalim učencem odvzela možnost, da se v osnovni šoli učijo določenega drugega tujega jezika. Učenci bodo zaradi različnega predznanja slabše napredovali (pri drugem tujem jeziku kot neobveznem izbirnem predmetu lahko učenec od 4. do 9. razreda, se pravi 6 let, v učenje drugega tujega jezika vstopa ali izstopa vsako leto), poučevanje drugega tujega jezika kot neobveznega izbirnega predmeta bo potekalo izven šolskega urnika in celo po obveznih izbirnih predmetih, to se pravi sedme, osme in devete ure (od 14h do 16h30). Drugi tuji jezik bo zamrl.*

*Iniciativa za ohranitev obveznega drugega tujega jezika v OŠ*  
zanjo: Metka Zorec, Peter Zupan in Maruša Jazbec Colja

## **Kdo smo Iniciativa za ohranitev obveznega drugega tujega jezika v OŠ?**

Iniciativa za ohranitev obveznega drugega tujega jezika v OŠ je pričela s svojim delovanjem v šolskem letu 2012/13 z namenom opozarjanja na kvalitetno poučevanje drugega tujega jezika v OŠ in na pomembnost zagotavljanja in ohranitve jezikovne vertikale OŠ-SŠ-UNIVERZA, ki jo obvezni drugi tuji jezik v osnovni šoli stoddostno uresničuje. Združuje učitelje na 159 osnovnih šolah z obveznim drugim tujim jezikom, kakor tudi ostale učitelje tujih jezikov na osnovnih in srednjih šolah ter na univerzah. Zavzema se za kvalitetno javno šolstvo v RS s podporo predsednika RS Boruta Pahorja.

Leta 2012/13 je Iniciativa:

- s svojim aktivnim delovanjem dosegla enoletno podaljšanje projekta obveznega drugega tujega jezika,
- zbrala je podporo obveznemu drugemu tujemu jeziku osnovnih šol po celi Sloveniji, širše javnosti in strokovnjakov z Univerz v Ljubljani, Kopru in Mariboru.

Leta 2013/14 je Iniciativa:

- organizirala mednarodno konferenco »Večjezičnost brez izjeme« pod častnim pokroviteljstvom predsednika RS Boruta Pahorja, kjer so svojo podporo obveznemu drugemu tujemu jeziku izkazali evropska poslanka in idejna snovalka projektov Erasmus, Erasmus+ in Comenius dr. Doris Pack in veleposlaniki Avstrije, Nemčije, Francije ter kulturni ataše Italije,
- zbrala širšo podporo srednjih šol, županov in kandidatov za evropske poslance 2014,
- oblikovala in posredovala MIZŠ 13 vprašanj in dilem pri uvajanju drugega tujega jezika kot neobveznega izbirnega predmeta,
- organizirala in posredovala MIZŠ peticijo za znižanje minimalnega in maksimalnega števila učencev pri drugem tujem jeziku kot neobveznem izbirnem predmetu (čez 660 podpisnikov z OŠ, SŠ in UNIVERZ),
- se povezala z zavodom Ypsilon, ki združuje aktivne mlade od 20 do 30 leta v skupnem projektu mentorstva in simbioze.

**Katedra za slovenski jezik prevajalskega oddelka Filozofske  
fakultete Univerze v Ljubljani, red. prof. dr. Vojko Gorjanc, vodja  
(30. 7. 2014)**

**Pripombe na Akcijski načrt za jezikovno izobraževanje\***

***Vsebine prevajanja in tolmačenja***

Str. 46

Besedilo govori o tolmačenju “na specifičnih področjih javnega sektorja”.

Predlagamo, da se že na tem mestu uvede termin *skupnostno tolmačenje* in se ga namesto termina *tolmačenje za potrebe skupnosti* v dokumentu dosledno uporablja. Termin je sorazmerno nov, a je v stroki nadomestil prej pogostejša *tolmačenje za potrebe skupnosti* oz. *tolmačenje za skupnost*.

Cilj akcijskega načrta bi po našem mnenju moral biti celostna ureditev področja skupnostnega tolmačenja: koherentne zakonodajne rešitve, izobraževanje skupnostnih tolmačev in uporabnikov tolmaških storitev, vzpostavitev sistema akreditacije in zaradi majhnosti slovenskega prostora tudi vzpostavitev enovitega sistema jezikovnega tolmaškega servisa z navezavo na mednarodno okolje v primerih, ko tolmačev za določen jezik v slovenskem prostoru ni na voljo.

Str. 47

Predvidena je “Izvedba študije o potrebah po prevajalcih in tolmačih za potrebe skupnosti”. Študija bi bila smiselno dopolnilo že obstoječim študijam (npr. za področje zdravstva in azila), predvideni učinki pa niso smiselno definirani.

Strokovna študija bi odgovorila predvsem na dve vprašanji: Kateri so deficitarni jeziki na področju prevajanja in tolmačenja za potrebe skupnosti? Kakšne so potrebe prevajalcih in tolmačih za potencialno deficitarne jezike? Na katerih področjih se kažejo te potrebe (npr. zdravstvo, šolstvo, javna uprava, itd.)

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\* Sprejeto na seji Katedre za slovenski jezik OP FF UL, 30. 7. 2014.



Podatke o t. i. deficitarnih jezikih je že danes enostavno zbrati, kažejo pa predvsem na to, da v tem kontekstu ne moremo govoriti o deficitarnih jezikih, saj se potrebe po jezikih za skupnostno tolmačenje praktično vsakodnevno spreminjajo, zato je treba pri izobraževanju skupnostnih tolmačev – tako kot tudi marsikje v tujini – pristopiti jezikovno neodvisno. Dosedanje študije kažejo, da skupnostni tolmači – z izjemo sodnega tolmačenja – delajo v različnih okoljih, tako da je smiselno njihovo izobraževanje načrtovati za vsa področja javnega sektorja. Bolj smiselni odgovori študije bi bili povezani z vprašanjem, kako v Sloveniji oblikovati koherenten sistem jezikovnega tolmaškega servisa za področje vseh javnih inštitucij.

#### Opomba 21

Na oddelku za prevajalstvo na Filozofski fakulteti v Ljubljani so oblikovali program za pridobitev certifikata za tolmačenje v zdravstvu.

Univerza ne morem podeljevati certifikata, ne more certificirati tolmačev, lahko pa izobražuje tolmače. Na oddelku za prevajalstvo FF UL smo v okviru projekta ARRS pripravili drugostopenjski magistrski študijski program *Skupnostno tolmačenje*, kjer je tolmačenje v zdravstvu le eden od modulov. Obstaja tudi možnost, da se tak modul ponuja kot samostojno izobraževanje, a glede na naše poznavanje področja ne kot samostojni študijski program. Zaradi omejitev pri akreditaciji novih študijskih programov tako na Filozofski fakulteti kot tudi celotni Univerzi v Ljubljani ta program ni mogel biti poslan v akreditacijo. Podpiramo predlog v Akcijskem načrtu, a predlagamo, da se načrtuje akreditacija in izvedba študijskega programa *Skupnostno tolmačenje*, ki celoviteje odgovarja na trenutne potreba za različna okolja skupnostnega tolmačenja.

Str. 102

Akcijski načrt omenja simultano strojno prevajanje, s čimer “bo zagotovljen učinkovit prenos slovenskega znanja tujim študentom”. Težava tega segmenta akcijskega načrta je dvojna:

a) Gre za prevajanje ali tolmačenje?

b) Ali res obstaja učinkovito simultano strojno prevajanje/tolmačenje v jezikovnem paru s slovenščino?

Če govorimo o tolmačenju (kar sugerira kolokator simultano), potem bi bilo veliko bolj smiselno kot cilj definirati poskus simultane tolmačenja predavanj po zgledu večjezičnih univerz v tujini, kjer je tak način dela že uveljavljen. Simultano strojno prevajanje bi lahko bilo del Akcijskega načrta za jezikovno opremljenost, saj trenutno takega sistema preprosto nimamo na voljo.

## Pripombe na Akcijski načrt za jezikovno opremljenost\*

### **Jezikovni opis (str. 5–9)**

Akcijski načrt, povezan z jezikovnim opisom, bi moral biti po logiki jezikovnega načrtovanja za jezikovno opremljenost osrednji del akcijskega načrta. Na žalost pa prav ta segment v razmerju do drugih deluje nedodelano, večinoma zgolj povzema Resolucijo, le v drobnem segmentu pa je to tudi akcijski načrt. Še v tem segmentu pa je v ozadju opisa zastarel jezikovni koncept, ki ne upošteva sodobnih sociolingvističnih spoznanj o načrtovanju korpusa jezika z upoštevanjem jezikovnih uporabnikov.

Če naj akcijski načrt pri jezikovnem opisu deluje vsaj kolikor toliko verodostojno, bi moral pri jedru opisa načrtovati enakovredno dva temeljna segmenta, to sta slovar in slovnica. Kot osnovo za ta dva opisa pa bi moral načrtovati infrastrukturno podporo, ki jo predstavljajo korpusi in drugi jezikovni viri. Ob osrednjih opisih je nujno upoštevati, da je treba pri opisu slovenščine upoštevati tudi potrebe specifičnih uporabnikov, na primer šolske populacije, govorcev slovenščine kot tujega jezika ipd., zaradi česar je nujno treba načrtovati tudi izdelavo specializiranih jezikovnih priročnikov.

Predlagamo, da akcijski načrt kot prioriteta opisa izpostavi gradnjo leksikalne baze za izdelavo različnih vrst slovarjev in slovnice.

**Leksikalna baza** mora biti osnova leksikalnega opisa, saj iz nje ne črpamo zgolj podatkov za klasične slovarske opise, ampak je to tudi osnova za vrsto jezikovnotehnoloških aplikacij in tudi prevajalske tehnologije. Poleg tega, da služi kot izhodišče vseh leksikalnih opisov, obenem združuje tudi vse temeljne leksikalno-slovnice informacije o slovenskem jeziku, leksikalne, slovnice, sinonimne, vezljivostne, kolokacijske, normativne itd.

Na osnovi leksikalne baze bi bilo smiselno načrtovati **izdelavo različnih tipov slovarjev**:

- **enojezičnega razlagalnega slovarja slovenskega jezika kot osrednji leksikalni opis slovenskega jezika, prilagojen sodobnim digitalnim medijem in današnjim uporabnikom;**
- **slovarjev za specializirane uporabnike, na primer šolskega slovarja, slovarja za tujce itd.**

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\* Sprejeto na seji Katedre za slovenski jezik OP FF UL, 30. 7. 2014.

Pri slovničnem opisu je še posebno zaskrbljujoč koncept slovničnega opisa, ki ne sledi sodobnim jezikoslovnim trendom. V zadnjih dveh ali treh desetletjih je v jezikoslovju opazen premik znanstvene paradigme iz raziskovanja jezikovnega sistema, kakršen je bil značilen predvsem za strukturalizem, v celostno in empirično naravnano obravnavo jezika, ki skuša v enoten sistem zajeti delovanje jezika v realnih okoliščinah, v povezavi s področji, kot so psihologija, nevrobiologija, umetna inteligenca itd.

Zato bi bilo nujno načrtovati

- **referenčno slovnico slovenskega jezika, ki bi prinašala opis sodobnega jezika, temelječega na jezikovnih virih z upoštevanjem aktualnih metodoloških pristopov;**
- **slovnice opise za specializirane uporabnike, npr. za šolsko rabo, tuje govorce slovenščine itd.**

Da bi sploh lahko prišli do tovrstnih opisov, bi moral akcijski načrt predvideti **vzpostavitev ustrezne infrastrukture**, kamor sodijo korpusi in drugi jezikovni viri, npr. leksikon, baza izgovorjav ipd., saj v nasprotnem primeru do tovrstnih opisov sploh ne bomo mogli priti. Načrtovanje infrastrukture mora biti razumljeno kot predpogoj, zato je v akcijskem načrtu ta segment enako pomemben kot segment načrtovanja jezikovnih opisov.

Zato predlagamo, da akcijski načrt jasno izpostavi potrebo po

- **rednem vzdrževanju in nadgrajevanju referenčnega korpusa slovenskega jezika ter**
- **vzdrževanju oziroma grandnji specializiranih jezikovnih virov, npr. govornih korpusov, korpusov usvajanja jezika, lektorskih popravkov ipd.**

Pri kometarju jezikovnega opisa smo izpostavili segmente sinhronnega opisa, ki so z vidika dela na naši Katedri prioritetni, nismo pa se spuščali v komentar diahronnega opisa, ki bi po našem mnenju prav tako potreboval vsebinsko prevetritev.

### ***Bibliometrično vrednotenje (str. 17, 19, 26, 34, 93)***

V celoti nasprotujemo ideji o novem bibliometričnem vrednotenju slovarskih in drugih leksikografskih del. Gre za ponovljen predlog, ki ga je v nekoliko drugačni obliki že večkrat zavrnil tudi Svet za humanistiko ARRS.

Izdelava slovarjev sodi na področje raziskovalnega dela le toliko, kolikor gre za razvoj konceptov jezikovnih opisov, metod in analitičnih tehnik za analizo jezikovnih virov ter načinov predstavitev

rezultatov v podatkovnih bazah. Nikakor pa sama izdelava slovarja ni znanstvenoraziskovalno delo, zato je trenutno vrednotenje logično in ustrezno. Pri izdelavi slovarja gre namreč za strokovno delo leksikografa oz. leksikografskega kolektiva, ki se npr. ne razlikuje od dela prevajalca oz. prevajalcev besedila na področju humanistike. Tak pogled na slovarsko delo, kot ga predvideva akcijski načrt, z vrednotenjem, ki postavlja slovarski izdelek na raven monografskih publikacij, pomeni popolno razvrednotenje jezikoslovja kot raziskovalnega področja znotraj humanistike, saj ga enači zgolj s strokovnim ukvarjanjem z jezikom oz. strokovno ukvarjanje z jezikom celo postavlja z bibliometričnim vrednotenjem nad znanstvenoraziskovalno delo.

Pravzaprav bi bilo smiselno, da bi akcijski načrt sugerirati nekaj povsem drugega. Načrtovati bi bilo treba financiranje izdelave slovarskih del kot infrastrukturnega programa. Slovarski podatki so prav to: osnovna infrastruktura tako za uporabnike jezika kot tudi za raziskovalce s področja humanistike ter drugih ved, ki se ukvarjajo z obdelavo naravnega jezika.

Predlog je tudi sicer nepopoln, saj se ukvarja zgolj z novim vrednotenjem slovarskih in drugih leksikografskih del, popolnoma pa zanemari drugo strokovno delo z jezikom, ki bi – če sledimo logiki predloga v Akcijskem načrtu – prav tako moralo biti vključeno v nov predlog, npr. za avtorsko delo s področja prevajanja in tolmačenja:

- **prevodi humanističnih in drugih znanstvenih besedil, vključno z rešitvami, kako vrednotiti skupinski prevod znanstvenega besedila;**
- **tolmačenje strokovnih in znanstvenih konferenc, ki zahtevajo visoko specializirana znanja;**
- **revizija prevodov znanstvenih besedil gleda na standard EN15038 ipd.**

Ukvarjanje samo z enim segmentom bibliometrije brez upoštevanja celotnega bibliometričnega sistema, ki je trenutno v uporabi, je neustrezno, v razmerju do drugega (torej neleksikografskega jezikovnega in jezikoslovnega dela) pa tudi strokovno nekorektno. Predlog bi bil za diskusijo sprejemljiv, če bi upošteval vsa področja humanistike in odprl možnost sprememb na vseh drugih področjih.

# **Društvo učiteljev gluhih Slovenije, Petra Rezar, predsednica, Marjetka Kulovec, Peter Potočnik Höngisman in dr. Matjaž Debevc (31. 7. 2014)**

*Predlogi za jezikovno politiko 2014-2018*

*Društvo učiteljev gluhih Slovenije, Černetova ulica 17, 1000 Ljubljana*

## **POBUDE K JEZIKOVNI POLITIKI ZA GLUHE UPORABNIKE SLOVENSKEGA ZNAKOVNEGA JEZIKA – AKCIJSKI NAČRT ZA JEZIKOVNO IZOBRAŽEVANJE**

### **Predlog za spremembo naziva Govorci s posebnimi potrebami v Uporabniki slovenskega znakovnega jezika**

Veseli smo, da smo imeli možnost sodelovanja s predlogi glede jezikovnega izobraževanja gluhih. Poudarjamo pomembnost pravilne in razumljive uporabe terminologije. Pojem Govorci s posebnimi potrebami na prvi pogled ne odraža skupino uporabnikov slovenskega znakovnega jezika in jih tudi na nek način stigmatizira od preostalih. Gluhi so uporabniki slovenskega znakovnega jezika in so kulturno jezikovna manjšina z veliko začetnico.

### **Predlog za gluhe tolmače slovenskega znakovnega jezika in gluhi tolmači za osebe z gluhoslepoto**

V svetu je že dolgoletna praksa, da gluhi opravljajo vlogo tolmača znakovnega jezika. Srečujemo jih na mednarodnih konferencah in kongresih, ko tolmačijo iz nacionalnega v mednarodni znakovni jezik in obratno. Prav tako so redni spremljevalci oseb z gluhoslepoto. Za svoje delo so tudi plačani.

Leta 2013 je v Ljubljani potekala evropska konferenca tolmačev znakovnega jezika (European Forum of Sign language). Na konferenci bili tudi gluhi v vlogi tolmačev in predavateljev. Dogodek je bil zabeležen v medijih in srečali smo veliko gluhih intelektualcev in tolmačev.

Gluhi so na tej konferenci imeli enodnevni posvet in delavnico, na kateri so strnili potrebe po gluhih tolmačih na posameznih področjih dela. Povzetke in sklepe so predali generalni skupščini EFSLI. Iz tega izhaja, da je potreba po gluhih tolmačih utemeljena.

Gluhi tolmači so osebe, ki imajo bogat besedni zaklad, široko znanje in razumevanje posameznih področij ter aktivno obvladajo znakovni jezik; tudi jezik, ki je bolj prvinski in bližji gluhim z vsemi

narečji in posameznimi finesami, ki niso zabeležene v slovarju znakovnega jezika. Gre za gluhi znakovni jezik, ki obstaja poleg uradnega znakovnega jezika.

Gluhi tolmači so tako v veliko podporo na mnogih področjih od šolstva do javnih ustanov.

Prav tako so gluhi odlični tolmači za osebe z gluhoslepoto, ki aktivno obvladajo znakovni jezik. V Sloveniji se te stvari premikajo izredno počasi, potrebe pa naraščajo. Delo tolmačev pa že dalj časa aktivno opravljajo gluhi za osebe z gluhoslepoto in gluhi intelektualci za gluhe v društvih, ko berejo uradne dokumente, dopise, ki jih posamezni gluhi uporabniki ne razumejo in iščejo pomoč med prijatelji ali v društvih za gluhe in naglušne. Zaradi zahtevnosti dela in potreb uporabnikov, ki bolj zaupajo gluhim kot slišječim tolmačem, je velika potreba in zato pobuda, da se formira poklic »gluhi tolmač« in hkrati izpeljejo usposabljanja po programih iz EFSLI-ja. Programi izobraževanj za gluhe tolmače se na nekaterih področjih razlikujejo od programov za slišče tolmače.

Pri slišječih tolmačih se zaradi vse večjega števila potreb po tolmačenjih na zahtevnih nivojih kot so predavanja na fakultetah, konferencah in na posameznih strokovnih področjih, opazi potreba po visoko kvalificiranem kadru tolmačev, dodatnih znanjih in novih raziskav na področju komunikacije, NLP-ja (nevrolingvističnega programiranja), lingvistike, pravil in standardov tolmačenja.

Menimo, da je smiselno slediti pozitivnim primerom prakse v tujini, da tolmači pridobijo več strokovnega znanja in se odpre nov študijski program za tolmače slovenskega znakovnega jezika. Ta študij je v ZDA in nekaterih evropskih državah izpolnil potrebe po kvaliteti storitev tolmačenja. Na tak način je istočasno zaščitil in ohranil identiteto znakovnega jezika kot samostojni in enakovredni jezik preostalim jezikom, ki jih uporabljajo sliščeči.

V Sloveniji je le majhno število gluhih, ki aktivno obvladajo mednarodni znakovni jezik in velikokrat nastopajo kot posredniki ali prevajalci pri videoposnetkih in pripravi gradiva, ki so bila posneta v tujini.

Gluhi tolmači so tudi pomembna opora pri pridobivanju novih besed in pojmov v šolah in pri študiju, saj gradivo predstavijo na razumljiv način v gluhem znakovnem jeziku in hkrati prevedejo nazaj v slovenski znakovni jezik. Interpretacija gluhih hitro olajša pridobivanje novih besed in znanje pri gluhih uporabnikih.

Največji problem v Sloveniji je, da kljub prošnjam in pobudam, pristojne službe ne reagirajo na to pobudo in zato gluhi sami rešujejo svoj problem na svoj način.

## **Slovenščina in tuji jeziki**

Slovenski jezik je za gluhe prvi tuji jezik, ki ga morajo aktivno obvladati. Srečujemo pa se z veliko heterogeno skupino gluhih, med katerimi so v manjšini gluhi, ki ga aktivno obvladajo in nimajo težav. Še večja skupina pa so gluhi, ki obvladajo slovenski jezik bolj za silo ali toliko, da že nekaj razumejo. Tako prihaja do težav v komunikaciji in pri izražanju potreb. Mnogi, ki ne obvladajo aktivno slovenskega jezika, tudi pogostokrat ne obvladajo aktivno slovenskega znakovnega jezika. Ta skupina gluhih uporabnikov je zato postala pasivna pri pridobivanju znanja slovenskega jezika zaradi premajhnih stimulacij iz domačega in širšega okolja.

Potrebno se je zavedati, da gluhi potrebujejo mnogo več let, da pridejo na enakovredni nivo s slišječimi vrstniki. Zamik je lahko do 10 let ali več. V šolah se že zgodaj srečajo s prezahtevnimi učbeniki in programi slovenskega jezika in ta vrzel iz leta v leto narašča, kar vzbudi odpor pri gluhih, da bi se še bolj posvetili slovenskemu jeziku, da bi lahko razumeli preostala gradiva in učbenike.

Učbeniki za slovenski jezik, namenjeni slišječim, niso prilagojeni za učenje slovenskega jezika pri gluhih (ti so obstajali v preteklosti in so bili kvalitetni). Potrebna je nova jezikovna metodologija za učenje slovenščine in sicer slovenščina kot tuji jezik za gluhe. Enako velja tudi za učbenike za učenje slovenskega znakovnega jezika, ki trenutno sloni na slovenščini brez jezikovno metodološkega ozadja ne glede na to, kdo se uči slovenskega znakovnega jezika.

Za odrasle gluhe je potrebno organizirati redne oblike tečajev, seminarjev in delavnic slovenskega jezika, ki so prilagojeni po izvedbi in zahtevnosti nivoja znanja slovenskega jezika. Izobraževanja opravljajo strokovnjaki, ki so usposobljeni in hkrati poznajo slovenski znakovni jezik. Te oblike izobraževanj naj bodo brezplačne in dostopne vsem uporabnikom ter perمانetnega značaja.

Podobna situacija se pojavlja tudi pri učenju tujih jezikov. Javne institucije in ponudniki pogostokrat ne ustrezajo ne po metodologiji, ne po vsebini in dostopnosti gluhim interesentom. Koliko odraslih gluhih ima dostop do pridobivanja znanja tujih jezikov, če sploh ni pogojev? Namen jezikovne politike

naj bo spodbuden tudi za gluhe udeležence, tako da jim zagotovi brezplačno tolmačenje in prilagojeno izvedbo z ustrezno metodologijo in gradivom.

Pri jezikovni politiki želimo osvetliti nekatere pereče probleme, ki bi se lahko rešili:

1. Socialno okolje, kjer so gluhi zaposleni, pogostokrat ne obvlada znakovnega jezika. Zanje je smiselno izpeljati stalne oblike delavnic slovenskega znakovnega jezika; na tak način zmanjšamo

tudi socialno in družbeno izključenost gluhih ter povečamo učinkovitost komunikacije v delovnem okolju

2. Delovna organizacija pogostokrat ne pošilja gluhe delavce na razna srečanja in usposabljanja, zaradi komunikacijske ovire. Potrebno je zagotoviti nemoteno in enakovredno delo gluhih tudi na seminarjih in poslovnih srečanjih. Kdo v tem primeru krije stroške tolmačenja?

3. Gluhi uporabniki slovenskega znakovnega jezika se srečujejo s pomanjkanjem vavčerjev (letno dobijo 30 ur). Omenili smo heterogeno skupino gluhih in v tej manjšini se gluhi intelektualci srečujejo s pomanjkanjem dostopnosti do raznih oblik predavanj, izobraževanj in drugih aktivnosti.

4. Kulturni hrami so prilagojeni tako programsko kot z izvedbo slišočemu okolju. Zgolj postavitev tolmača v prostor ali v program ne pomeni kvalitetnega prenosa informacij med gluhe uporabnike slovenskega znakovnega jezika. Pogostokrat gre tudi za tehnične izzive kot so dostopnost do tolmača, prostor, svetloba, način komunikacije, prenos sporočil. Vsaj enkrat letno bi bilo smiselno na odre postaviti vsebinsko prilagojeno dramsko igro, ki bi vključevala sporočila iz sveta gluhih ali priredbe, prilagojene gluhim kot tudi razstave, ki so vsebinsko povezane z gluхими.

5. Starši gluhih otrok so ob odkritju gluhot večinoma brez konkretnih informacij, da je slovenski ali katerikoli znakovni jezik uporaben pri vzpostavljanju komunikacije z gluhim otrokom. Uradna medicina daje neformalne namige, da je ob vsaditvi polžkovega vsadka nezaželeno uporabljati slovenski znakovni jezik, niti ne daje pozitivne podobe o njem. Vse to pa tudi vpliva na razvoj otrokovega jezika in hkrati posledično na »ugled« slovenskega znakovnega jezika.

6. Veliko staršev nima informacij, kje in kako pridobiti znanje slovenskega znakovnega jezika, zato je jim potrebno to zagotoviti čimprej ob odkritju gluhot.

### **Izvajalci**

Predlagamo, da se to področje sistemsko uredi in prenese na druge organe, npr. izobraževanje na Ministrstvo za izobraževanje, znanost in šport, tako bo slovenski znakovni jezik dobil tudi svojo veljavo kot samostojni jezik in predmet v šolah in na fakultetah.

Medijski prostor (Ministrstvo za kulturo) je potrebno odpreti in omogočiti podporo široki mreži medijev, saj je slovenski prostor strogo omejen na izključno ene in iste izvajalce brez možnosti, da bi gluhi lahko imeli dostop do drugih medijev kot so zasebni televizijski in drugi mediji. V primerjavi s slišočimi imajo gluhi zelo ozek krog dostopnosti do informacij preko medijev. Iz ustave RS je razvidno, da je vsak enak pred vsemi. Zato je potrebno omogočiti tudi gluhim uporabnikom in gluhim izvajalcem možnost sodelovanja v medijih .



Na področju literature pogrešamo gluhe avtorje, prevode tujih leposlovnih in strokovnih knjig. V zadnjih letih je bil pozitiven primer, da je Mladinska knjiga objavila knjigo Dežela čudes, v kateri nastopajo gluhi in slišči junaki zgodbe. Preko leposlovja v javnosti tudi slišči bralci pridobijo prve informacije in pozitivne izkušnje o gluhih in znakovnem jeziku nasploh.

## **Zaključek**

Pri jezikovni politiki želimo in poudarjamo, da se v politiko aktivno vključijo gluhi kot sooblikovalci tako s strokovnega kot z uporabniškega vidika. Slovenija je v zadnjih letih naredila ogromen korak, ko je sprejela zakon o rabi slovenskega znakovnega jezika.

Danes je potreben nov napredek z novim korakom, da sedanji in prihodnji generaciji gluhih uredi vstop v jezikovno politiko ter zagotovi varen in strokoven razvoj slovenskega znakovnega jezika, ki je v prihodnosti na robu preživetja zaradi trendov medicine in polžkovih vsadkov ter posledično upada rojstva gluhih otrok.

Pripravili: Petra Rezar, Marjetka Kulovec, Peter Potočnik Höngisman – vsi gluhi učitelji

Ljubljana, 30.7.2014

## **PREDLOGI K AKCIJSKEMU NAČRTU ZA JEZIKOVNO OPREMLJENOST**

### **Govorci s posebnimi potrebami, Uporabniki slovenskega znakovnega jezika**

Ob pregledu osnutkov smo ugotovili, da gre za nadgradnjo in nadaljevanje raziskovanja slovenskega znakovnega jezika ter postavitve baze slovarja SZJ. Slovar je osnova in hkrati temelj za razvoj in ohranitev identitete gluhih in slovenskega znakovnega jezika, zato poudarjamo to vlogo.

Slovenski znakovni jezik si zasluži svoje mesto in prostor v slovenskem prostoru kot enakovredni jezik slovenskemu jeziku.

## **1. POJEM IN ENAKOVREDNOST SLOVENSKEGA ZNAKOVNEGA JEZIKA**

Podajamo ponovno pobudo, da se gluhi vključijo v jezikovno politiko kot UPORABNIKI SLOVENSKEGA ZNAKOVNEGA JEZIKA. Pojem govornici s posebnimi potrebami ne predstavlja celotne slike in potrebe gluhih po komunikaciji v slovenskem znakovnem jeziku. Poleg tega na nek način prikriva obstoj slovenskega znakovnega jezika.

Menimo, da je strokovno in z etičnega vidika smiselno in razumljivo vključiti pojem Uporabniki slovenskega znakovnega jezika, kar bi olajšalo tudi prepoznavnost SZJ in mu dalo mesto v slovenskem prostoru.

## **2. DOSTOP IN TEHNOLOGIJA**

Za gluhe in ostale uporabnike slovenskega znakovnega jezika je s tehničnega vidika nujno in potrebno zagotoviti nemoten in neomejen dostop do slovarja na različne načine. Pri tem pa se uporabniki srečujejo s fizičnimi in drugačnimi ovirami kot so tehnični pripomočki in dostopnost do spletne povezave.

Večina gluhih uporabnikov, zlasti starejših generacij, je iz različnih razlogov omejena z nakupom iz lastnega žepa. Med njimi so predvsem socialni dejavniki. Prav tako gluhi nimajo ugodnosti pri dostopu do spletne povezave. Arnes je edini v Sloveniji, ki invalidnim skupinam nudi elektronske naslove in ostalo podporo. Dostop do interneta pa je izključno komercialne narave, kar seveda dodatno ovira gluhe uporabnike. Če primerjamo ponudbe, vidimo, da so cene dokaj visoke in niti raba ni primerljiva s slišječimi uporabniki interneta. Gluhi koristijo video, slikovni material in tekst. Slišječji pa za razliko od gluhih koristijo tudi zvočno komunikacijo preko interneta itd. Obstajajo novi programi, ki uspešno nadomeščajo zastarelo tehnologijo umtsja, vendar ni interesa, ker je v ospredju dobiček ponudnikov storitev mobilne telefonije in interneta.

V svetu obstajajo napredni tehnični pripomočki, ki jih ne najdemo v Sloveniji, ker je vedno obstajal razlog za nezainteresiranost ali izgovor. Eden od obveznih tehničnih pripomočkov tako pri rabi slovenskega znakovnega jezika kot pri učenju je sistem velotyping, katerega se da tudi uspešno nadomestiti z novimi naprednimi tehničnimi pripomočki. Kaj je sistem velotyping oziroma kako delujejo drugi sistemi za gluhe? Na konferencah, mednarodnih srečanjih dogodke redno spremljajo tolmači znakovnih jezikov, ob njih pa so največja dragocena opora tekstopisci, ki govor zabeležijo v pisani obliki hkrati in se ta tekst prikaže istočasno na platnu ali ekranu. Potrebno se je zavedati, da so gluhi zelo heterogena skupina z različnimi vzroki izgube sluha in med njimi najdemo tako gluhe od rojstva kot tudi pozno oglušele posameznike, ki še ne obvladajo znakovnega jezika in potrebujejo za oporo tekstovno obliko.

V Sloveniji se kljub pobudi in potrebam posameznikov ni uresničila ta možnost. Zato poudarjamo, da se za javne prireditve in dogodke zagotovijo tudi usposobljeni tekstopisci, ki bodo preostalim gluhim osebam zagotovili enakovredno udeležbo na dogodkih in izobraževanjih. Ta sistem smo že videli leta 2013 na konferenci EFSLI v Ljubljani; torej možnost je, če je le interes!

Podobna situacija se poraja med gluhi študenti, ki že sedaj zelo težko uresničujejo pravico do tolmačenja na predavanjih in to kljub zakonodaji. V ZDA je stalna praksa, da imajo gluhi študentje poleg tolmačenja zagotovljene zapiske, ki jih beleži zapisnikar, namenjen izključno gluhi osebi. Gluhe osebe namreč ne morejo hkrati istočasno gledati tolmača in pisati zapiske. Zato je »zapisnikar« tudi tehnični pripomoček.

Zavedamo se, da s tem odpiramo nove dileme, vendar je 21. stoletje priložnost, da tehnične ovire ob današnjem izjemnem tehnološkem napredku, pustimo v 20. stoletju, in zagotovimo kvaliteto prenosa informacij na različne načine. Med njimi so velotyping ali drugi sistem pisanja tekstov, tolmač in zapisnikar ter dostop do spleta.

S tem se porajajo potrebe po visoko usposobljenem in kvalificiranem kadru, ki deluje na tem področju. Predvsem pa gre tu za zaupanje uporabnikov v tehnične pripomočke kot so tolmač, zapisnikar in ostala tehnologija. Iz tega sledi, da je pomembno zagotoviti nemoteno rabo spletnega slovarja na različne načine, zagotoviti kvalitetno tolmačenje v SZJ in omogočiti dostop do informacij na predavanjih in kongresih na različne načine za različne potrebe gluhih kot tudi preko medijev.

Pripravila Petra Rezar

Ljubljana, 30.7.2014

## **PREDLOGI K AKCIJSKEMU NAČRTU ZA JEZIKOVNO OPREMLJENOST (Govorci s posebnimi potrebami, Uporabniki slovenskega znakovnega jezika)**

### **Dopolnjen tekst kot priloga, 31.7.2014**

Največji napredek v komunikaciji je pred leti v Sloveniji zagotovo pomenilo uvajanje brezplačne videokonference v slovenskih mobilnih omrežjih. Družbi Mobitel se lahko zahvalimo, da je gluhim v Sloveniji med prvimi v svetu omogočila brezplačno, tako imenovano GPRS in UMTS videokonferenco s pomočjo mobilnih telefonov. V ta namen so gluhi morali pridobiti samo zanje cenovno ugodnejši telefon, ki je poleg ostalih funkcij nudil tudi prenos žive video slike. Res je, da kvaliteta slike v tem primeru ni vedno najboljša, kar je odvisno tudi od tega, ali uporabnik stoji

ali pa se giblje, na primer v avtu. Ampak komunikacija med gluhami na daljavo se je s tem bistveno povečala in se tudi vse pogosteje uporablja.

Žal je podjetje Mobitel zaradi pojava novih tehnologij tako na področju razvoja omrežja in razvoja pametnih telefonov prisiljeno umakniti ta tip videokonference. Vse manj je mobilnih telefonov na tržišču, ki bi omogočalo uporabo te storitve. Sedaj prihajajo nove tehnološke rešitve in nove možnosti za komunikacijo.

Najbolj pogosto se v zadnjem času omenja videokonferenca Skype, vendar ta storitev ne spada med standardizirane rešitve. V bistvu gre za javno omrežje, kjer se zabeleži vsa komunikacija med uporabniki. In podatki so last podjetja Microsoft. S tem v bistvu škodimo svoji svobodi oziroma zasebnosti in ni odveč previdnost pri uporabi Skype. Dejstvo je, da je program Skype sicer zelo priljubljen med gluhami uporabniki, saj je osnovna uporaba celo brezplačna, vendar ima program svoje omejitve zaradi nepovezljivosti med sistemi in zaradi težav pri povezovanju s klasično telefonijo. Še najbolj zanimiva sta zato standardizirana programa, predvsem T-Meeting, ki je prirejen gluham, naglušnim in gluho-slepim za podporo SIP telefoniji. Omogoča tudi sprotno branje tipkanega besedila, kar noben drugi program ne omogoča. Poleg tega programa lahko uporabimo tudi programe za podporo standardu H.323, na primer CISCO Jabber. Vsi ti programi so sicer plačljivi programi, vendar nudijo visoko stopnjo povezljivosti med sistemi in dostop do različnih digitalnih storitev.

V vseh primerih bo odločilna za gluhe uporabnike dejanska kvaliteta video slike. Video slika mora biti za gluhe uporabnike dovolj zvezna, gladka in jasna, tako da se lahko razberejo vse kretnje brez večjih problemov. Še največje zahteve do kvalitete video slike postavlja branje iz ustnic, ki zahteva sinhronizacijo video slike z zvokom. V tem primeru mora biti infrastruktura in hitrost prenosa podatkov dovolj visoka, prav tako je potrebna programska urejana sinhronizacija video slike in zvoka, tako da gluhi uporabnik lahko enostavno bere iz ustnic. S tem gluhemu uporabniku omogočimo večjo samostojnost in lažje vključevanje v družbeno okolje.

Ker videokonferenca visoke kakovosti v Sloveniji še ni tako razširjena in uporabljena, bi bil nujno potreben dogovor skupnosti gluhih s ponudniki digitalnih video storitev in državnih ustanov, tako da bi jim omogočili brezplačno uporabo videokonference visoke kakovosti in lažjo nabavo ustreznih naprav. Še posebej zaradi tega, ker se izteka čas za brezplačno mobilno videokonferenco, kot so jo bili gluhi vajeni doslej.

Pripravila: dr. Matjaž Debevc, Petra Rezar

**Konzorcij za jezikovne vire in tehnologije, Center za jezikovne vire in tehnologije Univerze v Ljubljani, red. prof. dr. Monika Kalin Golob, predsednica konzorcijskega odbora (31. 7. 2014)**

**ODZIV NA AKCIJSKI NAČRT ZA JEZIKOVNO OPREMLJENOST**

Prosim, da se na strani 7 (pred "Drugi slovarji") in na strani 55 (pred "Predvideni učinki") dopolni besedilo z naslednjo vsebino:

Po Posvetu o novem slovarju slovenskega jezika se je pomladi 2014 oblikoval Konzorcij za jezikovne vire in tehnologije (KJVT), v katerega so vključeni Univerza v Ljubljani, Univerza v Mariboru, Univerza na Primorskem, Institut »Jožef Stefan«, Amebis, d.o.o., Alpineon, d.o.o. in zavod Trojina. Prvi skupni projekt konzorcija je izdelava slovarja sodobnega slovenskega jezika ter z njim povezanih virov in orodij. Zasnova slovarske baze, povezanih virov in orodij temelji na Predlogu za izdelavo Slovarja sodobnega slovenskega jezika (<http://www.sssj.si/>). Koncept slovarja bo prilagojen in usklajen med partnerji. V projektu trenutno sodeluje 45 raziskovalcev z vseh konzorcijskih ustanov, prilagojeni slovarski koncept bo pripravljen in javno objavljen pomladi 2015.

Predsednica konzorcijskega odbora  
red. prof. dr. Monika Kalin Golob

# **Svet slovenskih organizacij, Drago Štoka, predsednik (31. 7. 2014)**

Predmet: Jezikovna politika 2014-2018. Osnutka akcijskih načrtov

Svet slovenskih organizacij se zahvaljuje, da je bil vključen v javno razpravo, ki zadeva sprejemanje akcijskih načrtov za jezikovno politiko v obdobju 2014-2018. Oba predložena osnutka je podelil v obravnavo notranji komisiji, ki je pristojna za to področje. Po pregledu obeh dokumentov so bile izpostavljene sledeče pripombe:

## **1. Akcijski načrt za jezikovno opremljenost**

- a. Ponekod se nanaša na državljane Slovenije, kjer bi bilo bolje govoriti o Slovencih v slovenskem narodnostnem prostoru /npr. str. 11-12.
- b. Vsem državljanom Slovenije omogočiti, da imajo do čim več informacij in kulturnih dobrin dostop v maternem jeziku.
- c. Na str. 73 Pravopisna komisija in pravila:
  - i. med prenovo pravil naj se vstavi tudi Očiščenje pravopisnih pravil in gesel od vse ideološke navlake po SP iz leta 1962 /npr. pisanje svetih imen, verskih praznikov, Bog, Božji itd./

## **2. Akcijski načrt za jezikovno usposabljanje**

- a. Bolje definirati metodološki in didaktični pristop poučevanja slovenščine v slovenskih šolah in dvojezičnih šolah v Italiji z enotnim pristopom in z upoštevanjem pokrajinskih značilnosti in posebnih potreb /dvojezična v Špetru, Romjan, mestne in podeželske šole v TS itd.). Zlasti za to, da bo učno osebje delovalo poenoteno strokovno in ne kakor se zdi vsakemu posamezniku, kako naj se spopada s problematiko poučevanja slovenščine v razredu glede na nehomogenost učencev.
- b. Tudi ni omembe sočasne navzočnosti v razredu govorcev J1 in J2 ter pobud, kako naj bi ne bili prizadeti govorcev J1 na račun pomanjkljivega jezikovnega znanja govorcev J2 (v kratkem: tuji učenci v slovenski šoli so ob neustreznem specifičnem jezikovnem pouku lahko ovira slovensko govorečim sošolcem, kaj storiti, da se stanje izboljša?)
- c. V besedilo, vsaj kar se tiče Slovencev zunaj meja SLO, bi vnesla tudi pristope glede učenja slovenskega jezika v vrtcih (zgodnje odpravljanje

individualnih in skupinskih jezikovnih problemov, poenoten pristop vzgojiteljic, jezikovna opora vzgojiteljicam).

- d. Merku'jev slovar toponimov potrebuje prenove in dopolnitve: v njem mnogi kraji niso omenjeni, številne so npr. v Benečiji občine poimenovale nekoliko drugače. Razčistiti tudi vprašanje poimenovanja Viden in Nediške doline - danes je to samo v besedilih, ki so namenjena zlasti Benečiji na splošno pa je Videm in Nadiške doline.
- e. Kakor že prej napisano - slovenski pravopis očistiti ideoloških vstavkov.
- f. Preučiti terminologijo, ki se zlasti na področju uprave in prava uveljavlja v italijanskem zamejstvu in vseslovesnko terminologijo /npr. že uporaba izvršni ali izvršilni odbor in podobno/
- g. Na str. 19 bi bilo dobro, da se v 2. oziroma 3. vrstici doda slovenske skavte, ki vsako leto taborijo v Sloveniji tudi zaradi jezika.
- h. Na str. 19 bi bilo dobro dodati pod točko 1) vzpostavljajanje sistematičnega izobraževanja: ... kljub mednarodnim pogodbam in zaščitnim zakonom (npr. v Italiji zaščitni zakon št. 38 iz leta 2001)
- i. Na str. 24, pri zadnjem sklopu točke 2 (Formalno priznavanje ustrezne primerljive izobrazbe dijakom Glasbene matice v Italiji, ...) dodati tudi Slovenski center za glasbeno vzgojo iz Gorice.

Upamo, da bodo naše pripombe koristne.

S spoštovanjem.

Svet slovenskih organizacij  
Predsednik Drago Štoka

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**Red. prof. dr. Varja Cvetko Orešnik, znanstvena svetnica SAZU,  
predstojnica Oddelka za primerjalno in splošno jezikoslovje  
Filozofske fakultete Univerze v Ljubljani (31. 7. 2014)**

**PRIPOMBE NA OSNUTEK AN ZA JEZIKOVNO OPREMLJENOST**

Ob branju t. i. Akcijskega načrta za jezikovno opremljenost imam kot predstojnica Oddelka za splošno in primerjalno jezikoslovje Filozofske fakultete Univerze v Ljubljani pomisleke ne le zaradi neuravnoteženosti besedila, ki na eni strani ustrezno predstavlja temeljne cilje slovenske jezikovne politike na tem področju, po drugi strani pa zapostavlja temeljna jezikovnoteoretska, zlasti slovnična vprašanja.

Aktualiziranje slovenske slovnice je pereč problem, izpostavlja ga tudi resolucija, iz katere pričujoči načrt izhaja, a je kljub temu nerazumno zapostavljen. Pričakovali bi, da se celotno infrastrukturno "omrežje" vsebinsko in teoretsko poenoti v svoji podstavi – v slovnici, na kateri slonijo načrtovana aplikativna dela, tudi temeljna. Od akcijskega načrta, ki predstavlja za slovenistično in splošno jezikoslovje strateški dokument, pričakujemo upoštevanje potreb, ki jih jezikoslovna skupnost kot najbolj odgovorna zaznava, najširši krog jezikovnih uporabnikov slovenščine pa izraža.

V druge segmente in ponatančenja se na tem mestu ne bi spuščala, saj v celoti podpiram mnenje oz. pripombe Inštituta za slovenski jezik Frana Ramovša ZRC SAZU. Navedena institucija združuje razmeroma veliko skupino jezikoslovcev – leksikologov specialistov, ki so pripravili SSKJ v petih knjigah, žlahtno tradicijo, ki se je nadaljevala s pripravo in izdajo nadaljnjih slovarskih in spremljevalnih del, s tradicijo, ki se z erudiranostjo, aktualnimi znanji in metodologijo stroke ter s skoraj prislovično predanostjo nadaljuje in se bo nadaljevala.

Zaradi vseh spornih vprašanj, formulacij, neusklajenosti s t. i. Resolucijo o nacionalnem programu za jezikovno politiko 2014 – 2018 (tudi z odvzemanjem ali dodajanjem novih elementov) in nadaljnjih pomanjkljivosti, ki bodo podrobno opisane drugod, menim, da se Akcijskega načrta, ki je v javni razpravi, ne bo dalo le popraviti, temveč bo potrebno sestaviti nov Akcijski načrt, ki opaženih preveč številnih pomanjkljivosti in nedoslednosti ne bo vključeval, vključil pa bo tiste segmente, ki pripomb niso bili deležni in vzdržijo resno jezikoslovno presojo.

Red. prof. dr. Varja Cvetko Orešnik,  
znanstvena svetnica SAZU  
Predstojnica Oddelka za primerjalno in splošno jezikoslovje  
Filozofske fakultete Univerze v Ljubljani  
Ljubljana, 31. 7. 2014



**Laboratorij za umetno inteligenco, vodja mag. Mitja Jermol, in  
Center za prenos znanj iz informacijskih tehnologij, vodja dr.  
Dunja Mladenec, Institut Jožef Stefan (31. 7. 2014)**

Pozdravljeni,

Laboratorij za umetno inteligenco (E3) in Center za prenos znanj iz informacijskih tehnologij (CT3) Instituta Jozef Stefan ugotavljamo, da so v akcijskem načrtu jezikovne tehnologije za slovenščino primerno obdelane in da predstavlja ustrezno podlago za njihov razvoj v naslednjih letih, enako pa ne velja za opis nekaterih jezikovnih virov, ki so temelj za uspešno izdelavo jezikovnotehnoloških aplikacij. Daleč največji finančni delež ima akcija L-1 (Splošni slovar in slovarska baza - 4.452.500 EUR), ki je skromno in neprimerno opisana. Institut »Jožef Stefan« od maja 2014 sodeluje v Konzorciju za jezikovne vire in tehnologije (Uni-LJ, Uni-MB, UP, IJS, Amebis, Alpineon, Trojina) v okviru katerega je v načrtu izdelava novega slovarja, ki bo odprto dostopen in primeren za uporabo v jezikovnotehnološke namene, zasnovan pa je na Predlogu za izdelavo slovarja sodobnega slovenskega jezika (<http://www.sssj.si>). Predlagamo, da se ta projekt neposredno vključi v Akcijski načrt za jezikovno opremljenost, in sicer v akcijo L-1.

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## **Prof. dr. Marko Snoj, predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU (31. 7. 2014)**

### **Pripombe na osnutek Akcijskega načrta za jezikovno opremljenost**

V *Resoluciji o Nacionalnem programu za jezikovno politiko 2014–2018* (v nadaljevanju Resolucija) je bilo ugotovljeno, da je »prva težava obstoječih standardizacijskih priročnikov /ne spletna predstavitev, temveč/ pomanjkanje aktualnih jezikovnih opisov« (Resolucija, str. 34).

*Akcijski načrt za jezikovno opremljenost* (dalje AN) v nasprotju s to ugotovitvijo nesorazmerno višino sredstev in posledično prizadevanj preusmerja v ustanavljanje spletnih portalov (prim. akcije P1–P9 v kumulativni vrednosti 729.000 €) in ustanovitvi infrastrukturnega centra (854.500 €). Taka razdelitev se utemeljuje z nazorom, da sta najbolj »pereči točki področja jezikovne opremljenosti potreba po centru, ki bo (digitalne) vire hranil, distribuiral in tudi vzdrževal /.../, druga je potreba po čim bolj odprti in prosti dostopnosti izdelanih virov, orodij in aplikacij«. AN torej postavlja upravljanje z jezikoslovnimi vsebinami na višje mesto kot njihovo izdelovanje, kar je povsem v nasprotju z duhom in črko Resolucije.

Namesto nenehnega vzpostavljanja portalov, med načrtovanimi je tudi tak, ki je bil že financiran z javnim denarjem, bi moral AN zagotoviti sredstva za vzdrževanje obstoječih, ki že nudijo kakovostne in uporabne vsebine, kar se izkazuje z njihovo uporabnostjo (npr. več tisoč poizvedovanj dnevno). Smiselno se zdi oblikovati enotno vstopno točko, ki bo z enega spletnega mesta zagotavljala dostop do vseh spletišč z jezikovnimi in jezikoslovnimi vsebinami, zagotoviti sredstva za njegovo delovanje in vzdrževanje kompatibilnosti s posameznimi spletišči ter nadgradnjo. Načrtovani portal naj predstavlja vstopno točko. Nadzor nad vsebino, hrambo in vzdrževanjem posameznih zbirk podatkov oz. priročnikov pa naj ohranjajo in zagotavljajo njihovi izdelovalci oz. imetniki (k temu jih je smiselno tudi zavezati), tako kot je to tudi v redkih državah (npr. v Kanadi), ki že imajo take portale. Vzpostavitev skupne vstopne točke in vzdrževanje že obstoječih spletišč bi bilo gotovo ceneje od zdaj predvidenih 1.583.000 €, vsekakor pa bolj učinkovito.

Neuravnoteženosti v prid jezikovnotehnološkim akcijam in akcijam organizacijske narave na škodo temeljnih jezikoslovnih akcij je v osnutku AN preveč. Navajam samo nekaj primerov: (1) Slovenskemu lingvističnemu atlasu, ki predstavlja temeljni opis slovenskih narečij, je namenjeno manj sredstev (118.500 €) kot akciji Anafora in koreference (148.000 €). Komaj nekaj več sredstev (158.000 €) je namenjeno izdelavi Slovarju slovenskih naselbinskih imen, brez katerega si ne moremo predstavljati zborne ali vsaj kultivirane uporabe tega pomembnega dela slovenskega besedja. (2) Nenavadno je tudi, da je ustanovitvi infrastrukturnega centra namenjeno štirikrat več sredstev kot delu pri slovenski slovnici. (3) V AN niso vključene temeljne etimološke in frazeološke raziskave. (4) Izdelavi terminoloških slovarjev različnih

strok in izdelavi zgodovinskega slovarja slovenskega jezika je namenjeno po 0 €, čeprav Resolucija izrecno predvideva izdelavo tudi teh slovarjev, so pa zato razmeroma izdatno financirane druge (jezikovnotehnološke) akcije, povezane s terminologijo, npr. aplikacija za nove terminološke zbirke, samodejno luščenje terminologije (kar tudi že obstaja). (5) AN predvidi za izdelavo splošnega slovarja in slovarske baze 4.452.500 € in za zasnovo slovnice zgolj 197.500 € od skupaj 11.250.000 €. Pripravi temeljnega enojezičnega slovarja in temeljne slovnice slovenskega knjižnega/standardnega jezika je torej namenjenih 40,7 % vseh predvidenih sredstev, in sicer 39 % za slovar in 1,7 % za slovnico, kar je vsaj močno neuravnoteženo. Za nameček je šolski slovnici (ki so jo slovenski davkoplačevalci že enkrat plačali, a ne tudi dobili) namenjenih prav toliko sredstev (197.500 €) kot zasnovi temeljne slovnice, čeprav iz Resolucije izhaja, da je šolsko slovnico mogoče sestaviti šele na osnovi temeljne.

V AN je na več mestih izpostavljeno, da se »aktivnosti pri mnogih ciljnih medsebojno prepletajo« (npr. na str. 4), zato je objektivna ocena o realni realizaciji ciljev, kakovosti rezultatov in končni finančni vrednosti posamezne »akcije« tako rekoč nemogoča, saj netransparentna vsebinska porazdeljenost daje vtis, da bodo posamezne akcije financirane večkrat, npr. dialoški korpus v okviru akcije K-2 in K-4. Akcije, ki predvidevajo delo na področjih jezikovnega opisa, standardizacije, večjezičnosti, terminologije se vsebinsko, predvsem pa finančno tesno prepletajo s področjem jezikovnih tehnologij, zato so cilji tudi znotraj nejezikovnotehnoloških vsebin opredeljeni izrazito nejezikoslovno in aplikativno, npr. financiranje izdelave portalov, strojnega prevajalnika na področju večjezičnosti. Interdisciplinarnost je v današnji znanosti sicer pričakovana, kljub vsemu pa bi moral dokument nedvoumno predstaviti, katere aktivnosti so prednostne in bodo financirane ter v kolikšnem obsegu.

AN bi moral vsebovati seznam akcij, razvrščenih po prednostnem načelu, ki bi bil zavezujoč za financerje. Nerealno je namreč pričakovati, da bo za jezikovni opis v naslednjih štirih letih in pol namenjenih vseh predvidenih 11.250.000 €. V AN bi moralo biti določeno, katero načelo se bo upoštevalo, če bodo dejanska sredstva manjša od navedenih. Ali se bodo v tem primeru sredstva za vsako akcijo sorazmerno znižala ali se bodo izpeljale le nekatere akcije, pri čemer bi bilo iz (zdaj manjkajočega) prednostnega seznama razvidno, katera akcija ima večjo možnost. Odsotnost teh dveh elementov v AN odpira pot netransparentnemu izboru financiranja posameznih akcij, pri čemer ni jasno niti to, kdo bo med predlaganimi akcijami izbiral in po kakšnem načelu, ter kdo bo evalviral rezultate dela.

V akcijah se predvidevajo v glavnem aplikacije in nadgradnje izdelkov, ki jih je doslej propagirala in pripravila ožja korpusnojezikoslovna in jezikovnotehnološka skupnost, ne pa večinski del slovenskega (zlasti slovenističnega) jezikoslovja, ki ob uporabi sodobnih tehnologij v smislu trajnostnega razvoja predstavlja njegov osrednji tok. AN tako npr. nalaga, naj se vzpostavi »spletni portal s povezavami na jezikovne priročnike, vire in tehnologije« in temu namenja 98.500 €, kar ni sorazmerno z vrednotenjem nekaterih akcij s temeljnimi vsebinami, zlasti tistih, ki so ovrednotene z

0 €. Iz izkušenj vemo, da vzpostavitev takega portala stane bistveno manj. Ob tem predvideva sicer morda potrebne in moderne, a z vidika jezikovnega opisa glede na Resolucijo sekundarne akcije, npr. »financira se odkup pravic za obstoječe enciklopedične in slovarske vire za potrebe prenosa informacij v Wikipedijo in Wikislovar«, »odkupljene podatke se pretvori v ustrezno obliko in vnese v spletne baze«, »izvede se pregledovanje in popravljanje obstoječega sloWNeta in njegova nadgradnja«, »v okviru aktivnosti se nadaljuje nadgradnja obstoječega FrameNeta«, »izdela se govorni vmesnik za Facebook« (ali nimajo govorci s posebnimi potrebami več težav v splošnem družbenem življenju, npr. v šolstvu, zdravstvu, sodstvu, kar je razvidno tudi iz Akcijskega načrta za jezikovno izobraževanje?), medtem ko je AN glede ukrepov za izdelavo temeljnih jezikoslovnih del zelo skop, npr. »aktivnosti /za izdelavo splošnega slovarja/ bodo definirane s konceptom slovarja«; »/i/zdela se koncept novega slovničnega opisa sodobne knjižne/standardne slovenščine na podlagi podatkov o sodobni slovenščini« (AN, str. 71).

Nikjer ni zapisano, da se pri načrtovanju nove slovnice in slovarja standardnega/knjižnega jezika upoštevajo dosežki dosedanje (zlasti domače, ki ima že dolgo zgodovino) slovaropisne, slovnične in metodološke tradicije, da se že obstoječe ugotovitve preverjajo z uporabo razpoložljivih gradivnoanaliznih orodij (zato je predvsem nadgradnja korpusov zlasti z novejšimi besedili tako pomembna in bi ji bilo treba posvetiti več pozornosti in sredstev), za slovnične potrebe predvidoma zlasti z natančnim iskanjem s pomočjo večkrat preverjenih iskalnih pogojev v CQLsintaksi. Prav tako se preverja novejša opažanja, ki nastajajo kot rezultat analize gradiva zlasti ob slovarskem delu, ko se posplošuje oz. išče splošne lastnosti določenih leksemskih tipov (od posameznega k skupnemu). Prav tako ni zapisano, da se pričakuje tak slovarski opis slovenščine v določenem časovnem obdobju (zadnjih – optimalno treh – desetletij), ki bo upošteval pridobitve jezikoslovne in slovaropisne tradicije na naših tleh in drugod, zlasti v sorodnih jezikih, jih združeval z novejšimi jezikoslovnimi in slovaropisnimi spoznanji ter dobrimi praksami in jih predstavljal na celosten, kar najširšemu spektru uporabnikov zadosten, dostopen in razumljiv (a ne pretirano poenostavljen) način. Zapisano bi moralo biti tudi, naj bo slovarski opis prilagojen uporabi v spletnem in drugih digitalnih okoljih, ne da bi mu takšna prilagojenost izhodiščno krnila kvaliteto vsebine. Kakor predvideva AN, torej nikakor ne gre prezreti dosežkov, ki so jih v slovaropisju in jezikoslovju vzpostavile raziskovalne paradigme, ki se osredotočajo zlasti na raziskovanje empirične rabe jezika v korpusih in ki so posledica tehnološkega napredka in uveljavitve elektronskega medija, primerno teža pa je treba dati tudi (slovenski) jezikoslovni tradiciji, ki je doslej uspešno ohranjala obstoj in razvoj slovenskega (knjižnega) jezika in je v besedilu AN popolnoma prezrta.

AN izkrivljeno predstavlja stanje v slovenistični stroki; kot da je skoraj vse, kar je že narejeno, brez vrednosti in kot da bi bilo treba vse narediti na novo. »Nadgradnjo« si po zapisanem v AN zaslužijo le korpusnojezikovni in jezikovnotehnološki ter tem podobni izdelki, ki jih izdelujejo pripadniki te usmeritve, katere člani so predstavljali tudi večino sestavljalcev AN. Izrazita pristranskost besedila je v tem pogledu

razvidna iz mnogih delov AN, zato tu izpostavljam le nekatere. (1) SSKJ (ki ga dnevno uporabljajo tisoči jezikovnih uporabnikov – samo na strežniku Bos ta slovar v povprečju beleži prek 6000 poizvedovanj dnevno), ki bo jeseni izšel v drugi izdaji, se v AN navaja, da »ne bo uporaben kot izhodišče za bodoči informativno-normativni slovar«, medtem ko se več virov, ki prinašajo malo informacij, ki bi lahko bile ključne za izdelavo slovarja, ali ki izhodiščno niso bili oblikovani kot podatkovne zbirke, na podlagi katerih naj bi novi slovar ali drugi temeljni jeziko(slo)vni opisi (za človeškega uporabnika) nastal(i), ampak zlasti kot zbirke, ki omogočajo delovanje različnih jezikovnih tehnologij, jih je pa kot pomožne zbirke pri oblikovanju slovarja sicer res mogoče uporabiti (npr. Sloleks, SloWNet), nekritično povezuje s sestavljanjem novega slovarja in pogosto neupravičeno označuje s prilastki, kot je npr. »referenčni« (npr. za govorni korpus Gos). (2) Podobno je v primeru spletišča Terminologišče, ki ga AN praviloma omenja zapostavljeno, za Termanio in Islovarjem, čeprav Terminologišče obsega bistveno več terminoloških podatkov in (zlasti v primerjavi s prvim virom) zanesljivejše terminološke podatke, ima pa tudi uspešno delujočo terminološko svetovalnico.

### **Pripombe k nekaterim posameznim akcijam**

#### **Akcija S-2: Zakonodaja za odprti dostop**

Uvodoma se postavlja vprašanje, v čem bi bile jezikovne tehnologije in viri glede na ostala strokovna področja tako posebni, da bi potrebovali posebno zakonsko ureditev. AN na več mestih zahteva, naj se jezikovni opisi objavijo na spletu pod pogoji odprtega dostopa, npr. na str. 15: »Digitalizacija obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega in odprtega dostopa na spletu sta nujna.« Ta zahteva ni utemeljena. Utemeljiti bi jo bilo treba (1) z navedbo nekega pravno zavezujočega dokumenta, npr. evropske direktive (na str. 5 AN piše le, da se je Slovenija »zavezala k upoštevanju sporazumov o spodbujanju prostega dostopa do raziskovalnih podatkov /.../«, ali (2) s prikazom take prakse v jezikovnih skupnostih, primerljivih s slovensko, pri čemer bi bilo treba dokazati tudi, da je bilo njihovo ravnanje za te jezikovne skupnosti koristno. Namesto vsiljevanja (celo komercialno) odprtega dostopa za vse jezikovne vire, priročnike in orodja, ki so financirani z javnim denarjem, bi bilo treba to področje uskladiti z domačimi in tujimi dobrimi praksami. V sodobnem evropskem prostoru se za javno financirane končne izdelke, kot je npr. slovar (ne pa tudi slovarska baza), praviloma (ne pa vedno) pričakuje kvečjemu prosta in ne odprta dostopnost. V AN pričakovana odprta dostopnost slovarja in slovarske baze bi bila slovenski unikum in že zaradi unikatnosti vprašljiva, zlasti ker ni prepričljivo utemeljena. Moje stališče do tega vprašanja seveda ne izključuje možnosti dogovorov za uporabo slovarja oz. slovarske baze s tistimi subjekti javnega in zasebnega prava, ki bi za to izkazali interes. Komercialno izkoriščanje virov je sicer popolno nasprotje tega, kar počnemo z javnim financiranjem. Z javnim financiranjem namreč omogočamo cim širšemu sloju državljanov storitve, do katerih sicer ne bi imeli dostopa, ker so komercialno

nezanimive.

Predelava virov je dodatno sporna, ker omogoča banalizacijo raziskovalnih rezultatov in v skrajnem primeru celo prikaz napačnih rezultatov.

To, da se v okviru AN predvidi, katera licenca je (najbolj) primerna za vse vire in tehnologije, je najmanj nenavadno, če že ne strokovno sporno. V istem odstavku je tako rekoč podtaknjeno, da znanstvena besedila niso podvržena avtorskopравnim omejitvam in da so v tem pogledu na isti ravni kot besedila državne uprave. To preprosto ni v skladu z določili Zakona o avtorskih in sorodnih pravicah.

Na str. 31 piše: »Za dolgoročno ureditev pravnega okvira odprte dostopnosti bo potrebno slovensko zakonodajo spremeniti tako, da bo dovoljevala čim bolj liberalen dostop do vseh jezikovnih virov financiranih iz javnih sredstev.« S tako poenostavljeno liberalno usmeritvijo se ni mogoče strinjati. Dostop do virov mora biti takšen, da storitev ohranja svojo strokovnost in hkrati čim bolj zadovoljuje javni interes. Ker bi odprti dostop do virov povzročil njihovo neomejeno izrabo tudi v zasebnem sektorju, ki ni zavezan javnemu interesu, bi prav ta, navidezno demokratični odnos do javne dobrine v kratkem času pripeljal do tega, da bi bile z davkoplačevalskim denarjem narejeni izdelki, v prilagojeni, poenostavljeni ali nadgrajeni obliki dostopni uporabnikom le proti plačilu. Zgledov za tak razvoj dogodkov imamo v zdravstvu in šolstvu na pretek.

Če prav razumem, je odprti dostop predviden predvsem za jezikoslovna besedila in slovarje, ni pa govora o odkupu avtorskih pravic oz. o težnji po objavi virov pod pogoji odprtega dostopa za vse druge jezikovne vire, ki so nastali z javnim financiranjem (npr. za besedne skice, GDEX, korpuse, jezikovne tehnologije, terminološke standarde ipd.). Navedeno ostaja dostopno le pod pogoji prostega dostopa?!

Namesto prizadevanj za čim bolj liberalni odprti dostop do jezikovnih virov bi kazalo podpreti usmeritev k prostemu dostopu z javnimi sredstvi financiranih projektov, ki rezultirajo za širšo ali ožje strokovne javnosti zanimive izdelke. Za dosego tega cilja je treba take projekte zaupati uveljavljenim (praviloma javnim) institucijam, ki z že vzpostavljeno in s stabilnimi javnimi sredstvi vzdrževano infrastrukturo zagotavljajo njihovo prosto dostopnost, dokler so aktualni.

### **Akcija S-2:** Člen za razpise

Tu piše: »Identificirati je potrebno razpise, katerih namen je (tudi) izdelava jezikovnih virov (npr. raziskovalni programi, temeljni in, kolikor je to le mogoče, tudi aplikativni raziskovalni projekti ARRS) ter v njih uvesti člen, ki zahteva, da so izdelani podatki v največji možni meri standardizirani in po koncu projekta (ali že prej) odprto dostopni za prevzem in, kjer je to smiselno, tudi prosto dostopni prek spleta za branje in preiskovanje. Natančna specifikacija formata, načina in pogojev dostopa do rezultatov projekta mora tako postati nujen del prijave na razpise ARRS, kot tudi MK in MIZŠ, ki se tudi ustrezno ovrednoti pri evalvaciji projektnih prijav, kot tudi pri končni evalvacij rezultatov projekta.«

Besedilo ne upošteva dejstva, da so posamezni viri različni, zato je nesmiselno, da so podvrženi povsem enaki obravnavi, in to celo vnaprej. Govoriti o standardizaciji

nečesa tako unikatnega, kot so jezikovni viri za posamezni jezik, je lahko tudi manj produktivno. Le kako bi izgledala npr. standardizirana oblika slovenskega zgodovinskega slovarja ali SLA? Slovenska narečja so tako edinstvena, da jih v okviru nobenega standarda ne bi mogli opisati dovolj dobro.

Osnovna naravnost zapisanega v AN je sprevržena, saj predvideva predvsem odprti dostop, prostega pa le, če je to smiselno. Večini uporabnikov koristi le prosti, ne pa tudi odprti dostop.

Če se zahteve po odprtem dostopu uvedejo v zakonodajo in celo upoštevajo pri merilih za izbor in evalvacijo raziskovalnih projektov, bi pričakovali, da bodo zahteve v enaki meri veljale za vse z javnimi sredstvi financirane znanstvene dejavnosti, torej tudi za druge humanistične in nehumanistične vede, ne samo za jezikoslovje.

Pričakovali bi tudi, da Slovenija ne bo prva (in edina) pri vzpostavljanju take zakonodaje, ki bi omogočila, da se z izdelki, nastali z javnim financiranjem, okoristijo predvsem zasebna podjetja.

#### **Akcija S-5:** Bibliometrično vrednotenje

Zakaj bi bilo treba na osnovi obstoječega oblikovati nov predlog in s tem pobudo postaviti na začetek? Po potrebi se namreč obstoječi predlog lahko dopolni.

#### **Akcija K-1:** Pisni korpusi

Delitev na pisne korpuse, specializirane korpuse, korpuse znanstvenih besedil, diahrone korpuse, govorni korpus ipd. je nenavadna, saj gre pri vseh korpusih v največji meri za pisne korpuse. Bolj smiselno bi bilo govoriti o referenčnem pisnem korpusu (različnih ali samo spletnih besedil), o terminoloških korpusih, korpusnem označevanju ipd. in stvari opredeliti nedvoumno, da bo povsem jasno, za katere namene bodo porabljena sredstva in kako obsežno bo financiranje posamezne dejavnosti. Opozoriti velja, da zaradi nejasne tipologije korpusov predvideno financiranje ni transparentno. Tipologija mora biti jasna, prav tako akcije. Oblikoskladenjsko označevanje je npr. nekaj povsem drugega kot specializirani korpusi (npr. lektorskih popravkov).

#### **Akcija K-1 v razmerju do K-2 in K-3**

Ni jasno, zakaj so terminološki korpusi obravnavani pri pisnih korpusih in ne pri specializiranih, medtem ko so oblikoskladenjsko in skladdenjsko označeni korpusi obravnavani pri specializiranih. Pričakovali bi ravno obratno. Seveda je označene korpuse mogoče dojemati kot specializirane korpuse, a vsaj oblikoskladenjsko označevanje je eden osnovnih jezikovnotehnoloških postopkov (vsaj za morfološko bogate jezike s prostim besednim redom) tako rekoč neobhodno povezanih z referenčnim korpusom pisnih besedil.

Tu piše tudi tole: »Akcijški načrt je glede prednostnih področij gradnje terminoloških korpusov neopredeljen, bistveno je, da je vzpostavljen uporabniško prijazen proces vključevanja besedil v terminološki korpus ter celoten proces do vključevanja terminoloških kandidatov v terminološki portal, skupaj z drugimi leksikalnimi

informacijami. Končni cilj je korpus znanstvenih besedil v slovenskem jeziku za vsa znanstvena področja.«

Zapisano je v nasprotju z vsem, kar uči klasična šola terminologije (ki je v svetu še vedno daleč najbolj uveljavljena smer, seveda pa ni edina). Zakaj bi terminološke kandidate vključevali v portal? Na portalu se človek pouči o terminih (tudi o neprednostnih, pri čemer je smiselno, da so ti posebej označeni kot taki), podatek o tem, da nekaj mogoče je termin, je zavajajoč (bistvo terminologije je namreč standardizacija izrazja za pojme). Poleg tega je nesmiselno v kontekstu terminologije govoriti o drugih leksikalnih informacijah (terminologija in leksikologija delujeta po različnih principih). Tudi govoriti o enotnem oz. enem korpusu za vsa znanstvena področja je, vsaj v okviru terminologije, sporno.

V K-3 se predvideva izdelava korpusa znanstvenih besedil, in sicer vseh strok, kar je s terminološkega stališča sporno. Še bolj sporno pa je avtomatsko luščenje terminoloških kandidatov in njihovo neposredno vključevanje v terminološki portal. Zagovarjanje tega postopka je natanko to, kar terminologiji dolgoročno škodi. Avtomatsko izluščeni izrazi (avtomatsko luščenje terminoloških kandidatov namreč še ne daje dovolj dobrih rezultatov, da bi bilo tovrstno delo lahko končni rezultat jezikovne analize, je pa zelo koristen postopek v fazi priprave na redakcijo) ne morejo postati neposredno uporaben priročnik, saj je v terminologiji težnja uporabljati tisto, kar je standardizirano. Zato mora biti terminološko delo sistematično organizirano, pri njem pa sodelujejo strokovnjaki za specifično področje in terminografi. Ob tem ni jasno, v kolikšni meri se akcija pokriva z izdelavo terminoloških korpusov, omenjenih v K-1.

### **Akciji K-1 in P-6 v razmerju do K-3**

Akcija K-1 navaja za enega od ciljev: »Končni cilj je korpus znanstvenih besedil v slovenskem jeziku za vsa znanstvena področja.« Akcija P-6 predvideva orodje za samodejno luščenje terminologije. Predvideni učinki akcije K-3 so torej že zajeti v K-1 in P-6, zato samostojna akcija K-3 ni potrebna, financiranje te akcije pa lahko privede do dvojnega financiranja istega dela.

Predvidevanje teh akcij izvira iz večinsko nesprejetega razumevanja terminologije kot zgolj posebnega področja leksikologije. Tako razumevanje v celoti zanemarja temeljnega naslovnika terminologije, tj. strokovnjaka, in dejstvo, da so terminografski postopki drugačni od leksikografskih. Terminološki korpusi so zelo podobni korpusom znanstvenih besedil (morda niso zgrajeni izključno iz njih, v pretežni meri pa). Avtorji AN imajo v zvezi s terminološkimi korpusi v mislih predvsem koristi splošnih uporabnikov, prevajalcev ipd., strokovnjaki so v »drugem planu«. Sporna je torej opredelitev terminološkega korpusa in vloge terminologije kot take.

### **Akcija K-2 v razmerju do K-4**

V akciji K-2 se v tabeli Podrobna opredelitev aktivnosti s kazalniki pojavlja formulacija »Izdelani in vzdrževani dialoški korpusi«, v akciji K-4 pa »Dialoški korpus«. Vnos iste aktivnosti v dve akciji predstavlja tveganje, da bo prišlo do dvojnega financiranja



istega dela.

Razmerje med tema dvema akcijama ponovno postavlja zahtevo po jasnejši tipologiji korpusov in določitev, kateri specializirani korpusi bodo pripravljene in kateri tipi označevanja vzpostavljeni.

#### **Akcija K-4: Govorni korpus in baza**

Tu se za potrebe novega slovarskega in slovničnega opisa omenja »nadgradnja referenčnega govornega korpusa«, kjer zmoti opredelitev korpusa Gos kot referenčnega korpusa. Če pravilno razumem izraz referenčni korpus (korpus, ki daje celovito podobo /govorjenega/ jezika in predstavlja temelje za jezikoslovne raziskave), opredelitev korpusa Gos kot referenčnega ni ustrezno. Korpus Gos vsebuje 120 ur posnetkov govora oz. okoli milijon besed, v AN se predvideva dopolnitev še za »nekaj 100 ur«, kar pa še vedno ne bo dalo realne slike govornega jezika in korpus bo (če hočemo prikazati objektivno podobo jezikovnega stanja) še vedno le pogojno referenčen in pri pripravi slovarja uporaben le kot pomožni vir. (D. Verdonik v enem od svojih člankov navaja, da tudi govorni korpusi, ki vsebujejo pet ali deset milijonov besed, še ne dajo realne slike govornega jezika). Menim, da je za izdelavo novega informativno-normativnega slovarja nadgradnja obstoječega korpusa Gos manj pomembna, veliko bolj potrebujemo izdelan korpus govora oz. govorno zbirko knjižne slovenščine (H. Tivadar denimo v članku *Vloga govora v sodobnem dramskem gledališču* predlaga oblikovanje korpusa gledališkega govora, in sicer tistih uprizoritev, kjer je govor pretežno zborni). Taki korpusi bi bili v veliko oporo pri raziskovanju govornega jezika in izdelavi slovarja, obenem pa bi bile tako mogoče nadaljnje fonetične raziskave in oblikovanje pravorečnega priročnika (prvi in hkrati zadnji pravorečni priročnik slovenskega jezika je bil namreč izdan leta 1946!).

#### **Akcija L-1: Splošni slovar in slovarska baza**

S povedjo »Izdela se nov splošni slovar slovenskega jezika z okvirno 100.000 gesli« se akcija v dveh ključnih podrobnostih očitno in pristransko navezuje na *Predlog za izdelavo Slovarja sodobnega slovenskega jezika*. Opis akcije namreč (1) ne prinaša podatka o tem, ali so v številko 100.000 vključene tudi večbesedne in lastnoimenske iztočnice, hkrati pa (2) zapoveduje izdelavo slovarja do konca leta 2018, torej v štirih letih, kar (popolnoma neprimerljivo z vsemi domačimi in tujimi izkušnjami) obljublja samo *Predlog za izdelavo Slovarja sodobnega slovenskega jezika*. Tudi ubeseditev »vendar slovar /namreč SSKJ2/ ne bo uporaben kot izhodišče za bodoči informativno-normativni slovar, saj tako aktualnost slovarskega opisa kot status avtorskih pravic preprečujeta rabo slovarja ali njegovih naslednikov za namene, ki zahtevajo opis sodobne slovenščine in odprt dostop do slovarske baze« prejudicira, da bo izdelava novega informativno-normativnega slovarja zaupana nekemu, ki ni lastnik avtorskih pravic nad SSKJ, ob tem pa se izničuje dejstvo, da je velika večina informacij, ki jih prinaša SSKJ, zlasti njegova druga izdaja, danes še vedno aktualnih in posledično uporabnih pri sestavi novega temeljnega slovarja. Pa tudi če dejstvo,

da veliko informacij v slovarju drži, zanemarimo, slovar bo, kot predvideva AN, v gradivskem in konceptualnem smislu gotovo izdelan na novo, je v okviru AN problematična vsaj predpostavka, da je SSKJ v metodološkem in leksikografskem pogledu povsem neaktualen, da torej v obstoječi slovenski slovaropisni tradiciji ni ničesar, iz česar bi se bilo mogoče kaj naučiti oz. se na kaj opreti. Iz besedila je namreč mogoče zaznati, da je slovenska slovaropisna tradicija v smislu opore za izdelavo novega slovarja povsem brez vrednosti. V isto smer kaže tudi pripisovanje nadgradnje govornega korpusa Gos (395.500 €) za potrebe novega informativnonormativnega slovarja, saj uporabo tega korpusa pri sestavi novega slovarja predvideva le *Predlog za izdelavo Slovarja sodobnega slovenskega jezika*.

Besedilo opombe 5, ki pravi »Podrobnejša opredelitev brez natančne teoretske in metodološke zasnove slovarja ni mogoča. Temeljni okvir zasnove podaja Resolucija o nacionalnem programu za jezikovno politiko 2014–2018 in sklepi udeležencev posveta o novem slovarju«, je torej zavajajoče, saj AN preseže meje, ki jih določata Resolucija in sklepi s posveta.

Iz AN dalje ni razvidno, kaj je slovarska baza, kakšne podatke prinaša, zlasti v razmerju do leksikalne baze in baze kot podatkovne zbirke za jezikovnotehnološke postopke. Prioriteta je namreč slovarska baza za človeškega uporabnika, tj. slovarska baza, ki omogoči izdelavo posameznih slovarjev.

Izraz slovenski *knjižni/standardni jezik*, ki ga ima sicer že Resolucija, je pleonastičen in terminološko destruktiven. Če namreč *standardni jezik* pomeni isto kot *knjižni*, če torej označuje pojavno obliko jezika v njegovi pisni in govorni knjižnojezikovni normi (opozoriti velja, da je areal knjižnojezikovne norme, kot je bil vzpostavljen v okviru SSKJ, razmeroma širok), samo po nepotrebnem podira ustaljeno jezikoslovno terminologijo, če pa je s tem mišljeno kaj drugega, bi morala biti vsebina novega termina definirana. Pri predvidenih učinkih bi bilo treba skladno z Resolucijo in sklepi posveta (12. 2. 2014) dodati, da bodo neknjižne jezikovne prvine v informativnonormativnem slovarju (v omejenem obsegu) prikazane v razmerju do knjižnega jezika.

Besedilo kazalnika se glasi »Splošni slovar in slovarska baza«. Zakaj se baza eksplicitno omenja samo pri tej akciji, čeprav bodo morale nastati tudi pri mnogih drugih?

Pri načrtovanju tako velikega projekta, kot je novi temeljni slovar slovenskega jezika, bi pričakovali primerjavo s stanjem in razvojem v drugih evropskih jezikih, zlasti sorodnih, ki imajo podobno strukturo kot slovenščina in pri katerih se odpirajo podobna vprašanja, in primerljivo velikih. Pričakovali bi vsaj navedbo znanih skupnih imenovalcev vseh tistih sodobnih evropskih prizadevanj, katerih izdelki so kakovostni splošni enojezični slovarji.

#### **Akcija L-4:** Terminološki slovarji različnih strok

Vrednost akcije je ocenjena na 0 €. Glede na nekatere ostale akcije, povezane s terminologijo (npr. javna dostopnost terminoloških virov, aplikacija za nove terminološke zbirke, samodejno luščenje terminologije ...), ni jasno, zakaj ta akcija ni ustrezno ovrednotena. Upravljanje s terminološkimi viri je seveda pomembno, gotovo

pa bi bila primerna tudi finančna spodbuda za nastajanje kakovostnih in strokovno relevantnih terminoloških virov.

**Akcija L-5:** Zgodovinski slovar

Vrednost akcije je iz navedenih razlogov ocenjena na 0 €, ceprav Resolucija izrecno omenja nujnost sestave zgodovinskega slovarja slovenskega jezika, kar bi lahko omogočila prav v AN predvidena finančna sredstva.

**Akcija L-7:** Večjezične baze in slovarji

Odkupile naj bi se avtorske pravice nad posameznimi dvojezičnimi slovarji, nato naj bi se ti slovarji nadgradili, posodobili in dopolnili z uporabo jezikovnotehnoloških metod ter množičenja. Tako ravnanje je strokovno vprašljivo, saj avtomatsko pridobljeni podatki, ki so ročno pregledani le do določene mere, in njihovo parcialno umeščanje v koherentno slovarsko celoto ruši slovarski koncept. Vprašljivo je tudi množičenje, če tako pridobljenih podatkov temeljito ne pregleda tudi strokovnjak.

**Akcija P-1:** Jezikovni spletni portal

Iz besedila ni jasno, kaj pomeni, da morajo skrbniki portala »predvideti načrt promocije, izobraževalnih ter svetovalnih aktivnosti, ki jih bo nudil portal, ter povezovalnih aktivnosti«. O tem, kakšne izobraževalne aktivnosti naj bi nudil tak portal, ni napisanega nič. V opisu te akcije je ponovno izpostavljen videz in zapostavljena vsebina; opis omenja le promocijo portala, vsebine, ki je bistvena, pa niti ne omenja. Zanemari tudi razmislek, na kakšen način informacije iz virov ponuditi uporabniku, da bodo njegove potrebe zadovoljene v cim večji meri.

Ker bo jezikovni spletni portal verjetno vseboval tudi vire z normativnimi vsebinami, ni jasno, zakaj je pri tej akciji predvideni nosilec le MK, ne pa tudi npr. SAZU.

Iz besedila akcij, ki opredeljujejo različne portale, ni razvidno, ali bodo vsi načrtovani portali združeni v enega ali bodo medsebojno povezani ali bodo samostojni portali.

**Akcija P-2:** Terminološki portal

V opisu akcije, ki predvideva vzpostavitev terminološkega portala, niso niti z besedo omenjeni strokovnjaki različnih strok, ki so sicer primarni uporabniki in večinoma tudi tvorci terminologije. Predvidena zasnova portala ne predvideva, da bi bil ciljni naslovnik tudi strokovnjak in se osredotoča zlasti na potrebe prevajalcev. Namen portala je opredeljen takole: »Na sodobno urejenih terminoloških bazah temeljijo številne storitve, kot so prevajanje, tolmačenje in gospodarsko delovanje v globalnem okolju, prav tako pa so terminološki viri, potrebni za razvoj drugih jezikovnih tehnologij, kot je strojni prevajalnik.« Akcija naj bi nadgradila rezultate raziskovalnega projekta L6-9778 Slovenski terminološki portal (1. 1. 2007–31. 12. 2009). Cilj omenjenega projekta je bil vzpostavitev podobnega portala, kot je opisan v akciji P-2, a projekt zaradi pomanjkanja vsebin ni zaživel (na spletni strani projekta so objavljeni le trije kratki enoavtorski glosarji). Postavlja se torej vprašanje, zakaj bi nadgradnjo zaupali ljudem, ki so bili za aktivnost že financirani (AN namreč bolj ali manj

prejudicira izvajalca akcije, kar je sporno že samo po sebi), vendar portala niso uspešno vzpostavili.

#### **Akcija P-3:** Aplikacija za nove terminološke zbirke

V opisu akcije med drugim piše: »Ker je nerealno pričakovati, da bodo nacionalni viri financiranja kdaj zadoščali za terminološko ureditev vseh področij človekovega delovanja, je namesto tega zainteresirani javnosti smiselno ponuditi okolje, kjer lahko v spletni aplikaciji strokovnjak ali skupina strokovnjakov ustvari terminološki slovar in prispeva specializirano izrazje, ob tem pa ima prek terminološkega portala na voljo tudi svetovanje v zvezi s strukturo in metodologijo dela.«

Nerealno je pričakovati, da bodo urejene terminologije tistih strok, pri katerih za ureditev strokovnjaki niso zainteresirani. Pri strokah, ki si želijo urejene terminologije, pa je težko reci, ali je ustrežnejše podpreti strokovno terminološko vodenje skupine strokovnjakov ali spodbujati samoorganizirane oblike terminološkega dela s pomočjo spletne aplikacije. Oboje lahko da dober in uporaben rezultat, zato je formulacija, ki je izključevalna (»namesto tega [je] zainteresirani javnosti smiselno ponuditi okolje, kjer lahko v spletni aplikaciji strokovnjak ali skupina strokovnjakov ustvari terminološki slovar«) neprimerna. Podpreti bi bilo treba obe metodi, ne samo manj uveljavljene.

#### **Akcija P-4:** Terminološko svetovanje

Predvideni učinek akcije je »dostopnost storitve terminološkega svetovanja, ki je brezplačna, zanesljiva in ažurna«. Kot je omenjeno v opisu akcije, taka storitev že obstaja na spletnem mestu Terminologišče. Bi pa bilo njeno delovanje smiselno finančno podpreti.

#### **Akcija P-6:** Samodejno luščenje terminologije

Orodje za samodejno luščenje terminologije že obstaja, med drugim dostopno na terminološkem portalu na naslovu <http://lojze.lugos.si/stp/luscenje.html>. Opis akcije ne pojasnjuje razlike med obstoječim in predlaganim orodjem. Opisu akcije tako ustreza že obstoječe orodje, zato obstaja nevarnost ponovnega financiranja že izdelanega orodja. Če že obstoječe orodje ni ustrezno, bi se kazalo vprašati o učinkovitosti njegovega financiranja. Poleg tega tako orodje ponuja tudi Termania, ki bo, kot je bilo rečeno na sestanku UO Clarina, vsak čas na voljo pod pogoji prostega dostopa.

#### **Akcija P-8:** Slovnični portal za šolarje

V okviru akcije je med drugim predvidena usklajenost nadgradnje obstoječega portala z drugimi projekti ter korpusna analiza, ni pa razvidno, v kolikšnem okviru naj bo analiza opravljena in v kolikšni meri bodo rezultati analize objavljeni.

Napisati v AN, da projekt »temelji na obstoječem slovničnem portalu« in da »temelji na že obstoječih rešitvah«, je sporno, saj ta dva zapisa že določata izvajalca nadgradnje. Ker se to povezuje s konceptom novega informativno-normativnega

slovarja, načrtovanih slovníc (zakaj manjka pravopis?), je zapisano še toliko bolj pristransko. Iz besedila Resolucije je namreč jasno razvidno, da naj bi jezikovni viri za specifične uporabnike temeljili na temeljnih priročnikih.

#### **Akcija P-9: Spletna predstavitev normativnih podatkov**

Ali je to tudi portal? Ni jasno, kaj pomeni standardizacijsko telo/pravopisna komisija. Morda popraviti v: pravopisna komisija, ki je nadinstitucionalno nacionalno standardizacijsko telo. Kaj pomeni »predstavitev normativne informacije«? Morda zamenjati v: predstavitev normativnih rešitev. Ker gre pri tej akciji za vprašanja normativnosti, bi moral biti nosilec tudi SAZU.

#### **Akciji A-1 in A-3**

Na področju fonetike in fonologije se sredstva skoraj v celoti namenja le govornim tehnologijam (sinteza in razpoznavanje govora, razne avtomatske pretvorbe ...), jezikoslovne raziskave na področju fonetike in fonologije je načrt popolnoma zaobšel oz. so omenjene le bežno. Tudi za pripravo slovarja slovenskega jezika in drugih sodobnih priročnikov (slovnica, pravopisni priročniki ...) so nujno potrebne fonetičnofonološke analize sodobne slovenščine (denimo artikulacijske raziskave posameznih glasov). Smiselna bi bila ustanovitev fonetičnega centra, ki bi se ukvarjal s tovrstnimi raziskavami. Taka obravnava tega področja v AN je posledice dejstva, da pri njegovem nastajanju ni sodeloval noben strokovnjak s področja fonetike in fonologije.

#### **Akcija A-6: Govorni vmesnik za Facebook**

Ta akcija nima osnove v Resoluciji. Splošna pripomba na to akcijo je podana na str. 2.

#### **Akcije, povezane s sintetiziranjem govora**

Čeprav je razvoj na področju sintetiziranja in prepoznavanja govora pomemben, je za sodobnost jezika pri sintetiziranju govora ključna ustrezna podatkovna zbirka za knjižni jezik, ki pa bo zares sodobna samo v tistem okviru, kot ga bosta prinašala novi splošni in pravopisni slovar. Ali ne bi bilo bolj smiselno vložiti sile in sredstva v pravorečni priročnik v povezavi s pravorečno podatkovno zbirko, ki bi obsegovalno glede na število lem segala širše od nastajajočih slovarjev?

#### **Posameznosti**

Moteča je večkrat uporabljena formulacija »po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU«, ki izkazuje neupravičeno nezaupanje do institucije, v kateri so nastala skoraj vsa temeljna slovenistična dela, kar kažejo tudi uvodna poglavja, ki prinašajo opis stanja na področju jezikovnih priročnikov. Na 15. strani je naveden napačen podatek: »V času veljavnosti resolucije 2007–2011 je bil prek spletnega vmesnika zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika [...]«. Prosti dostop do SSKJ je bil na strežniku bos.zrc-sazu.si vzpostavljen že leta 2000.

Na str. 10. piše: »Člane /Pravopisne/ komisije /pri SAZU/ je izbral in predlagal v

sprejetje SAZU Znanstveni svet ISJFR,« kar je zavajajoče, saj manjka podatek, da je SAZU inštitutskemu znanstvenemu svetu podelila mandat, da to stori.

AN predvideva tudi nekatere akcije, ki so že bile izpeljane, npr. »pravopisna komisija se vzpostavi kot nadinstitucionalno telo«.

V AN uporabljeni glagoli morajo biti nedovršni, saj gre za dokument, ki bo vedno obstajal (stanje); če je mišljen prihodnjik, naj bo sestavljeni. Trenutno besedilo daje vtis, da gre za nekakšna navodila.

Kljub večkratnemu opozorilu se v AN še vedno omenjata *odprt* in *prost dostop*. Zakaj bi tu moralo pisati *odprti* oz. *prosti*, jezikoslovcev, ki so pisali ta besedila, ni primerno poučevati. Sklicevanje na to, da besedilo, podano v javno razpravo, ni (bilo) lektorirano, je ob dejstvu, da so ga pisali jezikoslovci, izdalo pa Ministrstvo za kulturo, nenavadno, če ne celo omalovažujoče do tovrstnih javnih besedil in stroke.

Na str. 13 piše: »Naslednji pomemben evropski dokument s področja stanja jezikovnih tehnologij je bela knjiga jezikovnih tehnologij (Simon Krek: Slovenski jezik v digitalni dobi, 2012), ki je bil izdan leta 2012 v okviru projekta META-NET za 31 evropskih jezikov.« Omenjena knjiga, ki je izšla v zbirki *Bela knjiga*, predstavlja namreč avtorski pogled na obravnavano problematiko in torej ni *bela knjiga*, kot ta termin razumemo sicer, poleg tega je zelo vprašljivo, če je ta knjiga zares evropski dokument.

Na str. 8 piše: »Na področju dialektologije je eden večjih projektov Slovenski lingvistični atlas, ki temelji na zasnovi Frana Ramovša iz leta 1934, dejanske priprave nanj pa so se začele po drugi svetovni vojni na Inštitutu za slovenski jezik (ZRC) SAZU.« Iz formulacije je razvidno, da naj bi obstajali še drugi veliki dialektološki projekti, ki pa v AN niso niti omenjeni. Ali poleg SLA (in OLA ter ALE) res obstajajo še kaki večji dialektološki projekti?

Na strani 9 piše: »Aktualni normativni priročnik, Slovenski pravopis 2001 (SP 2001), je nastal v 80. letih 20. stoletja, ob njegovem usklajevanju pa je bila prvič vzpostavljena komunikacija s širšo strokovno in laično javnostjo. Konsenzualno usklajena pravila pa so bila l. 1989 predložena v potrditev SAZU, pravopisni slovar pa je izšel l. 2001 kot rezultat sodelavcev Inštituta za slovenski jezik Frana Ramovša Znanstvenoraziskovalnega centra SAZU (ISJFR ZRC SAZU), ki je od svoje ustanoviteljice SAZU neodvisen javni raziskovalni zavod.« Zapis zavajajoče navaja, da naj bi SP 2001 nastal v 80. letih prejšnjega stoletja. Takrat so namreč nastajala pravila (ki se danes posodablja), nastanek slovarskega priročnika pa je opredeljen z letnico 2001. Trditev ni točna še v tem, da naj bi bil ISJFR ZRC SAZU neodvisen od SAZU. Vpliv SAZU in medsebojne povezave so razvidne iz statuten in pravilnikov obeh institucij, ne nazadnje tudi z vlogo glavnega urednika Slovenskega pravopisa 2001.

Na str. 15 piše: V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega slovenskega slovstva ponuja skenograme oziroma iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirkov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave

kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti.« Besedilo je na prvi pogled korektno, zavajajoče pa v zoženem pogledu na tematiko, saj se zaključí z jezikovnotehnološko uporabo tako pridobljenih besedil. Kot da bi bila jezikovnotehnološka umestitev končni smisel vseh prizadevanj. Formulacij, ki kažejo v isto smer, je v AN zares preveč.

AN vsebuje nemalo pavšalnih, nepodprtih in težko dokazljivih izjav, vezanih na ozek korpusnojezikoslovni in jezikovnotehnološki zorni kot, kot npr. na str. 5: »V zadnjih nekaj desetletjih, najbolj izrazito pa prav v zadnjem desetletju, je digitalizacija prinesla izredne spremembe na področje jezikovne opremljenosti, ki ne zadevajo samo zunanje forme izdelkov za uporabnike, ampak pretresajo jezikoslovje vse do njegovih teoretskih temeljev /.../« ali »Osrednja povezovalna nit med njimi so zaledni jezikovni viri (korpusi, slovarji in leksikalne baze, govorne baze ...)«. Pri tem ni jasno, kaj šele splošno sprejeto, na kakšnem temelju so korpusi in leksikalne/govorne baze na istem nivoju kot slovarji in kaj pomeni, da naj bi bili slovarji »zaledni jezikovni viri«?

### **Zaključek**

Cilj izdelave AN, ki bi skladno z Resolucijo moral vsebovati »temeljne usmeritve glede razvoja sodobnih jezikovnih priročnikov, virov, orodij in storitev«, v vsebinskem smislu ni izpolnjen, zato **predlagam, da se osnutek kljub nekaterim ustreznim delom zavrne in napiše na novo**. AN je namreč Resoluciji podrejen dokument, zato bi moral natančneje določati izvedbo posameznih v Resoluciji zastavljenih ciljev in usmeritev, ne pa jih skušati zaobiti ali jim celo nasprotovati.

Pri sestavljanju novega AN je treba upoštevati potrebe slovenskega splošnega, tudi bolj zahtevnega uporabnika in celotne jezikoslovne, ne zgolj korpusnojezikoslovne ter jezikovnotehnološke skupnosti, vzpostaviti realnejše razmerje med jezikoslovnimi vsebinami, (jezikovno)tehnološkimi orodji, aplikacijami in predstavitevami ter upravljanjem z viri, zagotoviti transparentnost predvidene porabe javnih sredstev in slediti načelu sodelovanja ter sorazmernega vključevanja vseh za posamezno področje pomembnih ustanov in akterjev.

Slovensko javnost bo treba seznaniti, da bi z uresničitvijo predlaganega AN v vrednosti 11.250.000 € netransparentno (in marsikaj že drugič) financirala v glavnem bolj ali manj poenostavljene in z vidika slovenistične stroke sekundarne aplikacije ter sicer potrebne nadgradnje in posodobitve v glavnem že obstoječih jezikovnotehnoloških pripomočkov, ob tem pa ignorirala ali marginalizirala temeljne jezikoslovne vsebine, ki so osnova za vsa kakovostna aplikativna dela in ki nam edine zagotavljajo obstanek v krogu kulturnih jezikov.

Ljubljana, 31. 7. 2014

Prof. dr. Marko Snoj  
predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU  
Novi trg 2, Ljubljana

## Judita Trajber (31. 7. 2014)

### PRIPOMBE NA AKCIJSKI NAČRT ZA JEZIKOVNO IZOBRAŽEVANJE TER NA AKCIJSKI NAČRT ZA JEZIKOVNO OPREMLJENOST

Na temelju javnega povabila Ministrstva za kulturo, ki je 20. 6. 2014 na svoji spletni strani objavilo povabilo zainteresiranim k dajanju pripomb in mnenj na Akcijski načrt za jezikovno izobraževanje ter na Akcijski načrt za jezikovno opremljenost, dajem do postavljenega roka, 31. 7. 2014 **pripombe na politiko vsiljevanja dvo(materno)jezičnosti in nedefinirane večjezičnosti**, ki izhaja iz dela navedenih dokumentov.

Že med splošnimi cilji Akcijskega načrta za jezikovno izobraževanje najdemo vsebinsko nedoločen pojem *večjezikovna ozaveščenost* ter prav tako nedoločen pojem *slovenščina kot prvi jezi*!', celo besedno zvezo *slovenščina kot prvi jezik v Republiki Sloveniji*, besedilo pa za razliko od ustaljenega pojma *materni jezik* ohranja pojem *tujji jezik*. Pojmovanje, da bi bila slovenščina prvi in ne materni jezik ali jezik človeka slovenske narodnosti, kaže na šibko narodnostno-državotvornostno držo tvorcev te novotarije kakor da bi hotel biti »bolj papeški od papeža« in daje neslovenskim jezikom na območju države Slovenije nekakšno enakopravnost, medtem ko gre obravnavani nacionalni dokument v oddelku o jezikih manjšin še dalje, saj daje jezikom manjšine pravico do uravnoteženega razmerja z jezikom večine, govori celo o tem, da naj bi bil človek, ki živi na dvojezičnem območju, tudi sam '*dvojezičen*'. Tega ne počne nobena država, ki da kaj nase. Zlasti ne na svojih mejah. Zmerno zapostavljanje tujih manjšin, zlasti tistih, ki imajo 5-krat številčnejšega naravnega zaveznika od države »gostiteljice« (razmerje Madžarov do Slovencev), ima smoter in ni plod nekakšnega »šovinizma« kot bi mislil kdo na prvo žogo. Na območju, kot je obmejno območja Slovenije z Madžarsko, kjer strateško nepremišljena, zdaj bi lahko dejali že zaslepljena poosamosvojitvena slovenska systemska politika in praksa »pozitivne diskriminacije pripadnikov madžarske narodnosti« na dolgi rok ogroža slovensko nacionalno suverenost, saj ni nobena skrivnost, da si madžarska državna politika že dalj časa prizadeva razveljaviti Trianonsko pogodbo, po kateri je na primer Prekmurje bilo vrnjeno Sloveniji oziroma takrat Jugoslaviji ter je ta ista madžarska politika.

Z vsiljenim namesto izbirnim (kot na obmejnem dvojezičnem območju z Italijo), enakovrednim poučevanjem Slovencev madžarskega jezika kot njihovega *drugega maternega jezik*, se na občutljivem območju narodnost kot povezovalni dejavnik razvodeni. Takšna politika na dolgi rok povsem stre narodnostno-državotvornostno oziroma obrambno vlogo narodnosti. Zelo nespametno je vlagati javna denarna sredstva v različne oblike porabe tega denarja za to, da se prek tako imenovanih »ustavno zagotovljenih posebnih pravic narodnih manjšin«, posledično povečuje število pripadnikov na tak način eksistencialno privilegirane manjšinske narodnosti, ki postane večina, kot se je to na primer že zgodila v eni izmed dvojezičnih občin ob meji z Madžarsko, kjer ima to isto prebivalstvo naravnega zaveznika, skupaj pa jih je 5-krat več kot



Slovencev, ki se tako trudijo na vse mogoče načine skrbeti za tuje narodnosti, svojo pa nekako sramežljivo zapostavljajo.

Drža, ki ji oporekam v teh pripombah, torej ne sodi v nacionalni izvedbeni akt, ki je napisan predvsem zato, da se iz sredstev javne porabe krijejo med drugim izdatki za jezikovno izobraževanje Slovencev in Slovenk v Sloveniji. Imeti državo pomeni uživati vse prednosti, ki jih daje država in paziti nanjo.

Nadaljevanje tega besedila sledi opremljeno s podrobnostmi (zdajle ne utegnem).

Judita Trajber, v Ljubljani , 31. 7. 2014

## **Red. prof. dr. Marko Jesenšek, Filozofska fakulteta, Univerza v Mariboru (31. 7. 2014)**

Zadeva: **Javna obravnava Akcijskega načrta za jezikovno opremljenost – pripombe in mnenja**

Na spletnih stranem MK-ja je bila 23. 6. 2014 objavljena javna obravnava Akcijskega načrta za jezikovno opremljenost – v nadaljevanju pošiljam naslovu nekaj svojih pripomb na besedilo in mnenje o pripravi in relevantnosti tega dokumenta.

### **A Pripombe**

1. Dokument (Akcijski načrt za jezikovno opremljenost, v nadaljevanju ANJO) bi moral pri načrtovanju dela in razvoja (novih) slovenskih jezikovnih priročnikov (in vsega, kar je s tem povezano: viri, orodja, storitve) slediti Resoluciji (oz. iz nje izhajati) – tega, žal, v predlaganem besedilu ni veliko, saj so akcije v veliki meri »pisane na kožo« zgolj eni, tj. korpusnojezikoslovni smeri, vsi ostali deležniki pa so s tako napisanim ANJO potisnjeni na rob.
2. Delovna skupina, ki je ANJO pripravljala in je pod njim podpisana, takemu delu ni bila kos in ji v veliki meri primanjkuje vedenja in razumevanja jezikovnopolitične situacije na Slovenskem ter potreb, ki izhajajo iz Resolucije. Skupina, tako je pokazal predlagani ANJO, ni zmogla širše, celostno analizirati stanja v stroki in preseči zgolj ozko korpusnega pogleda posameznih področij in iz tega izhajajočih ciljev, kar je vodilo v vsebinsko preozek in nezadosten opis ciljev.
3. Med štirimi pripravjalci (podpisniki) ANJO so kar trije s področja korpusnega jezikoslovja in jezikovne tehnologije – to je dovolj zgovoren podatek, ki kaže, zakaj je ANJO tako ozek, enostranski in nepopoln.
4. ANJO poskuša mimo Resolucije in dogovora na februarskem posvetu o slovarju financerja pridobiti za (str. 54):
  - drugačen (ne informativno-normativni) slovar slovenskega (knjižnega?) jezika;
  - odločitev, da SSKJ zaradi avtorskih pravic ne bo izhodišče za novi slovar;
  - idejo, da bi novi slovar nastal mimo in brez sodelovanja strokovnjakov Inštituta za slovenski jezik Frana Ramovša, torej izven z Resolucijo določene povezave s SAZU-jem.
  - idejo, da je kakovosten in po strokovnih merilih sprejemljiv enojezični naslednik SSKJ-ja mogoče napisati v štirih letih;

- večjo podporo splošnega slovarja, ki bi nastal z uporabo mreže SloWNet;
  - ugodnosti zaradi vključevanja korpusa Gos pri sestavljanju novega slovarja.
5. ANJO namenja sredstva za izdelavo splošnega slovarja in slovarske baze, pri tem pa ne omenja, da mora taka baza nastati v strokovno najbolj zanesljivem okolju, ki ima s takim delom izkušnje in tradicijo. Če kje, potem bi prav na tem področju ANJO moral pripraviti za tako pomemben (najpomembnejši) projekt zanesljiva izhodišča, ki bi financerju zagotavljala, da se na njegov razpis ne bo mogel prijavljati vsak, ki je imel pri svojem delu pet minut v rokah kateri koli slovar.
  6. Pomembno središče, kjer se razmišlja o slovaropisju na Slovenskem, so Pišece, rojstni kraj Maksa Pleteršnika – ANJO ga niti ne omenja, člani delovne skupine kot da ne poznajo pomembnih teoretičnih usmeritev tega slovaropisnega centra (med drugim je izšlo tudi pet pomembnih monografij, ki prinašajo zaključke znanstvenih posvetov na temo slovaropisja; ANJO bi moral poznati in upoštevati izsledke ter mnenja vsaj zadnjih dveh posvetov v Pišecah, ki sta bila namenjena izzivom sodobnega slovenskega slovaropisja in najnovejšim slovaropisnim vprašanjem). V prvem poglavju (1 Pregled področja) ANJO povsem prezre ta (naj)pomembnejši center našega slovaropisja, prav tako pa ne ve nič o tem, kaj se dogaja na mariborski Filozofski fakulteti.
  7. ANJO izključuje finančno podporo za izdelavo zgodovinskega slovarja slovenskega jezika in povsem pozablja na zgodovinsko slovnico.
  8. Predvideva sicer zasnovo nove slovnice slovenskega jezika, vendar pa povsem neutemeljeno in mimo Resolucije namenja sredstva za pripravo šolske slovnice še preden bo napisana nova znanstvena. Pri tem ANJO povsem pozablja, da je taka šolska slovnica že bila financirana z javnimi sredstvi (projekt Sporazumevanje v slovenskem jeziku).
  9. ANJO poskuša dovoliti odprto uporabo vsega, kar je financirano z javnimi sredstvi, tudi privatnikom in v komercialne namene. Na str. 32 se taka miselnost skriva v akciji za spremembo zakonodaje in poskusom izenačevanja prostega in odprtega dostopa do z javnimi sredstvi izdelanih jezikovnih virov. To je nedopustna interpretacija nečesa, česar Resolucija ne dovoljuje. Prosti dostop do takih podatkov je seveda samoumeven, vse ostalo (odprti dostop) pa bi pomenilo financiranje privatnega sektorja z denarjem davkoplačevalcev. Tu se poskuša izenačevati miselnost, ki je že prisotna v visokem šolstvu, kjer se iz proračuna financira javne univerze in (tudi!) privatne.
  10. Na isti strani 32 je med opisom akcije S-3 predvidena tudi še večja birokratizacija pri prijavljanju na razpise za pridobivanje sredstev oz. projektov na ARRS. Za t. i. standardizacijo se prikrito skrivajo (ob jasno izraženi želji po odprti dostopnosti podatkov!) ugodnosti predvsem za jezikovnotehnološko raziskovanje in lažje manipuliranje pri dodeljevanju javnih sredstev (kar bi bilo lepo skrito za t. i. standardi).
  11. ANJO ima nesorazmerno veliko akcij in aktivnosti povezanih s skupnim imenovalcem Korpusi, kjer se sredstva drobijo in namenjajo za stvari, ki so že bile narejene. Ne

razmišlja pa o tem, da bi bilo potrebno pripraviti trdna izhodišča za izdelavo slovarja, tj. slovarsko slovnico in njegovo strokovno vzdržno makro- in mikrostrukturo.

12. Podobno velja za JT-aplikacije – sredstva, ki so namenjena za akcije od A-1 do A-7 so tako razdrobljena, da se z njimi ne da narediti veliko, najmanj pa to, kar ANJO preambiciozno najavlja in obljublja.

## **B Mnenje**

Pripravljenci ANJO so na seznam želja uvrstili vse, kar jim je prišlo na misel (pokazalo pa se je, da so za tako delo preozko usmerjeni). ANJO je zato slab poskus, kako zapraviti davkoplačevalski denar, ki ga je Resolucija namenila za spodbujanje temeljnih raziskav slovenskega jezika, na osnovi katerih bi nastal novi slovar, tj. najpomembnejše delo sedanje generacije slovaropisem na Slovenskem. Tak slovar ne more nastati čez noč in na osnovi z vseh vetrov zbranih baz ter korpusov, ki nekateri v veliki meri zastopajo le eno izmed funkcijskih zvrsti jezika (npr. publicistični jezik) ali pa iz spleta pobirajo gradivo, ki kaže na slabo jezikovno kulturo, kot taka pa ne more in ne sme biti jedrni (ali pa sploh kakršen koli) del sodobnega opisnega informativno-normativnega slovarja. Makrostruktura takega slovarja ne more temeljiti predvsem ali samo na korpusih (v ANJO naštetih so lahko dobra podlaga za npr. slovar publicističnega jezika, nikakor pa ne za naslednika SSKJ-ja), njegova mikrostruktura pa zahteva odgovorno pripravo in temeljit premislek stroke. Nikjer na svetu tak slovar ne more nastati v štirih letih, kakor to zavaja in nerealno predlaga ANJO. Gre za odgovornost naše generacije, da izdela slovar, ki ne bo le enodnevna tržna uspešnica, ampak bo pokazal moč in vitalnost slovenskega jezika ter sposobnost in odgovornost stroke, da delo opravi na najboljši možen način. ANJO tega ne zagotavlja, je odmik od Resolucije in ne razume jezikovnih razmer in potreb na Slovenskem. Kakršna koli dopolnjevanja, spreminjanja in prilagajanja ne bodo pomagala, dokument je slab in ga je potrebno na novo pripraviti. Predlagam, da minister sledi temu mnenju in v dovolj širokem posvetu s stroko izbere usposobljene strokovnjake, ki bodo pripravile dokument, kot si ga stroka, slovenski jezik in slovenska država zaslužijo.

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2000 Maribor

Maribor, julija 2014

## **Mnenje o objavljenem Akcijske načrtu za jezikovno izobraževanje (v nadaljevanju ANJI)**

Dokument je skrbno pripravljen in kaže, da so njegovi pripravljavci odločeni zagovarjati status slovenskega jezika kot uradnega jezika tudi v našem visokem šolstvu. V nadaljevanju opozarjam na mesta, ki bi jih bilo v ANJI potrebno še premisliti in popraviti/izboljšati:

### ANJI na str. 96 predlaga:

»vnesti je treba **varovalke o maksimalnem številu vsebin v tujem jeziku, ki jih lahko slovenski študent posluša na rednem študiju slovenskih univerz:** npr. na prvi stopnji do 10 % ECTS (tj. do 18 ECTS na triletnih in do 24 ECTS na štiriletnih programih prve stopnje), na drugi stopnji do 20 % (to je do 24 ECTS na dvoletnih programih in do 12 ECTS na enoletnih programih druge stopnje) in do 50 % na doktorskih programih.«

ANJI v nadaljevanju na str. 97 predlaga:

**»Ob tem za slovenske študente velja, da lahko na 1. stopnji poslušajo največ 10 % vsebin v tujem jeziku, na drugi do 20 % in na tretji do 50 %.«**

### Moj predlog:

Obe dikciji je potrebno umakniti iz ANJI in zahtevati (jasno zapisati), da je učni jezik na slovenskih univerzah slovenščina. Tu je potrebno postaviti piko in ne odpirati vrat s procenti, ki bodo po dosedanjih izkušnjah in praksi na naših univerzah postopoma izsilili angleščino (ne kateri koli drugi tuj jezik) kot nadomestni (in prvi) učni jezik. Slovenski študent ima pravico poslušati na slovenskih državnih univerzah vsa predavanja v slovenščini. Gre za akreditirane študijske programe (doseči je potrebno, da so programi, če niso vzporedni tujejezični, lahko akreditirajo le v slovenščini), ki se morajo izvajati v slovenščini. Gostujoči profesorji in profesorji na izmenjavi se vanje ne smejo neposredno vključevati, ampak so dodatna ponudba za študente, ki ob rednem programu želijo še dodatno širiti svoje znanje.

Od države je potrebno zahtevati, če želi imeti pouk v tujem jeziku (angleškem) in tako popustiti pritiskom Slovenske rektorske konference, da se tak študij v celoti financira kot vzporedni študijski program slovenskemu.

ANJI bi moral zavrniti (2) točko 12. člena Zakona (*Visokošolski zavod lahko izvaja študijske programe ali njihove dele v tujem jeziku, pod pogoji, določenimi s statutom*) in zahtevati, da univerze ne smejo izvajati akreditiranih študijskih programov v tujem jeziku. Sploh pa se taka odločitev ne sme prepustiti statutu, ki mora spoštovati Ustavo in zakone. Če bi se to prepustilo statutom univerz, bomo imeli naslednji dan angleščino v vseh predavalnicah na Slovenskem:

Prilagam tudi mnenje o 12. členu, ki sem ga že razlagal na posvetu in delno tudi objavil (pa se je pokazalo, da s padcem Vlade ni več tako aktualen, kot se je sprva zdelo). Zaskrbljujoče je, da temu členu nasprotujejo tudi v Slovenski rektorski konferenci, a za na drugačen način: niso zadovoljni, ker jim Zakon omejuje »avtonomijo« in ne dovoli predavanj v angleščini.

(1) Učni jezik je slovenski.

(2) Visokošolski zavodi lahko v tujem jeziku izvajajo:

- študijske programe tujih jezikov,
- študijske programe, so na istem visokošolskem zavodu akreditirani tudi v slovenskem jeziku,
- dele študijskih programov, ki so namenjeni za izmenjavo študentov v okviru partnerskih dogovorov med izobraževalnimi institucijami,
- dele študijskih programov, ki jih izvajajo gostujoči visokošolski učitelji iz tujine,
- skupne študijske programe, ki se izvajajo s tujimi izobraževalnimi institucijami,
- študijske programe, ki jih visokošolski zavodi izvajajo v tujini,
- tuje študijske programe visokošolskega transnacionalnega izobraževanja preko sodelovanja na podlagi sporazuma.

(3) Študentje, državljani Republike Slovenije, se lahko na prvi in drugi stopnji na visokošolskem zavodu izobražujejo skladno s tretjo, četrto in peto alinejo prejšnjega odstavka, če na prvi stopnji obseg vsebin v tujem jeziku ne presega deset odstotkov vseh kreditnih točk in na drugi do dvajset odstotkov.

(4) Na tretji stopnji univerza avtonomno določa jezikovno politiko, pri čemer slovenski profesorji zgolj slovenskim študentom ne predavajo v tujem jeziku.

(5) Visokošolski zavodi skrbijo za razvoj slovenščine kot strokovnega oziroma znanstvenega jezika tako, da za vsako napredovanje visokošolskih učiteljev v višji naziv predpišejo vsaj dva znanstvena in vsaj dva strokovna članka v slovenskem jeziku, če je to z vidika dostopnosti publikacij to mogoče.

(6) Študentom tujcem in študentom Slovencem brez slovenskega državljanstva se omogoči učenje slovenščine.

1. Tretja alineja (2). točke je čudna: VSI akreditirani študijski programi so namreč namenjeni tudi študentom na izmenjavi!!!!

2. Četrta alineja 2. točke: gostujoči tuji učitelji naj ne bi izvajali akreditiranih programov v neslovcenskem jeziku, saj je učni jezik na uni slovenski. Gostujoči naj imajo v neslovenščini dodatna predavanja mimo akreditiranih, saj študentu ob vpisu zagotavljamo, izvajalce in jezik, kakršen je v programu akreditiran.

(3). točka Zakona je glede na Resolucijo, Zakon o jeziku in mnenje stroke (slovenistike) povsem NESPREJEMLJIVA glede kvot/odstotkov /glej točko (1) Učni jezik je slovenski/.

(4). točka Zakona: odstranjena mora biti dikcija, da lahko univerza na tretji stopnji avtonomno določa jezikovno politiko. Jezikovna politika je stroka, o tem ne mora odločati Statut ali vsakokratni rektor oz. uni-lobi!!!!

-- gre za željo, da bi bili doktorski študiji SAMO v angl. = tuj jezik!? Dikcija v Zakonu: Na tretji stopnji univerza avtonomno določa jezikovno politiko, pri čemer slovenski profesorji zgolj slovenskim študentom ne predavajo v tujem jeziku.

Disertacije slovenskih državljanov morajo biti napisane v slovenščini (razen disertacij s področja npr. germanistike, anglistike, hispanistike, slovanskih jezikov itd.....) in nato prevedene, če kdo to želi (disertacije Slovencev naj bodo prevedene v tuji jezik, za katerega naj se kandidat sam odloči glede na to, katero jezikovno področje je zanj najbolj pomembno; država ali univerza mora zagotoviti sklad, vir, ki bo take prevode financiral in omogočal /kar pri plačljivem doktorskem študiju ne bi smeo biti pretežno/). Enako bje potrebno zagotoviti prevode slovenskih znanstvenikov, ki objavljajo v tujem jeziku!!!

Če je doktorski študent tuji državljan, lahko piše disertacijo v svetovnem jeziku (ki si ga sam izbere) -- vendar v tem, mora biti disertacija prevedena tudi v SLO.

(5). točka POPRAVITI: visokošolski učitelji ob napredovanju objavijo vsaj dva članka v slovenskem jeziku, ČE je z vidika dostopnosti publikacij to mogoče (!!?). Brez ČE!!!, točka MORA imeti piko, tam kjer je sedaj vejica. Slovenski univerzitetni profesor mora imeti objave tudi v slovenščini - in to brezpogojno.

Red. prof. dr. Marko Jesenšek  
Filozofska fakulteta UM  
Koroška cesta 160  
2000 Maribor

Maribor, julija 2014

## **Ana Gorše, univerzitetna diplomirana slovenistka (31. 7. 2014)**

Spoštovani,

v sklopu javne razprave o Akcijskem načrtu za jezikovno izobraževanje (v nadaljevanju: Načrt) naj najprej pohvalim njegove avtorje in njihove predhodnike, pisce besedil, ki so bila podlaga Načrta, ter navsezadnje državo kot financerko, ki so se zavzeli za rešitev številnih perečih problemov jezikovnega izobraževanja. Prav je namreč, da se stanje pismenosti čim prej korenito izboljša in da raba slovenskega knjižnega jezika doseže raven, ki jo je ne le sposobna doseči, temveč si jo tudi zasluži.

Vsi v Načrtu opredeljeni cilji in ukrepi se zdijo nujni in smiselni, opozorila pa bi le še na nekatere probleme, katerih reševanje bi po mojem mnenju prav tako pripomoglo k povečanju pismenosti Slovencev in izboljšanju javne podobe slovenskega jezika. Opis problemov in predloge njihovega reševanja vam pošiljam v prilonki; upam, da jih boste, kolikor bo le mogoče, upoštevali pri natančnejši določitvi ukrepov za izboljšanje jezikovnega izobraževanja.

V želji, da bi delo potekalo po načrtih in bi zastavljene cilje tudi dosegli, vas lepo pozdravljam!

Ana Gorše, univerzitetna diplomirana slovenistka

31. 7. 2014

Ana Gorše, univ. dipl. slov.

### **PRIPOMBE K AKCIJSKEMU NAČRTU ZA JEZIKOVNO IZOBRAŽEVANJE (JAVNA RAZPRAVA)**

#### **PROBLEMI**

- 1. Slaba usposobljenost slovenistov začetnikov za kakovostno samostojno delo***
- 2. Neustrezen nadzor nad kakovostjo dela osnovno- in srednješolskih učiteljev ter odsotnost sankcij za slabo poučevanje***
- 3. Nedosledno spoštovanje zakona in drugih predpisov o javni rabi slovenščine***
- 4. Kdo bo sodeloval pri uresničevanju ciljev Načrta?***

#### **OPISI PROBLEMOV IN PREDLOGI NJIHOVEGA REŠEVANJA**

- 1. Slaba usposobljenost slovenistov1 začetnikov za kakovostno samostojno delo***



1 V pričujočem besedilu izraz slovenist pomeni vse diplomante, ki so se izobraževali za pedagoško ali nepedagoško delo, povezano s slovenistiko (poleg (univ.) dipl. slovenistov, mag. slovenistike, prof. slovenščine in mag. prof. slovenistike zajema tudi (mag.) prof. razrednega pouka).

Država, ki namenja denar za izobraževanje slovenistov, bi morala zahtevati, da je njihovo praktično znanje ob pridobitvi strokovnega naziva na višji ravni in da se tudi ustrezno izkoristi. Kar nekaj je slovenistov, ki si svojega strokovnega naziva ne zaslužijo, saj ne znajo postavljati niti najosnovnejših vejic, kaj šele tvoriti besedila in te spretnosti nato še poučevati. Njihovo slabo usposobljenost za jezikovno izražanje in poučevanje bi lahko preprečili ali vsaj omilili, če bi na visokošolskih ustanovah storili dvoje: uvedli **sprejemne izpite** in v študijskem programu predvideli **veliko več praktičnega pouka**.

Če bi uvedli sprejemne izpite, bi slovenistiko študirali le tisti, ki bi se znali jezikovno nadpovprečno izražati, zaradi česar bi bilo veliko manj možnosti, da diplomo iz slovenistike dobijo tudi tisti, ki jim slovenščina preprosto »ne leži«.

Vsak slovenist bi moral med drugim obvladati slovnična in pravopisna pravila slovenskega knjižnega jezika; le nekaj izpitov na to temo tega ne more zagotoviti (če bi bilo to dovolj, denimo ne bi bilo toliko učiteljev, ki ne znajo postavljati vejic) – potrebni so **nenehno opozarjanje na jezikovno izražanje pri vseh študijskih predmetih, več praktičnega dela in zvišanje normativov za pozitivno oceno pri teh izpitih**.

## ***2. Neustrezen nadzor nad kakovostjo osnovno- in srednješolskih učiteljev ter odsotnost sankcij za slabo poučevanje***

Ker je poklic učitelja družbeno izjemno odgovoren, saj vpliva na opismenjevanje številnih generacij, je prav, da se posebna pozornost nameni povišanju kakovosti njihovega dela. Kakovostni učni načrti in učna gradiva so za poučevanje slovenščine zelo pomembni, zato veseli sprejem načrta za njihovo sistemsko prenovu. Prav tako je ob branju Načrta jasno vidna namera, da se izboljša izpopolnjevanje učiteljev, saj je to res nujno, in to si zasluži odločno podporo. Ni pa opaziti poudarka na še enem pomembnem segmentu kakovosti poučevanja – učitelju posamezniku, katerega poznavanje slovnice in pravil slovenskega knjižnega jezika ter vpeljave znanja v prakso sta lahko na različnih kakovostnih ravneh.

Vsak, ki diplomira, ni nujno usposobljen za kakovostno poučevanje slovenščine, toda kako naj na primer ravnatelj ve, ali bodo učenci/dijaki njegove šole dobili dobrega/slabega učitelja? Po drugi strani tudi večletno poučevanje ne pomeni nujno kakovosti, kar dokazujejo nekateri učitelji z desetletnimi izkušnjami, ki svojim učencem/dijakom ne znajo ustrezno označiti napak v domačih nalogah in spisih ter jih tako učijo narobe.

Ker je od učitelja začetnika nemogoče pričakovati, da bo njegova kakovost poučevanja na visoki ravni, hkrati pa je slabo, če učenci/dijaki zato trpijo nekakovosten pouk, bi bila morda smiselna vpeljava **obveznega pripravništva**. Redno bi bilo treba spremljati in ocenjevati tudi kakovost poučevanja učiteljev z izkušnjami, saj njihove morebitne nenehno ponavljajoče se napake

povzročajo pomanjkljivo ali celo neustrezno/napačno védenje o ustreznem/pravilnem jezikovnem izražanju.

Za učitelje, ki učencem/dijakom ne dajejo ustreznih, pravočasnih in doslednih povratnih informacij o njihovem znanju ter tako onemogočajo njihovo napredovanje v pismenosti, bi bilo treba predvideti določene **sankcije**. Slabi učitelji namreč svoje neznanje prenašajo na vedno nove generacije in s tem soustvarjajo nizko raven pismenosti govorcev slovenščine.

Kakovost poučevanja učiteljev bi se lahko presojala tako, da bi po koncu vsakega šolskega leta ali tudi že med letom zunanja skupina ocenjevalcev naredila dvoje:

- od vsakega učitelja zahtevala, naj ji omogoči **vpogled v delovne zvezke ali spise/eseje njegovih naključno izbranih učencev/dijakov**, ter preverila, ali so učenci/dijaki od učitelja dobivali ustrezne povratne informacije (ali so bile napake učencev/dijakov dosledno in pravilno označene);

- sestavila **preizkuse znanja za učence/dijake**. Tako bi ugotovili skladnost ocen, ki jih je učencem/dijakom dodelil učitelj, z oceno, pridobljeno na takšnem preizkusu, obenem pa morda celo preprečili prehajanje učencev/dijakov z nezadostnim znanjem v višji razred in omogočili napredovanje učencev/dijakov, ki znajo dovolj, a vodstvu šole njihovo napredovanje morebiti ni v interesu.

### ***3. Nedosledno spoštovanje zakona in drugih predpisov o javni rabi slovenščine***

Če se izvajanje zakona ne nadzira, je ta brezpredmeten.

Številni predpisi o izražanju v slovenskem jeziku niso najučinkoviteje vpeljani v prakso, čeprav imamo v Sloveniji za njihovo uresničevanje na voljo dovolj strokovnega kadra. Izobraževanje slovenistov financira država sama, a nato njihovega znanja nekako ne zna izkoristiti.

Nepedagoška smer slovenistike, ki študente med drugim usposablja za jezikovno svetovanje, se denimo zdi včasih bolj sama sebi namen, saj jezikovna podoba ni pomembna celo v marsikateri državni ustanovi. To med drugim dokazujejo diplomska dela in različna druga javna besedila (občin, javnih zavodov, državnih organov ...), ki velikokrat niso lektorirana – dana v pregled strokovnjaku za slovenski jezik. Če je besedilo napisano »v slovenščini« (to na primer zahteva Zakon o javni rabi slovenščine), še ne bi smelo pomeniti, da je zakonsko določilo izpolnjeno. Vsa javna besedila, katerih pisci so zaposleni v državnih ustanovah in podjetjih, bi morala biti zapisana v slovenskem **knjižnem** jeziku, to je po njegovih slovničnih in pravopisnih pravilih. Vsak Slovenec bi moral imeti pravico, da je besedilo, ki ga je posredno sofinanciral, jezikovno brezhibno (s tem pa velikokrat tudi razumljivejše in pomensko ustrežnejše).

Značilen primer predpisov, ki se ne spoštujejo, je določilo iz diplomskega reda FF UL:

»Diplomsko delo mora biti oblikovno in jezikovno korektno.« Mora biti, pa ni ... Kdo je pristojen za preverjanje jezikovne pravilnosti? Mentor diplomskega dela (ki ni slovenist) ali komisija (brez slovenista) ne bi smela ocenjevati jezikovne pravilnosti, saj za to nista usposobljena. Med člani komisije bi moral biti tudi slovenist, ki bi presodil, ali je diplomsko delo jezikovno brezhibno.

Ob smiselni zahtevi fakultet o jezikovni pravilnosti diplomskega dela se sicer odpira problem, ki se ga fakultete bodisi ne zavedajo bodisi se jim ga ne zdi pomembno reševati, in sicer ta, da si strokovno, to je kakovostno lektoriranje študenti težko privoščijo. Ti jezikovni pregled diplomskega dela tako pogosto zaupajo samooklicanim lektorjem, ki ne vedo, kaj je pravzaprav

lektura in so med drugim nelojalna konkurenca strokovno usposobljenim lektorjem, posledici pa sta slaba podoba besedil in brezposelni slovenisti. Če študent za »lekturo« diplomskega dela nekemu »na roko« plača recimo 80 evrov, saj bi ga strokovna lektura stala vsaj še enkrat toliko, bi lahko država taka ravnanja preprečila z dvema ukrepoma: **s članom komisije, ki bi jezikovno podobo diplomskega dela sprejel ali zavrnil, in s subvencijo lekture diplomskega dela, če študent predloži račun.** Tako bi:

- zagotovili jezikovno brezhibnost diplomskega dela;
- preprečili sivo ekonomijo na tem področju, saj bi študente (s subvencijo ob predloženem računu) motivirali, da bi lekturo svojega dela zaupali tistim, ki se s tem poklicno ukvarjajo in lahko izdajo račun;
- vsaj v tem segmentu preprečili nelojalno konkurenco, ki vlada na tem področju (če bi strokovno usposobljeni član komisije slabo lektorirano delo zavrnil, bi onemogočili tudi delo nekaterih podjetij, ki ponujajo lekturo, a ne znajo slovnično pravilno zapisati niti ponudbe na svoji spletni strani).<sup>2</sup>

<sup>2</sup> Na tem mestu bi bilo morda primerno omeniti še neustreznost predstavitve študija slovenistike na FF UL. Na informativnih dneh o študiju slovenistike so (tako je bilo vsaj leta 2000) na FF UL bodočim študentom razlagali, da bo lahko tisti, ki bo vpisal nepedagoško smer, pozneje opravil še nekaj izpitov in tudi učil; tisti, ki bo izbral pedagoško smer, pa ne bo mogel lektorirati. To je marsikoga zavedlo, da je izbral nepedagoško smer, ki je ponujala na videz več možnosti, pozneje pa smo ugotovili, da se slišano na informativnih dneh v praksi ne uresničuje. Poleg univ. dipl. slovenistov smejo namreč lektorirati ne le prof. slovenščine, temveč celo vsi, ki menijo, da je za tako početje dovolj že dobro srednješolsko znanje slovenščine. Dokaz je med drugim nelojalna konkurenca, ki si jo po svojih močeh (z lektorsko licenco) prizadeva odpraviti Lektorsko društvo Slovenije. Na omenjenih informativnih dneh bi bilo pošteno omeniti tudi, da so tisti »dodatni izpiti« (pedagoško-andragoško izobraževanje) zelo dragi; predavatelji tega podatka ne bi smeli izpustiti.

Ker se izvajanje določila fakultetnega diplomskega reda o jezikovni pravilnosti diplomskega dela ne nadzira, sta oškodovani dve pomembni prvini: slovenski knjižni jezik in državna blagajna.

### <sup>3.</sup> ***Kdo bo sodeloval pri uresničevanju ciljev Načrta?***

K uresničevanju ciljev Načrta bi bilo poleg visokošolskih učiteljev, znanstvenih delavcev in visokošolskih sodelavcev pošteno in zaradi obsega predvidenih dejavnosti smiselno povabiti **tudi sloveniste s 7. stopnjo izobrazbe pedagoške ali nepedagoške smeri**, saj so, kot je navedeno v študijskih programih, za to usposobljeni<sup>3</sup> in tudi na voljo (številni so, kot je bilo omenjeno, brezposelni). Na jezikovnoraziskovalno in –izobraževalno delo za uresničitev ciljev Načrta bi jih lahko s posebnimi predavanji in delavnicami pripravljali izbrani mentorji. Povabilo, izbor in delovni rezultati sodelavcev pri tem projektu bi morali biti javni in pregledni.

<sup>3</sup> V predstavitvi drugostopenjskega magistrskega študijskega programa slovenistike na FF UL (<http://www.ff.uni->

lj.si/Portals/0/Dokumenti/Studij/Druga%20stopnja/PredstavitveniZborniki/Enodisciplinarni/Slovenistika.pdf) piše, da je diplomant »usposobljen za sodelovanje pri načrtovanju, izvajanju in vodenju temeljnih, primerjalnih in aplikativnih raziskav s področja slovenskega jezika, literature ali kulture ter samostojno, samoiniciativno, inovativno in tudi interdisciplinirano reševanje najzahtevnejših problemov s teh področij. Usposobljen je za prevzemanje najzahtevnejših in vodilnih nalog v raziskovalni dejavnosti, založništvu, tiskanih in elektronskih medijih ter kulturnih ustanovah. Študijski program ga usposablja tudi za samostojno in ustvarjalno načrtovanje nalog v protokolu, državni upravi in drugih ustanovah, ki se ukvarjajo s predstavitvijo in promocijo slovenskega jezika in literature doma ali na mednarodnem področju, v propagandni/oglaševalski in turistični dejavnosti.« Diplomant drugostopenjskega pedagoškega magistrskega študijskega programa slovenistike na isti fakulteti ([http://www.ff.uni-lj.si/Portals/0/Dokumenti/Studij/Druga%20stopnja/PredstavitveniZborniki/PedagoskiEnopredmetni/Slovenistika-ENOP\\_PED.pdf](http://www.ff.uni-lj.si/Portals/0/Dokumenti/Studij/Druga%20stopnja/PredstavitveniZborniki/PedagoskiEnopredmetni/Slovenistika-ENOP_PED.pdf)) pa naj bi bil usposobljen »tudi za sodelovanje pri načrtovanju, izvajanju in vodenju specialnodidaktičnih raziskav s področja poučevanja slovenščine kot prvega/maternega jezika, poučevanja književnosti ter poučevanja slovenščine kot drugega ali tujega jezika, ki ga izvajajo Zavod za šolstvo in druge raziskovalne inštitucije«.

# Slovenski izobraževalni konzorcij in Slovenski raziskovalni inštitut, dr. Maja Mezgec (31. 7. 2014)

## Pripombe akcijskemu načrtu za jezikovno izobraževanje

Spoštovani,

prebrali smo Vaš dokument *Akcijski načrt za jezikovno izobraževanje - Krovni dokument: Resolucija o nacionalnem programu za jezikovno politiko 2014–2018, točka 2.1 – Jezikovno izobraževanje* in Vam v zvezi z besedilom pošiljamo nekaj pripomb, ki smo jih skupno pripravili in uskladili Slovik (Slovenski izobraževalni konzorcij) in Slori (Slovenski raziskovalni inštitut).

### I. K razdelku 1.2:

1. "Slovenska jezikovna politika mora tako zamejcem pomagati vzpostaviti, ohraniti in razvijati sistematičen pouk slovenskega jezika v okviru lokalnih šolskih sistemov" (str. 18): govorcei usvajamo jezik tudi in predvsem zunaj šolskih oz. drugih didaktično strukturiranih sistemov, na kar bi bilo treba pri tej točki opozoriti. Predlagamo spremembo oz. dodatek: "Slovenska jezikovna politika mora tako zamejcem pomagati vzpostaviti, ohraniti in razvijati sistematičen pouk slovenskega jezika v okviru lokalnih šolskih sistemov **in drugih ustanov, ki se ukvarjajo s poučevanjem, širjenjem in promocijo slovenskega jezika.**"

2. "/.../ povsod s spodbujanjem in omogočanjem različnih priložnosti za rabo in intenzivnih stikov (posameznikov in organizacij) s slovenskim jezikom in kulturo" (str. 18): ker se zamejstvu ponekod že uveljavlja in širi jezikovni standard oz. raba, ki se distancira in vse bolj razlikuje od jezikovnega in pragmatičnega standarda slovenskega jezika v Sloveniji, bi na tem mestu posebej izpostavili stik s prostorom, kjer je slovenski jezik splošnosporazumevalni idiom – torej z osrednjo Slovenijo –, kar bi govorcem na vseh ravneh omogočalo spontano usvajanje jezika po sistemu popolne potopitve. Predlagamo spremembo oz. dodatek: "s slovenskim jezikom in kulturo **v zamejstvu in v matični državi.**"

3. "/.../sistematično usposabljanje in izobraževanje pedagoških delavcev, ki skrbijo za pouk slovenskega jezika" (str. 19.): ker se slovenčine (in drugih jezikov) ne učimo zgolj pri jezikovnem pouku, ampak – če se omejimo le na šolsko okolje – tudi pri drugih predmetih, predlagamo, da se besedilo smiselno dopolni: "/.../ pedagoških delavcev, ki skrbijo za pouk slovenskega jezika, **ki jezikovna znanja posredujejo pri pouku drugih predmetov v slovenskem jeziku oz. ki so vključeni v obšolske pedagoške dejavnosti v slovenskem jeziku.**"

4. "/.../ organizacija daljših bivanj in tečajev slovenščine v RS za učence in dijake šol s slovenskim

učnim jezikom in dvojezičnih šol v zamejstvu, poletne šole/tabori v RS za otroke govorce slovenščine kot prvega jezika /.../": glede na spremembe v populaciji šol s slovenskim učnim jezikom, pa tudi drugih slovenskih ustanov in društev v Italiji, ter glede na prizadevanja, da bi se slovenščina poučevala vsaj kot izbirni predmet na šolah z italijanskim učnim jezikom, predlagamo spremembo: "/.../poletne šole in tabori v RS za otroke, **ki se slovenčine učijo na različnih ravneh in stopnjah.**"

5. "/.../ je treba z njimi nadaljevati in jih nadgrajevati. V akcijskem načrtu v okviru petih ključnih prioritet ..." (str. 19): med prioritetami pogrešamo pojem preverjanja – nikjer namreč ni izpostavljeno, da se znanja, ki jih v okviru izobraževanj usvojijo različne ciljne skupine (učenci, dijaki, profesorji itd.) tudi preverjajo. Preverjanje pa se nam zdi ključnega pomena ne samo zaradi potrebnega pregleda nad smotrnostjo izrabe finančnih sredstev, ampak tudi zaradi načrtovanja nadaljnjih akcij. Predlagamo, da se kot ločena prioriteta vključi "**priprava specifičnih orodij za preverjanje jezikovnega znanja in kompetenc v rabi slovenskega jezika za govorce, ki slovenski jezik usvajajo zunaj meja RS, torej na območju, ki ne omogoča popolne potopitve v slovensko jezikovno okolje.**" Prim. tudi "Vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot J1 za otroke, ki so zaključili šolanje oz. se šolajo zunaj RS" (str. 22): predlagamo, da se tak sistem vzpostavi (1) **ne samo za otroke, ampak tudi za mladostnike in odrasle**; (2) **ne samo na ravni J1, ampak tudi na ravni tJ ali J2** ter (3) da se **testirajo predvsem in specifično** tista znanja in kompetence, za katere se predpostavlja, da jih sicer govorci usvojijo spontano iz okolja, kar pa se v primeru manjšinskega jezika ne dogaja.

6. Op. 11 na str. 19: seznam izobraževalnih ustanov je nepopoln, ustanove, ki so navedene kot primer, pa očitno niso izbrane po nekem strokovnem kriteriju; predlagamo, da se seznam **ali dopolni ali** (kar je bolj enostavno in tudi bolj korektno) **črta**.

7. "/.../ oblikovanje ustreznih strokovnih teles" (str. 21): opozarjamo, da je na pobudo Slorija in Slov.I.K.-a v postopku oblikovanja t.i. **služba za slovenski jezik**, ki naj bi postala strokovni sogovornik vseh institucij RS, ki se ukvarjajo z jezikom zunaj meja RS.

8. "/.../ sofinanciranje ustreznega usposobljenega pedagoškega kadra" (str. 21): opozarjamo na potrebo po dopolnitvi didaktičnih metod za poučevanje slovenščine na ravni J1, J2 in in tJ s specifičnimi znanji (in gradivi) za **poučevanje slovenščine kot "manjšinskega jezika"** – torej v okolju, kjer (1) ne t.i. rojeni govorci (torej tisti, ki jim je slovenščina J1) ne govorci slovenščine kot tJ **nimajo možnosti popolne potopitve** v jezikovno okolje, v katerem bi bila slovenščina splošnosporazumevalni jezik, in (2) obstaja skupina govorcev, za katere slovenščina ni ne J1 ne tJ, ampak **"pozabljeni jezik"**, ki so ga v večini primerov usvojili le spontano, delno pa tudi v šoli, in imajo torej specifične potrebe obnavljanja, nadgrajevanja in utrjevanja znanj.

9. "Zagotavljanje usposobljenega pedagoškega kadra, tj. ustreznih usposobljenih učiteljev iz Slovenije za pouk slovenskega jezika, predvsem v Porabju ter na evropskih šolah v Bruslju in Luksemburgu in drugod v zamejstvu, kjer je to potrebno" (str. 21): prisotnost učiteljev, ki ne poznajo dominantnega oz. večinskega jezika (npr. italijanščine), ki prihajajo iz okolja, kjer je

slovenščina splošnosporazumevalni jezik, in ki poznajo pojave jezikovnega stikanja, bi bila za potrebe didaktike slovenskega jezika v zamejstvu velika pridobitev – tudi tam, kjer je sicer že prisoten lokalni kader. Zato predlagamo spremembo: “Zagotavljanje usposobljenega pedagoškega kadra, tj. ustrezno usposobljenih učiteljev iz Slovenije za pouk slovenskega jezika **povsod v zamejstvu, tudi kot oporo že prisotnemu kadru.**”

10. “Zagotavljanje večje dostopnosti sodobnih učnih gradiv in učbenikov slovenščine” (str. 22): glede na razširjenost in priljubljenost novih e-tehnologij, pa tudi glede na njihovo uporabnost na področju (spontanega in strukturiranega) usvajanja jezika, predlagamo dopolnilo: “Zagotavljanje večje dostopnosti sodobnih učnih gradiv in učbenikov slovenščine, **predvsem v e-obliki, ter promocija splošne rabe programske opreme za pametne telefone, tablice in računalnike v slovenskem jeziku.**” Prim. tudi: “Izdelava i-gradiv za (samo)učenje slovenščine na daljavo /.../” (ibid.).

11. “Formalno priznavanje ustrezne primerljive izobrazbe” (str. 24); glede na številna vprašanja, ki jih v zvezi s tem postavljajo dijaki (predvsem maturanti), starši in profesorji, predlagamo, da: (1) se vprašanje priznavanja izobrazbe vsebinsko ne omeji zgolj na glasbeno šolstvo kot v tem odstavku, ampak se glasbeno šolstvo vključi v širši kontekst bilateralnega **priznavanja izobraževanja na vseh ravneh** (osnovna šola, leto šolanja v Sloveniji, srednja šola, matura, univerza, drugo izobraževanje, poklicne kvalifikacije, regulirani poklici ...); (2) **se informacijo o že doseženih rezultatih na tem področju kapilarno posreduje** vsem zainteresiranim subjektom in javnosti nasploh ter se na ta način dodatno promovira šolanje oz. študij v Sloveniji.

12. “Podpora slovenskim zamejskim in izseljenskim medijem” (str. 26): predlagamo, da se besedilo dopolni: “Podpora slovenskim zamejskim in izseljenskim medijem, **tudi z organizacijo ustreznih izobraževanj v zamejstvu/zdomstvu, s sistemom delovnih praks v Sloveniji, s promocijo študija mladih kadrov v Sloveniji in z vzpostavitvijo e-sistema jezikovnega svetovanja za potrebe medijev.**”

## II. K razdelku 2:

13. Slovenščina kot drugi in tuji jezik (str. 28): v dokumentu se zamejstvo upošteva samo v razdelku 1.2, ki je namenjen **slovenščini kot prvemu jeziku**. Opozarjamo na dejstvo, da tovrstno gledanje na zamejski prostor ni več aktualno, kajti tudi izven meja RS se posamezniki (učenci, dijaki in odrasli) učijo **slovenščino kot tuji jezik**, hkrati pa so v prostoru, kjer je slovenščina manjšinski jezik, tudi dinamike usvajanja in rabe tega jezika s strani t.i. rojenih govorcev specifične.

Podatki, zbrani v raziskavi Slorija (Jagodica in Čok, 2013)<sup>1</sup> kažejo, da se je zanimanje za tečaje slovenščine kot drugega oz. tujega jezika (v nadaljevanju SDTJ) v zadnjem desetletju izrazilo

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<sup>1</sup> Publikacija je dosegljiva tudi na spletni strani [www.slorig.org](http://www.slorig.org).

povečalo. K temu so gotovo pripomogli evropskih integracijski procesi. Izpostavili bi predvsem dvoje pokazateljev spremembe odnosa do slovenskega jezika (Brezigar 2013):

- 1. Povečano zanimanje za učenje SDTJ, ki se kaže v vpisu otrok italijanskih družin v šole s slovenskim učnim jezikom; podatki o vpisu v šole s slovenskim učnim jezikom jasno kažejo na to, da se je zanimanje za slovenski jezik v zadnjih dvajsetih letih pomembno povečalo, saj se je od sredine devetdesetih let do leta 2010 v šolah s slovenskim učnim jezikom potrojilo število otrok iz popolnoma italijanskih družin, kjer se tako oče kot mati identificirata kot Italijana, in sicer iz 7% na 24% vseh vpisanih otrok (Bogatec, 2011).**
- 2. Porast tečajev slovenskega jezika na ravni tujca za odrasle. Iz zgoraj omenjene raziskave namreč izhaja, da je 22% anketiranih ustanov v deželi FJK izvajalo tečaje slovenskega jezika že pred letom 2002, 32% ustanov je začelo tečaje izvajati med letoma 2002 in 2007, največ ustanov (46%) pa po letu 2007. Ti podatki kažejo na porast tečajev SDTJ po letu 2002, še večjo rast števila tečajev je mogoče zaznati po letu 2007. V obdobju 2002-2012 je tečaje slovenskega jezika obiskovalo 7.768 oseb, izvedenih pa je bilo približno 661 tečajev (Jagodica in Čok, 2013).**

Povečano zanimanje za slovenščino odpira nove priložnosti za slovensko manjšino – predvsem za njen razvoj in s tem tudi za njen dolgoročni obstoj. Manjšina je namreč obsojena na izumrtje ali propad, če si za cilj postavlja samo ohranjanje trenutnih govorcev in njihovih potomcev (Brezigar, 2013). Naj bo namreč še tako učinkovita pri ohranjanju pripadnikov, jih bo z vsako generacijo nekaj »izgubila« zaradi izseljevanja, asimilacije, mešanih zakonov itd. Zato je strategija ohranjanja manjšinskih skupnosti, ki temelji na »etnični čistosti« njenih pripadnikov, obsojena na propad. Dolgoročni razvoj in obstoj manjšine je možen le v primeru, da je manjšinska skupnost sposobna privabiti nove člane in jih vključiti v svojo stvarnost.

Zato predlagamo, da se v vaši obravnavi upoštevajo različne ciljne skupine učečih, in sicer:

- 1. otroke in odrasle, ki se slovenščine učijo kot drugega ali tujega jezika (izven šol s slovenskim učnim jezikom);**
- 2. učence in dijake, ki obiskujejo slovenske šole in izhajajo iz pretežno slovenskih družin;**
- 3. učence in dijake, ki obiskujejo slovenske šole in izhajajo iz mešanih ali neslovenskih družin. Za to kategorijo je značilno, da je v manjši meri izpostavljena slovenskemu jeziku. Predvsem otroci iz neslovenskih družin začenjajo svojo izobraževalno pot v slovenščini s ključnim jezikovnim primanjkljajem, ki ga tudi pozneje, zaradi manjše izpostavljenosti slovenskemu jeziku, vse težje nadoknadijo.**

Izsledki zgoraj omenjene raziskave (Jagodica in Čok, 2013) kažejo, da področje učenja SDTJ v t.i. zamejstvu ni sistemsko urejeno. Če so se institucije v RS v zadnjih dvajsetih letih pripravili na to, da se slovenščino učijo tudi tuji govorniki, in so razvili celo infrastrukturo za učenje SDTJ (dejavnosti, raziskovanje, Center za slovenščino kot drugi/tuji jezik, vsebine tečajev, didaktična



gradiva, izpitne centre, sistem certificiranja znanja itd.), v t. i. zamejstvu še nismo primerno usposobljeni za izpolnjevanje novih potreb in želja po jezikovnem znanju. Posledice pomanjkanja sistemske urejenosti pri poučevanju SDTJ se kažejo na več nivojih: pri ponudbi, akreditaciji ustanov, ki prirejajo jezikovne tečaje, usposabljanju učnega kadra, izdajanju potrdil o jezikovnem znanju in še bi lahko naštevali.

Iz navedenega izhaja nujna potreba po sistematizaciji izobraževalne ponudbe, po strokovnem usposabljanju učnega kadra ter po celovitem informiranju in promociji slovenskega jezika na lokalni ravni.

Zato predlagamo:

1. **Da se v Resoluciji o nacionalnem programu za jezikovno politiko 2014- 2018 navede kot prioriteta sistematizacija tečajev slovenščine na ravni SDTJ tudi izven meja RS in posledično v akcijskem načrtu izpostavi doprinos RS na tej ravni.**
2. **Da se v Akcijskem načrtu za jezikovno izobraževanje točka 2.- slovenščina kot drugi in tuji jezik ravno tako razdeli v dva dela:**
  - a) **v Republiki Sloveniji**
  - b) **zunaj Republike Slovenije.**

V prepričanju, da bodo pripombe deležne Vaše pozornosti, Vas lepo pozdravljamo.

## **Podjetje Amebis, d. o. o., Kamnik, Miro Romih in Peter Holozan (31. 7. 2014)**

### **Odziv podjetja Amebis na Osnutek Akcijskega načrta za jezikovno opremljenost**

Menimo, da je besedilo osnutka dobra osnova za izvedbo potrebnih virov, orodij oz. aplikacij, ki pa potrebuje nekaj popravkov in dopolnitev, da bo v celoti ustrezalo osnovnim ciljem. Ti seveda ne smejo biti le raziskovanje, razvoj in izdelava virov, orodij oz. aplikacij, ki bodo same sebi namen in bodo služile le kot poligon za delo raziskovalcev, pač pa izdelava uporabnih storitev, ki bodo večinskemu delu uporabnikov pomagale v določenih situacijah. Ker so uporabniki hkrati tudi davkoplačevalci, z denarjem katerih se bo financirala izdelava teh storitev, imajo seveda vso pravico zahtevati čim bolj racionalno porabo svojega denarja, zanj pa dobiti čim bolj uporabne in kvalitetne rezultate. To seveda velja tudi za vse v osnutku omenjene financerje, ki ta denar upravljajo, kot tudi za vse izvajalce, ki bodo ta sredstva dobili. Usmerjenost k temu cilju, proti kateremu je težko najti protiargumente, je seveda tudi obveza za vse vpletene, da najdejo take organizacijske in izvedbene rešitve, ki bodo to zagotovili.

Zato smo predlagano besedilo skušali brati in razumeti predvsem v tej smeri, torej prvenstveno skozi oči uporabnikov in davkoplačevalcev, v manjši meri pa skozi oči potencialnih izvajalcev. Lahko rečemo, da smo to glede na veliko večino ostalih vpletenih lahko še najlažje storili, saj imamo v podjetju poleg dolgoletnih praktičnih izkušenj pri raziskavah in razvoju na številnih področjih JT daleč največ izkušenj z uporabniki JT izdelkov in storitev v slovenskem prostoru. Naša opažanja, vprašanja, pripombe in druge misli, ki morda lahko pripomorejo k izboljšanju osnutka, so predstavljeni v nadaljevanju. Ker nismo sodelovali pri izdelavi akcijskega načrta in ne poznamo razlogov za določene rešitve, ki jih dokument predlaga, je morda kakšna od naših pripomb neumestna, vseeno pa želimo posredovati svoj pogled na stvari, če imamo pri tem drugačne poglede, pa če bo to pri popravkih uporabno ali ne.

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#### **Splošno:**

##### **1.**

Osnutek na prvi pogled deluje kot lepo strukturiran seznam vseh možnih tehnologij, ki bi jih radi imeli ali jih nujno potrebujemo, če pa pogledamo za to predvidena finančna sredstva, pa je v številnih točkah osnutka jasno, da kvalitetnega in praktično uporabnega izdelka ni pričakovati. Če bo res prišlo do njihove realizacije, se bomo sicer lahko hvalili, da to imamo, vendar bodo zaradi pogojne (ne)uporabnosti porabljenega sredstva slabo izkoriščena. Zdaj osnutek deluje kot seznam (vseh) želja, kaj bi kdo (kdaj) rad delal in to dobil financirano. Skratka - preveč stvari/želja za premalo denarja oz. premalo stvari, ki bodo za ta denar kvalitetno služile vsakodnevnim potrebam uporabnikov.

Verjetno je bila osnovna napaka narejena že pri določanju sredstev v »Resoluciji«, vseeno pa v razmislek – ali ne bi bilo bolje opredeliti prioritetenega seznama akcij glede na praktične potrebe večine naših državljanov ter na tej osnovi izbrane rešitve realizirati do te mere, da bodo zares služile svojemu namenu, druge pa sicer pustiti v osnutku z opombo, da se bodo izvedle kasneje, ko bo za to dovolj denarja?

To so avtorji osnutka očitno že sami spoznali in delno upoštevali, saj je del te prioritete opredelitve očitno že bil narejen, vendar ne izpeljan do konca. Če namreč pogledamo vse akcije skozi poznavanje potrebnega dela za realizacijo uporabnih končnih »izdelkov«, hitro lahko opazimo veliko nesorazmerje med sredstvi za akcijo L-1: Splošni slovar in slovarska baza, ki ji pripada 40 % vseh planiranih sredstev. Z zneskom, ki je za akcijo planiran, ni nič narobe, saj je realen, bi bilo pa treba enak kriterij uporabiti tudi pri drugih akcijah.

Primer »izdelka«, ki je »zaželen«, ni pa nujen, je npr. črkovalnik. Ni sicer »standardiziran«, kakršnega predvideva osnutek, vendar ga večina uporabnikov že ima, z malo truda pa je dosegljiv tudi praktično vsem.

Če snovalci akcijskega načrta ne morejo ali ne želijo prevzeti take odločitve, lahko ministrstvo izvede neodvisno raziskavo med »običajnimi« ljudmi, kaj s seznama možnih storitev bi najbolj potrebovali, pa bo prioriteten seznam hitro narejen, čeprav ta vsem seveda ne bo všeč. Naj dejansko ljudje povejo, kaj bi radi imeli, ne da »mi« vemo, kaj je dobro za njih oz. kaj bi »mi« radi delali.

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## **2.**

Nekatere akcije v večji meri vključujejo raziskave (članke), čeprav bi morala na prvem mestu biti usmerjenost k izdelavi virov in aplikacij za uporabnike. Dobro bi jih bilo temu prilagoditi ali pa to upoštevati pri izdelavi prioritetenega seznama akcij.

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## **3.**

Pod nosilci akcij je včasih poleg ARRS in ministrstev navedeno tudi »v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami«. Za nas kot podjetje je zveza »raziskovalna inštitucija« precej nedefinirana, saj ni jasno, ali vključuje tudi Amebis, ki je gospodarska organizacija s statusom raziskovalne organizacije (raziskovalna skupina v okviru podjetja), ali ne. To bi bilo v vsakem primeru dobro definirati nekje v uvodu dokumenta.

Če bo Amebis (ali drugo podjetje z enakim statusom) vsebovan v tej definiciji oz. v seznamu možnih nosilcev, potem drugih pripomb glede tega nimamo. Če pa ni tako, potem pa smo močno proti takemu omejevanju, saj menimo, da je tudi podjetja s svojimi izkušnjami, znanjem in jezikovnimi viri imajo pravico sodelovati pri realizaciji zastavljenih ciljev. Za nekatere akcije imamo npr. v Amebisu že narejene kakovostne vire, zato bi bil nesmisel, da se taki viri v celoti gradijo ponovno.

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## **4.**

Nekatere akcije, pretežno »slovarske«, vključujejo (financiranje) knjižne izdaje. Nič nimamo proti knjigam, menimo pa, da bi bilo v okviru akcijskega načrta smiselno financiranje le tistih oblik (npr. spletni portal/storitev, knjiga, mobilna aplikacija), ki jih bo uporabljalo zelo veliko število

ljudi, ali velika večina vseh potencialnih uporabnikov. Izjemoma torej tudi v več oblikah, če pričakovano razmerje to opravičuje, v praksi pa bo večinska uporaba (vedno bolj) na »digitalni« strani. Izdelki v oblikah, namenjenih le peščici uporabnikov, bi se morali financirati iz drugih virov.

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**5.**

Če osnutek že evidentira vse potencialne izdelke – šolski (enojezični in večjezični) slovarji niso omenjeni nikjer v osnutku, čeprav se nam zdijo enako pomembni kot npr. šolska slovnica (G2) ali slovnični portal za šolarje (P-8). Verjetno bi jih bilo smiselno dodati k spletnim portalom kot samostojno akcijo ali pa kar v kakšno obstoječo.

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**6.**

Pri nekaterih akcija je zelo očitno že vnaprej eksplicitno ali implicitno določen izvajalec (npr. P-8, L-2, Z-1). Razumljivo je, da je v določenih primerih to realna in racionalna odločitev, vendar bi se moral akcijski načrt takim formulacijam v čim večji meri izogniti.

Izbira izvajalca bo glede na zadnje dogajanje okrog novega slovarja lahko pereč problem tudi pri drugih akcijah, zato bi bilo dobro sprejeti nekaj določil ali načel, ki bi spodbujala sklepanje smiselnih partnerstev, kar bi omogočala hitrejšo in racionalnejšo izvedbo ciljev. Npr., da mora v okviru neke prijave na razpis izvajalec obvezno vključiti tudi tistega, ki ima določen segment (npr. vir) že izdelan do te mere, da njegova uporaba, predelava ali nadgradnja omogoča kvalitetnejšo ali hitrejšo in enako kvalitetno izvedbo, kot bi jo gradnja tega segmenta od samega začetka.

To bi bilo dobro tudi zaradi tega, ker bi s tem morda lahko preprečili nekatere probleme in situacije, do kakršnih je prišlo v zvezi z novim slovarjem. Nasploh se nam zdi, da bo realizacija akcijskega načrta težji del, predvsem zaradi problemov pri dogovarjanju potencialnih izvajalcev – ali sodelovati ali si konkurirati?

Če bodo izvajalci stopili skupaj in se dogovorili, potem bo lažje oblikovati ustrezen razpis, izbrati izvajalca brez morebitnih pritožb, pa tudi delo bo hitreje in bolje opravljeno, če bo vsak delal, kar **najbolje zna**, v okviru vseh planiranih in razpoložljivih sredstev. V nasprotnem primeru bi bilo treba uvesti tudi kriterij najnižje cene, kar olajša izbiro med več prijavljenimi izvajalci. To bi bilo tudi sicer koristno s stališča racionalne porabe sredstev, vendar lahko posledično negativno vpliva na kvaliteto končnega izdelka.

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**7.**

Opredelitve aktivnosti v večini akcij so zelo splošne (npr. L-7, L-8), kar je lahko težava pri definiranju razpisnih pogojev. Zdaj imajo vsi zainteresirani brez omejitev možnost določiti bolj specifične cilje, še posebej ker so planirana sredstva znana, ob pisanju razpisov pa bo to zelo težko. Kdo bo takrat imel dovolj znanja in bo lahko prevzel to nalogo, če bodo vsi, ki se s tem področjem dejansko ukvarjajo, hoteli kandidirati na razpisu (in si morda celo konkurirati)?

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**8.**

Ker je med nosilci akcij tudi ARRS, kjer je narava (zelo splošnih) razpisov taka, da vsak prijavi, kaj bi rad delal, in ne, kaj naj bi nekdo naredil, je treba na strani nosilcev dobro planirati in uskladiti

razpise, da bo akcijski načrt realiziran tako, kot bo v njem planirano. Sicer lahko plan hitro »razpade« zaradi solo akcij oz. solo prijav.

Skrbi nas tudi to, da bodo namesto konkretnih znanj, namesto rezultatov dela in razpolaganja z ustreznimi viri ali tehnologijami odločale »točke« (lahko tudi z drugih podpodročij), kot je na razpisih ARRS v navadi.

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### **Str. 7**

»2. Končna oblika slovarja v smislu digitalno : natisnjeno ni medsebojno izključujoča. Slovanska baza se zasnjuje digitalno, slovar bo prosto spletno dostopen, baza odprta za nekomercialno rabo, tisk slovarja oz. posameznih za to formo primernih oz. prirejenih delov pa je naknaden, vendar predviden že v zasnovi.«

Komentar:

Zakaj ta omejitev? Če država plača izdelavo z namenom, da je to potem javna last, ima vsak pravico s tem početi, kar želi. Če nekdo meni, da je sposoben prodati bazo, ki je sicer brezplačno dostopna, v neki posebni obliki, ne vidimo ovir, da tega ne bi mogel narediti. Tudi na tak način je dosežen osnovni namen javnega financiranja, da se ti viri in tehnologije približajo ljudem. Dodatno taka odprtost lahko spodbudi tudi dodatna vlaganja v področje JT, s čimer financiranje vsega razvoja na tem področju ne bo odvisno le od državnih sredstev.

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### **Str. 8**

»sinonimni slovar slovenskega jezika je v izdelavi in bo po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, dokončan v času trajanja veljavnosti Resolucije,«  
»po navedbah izvajalca, Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, je v izdelavi baza dinamično in tonemsko onaglašeni oblik slovenskih knjižnih/standardnih nelastnoimenskih besed, ki bo dokončana v času trajanja veljavnosti Resolucije.«

Komentar:

Je smiselno, da se v akcijskem načrtu omenjajo tudi viri, ki se šele delajo ali so šele v načrtu?

Naj se pod »Drugi slovarji« za slovar besednih oblik doda še:

»Amebisov skupni elektronski slovar, iz katerega črpajo podatke pregibnik (pregiba tudi sestavljena imena in besedne zveze), dostopen na spletni strani Besane, črkovalnik, dostopen v vseh pomembnejših urejevalnikih, ter dvojezični slovarji, baza sopomenk in slovar rim, dostopni na portalu

Termania. Vsebuje preko 1.100.000 med seboj povezanih elementov (besed, zvez, skupin in pomenov) v slovenskem, angleškem in nemškem jeziku, nekaj malega tudi v francoskem in albanskem jeziku, z naglasi na vseh besednih oblikah in izgovarjavo pri nekaterih posebnostih, ki jih uporablja program Govorec. Iz njega lahko izvozimo tudi druge posebne podbaze, ki so lahko osnova za nove slovarje, kot je npr. baza vseh slovenskih krajevnih imen (veliko tudi iz zamejstva) s številnimi podatki - naglasno mesto, vse oblike, vezljivost, pripadajoči pridevnik z vsemi oblikami, prebivalsko ime (moško, žensko) z vsemi oblikami in morebitne dvojnice z vsemi oblikami.«

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### **Str. 15/16**

»Amebis že izdelalo prilagojeno različico starejše verzije slovenskega sintetizatorja (Govorec), ki pa še ne dosega bistveno boljše razumljivosti kot uporaba angleškega sintetizatorja za slovenski tekst.«

Komentar:

Pretirana trditev, ki jo lahko potrdijo uporabniki Govorca, predvsem slepi in slabovidni. Angleški sintetizatorji nad slovenskim tekstom so povsem neuporabni, česar za Govorca ni mogoče reči. Bolj korektno besedilo bi bilo, da kvaliteta Govorca ne dosega kvalitete, kot jo dosegajo sintetizatorji govora za številne druge jezike.

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### **Str. 26**

»AKCIJE OD 2014«

Komentar:

Po kakšnem ključu so bile izbrane akcije v letu 2014? Izbira se nam zdi nesistematično urejeno v neko logično zaporedje. Npr. akcija P-1: Jezikovni spletni portal, ki naj bi združevala tudi rezultate ostalih akcij, je predvidena, predno se izdelajo druge? Ne bi bilo lažje nekaj narediti, ko veš, s kakšnimi materiali razpolagaš? Ali npr. akcija P-5: Javna dostopnost terminoloških virov, ki vključuje pretvorbo v standardiziran format, predno se ta sploh določi v okviru akcije P-2: Terminološki portal, planirani za leto kasneje. Verjetno je glede na večletno trajanje akcij tudi to mogoče, ni pa to vidno na prvi pogled. Je pa potrebno biti pozoren na podobne situacije, ki lahko kasneje privedejo do težav.

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### **Str. 28**

»5. Vsi izdelki naj bodo čim bolj odprti (tj. v obliki odprte kode/izvirnega vira) in prosto dostopni (vsaj brezplačna uporaba brez možnosti spreminjanja). O pogojih, pod katerimi bo izdelek dostopen, odloča financer projekta, v okviru katerega je izdelek nastal, ter nosilci materialnih in moralnih pravic. Izjeme so mogoče še, kjer odprti oz. prosti dostop onemogočajo avtorske pravice ali druge utemeljene omejitve.«

Komentar:

Prvi stavek določa, da odprtost kode ni nujni pogoj za izvedbo. Ni pa povsem jasno, ali določila drugega stavka prvi stavek lahko negirajo ali ne – ali torej financer lahko določi, da je odprtost kode obvezna. Treba je napisati tako, da bo to povsem jasno, ter da bo jasno, kakšni bodo kriteriji za odločitev o tem, da ne bo očitkov o samovoljnosti in pristranskosti?

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»6. Vsi izdelki, če je to mogoče in smiselno, se skupaj s pripadajočo dokumentacijo po poteku projekta, lahko pa že prej, prenesejo v arhiviranje, distribucijo in vzdrževanje nacionalnemu infrastrukturnemu centru. O prenosu izdelka v arhiviranje, distribucijo in vzdrževanje nacionalnemu infrastrukturnemu centru odločata v dogovoru financer in izvajalec projekta, v okviru katerega je izdelek nastal, ter nosilci materialnih in moralnih pravic. Izdelani viri, kjer je le mogoče oz. smiselno, se dodatno vključijo v primeren ...«

Komentar:

1. Ali to ne bo nujni pogoj, kot je to pri vseh resnih projektih in razpisih?
2. Ali ne bodo vsi financirani rezultati javna last brez nosilca materialnih pravic? To bi bilo edino smiselno in pošteno do davkoplačevalcev. Če bi kdo vložil svoja sredstva v izdelavo, bi bilo to še

sprejemljivo, vendar je potrebno tak vložek dobro utemeljiti in to možnost izrabiti le v primeru, če javna sredstva ne zadostujejo za izvedbo.

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### **Akcija S-1: Infrastrukturni center**

»Ustanovitev infrastrukturnega centra«

Komentar:

Verjetno gre za ustanovitev in delovanje infrastrukturnega centra glede na sredstva, ki so predvidena?

Glede na predvidena sredstva akcije S-1 in omenjenimi sredstvi CLARIN-a (2,2 milijona EUR) ni jasno, ali gre za ista sredstva, in če gre, kje je potem razlika med zneskoma?

Ker je znesek v okviru osnutka drugi največji, opis pa zelo skromen in splošen, bi morda kazalo nekoliko bolj opredeliti planirano porabo sredstev (HW/SW/storitve) ali vsaj utemeljiti višji znesek glede na druge aktivnosti – katere stvari, ki jih posamezne aktivnosti ne pokrivajo, so vključene (ali se npr. sredstva CLARIN uporabijo tudi za strežnik jezikovnega portala, v katerem je definiran kazalnik »Vzpostavljen in vzdrževan spletni portal«).

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### **Akcija P-2: Terminološki portal**

Komentar:

S stališča strukture akcijskega načrta je morda (strogo) ločevanje med terminološkimi, večjezičnimi in drugim slovarji (portali) upravičeno, z uporabniškega vidika pa zagotovo ne. Kaj pa tisti slovarji, ki so v dveh skupinah – terminološki so večinoma tudi večjezični? Bomo take slovarje vzdrževali na dveh mestih, še posebej, če bodo interaktivni? Kaj pa prijaznost do uporabnikov? Jih bomo pošiljali na več portalov (terminološki, večjezični, novi slovar slovenskega jezika, pravopis, zgodovinski ...)? Edina racionalna rešitev je vzpostavitev enotne slovarske platforme, ki bo upoštevala vse zahteve, preko katere bo slovarje mogoče uporabljati na enem samem mestu (s filtriranjem) in hkrati na drugih/ločenih platformah s pomočjo API vmesnika (specializirani spletni portali, mobilne naprave itd.).

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**»Akcija nadgrajuje rezultate raziskovalnega projekta L6-9778 Slovenski terminološki portal (1. 1. 2007–31. 12. 2009). Vzpostavitev terminološkega portala, ki bi izpolnjeval vse naštetе funkcije, najprej zahteva preučitev potreb, obstoječih virov in njihovih formatov ter pretvorb, ki bodo potrebne za integracijo v enotno iskalno storitev. Nato je treba izdelati specifikacije podatkovnih struktur v skladu z mednarodnimi standardi (TBX), vhodnih in izhodnih formatov ter izdelati vzorčna gradiva za različne scenarije uporabe.«**

Komentar:

Vezava na že obstoječ projekt se nam ne zdi korektna (kot smo zapisali že v splošnih pripombah), čeprav smo bili tudi mi partner na tem projektu. Kot se je izkazalo v praksi, bo tudi njegov koncept treba ponovno pretehtati in uskladiti, tako da bo ustrezal čim večjemu številu potencialnih uporabnikov – da bo torej predvsem uporaben.

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### **Akcija P-3: Aplikacija za nove terminološke zbirke**

Komentar:

Poleg novih ne smemo zanemariti že narejenih slovarjev, ki jih je zelo veliko. Z njimi bi tudi najhitreje največ pridobili. Novi slovarji s korpusi, luščenji itd. seveda da, vendar to zahteva na začetku več vložka in manj konkretnih rezultatov, kar ne more biti osnovni cilj. Omogočiti je torej treba tudi pretvorbo/uvoz in urejanje »starih«, že narejenih slovarjev.

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**»Razumljivo je, da bodo imeli takšni viri zelo različno uporabno vrednost, zato bi bile tovrstne terminološke baze javnosti dostopne z ustreznim pojasnilom o njihovem nastanku, po drugi strani pa so lahko takšni viri osnova za nadaljnjo obdelavo s strani usposobljenega terminografa.«**

Komentar:

Dodati » ... ob privolitvi avtorjev ...«. Pri marsikaterem slovarju pa bomo lahko veseli že, če bomo imeli dovoljenje za njegovo brezplačno uporabo, ne pa tudi za nadaljnjo obdelavo.  
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#### **Akcija P-5: Javna dostopnost terminoloških virov**

**»Doslej je bil izveden le en poskus integracije različnih virov v skupno iskalno okolje, in sicer na portalu Termania, vendar ta vsebuje le majhno število terminoloških slovarjev, ki so pri iskanju pomešani s splošnimi viri in zato nepregledni. Za celovito rešitev težav z integracijo obstoječih virov v skupno okolje je v okviru tega akcijskega načrta predvidena vzpostavitev terminološkega portala, ki bi ponujal enovit dostop do vseh doslej ponujenih terminoloških slovarjev, obenem pa bi bilo nujno nabor dostopnih slovarjev čimbolj razširiti.«**

Komentar:

Kako pa to rešiti drugače, da ne bomo spet imeli vrsto portalov in/ali istih slovarjev na več portalih? Isti platforma v ozadju s "filtri" v ospredju je gotovo velika prednost, treba pa je rešiti problem uporabniškega vmesnika, da bo zadovoljil večino uporabnikov. Posebej bo treba upoštevati in uskladiti različne koncepte (ZRC SAZU, FF, Termania) in standarde (TBX za (nove) terminološke, kaj pa za ostale eno- in večjezične splošne slovarje?).

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**»V drugem koraku sledi pretvorba pridobljenih slovarjev v standardizirani format, ki bo specificiran v okviru terminološkega portala, ter integracija v terminološki portal. Kot kažejo dosedanje izkušnje, ta pretvorba zaradi izjemno različnih slovarskih metodologij nikakor ne bo enostavna; še posebej pri tiskanih slovarjih starejšega datuma podatkovne strukture namreč niso dosledno uporabljane ali dokumentirane.«**

Komentar:

Iz prakse (in Amebis ima z daleč največ praktičnih izkušenj na tem področju) ni čisto vnaprej jasna odločitev, ali pustiti »stare« slovar(je) v bazi v »izvornem« (vsekakor XML) formatu in omogočiti izvoz v standardiziranem formatu (npr. TBX) ali slovar(je) najprej standardizirati ob morebitni delni izgubi originalnih informacij in v ten formatu zapisati v bazo. Stvar odločitve morda za vsak slovar posebej, pri čemer bo treba upoštevati, kdo bo to lahko delal – avtor po nekajletni gradnji (zastonj) ali kdo drug (in avtor ne bo dosegljiv).

#### **»2 Pretvorba v standardizirani format in integracija v terminološki portal«**

Komentar:



To glede na prej opisano ne bi smel biti pogoj za vse slovarje, ampak le cilj, h kateremu bi morali težiti.

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#### **Akcija P-6: Samodejno luščenje terminologije**

»Orodje je mogoče prilagajati posamezni domeni s pomočjo prilagajanja oblikoskladenjskih terminoloških vzorcev in izbire statistike za vrednotenje terminološkosti. Orodje podpira dva načina delovanja: pri prvem načinu se terminološki kandidati iz korpusa uporabniku izpišejo v obliki seznama, ki ga uporabnik lahko obdeluje naprej, pri drugem načinu pa se izluščeni termini označijo v samem besedilu.«

Komentar:

Zveni kot opis obstoječega/izbranega orodja in ne kot opis, kaj naj bi orodje omogočalo.

Besedilo bi bilo treba popraviti v tej smeri.

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#### **Akcija P-7: Večjezični portal**

Komentar:

Nekje je treba že zdaj jasno opredeliti relacijo med različnimi portali in posameznimi slovarji/izdelki, ki bo uporabniško naravnana.

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#### **Akcija P-9: Spletna predstavitev normativnih podatkov**

»2 Sistem za pregledovanje slovarja«

Komentar:

Samostojno ali v okviru katerega od drugih slovarskih portalov? Velja enako kot prejšnji akciji.

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#### **Akcija K-1: Pisni korpusi**

Komentar:

Mogoče referenčni pisni, ali kaj drugega. Tudi večina naslednjih K- je pisnih.

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#### **Akcija K-2: Specializirani korpusi**

Komentar:

Bi moralo to iti na konec korpusov, kot ostanek oz. »ostali«?

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»(e) Drugi korpusi: primer specializiranih korpusov je denimo korpus za prepoznavanje avtorstva in podobni - prednostne teme so prepuščene iniciativi raziskovalcev.«

Komentar:

Gre tukaj za želje raziskovalcev ali bi moralo iti za prioritete potrebe uporabnikov oz. za odločitev financerja?

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»Nadgrajeni in vzdrževani spletni konkordančnik za specializirane korpus«

Komentar:

Je možno narediti en sam konkordančnik za tako različne korpus, ki so navedeni?

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#### **Akcija K-4: Govorni korpus in baza**

Komentar:

Poimenovati raje referenčni govorni korpus in baza (kot piše že v nadaljevanju besedila) ali kaj podobnega, če so med specializiranimi korpusi tudi govorni?

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**»Nadgradnja referenčnega govornega korpusa, večnamenski korpus in baza govornega jezika ter dialoški korpus«**

Gre za isti korpus, ki je omenjen v K-2?

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**Akcija L-1: Splošni slovar in slovarska baza**

Komentar:

Kot omenjeno že v uvodnih splošnih komentarjih - predvidena sredstva za izdelavo (enega samega) slovarja so nesorazmerno velika v primerjavi z sredstvi za vse ostale akcije skupaj, čeprav gre za zahtevnejše tehnologije in zelo obsežne vire.

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**Akcija L-3: Slovar naselbinskih imen**

**»V Sloveniji in zamejstvih je prek 10.000 naseljenih krajev z uradnim statusom naselja, katerih imena je treba zbrati in opremiti z imenotvornimi in normativnimi podatki. Osnova za delo so monografije Slovenska krajevna imena F. Jakopina, T. Korošca, T. Logarja, J. Riglerja in R. Savnika, Merkujev priročnik Slovenska krajevna imena v Italiji in Zdovčev Slovenska krajevna imena na avstrijskem Koroškem. K tem bo treba dodati še imenja na avstrijskem Štajerskem in iz Porabja, pri vseh pa bo treba preveriti aktualnost in pravilnost podatkov.«**

Komentar:

Po našem mnenju to ne sodi v besedilo akcijskega načrta.

Kot smo omenili že v uvodnih komentarjih, bi bilo v okviru akcijskega načrta nujno potrebno pri izdelavi uporabiti materiale (tudi drugih izvajalcev), ki so že na voljo, če to racionalizira izdelavo.

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**»Priročnik bo na enem mestu zbral vsa slovenska naselbinska imena in jim pripisal najnujnejše jezikoslovne podatke: naglasno mesto in samoglasniško kvaliteto ter kvantiteto, sklanjatev, vezljivost, pripadajoči pridevnik, prebivalsko ime (moško, žensko in množinsko obliko), vse z morebitnimi dvojnicami, ki bodo normativno ovrednotene. Naselbinska imena z dvojezičnih področij bodo opremljena tudi z osnovno tujejezično obliko (oz. dvema). Identifikacija naselbinskega imena bo izpeljana z geokoordinatami. Slovar bo odprto dostopen na spletu, izšel pa bo tudi v knjižni obliki.«**

Komentar:

Ne glede, ali gre za nadgradnjo, ali se bo delalo na novo – veliko večino omenjenih podatkov ima Anebis že v svoji bazi, zato ni smiselno tega ponovno vnašati. Tako lahko več časa ostane za pregled in posodobitev.

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**»- izid slovarja v spletni in knjižni obliki«**

Komentar:

Enak komentar kot v uvodu glede knjižnih izdaj.

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**Akcija L-4: Terminološki slovarji različnih strok**

Komentar:

Zakaj v akcijskem načrtu, če ni financiranja?  
Zakaj to ni pridruženo področjem P-2 do P-5? Po naše bi sodilo tja.

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**»Zasnova slovarjev«**

Komentar:  
Kaj pa »stari«, že narejeni slovarji?

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**»Izdelava specializiranih korpusov«**

Komentar:  
Ni nujno za vsak slovar.

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**»Izdelava geslovníkov na podlagi korpusa«**

Komentar:  
Enako kot prejšnja dva komentarja.

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**»Izdaja slovarjev v tiskani in elektronski obliki«**

Komentar:  
Kot že prej - ne bi smelo biti predmet financiranja (kakšna naklada, kako bogata oprema ...?)  
\*\*\*\*\*

**Akcija L-5: Zgodovinski slovar**

Komentar:  
Ne da bi imeli kaj proti zgodovinskemu slovarju, zanima pa nas, zakaj na spisku akcij ni še kakšnega drugega (terminološkega ali splošnega) slovarja, ki ga še Slovenci še nimamo (npr. sinonimni slovar)?

-----  
**»Dodatno financiranje dela na tem slovarju bi omogočilo temeljitejši premislek o slovarskem konceptu, izdelavo dodatnih raziskav, pomembnih za pripravo dokončnih gesel za prvi zvezek slovarja ter izdelavo priročnika za bodoče leksikografe.«**

**»- priročnik za bodoče leksikografe«**

Komentar:  
Kaj ima skupnega priročnik za bodoče leksikografe z zgodovinskim slovarjem? Očitno ne gre za napako, ker je napisano večkrat?

-----  
**»- izdelane raziskave za razrešitev problematike, ki jo odpira začetek izhajanja slovarja«**

Komentar:  
Začetek izhajanja? Če za predvidena sredstva ne bo izdelan cel slovar, ali je smiselno iz teh sredstev financirati nekajletni ali morda celo dolgoletni projekt, sploh, če ne bo dokončan do leta 2018?

-----  
**- dodatna vzorčna gesla**

Komentar:  
Po našem mnenju bi morali financirati končne izdelke, ne le vzorčnih gesel. Za to bi morali financiranje poiskati iz drugih virov.

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**Akcija L-6: Imenske entitete v slovenščini**

Komentar:

Amebis za enega od slovenskih časnikov že končuje razpoznavalnik imen oseb in organizacij, ki se pojavljajo v njihovih člankih.

\*\*\*\*\*

**Akcija L-7: Večjezične baze in slovarji**

Komentar:

Če gre tukaj lahko za odkup obstoječih baz in ne le za izdelavo novih, zakaj ta možnost ni uporabljena oz. dovoljena tudi v drugih akcijah (terminološki slovarji, sinteza govora, leksikoni ...)?

-----  
**»Ker razpoložljiva sredstva ne zadoščajo, da bi s kakovostnimi dvojezičnimi slovarji premostili vse vrzeli in pokrili vse jezikovne pare, akcija predvideva, da se bodo sredstva, namenjena zagotavljanju dvo- in večjezičnih splošnih slovarskih virov, deloma porabila za pridobivanje avtorskih pravic in digitalizacijo obstoječih zastarelih slovarjev, deloma pa za podporo projektom, kjer se obstoječi dvojezični slovar posodobi, nadgradi in dopolni z uporabo jezikovnotehnoških metod ter množičenja.«**

Komentar:

Avtomatski postopki in glasovanje množic sumljivega/neznanega znanja je za kvaliteto slovarjev hudo sumljivo. Potrebno bi bilo dodati nadzor (uredništvo) in nekako "standardizirati" prevode kot pri črkovalniku.

Glede (števila) novih gesel - bomo pri zajemanju/dodajanju dali prednost starim, novim, pogostim ali redkim izrazom? Prevajalci potrebujejo redkejša besede, večina pogostejše ...

-----  
**»2 Nadgradnja ali gradnja dvo- ali večjezičnega slovarja za enega od prioriternih jezikovnih parov (AN-SL, NE-SL, FR-SL, IT-SL, ŠP-SL, HR-SL, HU-SL) število novih vnosov v dvo- ali večjezičnem slovarju; min. 2.000«**

Komentar:

Ali ni 2.000 gesel primerna številka za kakšen šolski ali terminološki slovar, premajhna pa za uporaben splošni slovar?

\*\*\*\*\*

**Akcija L-8: Strojna slovnična analiza**

Komentar:

Sredstva so glede na pomembnost in težavnost v primerjavi s "slovarjem" so (pre)majhna. Vprašljiva je kvaliteta takega analizatorja.

-----  
**»Izvajajo se nadaljnje temeljne in aplikativne raziskave na področju avtomatskega oblikoslovnega označevanja (predvsem v smeri dodatno ročno označenih korpusov, izboljšanja ekspertnih pravil, povečanja leksikona in izboljšanja časovne komponente). Označevalnik se širi na nove registre, predvsem na neformalna spletna besedila ter govorjeni jezik. S pomočjo oblikoslovnega slovarja in drugih dostopnih virov se izdelava oblikoslovnega sintetizator. Nadaljujejo se temeljne in aplikativne raziskave na področju avtomatskega**

**skladenjskega razčlenjevanja (npr. s povečanjem ročno označenega korpusa ali z aktivnim učenjem posameznih tipov povedi, besednih zvez ali povezav, s preskušanjem hibridnih pristopov k razčlenjevanju, uporabo podatkov iz drugih razpoložljivih virov, optimiranje časovne komponente razčlenjevalnika), razčlenjevalnik se širi na nove registre, predvsem na neformalna spletna besedila ter govorni jezik.«**

Komentar:

Bomo financirali izdelavo konkretnih virov/aplikacij ali raziskave?

\*\*\*\*\*

#### **Akcija L-10: sloWNet**

Komentar:

Je mogoče zagotoviti povezljivost pomenov z WordNet-om in s "slovarskimi" pomeni? Menimo, da bi morali biti oboji usklajeni - pa je to mogoče glede na predvideno avtomatsko izločanje pomenov? Če ne bodo usklajeni, je vse skupaj pogojno uporabno.

Pomeni bodo sestavni del slovarske baze, kaj pa obratno – bodo pomeni iz slovarja vključeni v sloWNet? Bi morala to biti zahteva?

-----

#### **»3 Ročno pregledan učni korpus s semantičnimi oznakami«**

Komentar:

Ali ne sodi to bolj pod (specializirane) korpusne, če so tam tudi že drugi njemu podobni?

\*\*\*\*\*

#### **Akcija L-11: Anafora in koreference**

**»Anaforična in koreferenčna analiza besedila je v slovenskem jezikovnotehnološkem prostoru še popolna niša, poteka pa v povezavi z oblikoslovnim in sintaktičnim označevanjem besedila, ki je za slovenščino že aktivno.«**

Komentar:

Amebisov analizator nekatere zaimke od julija 2014 že precej uspešno "razvozla".

\*\*\*\*\*

#### **Akcija G-1: Zasnova slovnice**

Komentar:

Ali je smiselno financirati razvoj koncepta, ne pa izdelave slovnice? Če je premalo denarja, financirajmo raje manj akcij, ki bodo dobro narejene/končane, kot pa "vse možne", ki ne bodo takoj uporabne. Praktično vse druge akcije financirajo končne, že uporabne izdelke.

\*\*\*\*\*

#### **Akcija G-2: Šolska slovnica**

**»Izdela se koncept šolske slovnice, ki je namenjen jezik(osl)ovnemu opismenjevanju učencev v slovenskih šolah. Slovnica je izvorno zasnovana za rabo v digitalnem mediju, z možnostjo tiskanja posameznih elementov. Na podlagi slovnice se nadgradi obstoječi slovnični portal, ki je prosto dostopen na spletu.«**

Komentar:

Ali bo ta "uradna" in bo zadostovala vsem šolskim potrebam, ali bo le "neobvezna igračka"? Zato bi bilo treba dodati še aktivnosti, da je jo dejansko uvede in uporablja v okviru učnega programa.

\*\*\*\*\*

### **Akcija D-3: Digitalizacija jezikovnih priročnikov**

Komentar:

Zakaj ima akcija D-3 predvidenih precej več sredstev kot D-1 in D-2? Na osnovi kakšnega seznama ali zgolj ocena? Še posebej, ker je večina pravopisov in slovníc že digitaliziranih. Lahko uporabimo že digitalizirane priročnike na projektu SSJ?

\*\*\*\*\*

### **Akcija A-2: Strojni prevajalnik**

**»Strojno prevajanje je za zdaj tudi edino področje jezikovnih tehnologij, ki ga za slovenski jezik pokrivajo tudi mednarodne korporacije – Googlov prevajalnik in Microsoftov Bing namreč vključujeta tudi slovenski jezik.«**

Komentar:

Črkovalnik in delilnik so že v devetdesetih letih vključili Microsoft in drugi, Microsoft zdaj tudi sam dopolnjuje črkovalnik.

\*\*\*\*\*

### **Akcija A-3: Sintetizator govora**

**»Bralnik zaslona za slepe in slabovidne«**

**»Govorna baza za sintezo govora in sintetizator govora (aplikacija) s podporo bralnikom zaslona za slepe in slabovidne«**

Komentar:

Ali gre le za združljivost s SAPI5 v Windowsih ali še kaj drugega?

\*\*\*\*\*

### **Akcija A-4: Sistem dialoga**

**»V slovenščini je verjetno najbolj kompleksen sistem dialoga Piflar, ki odgovarja na vprašanja (t. i. question-answering system), deluje pa preko pisnega kanala.«**

Komentar:

Namesto »Piflar« bi bilo pravilneje »SecondEGO, ki vključuje tehnologijo Piflar«.

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**»Izvedejo se raziskave, ki ustrezno celotno predstavijo problematiko področja, izpostavijo najbolj problematične točke in pregledajo tehnične rešitve. Izdela se prototip sistema dialoga, apliciran v ustrezno uporabniško aplikacijo. Zaželeno so tudi temeljne raziskave, ki predvidijo tehnične rešitve, zlasti take, ki so vezane na posebnosti slovenskega jezika.«**

Komentar:

Bomo razvili svoj standard, kot sta AIML ali ChatScript? Potem bo to le slovenska prototipna rešitev oz. nov skriptni jezik, kot ga že ima npr. SecondEGO.

\*\*\*\*\*

### **Akcija A-5: Bralnik sporočil gospodinjskih aparatov**

Komentar:

Samo gospodinjskih aparatov? Kaj pa izven doma? Ali ne bi bilo bolje razviti nekaj splošnejšega?

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### **Akcija A-6: Govorni vmesnik za Facebook**

Komentar:

Kaj pa Twitter, ki je enostavnejši ...?

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## **Akcija A-7: Referenčni črkovalnik in slovnični pregledovalnik**

### **»Izdelava referenčnega črkovalnika in slovničnega pregledovalnika za slovenščino«**

Komentar:

Zavedamo se potrebe po odprti verziji in neodvisnosti od komercialnega ponudnika, bi pa vendarle opozorili na posledice, ki so lahko bolj negativne kot pozitivne za slovenščino in zahtevnejše uporabnike. Za novi slovnični pregledovalnik lahko glede na predvidena finančna sredstva trdimo, da bo njegova kvaliteta zagotovo slabša od Besane, ki jo nepretrgoma razvijamo že 25 let. Čeprav bo tako, lahko uporaba brezplačnega slovničnega pregledovalnika pripelje do takega upada uporabe in prodaje, da razvoj in vzdrževanje ne bosta več pokrita, kar pomeni, da jo bomo dejansko prisiljeni ukiniti. Potem bomo imeli namesto dobrega plačljivega pregledovalnika le še slabšega/slabega brezplačnega, ki ga s pomočjo (enostavnih) pravil in brez dodatnih slovničnih podatkov, ki jih nobena od akcij ne vključuje, verjetno še desetletja ne bo mogoče izboljšati do trenutne kvalitete Besane, ki pa se iz leta v leto še izboljšuje.

Samo toliko v razmislek, ali ne bi bilo morda bolje delovati v smeri brezplačne uporabe Besane za vse, odprtja kode, če je Amebis ne bi več imel želje razvijati in vzdrževati, ter zagotoviti ustreznega letnega zneska Amebisu v ta namen, če mehanizmi javnega financiranja to seveda omogočajo.

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**»Raziskave potreb jezikovnih uporabnikov so pokazale, da je slednjim prikaz pravopisnih dejstev, integriranih v orodja, ki ga najpogosteje spremljajo pri njegovih pisnih dejavnostih, vse bolj dobrodošel pripomoček. V perspektivi je treba pričakovati, da se bo uporabnik še redkeje zazrl v slovar, saj se bo zanesel na tisti »standardizacijski priročnik«, ki jim ga ponuja Microsoft v črkovalniku ali pa iskalnik Google, ki vam s sintagmo "Ali ste morda mislili ..." ponudi statistično pogostejšo, a ne nujno s pravopisnim standardom poenoteno možnost. Tudi črkovalniki v urejevalnikih besedil ne ponujajo vedno rešitev, usklajenih s standardno različico.«**

Komentar:

Standardizacija črkovalnika v praksi ne bo hitro in bistveno vplivala na jezik oz. na ljudi, če je ne bo v Word vgradil Microsoft. To pa je malo verjetno, saj ima z našega stališča pri tem »nesmiselne« zahteve pri sooblikovanju besedišča, sploh pa ne bo privolil v uporabo črkovalnika, ki je vsaj enkrat manjši od tistega, ki ga sam že uporablja.

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**»Drugi del akcije je namenjen izdelavi odprtokodnega slovničnega pregledovalnika za slovenščino, ki bo na voljo za vgradnjo v programe, kot so MS Word, LibreOffice ipd.«**

Komentar:

Že pri LanguageTool v prejšnjem odstavku.

Kamnik, 31. 7. 2014

Miro Romih in Peter Holozan  
Amebis, d. o. o., Kamnik

## **Zveza društev gluhih in naglušnih Slovenije, Mladen Veršič, predsednik, in Matjaž Juhart, sekretar (1. 8. 2014)**

ZVEZA DRUŠTEV  
GLUHIH IN NAGLUŠNIH SLOVENIJE  
DEAF AND HARD OF HEARING CLUBS  
ASSOCIATION OF SLOVENIA

Ljubljana, Drenikova 24  
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[www.zveza-gns.si](http://www.zveza-gns.si)

Ljubljana, 31.7.2014

Spoštovani,

Pri pregledu obeh dokumentov ugotavljamo, da je podanih nekaj izboljšav za osebe z okvaro sluha in uporabnike slovenskega znakovnega jezika.

Predvsem obžalujemo, da se člani delovne skupine za jezikovno opremljenost niso posvetovali s predstavniki reprezentativne invalidske organizacije za osebe z okvaro sluha (ZDGNS), katera skrbi tudi za razvoj slovenskega znakovnega jezika (SZJ), katerega uporabniki so gluhe osebe.

Poudariti je potrebno, da je med populacijo tudi veliko oseb z okvaro sluha, ki pri sporazumevanju potrebujejo tehnični pripomoček slušni aparat (cca.70.000 oseb v RS). Kar nekaj konkretnih rešitev bi bilo potrebno vnesti tudi za naglušne osebe (od tiskanih besedil, do sprotnih pretvorb govora v pisano besedo, do ustrezne podporne tehnologije, ki bi naglušnim osebam omogočala enakopraven dostop do jezika in komunikacij). To v dokumentu pogrešamo in videti je, da je to področje za marsikoga nepoznano.

Zagotovo pa podajamo konkreten predlog, in sicer do Institucije razvoja slovenskega znakovnega jezika. Nedopustna je usmeritev, da bi se kaj takega ustvarjalo brez sodelovanja ZDGNS, ki je vsa leta delovanja vlagala kar nekaj sredstev, časa in dela za priznanje do uporabe SZJ in pri razvoju stroke tolmačev za SZJ. Tudi s sredstvi Ministrstva za kulturo kot tudi s sredstvi Fundacije FIHO.

Od predlagatelja tega dokumenta utemeljeno pričakujemo, da se predstavnike ZDGNS po zaključku javne razprave in zbiranju vseh predlogov povabi na razgovor (menimo, da bi se to moralo že pred pripravo dokumenta), kot je bil to primer pri nastajanju dokumenta za jezikovno



izobraževanje, saj smo skupaj z drugimi deležniki večkrat sedeli na delovnih sestankih in podajali svoje pripombe, ki so bile smiselno umeščene v dokument.

S spoštovanjem,

Mladen Veršič  
Predsednik ZDGNS

Matjaž Juhart  
Sekretar ZDGNS

# Mag. Mojca Šorli, samostojna leksikografinja in raziskovalka (1. 8. 2014)

## AKCIJSKI NAČRT ZA JEZIKOVNO OPREMLJENOST (2014-2018)

1) **Uvod:** Po naši oceni je večina področij za **jezikovno opremljenost** slovenščine v **akcijskem načrtu** (dalje: AN) izčrpno pokritih in finančno izdatno podprtih, manj pozornosti je posvečene področju opremljenosti za večjezičnost, z izjemo korpusov, zato sledijo v nadaljevanju razmisleki o morebitnih dodatnih ciljih in ukrepih, pa tudi alternativni pogledi na položaj, ki je bil v širšem kontekstu jezikovne opremljenosti v AN dodeljen področju dvo- in večjezične leksikografije, od tu dalje »medjezične leksikografije«. Komentarji so oblikovani ob predpostavki, da 1) gre za predlog AN za **splošno jezikovno opremljenost**, ki zajema tudi jezikovnotehnološko opremljenost (dalje: JTO), 2) da predstavlja področje dvojezičnih virov **sestavni del jezikovne opremljenosti za slovenščino** in 3) da je JTO **sredstvo in predpogoj** za kvalitetne jezikovne vire, namenjene človeškemu uporabniku in jezikovnemu procesiranju, v skladu z direktivami EU za večkulturno Evropo in jezikovno politiko.

2) **Medjezična leksikografija** kot samostojno področje uporabnega jezikoslovja v AN takorekoč ni obravnavana, čeprav imamo prav na tem področju dolgo in relativno uspešno tradicijo, ki bi jo bilo potrebno nadaljevati vsaj v dosedanjem okviru. Samoumevno je, da se je koncept slovarja v informacijski družbi, kjer shranjevanje, pridobivanje in procesiranje podatkov ni več omejeno zgolj na tiskane vire, moral ustrezno razširiti in prilagoditi, vendar v najosnovnejši obliki še vedno zadovoljuje podobne potrebe kot pred tehnološko revolucijo. Kazalci dejanskih potreb so na področju večjezičnosti še vedno politični, gospodarski in kulturni, in ti ključno določajo akterje in vire kot tudi sam AN.

V predlaganem načrtu razen načelnih smernic za odkupe avtorskih pravic in zagotavljanje dostopnosti obstoječih virov **ni predvidenih konkretnih akcij** in glede na obsežnost področja **ni vzpostavljenih prioriteta na način, primerljiv z ostalimi področji**. To preseneča med drugim zato, ker je bila v kontekstu jezikovne opremljenosti slovenskih govorcev v zadnjem desetletju kot prioriteta že pripoznana vsaj izdelava večjega novega korpusnega slovensko-angleškega slovarja – ki v rudimentarni obliki podatkovne baze že obstaja, vendar je zaenkrat v zasebni lasti –, pri čemer je bilo na pristojna ministrstva, vključno z MZK, naslovljenih več konkretnih pobud, ki do danes niso bile uspešne. Menimo, da je treba v aktualni AN nujno vnesti ustrezne akcije, ki bodo stanje premaknile z mrtve točke, še zlasti, ker je razvoj področja trenutno popolnoma

prepuščen iniciativi in naporom posameznikov ali manjših skupin (gl. npr. Srebnik 2013 za slovensko-nizozemski slovar, Srdanović 2012 za japonsko-slovenski slovar kolokacij). Segment večjezične opremljenosti prepustiti zgolj logiki trga ni dopustno, saj gre za jezikovno opremljenost govorcev slovenščine v razmerju do drugih jezikov, enako pomembno pa tudi za **dostop tujih govorcev do slovenščine**.

Da gre v AN za občutno marginalizacijo področja, dokazujejo finančni podatki, ki kažejo izrazita nesorazmerja med sredstvi, predvidenimi za posamezne akcije (Tabela 2, prikaz akcij) na področju JTO na eni in jezikovnoaplikativnimi akcijami na drugi strani. Iz vsebine poglavja 1.5 o večjezičnosti je mogoče sklepati, naj bi razvijali in vlagali sredstva zlasti v optimizacijo strojnega prevajanja in, ob pojasnilu, da »razpoložljiva sredstva ne zadoščajo« za nove dvojezične slovarje (kar je menda edini na ta način utemeljeni ukrep v celotnem AN), tako nadomeščali pomanjkljivo opremljenost z dvojezičnimi jezikovnimi viri. Korektno je ugotovljeno, da so ti nujno potrebni za izdelavo kvalitetnih prevajalnikov, zato ni jasno, zakaj daje AN prednost razvoju (dragega) strojnega prevajalnika pred (dragimi) kvalitetnimi slovarji in večjezičnimi bazami. Vsekakor se med mnogimi možnimi ukrepi zdi glede na že vložena sredstva smiselno, da se **nadaljuje izgradnja Leksikalne baze za slovenščino** s ciljem nadgradnje v (z drugimi evropskimi bazami povezljivo) **večjezično leksikalno zbirko**, saj je bila tako tudi izvorno zasnovana.

Dodatni pomislek glede javnega financiranja storitev strojnega prevajanja je dejstvo, da vanje že danes obilno in z dobrimi rezultati vlagajo globalne korporacije, kot sta Google in Microsoft, pa čeprav iz komercialnega interesa (osnovne storitve so brezplačno dostopne, pa tudi sicer se kažejo tendence v prid odprtokodnih prevajalnih sistemov). Ni zelo verjetno, da bi lahko kot skupnost v kratkem z občutno manjšimi vložki dosegli podobne, kaj šele bistveno boljše rezultate, zato velja izkoristiti interes za razvoj sodobnih orodij tudi za slovenščino, izkazan v propulzivni tehnološki industriji. S strojnim prevajanjem se ukvarjajo sicer tudi nekatera domača tehnološka podjetja, glede na prioriteto razvoja te panoge v dokumentih EU je ne nazadnje za ta namen pričakovati tudi možnost črpanja evropskih sredstev.

3) **Prioritetni jezikovni pari:** Smiselno je pregled temeljnih in specializiranih virov tudi za tuje jezike, njihova dostopnost, potreba po nadgradnji, prenovi ali novi izdelavi itd. po vzoru tistega dela AN, ki predvideva pregled za slovenščino. Zagotovo lahko trdimo, da je **angleščina** nesporno na prvem mestu kot tuji jezik, kot kaže, se vse bolj približujemo celo stanju, ko bo ta tudi v Sloveniji funkcionirala kot drugi jezik. Zgovoren je podatek za Slovenijo iz študije Slovenščina v digitalni dobi (META-NET Bela knjiga 2012: 14), namreč da je znanje angleščine v skupini starejših od 50 let 27,8%, v skupini 35-49 let 50%, v najnižji starostni skupini 25-34 let pa se strmo poveča na 75,5%. Dodati več o pomenu angleščine za globalno informacijsko družbo, akademsko izobraževanje in znanost ter poslovni svet najbrž na tem mestu ni potrebno.

Menimo, da je **vsakršno vlaganje sredstev v digitalizacijo zastarelih slovarjev** in integracijo takšnih slovarjev v večjezični portal **neustrezen ukrep**.

4) **Mednarodne raziskave** kažejo, da se tudi ali še zlasti jezikovnotehnološko najrazvitejše jezikovne skupnosti ne odrekajo načrtovanju dvo- in večjezičnih slovarjev ter slovarskih baz: gl. npr. Študijo »On the Construction of Bilingual Dictionaries« [O izgradnji dvojezičnih slovarjev], izvedeno v sodelovanju nizozemskih, flandrijskih in nemških vladnih ter raziskovalnih ustanov po naročilu Evropske komisije iz leta 1998 (DG XIII, contract Dictionary 21388). Kot so ugotovili in poudarili izvajalci omenjene raziskave, **razvoj jezikovnih tehnologij ni cilj, temveč sredstvo za doseganje boljše jezikovne opremljenosti in zadovoljevanje uporabniških potreb**. Primerov dobrih praks na področju načrtovanja in izdelave dvo- in večjezičnih jezikovnih virov v primerljivih okoljih je več (npr. leta 2014 lansirani projekt novega angleško-irskega slovarja NEID na podlagi enojezične zbirke DANTE, <<http://euralex2014.eurac.edu/en/callforpapers/Pages/default.aspx>>).

5) **Ključni problem predlaganega AN za večjezičnost** je po naši presoji v prevrednotenju nekaterih sicer znanih prioritet na področju slovensko-tujejezičnih in tujejezično-slovenskih slovarjev in baz v naslednjem štiriletju, za katero se zdi, da delno tudi na področju večjezičnosti izhaja iz neločevanja med dvema še vedno ne vzajemno nadomestljivima, čeprav med seboj povezanima poljema: jezikovnoaplikativnim in jezikovnotehnološkim. Iz vsebine poglavja o večjezičnosti je mogoče sklepati, naj bi razvijali in vlagali sredstva zlasti v optimizacijo strojnega prevajanja in, ob pojasnilu, da »razpoložljiva sredstva ne zadoščajo« za nove dvojezične slovarje (kar je menda edini na ta način utemeljeni ukrep v celotnem AN), tako nadomeščali pomanjkljivo opremljenost z dvojezičnimi jezikovnimi viri. Ob tem se sprašujemo, na podlagi katerih meril je bila sprejeta odločitev, da se za večjezično opremljenost nameni natanko toliko in ne več, kot je predvidenih sredstev. Iz odgovornosti do davkoplačevalcev bi bilo smiselno upoštevati razmerje med vložkom in učinkom posameznih ukrepov ter stopnjo neposredne dostopnosti širši javnosti in to pri finančnem razrezu tudi upoštevati.

Načrtovanje in umeščanje vsebin bi moralo po našem mnenju vzeti v obzir stanje virov in opremljenosti v primerljivih okoljih in jezikih na vseh ravneh jezikovne infrastrukture: stanje enojezičnih slovarjev, dvo- in večjezičnih slovarjev, korpusov, leksikalnih zbirk (WordNet, Framenet itd.), analizatorjev, prevajalnikov itd. Prav tako bi bilo primerno ovrednotiti učinkovitost rezultatov in dejansko **uporabnost vseh že financiranih javnih projektov na področju jezikovnih virov in tehnologij**. Upoštevati je treba namreč dejstvo, da za slovenščino nimamo nekaterih najosnovnejših jezikovnih virov, zato bi bila pred nekritičnim zasledovanjem ciljev JTO nekaterih (privilegiranih) tujih držav na mestu ocena, kaj **od vseh danes možnih virov** v tem trenutku **dejansko potrebujemo** in kaj je morda stvar naslednjih obdobj. V AN na primer izstopajo nekateri projekti za slovenščino, ki si jih celo med tehnološko najrazvitejšimi lahko

privoščijo le redke jezikovne skupnosti. Vsaj na področju večjezičnosti se kaže tudi splošnejše nesorazmerje med sredstvi, namenjenimi za vzpostavljanje dostopa do jezikovnih podatkov (večjezični portal), in sredstvi, namenjenimi dejanski izgradnji virov. Samoumevno je, da so kvalitetni viri bistvena lastnost uspešnega portala; takšne, ki - poleg npr. Termanie <[www.termania.net](http://www.termania.net)> - vsebujejo velik del obstoječih dvojezičnih virov, že imamo, npr. Slovarji Najdi.si <<http://slovarji.najdi.si/>>, Spletni slovar <<http://www.spletni-slovar.com/>> in najboljše najdi <<http://www.evroterm.gov.si/slovar/index.html>>. Namesto napaberkovanih dvojezičnih virov povsem različnih izvorov in kvalitet bi bilo na mestu v terminološke portale vključiti dvojezične vire na podlagi pregledne in jasno strukturirane sheme z vidnimi in lahko dostopnimi bibliografskimi podatki.

8 ) **Zaključek:** Iz predloga AN izhaja, da je razen v točki »slovenski slovar in baza« v predlogu načrta tako vsebinsko kot tudi in predvsem finančno izhodišče JTO. Ni povsem jasno, na podlagi katerih kriterijev so bile pripisane prioritete posameznim akcijam in, vsaj za področje medjezične leksikografije, ugotovljeno dejansko stanje potreb. Menimo, da bi za objektivnejšo in realno oceno stanja in potreb **na področju večjezične opremljenosti morali izvesti nacionalno raziskavo**, ki bi pokazala, kakšne so dejanske potrebe članov vseh večjih stanovskih organizacij in skupin akterjev na področju prevajanja, tolmačenja in poučevanja tujih jezikov, torej najmanj Društva znanstvenih in tehničnih prevajalcev Slovenije, Društva književnih prevajalcev Slovenije, Združenja konferenčnih tolmačev itd., poleg teh pa seveda tudi potrebe, ki izhajajo iz pedagoških ciljev pri poučevanju tujih jezikov na slovenskih osnovnih in srednjih šolah ter univerzah, kot tudi slovenščine npr. na Centru za slovenščino kot drugi/tuji jezik. V vsakem primeru pa menimo, da mora biti AN za medjezično opremljenost usmerjen najprej v čim bolj razpršeno zbiranje podatkov o dejanskih potrebah, nato pa s konsenzom čim širše skupnosti natančneje določeni cilji, prioritete in skladno s tem finančna sredstva. V razdelku 1.5 AN so sicer potrebe medjezične leksikografije ustrezno prepoznane, toda predvidene akcije in predvidena sredstva v razdelku 3 tega ne odražajo. V ta namen morda potrebujemo **posebno telo na vladni ravni**, ki bo koordiniralo raziskave in projekte na področju medjezične leksikografije in ustvarjalo pogoje za javno-zasebna partnerstva. Kot je sklepati, predlagani Infrastrukturni center teh aktivnosti ne predvideva.

Mag. Mojca Šorli, samostojna leksikografinja in raziskovalka

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# Področna skupina za jezike na Zavodu RS za šolstvo, Irena Santoro, pedagoška svetovalka za šolstvo narodnosti (3. 8. 2014)

## [Akcijski načrt za jezikovno izobraževanje](#)

Akcijski načrt za jezikovno izobraževanje – javna razprava, junij – julij 2014

### Pripombe k sklopoma

2. Slovenščina kot drugi in tuji jezik
3. Jeziki manjšin in priseljencev v Republiki Sloveniji

#### **Stran 6 (Irena Santoro):**

##### **Slovenščina kot prvi jezik**

Opredeliti kriterije, s katerimi posameznik ali šolski sistem določata izbiro prvega, drugega ... jezika (npr. če ima posameznik iz mešanega zakona dva materna jezika /opomba št. 17 na strani 45/, kaj mu omogoča šolski sistem)

#### **Stran 28 (Irena Santoro):**

Ločiti podpoglavji, tako kot pri 1. poglavju, za slovenščino kot drugi in tuji jezik **2.1. v Republiki Sloveniji** (znotraj tega pa še na narodnostno mešanih področjih) in **2.2. Zunaj Republike Slovenije**, ker gre za različne možnosti sistemskih rešitev oziroma predlogov, tudi ko se omenja dvojezične šole.

#### **Stran 29 (Irena Santoro):**

**Prvi jezik:** Jasno opredeliti pojme 'prvi jezik', 'drugi jezik', 'jezik okolja', 'materni jezik', 'tuji jezik' (glede na govorca)

**... približno enako ...:** Jasneje opredeliti merila – za pripadnike avtohtonih manjšin in otrok priseljencev, ki so rojeni v Sloveniji, ter za otroke priseljencev, ki niso v Sloveniji od rojstva oziroma se začnejo učiti slovenščino kasneje.

Sklop se deloma povezuje tudi s poglavji Jeziki manjšin in priseljencev v Republiki Sloveniji.

(program za izvedbo lektorata je **že dolgo** akreditiran): izraz je preveč relativen, vpisati vsaj letnico

**Stran 33 (Irena Santoro):**

**2. Sistemska umestitev poučevanja/učen ja slovenščine kot drugega jezika oz. jezika okolja v vrtcu, osnovni in srednji šoli**

Vnesti posebej sistemska umestitev poučevanja/učenja slovenščine kot drugega jezika oz. jezika okolja v vrtcu, OŠ in SŠ na narodnostno mešanih področjih v Sloveniji – ta že obstaja za pripadnike avtohtonih narodnih manjšin, potrebne so dodatne sistemske rešitve (in verjetno tudi učna gradiva) za učence priseljence.

**Stran 35 (Irena Santoro):**

Vključiti tudi izobraževanje bodočih učiteljev slovenščine za poučevanje slovenščine na narodnostno mešanih področjih v Sloveniji.

Vključiti tudi izobraževanje učiteljev za dvojezični pouk v dvojezičnih šolah na narodnostno mešanem področju v Prekmurju (dvojezično šolstvo).

**Priprava gradiv za učenje slovenščine kot drugega in tujega jezika**

Jasneje opredeliti, ali gre tu za pripravo gradiv za učence priseljence ali tudi za gradiva za šolstvo avtohtonih narodnih skupnosti v Sloveniji (že v sistemu)

**Stran 37 (Irena Santoro):**

**Priprava posebnega testa za NPZ, maturo iz slovenščine kot J2 za nematerne govorce kot alternativne možnosti**

Jasneje opredeliti ciljno skupino oziroma ciljne skupine.

**Stran 42 (Irena Santoro):**

**Spodbujanje znanja slovenščine tujih govorcev na dvojezičnih področjih**

Opredeliti, ali gre za dvojezična področja v Sloveniji ali zunaj nje (ker gre za sistemska različne rešitve).

**Stran 46 (Katica Pevec Semec):**



Akcijski načrt jezikovnega izobraževanja vključuje ukrepe, s pomočjo katerih naj bi manjšinski jeziki postali vidnejši, s pomočjo katerih bi se povečal nabor različnih možnosti za učenje jezikov in s pomočjo katerih bi se povečala jezikovna kompetenca govorcev. Pri izobraževanju upoštevati Smernice za celostno vključevanje otrok priseljencev v vzgojno-izobraževalni sistem.

**Stran 49 (Irena Santoro):**

**Spodbujanje vključevanja knjižničnega gradiva v jezikih manjšin\*, ki so v znatnem številu prisotne v RS, v šolske in druge splošne knjižnice**

**vključno s promocijo regionalne literarne ustvarjalnosti**

\* Kot manjšini sta v ustavi RS opredeljeni samo avtohtona italijanska in madžarska narodna skupnost, zato bi bilo tu smiselno dodati '... in drugih številčnejših narodnih skupnosti, ki so v znatnem številu prisotne v RS' (tu bi bilo smiselno merilo, ali obstaja interes posameznikov, da se združujejo v kakšno formalno narodno skupnost, npr. društvo, znotraj katere ohranjajo svojo narodno, kulturno in jezikovno pripadnost ...)

**Stran 51 (Marta Novak):**

<p><b>Promocija večjezičnosti</b></p> <p><b>Dodati novo nalogo</b></p>	<p>Promocija večjezičnosti (materni jeziki priseljencev in uradni - učni jezik slovenščina v VIZ)</p>	<p>MIZŠ, MK</p>				<p>Število šol, na katerih se izvaja intenzivno (tečaj) učenje slovenskega jezika za otroke priseljencev</p> <p>Število šol, ki izvajajo dejavnosti za ohranjanje maternih jezikov priseljencev.</p>	<p>Povečati interes šol za izvajanje tečajne oblike učenja slovenskega jezika otrok priseljencev.</p> <p>Povečati interes šol za ohranjanje maternih jezikov otrok priseljencev.</p>
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Zbrala in uredila: Irena Santoro, 20. 7. 2014

## **Dr. Janez Dular (22. 8. 2014)**

### **Komentar k akcijskima načrtoma za izvajanje Resolucije NPJP**

Skoraj 50 strani obsegajoče ter zaradi pripomb iz javne obravnave in zahtev iz medresorskega usklajevanja večkrat predelano besedilo druge resolucije o nacionalnem programu za jezikovno politiko, ki ga je Državni zbor sprejel 15. julija 2013, se njegovim avtorjem ni zdelo zadosti nadrobno in zavezujoče, zato s(m)o kot prvo nalogo pri izvajanju resolucije predvideli (Državni zbor pa potrdil) izdelavo dveh akcijskih načrtov (AN) za izvajanje njenih osrednjih poglavij (za jezikovno izobraževanje in za jezikovno opremljenost), nekakšna »programa za izvajanje programa«. Posebni delovni skupini sta v enem letu pripravili osnutka AN za javno obravnavo ter za dokončno oblikovanje in potrditev na vladi, da bi bilo mogoče resolucijo v celoti operativno izvajati (kakor da je sama zase »opravilno nezmožna«).

To dodatno leto zamude bi bilo upravičeno, če bi se izkazalo, da AN res pomenita bistveno obogatitev znotraj resolucijskih vsebinskih okvirov, tj. izpopolnitev v smeri konkretizacije ciljev in načrtovanih ukrepov jezikovne politike, in da utegneta zelo pripomoči k učinkovitejšemu izvajanju nacionalnega programa. Menim, da se ta namen ni najbolj posrečil: AN po eni strani prinašata skromne elemente opisa stanja (npr. »Pregled področja«), tj. tistega, kar je bilo v prvi resoluciji (za 2007-2011) na široko zajeto v uvodnih poglavjih in v dodani spremni študiji »Analiza jezikovnega položaja«, po drugi strani pa je v teh AN (posebno za jezikovno izobraževanje) premalo »dodane vrednosti« prav v smislu potrebne / načrtovane prihodnje dejavnosti. Načrta kompozicijsko večinoma ustrezno sledita členitvi resolucijskega besedila (po tematskih podpoglavjih, ciljeh itd.), ta zvestoba resolucijskemu okviru pa gre tako daleč, da so obsežni deli njunega besedila le prepisi (ponovitve) resolucijskih vsebinskih postavk (načel, ukrepov, kazalnikov idr.), marsikdaj samo nekoliko pretiliziranih in tehnično razmeščenih po predalčkih preglednic. Nekatere določitve v akcijskih načrtih so celo manj nadrobne kakor v sami resoluciji. Naredimo za ponazoritev primerjavo odlomka iz podpoglavja »Splošni cilji in ukrepi« (za jezikovno izobraževanje).

Resolucija npr. pravi: 2. cilj: Zmožnost govorcev slovenščine za uporabo jezikovnih priročnikov in jezikovnih tehnologij – Ukrep: usposobiti govorce in učeče se za učinkovito sporazumevanje v slovenskem jeziku, temelječe na ustreznem znanju in pozitivnem odnosu do jezika; izobraževanje (učiteljev in učečih se) za delo z jezikovnimi priročniki in viri. – Kazalnik:

število izvedenih izobraževalnih oblik. – Predvidena sredstva: 100.000 EUR. – Predvideni učinki: Povečanje števila usposobljenih učiteljev in učečih se za kompetentno uporabo priročnikov in drugih jezikovnih virov, povečano število poznavalcev jezikovnih tehnologij, njihova množičnejša uporaba, učinkovitejše delo v izobraževalnih procesih. – Nosilca: MIZŠ, MK.

V AN za jezikovno izobraževanje pa je pri 2. cilju ob dobesedni ponovitvi in pregledničnem popredalčkanju navedenih resolucijskih postavk zapisan v rubriki »Aktivnosti« kot novost samo prestiliziran del (skrček) resolucijske ukrepa (izobraževanje učiteljev in učečih se →): Priprava in izvedba izobraževanj o samostojni uporabi sodobnih jezikovnih virov za učitelje in učiteljice na različnih stopnjah šolanja, izvedba izobraževanj za splošno in poklicno javnost. S kančkom ironije bi lahko rekli, da je najpomembnejša konkretizacija in operativizacija navedenega resolucijskega ukrepa v politično hiperkorektnem pleonazmu »za učitelje in učiteljice« (na drugih mestih AN srečamo tudi »strokovnjake in strokovnjakinje« ipd.). Drugo je dobesedno prepisano.

H konkretizaciji in operativni učinkovitosti gotovo nič ne prispeva, če AN ponavljata tista resolucijska določila, ki govorijo o pripravi AN (npr. Akcijski načrt se sprejme najpozneje v roku enega leta od sprejema resolucije.) ali če se na drugi strani zamolčujejo še tisti dosežki slovenskega jezikoslovnega izročila, ki vendarle obstajajo (npr. na področju raziskovanja anafore in koreference v slovenistiki nikakor ne obstaja »popolna niša«, pa naj se ozremo na Toporišičevo slovnico ali celo na srednješolske učbenike). Preredki pa so primeri, ko je treba AN res priznati potrebno poglobitev ali konkretizacijo resolucijske vsebine; pri jezikovnem izobraževanju je tako recimo v podpoglavju 1.2 Zunaj Republike Slovenije (npr. Formalno priznanje ustrezne primerljive izobrazbe dijakom Glasbene matice v Italiji oziroma Vpis v poseben razvid MzŠ, po katerem bo izobrazba s področja glasbe, pridobljena v okviru Glasbene matice, enakovredna stopnji izobrazbe, pridobljene na slovenskih glasbenih šolah), pri jezikovni opremljenosti pa v podpoglavju 3. Podrobni opisi akcij (na str. 28- 91, vendar bi se bilo treba prav v tem AN bolj varovati nevarnosti prejudiciranja dokončne odločitve pri izbiri organizacijskih in tehničnih možnosti; glede slednjega se mi zdi sporno npr. enostransko sklicevanje na sklepe s posvetovanja o t. i. splošnem slovarju na Ministrstvu za kulturo).

Pri končnem oblikovanju besedila kot predloga za odločanje na vladi bo predlagatelj pred nekaj zahtevnimi nalogami: a) preverjanje strokovnega izrazja (zlasti v AN za jezikovno opremljenost je dosti nepotrebnih prevzetih besed oziroma žargonizmov s področja besediloslovja, pomenoslovja, jezikovne tehnologije); b) usklajevanje besedil AN (resolucija naroča »oblikovanje dveh med seboj usklajenih samostojnih in celovitih jezikovnonačrtovalnih nacionalnih dokumentov«, osnutka pa sta – čeprav oba večinoma sledita formalni členitvi istega resolucijskega besedila – zaradi različnega pristopa delovnih skupin zasnovana precej različno, to se vidi že iz njunih kazal).

Sklepno stališče: Osnutka AN sta kljub navedenim pomanjkljivostim še sprejemljiva podlaga, da se po zbranih pripombah in medresorskem usklajevanju pripravi na Ministrstvu za kulturo končna redakcija kot predlog za vladno potrditev. Sprejeta AN bi dajala formalno kritje za izvajanje resolucije, čeprav z malo dodane vrednosti. Ker nista v nasprotju z resolucijo (niti mimo nje) in ker je bilo zapletov in zamude s sprejemanjem teh listin že več kakor preveč (zdaj gre ponekod že za pripravo »programa za izdelavo programa za izvajanje programa«, saj je npr. pri AN za izobraževanje kot prva aktivnost za doseg prvega cilja navedena Priprava akcijskega načrta v imenovani skupini strokovnjakov in strokovnjakinj, javna debata o osnutku načrta in medresorska uskladitev dokumenta), bi bilo vendarle koristno, če bi vlada tako končala kritično etapo tega jezikovnonačrtovalnega projekta. Nadaljevanje stanja formalne »opravilne nezmožnosti« resolucije bi utegnilo postati nevarno, če pomislimo npr. na vztrajne pritiske za odiranje slovenščine v visokem šolstvu in znanosti ali na konceptualno in institucionalno neuspešno usklajevanje priprave na izdelavo novega slovarja.

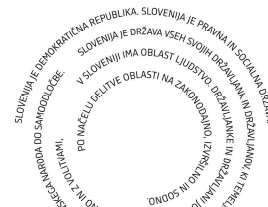
22. 8. 2014

Janez Dular



REPUBLIKA SLOVENIJA  
**DRŽAVNI ZBOR**  
PRESEDNIK

Šubičeva ulica 4, 1000 Ljubljana  
t: 01 478 94 37, f: 01 478 98 55, e: gp@dz-rs.si, www.dz-rs.si



Številka: 001-08 / 13 - 0002 / EPA 1208 - VI  
Datum: 28.05.2013

**Pomurska madžarska samoupravna narodna skupnost**  
Muravidéki Magyar Önkormányzati Nemzeti Közösség  
Glavna ulica - Fő utca 124  
9220 Lendava/ Lendva

Na podlagi drugega odstavka 15. člena Zakona o samoupravnih narodnih skupnostih vam pošiljam v

#### **MNENJE**

**Predlog resolucije o nacionalnem programu za jezikovno politiko 2014–2018 (ReNPJP14–18), EPA 1208 - VI**, ki ga je Državnemu zboru v obravnavo predložila Vlada.

Mnenje o Predlogu resolucije pričakujemo do 27. junija 2013.

Predlog resolucije je objavljen na spletni strani Državnega zbora na povezavi "Poročevalec" z datumom 28. maj 2013.

Janko Veber

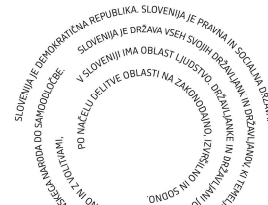
V vednost:

- Državnemu svetu
- Vladi
- vodjem poslanskih skupin
- Odboru za kulturo
- Komisiji za narodni skupnosti
- Zakonodajno-pravni službi



REPUBLIKA SLOVENIJA  
**DRŽAVNI ZBOR**  
PRESEDENIK

Šubičeva ulica 4, 1000 Ljubljana  
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Številka: 001-08 / 13 - 0002 / EPA 1208 - VI  
Datum: 28.05.2013

**Obalna samoupravna italijanska narodna skupnost**  
Comunità Autogestita costiera della Nazionalità Italiana  
Župančičeva 39 / via Župančič 39  
6000 Koper/Capodistria

Na podlagi drugega odstavka 15. člena Zakona o samoupravnih narodnih skupnostih vam pošiljam v

### MNENJE

**Predlog resolucije o nacionalnem programu za jezikovno politiko 2014–2018 (ReNPJP14–18), EPA 1208 - VI**, ki ga je Državnemu zboru v obravnavo predložila Vlada.

Mnenje o Predlogu resolucije pričakujemo do 27. junija 2013.

Predlog resolucije je objavljen na spletni strani Državnega zbora na povezavi "Poročevalec" z datumom 28. maj 2013.

Janko Veber

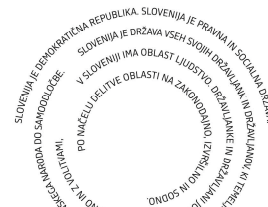
V vednost:

- Državnemu svetu
- Vladi
- vodjem poslanskih skupin
- Odboru za kulturo
- Komisiji za narodni skupnosti
- Zakonodajno-pravni službi



REPUBLIKA SLOVENIJA  
**DRŽAVNI ZBOR**  
PREDSEDNIK

Šubičeva ulica 4, 1000 Ljubljana  
t: 01 478 94 37, f: 01 478 98 55, e: gp@dz-rs.si, www.dz-rs.si



Številka: 001-08 / 13 - 0002 /  
Datum: 28.05.2013

EPA 1208 - VI

## Odbor za kulturo

## Zakonodajno-pravna služba

Na podlagi drugega odstavka 41. in prvega odstavka 27. člena Poslovnika Državnega zbora pošiljam v

### OBRAVNAVO

**Predlog resolucije o nacionalnem programu za jezikovno politiko 2014–2018 (ReNPJP14–18), EPA 1208 - VI**, ki ga je Državnemu zboru predložila Vlada.

Janko Veber

Poslano:

- Državnemu svetu

V vednost:

- Vladi
- vodjem poslanskih skupin
- Komisiji za narodni skupnosti
- uredništvu Poročevalca za objavo

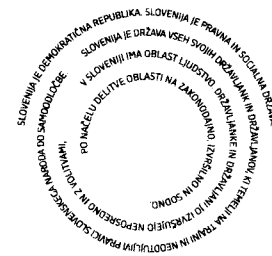


REPUBLIKA SLOVENIJA  
**DRŽAVNI ZBOR**

Poslanska skupina Pozitivna Slovenija

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**DRŽAVNI ZBOR REPUBLIKE SLOVENIJE**

Prejeto:	<b>06-06-2013</b>		
Šifra:	<b>001-08</b>	<b>13-2</b>	<b>5</b>
Povezava:			
EPA:	<b>1208-VI</b>	EU:	
Sign. zn.:			
Kratika:			

Ljubljana, 06. junij 2013

**DRŽAVNI ZBOR REPUBLIKE SLOVENIJE**  
**Odbor za kulturo**  
**Mag. Majda Potrata, predsednica**

**ZADEVA: Javna predstavitev mnenj**

Spoštovani!

V obravnavo in sprejem Državnemu zboru je Vlada RS poslala predlog Resolucije o nacionalnem programu za jezikovno politiko 2014–2018, ki predstavlja dokument za udejanjanje jezikovne politike v slovenskem javnem okviru.

Z namenom ohranjanja obsega, vitalnosti in dinamičnosti slovenskega jezika je treba zagotavljati primerne ukrepe za načrtovanje slovenskega jezika kot nacionalnega jezika.

Državni zbor lahko omogoči široko javno razpravo o aktualnih vprašanjih in izzivih jezikovne politike, zato predlagam, da se o predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014–2018 opravi javna predstavitev mnenj, na kateri bi odgovorili na naslednja vprašanja:

- 1. Ali je jezikovnopolitična vizija dokumenta v skladu s pričakovanji skupnosti in v skladu s stanjem sodobne družbe?**
- 2. Ali so jezikovnopolitična prizadevanja ustrezno formalizirana, da bodo učinkovita?**
- 3. Je v resoluciji posvečeno ustrezna pozornost slovenščini kot prvemu jeziku, torej ukrepom, povezanim z večinskimi govorci?**
- 4. Ali je v resoluciji posvečeno dovolj pozornosti Slovincem v tujini?**
- 5. Ali je v resoluciji vprašanje manjšinskih jezikov ustrezno obravnavano?**
- 6. Ali so v resoluciji ukrepi, namenjeni priseljencem, oblikovani tako, da jim bodo omogočili učinkovit dostop do znanja slovenščine?**



7. Ali so v resoluciji govorci s posebnimi potrebami obravnavani ustrezno?
8. Sta v poglavju o visokem šolstvu ustrezno upoštevana oba vidika razvoja slovenskega visokošolskega prostora: ohranjanje slovenščine kot učnega jezika in internacionalizacija kot eden od pogojev zagotavljanja znanstvene odličnosti?
9. Ali ukrepi s področja jezikovne opremljenosti sledijo sodobnim evropskim smernicam?
10. Je formalnopravni vidik slovenske jezikovne politike ustrezno reflektiran?

Najlepša hvala in lep pozdrav.

g. Aljoša Jerič  
poslanec

Handwritten signature of Aljoša Jerič, consisting of two stylized, overlapping cursive marks.



REPUBLIKA SLOVENIJA  
**DRŽAVNI ZBOR**

Odbor za kulturo

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Številka: 001-08/13-2/  
Datum: 13. 6. 2013

**Janko Veber**  
predsednik Državnega zbora

**DRŽAVNI ZBOR REPUBLIKE SLOVENIJE**

Prejeto:	13-06-2013		
Šifra:	001-08/13-2/6		
Povezava:			
EPA:	1208-VI	EU:	
Sign. zn.:			
Kratice:			

**Zadeva: Javna predstavitev mnenj**

Obveščam vas, da je Odbor za kulturo na 1. nujni seji 13. 6. 2013 ob obravnavi točke Predlog za sklic javne predstavitve mnenj v zvezi z Resolucijo o nacionalnem programu za jezikovno politiko 2014-2018 na predlog Poslanske skupine Pozitivna Slovenija sprejel naslednji

**s k l e p :**

**Odbor za kulturo bo na podlagi 46. člena Poslovnika Državnega zbora opravil javno predstavitev mnenj o Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014-2018, in sicer predvidoma v sredo, 26. 6. 2013, ob 10 uri.**

Ob tem sem članice in člane Odbora pozvala, da mi najkasneje do torka, 18. 6. 2013 posredujejo morebitna dodatna vprašanja, na katera naj se javna predstavitev mnenj osredotoči.

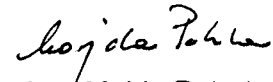
Namen javne predstavitve mnenj je pridobiti mnenja in stališča strokovne in širše javnosti k navedenemu predlogu kot podlago za obravnavo Predloga resolucije na matičnem delovnem telesu.

Javna predstavitev mnenj naj bi podala odgovore predvsem na naslednja vprašanja:

- 1. Ali je jezikovnopolitična vizija dokumenta v skladu s pričakovanji skupnosti in v skladu s stanjem sodobne družbe?**
- 2. Ali so jezikovnopolitična prizadevanja ustrezno formalizirana, da bodo učinkovita?**
- 3. Ali je v resoluciji posvečena ustrezna pozornost slovenščini kot prvemu jeziku, torej ukrepom, povezanim z večinskimi govorci?**
- 4. Ali je v resoluciji posvečeno dovolj pozornosti Slovincem v tujini?**

5. Ali je v resoluciji vprašanje manjšinskih jezikov ustrezno obravnavano?
6. Ali so v resoluciji ukrepi, namenjeni priseljencem, oblikovani tako, da jim bodo omogočili učinkovit dostop do znanja slovenščine?
7. Ali so v resoluciji govorci s posebnimi potrebami obravnavani ustrezno?
8. Ali sta v poglavju o visokem šolstvu ustrezno upoštevana oba vidika razvoja slovenskega visokošolskega prostora: uveljavljanje slovenščine kot učnega jezika in internacionalizacija kot eden od pogojev zagotavljanja znanstvene odličnosti?
9. Ali ukrepi s področja jezikovne opremljenosti sledijo sodobnim evropskim smernicam?
10. Ali je formalnopravni vidik slovenske jezikovne politike ustrezno reflektiran?

S spoštovanjem!

  
Mag. Majda Potrata  
predsednica

V vednost:

- predlagatelju javne predstavitve mnenj
- članicam in članom delovnega telesa
- Državnemu svetu
- Vladi
- Ministrstvu za izobraževanje, znanost, kulturo in šport
- Kolegiju predsednika Državnega zbora
- generalni sekretarki Državnega zbora
- namestniku generalne sekretarke Državnega zbora
- Službi za odnose z javnostmi



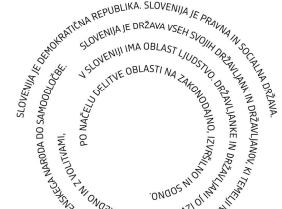
REPUBLIKA SLOVENIJA

**DRŽAVNI ZBOR**

Zakonodajno-pravna služba

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Številka: 001-08/13-2/

Datum: 14. 6. 2013

Na podlagi prvega odstavka 27. člena Poslovnika državnega zbora je Zakonodajno-pravna služba pripravila

## M N E N J E

### **o Predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014-2018, (ReNPJ14-18), EPA 1208-VI**

Zakonodajno-pravna služba (ZPS) je Predlog Resolucije o nacionalnem programu za jezikovno politiko 2014-2018 (v nadaljevanju besedila: Resolucija2014-2018) preučila z vidika njegove skladnosti z Ustavo Republike Slovenije, pravnim sistemom in z zakonodajno-tehničnega vidika. K predloženemu besedilu Resolucije2014-2018 ima naslednje pripombe:

Uvodoma ugotavljamo, da je predlagana Resolucija2014-2018 zelo obsežna, posamezni deli njenega besedila pa so (kar zlasti velja za predvidene ukrepe), ozko strokovno naravnani in zato verjetno širšemu krogu težje razumljivi<sup>1</sup>. Besedilo Resolucije2014-2018 je po našem mnenju obremenjeno tudi zaradi povzemanja ali dobeseidnega ponavljanja različnih strokovnih stališč, kar sodi dejansko v obrazložitev oziroma sprotne pripombe, označene na uveljavljeni način<sup>2</sup>. Kot smo opozorili že ob obravnavi Resolucije o nacionalnem programu za jezikovno politiko 2007-2011, v tak akt ne sodi kazalo, pa tudi ne obrazložitev (točka 3 ); oboje je potrebno črtati. Ob povedanem tudi ugotavljamo, da je resolucija za predhodno obdobje vsebovala tudi razlago kratic, ki so sicer v njej navedene. Resolucija2014-2018 vsebuje tudi številne tujke, ki verjetno širšemu krogu niso znane.

K Predlogu resolucije imamo še naslednje pripombe:

#### **K podpoglavju 1.2 Okvir nacionalnega programa za jezikovno politiko:**

<sup>1</sup> Zgolj kot primer navajamo besedilo, navedeno v poglavju 2.3 Formalnopravni vidiki slovenske jezikovne politike kot prvi ukrep (besedilo za četrtem odstavkom): "raziskave izbranih vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopravnega okvira jezikovne ureditve Republike Slovenije".

<sup>2</sup> V zvezi z označevanjem opozarjamo tudi na besedilo tretjega odstavka poglavja 1.4, kjer se Službo za slovenski jezik na Ministrstvu za kulturo v nadaljevanju označuje kot MK, kar je po naši oceni neustrezno.

V desetem odstavku tega poglavja je navedeno, da pristojni minister v dveh mesecih po sprejetju dokumenta v Državnem zboru imenuje delovni skupini, ki pripravita akcijska načrta, pri čemer ni jasno, za kateri dokument gre.

### **K podpoglavju 1.3 Jezikovnopolitična vizija:**

Predlagamo, da predlagatelj dodatno pojasni namen besedila, vsebovanega v zadnjem stavku drugega odstavka tega poglavja, zlasti v delu, kjer obveznost rabe slovenščine povezuje s poklicnim uveljavljanjem v javnem sporazumevanju, pri čemer je treba upoštevati, da je javno sporazumevanje govorcev tudi pomemben element delovanja obeh narodnih skupnosti<sup>3</sup>.

### **K podpoglavju 2.1 Jezikovno izobraževanje:**

V drugem odstavku točke 2.1.1. (Uvod) naj se uporabi ustavna opredelitev, da gre za območja kjer živita obe avtohtoni narodni skupnosti (64. člen Ustave).

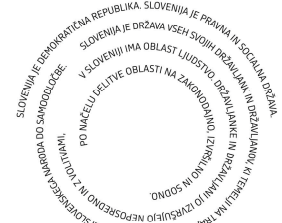
Sekretar  
dr. Samo Divjak, l.r.

Božo Strle  
vodja

Poslano:  
- Odboru za kulturo

---

<sup>3</sup> Opaziti je sicer, da se v sami Resoluciji2014-2018 uporablja tako izraz narodne skupnosti, kot tudi izraz "ustavno določene manjšine", v poglavju 2.1.5 pa glede skupin, ki niso izrecno navedene v Ustavi izrazi "druge jezikovne skupnosti" oziroma "manjšinske skupnosti".



## **NS - Poslanska skupina italijanske in madžarske narodne skupnosti**

Številka: 001-08 / 13 - 0002 /  
Datum: 21.06.2013

### **AMANDMAJI** **k Predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014–2018** **(ReNPJP14–18),** **obrnava, EPA 1208 - VI, za matično delovno telo**

#### **1. amandma k podpoglavju 1.2. Okvir nacionalnega programa za jezikovno politiko:**

V prvem stavku tretjega odstavka tega podpoglavja (str. 6) se za dvopičjem besedilo "pripadnike madžarske in italijanske narodne manjšine" nadomesti z besedilom "pripadnike madžarske in italijanske narodne skupnosti".

Obrazložitev:

Amandma je redakcijske narave in v skladu z mnenjem Zakonodajno-pravne službe.

#### **2. amandma k podpoglavju 2.1.1. Uvod:**

Del besedila tretjega odstavka tega podpoglavja (str. 11) "Na ozemlju italijanske in madžarske skupnosti skrbi za kvalitetno izobraževanje..." se nadomesti z naslednjim besedilom: "Na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost skrbi za kakovostno izobraževanje...".

Obrazložitev:

Amandma je redakcijske narave in sledi besedilu 11. člena Ustave.

### **3. amandma za novo podpoglavje 2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji**

Besedilo novega podpoglavja 2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji se glasi:

"2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji

Rabo italijanskega in madžarskega jezika, kot jezika italijanske in madžarske narodne skupnosti na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost urejajo Ustava Republike Slovenije, Zakon o ratifikaciji evropske listine o regionalnih ali manjšinskih jezikih, Zakon o ratifikaciji okvirne konvencije za varstvo narodnih manjšin ter drugi mednarodnopravni akti in Zakon o javni rabi slovenščine ter drugi pravni akti, ki posegajo na to področje. Pripadniki italijanske in madžarske narodne skupnosti imajo pravico do enakopravne, javne in zasebne rabe svojega jezika na območjih občin v katerih živijo.

Pravica italijanske in madžarske narodne skupnosti do rabe svojega jezika na omenjenih območjih je povezana z njihovo pravico do vzgoje in izobraževanja v svojem jeziku, informiranja in medijske dejavnosti v svojem jeziku, kulturne dejavnosti v svojem jeziku in znanstveno raziskovalne dejavnosti v svojem jeziku.

Republika Slovenija zagotavlja status italijanskega in madžarskega jezika kot jezika italijanske in madžarske narodne skupnosti s pripravo programa jezikovnih politik, ki bo vključeval skrb za zagotavljanje pravnih podlag rabe obeh jezikov, uresničevanje določil omenjenih pravih podlag in za nadzor nad uresničevanjem omenjenih pravih podlag ter za stalno znanstveno raziskovalno spremljanje jezikovnega življenja, za širjenje jezikovnih zmožnosti ter za razvoj in kulturo jezikov.

Cilj: zagotovitev pogojev za enakopravno javno in zasebno rabo in razvoj italijanskega ali madžarskega jezika na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost

Ukrepi:

- ustrenejša sistemska nadgradnja dvojezičnega poslovanja,
- priprava potrebnih zakonskih aktov in programa jezikovnih politik za rabo omenjenih jezikov,
- jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komuniciranje in vodenje postopkov v italijanskem in madžarskem jeziku in za izdajo dokumentov tudi v italijanskem in madžarskem jeziku ter ukrepi za ustrezno dvojezično poslovanje oseb javnega prava in podjetij na teh območjih,
- uresničevanje vidne dvojezičnosti na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost,
- uresničevanje varstva potrošnikov tudi v italijanskem in madžarskem jeziku na teh območjih,
- promocija italijanskega in madžarskega jezika kot jezika narodnih skupnosti na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja,
- ureditev in izvajanje ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovnih politik in financiranjem, idr.

Kazalniki: število izobraževanj za javne uslužbence in funkcionarje, dosledno uveljavljanje komuniciranja in vodenja postopkov javnih uslužbencev in funkcionarjev v

italijanskem ali madžarskem jeziku ter izdajanja dokumentov tudi v italijanskem ali madžarskem jeziku na omenjenih območjih, dosledna uveljavitev dvojezičnih obrazcev, tiskovin, e-uprave in drugega pri poslovanju oseb javnega prava na omenjenih območjih, odprava kršitev vseh oblik vidne dvojezičnosti na omenjenih območjih, doslednejše spoštovanje rabe italijanskega in madžarskega jezika na področju varstva potrošnikov in oglaševanja na omenjenih območjih, večja promocija italijanskega in madžarskega jezika kot jezika italijanske in madžarske narodne skupnosti pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja, čimprejšnja priprava potrebnih zakonskih aktov in programa jezikovnih politik (npr. jezikovno izobraževanje in bralna pismenost v obeh jezikih, javna raba obeh jezikov, vidna dvojezičnosti, promocija obeh jezikov) za rabo omenjenih jezikov in vzpostavitev učinkovitega ter ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovnih politik in financiranjem, idr.

Predvidena sredstva: 200.000 EUR

Predvideni učinki: usklajeno načrtovanje, razvijanje, uresničevanje in nadzor nad uresničevanjem jezikovnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev, dosledno poslovanje obeh javnega prava tudi v italijanskem in madžarskem jeziku na teh območjih, večje upoštevanje vidne dvojezičnosti ter varstva potrošnikov in oglaševanja tudi v omenjenih jezikih na teh območjih, promocija jezikov avtohtonih narodnih skupnosti, nadzor nad uresničevanjem zakonskih aktov, sistemskih politik in financiranja ter vsi ostali ukrepi za dejansko rabo in razvoj dvojezičnosti na omenjenih območjih.

Nosilci: MK, MIZŠ, pristojna služba za narodni skupnosti in druga ministrstva."

Podpoglavja tega poglavja, ki sledijo se ustrezno preštevilčijo.

Obrazložitev:

Ustava Republike Slovenije, Zakon o ratifikaciji evropske listine o regionalnih ali manjšinskih jezikih, Zakon o ratifikaciji okvirne konvencije za varstvo narodnih manjšin in drugi mednarodno pravni dokumenti o varstvu narodnih ali jezikovnih manjšin dajejo italijanski in madžarski narodni skupnosti ter njunim pripadnikom pravico, da na narodnostno mešanem območju enakopravno, javno in zasebno uporabljajo svoj jezik.

Komisija za narodni skupnosti je v tem mandatu na svojih sejah pogosto namenjala pozornost rabi omenjenih jezikov na narodnostno mešanem območju oziroma izvajanju dvojezičnosti. Avtohtoni narodni skupnosti in mehanizmi nadzora nad uresničevanjem Evropske listine o regionalnih ali manjšinskih jezikih in Okvirne konvencije za varstvo narodnih skupnosti že vrsto let opozarjajo na razkorak med ustavnimi in pravnimi normami o rabi omenjenih jezikov ter njihovim uresničevanjem v praksi. Na omenjeni razkorak opozarjata tudi strokovna in politična javnost.

Enakopravna raba italijanskega ali madžarskega jezika na narodnostno mešanem območju je temeljna pravica italijanske in madžarske narodne skupnosti in njunih pripadnikov. Pomembna je za njihov obstoj in razvoj. Zato je poleg ustreznih pravnih podlag o rabi omenjenih jezikov potrebno zagotoviti tudi ustrežnejšo sistemsko nadgradnjo dvojezičnega poslovanja in financiranja ter zagotoviti ustrezen nadzor nad uresničevanjem le-teh.

Višino predvidenih sredstev je potrebno naknadno uskladiti.



#### **4. amandma k podpoglavju 2.1.5. Jezik manjšin in priseljencev v Republiki Sloveniji:**

Prvi stavek drugega odstavka poglavja 2.1.5. Jezik manjšin in priseljencev v Republiki Sloveniji se spremeni tako, da se glasi:

"Republika Slovenija na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture."

Obrazložitev:

Amandma je potreben zaradi prenosa dela vsebine tega podpoglavja v z amandmajem na novo dodano podpoglavje 2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji.



PS - Poslanska skupina Pozitivna Slovenija  
SD - Poslanska skupina Socialnih demokratov  
DL - Poslanska skupina Državljske liste  
DeSUS - Poslanska skupina Demokratične stranke upokojencev Slovenije

Datum: 21.06.2013

**DRŽAVNI ZBOR REPUBLIKE SLOVENIJE**

Prejeto:	<b>21-06-2013</b>
Šifra:	<b>001-08   13-2   11</b>
Povezava:	
EP: Evropskega parlamenta	<b>1208-VI   EU:</b>
Sign. zn.:	
Kratika:	

**AMANDMAJI**

**K Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014–2018  
(ReNPJP14–18), EPA 1208 - VI , druga obravnava - MDT**

**K podpoglavju 1.2. Okvir nacionalnega programa za jezikovno politiko:**

V zadnjem odstavku podpoglavja se poved »Aksijska načrta se pripravita tako, da minister, pristojen za kulturo, v sodelovanju z ministrom, pristojnim za izobraževanje in znanost, najpozneje v dveh mesecih po sprejetju dokumenta v Državnem zboru /.../« spremeni in se glasi:

»Aksijska načrta se pripravita tako, da minister, pristojen za kulturo, v sodelovanju z ministrom, pristojnim za izobraževanje in znanost, najpozneje v dveh mesecih po sprejetju Resolucije v Državnem zboru /.../«

**Obrazložitev:**

Sprememba besedila je potrebna zaradi natančnejše opredelitve besede »dokument«.

**K podpoglavju 1.3 Jezikovnopolitična vizija:**

v zadnjem stavku drugega odstavka tega poglavja se poved: »Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govornicah ostajala prevladujoča prostovoljna (samoumevna) izbira v čim večjem obsegu zasebne in javne rabe, z ustrežno motivacijo pa naj bo slovenščina privlačna za učenje in rabo tudi pri čim več govornicah drugih jezikov, obvezna pa za vse tiste, ki se hočejo poklicno uveljavljati v javnem sporazumevanju ali sploh na jezikovno občutljivih delovnih mestih.« spremeni in se glasi:

»Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govornicah ostajala prevladujoča prostovoljna (samoumevna) izbira v čim večjem obsegu zasebne in javne rabe, z ustrežno motivacijo pa naj bo slovenščina privlačna za učenje in rabo tudi pri čim več govornicah drugih jezikov, obvezna pa za vse tiste, ki se hočejo poklicno uveljavljati v javnem sporazumevanju ali sploh na jezikovno občutljivih delovnih mestih, pri čemer je treba spoštovati ustavna

določila, ki se nanašajo na položaj in pravice pripadnikov madžarske in italijanske narodne skupnosti.

Obrazložitev:

Sprememba besedila je potrebna zaradi obveznosti upoštevanja ustavnih in zakonskih pravic madžarske in italijanske narodne skupnosti.

**K podpoglavju 2.1 Jezikovno izobraževanje:**

V drugem odstavku točke 2.1.1 se poveda: »Na ozemlju italijanske in madžarske skupnosti skrbi za kvalitetno izobraževanje v italijanščini oziroma madžarščini, skrbi za uporabo in razvoj jezika romske skupnosti, prav tako pa priznava vsem drugim jezikom manjšin, priseljenjskih skupnosti ipd. pravico do rabe, ohranjanja in obnavljanja lastnega jezika in kulture.« spremeni in se glasi:

»Na območjih, kjer živita italijanska in madžarska narodna skupnost, skrbi za kvalitetno izobraževanje v italijanščini oziroma madžarščini, skrbi za uporabo in razvoj jezika romske skupnosti, prav tako pa priznava vsem drugim jezikom manjšin, priseljenjskih skupnosti ipd. pravico do rabe, ohranjanja in obnavljanja lastnega jezika in kulture.«

Obrazložitev:

V spremenjenem besedilu se uporablja ustavna opredelitev (64. člen Ustave RS).

**K podpoglavju 2.1 Jezikovno izobraževanje**

V drugem odstavku točke 2.1.6 (Tuji jeziki) se v drugem stavku pred besedilom "drugega tujega jezika v osnovne in srednje šole" črta beseda "obveznega".

V petem odstavku se v prvem stavku besedilo "pri obveznem drugem tujem jeziku ter pri izbirnih jezikih (tretji in četrti tuji jezik)" nadomesti z besedilom "pri drugih tujih jezikih".

V petem odstavku se v celotnem drugem stavku pred besedilom "drugega tujega jezika" črta beseda "obveznega".

Obrazložitev:

Predlog amandmaja sledi usmeritvam Bele knjige o vzgoji in izobraževanju v Republiki Sloveniji 2011. Ta pripoznava velik pomen obvladovanja tujih jezikov, zato obliko in način poučevanja drugega tujega jezika opira na strokovna izhodišča. Tako naj bi se drugi tuji jezik uvajal kot izbirni predmet od četrtega razreda dalje. Hkrati opozarjamo, da Bela knjiga predvideva takšen jezikovni pouk, ki je usmerjen k učencu in v vseh elementih učnega procesa omogoča individualizacijo.

**K podpoglavju 2.1.7 Govorci s posebnimi potrebami**

V prvem odstavku podpoglavja se poveda: »Republika Slovenija se je sicer z najrazličnejšimi dokumenti (Ustava Republike Slovenije, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev.« spremeni in se glasi:

»Republika Slovenija se je sicer z najrazličnejšimi dokumenti (Ustava Republike Slovenije, Zakon o izenačevanju možnosti invalidov, Konvencija o pravicah invalidov in Izbirni protokol k tej konvenciji, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev.«

Obrazložitev:

V popravljnem besedilu je naveden popolnejši seznam pomembnih zakonskih in drugih dokumentov.


**K podpoglavju 2.1.1 Uvod (k poglavju Jezikovno izobraževanje)**

V petem odstavku poglavja se poved: Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega jezika v Republiki Sloveniji, o tem, da je slovenščina drugi ali tuji jezik za številne govorce, ter o enakovrednosti vseh jezikov.« se spremeni in se glasi:

»Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega jezika v Republiki Sloveniji, o tem, da je slovenščina materni jezik večine prebivalstva, pa tudi drugi ali tuji jezik za številne govorce drugih maternih jezikov, ter o enakovrednosti vseh jezikov.«

Obrazložitev:

V spremenjenem besedilu se doda ustrežnejšo določitev vloge jezika pri večinskem prebivalstvu.

  
Poslanska skupina Pozitivna Slovenija

  
Poslanska skupina Socialnih demokratov

  
Poslanska skupina Državljske liste

  
Poslanska skupina Demokratične stranke upokojencev Slovenije



REPUBLIKA SLOVENIJA  
DRŽAVNI SVET

Številka: 001-08/13-2 EPA 1208-VI  
Ljubljana, 24. 6. 2013

DRŽAVNI ZBOR REPUBLIKE SLOVENIJE

Prejeto:	24-06-2013	
Šifra:	001-08/13-2/15	
Povezava:		
EPA:	1208-VI	EU:
Sign. zn.:		
Kratika:		

DRŽAVNI ZBOR REPUBLIKE SLOVENIJE  
Odbor za kulturo

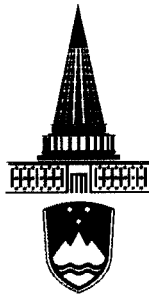
Na osnovi drugega odstavka 56. člena Zakona o Državnem svetu (Uradni list RS, št. 100/05 - uradno prečiščeno besedilo, 95/09 – odl. US, 21/13 - ZFDO-F) in prvega odstavka 94. člena Poslovnika Državnega sveta (Uradni list RS, št. 70/08, 73/09 in 101/10) vam v prilogi pošiljam mnenje Komisije za kulturo, znanost, šolstvo in šport k:

- Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014-2018 (ReNPJP14–18).

Predsednik  
Mitja Bervar, l.r.

Priloga: 1





REPUBLIKA SLOVENIJA  
DRŽAVNI SVET

*Komisija za kulturo, znanost, šolstvo in šport*

Številka: 001-08/13-2 EPA 1208-VI  
Ljubljana, 21. 6. 2013

Komisija Državnega sveta za kulturo, znanost, šolstvo in šport je na podlagi 20. člena Poslovnika Državnega sveta (Uradni list RS, št. 70/08, 73/09 in 101/10) sprejela

**M n e n j e**

**k Predlogu resolucije o nacionalnem programu za  
jezikovno politiko 2014-2018 (ReNPJP14–18)**

Komisija Državnega sveta za kulturo, znanost, šolstvo in šport je na 5. seji 19. 6. 2013 obravnavala Predlog resolucije o nacionalnem programu za jezikovno politiko 2014-2018, ki ga je v obravnavo v Državni zbor predložila Vlada Republike Slovenije.

Predstavnik predlagatelja je predstavil okvir nacionalnega jezikovnega programa, ki, upoštevajoč zgodovinsko tradicijo in ohranjanje jezikovne identitete, sledi sodobni slovenski jezikovni stvarnosti skladno z možnostmi in zahtevami večjezične družbe. Resolucija posebno skrb namenja ohranjanju in razvijanju obsega, vitalnosti in dinamičnosti slovenskega jezika na različnih strokovnih področjih. Predlagani nacionalni jezikovni program temelji na temeljni človekovi pravici posameznikov do rabe svojega jezika in povezovanja v jezikovne skupnosti. Slovenska jezikovna politika pa mora omogočiti in spodbujati, da slovenski jezik kot materinščina pri slovenskih govornicah ostaja in se razvija kot prevladujoča izbira. Sistematično razvijanje jezikovnih veščin, spretnosti in sodobnih komunikacijskih tehnoloških poti spodbuja krepitev njene polne funkcionalnosti in vzgaja samozavestne ter motivirane govorce slovenskega jezika, ki je tudi eden od uradnih jezikov v Evropski uniji. S tem Republika Slovenije zagotavlja prevladujočo vlogo slovenskega jezika v uradnem in javnem življenju znotraj države.

Resolucija izraža tudi skrb za vzpostavitev razumevajočega okolja pri uresničevanju jezikovnih pravic govorcev s posebnimi potrebami s posebnostmi izražanja in komuniciranja na vseh področjih javnega življenja.

Nacionalna jezikovna politika opredeljuje ustavno skrb Slovenije tako za Slovence izven meja Republike Slovenije kot tudi za jezikovne pravice govorcev, ki jim slovenščina ni materni jezik. Osrednji cilj nacionalne jezikovne politike je oblikovanje skupnosti govorcev z razvitim sporazumevanjem v slovenskem jeziku, znanjem tujih jezikov in pripravljenostjo sprejeti jezikovne ter kulturne različnosti. Hkratno spodbujanje učenja slovenščine in tujih jezikov na vseh ravneh in pri različnih

skupinah govorcev omogoča boljše komunikacijske pogoje za uspešen družbeni in gospodarski razvoj Slovenije kot posebnega kulturnega in poslovnega okolja.

Predstavniki predlagateljev in oblikovalci besedila nacionalne jezikovne politike so pojasnili, da je bila pri nastajanju dokumenta izražena velika pozornost različnim vidikom uporabe in posebnosti jezika na različnih ravneh. Predlog končnega besedila naj bi bil zaradi občutljivosti jezikovnopolitične vizije splošno sprejemljiv kompromis različnih videnj vloge, uporabnosti in tehnološke opremljenosti slovenskega jezika v razmerju do potreb večjezičnega evropskega okolja. Oblikovalci besedila so pri tem izpostavili predvsem problematiko jezika gluhih in drugih skupin s posebnimi potrebami ter rabo slovenščine v visokem šolstvu. Kritiki prvotnega osnutka pa so zlasti izpostavljali premajhno pozornost statusa slovenščine kot uradnega in maternega jezika oziroma s stališča samoumevne jezikovne hierarhije.

Komisija resolucijo podpira in ocenjuje, da besedilo resolucije ustrezno opredeljuje odgovornost države do uresničevanja in nadgrajevanja jezikovne politike. Ob tem izpostavlja vprašanje, ali bodo predvideni ukrepi za uresničevanje programskih ciljev zagotovili razvoj slovenskega jezika, še posebej tudi kot strokovnega oziroma znanstvenega jezika, in ali bodo omogočili ohranitev in krepitev slovenskega jezika kot osrednjega medija za sporazumevanje na vseh ravneh jezikovnega izražanja oziroma opismenjevanja. Ob tem člani komisije izražajo zaskrbljenost nad odnosom države do vsakdanje rabe jezika v praksi, kot na primer v državnih ustanovah oziroma v vseh javnih institucijah, in v državnih aktih. Komisija poudarja, da je treba v predvidenih akcijskih načrtih za uresničitev programskih ciljev določiti smernice in navodila, ki bodo javne uslužbenke motivirala in usposobila v izvajanju jezikovnopolitičnih ciljev.

\* \* \*

**Komisija je na podlagi razprave oblikovala naslednje spremembe besedila predloga resolucije in matičnemu Odboru za kulturo predlaga, da jih povzame kot svoje amandmaje:**

- Poglavje 2.1.2 Splošni cilji in ukrepi:

K 2. cilju se doda ukrep, ki se glasi:

*"- usposobiti govorce in učeče se za učinkovito sporazumevanje v slovenskem jeziku, temelječem na ustreznem znanju in pozitivnem odnosu do jezika."*

Obrazložitev: prioriteta za kompetentno jezikovno znanje je, da se govorce najprej spoznajo z sociolingvističnim značajem jezika ter se usposobijo za izražanje in sporazumevanje v jeziku. Šele potem to znanje lahko nadgrajujejo z različnimi jezikovnimi priročniki in tehnologijami.

K 5. cilju se doda ukrep, ki se glasi:

*"- sistematično spremljanje bralne in funkcionalne pismenosti ter spodbujanje raziskav o slabostih, prednostih in izzivih jezikovne politike in izobraževanja s poudarkom na pismenosti"*



Obrazložitev: stopnja pismenosti pomembno vpliva na razvoj družbe in posledično vpliva na strategije na področju javnega zdravja, zaposlovanja, digitalizacije sporazumevanja in elektronskega upravljanja, vključenosti civilne družbe in socialne vključenosti. V sklepih Sveta EU iz leta 2012 je navedeno, da je pismenost ključna življenjska veščina, ki posameznim državljanom zagotavlja, da razvijejo sposobnosti razmišljanja, ustnega izražanja, kritičnega mišljenja in empatije, prispeva k njihovem osebnemu razvoju, samozavesti, jim daje občutek identitete in zagotavlja možnost polne udeležbe v na znanju temelječi družbi in gospodarstvu.

- Poglavje 2.1.3.1. V Republiki Sloveniji

Besedilo 3. alinee na str. 14 se spremeni tako, da se glasi: *"Pouk slovenščine kot prvega jezika ne more v celoti prevzeti odgovornosti za razvijanje sporazumevalne zmožnosti, saj je to naloga vseh izobraževalnih področij oziroma predmetov. Zato je treba usposobiti vse učitelje za rabo ustreznega pedagoškega govora in sistemsko predvideti najrazličnejše možnosti medpredmetnega povezovanja."*

K ukrepom pri 1. cilju se doda naslednja alineja:

*"- usposobiti ravnatelje in učitelje za ustrezen pedagoški govor v slovenskem jeziku"*

Obrazložitev: pisna in govorna usposobljenost vseh učiteljev in ravnateljev za poučevanje v slovenščini kot maternem jeziku je ključna pri razvijanju sposobnosti sporazumevanja na vseh stopnjah izobraževanja in pridobivanju temeljnega jezikovnega znanja za jezikovno nadgrajevanje na višji strokovni in znanstveni ravni.

- Poglavje 2.1.7 Govorci s posebnimi potrebami

K 2. cilju se doda naslednji ukrep:

*" – posodobitev slovenskega brajevega točkopisa;"*

Obrazložitev: vsak jezik se razvija in spreminja, ker se spreminjajo tudi potrebe njihovega uporabnika. Ustanovljena je strokovna komisija z nalogo, da posodobi slovensko 6-točkovno brajico iz leta 1974 in jo uskladi slovensko 8-točkovno brajico.

K 4. cilju se doda naslednji ukrep:

*"- razvoj informacijske komunikacijske tehnologije s sodobnimi rešitvami in aplikacijami v slovenskem jeziku, prilagojene osebam s posebnimi potrebami"*

Obrazložitev: predvideni ukrepi za omogočanje alternativnih poti sporazumevanja morajo slediti razvoju informacijsko komunikacijskih tehnologij in ustreznim aplikacijam v slovenskem jeziku. Poleg razvoja je treba omogočiti njihovo lokalizacijo in vgradnjo v sodobne naprave in programsko opremo.

- Poglavje 2.1.8 Jezikovna ureditev visokega šolstva in znanosti

2. cilj: besedilo 3. ukrepa se spremeni tako, da se glasi:

*"- na ravni doktorskega študija se univerzama prepusti avtonomna jezikovna politika ob upoštevanju ustavnih in zakonskih omejitev ter splošnega načela, da naj slovenski profesorji slovenskim študentom ne predavajo v tujem jeziku.*

Obrazložitev: tovrstno početje (ko Slovenec predava Slovcu v tujem jeziku) ni problematično samo zaradi zanemarjanja strokovno-znanstvene jezikovne zvrsti in s tem krnitve funkcijske celovitosti slovenščine, pač pa tudi zato, ker vodi v nižanje kakovosti univerzitetnega poučevanja, v povečevanje reproduktivnosti in spodbujanje konvergentnega mišljenja. Na nek način se z uvajanjem tujega jezika kot jezika slovenske znanosti vračamo v čas Avstro-Ogrske, ko je bil učni jezik slovenskih študentov izključno nemščina, s tem razlogom pa so šolske oblasti tudi zavirale uvajanje slovenščine kot učnega jezika v srednje šole.

Komisija še opozarja na razmerje med poučevanjem v slovenskem in tujem zlasti angleškem jeziku na univerzah oziroma visokošolskih zavodih, saj se nekateri študijski moduli izvajajo npr. v angleškem jeziku. Izraža zaskrbljenost o možnostih razvoja slovenskega strokovnega oziroma znanstvenega jezika, saj imajo npr. objave znanstvenih tekstov v tujih revijah, ki so eden izmed habilitacijskih pogojev, prednost pri pred objavami v slovenskem znanstvenem tisku. Zato morajo univerze in ostali visokošolski zavodi kljub vpetosti v mednarodno visokošolsko in poslovno večjezikovno okolje ohranjati in pomembno spodbujati prednostno vlogo slovenščine kot pedagoškega in znanstvenega jezika

\* \* \*

Za poročevalca je določen predsednik komisije dr. Zoran Božič.

Damijana Zelnik, l.r.  
sekretarka

Dr. Zoran Božič, l.r.  
predsednik



"Janez Oresnik"  
 <janez.oresnik@sazu.si>  
 24.06.2013 11:44

Za gp@dz-rs.si, majda.potrata@dz-rs.si  
 Kp bajd@robo.fe.uni-lj.si, marko.snoj@zrc-sazu.si,  
 janez.oresnik@sazu.si  
 Skp

Zadeva nova verzija amandmaja

Spostovani!

Danes (= ponedeljek) dopoldne sem Vam poslal amandma SAZU k predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014--2018. Prosim, zavržite to verzijo in jo nadomestite z novo, ki je pripeta tukaj in ki je opremljena z datumom in podpisom.

Z izrazi spostovanja  
 akademik Janez Oresnik.

Janez Oresnik  
 My NEW e-mail address:  
 janez.oresnik@sazu.si

**DRŽAVNI ZBOR REPUBLIKE SLOVENIJE**

Prejeto:	24-06-2013	
Šifra:	001-08/13-2/16	
Povezava:		
EPA:	1208-VI	EU:
Sign. zn.:		
Kratice:		

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----- File information -----  
 File: JANEZ.pdf  
 Date: 24 Jun 2013, 11:36  
 Size: 39474 bytes.  
 Type: Unknown

 - JANEZ.pdf

**AMANDMA Slovenske akademije znanosti in umetnosti k *Predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014-2018.***

**Skladno z Zakonom o Slovenski akademiji znanosti in umetnosti (UL RS št. 48/95) in posebej z njegovim 26. členom, ki pravi: »Ustanoviteljica Znanstvenoraziskovalnega centra Slovenske akademije znanosti in umetnosti (ZRC SAZU) je SAZU. ZRC SAZU izvaja s SAZU skupni dolgoročni program *Naravna in kulturna dediščina slovenskega naroda. ZRC SAZU izvaja temeljne naloge na področju naravoslovja, humanistike in družboslovja*«, Inštitut za slovenski jezik Frana Ramovša ZRC SAZU pripravlja in izdeluje pravopis slovenskega jezika, temeljne razlagalne slovarje sodobnega slovenskega knjižnega jezika, razlagalne terminološke slovarje, zgodovinske slovarje, narečne slovarje, dialektološke karte in dialektološke atlase ter etimološke slovarje, na vseh področjih tudi s tematskimi monografskimi obdelavami. Navedena dela so narejena in se pripravljajo predvsem na podlagi največje klasične gradivske zbirke za slovenščino v državi in inštitutskega digitalnega korpusa *Nova beseda*, za katerega se predvideva ustrezna nadgradnja, po možnosti v sodelovanju z jezikovnotehnološkimi strokovnjaki drugih ustanov.**

**Navedene dejavnosti potekajo že desetletja in bodo potekale tudi v celotnem obdobju veljavnosti Resolucije, zato bi po našem mnenju morale biti ustrezno navedene tudi v *Predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014-2018* kot dejavnost SAZU z Inštitutom za slovenski jezik Frana Ramovša ZRC SAZU, in sicer med t. i. nosilci pod 2.2.2 *Jezikovni opis*, 2.2.3 *Standardizacija* in 2.2.4 *Terminologija in večjezičnost*. Torej: ARRS, MIZŠ, MK, SAZU.**

**Ljubljana, 24. junija 2013**

**Akademik Janez Orešnik**

**po pooblastilu**



Št. 13  
1313

## DRŽAVNI ZBOR

Janko Veber, predsednik

Šubičeva ulica 4  
1000 Ljubljana

REPUBLIKA SLOVENIJA - DRŽAVNI ZBOR

Prejeto:	26-06-2013	
Šifra:	001-08/13-2/19	
Povezava:		
EPA:	1208-VI	EU:
Sign. zn.:		
Kratica:		

### Zadeva: mnenje k Predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014-2018 (ReNPJP14-18), EPA 1208-VI

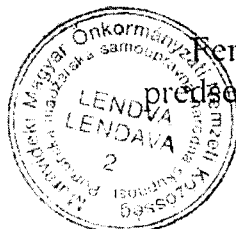
Spoštovani!

Na podlagi Vašega dopisa številka 001-08/13-0002/4 z dne 28.5.2013 Vam podajamo mnenje k predlogu Resolucije.

Poglavitna pripomba PMSNS k Predlogu Resolucije je, da ta ne zajema jezikovne problematike avtohtonih narodnih manjšin. Sistemsko politiko o rabi italijanskega in madžarskega jezika kot jezika pripadnikov avtohtonih narodnih skupnosti v Republiki Sloveniji je namreč z našega vidika potrebno in smiselno urediti v tako pomembnem dokumentu kot je ta resolucija. Umestitev italijanskega in madžarskega jezika v ta dokument je skladen z ustavo, mednarodno pravnimi dokumenti o varstvu narodnih manjšin in manjšinskih jezikov ter zakonskimi akti. Pri tem je v resoluciji potrebna celovita obravnava italijanskega in madžarskega jezika na različnih področjih, kot so javna in uradna raba jezika, vidna dvojezičnost, promocija jezikov avtohtonih narodnih skupnosti, jezikovno izobraževanje, potrebno znanje omenjenih jezikov v javni upravi, varstvo potrošnikov in oglaševanje itd.

PMSNS pa prav tako opozarja, da je potrebno v besedilu resolucije dosledno uporabljati terminologijo, ki je že uveljavljena v ustavi in zakonih ter tako namesto termina jezik manjšin uporabljati izraz jezik avtohtonih narodnih skupnosti.

Z lepimi pozdravi!



Ferenc Horváth, l.r.  
predsednik Sveta PMSNS



"Marko Snoj"  
<marko.snoj@zrc-sazu.si>

25.06.2013 15:04

Za <majda.potrata@dz-rs.si>, <gp@dz-rs.si>  
Kp  
Skp  
Zadeva Amandma\_ISJFR\_ZRC\_SAZU

Prejeto:	26-06-2013
Šifra:	001-08/13-2/17
Povezava:	
EPA:	1208-VI EU:
Sign. zn.:	
Kratika:	

Spoštovana mag. Potrata,

pripenjam predlog amandmaja Inštituta za slovenski jezik Frana Ramovša ZRC SAZU. Hkrati opravičujem svojo odsotnost pri jutrišnji javni predstavitvi Predloga NPJP, saj me ta čas zaradi prej dogovorjenih in neodložljivih obveznosti ne bo v Ljubljani.

Lep pozdrav,

Marko Snoj

--

Prof. dr. Marko Snoj

Predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU

Novi trg 2

1000 Ljubljana



- Amandma\_ISJFR\_ZRC\_SAZU.pdf

## Amandma k Predlogu Nacionalnega programa za jezikovno politiko 2014–2018

### Poglavje 2.2.3 Standardizacija

Na konec 3. odstavka naj se doda poved **Temeljni kodifikacijski priročnik, Slovenski pravopis, skladno s tradicijo in dobro prakso sprejema Slovenska akademija znanosti in umetnosti, ki v okviru svojih zakonskih zadolžitev sodeluje tudi pri nastajanju vseh drugih temeljnih jezikovnih priročnikov slovenskega jezika z normativnimi vsebinami.**

Med nosilce se k MIZŠ, ARRS in MK doda SAZU.

Ker normativne vsebine opredeljujeta tudi poglavji 2.2.2 Jezikovni opis in 2.2.4 Terminologija in večjezičnost, naj se tudi tu med nosilce doda SAZU.

Ljubljana, 25. junija 2013

Prof. dr. Marko Snoj

Predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU

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Ljubljana, dne 19.06.2013

ODBOR ZA KULTURO  
Mag. Majda Potrata, predsednica

DRŽAVNI ZBOR RS SLOVENIJE  
Šubičeva ulica 4  
1000 Ljubljana

DRŽAVNI ZBOR REPUBLIKE SLOVENIJE			
Prejeto:	27-06-2013		
Šifra:	001-08	13-2	21
Povezava:			
EPA:	1208-VI	EU:	
Sign. zn.:			
Kratice:			

ZADEVA: Pripombe in predlogi k predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014 – 2018

Zakon o uporabi slovenskega znakovnega jezika (Ur.l. RS št. 96/02) določa pravico gluhih oseb uporabljati slovenski znakovni jezik in pravico gluhih oseb do informiranja v njim prilagojenih tehnikah ter obseg in način uveljavljanja pravice do tolmača za znakovni jezik pri enakopravnem vključevanju gluhih oseb v življenjsko in delovno okolje ter vse oblike družbenega življenja ob enakih pravicah in pogojih ter z enakimi možnostmi, kot jih imajo osebe brez okvare sluha. **Gluha oseba po tem zakonu je oseba, ki je povsem brez sluha oziroma oseba, ki zaradi otežkočenega sporazumevanja uporablja znakovni jezik kot svoj naravni jezik.** Ta definicija pravice do uporabe znakovnega jezika izhaja iz socialnega modela razumevanja invalidnosti po novi mednarodni klasifikaciji funkcioniranja, invalidnosti in zdravja. Tako se pravica do komuniciranja v znakovnem jeziku priznava tudi naglušnim in gluhoslepim osebam, ki uporabljajo znakovni jezik kot svoj naravni jezik. Poleg omenjenega zakona je v 24. členu – poglavje Izobraževanje Konvencije o pravicah invalidov, katero je naša država ratificirala 10. aprila 2008, zapisano, da države pogodbenice sprejmejo ustrezne ukrepe, ki omogočajo učenje znakovnega jezika in **spodbujanje jezikovne identitete skupnosti gluhih** ter zagotavljajo, da poteka izobraževanje gluhih v jeziku in na način ter v obliki komunikacije, ki so najprimernejši za posameznika in v takem okolju, ki najbolj spodbuja akademski in socialni razvoj. Naslednji veljavni dokument, ki vključuje pravico do uporabe slovenskega znakovnega jezika, je Akcijski program za invalide 2007 – 2013. Pri cilju št. 4, ki se glasi: na podlagi enakih možnosti in brez diskriminacije zagotavljati vključujoč izobraževalni sistem na vseh ravneh in vseživljenjsko učenje, so med ukrepi navedene naslednje vsebine: zagotavljanje podpore v obliki osebne pomoči, spremljanja in svetovanja za študente invalide; **spodbujanje učenja znakovnega jezika kot drugega jezika; spodbujanje dvojezičnega izobraževanja gluhih.** V poročilu o uresničevanju Akcijskega programa za invalide 2007 – 2013 v letu 2007, ki ga je sprejela Vlada RS na 174. seji dne 18.6.2008, je pri oceni uresničevanja 4. cilja zapisano, da bo potrebno zagotoviti pogoje, da se gluhi in naglušni učenci izobražujejo v svojem jeziku ter da jim je učna snov podana v slovenskem znakovnem jeziku, kar je matično ministrstvo povzelo ter zapisalo, da bo tem vprašanjem posvetilo posebno pozornost.

V evropskem merilu je pomembna Resolucija o znakovnih jezikih gluhih, ki jo je sprejel Evropski parlament že leta 1988, v kateri poziva države članice, da podprejo raziskovalno delo na področju znakovnih jezikov ter v najkrajšem času omogočijo razvoj slovarjev znakovnih jezikov.





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Naslednji pomemben dokument je Deklaracija o znakovnih jezikih v Evropski uniji, ki je bila sprejeta na konferenci Evropskega parlamenta 19.11.2010 v Bruslju. Omenjena deklaracija med drugim vsebuje poziv vsem državam članicam Evropske unije, da sprejmejo vse potrebne ukrepe, s katerimi omogočajo gluhim in naglušnim osebam, uporabnikom znakovnega jezika, dvojezično izobraževanje in učenje (nacionalnega znakovnega jezika in v pisni obliki nacionalnega jezika).

Iz zgoraj zapisanega je razvidno, da imamo vrsto predpisov, ki vsebujejo pravico do uporabe znakovnega jezika, spodbujanju dvojezičnega izobraževanja ter spodbujanju jezikovne identitete skupnosti gluhih.

Tako smo danes, kljub številnim veljavnim predpisom, ki vsebujejo določbe o pravici do uporabe slovenskega znakovnega jezika, spodbujanju dvojezičnega izobraževanja, učenju znakovnega jezika, še vedno priča njihovem ne spoštovanju. Namreč, v večinskem sliščem svetu je prevladovalo in še prevladuje zmotno spoznanje, da gluhe in naglušne osebe samo slabše slišijo in da je zato v komunikaciji z njimi treba samo glasneje govoriti. Govorno sporazumevanje je za gluhe in naglušne zelo nezanesljivo, veliko informacij je izgubljenih in se tako v sliščem svetu znajdejo v neenakopravnem položaju in so s tem diskriminirani.

Gluha skupnost je jezikovna skupnost in ne podmnožica sliščih, ki ne slišijo. Imajo svojo kulturo, jezik, narečja, žargone, identiteto in na nevrolingvističnem nivoju delujejo kot dvojezična skupnost (slovenski jezik in znakovni jezik). Sedanja situacija omogoča mixing in switching med jezikoma in tudi procesov asimilacije, kjer jezikovna večina všliva na jezikovno manjšino.

Iz zgoraj navedenih razlogov s predlaganimi pripombami želimo, da se gluha populacija pripozna kot jezikovna skupnost, z lastnim jezikom in identiteto, ki presega medicinski model opredelitve gluhotе.

Zato se obračamo na vas s prošnjo, da naš predlog pripomb Odbor za kulturo, kateremu predsedujete obravnava in podpre. Amandmaje bi želeli tudi osebno obrazložiti zato vas prosimo, da nas povabite na sejo odbora, kjer se bo obravnaval predlog resolucije.

Za sodelovanje se vam zahvaljujem in lepo pozdravljamo,

Jasna Bauman, Zavod Združenje  
tolmačev za slovenski znakovni jezik

Mladen Veršič, Zveza društev gluhih  
in naglušnih Slovenije



## **PRIPOMBE NA PREDLOG RESOLUCIJE O NACIONALNEM PROGRAMU ZA JEZIKOVNO POLITIKO 2014 – 2018**

### **K poglavju 1 Uvod, 1.1. Izhodišče in ocena stanja**

Za besedilom »Slovencev na Madžarskem na področju šolstva ipd.«, osmi odstavek se doda besedilo:

Slovenski znakovni jezik (SZJ) je samostojen in drugačen od slovenščine – z visoko razvitim manualno-vizualnim načinom izražanja ima drugačno skladnjo, drugačna oblikoslovna in besedotvorna pravila, ne more se uporabljati hkrati z govorno slovenščino.

Znakovni jezik je način sporazumevanja večine odraslih gluhih oseb; kadar se družijo z drugimi gluhih ali slišječimi osebami, ki obvladajo znakovni jezik gluhih, uporabljajo isti jezikovni kod. Slovenski znakovni jezik je prvi naravni jezik gluhih, zato je jezik skupnosti gluhih in ga uvrščamo med jezike manjšine v Sloveniji.

S sprejetjem Zakona o uporabi slovenskega znakovnega jezika (SZJ), ki gluhih osebam daje pravico uporabljati znakovni jezik na vseh področjih dela in življenja, ki jo uresničujejo s tolmači za slovenski znakovni jezik, se je zahtevnost in pestrost dela tolmačev občutno povečala in hkrati so se zvišala tudi pričakovanja uporabnikov (gluhih oseb). Razvejano in raznoliko delo tolmačev pa zahteva boljše prepoznavanje in standardizacijo slovenskega znakovnega jezika, saj sedanja stopnja poznavanja in razvitosti SZJ ne dosega komunikacijskih zahtev sodobne in na znanju temelječe družbe.

Slovenski knjižni jezik je za gluhe tuj jezik, ker temelji na glasovno-pisnem govoru. Pogoj za glasovni govor je sluh, pri gluhih pa je najpomembnejši vidni način izražanja oz. t. i. optična modaliteta; znakovni jezik torej oddaja vizualne signale namesto akustičnih. Gluhi otrok ne more posnemati akustičnih signalov in mu nič ne pomenijo. Ena sama kretnja sproži v gluhem otroku plaz vprašanj, ker je vidna in predstavlja določen pomen ali pojem. Brez znanja slovnično-semantično-sintaktičnih pravil znakovnega jezika pa tudi ni možno spoznati verbalnega jezika pri gluhih in tudi ni možno njihovo opismenjevanje.

Tudi pomanjkljivo znanje SZJ gluhih povzroča težave pri učenju nacionalnega jezika in otežuje komuniciranje z drugimi ljudmi. Premajhno znanje gluhih onemogoča kognitivno-intelektualni ter emocionalno-socialni razvoj in jih prikrajša za pridobivanje emocionalno-socialnih izkušenj. Za gluhe je dober komunikacijski učinek življenjskega pomena – to pa pomeni, da mora biti komunikacija v SZJ po meri gluhih, ne pa po meri slišječih!

V strokovni literaturi, ki obravnava SZJ, se ponavlja trditev, da je SZJ jezik, ki ima svoja slovnična pravila, drugačno zgradbo kot slovenščina, toda teh pravil zaenkrat ne moremo nikjer prebrati oziroma so zgolj razmišljanja posameznikov, ki pa nimajo raziskovalne potrditve in ne vrednosti standarda. Na področju SZJ so bile opravljene določene raziskave, katerih nekatere rezultate bo enkrat v prihodnosti mogoče zapisati kot standard. Vendar, kot ugotavlja Svet za slovenski znakovni jezik, kljub precejšnjemu opravljenemu delu na tem področju ni koordinacije oziroma koordinatorja, ki bi združil ali povezal različne ustanove, ki se s tovrstno vsebino ukvarjajo, kajti šele tovrstno povezovanje bi omogočilo boljše poznavanje in napredek na področju SZJ.



Z raziskavami bi se v prihodnje morala definirati zgradba in prvine SZJ in morale bi se dokumentirati njegove leksikalne in slovnične sestavine. V nadaljevanju je nujno potrebno spodbujati raziskovalno metodologijo, sistematično raziskovanje znakovnega jezika na znanstveni ravni in širjenje tovrstnih spoznanj. Zagotoviti je potrebno strokovne kompetence, s katerimi se bodo sankcionirale pogoste ad hoc amaterske rešitve v škodo SZJ in njegove sporočilnosti. Lahko se zgledujemo, kako je to področje urejeno tudi v naši bližini, v Avstriji, Italiji, Nemčiji, Češki, če se omejimo na nam najbližje države. K naštetim izboljšavam pa nas navaja tudi sprejeta slovenska zakonodaja (Ustava Republike Slovenije, Zakon o uporabi slovenskega znakovnega jezika) ter številne mednarodne deklaracije, konvencije in priporočila.

#### OBRAZLOŽITEV:

Potreba po sporočanju je ena temeljnih človekovih potreb. Ker gluhoti preprečuje sprejemanje zvočnih informacij, morajo gluhe osebe sporočanje uresničiti po drugih, nadomestnih poteh. Znakovni jezik daje gluhim osebam to možnost, da se izrazijo in s tem preprečuje njihovo izolacijo ter jim omogoča enakopravnejše uveljavljanje vseh človekovih pravic in temeljnih svoboščin. Priznanje znakovnega jezika bo gluhim osebam povečalo možnost dostopa do ustreznih izobrazbe ter socialne in poklicne vključenosti. Skrb za razvoj slovenskega znakovnega jezika in skrb za uveljavljanje in enakopravnost znakovnega jezika je zaupana Svetu za slovenski znakovni jezik, katerega je ustanovila Vlada Republike Slovenije in za katerega Zavod Združenje tolmačev za slovenski znakovni jezik izvaja strokovna, administrativna, tehnična in druga dela. Tako se je svet od ustanovitve do danes vezano na uveljavitev znakovnega jezika seznanil s katalogom standardov znanj in spretnosti za pridobitev poklica tolmač/tolmačica slovenskega znakovnega jezika, Multimedijem praktičnim slovarjem gluhih, dinamiko pridobivanja certifikatov ter podprl prizadevanja za izdajo specializiranih priročnikov znakovnega jezika. Domena razvoja znakovnega jezika in izdelave slovarjev slovenskega znakovnega jezika je v rokah nevladnih organizacij (Zavoda Združenje tolmačev za slovenski znakovni jezik kot izvajalske službe zakonske pravice gluhih do tolmača in uporabniške organizacije Zveze društev gluhih in naglušnih Slovenije). Če upoštevamo Zakon o uporabi slovenskega znakovnega jezika, ki postavlja definicijo znakovnega jezika, Resolucije o znakovnih jezikih, ki jih je sprejel Evropski parlament, ki poziva države članice, da priznajo znakovni jezik gluhih, izhaja, da je potrebno področje slovenskega znakovnega jezika enakovredno obravnavati kot slovenski jezik in jezik manjšin, zato menimo, da je v okviru poglavja potrebno zapisati tudi oceno stanja na tem področju.

#### **K poglavju 1.2. Okvir nacionalnega programa za jezikovno politiko**

Za besedilom »kot nosilec jezikovnopolitičnih ukrepov« se doda besedilo: »Za pripravo obeh dokumentov za področje slovenskega znakovnega jezika se imenuje posebna delovna skupina, ki jo sestavljajo predstavniki javnih raziskovalnih in strokovnih zavodov ter predstavniki Zveze društev gluhih in naglušnih Slovenije in Zavoda Združenje tolmačev za slovenski znakovni jezik«.

#### OBRAZLOŽITEV:

Iz poročila o uresničevanju iztekajoče Resolucije o nacionalnem programu za jezikovno politiko je razvidno, da sta skrb o razvoju in uveljavljanju slovenskega znakovnega jezika samoiniciativno oz. po sili razmer prevzeli nevladni organizaciji: Zveza društev gluhih in naglušnih Slovenije ter Zavod Združenje tolmačev za slovenski znakovni jezik, ki problematiko neurejenega statusa slovenskega znakovnega jezika najbolj občutita. Zato



menimo, da je nujno potrebno imenovanje posebne delovne skupine, saj je sedanja situacija posledica neopredeljenega nosilca skrbi. V podpoglavju 2.1.7 Govorci s posebnimi potrebami je v zadnjem odstavku zapisano, da je zaradi specifik jezikovnega izobraževanja gluhih potrebno v Akcijskem načrtu za izobraževanje predvideti vlogo, ki jo bo imel obstoječi Svet za slovenski znakovni jezik pri izvajanju akcijskega načrta, ne pa tudi pri nastajanju tega dokumenta.

### **K podpoglavju 2.1 Jezikovno izobraževanje**

Za podpoglavjem »2.1.5 Jeziki manjšin in priseljencev v Republiki Sloveniji« se doda novo podpoglavje »2.1.6 Slovenski znakovni jezik«.

#### **OBRAZLOŽITEV:**

Predlog obravnavane resolucije problematiko slovenskega znakovnega jezika vključuje v poglavje »2.1.7. Govorci s posebnimi potrebami«. Če upoštevamo Zakon o uporabi slovenskega znakovnega jezika, ki postavlja definicijo znakovnega jezika, Resolucije o znakovnih jezikih, ki jih je sprejel Evropski parlament, ki poziva države članice, da priznajo znakovni jezik gluhih, izhaja, da je potrebno področje slovenskega znakovnega jezika enakovredno obravnavati kot slovenski jezik in jezik manjšin. Slovenski znakovni jezik je jezik, ki ga uporabljajo gluhe osebe pri sporazumevanju s svojimi slovničnimi značilnostmi in ga ni možno enačiti z braillovo pisavo ali težavami, ki jih imajo dislektiki ter drugi govorniki s posebnimi potrebami. Slovenski znakovni jezik ni podpora učenju slovenskega jezika, ampak je poseben jezikovni sistem. Vsebine zapisane v predlagani resoluciji v podpoglavju 2.1.7 vezane na slovenski znakovni jezik se smiselno vnesejo v novo predlagano poglavje, ostala podpoglavja se temu ustrezno preštevilčijo.

### **K podpoglavju 2.1.7 Govorci s posebnimi potrebami, 1.cilj Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku**

Med ukrepe se doda nov ukrep »standardizacija slovenskega znakovnega jezika«

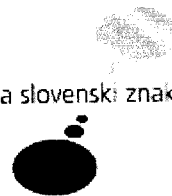
#### **OBRAZLOŽITEV:**

V literaturi, ki se obravnava SZJ se ponavlja trditev, da je SZJ jezik, ki ima svoja slovnična pravila, drugačno zgradbo kot slovenščina, pa vendar teh pravil ni nikjer možno prebrati oziroma so zgolj razmišljanja posameznikov, ki pa nimajo vrednosti standarda. Na področju SZJ so bile opravljene določene raziskave, katerih nekatere rezultate bo v prihodnosti možno zapisati kot standard. Vendar kot ugotavlja Svet za slovenski znakovni jezik in Zveza društev gluhih in naglušnih Slovenije, kljub veliko opravljenega dela, na tem področju ni koordinacije oziroma koordinatorja, ki bi združil ali povezal različne institucije, ki se s tovrstno vsebino ukvarjajo, kar bi omogočilo standardizacijo SZJ. Smiselno predlaganemu novemu ukrepu se dopolnijo kazalniki in predvidena sredstva.

### **K poglavju 2.2 Jezikovna opremljenost**

Med ukrepe za dosego cilja »Uskladitev dejavnosti pri načrtovanju in izvajanju Akcijskega načrta za jezikovno opremljenost« se dodata nova ukrepa:

»spodbujanje raziskav o slovenskem znakovnem jeziku kot podpora Akcijskemu načrtu za jezikovno opremljenost«,



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telefon: 01/436 47 92  
faks: 01/436 47 93  
zdruzenjet@t-2.net  
www.tolmaci.si

» vzpostavitev osrednje institucije z namenom povezovanja, zbiranja, razvoja, distribucije jezikovnih virov in tehnologij za področje slovenskega znakovnega jezika. Institucija mora biti

vzpostavljena v roku enega leta od sprejema Resolucije, pri čemer je treba zagotoviti financiranje za njeno dolgoročno delovanje«.

**OBRAZLOŽITEV:**

Država je opredelila vsem izvajalcem, zavodom za usposabljanje gluhih, Zvezi društev gluhih in naglušnih Slovenije, Zavodu Združenje tolmačev za slovenski znakovni jezik, Pedagoški fakulteti, ki usposablja surdopedagoge skrb za razvoj slovenskega znakovnega jezika in delno raziskovanje le tega. Ta opredelitev je posplošena in nima ne finančnih in ne nadzornih posledic. Zato vse institucije smatrajo skrb za razvoj slovenskega znakovnega jezika za svojo obstransko in ne glavno dejavnost, skušajo prispevati, vendar nekoordinirano, premalo strokovno, raziskovalno, argumentirano. Rešujejo obstranske, ne pa bistvenih problemov slovenskega znakovnega jezika. Situacija v zvezi z znakovnim jezikom je očitna posledica neopredeljenega nosilca skrbi, najbolj pa jo čutijo gluhi uporabniki in tolmači slovenskega znakovnega jezika. Vezano na predlagana nova ukrepa se dopolni Kazalniki in Predvidena sredstva.

Ljubljana, dne 17.junij 2013

Pripombe pripravili:

1. Jasna Bauman, direktorica zavoda
2. Mladen Veršič, predsednik ZDGNS
3. Matjaž Juhart, sekretar ZDGNS



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i>  
26.06.2013 08:55

Za <gp@dz-rs.si>  
Kp  
Skp

Zadeva Javna predstavitev mnenj o Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014-2018

REPUBLIKA SLOVENIJA - DRŽAVNI ZBOR

Prejeto:	26-06-2013	
Šifra:	001-08/13-2/18	
Povezava:		
EPA:	1208-VI	EU:
Sign. zn.:		
Kratice:		

Spoštovani, prilagam predstavitev mnenja Laboratorija za umetno inteligenco na Institutu Jožef Stefan.

Hvala in lep pozdrav,

Simon Krek

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Simon Krek

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**Institut Jožef Stefan (Laboratorij za umetno inteligenco) podpira resolucijo v obliki, kot je predlagana.**

Poudarjamo, da je za podporo slovenščini nujno treba vzpostaviti infrastrukturo za prosto dostopne vire in orodja za računalniško obdelavo jezika, kar resolucija že vsebuje. Laboratorij sodeluje pri številnih mednarodnih raziskovalnih projektih:

- (\*) XLike –čezjezičnost in izločanje znanja iz besedila, kjer je vključena tudi slovenscina
- (\*) Translectures –razpoznavo govora in prevajanje za potrebe akademskih predavanj (portal Videlectures)
- (\*) LTWeb - standardizacija večjezičnosti na nivoju konzorcija W3C (testni primer je orodje Enrycher)
- (\*) XLime - projekt na temo analize televizijskih oddaj z vzporednim spremljanjem družabnih medijev–vključuje razpoznavo govora in računalniško analizo besedil
- (\*) Meta-net, predlog za nadaljnji razvoj večjezičnosti v EU

Skupni znesek omenjenih projektov je okoli 2.5M za Slovenijo - celotna vrednost projektov pa je okoli 17M. Gre za slovensko tehnologijo, ki se uporablja v dobri meri za tuje jezike –slovenščina je povsod vključena, vendar manjka osnovna infrastruktura, ki je pa ti projekti ne financirajo neposredno.

dr. Simon Krek, Institut Jožef Stefan, Laboratorij za umetno inteligenco

Prejeto:	27-06-2013	
Šifra:	001-08/13-2/25	
Povezava:		
EPA:	1208-VI	EU:
Sign. zn.:		
Kratka:		



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Za <zlatka.sorn@dz-rs.si>

Kp

Zadeva predlog amandmajev RNPJP 2014-2018

Spoštovani,  
 v prilonki vam pošiljamo predlog amandmajev k Resoluciji o Nacionalnem programu za jezikovno politiko 2014-2018 s prošnjo, da naš predlog uvrstite med gradivo na jutrišnje sejo Odbora za izobraževanje in kulturo. Ker smo amandmaje pripravili kot nestrokovnjaki s tega področja, upamo, da boste naše morebitne tehnične napake pri oblikovanju predlogov besedila spregledali.  
 Z lepimi pozdravi,

Azra Seražin  
 Tajnica ZDSSS

Tomaž Wraber  
 Predsednik ZDSSS



Tajništvo Zveze  
 ZVEZA DRUŠTEV SLEPIH IN SLABOVIDNIH SLOVENIJE  
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 Spletna stran: <http://www.zveza-slepih.si>





**Predlog amandmajev oz. sprememb v besedilupredloga Resolucije o Nacionalnem programu za jezikovno politiko 2014 – 2018 (EVA 2013-3330-0039)**

**Predlagamo da se besedilo dopolni oz spremeni z naslednjimi predlogi:**

### **1.1 Izhodišče in ocena stanja**

Obstoječe besedilo dopolni tako, da se za besedama: »...vključenost govorcev« dodata besedi: »in bralcev«, tako da se besedilo glasi:

»V tem smislu je pomembno spodbujati in razvijati prav vse vidike pismenosti, s posebno občutljivostjo tudi razvijanje jezikovne zmožnosti manjšin, vključenost govorcev in bralcev s posebnimi potrebami in otrok priseljencev.«

#### **OBRAZLOŽITEV:**

V besedilu dokumenta je beseda »govorec« največkrat uporabljena v smislu uporabnik (torej uporabnik slovenskega jezika). Zato se utegne izgubiti in ostati spregledano pomembno dejstvo, da za sorazmerno velik del prebivalstva govor (govorjenje) slovenskega jezika ni problem, zato pa je za ta segment zelo velik problem prav branje slovenskega jezika. Tu gre predvsem za slepe in slabovidne, za gluhoslepe, nepričakovano velik del družbe pa pomenijo tudi do nedavnega skoraj spregledani dislektiki in drugi ljudje z motnjami branja. In naj se sliši še tako paradoksalno, branje slovenskih besedil predstavlja pogosto težavo tudi za nekatere gluhe in naglušne. Vse te težave je moč danes sorazmerno uspešno odpraviti oz. s sodobnimi IK tehnologijami in drugimi sredstvi obiti, če se jih zavedamo. Zato se nam zdi zelo pomembno, da je v besedilu dokumenta večkrat poudarjeno tudi to, da je branje slovenskih besedil danes še marsikomu onemogočeno.

Isti predlog in ista obrazložitev velja tudi za besedilo v poglavju:

### **1.2 Okvir nacionalnega programa za jezikovno politiko**

tako da se dopolnjeno besedilo po novem glasi:

»S še posebno občutljivostjo skrbi za govorce in bralce s posebnimi potrebami. V tem okviru je zaradi specifičnosti njihovega sporazumevanja posebna skrb namenjena gluhim (slovenskemu znakovnemu jeziku kot prvemu jeziku večine gluhih), pa tudi vsem drugim osebam s posebnimi potrebami: slepim in slabovidnim (besedilom v brajici ter informacijski komunikacijski tehnologiji, namenjeni slepim in slabovidnim osebam), osebam s specifičnimi motnjami (kot so disleksija, slabše bralne in učne zmožnosti, govorno-jezikovne motnje ipd.) ter osebam z motnjo v duševnem razvoju.«

V poglavju:

### 1.3 Jezikovnopolitična vizija

predlagamo, da besedilu: »...in slovensko brajico«, sledi besedilo: »ter kakovostno slovensko govorno sintezo).«,

tako da se celotni stavek glasi:

»Skrbi tudi za podatkovne jezikovne vire, ki jih govorke in govorniki slovenščine potrebujejo pri učenju in rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorke in govorniki drugih jezikov pri učenju in rabi knjižne slovenščine (vključno s skrbjo za slovenski znakovni jezik in slovensko brajico ter kakovostno slovensko govorno sintezo).«

#### OBRAZLOŽITEV:

Kakovostna slovenska govorna sinteza omogoča slepim in slabovidnim ljudem z motnjami branja, deloma pa tudi gluhoslepim branje in razumevanje besedil v običajnem tisku, ali digitaliziranih besedil v različnih formatih. Za razumljivost je nujno v ta računalniška orodja vnašati tudi prozodične elemente, kar olajša njihovo uporabo in je pogoj za vsakdanjo in dolgotrajno uporabo.

Pri naslovu poglavja:

#### 2.1.7 Govorniki s posebnimi potrebami

Predlagamo naslednjo opombo:

( zaporedna št. opombe) Besedico »govorec« iz tega naslova moramo razumeti kot uporabnik slovenščine, torej kot govorec, ali bralec s posebnimi potrebami. Če namreč nekaterim predstavlja težavo govorjenje slovenščine, pa velikemu številu drugih (npr. slepim in slabovidnim, gluhoslepim, ljudem z motnjami branja itd.) eno največjih življenjskih težav predstavlja branje različno zapisanih besedil. To težavo je največkrat možno premostiti z razvojem primernih orodij IK tehnologije.

#### OBRAZLOŽITEV:

Zavedanje, da je tudi v slovenski družbi, tako kot v vseh drugih po svetu, prisotnih tudi veliko ljudi z različnimi posebnimi potrebami, je pri nas zelo slabo. Zato smo tako pri odpravljanju fizičnih, kot komunikacijskih ovir še daleč od stanja v razvitih družbah. Poudarjanje, da skupaj živimo v isti družbi ljudje z zelo različnimi potrebami je tako nujno v vsakem dokumentu in ob vsaki priložnosti, saj nihče od nas ne ve, kdaj se bo znašel v kateri od depriviligiranih manjšin, lahko pa se mu to zgodi vsak hip.

Nadalje predlagamo, da se med različne dokumente, citirane v oklepaju v tem poglavju, doda tudi Konvencija Združenih narodov o pravicah invalidov.

#### OBRAZLOŽITEV:

Republika Slovenija je bila med prvimi državami, ki so to konvencijo ratificirale in tudi uvrstile v svoj pravni red, hkrati pa je to eden zadnjih, oz. najnovejših

dokumentov, ki govori o posebnih potrebah in položaju invalidov v družbi, zato se nam zdi nujno, da se Resolucija sklicuje tudi nanjo.

Predlagamo, da se v istem poglavju, pri 2. Cilj, da se med Ukrepi dodata dve alineji in sicer:

- Pravico do hranjenja literarnih, strokovnih in drugih besedil v slepim, slabovidnim in ljudem z motnjami branja prilagojeni digitalizirani obliki v digitalnih knjižnicah in na spletu in njihove distribucije med uporabnike s posebnimi potrebami

in

- opremljanje muzejev, galerij, gradov, cerkva in drugih znamenitih stavb in umetnostno zgodovinskih spomenikov ter starih mestnih jeder z avdiodeskripcijo.

#### **OBRAZLOŽITEV:**

Digitalizacija literarnih, strokovnih in drugih besedil pomeni, da postanejo ta besedila v znatno večji meri dostopna tudi za slepe, slabovidne, gluhoslepe in ljudi z motnjami branja. Ker pa zakonodaja hitremu razvoju že dolgo ne sledi, se pri tem kažejo nekatere ovire, ki lahko predstavljajo resen problem tako na nacionalni kot mednarodni ravni. Sprejem tega ukrepa bi ustrezno dopolnil poglavje 2.2.6 Digitalizacija, kjer je govora predvsem o strokovnih delih in delih, ki se tičejo slovenskega jezika, ne pa povsem jasno tudi o literarnih delih.

Avdiodeskripcija pa že dolgo ne pomeni več le opremljanja filmov in TV oddaj z opisi za slepe, ampak tudi opise in vodenje po vseh naštetih (in drugih) ustanovah in lokacijah tako, da tudi ljudem s hujšimi okvarami vida približajo bistvo in pomen teh spomenikov, ustanov in njihovih zbirk. Predlagana oblika avdiodeskripcije bi hkrati tudi nadgradila eno prejšnjih alinej, ki priporoča predvsem splošne zvočne informacije. Ker ima te težave tudi vedno več starejših, katerih število strmo narašča, je to družbeno precej pomembnejše kot se zdi na prvi pogled.

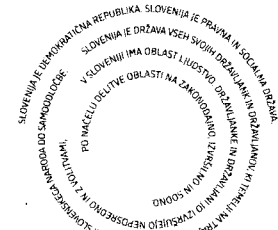
Zato predlagamo, da tudi med Kazalnike, ki Ukrepom sledijo vnesli: število za slepe in slabovidne ter ljudi z motnjami branja digitaliziranih del ter z avdiodeskripcijo opremljenih javnih in kulturnih ustanov.

Predlagamo, da se pri poglavju 2.2.7 Govorci s posebnimi potrebami ponovi ista opomba, kot pri poglavju 2.1.7 – glej zgoraj.

Nadalje predlagamo, da v nadaljnjem besedilu besedno zvezo »čitalce zaslonov« zamenjamo z ustrežnejšim tako v stroki kot med slepimi že bolj uveljavljenim izrazom: »bralniki zaslona« .



Šubičeva ulica 4, 1000 Ljubljana  
t: 01 478 94 00, f: 01 478 98 45, e: gp@dz-rs.si, www.dz-rs.si



PS - Poslanska skupina Pozitivna Slovenija  
SD - Poslanska skupina Socialnih demokratov  
DL - Poslanska skupina Državljske liste  
DeSUS - Poslanska skupina Demokratične stranke upokojenцев Slovenije

DRŽAVNI ZBOR REPUBLIKE SLOVENIJE	
Prejeto:	27-06-2013
Šifra:	001-08/13-2/20
Povezava:	
EPA:	1208-VI
EU:	
Kratica:	

Datum: 27.06.2013

### POPRAVEK AMANDMAJA

#### K Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014–2018 (ReNPJP14–18), EPA 1208 - VI , druga obravnava - MDT

#### K podpoglavju 2.1.1 Uvod (k poglavju Jezikovno izobraževanje)

Amandma se spremeni tako, da se glasi:

"V četrtem odstavku poglavja se poved: Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega jezika v Republiki Sloveniji, o tem, da je slovenščina drugi ali tuji jezik za številne govorce, ter o enakovrednosti vseh jezikov.« se spremeni in se glasi:

»Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega jezika v Republiki Sloveniji, o tem, da je slovenščina materni jezik večine prebivalstva, pa tudi drugi ali tuji jezik za številne govorce drugih maternih jezikov, ter o enakovrednosti vseh jezikov.""

#### Obrazložitev:

Besedilo se pravilno umešča v ustrezen odstavek in sicer četrti odstavek.

  
Poslanska skupina Pozitivna Slovenija

  
Poslanska skupina Socialnih demokratov

  
Poslanska skupina Državljske liste

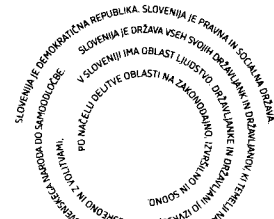
  
Poslanska skupina Demokratične stranke upokojenцев Slovenije



REPUBLIKA SLOVENIJA  
**DRŽAVNI ZBOR**

Komisija za narodni skupnosti

Šubičeva ulica 4, 1000 Ljubljana  
t: 01 478 96 66, f: 01 478 98 69, e: gp@dz-rs.si, www.dz-rs.si



Številka: 001-08/13-2/23  
Datum: 27. junij 2013

Na podlagi prvega odstavka 41. člena in prvega odstavka 43. člena Poslovnika Državnega zbora je Komisija za narodni skupnosti kot zainteresirano delovno telo pripravilo naslednje

## POROČILO

### **k Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014–2018 (ReNPJP14–18), EPA 1208-VI.**

Komisija za narodni skupnosti (v nadaljevanju: Komisija) je na 1. nujni seji 27. junija 2013 kot zainteresirano delovno telo obravnavala Predlog resolucije o nacionalnem programu za jezikovno politiko 2014–2018 (v nadaljevanju: Predlog resolucije), ki ga je Državnemu zboru v obravnavo predložila Vlada RS.

Seje Komisije so se udeležili državni sekretar na Ministrstvu za kulturo dr. Aleš Črnič, vodja Službe za slovenski jezik na Ministrstvu za kulturo dr. Simona Bergoč, sekretar Vojko Stopar in predstavnica Službe za narodnosti pri Ministrstvu za notranje zadeve mag. Vesna Kalčič.

Člani Komisije so bili seznanjeni s Predlogom resolucije, z mnenjem Zakonodajno-pravne službe z dne 14. 6. 2013 in z mnenjem Pomurske madžarske samoupravne narodne skupnosti/Muravidéki Magyar Önkormányzati Nemzeti Közösség. V poslovniskem roku so bili s področja avtohtonih narodnih skupnosti vloženi amandmaji Poslanske skupine italijanske in madžarske narodne skupnosti in amandmaji koalicijskih strank (PS PS, PS SD, PS DL, PS DeSUS).

\* \* \*

**Državni sekretar na Ministrstvu za kulturo, dr. Aleš Črnič**, je dejal, da je v Predlogu resolucije, ki je osredotočena na rabo slovenskega jezika, namenjena posebna skrb in odgovornost do jezika tistih skupin v RS, ki jim slovenščina ni materni jezik, torej tudi do govorcev italijanščine in madžarščine. Poudaril je, da so amandmaji poslanske skupine italijanske in madžarske narodne skupnosti, ki opozarjajo na promocijo in funkcionalno rabo jezika avtohtonih narodnih skupnosti v javni sferi, smotrni, zato namerava predlagatelj v besedilo Predloga resolucije v podpoglavju 2.3. Formalnopravni vidiki slovenske jezikovne politike dodati poseben cilj in ukrepe, ki zagotavljajo pogoje za enakopravno javno rabo in razvoj italijanskega in madžarskega jezika na območjih občin, v katerih živita italijanska in madžarska narodna skupnost.

V razpravi je bilo opozorjeno, da večina amandmajev Poslanske skupine italijanske in madžarske narodne skupnosti opozarja zgolj na točnost ustavno-pravno opredeljenih terminov.

\* \* \*

Po zaključeni razpravi je Komisija **podala naslednje predloge za amandma matičnega delovnega telesa, t.j. Odbora za kulturo.**

**Predlog za amandma Odbora za kulturo k podpoglavju 1.2. Okvir nacionalnega programa za jezikovno politiko**

V prvem stavku tretjega odstavka tega podpoglavja (str. 6) se za dvopičjem besedilo "pripadnike madžarske in italijanske narodne manjšine" nadomesti z besedilom "pripadnike avtohtone madžarske in italijanske narodne skupnosti".

Obrazložitev:

Amandma je redakcijske narave in v skladu z mnenjem Zakonodajno-pravne službe.

**Predlog za amandma Odbora za kulturo k podpoglavju 2.1.1. Uvod:**

Del besedila tretjega odstavka tega podpoglavja (str. 11) "Na ozemlju italijanske in madžarske skupnosti skrbi za kvalitetno izobraževanje..." se nadomesti z naslednjim besedilom: "Na območjih občin, v katerih živita avtohtona italijanska ali madžarska narodna skupnost, skrbi za kakovostno izobraževanje..."

Obrazložitev:

Amandma je redakcijske narave in sledi besedilu 11. člena Ustave.

**Predlog za amandma Odbora za kulturo k podpoglavju 2.1.5. Jezik manjšin in priseljencev v Republiki Sloveniji**

Drugi odstavek se dopolni tako, da se glasi:

"Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov. Vse osebe javnega prava imajo dolžnost, da na teh območjih poslujejo in se sporazumevajo tudi v jeziku avtohtonih narodnih skupnosti. Prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture."

Obrazložitev:

Ustava Republike Slovenije, Zakon o ratifikaciji evropske listine o regionalnih ali manjšinskih jezikih, Zakon o ratifikaciji okvirne konvencije za varstvo narodnih manjšin in drugi mednarodno pravni dokumenti o varstvu narodnih ali jezikovnih manjšin dajejo italijanski in madžarski avtohtoni narodni skupnosti ter njunim pripadnikom pravico, da na narodnostno mešanem območju enakopravno, javno in zasebno uporabljajo svoj jezik.

**Predlog za amandma Odbora za kulturo k poglavju 2.1.5 Jeziki manjšin in priseljencev v Republiki Sloveniji**

V petem odstavku se prva alineja "jezikovno usposabljanje javnih uslužbencev za komunikacijo v manjšinskih jezikih;" spremeni tako, da se glasi:

- »jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komunikacijo v jezikih avtohtonih narodnih skupnosti;«

V petem odstavku se doda nova 3. alineja, ki se glasi:

- "promocija jezikov avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja;"

V petem odstavku sedanja tretja alineja postane četrta alineja.

V šestem odstavku se besedilo prve alineje "število izobraževanj za javne uslužbence" spremeni tako, da se glasi

- "število izobraževanj za javne uslužbence in funkcionarje,"

V šestem odstavku se doda nova četrta alineja, ki se glasi:

- "število promocijskih dogodkov na različnih področjih in objavljenih medijskih prispevkov o jezikih avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev."

Osmi odstavek se spremeni tako, da se glasi:

"Predvideni učinki: usklajeno načrtovanje, razvijanje in izvajanje jezikovnih izobraževalnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev in funkcionarjev, posledično večja dostopnost do storitev javne uprave, ustrezna medijska prisotnost jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev, ozaveščenost o obstoju jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja.«.

Obrazložitev:

Amandma sledi amandmaju Poslanske skupine italijanske in madžarske narodne skupnosti, ki se nanaša na vprašanje jezikovnega usposabljanja javnih uslužbencev in funkcionarjev, ter uvaja ukrepe in kazalnike za promocijo jezikov avtohtonih narodnih skupnosti v RS.

### **Predlog za amandma Odbora za kulturo k podpoglavju 2.3 Formalnopravni vidiki slovenske jezikovne politike:**

V podpoglavju 2.3. Formalnopravni vidiki slovenske jezikovne politike se za četrtem odstavkom doda novo besedilo, ki se glasi:

**"1. Cilj: Zagotovitev raziskovalnih in empiričnih podlag za učinkovito jezikovno politiko"**

Za besedilom poglavja 2.3. Formalnopravni vidiki slovenske jezikovne politike se doda naslednje besedilo:

**"2. Cilj: zagotovitev pogojev za enakopravno javno rabo in razvoj italijanskega ali madžarskega jezika na območjih občin, v katerih živita avtohtoni italijanska ali madžarska narodna skupnost"**

Ukrepi:

- ustrežnejša sistemska nadgradnja dvojezičnega poslovanja,
- priprava potrebnih zakonskih aktov za izvedbo jezikovne politike na področju manjšinskih jezikov,
- uresničevanje vidne dvojezičnosti na območjih občin, v katerih živita avtohtoni italijanska ali madžarska narodna skupnost,

- uresničevanje varstva potrošnikov tudi v italijanskem in madžarskem jeziku na teh območjih,
- ureditev in izvajanje ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovne politike in financiranjem.

**Kazalniki:**

- priprava zakonskih in podzakonskih aktov za implementacijo ustavnih določil in nacionalno sprejetih jezikovnih politik,
- odprava kršitev uveljavljanja komuniciranja in vodenja postopkov javnih uslužbencev in funkcionarjev v italijanskem ali madžarskem jeziku ter izdajanja dokumentov tudi v italijanskem ali madžarskem jeziku na omenjenih območjih,
- odprava kršitev uveljavitve dvojezičnih obrazcev, tiskovin, e-uprave in drugega pri poslovanju oseb javnega prava na omenjenih območjih,
- odprava kršitev vseh oblik vidne dvojezičnosti na omenjenih območjih,
- odprava kršitev pri rabi italijanskega in madžarskega jezika na področju varstva potrošnikov in oglaševanja na omenjenih območjih,

**Predvidena sredstva: 200.000 EUR**

**Predvideni učinki:** usklajeno načrtovanje, razvijanje, uresničevanje in nadzor nad uresničevanjem jezikovnih politik, dosledno poslovanje oseb javnega prava tudi v italijanskem in madžarskem jeziku na teh območjih, večje upoštevanje vidne dvojezičnosti ter varstva potrošnikov in oglaševanja tudi v omenjenih jezikih na teh območjih, nadzor nad uresničevanjem zakonskih aktov, sistemskih politik in financiranja ter vsi ostali ukrepi za dejansko rabo in razvoj dvojezičnosti na omenjenih območjih.

**Nosilci: MK, MIZŠ, MNZ."**

**Obrazložitev:**

Amandma sledi amandmaju Poslanske skupine italijanske in madžarske narodne skupnosti, ki je sicer predlagala novo podpoglavje, ki bi urejalo vprašanja rabe italijanskega in madžarskega jezika. Glede na to, da gre za uresničevanje zakonskih določb, je ustrežnejša umestitev v poglavje Formalnopravni vidiki slovenske jezikovne politike.

\*\*\*

Komisija bo matičnemu Odboru za kulturo pisno poročala.

Sekretarka  
dr. Katja Jerman, l. r.

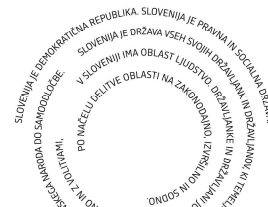


dr. László Göncz  
predsednik

**Poslano:**

- Odbor za kulturo





Številka: 001-08/13-2/

Datum: 1. 7. 2013

Na podlagi 42., 109., 131., 133. in 171. člena Poslovnika Državnega zbora je Odbor za kulturo kot matično delovno telo pripravil

## POROČILO

### k Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014–2018 (ReNPJP14–18), EPA 1208-VI.

Odbor za kulturo je na 3. seji 28. 6. 2013 obravnaval Predlog resolucije o nacionalnem programu za jezikovno politiko 2014–2018, ki ga je v obravnavo in sprejem Državnemu zboru predložila Vlada.

**Zakonodajno-pravna služba (ZPS)** je Predlog resolucije proučila z vidika njene skladnosti z Ustavo Republike Slovenije, pravnim sistemom in zakonodajno-tehničnega vidika in dala pripombe k **podpoglavjem 1.2, 1.3 in 2.1.**

**Komisija Državnega zbora za narodni skupnosti** je v svojem Poročilu opozorila na to, da večina amandmajev, vloženi s strani Poslanske skupine italijanske in madžarske narodne skupnosti, opozarja zgolj na točnost ustavno-pravno opredeljenih terminov. Podala pa je tudi več predlogov za amandmaje Odbora.

Predlog Resolucije je obravnavala tudi **Komisija Državnega sveta za kulturo, znanost, šolstvo in šport**, ki je v svojem mnenju, ki ga je na seji Odbora predstavil svetnik dr. Zoran Božič, Predlog resolucije podprla in podala tudi nekaj predlogov za amandmaje Odbora. Komisija ocenjuje, da besedilo Resolucije ustrezno opredeljuje odgovornost države do uresničevanja in nadgrajevanja jezikovne politike. Ob tem je izpostavila vprašanje, ali bodo predvideni ukrepi za uresničevanje programskih ciljev zagotovili razvoj slovenskega jezika, še posebej tudi kot strokovnega oziroma znanstvenega jezika, in ali bodo omogočili ohranitev in krepitev slovenskega jezika kot osrednjega medija za sporazumevanje na vseh ravneh jezikovnega izražanja oziroma opismenjevanja.

Odboru je bilo posredovano še naslednje gradivo:

- Predlog za amandma s strani SAZU z dne 24. 6. 2013.

- Mnenje Pomurske madžarske samoupravne narodne skupnosti z dne 26. 6. 2013.
- Predlog amandmaja Inštituta za slovenski jezik Frana Ramovša ZRC SAZU z dne 26. 6. 2013.
- Mnenje Laboratorija za umetno inteligenco na Institutu Jožef Stefan z dne 26. 6. 2013.
- Pripombe in predlogi Zavoda Združenje tolmačev za slovenski znakovni jezik z dne 27. 6. 2013.
- Popravek amandmaja k podpoglavju 2.1.1 s strani poslanskih skupin PS, SD, DL in DeSUS z dne 27. 6. 2013.
- Popravek amandmaja k podpoglavju 1.1 s strani poslanca Janija Möderndorferja z dne 27. 6. 2013.
- Predlogi za amandmaje s strani Zveze društev slepih in slabovidnih Slovenije z dne 27. 6. 2013.
- Predlogi za amandmaje Odbora poslanskih skupin PS, SD, DL in DeSUS z dne 28. 6. 2013.
- Predlogi za amandmaje Odbora poslanske skupine SDS z dne 28. 6. 2013.
- Gradivo ministrstva s predlogi za amandmaje Odbora z dne 28. 6. 2013.

Odbor je na podlagi 46. člena Poslovnika Državnega zbora 26. junija 2013 opravil **javno predstavitev mnenj**, katere namen je bil pridobiti mnenja in stališča strokovne in širše javnosti o Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014–2018.

V poslovniškem roku so amandmaje vložile:

- poslanske skupine PS, SD, DL in DeSUS k podpoglavjem **1.2, 1.3, 2.1, 2.1.1 in 2.1.7.**
- poslanska skupina italijanske in madžarske narodne skupnosti k podpoglavjem **1.2, 2.1.1, za novo podpoglavje 2.1.5 in k podpoglavju 2.1.5.**
- poslanec Jani Möderndorfer k **podpoglavjem 1.1, 1.2, za novo podpoglavje 2.1.6 in k podpoglavjema 2.1.7 in 2.2.1.**

\* \* \*

Pri delu Odbora so sodelovali minister za kulturo dr. Uroš Grilc, vodja Službe za slovenski jezik na Ministrstvu za kulturo dr. Simona Bergoč, predsednik Zveze društev slepih in slabovidnih Slovenije (ZDSSSS) Tomaž Wraber, predstavnik Inštituta Jožefa Stefana dr. Simon Krek, predstavnik Slovenske akademije Znanosti in umetnosti (SAZU) dr. Janez Orešnik, predstavnik ZDSSSS Jožef Gregorc, predstavnik Državnega sveta dr. Zoran Božič in predstavnik Zakonodajno-pravne službe dr. Samo Divjak.

Minister za kulturo **dr. Uroš Grilc** je v uvodu Predloga resolucije povedal, da je z letom 2012 prenehala veljati Resolucija o nacionalnem programu za jezikovno politiko 2007–2011. Da bi pravočasno začrtali strokovne smernice za jezikovnopolitične odločitve in ukrepe v naslednjem petletnem obdobju, je tedanje Ministrstvo za kulturo začelo pripravljati novi nacionalni program že v letu 2010. Zaradi političnih in organizacijskih

sprememb v sestavi Vlade se je delo zavleklo, tako da je nova Resolucija pripravljena za obdobje 2014-2018.

Osrednji cilji slovenske jezikovne politike v novem programu so:

1. Dvig ravni jezikovne zmožnosti oziroma pismenosti (vključno z izobraževanjem izobraževalcev in kakovostnejšim izobraževalnim sistemom) v slovenščini.
2. Zagotoviti govorkam in govorcem slovenščine kakovostno jezikovno opremljenost za učinkovito sporazumevanje (razvoj jezikovnih virov in tehnologij).
3. Okrepiti skrb in odgovornost za Slovence zunaj meja Republike Slovenije ob upoštevanju vseh govorcev, ki jim slovenščina ni materni jezik, pripadnike madžarske in italijanske narodne skupnosti, romske skupnosti, drugih jezikovnih skupnosti, priseljence ter vse druge, ki prihajajo ali želijo prihajati znotraj ali zunaj meja Republike Slovenije v stik s slovenskim jezikom.
4. Formalnopravno uokvirjanje slovenske jezikovne politike, tako s krovnim zakonom kot s posameznimi določbami posebnih področnih zakonov, uredb in drugih aktov.
5. Posebno pozornost nameniti prednostim in izzivom, ki jih prinaša dejstvo, da je slovenščina uradni jezik Evropske unije.

Nacionalni program za jezikovno politiko 2014-2018 glede na prejšnji program zmanjšuje število operativnih ciljev in izpostavlja strateško naravnost in osredotočenost na uresničevanje ključnih področij jezikovne politike v naslednjem obdobju. Taka naravnost omogoča večjo sistematičnost in usklajenost nosilcev, s tem pa tudi realnejšo perspektivo glede uresničevanja posameznih nalog.

Predstavniki **Zakonodajno-pravne službe** je predstavil pisno mnenje in poudaril, da je Predlog Resolucije zelo obsežen, strokoven in ponekod tudi težje razumljiv. Opozoril je tudi, da v tak akt, kot je resolucija, ne sodita kazalo in obrazložitev, zato je predlagal njuno črtanje.

V okviru **razprave** so člani in članice Odbora ter drugi vabljeni govorili predvsem o dejavnostih Inštituta za slovenski jezik Frana Ramovša ZRC SAZU in o njegovi zastopanosti v Predlogu Resolucije, o dostopnosti literarnih, strokovnih in drugih besedil za slepe, slabovidne, gluhoslepe in ljudi z motnjami branja, o priznanju znakovnega jezika za gluhe osebe in o obvladovanju tujih jezikov ter jezikovnem izobraževanju.

Nekaj pomislekov je bilo izraženih tudi glede uporabe različnih izrazov za narodne skupnosti, kot so izrazi "ustavno določene manjšine" in "druge jezikovne skupnosti" oziroma "manjšinske skupnosti", na kar je v svojem mnenju opozorila tudi ZPS. S strani ministrstva je bilo pojasnjeno, da je do tega prišlo, ker Predlog Resolucije sledi dokumentom iz drugih virov, kot so Ustava, Zakon o javni rabi slovenščine, Zakon o romski skupnosti in Deklaracija o položaju narodnih skupnosti pripadnikov narodov nekdanje SFRJ v Republiki Sloveniji.

Glede dejavnosti Inštituta za slovenski jezik Frana Ramovša ZRC SAZU so nekateri menili, da bi morale biti slednje ustrezno navedene v Predlogu Resolucije. Predstavniki SAZU je to zagovarjal s tem, da mora biti normativnost v rokah ene institucije in zato mora imeti SAZU v Predlogu Resolucije posebne pristojnosti. V zvezi s tem je bil predlagan tudi predlog za amandma Odbora, s katerim bo temeljni kodifikacijski priročnik in Slovenski pravopis, skladno s tradicijo in dobro prakso, potrjevala Slovenska akademija znanosti in umetnosti, ki bo v okviru svojih zakonskih zadolžitev sodelovala tudi pri nastajanju vseh ostalih temeljnih jezikovnih priročnikov slovenskega jezika z normativnimi vsebinami.

Razprava je potekala tudi o uvrstitvi in priznanju znakovnega jezika, ki bo gluhim osebam povečal možnost dostopa do ustrezne izobrazbe ter socialne in poklicne vključenosti. Skrb za razvoj slovenskega znakovnega jezika in skrb za uveljavljanje in enakopravnost znakovnega jezika je zaupana Svetu za slovenski znakovni jezik, ki ga je ustanovila Vlada in za katerega Zavod Združenje tolmačev za slovenski znakovni jezik izvaja strokovna, administrativna, tehnična in druga dela. Nekateri prisotni so menili, da je potrebno področje slovenskega znakovnega jezika enakovredno obravnavati kot slovenski jezik in jezik manjšin, saj mu to omogoča sprejeta zakonodaja, kot je Zakon o uporabi slovenskega znakovnega jezika in Resolucija Evropskega parlamenta o znakovnih jezikih.

Predlog za amandma Odbora pa je bil predlagan tudi na pobudo Zveze društev slepih in slabovidnih Slovenije. Z njim so predlagali digitalizacijo literarnih, strokovnih in drugih besedil za slepe, slabovidne, gluhoslepe in ljudi z motnjami branja ter opremljanje umetnostno zgodovinskih spomenikov ter starih mestnih jeder z avdiodeskripcijo.

\* \* \*

Po končani razpravi o posameznih poglavjih Predloga resolucije je Odbor:

- **sprejel amandmaje:**
  - poslanskih skupin PS, SD, DL in DeSUS k **podpoglavjem 1.2, 1.3, 2.1.1, 2.1.6 in 2.1.7.**
  - poslanske skupine NS k **podpoglavju 1.2, za novo podpoglavje 2.1.5 in k podpoglavju 2.1.5.**
- **umaknjeni so bili amandmaji:**
  - poslanca Janija Möderndorferja k **podpoglavjema 1.1, 1.2, za novo podpoglavje 2.1.6 in k podpoglavjema 2.1.7 in 2.2.1.**
- **brezpredmeten pa je postal amandma:**
  - poslanske skupine NS k **podpoglavju 2.1.1.**

\* \* \*

Odbor je na podlagi osmega odstavka 131. člena Poslovnika Državnega zbora oblikoval in sprejel

### **a m a n d m a j e:**

#### **H kazalu**

Črta se kazalo Predloga resolucije o nacionalnem programu za jezikovno politiko 2014-2018.

#### **Obrazložitev:**

Amandma je redakcijske narave in sledi mnenju ZPS.

### **K 3. poglavju**

Črta se obrazložitev Predloga resolucije o nacionalnem programu za jezikovno politiko 2014-2018.

#### Obrazložitev:

Amandma je redakcijske narave in sledi mnenju ZPS.

### **K podpoglavju 1.2**

V zadnjem odstavku se besedna zveza "po potrebi" črta.

#### Obrazložitev:

Akcijaska načrta se pripravita tako, da minister, pristojen za kulturo, v sodelovanju z ministrom, pristojnim za izobraževanje in znanost, najpozneje v dveh mesecih po sprejetju dokumenta v Državnem zboru imenuje delovni skupini, ki ju sestavljajo predstavniki javnih raziskovalnih in strokovnih zavodov in civilnodružbenih in drugih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopoličnih ukrepov. Z amandmajem se predstavnike civilnodružbenih in drugih teles v vsakem primeru vključuje v delovni skupini, ne več zgolj po potrebi.

### **K podpoglavju 2.1.2**

Pred sedanjim ukrepom pri drugem cilju se doda nov ukrep:

- usposobiti govorce in učeče se za učinkovito sporazumevanje v slovenskem jeziku, temelječem na ustreznem znanju in pozitivnem odnosu do jezika.

#### Obrazložitev:

Za kompetentno jezikovno znanje se morajo govorce najprej spoznati s sociolingvističnim značajem jezika in se usposobiti za izražanje in sporazumevanje. Šele nato lahko to znanje nadgrajujejo z jezikovnimi priročniki in tehnologijami (amandma Državnega sveta).

Pri 5. cilju se v prvi alineji doda ukrep:

- sistematično spremljanje bralne in funkcionalne pismenosti ter spodbujanje raziskav o slabostih, prednostih in izzivih jezikovne politike in izobraževanja s poudarkom na pismenosti.

#### Obrazložitev:

Stopnja pismenosti pomembno vpliva na razvoj družbe in posledično na strategije na področju javnega zdravja, zaposlovanja, digitalizacije sporazumevanja in elektronskega upravljanja, vključenost civilne družbe in socialne vključenosti (amandma Državnega sveta).

### **K podpoglavju 2.1.4**

Obstoječe besedilo se dopolni tako, da v petem odstavku uvodnega vezanega besedila besedno zvezo: »... za promocijo učenja slovenščine v tujini« nadomesti besedna

zveza »za promocijo učenja in študija slovenščine ter slovenističnega raziskovanja v tujini«.

Obrazložitev:

Na tujih univerzah slovenščina ni samo jezik, ki se ga študenti učijo, temveč so jezikoslovne, literarne in kulturološke slovenistične vsebine vključene v različne oblike tako univerzitetnega študija kot tudi znanstvenega raziskovanja.

Na koncu zadevnega odstavka se dvojina v zvezi »prioritetna kažeta naslednja cilja« zamenja z ednino, saj sledi en sam cilj.

V istem podpoglavju predlagamo naslednje dodatne alineje:

pri Ukrepih kot zadnjo alinejo:

- zagotavljanje pravnih, finančnih in organizacijskih pogojev za ohranjanje in razvijanje mreže lektoratov slovenščine na tujih univerzah.

Obrazložitev:

Sistemsko financiranje lektoratov slovenščine je zaradi ne popolnoma urejenega formalnopravnega statusa ogroženo, predvsem so to izvajalci oz. učitelji slovenščine, ki so napoteni na delovna mesta na univerzah v tujini. V skladu z veljavno delovnopravno zakonodajo v RS je lahko učitelj na posamezno tujo univerzo napoten za določen čas za največ dve leti, kar ne ustreza pogojem dela na univerzi gostiteljici in ne zagotavlja kontinuitete študija slovenščine na tujih univerzah. Učitelji slovenščine, ki delajo na tujih univerzah, po sedANJI ureditvi tudi nimajo delovnih mest v RS, na katera bi se lahko začasno vračali v primeru zaposlitve za nedoločen čas. Zato bi bilo treba zanje predvideti večletno zaposlitev za določen čas, ki bi upoštevala pogoje dela in mandate učiteljev na tuji univerzi ter predvidela morebitno enoletno vračanje v Slovenijo.

pri Učiteljih kot zadnjo alinejo:

- usposabljanje učiteljev za poučevanje slovenščine na tujih univerzah.

Obrazložitev:

To usposabljanje sicer obstaja v obliki posebnih tečajev, vendar ni sistemizirano; v slovenističnih študijskih programih UL so izbirni predmeti, ki bi to omogočali, vendar se zaradi finančne stiske ne razpisujejo v celoti.

pri Kazalnikih kot zadnji alinejo:

- urejeni delovno-pravni status učiteljev slovenščine na tujih univerzah.

Obrazložitev:

Kazalnik je dodan zaradi novega ukrepa v zadnji alineji prvega sklopa ukrepov.

**K podpoglavju 2.1.5.**

Drugi odstavek se dopolni tako, da se glasi:

"Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov. Vse osebe javnega prava imajo dolžnost, da na teh območjih poslujejo in se sporazumevajo tudi v jeziku avtohtonih narodnih skupnosti. Prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture."

Obrazložitev:

Ustava Republike Slovenije, Zakon o ratifikaciji evropske listine o regionalnih ali manjšinskih jezikih, Zakon o ratifikaciji okvirne konvencije za varstvo narodnih manjšin in drugi mednarodno pravni dokumenti o varstvu narodnih ali jezikovnih manjšin dajejo italijanski in madžarski avtohtoni narodni skupnosti ter njunim pripadnikom pravico, da na narodnostno mešanem območju enakopravno, javno in zasebno uporabljajo svoj jezik.

**K podpoglavju 2.1.5**

V petem odstavku se prva alineja "jezikovno usposabljanje javnih uslužbencev za komunikacijo v manjšinskih jezikih;" spremeni tako, da se glasi:

- »jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komunikacijo v jezikih avtohtonih narodnih skupnosti;«

V petem odstavku se doda nova 3. alineja, ki se glasi:

- "promocija jezikov avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja;"

V petem odstavku sedanja tretja alineja postane četrta alineja.

V šestem odstavku se besedilo prve alineje "število izobraževanj za javne uslužbence" spremeni tako, da se glasi

- "število izobraževanj za javne uslužbence in funkcionarje,"

V šestem odstavku se doda nova četrta alineja, ki se glasi:

- "število promocijskih dogodkov na različnih področjih in objavljenih medijskih prispevkov o jezikih avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev."

Osmi odstavek se spremeni tako, da se glasi:

"Predvideni učinki: usklajeno načrtovanje, razvijanje in izvajanje jezikovnih izobraževalnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev in funkcionarjev, posledično večja dostopnost do storitev javne uprave, ustrezna medijska prisotnost jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev, ozaveščenost o obstoju jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja.«.

Obrazložitev:

Amandma sledi amandmaju Poslanske skupine italijanske in madžarske narodne skupnosti, ki se nanaša na vprašanje jezikovnega usposabljanja javnih uslužbencev in

funkcionarjev, ter uvaja ukrepe in kazalnike za promocijo jezikov avtohtonih narodnih skupnosti v RS.

### **K podpoglavju 2.1.7**

Pred 1. ciljem: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku, se doda besedilo, ki se glasi:

"S sprejetjem Zakona o uporabi slovenskega znakovnega jezika (SZJ), ki gluhih osebam daje pravico uporabljati znakovni jezik na vseh področjih dela in življenja, ki jo uresničujejo s tolmači za slovenski znakovni jezik, se je zahtevnost in pestrost dela tolmačev občutno povečala in hkrati so se zvišala tudi pričakovanja uporabnikov (gluhih oseb). Razvejano in raznoliko delo tolmačev pa zahteva boljše prepoznavanje in standardizacijo slovenskega znakovnega jezika, saj sedanja stopnja poznavanja in razvitosti SZJ ne dosega komunikacijskih zahtev sodobne in na znanju temelječe družbe.

Slovenski znakovni jezik (SZJ) je samostojen in drugačen od slovenščine – z visoko razvitim manualno-vizualnim načinom izražanja ima drugačno skladnjo, drugačna oblikoslovna in besedotvorna pravila, ne more se uporabljati hkrati z govorno slovenščino.

Znakovni jezik je način sporazumevanja večine odraslih gluhih oseb; kadar se družijo z drugimi gluhi ali slišječimi osebami, ki obvladajo znakovni jezik gluhih, uporabljajo isti jezikovni kod. Slovenski znakovni jezik je prvi naravni jezik gluhih, zato je jezik skupnosti gluhih in ga uvrščamo med jezike manjšine v Sloveniji."

#### Obrazložitev:

Potreba po sporočanju je ena temeljnih človekovih potreb. Ker gluhoti preprečuje sprejemanje zvočnih informacij, morajo gluhe osebe sporočanje uresničiti po drugih, nadomestnih poteh. Znakovni jezik daje gluhih osebam to možnost, da se izrazijo in s tem preprečuje njihovo izolacijo ter jim omogoča enakopravnejše uveljavljanje vseh človekovih pravic in temeljnih svoboščin. Priznanje znakovnega jezika bo gluhih osebam povečalo možnost dostopa do ustrezne izobrazbe ter socialne in poklicne vključenosti. Skrb za razvoj slovenskega znakovnega jezika in skrb za uveljavljanje in enakopravnost znakovnega jezika je zaupana Svetu za slovenski znakovni jezik, ki ga je ustanovila Vlada Republike Slovenije in za katerega Zavod Združenje tolmačev za slovenski znakovni jezik izvaja strokovna, administrativna, tehnična in druga dela. Tako se je svet od ustanovitve do danes vezano na uveljavitev znakovnega jezika seznanil s katalogom standardov znanj in spretnosti za pridobitev poklica tolmač/tolmačica slovenskega znakovnega jezika, Multimedijem praktičnim slovarjem gluhih, dinamično pridobivanja certifikatov ter podprl prizadevanja za izdajo specializiranih priložnikov znakovnega jezika. Domena razvoja znakovnega jezika in izdelave slovarjev slovenskega znakovnega jezika je v rokah nevladnih organizacij (Zavoda Združenje tolmačev za slovenski znakovni jezik kot izvajalske službe zakonske pravice gluhih do tolmača in uporabniške organizacije Zveze društev gluhih in naglušnih Slovenije). Če upoštevamo Zakon o uporabi slovenskega znakovnega jezika, ki postavlja definicijo znakovnega jezika, Resolucije o znakovnih jezikih, ki jih je sprejel Evropski parlament, ki poziva države članice, da priznajo znakovni jezik gluhih, izhaja, da je potrebno področje slovenskega znakovnega jezika enakovredno obravnavati kot slovenski jezik in jezik manjšin.



**K podpoglavju 2.1.7**

V drugem odstavku se pred besedo " izvajanje" doda besedilo " nastajanju in"

Obrazložitev:

Z amandmajem se predvidi vloga obstoječemu Svetu za slovenski znakovni jezik, ki jo bo imel tako pri nastajanju kot tudi pri izvajanju Akcijskega načrta za izobraževanje.

**K podpoglavju 2.1.7**

Med ukrepi pri 2. cilju se doda nova druga alineja:

- posodobitev slovenskega brajevega točkopisa.

Obrazložitev:

Glede na razvoj in spreminjane jezika je potrebno posodobiti 6-točkovno brajico iz leta 1974.

**K podpoglavju 2.1.7**

Pri cilju 2. se med ukrepi dodata dva nova, ki se glasita:

- zagotavljanje hranjenja literarnih, strokovnih in drugih besedil v slepim, slabovidnim in ljudem z motnjami branja prilagojeni digitalizirani obliki v digitalnih knjižnicah in na spletu in njihove distribucije med uporabnike s posebnimi potrebami;
- opremljanje muzejev, galerij, gradov, cerkva in drugih znamenitih stavb in umetnostno zgodovinskih spomenikov ter starih mestnih jeder z avdiodeskripcijo.

Doda se nov kazalnik, ki se glasi:

- število digitaliziranih del ter z avdiodeskripcijo opremljenih javnih in kulturnih ustanov za slepe in slabovidne ter ljudi z motnjami branja.

Obrazložitev:

Digitalizacija literarnih, strokovnih in drugih besedil pomeni, da postanejo ta besedila v znatno večji meri dostopna tudi za slepe, slabovidne, gluhoslepe in ljudi z motnjami branja. Ker pa zakonodaja hitremu razvoju že dolgo ne sledi, se pri tem kažejo nekatere ovire, ki lahko predstavljajo resen problem tako na nacionalni kot mednarodni ravni. Sprejem tega ukrepa bi ustrezno dopolnil poglavje 2.2.6 Digitalizacija, kjer je govora predvsem o strokovnih delih in delih, ki se tičejo slovenskega jezika, ne pa povsem jasno tudi o literarnih delih.

Avdiodeskripcija pa že dolgo ne pomeni več le opremljanja filmov in TV oddaj z opisi za slepe, ampak tudi opise in vodenje po vseh naštetih (in drugih) ustanovah in lokacijah tako, da tudi ljudem s hujšimi okvarami vida približajo bistvo in pomen teh spomenikov, ustanov in njihovih zbirk. Predlagana oblika avdiodeskripcije bi hkrati tudi nadgradila eno prejšnjih alinej, ki priporoča predvsem splošne zvočne informacije. Ker ima te težave tudi vedno več starejših, katerih število strmo narašča, je to družbeno precej pomembnejše, kot se zdi na prvi pogled.

### **K podpoglavju 2.1.8**

V prvi alineji ukrepov za doseganje 2. cilja se stavek »katerih predmete bi lahko izbirali tudi domači študenti« spremeni in se glasi: »katerih predmete bi pod posebnimi pogoji (v skladu z naslednjo alinejo ukrepov) lahko izbirali tudi domači študenti«.

#### Obrazložitev:

S tem amandmajem se zožuje možnost, da bi se pri obravnavanju problematike izmenjavnih tujih študentov odpirala vrata za absurdno situacijo, da bi slovenski profesorji predavali (tudi) slovenskim študentom v angleščini.

V drugi alineji ukrepov za doseganje 2. cilja se za besedo »obvezni« vrine beseda »večinski«.

#### Obrazložitev:

Z amandmajem se zmanjšujejo možnosti za pritiske, da bi pri izvajanju visokošolskih programov ostali brez zakonsko zavarovane večinske rabe slovenskega jezika.

Tretja alineja ukrepov za doseganje 2. cilja se spremeni in se glasi:

- na ravni doktorskega študija se univerzam prepusti avtonomna jezikovna politika ob upoštevanju ustavnih in zakonskih omejitev ter splošnega načela, da naj slovenski profesorji slovenskim študentom ne predavajo v tujem jeziku.

#### Obrazložitev:

Ta amandma preprečuje vsiljevanje tujega jezika slovenskim doktorskim študentom vsaj v okviru individualnega sporazumevanja s slovenskimi profesorji, zagotavlja rabo slovenskega jezika pri tvorbi najzahtevnejših znanstvenih besedil in s tem podpira razvoj slovenskega znanstvenega jezika (amandma Državnega sveta).

### **K podpoglavju 2.2.1**

Spremeni se prvi ukrep pri cilju: Uskladitev dejavnosti pri načrtovanju in izvajanju Akcijskega načrta za jezikovno opremljenost in se glasi:

- spodbujanje raziskav o slovenskem jeziku in drugih jezikih, ki sodijo v okvir slovenske jezikovne politike, kot podpora Akcijskemu načrtu za jezikovno opremljenost.

#### Obrazložitev:

Z razširitvijo besedila so poudarjene raziskave tudi o drugih jezikih (slovenski znakovni jezik, manjšinski jeziki ...), ki sodijo v okvir slovenske jezikovne politike.

### **K podpoglavju 2.2.2**

Spremenijo se nosilci ukrepov, tako da se doda SAZU, univerze in raziskovalne inštitucije:

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

#### Obrazložitev:

Resolucija kot odgovorne za ukrepe praviloma navaja le državne organe in nekatere nosilce javnih pooblastil, pri določenih ukrepih pa dodaja tudi sodelovanje z ustreznimi strokovnimi institucijami. Pri tem ukrepu je smiselno navesti sodelovanje SAZU, univerz in raziskovalnih inštitucij.

### **K podpoglavju 2.2.3**

V podpoglavju "2.2.3 Standardizacija" se doda nov tretji odstavek, ki se glasi:

Temeljni kodifikacijski priročnik in Slovenski pravopis, skladno s tradicijo in dobro prakso, potrjuje Slovenska akademija znanosti in umetnosti, ki v okviru svojih zakonskih zadolžitev sodeluje tudi pri nastajanju vseh drugih temeljnih jezikovnih priročnikov slovenskega jezika z normativnimi vsebinami.

Spremenijo se nosilci ukrepov, tako da se doda SAZU, univerze in raziskovalne inštitucije:

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

#### Obrazložitev:

Inštitut za slovenski jezik Frana Ramovša ZRC SAZU pripravlja in izdeluje pravopis slovenskega jezika, temeljne razlagalne slovarje sodobnega slovenskega knjižnega jezika, razlagalne terminološke slovarje, zgodovinske slovarje, narečne slovarje, dialektološke karte in dialektološke atlase ter etimološke slovarje na vseh področjih, Glede na to, da navedene dejavnosti že vrsto let potekajo in bodo potekale tudi v celotnem obdobju veljavnosti predlagane resolucije kot dejavnost Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, predlagatelji menimo, da bi morale biti te dejavnosti ustrezno navedene v Predlogu Resolucije o nacionalnem programu za jezikovno politiko 2014-2018 (ReNPJ14-18).

### **K podpoglavju 2.2.4**

Spremenijo se nosilci ukrepov, tako da se doda SAZU, univerze in raziskovalne inštitucije:

Nosilci: ARRS, MIZŠ, GSV, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

#### Obrazložitev:

Resolucija kot odgovorne za ukrepe praviloma navaja le državne organe in nekatere nosilce javnih pooblastil, pri določenih ukrepih pa dodaja tudi sodelovanje z ustreznimi strokovnimi institucijami. Pri tem ukrepu je smiselno navesti sodelovanje SAZU, univerz in raziskovalnih inštitucij.

### **K podpoglavju 2.2.7**

Spremeni se besedilo pri »ukrepih« in »kazalnikih« in se glasi:

Ukrepi:

- vzpostavitev osrednje institucije z namenom povezovanja, zbiranja, razvoja, distribucije jezikovnih virov in tehnologij za področje slovenskega znakovnega jezika. Institucija mora biti vzpostavljena v roku enega leta od sprejema

Resolucije, pri čemer je treba zagotoviti financiranje za njeno dolgoročno delovanje;

- vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v Akcijski načrt za jezikovno opremljenost;
- opis sodobne norme, standardizacija in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika;
- izdelava orodij za komunikacijo s slepimi in slabovidnimi, gluhi in naglušnimi, z gluho-slepimi ter osebami z disleksijo in motnjo v duševnem razvoju, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

Kazalniki:

- vzpostavitev institucije za koordinacijo,
- vključitev virov in orodij v akcijski načrt,
- število znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika,
- število izdelanih orodij za komunikacijo za govorce s posebnimi potrebami.

Obrazložitev:

Na področju slovenskega znakovnega jezika (SZJ) so bile opravljene številne raziskave, ki bi lahko služile kot osnova za standardizacijo SZJ, vendar doslej ni bilo koordinacije oziroma koordinatorja, ki bi povezal ali združil različne ustanove, ki delujejo na tem področju, kar bi omogočilo razvoj stroke na usklajen način.

### **K podpoglavju 2.2.7**

Po celotnem podpoglavju se beseda "čitalnik" nadomesti z besedo "bralnik" in beseda "čitalec" z besedo "bralnik".

Obrazložitev:

Izraz "bralnik" je tako v stroki kot tudi med slepimi že bolj uveljavljen.

### **K podpoglavju 2.3**

Pred navedbo ukrepov se doda besedilo:

1. cilj: Zagotovitev raziskovalnih in empiričnih podlag za učinkovito jezikovno politiko

Obrazložitev:

Gre za redakcijski popravek zaradi pomotoma izpadlega besedila.

Za celotnim besedilom 1. cilja se doda:

2. cilj: Zagotovitev pogojev za enakopravno javno rabo in razvoj italijanskega ali madžarskega jezika na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost

Ukrepi:

- ustrenejša sistemska nadgradnja dvojezičnega poslovanja,
- priprava potrebnih zakonskih aktov za izvedbo jezikovne politike na področju manjšinskih jezikov,

- uresničevanje vidne dvojezičnosti na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost,
- uresničevanje varstva potrošnikov tudi v italijanskem in madžarskem jeziku na teh območjih,
- ureditev in izvajanje ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovne politike in financiranjem.

Kazalniki:

- priprava zakonskih in podzakonskih aktov za implementacijo ustavnih določil in nacionalno sprejetih jezikovnih politik,
- odprava kršitev uveljavljanja komuniciranja in vodenja postopkov javnih uslužbencev in funkcionarjev v italijanskem ali madžarskem jeziku ter izdajanja dokumentov tudi v italijanskem ali madžarskem jeziku na omenjenih območjih,
- odprava kršitev uveljavitve dvojezičnih obrazcev, tiskovin, e-uprave in drugega pri poslovanju oseb javnega prava na omenjenih območjih,
- odprava kršitev vseh oblik vidne dvojezičnosti na omenjenih območjih,
- odprava kršitev pri rabi italijanskega in madžarskega jezika na področju varstva potrošnikov in oglaševanja na omenjenih območjih,

Predvidena sredstva: 200.000 EUR

Predvideni učinki: usklajeno načrtovanje, razvijanje, uresničevanje in nadzor nad uresničevanjem jezikovnih politik, dosledno poslovanje oseb javnega prava tudi v italijanskem in madžarskem jeziku na teh območjih, večje upoštevanje vidne dvojezičnosti ter varstva potrošnikov in oglaševanja tudi v omenjenih jezikih na teh območjih, nadzor nad uresničevanjem zakonskih aktov, sistemskih politik in financiranja ter vsi ostali ukrepi za dejansko rabo in razvoj dvojezičnosti na omenjenih območjih.

Nosilci: MK, MIZŠ, MNZ

#### Obrazložitev:

Amandma sledi amandmaju Poslanske skupine italijanske in madžarske narodne skupnosti, ki je sicer predlagala novo podpoglavje, ki bi urejalo vprašanja rabe italijanskega in madžarskega jezika. Glede na to, da gre za uresničevanje zakonskih določb, je ustrežnejša umestitev v poglavje Formalnopravni vidiki slovenske jezikovne politike.

#### **K podpoglavju 2.4**

V prvem odstavku se število 23 zamenja s številom 24 in v drugem odstavku število 27 z 28.

#### Obrazložitev:

Gre za redakcijski popravek glede na vstop Republike Hrvaške v EU.

\* \* \*

Odbor je v skladu s 128. členom Poslovnika glasoval o vseh delih Predloga resolucije skupaj in jih sprejel.

**Glede na sprejete amandmaje je na podlagi prvega odstavka 133. člena Poslovnika pripravljeno besedilo Dopolnjenega predloga resolucije, v katerega so vključeni sprejeti amandmaji. Dopolnjen predlog resolucije je sestavni del tega poročila.**

\* \* \*

Za poročevalko Odbora na seji Državnega zbora je bila določena predsednica Odbora mag. Majda Potrata.

Danica Polak Gruden  
Sekretarka Odbora

mag. Majda Potrata  
predsednica

## DOPOLNJEN PREDLOG RESOLUCIJE

o nacionalnem programu za jezikovno politiko  
2014–2018.

Na podlagi 28. člena Zakona o javni rabi slovenščine (Uradni list RS, št. 86/04 in 8/10) in 109. člena Poslovnika državnega zbora (Uradni list RS, št. 92/07 – uradno prečiščeno besedilo in 105/10) je Državni zbor na seji ..... sprejel

RESOLUCIJO O NACIONALNEM PROGRAMU ZA JEZIKOVNO POLITIKO  
2014–2018

## 1 Uvod

### 1.1 Izhodišče in ocena stanja

Celovita študija o jezikovnopolitičnem stanju v času pred pripravo Nacionalnega programa za jezikovno politiko iz različnih vzrokov ni bila opravljena. Zadnja celovita analiza je tako še vedno prikaz jezikovnega stanja, ki je kot dodatek priložen Nacionalnemu programu za jezikovno politiko 2007–2011.

Spremembam, do katerih je prihajalo glede na jezikovnopolitično stanje, opisano v omenjenem dodatku, lahko deloma sledimo na podlagi nekaterih posamičnih študij, ki jih je naročila Služba za slovenski jezik – še posebej na podlagi študije *Pregled uresničevanja predvidenih ukrepov in nalog za doseganje resolucijskih ciljev (s socio-kulturološko razčlemba učinkov uresničevanja) glede na nosilce, roke in proračunske možnosti, z določitvijo danih in za merilo uporabnih kazalnikov* –, ter nekaterih manjših raziskav, ki so bile v tem času objavljene v strokovni in znanstveni literaturi.

Ker bo najpozneje do sprejetja naslednjega nacionalnega programa za jezikovno politiko potreben nov celovit vpogled v jezikovnopolitično stanje v Republiki Sloveniji, je v ta dokument vključenih več ukrepov, ki bodo omogočili izdelavo ustreznih študij, Služba za slovenski jezik pa bo poskrbela tudi za izdelavo novega celovitega pregleda slovenske jezikovne situacije, ki bo na voljo najpozneje leto dni pred začetkom izdelave novega nacionalnega programa za jezikovno politiko.

Kar se tiče sprememb na področju zakonodaje, lahko izpostavimo dve:

- Leta 2008 je bila sprejeta Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil.
- V letu 2010 je pristojna Služba za slovenski jezik pripravila strokovne podlage za spremembo Zakona o javni rabi slovenščine. Spremembe je bilo treba napraviti predvsem zaradi prakse sodišč Evropske unije in načela prostega pretoka ljudi, blaga in storitev, in sicer v točkah, ki sta izrecno zahtevali uporabo slovenskega jezika pri označevanju izdelkov in oglaševanju izdelkov in storitev. S spremembo zakona je bilo namesto njiju uveljavljeno ohlapnejše določilo o »zlahka razumljivem jeziku«. Zakon je bil dopolnjen tudi v 2. členu, saj sta bila s področja pravne regulacije izvzeta jezik umetnosti in jezik verskih obredov.

Služba za slovenski jezik objavlja področne zakone, ki poleg Ustave Republike Slovenije in Zakona o javni rabi slovenščine vsebujejo določbe o rabi jezika, na spletnih straneh MK.

Kar se tiče finančnih sredstev, namenjenih izvajanju Resolucije o nacionalnem programu za jezikovno politiko 2007–2011, je bilo mogoče celovito slediti zgolj sredstvom za jezikovno politiko, ki so bila letno zagotavljana v proračunu Ministrstva za kulturo na podlagi pristojnosti tega ministrstva in proračunu nekdanje Službe Vlade RS za evropske zadeve oz. Službe Vlade RS za razvoj in evropske zadeve. Aktivnosti, ki so jih izvajale služba (sektor) za slovenski jezik ter druge notranje organizacijske enote v ministrstvu samem, so bile financirane iz rednih in drugih namenskih sredstev ministrstva. Aktivnosti, ki jih služba oziroma ministrstvo ni moglo izvesti z lastnimi zmogljivostmi, so izvajali zunanji izvajalci, zanje pa so bila zagotovljena finančna sredstva na posebni proračunski postavki. Njihov (omejeni) obseg pa ni v nobenem letu veljavnosti dosedanje resolucije omogočal izvedbe vseh z njo predvidenih aktivnosti. Na podlagi Zakona o javni rabi slovenščine, zakonov o izvrševanju proračunov Republike Slovenije za posamezna leta ter vsakoletnih sklepov pristojnega ministra o (so)financiranju dejavnosti Ministrstva za kulturo pri uresničevanju nalog iz Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je v omenjenih letih pristojna služba (prej sektor) izvedla ustrezne postopke za izbiro izvajalcev predvidenih aktivnosti, pri čemer je uporabila tudi predpise s področja javnega naročanja. V obdobju 2007–2011 je bilo za izvajanje Resolucije v okviru Ministrstva za kulturo porabljenih 364.109 evrov, v okviru nekdanje Službe Vlade RS za evropske zadeve pa 32.400 evrov.

Kljub pomanjkanju celostne analize stanja sta v zadnjih letih tako stroka kot politika na ravni strateških načrtov za druga specialna področja prepoznali nekaj izzivov, ki jih pričujoči program poskuša celostno naslavljati. V nadaljevanju se bomo osredotočili na področji jezikovnega izobraževanja in jezikovne opremljenosti, ki sta na ravni ciljev in ukrepov najbolj natančno obdelani.

Jezikovno izobraževanje je kompleksno področje jezikovne politike. Pričujoča resolucija poskuša parcialne akcije (npr. na področju tujih jezikov, katerih rezultati so izkazani v mednarodno primerljivem merilu, prim. Prva evropska raziskava o jezikovnih zmožnostih: zaključno poročilo; Evropska komisija, junij 2012) sinergično povezati v usklajeno celoto s skupnim prizadevanjem za ustvarjanje pogojev do dostopa do znanja jezikov. Cilj teh prizadevanj mora biti zagotavljanje enakopravne družbene participacije za vse govorce in govorce,<sup>1</sup> tako v znotraj- kot medkulturnem kontekstu. Osrednja jezikovnopolitična pozornost na področju jezikovnega izobraževanja velja slovenščini v Republiki Sloveniji. Učenje slovenščine kot prvega jezika je dolgo veljalo za dejavnost, ki jo ustrezno načrtujejo, usmerjajo in evalvirajo predstavniki didaktične stroke in pristojne inštitucije. V zadnjih letih pa so vse glasnejši tudi nekateri drugi zainteresirani predstavniki širše slovenistike, ki opozarjajo na potrebo po večji vključenosti zainteresiranih deležnikov (Za premislek o učnih načrtih za pouk slovenščine, Delo, 4. december 2010, 25 podpisnikov), pri čemer opozarjajo na pomanjkanje raziskav, neodvisnega spremljanja učnih načrtov, usklajenost terminologije in metodike poučevanja slovenščine in tujih jezikov ter potrebe po znotraj- in medpredmetnem povezovanju. Rezultati mednarodne raziskave Pisa, ki so bili objavljeni leta 2010, so potrdili podpovprečne rezultate slovenskih petnajstletnikov s področja bralne pismenosti med 66 državami OECD in partnericami, zlasti z vidika najvišjih zmožnosti. Bralna pismenost je v okviru raziskave opredeljena kot posameznikova sposobnost razumevanja, uporabe in razmišljanja o napisanem besedilu, za doseganje določenih namenov, razvijanje posameznikovega znanja in

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<sup>1</sup> V besedilu se, kolikor je smiselno in ustrezno, temeljni subjekti navajajo v moški in ženski slovnični obliki. Na mestih, kjer je to zaradi besedilnih razlogov manj ustrezno, se izrazi, navedeni v moški slovnični obliki, nanašajo tako na ženske kot moške.



zmožnosti ter sodelovanje v družbi, zato presega pouk slovenščine, je pa z njim vendarle tesno povezana, saj ravno pri pouku slovenščine ozaveščamo učence o različnih bralnih strategijah, vzgajamo potrebo po branju umetnostnih besedil ipd. Nacionalna strokovna skupina za pripravo Bele knjige o vzgoji in izobraževanju v Republiki Sloveniji je izpostavila primerljivost na ravni kriterijev, ne le vsebin: »Če želimo doseči mednarodno primerljivo izobraženost naših učencev, moramo poleg mednarodno usklajenih učnih načrtov in standardov znanja doseči tudi mednarodno usklajenost kriterijev ocenjevanja znanja, seveda s tistimi državami, s katerimi se želimo primerjati.« Na tem področju se vzpostavlja javna strokovna debata (tematska številka Jezika in slovstva o zunanjem preverjanju znanja iz slovenščine kot prvega jezika v osnovni in srednji šoli, št. 1–2, 2012), ki jo je treba spodbujati, vključno z raziskavami, ki bodo poiskale slabosti, prednosti in izzive našega sistema jezikovnega izobraževanja s poudarkom na pismenosti. Nizka stopnja pismenosti je družbeni problem z zelo velikimi posledicami za prizadevanja in strategije na področju javnega zdravja, zaposlovanja, digitalne udeležbe, e-upravljanja, civilne udeležbe, revščine in socialne vključenosti, ugotavlja tudi posebna Strokovna skupina EU na visoki ravni za pismenost, katere priporočila so povzeta v sklepu Sveta EU o pismenosti z dne 26. novembra 2012. V tem smislu je pomembno spodbujati in razvijati prav vse vidike pismenosti, s posebno občutljivostjo tudi razvijanje jezikovne zmožnosti manjšin, vključenost govorcev s posebnimi potrebami in otrok priseljencev. O pomanjkljivem sistemu jezikovne integracije slednjih opozarjata stroka in tudi politika na ravni strateških dokumentov že dalj časa (Knez: Jezikovno vključevanje (in izključevanje) otrok priseljencev, Zbornik Obdobja 28, Ljubljana 2009, Medvešek in Bešter: Migrantski otroci in učenje slovenščine v slovenskem izobraževalnem sistemu, Uporabno jezikoslovje 9–10, Ljubljana 2011; Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v RS, kolegij ministra MŠŠ 2007, Bela knjiga o vzgoji in izobraževanju v RS, MŠŠ, Ljubljana 2011). Pri jezikovnem izobraževanju je treba celostno načrtovati in spremljati celotno vertikalo, vključno z jeziki v visokem šolstvu, o čemer v zadnjih letih potekajo živahne razprave stroke, kako namreč uravnotežiti težnjo po odličnosti (ena od poti je gotovo premišljena internacionalizacija) na eni strani in skrb za razvoj krepitev slovenščine tudi na tem področju na drugi strani (Starč (ur.): Akademski jeziki v času globalizacije, Univerza na Primorskem, Koper 2012). Slovenska jezikovna politika bi morala s posebno pozornostjo obravnavati tudi učenje slovenščine kot sosedskega jezika (za Italijane, Avstrijce, Madžare in Hrvate). To bi bilo pomembno tudi za premagovanje nerazumevanja in težav, s katerimi se na marsikaterem odseku obmejnega pasu sosednjih držav srečujejo pripadniki avtohtone slovenske narodne manjšine (v vseh štirih sosednjih državah). Šengensko odprtost državnih meja bi bilo mogoče bolj izrabiti za uveljavljanje kulturnopolitične vizije skupnega slovenskega kulturnega prostora. Čeprav se stanje po vstopu Slovenije v EU postopoma izboljšuje (ugled slovenščine kot enega izmed uradnih jezikov EU), v nekaterih primerih še ni zadostnega napredka, npr. glede nerednega financiranja slovenskih kulturnih in izobraževalnih ustanov v Italiji, reševanja jezikovnega položaja porabskih Slovencev na Madžarskem na področju šolstva ipd.

Na področju jezikovne opremljenosti ravno tako ugotavljamo izzive, ki so potrebni hitrega in učinkovitega ukrepanja. V publikaciji Strokovni posvet o novem slovarju slovenskega jezika (Založba ZRC 2009), katere soizdajatelj sta SAZU in ZRC SAZU, je bila že leta 2009 v uvodu poudarjena potreba po izdelavi novega slovarja slovenskega jezika: »Slovenska strokovna in laična javnost namreč soglašata, da naš jezik nujno potrebuje nov slovar, saj je od izida zadnje knjige Slovarja slovenskega knjižnega jezika minilo že 17 let, od pripravljalnih in konceptualnih del zanj pa že pol stoletja, poleg tega se današnji čas razlikuje od časa nastajanja tega slovarja po družbenem in ekonomskem redu, kar je deloma vplivalo tudi na vrednostni sistem naroda, in po bliskovitem vzponu sodobnih tehnologij.« Kot ena od prioritet je bila torej v času veljave pretekle resolucije prepoznana potreba po izdelavi novega enojezičnega slovarja slovenskega jezika, ki bo prilagojen novim družbenim in tehnološkim okoliščinam. Na področju standardizacije je bila izpostavljena predvsem potreba po prilagajanju pravopisnih priročnikov novi stvarnosti: »Narava vprašanj sodobne javnosti, ki jih je mogoče opazovati tudi v spletnih

svetovalnicah in forumih, kaže na dejanske pomanjkljivosti obstoječih pravil, saj je vse manj vprašanj povezanih z interpretacijo obstoječe kodifikacije in vse več težav povezanih z novimi položaji rabe« (Sodobni pravopisni priročnik med normo in predpisom, Založba ZRC 2011). Poleg tega so strokovnjaki na tem področju pogrešali boljšo organiziranost stroke in institucionalno podporo, ki bi omogočila širši konsenz glede standardizacijskih vprašanj: »Za celostno preureditev in prenavo pravopisnih pravil bi bilo treba upoštevati najširši krog jezikovnih uporabnikov, organizirati vseslovenski znanstveni posvet glede sprememb v standardizaciji in v tem okviru oblikovati delovno telo, ki bi sodelovalo pri izdaji posodobljenih pravopisnih pravil« (ibid.).

Na področju jezikovnih tehnologij je bila v okviru evropskega raziskovalnega projekta META-NET opravljena primerjalna analiza razvitosti jezikovnih virov in tehnologij za slovenščino v primerjavi z drugimi evropskimi jeziki (Slovenski jezik v digitalni dobi, Springer 2012), ki je pokazala, da pri slovenščini »manjkajo vsi viri in orodja za naprednejše procesiranje, kot je razločevanje pomenov, prepoznavanje argumentne strukture ali pomenskih vlog, razreševanje anaforičnih razmerij, prepoznavanje strukture ali koherentnosti besedila, retorične strukture, analize argumentacije, besedilnih vzorcev ali tipov, multimedijskega luščenja podatkov, večjezičnega luščenja podatkov itd.« Na področju govornih tehnologij »je sinteza govora trenutno najbolj razvita tehnologija. Razpoznavanje govora je omejena na povsem osnovne aplikacije in orodja. Splošna dostopnost orodij in virov pri govornih tehnologijah je relativno nizka.« Študija kot problematičen del izpostavlja »obsežnost vseh virov«, poleg tega zlasti to, da »manjka tudi skupna infrastruktura za hranjenje, vzdrževanje in distribucijo izdelanih virov in orodij ter skupna organizacijska platforma za sodelovanje akterjev na tem področju.«

Potrebo po vzpostavitvi infrastrukture za jezikovne vire in tehnologije potrjuje tudi Načrt razvoja raziskovalnih infrastruktur 2011–2020, ki ga je Vlada RS sprejela aprila 2011. V okviru družboslovnih in humanističnih raziskovalnih infrastruktur je izpostavljena infrastruktura CLARIN kot »idealno okolje tako za razvoj slovenskih jezikovnih virov in orodij, ki bi bili zaradi mednarodnega sodelovanja bolj standardizirani in večkratno uporabni, sodelovanje s strokovnjaki za tehnološko bolj podprte jezike in izobraževanje raziskovalcev na tem področju pa omogoča pretok znanja o teh tehnologijah.«

## 1.2 Okvir nacionalnega programa za jezikovno politiko

Sodobna slovenska jezikovna situacija zahteva preiščeno in dejavno jezikovno politiko, ki upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah. Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo. Na področjih, ki potrebujejo za ohranjanje obsega, vitalnosti in dinamičnosti slovenskega jezika še posebno skrb, pa je potrebno zagotavljati ukrepe, ki bodo stanje po potrebi izboljševale.

Bistveni del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov in posameznic do rabe svojega jezika in do povezovanja v jezikovne skupnosti. Ob tem mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govorcih ostajala prevladujoča prostovoljna izbira v čim večjem obsegu zasebne in javne rabe, kjer in kolikor izkušnje kažejo, da so nekateri govorce slovenščine pripravljene svoj materni jezik neupravičeno zapostavljati, pa se ne sme apriorno odpovedovati možnosti zavezujočega pravnega predpisovanja rabe v določenih jezikovnih položajih. Še pomembneje za nadaljnjo vitalnost in krepitev položaja slovenščine pa je pri govorcih slovenščine ozaveštevati njeno polnofunkcionalnost ter s sistematičnim razvijanjem veščin, spretnosti in vednosti o sistemskih izraznih možnostih, ki jih ponuja slovenščina, vzgajati in spodbujati suverene, samozavestne in motivirane uporabnike slovenskega jezika, hkrati pa ga

temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorniki.

Slovenska jezikovna politika se zaveda posebne odgovornosti, ki jo ima do Slovencev zunaj meja Republike Slovenije, hkrati pa upošteva vse govorce, ki jim slovenščina ni materni jezik: pripadnike madžarske in italijanske narodne skupnosti, romske skupnosti, priseljence ter vse druge, ki prihajajo ali želijo prihajati znotraj ali zunaj meja Republike Slovenije v stik s slovenskim jezikom. Spodbuja učenje in rabo slovenskega jezika na vseh ravneh ter za vse ciljne skupine, hkrati pa sistematično skrbi za čim boljši sistem poučevanja tujih jezikov in njihovo ustrezno razpršenost glede na kulturnocivilizacijske in gospodarske potrebe Republike Slovenije.

S še posebno občutljivostjo skrbi za govorce s posebnimi potrebami. V tem okviru je zaradi specifik njihovega sporazumevanja posebna skrb namenjena gluhim (slovenskemu znakovnemu jeziku kot prvemu jeziku večine gluhih), pa tudi vsem drugim osebam s posebnimi potrebami: slepim in slabovidnim (besedilom v brajici ter informacijski komunikacijski tehnologiji, namenjeni slepim in slabovidnim osebam), osebam s specifičnimi motnjami (kot so disleksija, slabše bralne in učne zmožnosti, govorno-jezikovne motnje ipd.) ter osebam z motnjo v duševnem razvoju.

Pomemben vidik uresničevanja jezikovnih pravic je tudi vzpostavljanje pogojev za strpno in spoštljivo sporazumevanje. Republika Slovenija na vseh področjih javnega življenja (izobraževanje, mediji, gospodarstvo itd.) z različnimi mehanizmi, spodbujevalnimi in normativnimi, skrbi za modus sporazumevanja, ki zagotavlja vsem družbenim skupinam enakopravno participacijo v družbi (neseksistična raba jezika, spoštovanje kulturne raznolikosti na ravni jezika ipd.).

Posebno pozornost namenja tudi prednostim in izzivom, ki jih prinaša dejstvo, da je slovenščina uradni jezik Evropske unije.

Slovenska jezikovna politika mora v naslednjem programskem obdobju zagotoviti ustrezen institucionalni in programski okvir za izdelavo takih jezikovnonačrtovalnih korakov, ki bodo dogovorno, strokovno kakovostno in operativno učinkovito uresničili postavljene načelne cilje. Zato jezikovnopolični program predvideva kot začetni izvedbeni korak za doseg ciljev oblikovanje dveh med seboj usklajenih, samostojnih in celovitih jezikovnonačrtovalnih nacionalnih dokumentov:

- 1) Akcijskega načrta za jezikovno izobraževanje,
- 2) Akcijskega načrta za jezikovno opremljenost.

Program jezikovnega izobraževanja predvideva že Zakon o javni rabi slovenščine v 13. členu; potreba po drugem programu pa je utemeljena vsebinsko in izhaja iz strokovnih izkušenj pri spremljanju in usmerjanju slovenske jezikovne situacije.

Akcijska načrta se pripravita tako, da minister, pristojen za kulturo, v sodelovanju z ministrom, pristojnim za izobraževanje in znanost, najpozneje v dveh mesecih po sprejetju Resolucije v Državnem zboru imenuje delovni skupini, ki ju sestavljajo predstavniki javnih raziskovalnih in strokovnih zavodov ter civilnodružbenih in drugih teles, dejavnih na programskem področju, in predstavniki državnih organov kot nosilcev jezikovnopoličnih ukrepov. Skupini najpozneje v enem letu od imenovanja pripravita akcijska načrta, ki ju nato po ustreznih postopkih sprejme Vlada Republike Slovenije. Za koordinacijo priprave akcijskih načrtov in delovanja delovnih skupin skrbi Služba za slovenski jezik na Ministrstvu za kulturo, ki bo v skladu z novimi zadolžitvami iz tega in naslednjega poglavja vsebinsko in kadrovsko primerno okrepljena. Akcijska načrta se morata navezovati na usmeritve, določene v tem dokumentu; kjer je to smiselno, pa naj vsebujeta tudi dolgoročneje rešitve za obdobje od 5 do 10 let. V povezavi z oblikovanjem Akcijskega načrta za jezikovno izobraževanje bo Ministrstvo za izobraževanje, znanost in šport v sodelovanju z drugimi pristojnimi resorji

poskrbelo tudi za posodobitev Nacionalne strategije za razvoj pismenosti, zlasti z vidika bralne pismenosti, saj rezultati mednarodnih raziskav kažejo na podpovprečne dosežke slovenskih petnajstletnikov.

### 1.3 Jezikovnopolitična vizija

Čeprav je Nacionalni program za jezikovno politiko odziv na celotne jezikovnopolitične razmere, je v ospredju njegove skrbi in predlaganih ukrepov slovenščina (urejanje njenega statusa in korpusa), ob tem pa svojo pozornost namenja tudi vsem drugim jezikom, ki spadajo v okvir slovenske jezikovne politike. Slovenščina je danes notranje celovit, družbeno in strukturno neokrnjen ter razvojno odprt jezik in taka naj bo tudi v prihodnosti. Republika Slovenija zato zagotavlja, da se slovenščina uporablja in nadalje razvija na vseh področjih javnega življenja znotraj meja slovenske države ter v ustreznih evropskih in mednarodnih okvirih. Skrbi za to, da se njene državljanke in državljani ter prebivalke in prebivalci lahko vključujejo v sporazumevalne procese, ki jim omogočajo enakopravno sodelovanje v državni in mednarodni skupnosti, pridobivanje in menjavo znanja ter izpolnjevanje osebnih, poklicnih in kulturnih potreb. Osrednji cilj slovenske jezikovne politike je oblikovanje skupnosti samostojnih govork in govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z visoko stopnjo jezikovne samozavesti in ustrezno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti. Za ta namen država zagotavlja zbiranje, obdelovanje in trajno dostopnost zanesljivih slovničnih, slovarskih in stilskih informacij o vseh pojavnih oblikah slovenščine, še posebej o knjižnem jeziku kot njeni standardni in povezovalni različici. Skrbi tudi za podatkovne jezikovne vire, ki jih govorce in govorce slovenščine potrebujejo pri učenju in rabi tujih jezikov, ter za tiste vire, ki jih potrebujejo govorce in govorce drugih jezikov pri učenju in rabi knjižne slovenščine (vključno s skrbjo za slovenski znakovni jezik in slovensko brajico).

Republika Slovenija slovenščini zagotavlja prevladujočo vlogo v uradnem in javnem življenju znotraj države, hkrati pa omogoča sporazumevanje in obveščanje v drugih jezikih v skladu s pravno in demokratično legitimnimi sporazumevalnimi potrebami svojih državljanov, drugih prebivalcev in obiskovalcev. Zavzema se za krepitev in dosledno uresničevanje jezikovnih pravic slovenske jezikovne skupnosti v sosednjih državah ter pravic govork in govorcev slovenščine kot enega izmed uradnih jezikov Evropske unije in v mednarodnih telesih. Slovenščina za svoje govorce in govorce že doslej na marsikaterem področju rabe ni bila edina možnost; s povečanim svetovnim pretokom znanja, blaga, storitev in oseb ter še učinkovitejšim učenjem drugih jezikov pa se bodo možnosti izbire raznih jezikov za izpolnjevanje različnih sporazumevalnih potreb še širile. Zato mora slovenska jezikovna politika z ustreznimi ukrepi poskrbeti, da bo slovenščina pri domačih govorcih ostajala prevladujoča prostovoljna (samoumevna) izbira v čim večjem obsegu zasebne in javne rabe, z ustrezno motivacijo pa naj bo slovenščina privlačna za učenje in rabo tudi pri čim več govorcih drugih jezikov, obvezna pa za vse tiste, ki se hočejo poklicno uveljavljati v javnem sporazumevanju ali sploh na jezikovno občutljivih delovnih mestih, pri čemer je treba spoštovati ustavna določila, ki se nanašajo na položaj in pravice pripadnikov madžarske in italijanske narodne skupnosti.

Republika Slovenija hkrati skrbi za krepitev in dosledno uresničevanje jezikovnih pravic ustavno določenih manjšin ter omogoča ohranjanje in obnavljanje rabe jezikov drugih jezikovnih skupnosti in priseljencev.

## 1.4 Nosilci dejavne jezikovne politike

Neposredni nosilci jezikovne politike Republike Slovenije so državni organi. Jezikovno politiko v državnem okviru je treba preoblikovati in zasnovati tako, da zanjo prevzamejo ne le izvajalsko in proračunsko odgovornost, temveč tudi vsebinsko pobudo konkretni nosilci s posameznih področij. Iz rezultatov analize izvajanja prve resolucije o nacionalnem programu jezikovne politike je mogoče sklepati, da je bilo le malo državnih ustanov in organov dejansko vključenih v določanje resolucijskih ciljev in nalog, kaj šele, da bi poskrbeli za ustrezna proračunska sredstva in prevzeli njihovo organizacijsko izvedbo.

Tedanji Sektor za slovenski jezik je sicer že pred pripravo predloga prvega nacionalnega programa za jezikovno politiko poskušal na različne načine doseči učinkovitejše in usklajeno oblikovanje in izvajanje slovenske jezikovne politike. Tako je Vlada Republike Slovenije 9. februarja 2006 sprejela *Sklep o ustanovitvi, organizaciji in delovnem področju komisije Vlade Republike Slovenije za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine ter ciljev jezikovne politike in jezikovnega načrtovanja*. Komisiji predseduje minister, pristojen za kulturo, njeni člani pa so predstavniki Službe Vlade Republike Slovenije za zakonodajo, Generalnega sekretariata Vlade Republike Slovenije ter ministrstev, pristojnih za šolstvo, za gospodarstvo, za znanost in tehnologijo ter za javno upravo. Sklep določa, da je tajnik komisije po položaju vodja Sektorja za slovenski jezik na tedanjem Ministrstvu za kulturo. V sedmih letih po imenovanju se ni komisija sestala niti enkrat. Usklajevanje formalnopравnih določil in predpisov v zvezi s slovenščino (in drugimi jeziki na območju Republike Slovenije) je sicer nujno potrebno – načelne vsebinske usmeritve za to prinaša tudi predlog novega programa za jezikovno politiko –, toda dejavna jezikovna politika, h kateri se je Republika Slovenija zavezala z *Zakonom o javni rabi slovenščine*, pomeni bistveno širšo dejavnost, ki zadeva tudi druge vsebine in posledično druge mehanizme izvršilne oblasti.

Služba za slovenski jezik na Ministrstvu za kulturo (v nadaljevanju MK) je v sedanji strukturi izvršilne oblasti Republike Slovenije ključno telo za koordinacijo slovenske jezikovne politike in glede na središčno vlogo slovenskega jezika v slovenski jezikovni politiki se zdi smiselno, da to tudi ostane in se v skladu s širše razumljeno jezikovno politiko okrepi. Namreč, slovenska jezikovna politika sega vsebinsko gledano vendarle precej širše od načrtovanja položaja in podobe slovenskega jezika. Zato bo za izvajanje novega jezikovnopolitičnega programa treba oblikovati tudi novo medresorsko delovno skupino za spremljanje izvajanja (tako razumljene širše) jezikovne politike Republike Slovenije, ki ne bi soobstajala z že omenjeno komisijo za obravnavanje predlogov predpisov z vidika določb Zakona o javni rabi slovenščine /.../, ampak bi jo nadomestila. Nova skupina z redefiniranimi pristojnostmi (v nadaljevanju) mora delovati po združenih načelih odgovornosti in operativnosti. S tem je mišljena po eni strani načelna odgovornost najvišjih predstavnikov ministrstev ter drugih vladnih služb za ustanovitev in delovanje skupine, po drugi strani pa konkretna in operativna odgovornost posameznih javnih uslužbencev kot stalnih sodelavcev skupine. Skupina se imenuje s sklepom vlade, sestavljajo pa jo javni uslužbenci iz tistih organov izvršilne oblasti in nosilcev javnih pooblastil, katerih dejavnost je najbolj neposredno povezana z jezikovnopolitičnimi vprašanji. To so:

- Generalni sekretariat Vlade RS (GSV),
- Ministrstvo za kulturo (MK),
- Ministrstvo za izobraževanje, znanost in šport (MIZŠ), Urad za razvoj izobraževanja,
- Ministrstvo za pravosodje (MP),
- Ministrstvo za zunanje zadeve (MZZ),
- Ministrstvo za notranje zadeve (MNZ),
- Ministrstvo za delo, družino, socialne zadeve in enake možnosti (MDDSZ),
- Ministrstvo za gospodarski razvoj in tehnologijo (MGRT),
- Urad RS za Slovence v zamejstvu in po svetu,

- Služba Vlade RS za zakonodajo (SVZ),
- Javna agencija za raziskovalno dejavnost RS (ARRS),
- Javna agencija za knjigo RS (JAK).

Koordinator delovne skupine je Služba za slovenski jezik, katere vodja je predsednik delovne skupine.

Naloge oziroma ukrepi, ki jih vsi ti nosilci izvajajo, so navedeni pri posameznih ciljeh.

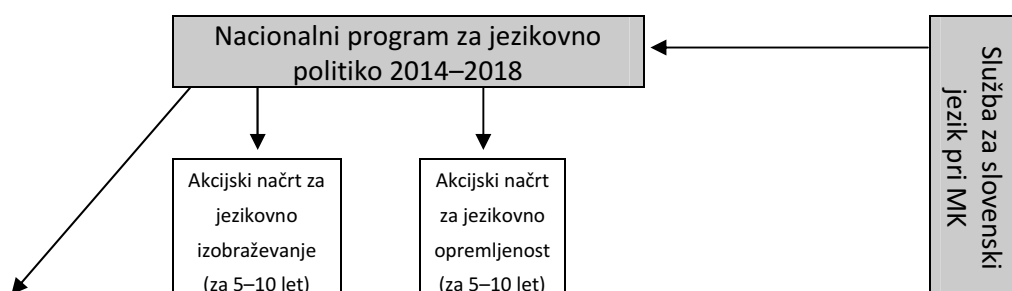
Iz analize uresničevanja Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je mogoče posredno sklepati, da slovenski javni uslužbenci večinoma niso bili dobro seznanjeni s temeljnimi načeli jezikovnopolitičnega premisleka in delovanja niti se niso dejavno vključili v pripravo dokumenta, kar se kaže v pomanjkanju ukrepanja in poročanja, vse to pa ovira nadaljnji razvoj dejavne jezikovne politike v Republiki Sloveniji. Zato Služba za slovenski jezik izdelava poseben dokument z razumljivo in jasno oblikovanimi vodili, smernicami in vprašanji, ki bo omogočal učinkovit okvir uporabno, ciljno usmerjenega jezikovnopolitičnega razmišljanja tudi tistim javnim uslužbenkam in uslužbencem, ki se neposredno s to tematiko še niso srečali in ukvarjali. Za dodatno pomoč na začetku delovanja medinstitucionalne delovne skupine je smiselno prirediti posebno izobraževanje za imenovane člane, na katerem bi jezikovnopolitično izkušeni vladni uslužbenci in zunanji strokovnjaki predstavili temeljne parametre slovenske jezikovnopolitične situacije, okvire jezikovnopolitičnega delovanja ter usmeritve in cilje novega jezikovnopolitičnega programa. Z vsem tem bi zagotovili dobre temelje za nadaljnjo jezikovnopolitično dejavnost izvršilne oblasti, saj bodo posamezniki motivirani in usposobljeni tako za predlaganje jezikovnopolitičnih rešitev kakor tudi za njihovo izvrševanje oz. nadzorovanje na svojem delovnem področju, hkrati pa bi bila njihova dejavnost strokovno podprta in koordinirana.

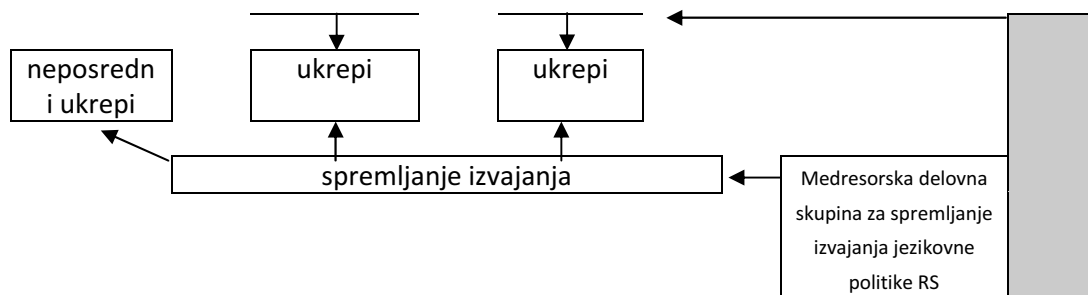
Pri predlogu ciljev in ukrepov v nacionalnem programu jezikovne politike za naslednje petletno obdobje zato med nosilci navajamo samo državne organe in nekatere nosilce javnih pooblastil, ne pa drugih javnih in zasebnih zavodov, ki po svojih ustanovnih aktih in delovnih programih opravljajo različne jezikovnonačrtovalne naloge. Dolžnost državnih organov je, da za vsak cilj in ukrep v jezikovnopolitičnem programu po veljavnih postopkih izberejo najprimernejšega izvajalca in poskrbijo za ustrezno izvedbo.

Jezikovna politika je sestavni del drugih politik, od šolske do gospodarske, z njo je povezana tudi kulturna politika. K splošnim ciljem, izraženim v viziji tega jezikovnopolitičnega programa, lahko s svojo dejavnostjo gotovo pomembno prispevajo najrazličnejši dejavniki in javni sistemi, kot so splošne knjižnice, kulturne in umetniške ustanove ter drugi. Toda naloga jezikovnopolitičnega programa je izpostaviti najnujnejše jezikovne cilje in ukrepe v naslednjem petletju, ne pa opredeljevanje jezikovne vloge in poslanstva teh ustanov in sistemov.

V resoluciji so predvidena le dodatna proračunska sredstva, ki bi jih bilo treba zagotoviti za uresničitev posameznega ukrepa. Niso pa zajeta sredstva za redne programe institucij, v okviru katerih so bodo izvajali določeni ukrepi.

Oštevilčenje ukrepov pri posameznih ciljeh in ukrepih ne pomeni prioritete razvrščanja.





## 2 Vsebinska opredelitev jezikovne politike Republike Slovenije 2014–2018 s cilji in ukrepi

### 2.1 Jezikovno izobraževanje

#### 2.1.1 Uvod

Znanje jezikov je hkrati simbolna in praktična vrednota, ki mora biti dostopna vsakomur ne glede na kulturno, izobrazbeno ali premoženjsko ozadje. Zato Republika Slovenija skrbi za jezikovno izobraževanje vseh svojih državljanov in prebivalcev, pa tudi Slovencev po svetu in tujcev, ki prihajajo v stik s slovenskim jezikovnim prostorom, na več ravneh.

V okviru svojega izobraževalnega sistema skrbi za čim kvalitetnejši pouk slovenščine kot prvega jezika na območju Republike Slovenije ter za čim večjo dostopnost pouka slovenščine za Slovence po svetu. V svojem izobraževalnem sistemu upošteva specifične potrebe tistih otrok in mladih priseljencev, ki jim slovenščina predstavlja drugi ali tuji jezik, skrbi pa tudi za promocijo učenja slovenščine pri odraslih, ki jim slovenščina predstavlja drugi ali tuji jezik, ter za promocijo učenja slovenščine v tujini. Na območjih, kjer živita italijanska in madžarska narodna skupnost, skrbi za kvalitetno izobraževanje v italijanščini oziroma madžarščini, skrbi za uporabo in razvoj jezika romske skupnosti, prav tako pa priznava vsem drugim jezikom manjšin, priseljenjskih skupnosti ipd. pravico do rabe, ohranjanja in obnavljanja lastnega jezika in kulture.

Pri izobraževanju upošteva jezikovne pravice govorcev s posebnimi potrebami.

V skladu s tradicijo pozitivnega vrednotenja znanja različnih tujih jezikov in glede na sodobne potrebe po konkurenčnosti, odprtosti in demokratičnosti Slovenije je ena prednostnih usmeritev slovenske jezikovne politike upoštevanje jezikovne raznolikosti in spodbujanje funkcionalne večjezičnosti. Cilj je, da bi bili govorniki slovenščine kot prvega jezika jezikovno kompetentni in ozaveščeni in da bi razvili zmožnost učinkovitega, samozavestnega in kvalitetnega sporazumevanja v slovenščini in po možnosti vsaj še v dveh jezikih, tako na področju splošne kot poklicne rabe. Pri tem naj se utrjuje zavest o položaju slovenščine kot uradnega jezika v Republiki Sloveniji, o tem, da je slovenščina materni jezik večine prebivalstva, pa tudi drugi ali tuji jezik za številne govorce drugih maternih jezikov, ter o enakovrednosti vseh jezikov.

Skladno s spoštovanjem temeljnih človekovih pravic in načel Evropske unije se Slovenija zavezuje k spodbujanju medsebojnega razumevanja, solidarnosti in družbene kohezije. Javnost se mora zavedati, da imajo vsi pravico vključevati se v javno življenje, da mora biti srečevanje z različnostjo strpno in naklonjeno ter da imajo različne skupine govorcev

slovenščine in drugih jezikov različne sporazumevalne potrebe in različno stopnjo jezikovne zmožnosti. S tem je povezano tudi ozaveščanje govork in govorcev o občutljivi rabi jezika pri vzpostavljanju družbenih razmerij (npr. neseksistična raba jezika, preiščena raba izrazov za potencialno ranljive skupine ipd.). Jezikovno izobraževanje ima ključno vlogo pri uresničevanju navedenih usmeritev. V tem okviru je bistvena razširitev razumevanja vloge učiteljev slovenščine in drugih jezikov. Ti niso le posredovalci jezikovnega, ampak tudi kulturnocivilizacijskega znanja ter so vezni člen med različnimi jeziki, kulturami in identitetami. Da bi učitelji to vlogo v resnici lahko opravljali, jih je treba dodatno usposabljeni in jim dati čim večjo avtonomijo, ki med drugim vključuje tudi prožno uporabo in udeleževanje učnih načrtov glede na različne potrebe tistih, ki jih učijo. Samo tako bodo lahko postali jezikovno samozavestnejši.

*Zakon o javni rabi slovenščine* (13. člen) zavezuje Vlado Republike Slovenije k sprejetju posebnega programa jezikovnega izobraževanja, ki naj bi bil poleg rednega izobraževanja namenjen tudi za jezikovno izpopolnjevanje mladine in odraslih, ter programa, namenjenega tujcem v Republiki Sloveniji. Programa nista bila ne oblikovana ne sprejeta. V skladu z besedilom tega dokumenta se bo celovita problematika jezikovnega izobraževanja v Republiki Sloveniji urejala v okviru enotnega Akcijskega načrta za jezikovno izobraževanje, ki bo vseboval tudi programa, predvidena v navedenem zakonu. Akcijski načrt bo upošteval v nadaljevanju navedena izhodišča.

## 2.1.2 Splošni cilji in ukrepi

Nekateri cilji in ukrepi na področju jezikovnega izobraževanja se morajo načrtovati povezano in enotno ne glede na različnost jezikov in ciljnih skupin. Načrtovanje in izvajanje jezikovnega izobraževanja mora temeljiti tudi na ustreznih podatkih o jezikovnem standardu, jezikovni rabi, sporazumevalnih potrebah, jezikovnih stališčih ipd., katerih pripravo in zbiranje predvideva ta dokument.

1. cilj: Uskladitev dejavnosti jezikovnega izobraževanja na vseh ravneh

Ukrep:

- v okviru sprejemanja Akcijskega načrta za jezikovno izobraževanje se opredelijo dejavnosti na vseh zadevnih področjih, in sicer glede na tip govorcev, raven šolanja, jezike in družbene potrebe, po prioritetah in v danem časovnem okviru (5–10 let).

Kazalnik:

- izdelava Akcijskega načrta za jezikovno izobraževanje.

Predvidena sredstva: 25.000 EUR.

Predvideni učinki: usklajeno in učinkovito načrtovanje in izvajanje jezikovne politike na področju jezikovnega izobraževanja ter posledično dvig ravni funkcionalne pismenosti vseh tipov govorcev.

Nosilec: MK.



**2. cilj: Zmožnost govorcev slovenščine za uporabo jezikovnih priročnikov in jezikovnih tehnologij**

**Ukrep:**

- usposobiti govorce in učeče se za učinkovito sporazumevanje v slovenskem jeziku, temelječem na ustreznem znanju in pozitivnem odnosu do jezika. izobraževanje (učiteljev<sup>2</sup> in učečih se) za delo z jezikovnimi priročniki in viri.

**Kazalnik:**

- število izvedenih izobraževalnih oblik.

**Predvidena sredstva: 100.000 EUR.**

**Predvideni učinki:** povečanje števila usposobljenih učiteljev in učečih se za kompetentno uporabo priročnikov in drugih jezikovnih virov, povečano število poznavalcev jezikovnih tehnologij, njihova množičnejša uporaba, učinkovitejše delo v izobraževalnih procesih.

**Nosilca:** MIZŠ, MK.

**3. cilj: Ozaveščenost o različnosti sporazumevalnih potreb in načinov sporazumevanja**

**Ukrep:**

- ☐ senzibilizacija o različnih sporazumevalnih potrebah in zmožnostih različnih skupin govorcev in sprejemljivosti različnih oblik sporazumevanja.

**Kazalnik:**

- število dogodkov in gradiv, ki prispevajo k uresničevanju ukrepa.

**Predvidena sredstva: 60.000 EUR.**

**Predvideni učinki:** učinkovitejše in strpnejše sporazumevanje med različnimi skupinami govorcev.

**Nosilca:** MK, MIZŠ.

**4. cilj: Večjezikovna in medkulturna ozaveščenost**

**Ukrep:**

- ☐ priprava dodatnih učnih vsebin in gradiv s področja večjezičnosti in medkulturne komunikacije.

**Učitelji:**

- ☐ medkulturno opismenjevanje učiteljev in vzgojiteljev.

**Učeči se:**

- ☐ vzgajanje za razumevanje večjezičnosti in medkulturnosti.

**Kazalnik:**

- število novih gradiv in pripravljenih učnih vsebin s tega področja.

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<sup>2</sup> Izraz učitelji se smiselno uporablja v ožjem smislu, kjer je to potrebno, pa tudi v širšem in tako vključuje vse strokovne delavce v vzgoji in izobraževanju: učitelje (tudi drugih predmetov), vzgojitelje, knjižničarje, svetovalne delavce.

**Predvidena sredstva: 100.000 EUR.**

**Predvideni učinki:** zviševanje stopnje sporazumevanja med različnimi skupinami, zviševanje praga tolerance v večjezičnih/večkulturnih okoljih, učinkovitejše sporazumevanje med različnimi udeleženci izobraževalnih procesov.

**Nosilca:** MIZŠ, MK.

**5. cilj:** Spremljanje jezikovnega stanja

**Ukrepi:**

- **sistematično spremljanje bralne in funkcionalne pismenosti ter spodbujanje raziskav o slabostih, prednostih in izzivih jezikovne politike in izobraževanja s poudarkom na pismenosti.**
- **spodbujanje aplikativnih raziskav o sodobnem slovenskem jeziku, njegovi zgodovini, njegovih govorcih (slovenščina kot prvi jezik, slovenščina kot drugi ali tuji jezik, govorce s posebnimi potrebami), njihovi jezikovni zmožnosti, sporazumevalnih potrebah in stališčih ter kontrastivnih, sociolingvističnih in drugih raziskav – vključno z raziskavami regionalnih različic in slovenščine zunaj Republike Slovenije, ki bodo služile kot podpora Akcijskemu načrtu za jezikovno izobraževanje;**
- **spodbujanje aplikativnih raziskav s področja jezikov manjšin ter tujih jezikov v funkciji zagotavljanja podlag za celostno jezikovno politiko na področju jezikovnega izobraževanja in kot podpora Akcijskemu načrtu za jezikovno izobraževanje.**

**Kazalnik:**

- **število raziskav.**

**Predvidena sredstva: 500.000 EUR.**

**Predvideni učinki:** usklajeno in učinkovitejše načrtovanje, razvijanje in izvajanje jezikovne izobraževalne politike.

**Nosilci:** MK, MIZŠ, ARRS, Urad Vlade RS za Slovence v zamejstvu in po svetu.

## 2.1.3 Slovenščina kot prvi jezik

### 2.1.3.1 V Republiki Sloveniji

Slovenščina je kot uradni ter za večino prebivalstva materni jezik pri načrtovanju jezikovne politike deležna največje pozornosti. Na ravni jezikovnega izobraževanja bo jezikovna politika v naslednjem obdobju posebno skrb namenila jezikovnemu pouku slovenščine v vzgojno-izobraževalnem sistemu Republike Slovenije, raziskavam slovenskega jezika ter evalviranju in raziskovanju jezikovnega izobraževanja v slovenščini.

Skušala bo tudi uzaveščati pomen jasnega in razumljivega uradnega jezika ter zagotavljati vseživljenjsko jezikovno izobraževanje javnih uslužbencev, da bodo odgovorno sooblikovali

pisno in govorno podobo slovenskega jezika v javni rabi ter skrbeli za jasno in razumljivo izražanje in ne preveč zapleten uradovalni jezik.

Sedanja zasnova jezikovnega pouka slovenščine kot prvega jezika v vzgojno-izobraževalnem sistemu Republike Slovenije si kot temeljni cilj zastavlja funkcionalno zmožnost sporazumevanja, temeljna metoda pa je delo z največkrat idealiziranim neumetnostnim besedilom. Glede na bistveno spremenjene družbene okoliščine (globalizacija, medkulturnost, večjezičnost) pa zgolj dobra funkcionalna pismenost ni več dovolj. Posameznik mora prevzemati vedno številnejše jezikovne vloge v osebni, strokovni, poklicni in družbeni življenju. V ospredje prihaja potreba po razumevanju družbene razsežnosti jezika in kulture, v kateri poteka sporazumevanje. Govorcem slovenščine kot prvega jezika, tako mlajšim kot odraslim, naj izobraževalni sistem omogoča, da v tem jeziku kar najbolj udeležijo svoje jezikovno-izrazne potenciale, se razvijejo v jezikovno kompetentne osebe in se glede na posameznikove potrebe opremijo za učinkovito, tj. razumljivo in sprejemljivo javno in uradno komunikacijo ter za druge vrste specializiranega sporazumevanja.

Akcijski načrt za jezikovno izobraževanje, ki ga predvideva ta resolucija, bo zato na podlagi raziskav in evalvacij pouka slovenščine, ki naj potekajo povsem neodvisno in institucionalno ločeno od drugih aktivnosti na področju pouka slovenščine, pa tudi na podlagi rezultatov dosedanjih raziskav bralne pismenosti (Pisa), sodobnih ugotovitev (splošno- in specialnodidaktične) stroke, rezultatov nacionalnih preizkusov znanja in mature ter mnenj visokošolskih zavodov in zainteresirane javnosti predvidel nov koncept poučevanja slovenščine kot prvega jezika. Koncept naj poleg že uveljavljenih in preizkušenih metod pouka slovenščine upošteva še naslednja izhodišča:

- Pri jezikovnem pouku slovenščine je treba upoštevati tudi širši kulturni (zunajjezikovni) kontekst, učence usmerjati v zmožnost refleksije sprejemanja, interpretiranja, vrednotenja in tvorjenja besedil ter v analizo izkušenj, ki jih pridobivajo ob sprejemanju in tvorjenju najraznovrstnejših besedil. Teorijo besedilnih vrst naj pouk slovenščine razume kot idealiziran opis možnosti besedilne uresničitve, ki pa se v realnem življenju uresničuje izrazito prožno glede na najrazličnejše okoliščine. Pri snovanju učnih načrtov naj bodo izhodišče dejanske komunikacijske potrebe učencev.
- Eden od temeljnih ciljev jezikovnega pouka slovenščine naj bo izboljšanje jezikovne samozavesti govorcev slovenščine.
- Pouk slovenščine kot prvega jezika ne more v celoti prevzeti odgovornosti za razvijanje sporazumevalne zmožnosti, zato je treba sistemsko predvideti najrazličnejše možnosti medpredmetnega povezovanja. Še posebej pa je treba skrbeti za čim boljše povezanost književnega in jezikovnega dela pouka slovenščine ter za navezovanje in povezovanje pouka vseh jezikov v kurikulumu (gl. tudi poglavje Tuji jeziki).
- Pouk slovenskega jezika naj ima tudi funkcijo prvega seznanjanja s splošnimi jezikoslovnimi metakoncepti, saj je takšno znanje bistvena sestavina kritične sporazumevalne zmožnosti in temeljni pogoj za uspešno reševanje problemov na najvišjih zahtevnostnih ravneh. Zato je treba za koherentnost podajanja slovničnih, pravopisnih in pravorečnih vsebin skrbeti bolj, kot se je skrbelo do zdaj. Pri tem naj se obravnava teh vsebin še vedno povezuje (tudi) s praktičnimi besediloslovnimi vidiki, vendar je treba preseči omejitve na zgolj neposredno uporabno, »funkcionalno« znanje. V tem okviru je smiselno spodbujati tudi pripravo šolskih slovnice slovenskega jezika za učence in dijake.

Poleg ciljev in ukrepov, ki jih bo predvidel Akcijski načrt za jezikovno izobraževanje, pa se uveljavi naslednje:

1. cilj: Razvijanje in izpopolnjevanje jezikovne zmožnosti govorcev slovenščine kot prvega jezika in njihovo usposabljanje za učinkovito sporazumevanje

## Ukrepi:

- ☐ seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot prvega jezika;
- ☐ nadaljevanje aktivnosti v zvezi z izpopolnjevalnem učnih načrtov, učnih gradiv in učnih pristopov;
- ☐ priprava evalvacij pouka slovenščine, ki bodo potekale neodvisno od institucije, ki skrbi za učne načrte, njihovo uvajanje ter za spremljavo pouka slovenščine;
- ☐ prenova oz. izdelava učnih gradiv v klasični in e-obliki;
- ☐ izdelava seznama strokovnih izrazov za jezikovni pouk v osnovni in srednji šoli v slovenščini in tujih jezikih;
- ☐ posodabljanje didaktičnih pristopov k učenju jezika in vzpodbujanje projektov, ki vključujejo medpredmetno povezovanje tujih jezikov in drugih predmetov s poukom slovenščine;
- ☐ spodbujanje uvajanja inovativnih pristopov k učenju in poučevanju slovenščine kot prvega jezika;
- ☐ spodbujanje stalnega strokovnega izpopolnjevanja učiteljev slovenščine na jezikovnem in didaktičnem področju;
- ☐ usposabljanje učiteljev tujih jezikov na področju slovenščine in učiteljev slovenščine na področju tujih jezikov;
- ☐ organiziranje in izvajanje ustreznega jezikovnega usposabljanja glede na sporazumevalne potrebe različnih ciljnih skupin na vseh stopnjah izobraževanja;
- ☐ spodbujanje ustvarjanja ter drugih motivacijskih dejavnosti v slovenskem jeziku v celotnem vzgojno-izobraževalnem sistemu.

## Kazalniki:

- število izvedenih ukrepov,
- število strokovnih usposabljanj za ravnatelje in učitelje,
- število zunanjih evalvacij pouka slovenščine,
- število prenovljenih učnih gradiv v klasični in e-obliki,
- število motivacijskih projektov,
- število projektov spodbujanja inovativnih pristopov,
- izdelan seznam strokovnih izrazov.

Predvidena sredstva: 700.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje, razvijanje in izvajanje jezikovne in izobraževalnih politik.

Nosilca: MIZŠ, MK.

2. cilj: Razumljiv uradovalni jezik in nadgrajevanje jezikovne zmožnosti javnih uslužbencev

## Ukrepi:

- ☐ dopolnjevanje in razširitev priročnika *Jezik in oblika dopisa v skladu s celostno grafično podobo državne uprave*, ki ga je izdalo Ministrstvo za pravosodje in javno upravo (Direktorat za organizacijo in kadre) po zgledu Evropske komisije (*Pišimo jasno*);
- ☐ dodatno jezikovno izobraževanje za javne uslužbenke in uslužbence in njihovo ozaveščanje o družbeni vlogi slovenskega jezika, mdr. tudi na specifičnih področjih, kot je neseksistična in spolno občutljiva raba jezika;
- ☐ ciljno jezikovno usposabljanje za javne uslužbence kot obvezni del pripravništva (Upravna akademija);

- ▣ izdelava kazalnikov za razumljivo in sprejemljivo javno in uradno sporazumevanje za potrebe različnih ciljnih skupin.

Kazalnika:

- dopolnitev priročnika,
- število dodatnih jezikovnih izobraževanj in ciljnih usposabljanj za javne uslužbence.

Predvidena sredstva: 100.000 EUR.

Predvideni učinki: izboljšanje razumljivosti uradnega jezika, njegova usklajenost s splošno sprejetimi jezikovnimi normami, povečanje števila javnih uslužbencev s temi zmožnostmi, večja in lažja dostopnost dobrin državljanom kot udeležencem uradnih postopkov.

Nosilca: MNZ (vključno z Upravno akademijo), GSV.

### 2.1.3.2 Zunaj Republike Slovenije

#### 2.1.3.2.1 Začasna mobilnost – zdomstvo

Nekateri govorci slovenščine kot prvega jezika odhajajo v tujino (zlasti v evropske države) za omejeno časovno obdobje, npr. zaradi službe. Pogosto jih spremljajo otroci, ki določen čas odraščajo in se šolajo v dvo- in večjezičnih okoljih zunaj matične države.

Slovenska jezikovna politika mora zdomcem, še posebej pa otrokom, zagotoviti možnost širjenja ali izpopolnjevanja jezikovne zmožnosti v slovenščini. Čeprav znanje slovenščine ti otroci primarno lahko pridobivajo ali vzdržujejo v družini, je nujno tudi sistematično učenje slovenščine kot prvega jezika v njegovi funkcijski raznolikosti, kakršno otrokom, ki odraščajo v Sloveniji, omogoča šolanje v domačem izobraževalnem sistemu. Zato mora vsaj deloma tudi siceršnje izobraževanje učencev in dijakov v tujini, tj. pridobivanje znanja pri drugih predmetih, potekati v slovenskem učnem jeziku – ne nazadnje zaradi morebitnega njihovega kasnejšega vključevanja v slovenski izobraževalni sistem. Organizacija takšnega sistematičnega izobraževanja je seveda mogoča le v omejenem obsegu, pogosto celo samo na daljavo, bolj celovito pa je zanjo mogoče poskrbeti tam, kjer so potrebe zaradi večjega števila šolajočih se večje (npr. v primeru otrok slovenskih uslužbencev v Bruslju in Luksemburgu).

1. cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot prvem jeziku za zdomske otroke

Ukrepi:

izdelava e-gradiv za samostojno učenje slovenščine kot prvega jezika in drugih predmetov v slovenščini na daljavo in za kombinirano učenje;  
vzpostavitev sistema za preverjanje in certificiranje znanja slovenščine kot prvega jezika za tiste, ki so zaključili šolanje oz. se šolajo zunaj Republike Slovenije;  
povečanje števila učiteljev slovenščine na evropskih šolah v Bruslju in Luksemburgu;  
ohranjanje poletnih šol/taborov v Republiki Sloveniji za otroke govorce slovenščine kot prvega jezika, ki odraščajo in se šolajo v večjezičnih okoljih.

Kazalniki:

- število novih e-gradiv,
- število organiziranih izobraževalnih dogodkov,

- vzpostavitev sistema za preverjanje in certificiranje,
- število novih delovnih mest za učitelje slovenščine na evropskih šolah.

Predvidena sredstva: 350.000 EUR.

Predvideni učinki: povečanje števila udeležencev jezikovnih izobraževalnih procesov, namenjenih zdomskim otrokom, večja dostopnost ustreznih gradiv, povečana stopnja znanja slovenščine med otroki v zdomskih skupnostih.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

2. cilj: Usposabljanje učiteljev v dvo- in večjezičnih okoljih

Ukrep:

sistematično formiranje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku.

Kazalnik:

- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 40.000 EUR.

Predvideni učinki: povečanje števila udeležencev temu namenjenih izobraževalnih procesov, implementacija ustreznih izobraževalnih metod v omenjenih okoljih.

Nosilci: MIZŠ, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

#### *2.1.3.2.2 Zamejstvo in izseljenstvo*

Raba slovenščine v zamejstvu, zlasti v Porabju, na avstrijskem Koroškem in Štajerskem, v zahodni Benečiji, Kanalski dolini, Reziji in na Hrvaškem, ter v izseljenskih skupnostih močno upada, zato zasluži posebno analizo, skrb, raziskovalno pozornost in podporo.

Slovenska jezikovna politika se zavzema, da se pravica do znanja in uporabe slovenščine v zamejstvu uveljavlja v vseh situacijah in okoljih, kjer je raba slovenščine zakonsko predvidena oz. kjer obstaja želja govorcev po njeni zastopanosti. Iz posebnih razmer v zamejstvu izhajajo posebne jezikovnonačrtovalne potrebe, za izpolnitev katerih je potrebno kompleksno in kontinuirano raziskovanje narodnega in (družbeno)jezikovnega položaja zamejskih Slovencev, rabe njihovih knjižnih variant slovenskega jezika in narečij ter podpiranje informiranja osrednje slovenske skupnosti o jezikovnem položaju in jezikovnih potrebah slovenskega zamejstva.

V odnosu do izseljenstva, za katero je v primerjavi z zamejstvom značilen še krhkejši položaj slovenščine, je ključno, da si jezikovna politika prizadeva za spodbujanje rabe in učenja slovenščine v vseh krogih in situacijah, kjer za to obstaja interes.

Govorcem slovenščine – tako tistim, za katere je slovenščina prvi jezik, kot tistim, ki slovenščino uporabljajo kot drugi oz. tuji jezik – mora jezikovna politika omogočiti čim kvalitetnejše pridobivanje in utrjevanje jezikovne zmožnosti, da bodo dobili osnove za samozavestno in učinkovito sporazumevanje v slovenščini v funkcijsko raznolikih

sporazumevalnih situacijah. Obenem je pomembno tako učiteljem kot učečim se omogočiti, da pridobijo zmožnost nenehnega nadgrajevanja in širjenja zmožnosti v slovenščini.

1. cilj: Širjenje ali izpopolnjevanje jezikovne zmožnosti in področij rabe v slovenščini kot prvem jeziku

Ukrepi:

- ☐ povečanje štipendijskih skladov, ki omogočajo bivanje in izobraževanje Slovencev iz zamejstva in izseljenstva v Sloveniji, ter transparentnosti štipendiranja;
- ☐ organizacija seminarjev o Sloveniji in slovenski kulturi ter o dvo- in večjezičnosti v družbi, družini in na osebni ravni;
- ☐ spodbujanje rabe slovenščine v informativnih in predstavitvenih gradivih klasičnega in spletnega formata;
- ☐ spremljanje stanja v zvezi z javno rabo slovenščine v zamejstvu v zvezi z uresničevanjem jezikovnopoličnih načrtov;
- ☐ podpora pri pripravi učnih gradiv in učbenikov slovenščine posebej za ciljne skupine na dvojezičnih območjih v zamejstvu;
- ☐ podpiranje slovenskega zamejskega tiska;
- ☐ podpiranje slovenske gledališke dejavnosti;
- ☐ podpiranje ustvarjalnosti v lokalnih knjižnih različicah (nadiščini, terščini, porabščini);
- ☐ vzpodbujanje kulturnih in izobraževalnih povezav z narodno matico;
- ☐ podpiranje slovenskih medijev pri vključevanju življenja in problemov slovenskih zamejcev;
- ☐ omogočanje telekomunikacijske pokritosti roba slovenskega govornega prostora in zagotovitev dostopnosti slovenskega radia in televizije.

Kazalniki:

- obseg sredstev za štipendijske sklade,
- obseg sredstev za medije,
- obseg sredstev za kulturno ustvarjalnost,
- število organiziranih seminarjev,
- število raziskav v zvezi z javno rabo slovenščine v zamejstvu in izseljenstvu,
- obseg sredstev in število gradiv in učbenikov slovenščine,
- telekomunikacijska pokritost slovenskega govornega prostora.

Predvidena sredstva: 1.000.000 EUR.

Predvideni učinki: povečanje števila udeležencev izobraževalnih procesov v Sloveniji, namenjenih otrokom, mladim in strokovnjakom iz zamejstva in izseljenstva, usklajeno podpiranje razvoja in dostopnosti vseh oblik medijske prisotnosti slovenščine v zamejskih in izseljenskih okoljih, podpiranje razvoja kulturne ustvarjalnosti ter zagotovitev ustreznih orodij in infrastrukture za to.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

2. cilj: Optimizacija poučevanja in učenja slovenščine

Ukrepi:

Učitelji:

- ☐ sistematično usposabljanje vzgojiteljev in učiteljev v šolah s slovenskih učnim jezikom in v dvojezičnih šolah – tako učiteljev slovenščine in drugih jezikov kot učiteljev nasploh – v obliki specializiranih tečajev za vlogo strokovnjakov, ki bodo učečim se v

dvo- in večjezičnem okolju pomagali pri udejanjanju jezikovno-izraznih potencialov in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini kot prvem jeziku ter pri kvalitetnem razvijanju zmožnosti v slovenščini kot drugem oz. tujem jeziku;

- ▣ izdelava celovite metodike poučevanja slovenščine v večjezičnih okoljih.

Učeči se:

- ▣ organizacija tečajev splošnosporazumevalne slovenščine, strokovne slovenščine (glede na potrebe posameznih strok in poklicev, vključno z javno upravo) in prevajanja tako za govorce slovenščine kot prvega jezika kot tudi za druge;
- ▣ organizacija daljših bivanj in tečajev slovenščine v Republiki Sloveniji za učence in dijake šol s slovenskim učnim jezikom in dvojezičnih šol v zamejstvu;
- ▣ uveljavitev in prilagoditev slovenskega sistema preverjanja in certificiranja znanja slovenščine v skladu z evropskimi smernicami.

K ohranjanju in izboljšanju položaja slovenščine v izseljenstvu, kjer ne gre le za govorce, ki želijo vzdrževati in širiti svojo sporazumevalno zmožnost v slovenščini kot prvem jeziku, temveč tudi za govorce, ki si želijo revitalizirati slovenski jezik in kulturo, jezikovna politika poleg zgoraj navedenih skupnih ukrepov skrbi še za optimizacijo poučevanja in učenja slovenščine:

Učitelji:

- ▣ usposabljanje učiteljev slovenščine za vlogo strokovnjakov, ki bodo učečim se v izseljenstvu pomagali pri glede na možnosti in okoliščine optimalnem udejanjanju jezikovno-izraznih potencialov in pri razvijanju kar se da široke in funkcijsko raznolike sporazumevalne zmožnosti v slovenščini;
- ▣ usposabljanje učiteljev slovenščine v obliki specializiranih, konkretnim potrebam prilagojenih seminarjev slovenščine.

Učeči se:

- ▣ izdelava e-gradiv za (samo)učenje slovenščine v izseljenstvu.

Kazalniki:

- število izobraževalnih oblik za učitelje in učeče se,
- izdelava metodike,
- uveljavitev slovenskega sistema preverjanja in certificiranja znanja slovenščine,
- število dogodkov na področju čezmejnega sodelovanja s komponento medjezikovnega ozaveščanja.

Predvidena sredstva: 200.000 EUR.

Predvideni učinki: izboljšanje izobraževalnih procesov, njihovo usklajeno načrtovanje in razvoj, povečanje dostopnosti do njih in do ustreznih gradiv, povečanje stopnje prisotnosti rezultatov teh izobraževanj in njihove kakovosti v izobraževalnih procesih v zamejstvu in izseljenstvu.

Nosilci: MIZŠ, MK, MZZ, Urad Vlade RS za Slovence v zamejstvu in po svetu.

## 2.1.4 Slovenščina kot drugi in tuji jezik

Z migracijskimi procesi se tako v Republiki Sloveniji kot tudi zunaj njenih meja veča število zainteresiranih za učenje slovenščine kot drugega in tujega jezika. Za pripadnike manjšin ter priseljence in vse druge tujce, ki prihajajo v Republiko Slovenijo in ostajajo daljši čas, je



dostop do znanja (oziroma učenja) slovenščine temeljnega pomena, saj se z njim lažje aktivno vključujejo v družbo in imajo pri tem enake možnosti za osebni razvoj, zaposlitev, dostop do informacij itd. kot večinski govorniki. Pri tem mora biti v okviru zakonskih in proračunskih možnosti zagotovljena tudi njihova pravica do uporabe svojega lastnega jezika in kulture.

Otroci in mladi priseljenci, ki se vključujejo v slovenski vzgojno-izobraževalni sistem, se ob vključitvi v redni izobraževalni proces učijo slovenščino, ki pa zaenkrat nima natančno definiranega ne obsega ne oblike. V praksi poteka pouk slovenščine za otroke priseljence enkrat do dvakrat tedensko, vzporedno z rednim poukom. Smernice za uspešno jezikovno integracijo so sicer podane v dokumentu Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v RS (MŠŠ, 2007) in bi jih veljalo pri prenovi normativov in standardov z namenom učinkovitega vključevanja teh skupin govorcev upoštevati, v tem okviru zlasti uvedbo tudi intenzivnih uvajalnih tečajev slovenščine.

Odraslim brezplačni dostop do učenja slovenščine kot drugega jezika odpira Uredba o načinih in obsegu zagotavljanja programov pomoči pri vključevanju tujcev, ki niso državljani Evropske unije, ki pa velja le za priseljence iz t. i. tretjih držav. Lažji dostop do učenja slovenščine se mora v bodoče omogočati tudi priseljencem iz držav Evropske unije. V primeru, da se slovenščino uči otrok v okviru vzgojno-izobraževalnega sistema, se morajo možnosti za učenje slovenščine predstaviti tudi njegovim staršem.

Študentje, ki prihajajo na študij v Slovenijo v okviru programa Erasmus, imajo možnost brezplačne enkratne udeležbe na tečaju slovenščine, drugi študentje pa take možnosti nimajo (problematika visokega šolstva je resolucijsko pokrita v nadaljevanju pod točko 8).

Slovenija skrbi tudi za promocijo učenja in študija slovenščine ter slovenističnega raziskovanja v tujini posebej z mrežo lektoratov na tujih univerzah, v Sloveniji pa tudi s štipendiranjem oseb, ki se slovenščine učijo zunaj meja Republike Slovenije in v Slovenijo prihajajo na krajše in daljše tečaje. Vendar je to štipendiranje z izjemo Seminarja slovenskega jezika, literature in kulture na Univerzi v Ljubljani omejeno na osebe slovenskega rodu in ni povsem transparentno. Glede na raznoliko ciljno publiko in najrazličnejše sporazumevalne potrebe se zato kot prioritetni kaže naslednji cilj:

**Cilj:** Širjenje ali izpopolnjevanje jezikovne zmožnosti v slovenščini kot drugem in tujem jeziku

**Ukrepi:**

- prenova normativov in standardov z vidika uvedbe uvajalnih intenzivnih tečajev slovenščine za otroke priseljence;
- oblikovanje učnega načrta za slovenščino kot drugi jezik v osnovni šoli na podlagi definiranega obsega in oblike učenja slovenščine kot drugega/tujega jezika;
- izdelava ustreznih e-gradiv (vključno s priročniki, kot so slovnica in slovarji), namenjenih za samostojno učenje in kombinirano učenje za najrazličnejše ciljne publike;
- strokovna podpora pri razvoju novih tečajev slovenščine kot drugega in tujega jezika v Sloveniji in tujini.
- zagotavljanje pravnih, finančnih in organizacijskih pogojev za ohranjanje in razvijanje mreže lektoratov slovenščine na tujih univerzah.

**Učitelji:**

- seznanjanje ravnateljev in učiteljev z nacionalno jezikovno politiko na področju slovenščine kot drugega/tujega jezika;

- sistematično usposabljanje vzgojiteljev in učiteljev za poučevanje otrok, učencev in dijakov, katerih prvi jezik ni slovenščina in se vključujejo v slovenski izobraževalni sistem (učitelji slovenščine in drugih predmetov);
- usposabljanje učiteljev slovenščine, ki poučujejo odrasle na tečajih po Uredbi o načinih in obsegu zagotavljanja programov pomoči pri vključevanju tujcev, ki niso državljani Evropske unije;
- usposabljanje učiteljev za opismenjevanje nepismenih tujih govorcev v slovenščini;
- usposabljanje vzgojiteljev in učiteljev slovenščine za poučevanje v dvo- in večjezičnih okoljih.
- usposabljanje učiteljev za poučevanje slovenščine na tujih univerzah.

#### Učeči se:

- izdelava posebnih programov in tečajev za opismenjevanje nepismenih tujih govorcev;
- organizacija tečajev slovenščine za priseljence iz Evropske unije;
- sistemska ureditev štipendiranja za udeležbo na tečajih slovenščine v Republiki Sloveniji za osebe, ki niso slovenskega rodu, ki pa lahko pomembno prispevajo k promociji slovenščine, kulturnim izmenjavam itd. (prevajalci, kulturni delavci, raziskovalci ...);
- usposabljanje javnih uslužbencev za delo s tujimi govorniki slovenščine;
- širitev jezikovne zmožnosti v slovenščini med govorniki večinskih jezikov v zamejstvu in izseljenstvu.

#### Kazalniki:

- prenovljeni normativi in standardi z vidika uvedbe intenzivnih uvajalnih tečajev slovenščine za otroke priseljence,
- izdelan učni načrt za slovenščino kot drugi jezik v OŠ,
- število novih e-gradiv,
- število novih tečajev slovenščine,
- število izobraževalnih oblik za učitelje,
- število posebnih programov in tečajev za opismenjevanje,
- število štipendij za udeležbo na tečajih slovenščine za Neslovence, ki lahko pripomorejo k promociji slovenščine,
- število usposabljanj javnih uslužbencev za delo s tujimi govorniki slovenščine,
- število usposabljanj za govorce večinskih jezikov v zamejstvu in izseljenstvu,
- urejeni delovno-pravni status učiteljev slovenščine na tujih univerzah.

Predvidena sredstva: 500.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvoj tovrstnega izobraževanja, izboljšanje njegove kakovosti ter povečanje njegove dostopnosti (vključno z gradivi) za različne skupine govorcev, tako učiteljev kot učečih se.

Nosilci: MIZŠ, MZZ, MK, Urad Vlade RS za Slovence v zamejstvu in po svetu.

### **2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji**

Rabo italijanskega in madžarskega jezika, kot jezika italijanske in madžarske narodne skupnosti na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost urejajo Ustava Republike Slovenije, Zakon o ratifikaciji evropske listine o regionalnih ali manjšinskih jezikih, Zakon o ratifikaciji okvirne konvencije za varstvo narodnih manjšin ter drugi mednarodnopravni akti in Zakon o javni rabi slovenščine ter drugi pravni akti, ki posegajo na to področje. Pripadniki italijanske in madžarske narodne skupnosti imajo pravico do enakopravne, javne in zasebne rabe svojega jezika na območjih občin v katerih živijo.

Pravica italijanske in madžarske narodne skupnosti do rabe svojega jezika na omenjenih območjih je povezana z njihovo pravico do vzgoje in izobraževanja v svojem jeziku, informiranja in medijske dejavnosti v svojem jeziku, kulturne dejavnosti v svojem jeziku in znanstveno raziskovalne dejavnosti v svojem jeziku.

Republika Slovenija zagotavlja status italijanskega in madžarskega jezika kot jezika italijanske in madžarske narodne skupnosti s pripravo programa jezikovnih politik, ki bo vključeval skrb za zagotavljanje pravnih podlag rabe obeh jezikov, uresničevanje določil omenjenih pravnih podlag in za nadzor nad uresničevanjem omenjenih pravnih podlag ter za stalno znanstveno raziskovalno spremljanje jezikovnega življenja, za širjenje jezikovnih zmožnosti ter za razvoj in kulturo jezikov.

**Cilj:** zagotovitev pogojev za enakopravno javno in zasebno rabo in razvoj italijanskega ali madžarskega jezika na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost

**Ukrepi:**

- ustrenejša sistemska nadgradnja dvojezičnega poslovanja,
- priprava potrebnih zakonskih aktov in programa jezikovnih politik za rabo omenjenih jezikov,
- jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komuniciranje in vodenje postopkov v italijanskem in madžarskem jeziku in za izdajo dokumentov tudi v italijanskem in madžarskem jeziku ter ukrepi za ustrezno dvojezično poslovanje oseb javnega prava in podjetij na teh območjih,
- uresničevanje vidne dvojezičnosti na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost,
- uresničevanje varstva potrošnikov tudi v italijanskem in madžarskem jeziku na teh območjih,
- promocija italijanskega in madžarskega jezika kot jezika narodnih skupnosti na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja,
- ureditev in izvajanje ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovnih politik in financiranjem, idr.

**Kazalniki:** število izobraževanj za javne uslužbence in funkcionarje, dosledno uveljavljanje komuniciranja in vodenja postopkov javnih uslužbencev in funkcionarjev v italijanskem ali madžarskem jeziku ter izdajanja dokumentov tudi v italijanskem ali madžarskem jeziku na omenjenih območjih, dosledna uveljavitev dvojezičnih obrazcev, tiskovin, e-uprave in drugega pri poslovanju oseb javnega prava na omenjenih območjih, odprava kršitev vseh oblik vidne dvojezičnosti na omenjenih območjih, doslednejše spoštovanje rabe italijanskega in madžarskega jezika na področju varstva potrošnikov in oglaševanja na omenjenih

območjih, večja promocija italijanskega in madžarskega jezika kot jezika italijanske in madžarske narodne skupnosti pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja, čimprejšnja priprava potrebnih zakonskih aktov in programa jezikovnih politik (npr. jezikovno izobraževanje in bralna pismenost v obeh jezikih, javna raba obeh jezikov, vidna dvojezičnosti, promocija obeh jezikov) za rabo omenjenih jezikov in vzpostavitev učinkovitega ter ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovnih politik in financiranjem, idr.

Predvidena sredstva: 200.000 EUR

Predvideni učinki: usklajeno načrtovanje, razvijanje, uresničevanje in nadzor nad uresničevanjem jezikovnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev, dosledno poslovanje obeh javnega prava tudi v italijanskem in madžarskem jeziku na teh območjih, večje upoštevanje vidne dvojezičnosti ter varstva potrošnikov in oglaševanja tudi v omenjenih jezikih na teh območjih, promocija jezikov avtohtonih narodnih skupnosti, nadzor nad uresničevanjem zakonskih aktov, sistemskih politik in financiranja ter vsi ostali ukrepi za dejansko rabo in razvoj dvojezičnosti na omenjenih območjih.

Nosilci: MK, MIZŠ, pristojna služba za narodni skupnosti in druga ministrstva.

## 2.1.6 Jeziki manjšin in priseljencev v Republiki Sloveniji

Slovenska jezikovna politika na tem področju izhaja iz predpostavke, da je dobro razvita jezikovna zmožnost v prvem jeziku, ki pri manjšinah in priseljencih ni slovenščina, eden od temeljnih pogojev za razvoj jezikovne zmožnosti v slovenščini.

Republika Slovenija na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture. Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov. Vse osebe javnega prava imajo dolžnost, da na teh območjih poslujejo in se sporazumevajo tudi v jeziku avtohtonih narodnih skupnosti. Prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture.

Možnost učenja materinščine je po bilateralnih pogodbah zagotovljena tudi nekaterim govorcem drugih jezikovnih skupnosti, kar omogoča Zakon o osnovni šoli, vendar je uresničevanje teh pravic nesistematizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki dopolnilnega pouka ali izbirnega predmeta, pri katerem pa ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki. Izhodišče jezikovne politike na tem področju v naslednjem obdobju je, da imajo vsi govorce, katerih prvi jezik ni slovenščina, v skladu s človekovimi pravicami in načeli Evropske unije pravico ohranjati in/ali obnavljati (revitalizirati) lastni jezik in kulturo, v tem oziru so upoštevana tudi načela in pravice za jezikovne skupnosti, ki jih opredeljuje Deklaracija RS o položaju narodnih skupnosti pripadnikov narodov nekdanje SFRJ v RS. Zato mora Akcijski načrt za jezikovno izobraževanje predvideti ukrepe, ki bodo sistemsko vzpostavili boljše možnosti za učenje prvega/maternega jezika tudi za preostale priseljence in manjšinske skupnosti na tistih področjih, kjer tako potrebo zazna država ali lokalna skupnost. Takšna možnost naj bo sistemsko pogojena z vzporednim učenjem ali izpopolnjevanjem znanja slovenščine kot drugega ali tujega jezika.

**Cilj: Zagotovitev pogojev za učinkovito jezikovno in siceršnjo družbeno integracijo govorcev manjšinskih jezikov**

Poleg rešitev, ki jih bo natančneje opredelil Akcijski načrt za jezikovno izobraževanje, se uveljavijo tudi naslednji ukrepi:

jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komunikacijo v jezikih avtohtonih narodnih skupnosti;  
 izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost);  
 promocija jezikov avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja;  
 zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

**Kazalniki:**

- število izobraževanj za javne uslužbence in funkcionarje,
- število izobraževanj prevajalcev in tolmačev,
- zagotovljen ustrezen prostor v programih javnih medijev,
- število promocijskih dogodkov na različnih področjih in objavljenih medijskih prispevkov o jezikih avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev.

**Predvidena sredstva: 300.000 EUR.**

**Predvideni učinki:** usklajeno načrtovanje, razvijanje in izvajanje jezikovnih izobraževalnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev in funkcionarjev, posledično večja dostopnost do storitev javne uprave, ustrezna medijska prisotnost jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev, ozaveščenost o obstoju jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja.

**Nosilci:** MIZŠ, pristojna ministrstva, MK.

## **2.1.7 Tuji jeziki**

Načrtovanje politike tujejezikovnega izobraževanja postaja vse pomembnejši del nacionalnih jezikovnih politik v Evropski uniji. Trenutno stanje na tem področju v Republiki Sloveniji izkazuje neusklajenost in pomanjkanje enotnih usmeritev na ravni države in posameznih regij. To se še posebej problematično odraža v obsegu izobraževanja za posamezne tuje jezike, kjer prihaja do zaskrbljujočih neravnovesij glede na kulturno-civilizacijsko in gospodarsko-politično vlogo posameznih jezikov ter možnosti za njihovo izobraževalno kontinuiteto. Odločanje o ponudbi tujih jezikov (v obveznih in izbirnih delih osnovno- in srednješolskih programov) je namreč v celoti prepuščeno šolam oziroma njihovim ravnateljem in zato pogosto podvrženo tudi zelo kratkoročnim interesom.

Slovenska jezikovna politika zato predvideva, da se v Akcijskem načrtu za jezikovno izobraževanje tej problematiki posveti poseben poudarek in da se oblikuje enotna politika poučevanja tujih jezikov v okviru vzgojno-izobraževalnega sistema. Ta naj na podlagi analize

stanja na področju učenja in poučevanja tujih jezikov v celotni izobraževalni vertikali vsebuje tudi izhodišča in smernice: za ustrezno uveljavitev drugega tujega jezika v osnovne in srednje šole; za zagotovitev ustrezne in s strokovnimi argumenti utemeljene razmestitve in razpršenosti učenja tujih jezikov znotraj države in znotraj posameznih regij ter za zagotavljanje ustreznega razmerja med njimi, ki bo temeljilo na upoštevanju njihove kulturno-civilizacijske in gospodarsko-politične vloge in mesta tako v širšem, tj. evropskem in globalnem kontekstu, kot tudi v ožjem, tj. neposredno lokalnem; motiviranje in usposabljanje ravnateljev ter svetovanje šolam in njihovim vodstvom za oblikovanje strokovno ustrezne in čim bolj stabilne ponudbe tujejezikovnega izobraževanja, ki bo smiselno umeščeno v celotno izobraževalno vertikalo tako, da bo učence spodbujalo k (sicer nujno neobvezni) kontinuiteti učenja in doseganju čim višje stopnje jezikovnih zmožnosti vsaj v dveh tujih jezikih; za vzpostavitev sistema ugotavljanja in priznavanja v šoli in zunaj šole pridobljenega jezikovnega znanja; za uvajanje sodobnih pristopov k načrtovanju in izvajanju tujejezikovnega izobraževanja v okviru šolskih izvedbenih kurikulumov.

V osnovno- in srednješolskem izobraževanju naj se pouk vseh jezikov načrtuje in izvaja tako, da se navezujejo drug na drugega in povezujejo med seboj, in sicer tako tuji jeziki ne glede na vlogo v kurikulumu (prvi, drugi, tretji tuji jezik idr.) kot tudi tuji jeziki in slovenščina ter tuji jeziki in nejezikovni predmeti. Navezovanje in povezovanje naj potekata na načine, ki bodo spodbujali medsebojni prenos, čim večjo skladnost in stopenjsko nadgrajevanje jezikovnega in zunajjezikovnega (tj. kulturno-civilizacijskega) znanja (npr. razvijanje zmožnosti prepoznavanja skupnih in razlikovalnih potez v slovničnih opisih posameznih jezikov, ustrezne učne strategije in dejavnosti, primerne organizacijske oblike pouka).

Zakonsko predvidena postopna uvedba zgodnjega učenja prvega tujega jezika v izobraževalni sistem (72. člen Zakona o uravnoteženju javnih financ) v naslednjih letih bo učencem omogočila, da učenje tujih jezikov dojamajo kot nekaj naravnega in da postopoma razvijajo zavest o jezikovni in kulturni raznolikosti, pozitivno pa bo vplivala tudi na njihov kognitivni razvoj. Hkrati pa uvajanje zahteva visoko strokoven pristop k poučevanju, ki že v izhodišču preprečuje možnost neustreznih praks, ter sočasno krepitev zavesti o pomembni vlogi, ki jo ima v Republiki Sloveniji slovenski jezik (na področju avtohtonih manjšin poleg njega tudi italijanski in madžarski).

Smiselno je, da je tako v osnovni kot v srednji šoli izbor tujih jezikov širok, vendar ožji pri prvem tujem jeziku (do trije jeziki, ne samo angleščina) in širši pri drugih tujih jezikih. Prehod iz osnovne šole v srednjo šolo naj bo na ravni drugega tujega jezika dovolj fleksibilen, da bo učencem omogočal izbiro med nadaljevanjem drugega jezika iz osnovne šole, izbiro novega drugega tujega jezika, po potrebi pa tudi med vnovičnim začetkom pouka istega tujega jezika na osnovni ravni. Učenci naj se navajajo na uporabo jezikovnih tehnologij, seveda v okvirih svojih kognitivnih zmožnosti in sporazumevalnih potreb. V ponudbi tujih jezikov je treba v celotni vertikali zagotoviti ustrezno mesto klasičnim jezikom (latinščini in grščini). V delih Republike Slovenije, kjer italijanščina in madžarščina nista uradna jezika, je treba zagotoviti ustrezno mesto tudi jezikoma avtohtonih manjšin kot tujima jezikoma. Vse podrobnosti bo opredelil Akcijski načrt za jezikovno izobraževanje.

**Cilj:** Zagotavljanje kakovosti in optimizacija poučevanja ter učenja tujih jezikov

**Ukrepi:**

**Učitelji:**

- seznanjanje ravnateljev in učiteljev z državno jezikovno politiko na področju tujih jezikov;
- usposabljanje ravnateljev in učiteljev za sprejemanja strokovno ustreznih odločitev v zvezi z načrtovanjem in izvajanjem (tuje)jezikovnega izobraževanja;
- spodbujanje uvajanja inovativnih pristopov k učenju in poučevanju jezikov (CLIL, jezikovni portfolio idr.);

- spodbujanje povezovanja učiteljev tujih jezikov in učiteljev materinščin na ravni šole – oblikovanje skupnega šolskega jezikovnega kurikula;
- spodbujanje stalnega strokovnega izpopolnjevanja učiteljev na jezikovnem in didaktičnem področju;
- usposabljanje učiteljev slovenščine na področju tujih jezikov in učiteljev tujih jezikov na področju slovenščine;
- certificiranje pridobljenih učiteljevih zmožnosti.

Učeči se:

- informiranje in svetovanje učečim se in njihovim staršem glede izbire tujih jezikov;
- izdelava ustreznih učnih gradiv za različne stopnje poučevanja tujih jezikov;
- vključevanje vsebin v učbenike slovenščine, ki bodo krepile zavedanje o pomenu znanja prvega jezika za dobro razumevanje drugih jezikov ter s tem navajale na razmišljanje o jezikovni raznolikosti kot vrednoti;
- certificiranje pridobljenega znanja tujih jezikov (v formalnem izobraževanju in zunaj šole) po veljavni evropski lestvici (Skupni evropski jezikovni okvir) ob zaključku osnovno- in srednješolskega izobraževanja.

Zunaj institucij formalnega izobraževanja se kvalitetno učenje in raba tujih jezikov pri odraslih govornih omogočata predvsem z naslednjimi ukrepi:

- spodbujanje tečajev tujih jezikov na delovnem mestu in drugje (vključno z izobraževalno TV);
- spodbujanje izobraževanja prevajalcev in tolmačev za potencialno deficitarne jezike;
- stalno/sprotno izobraževanje članov prevajalskih in lektorskih služb na jezikovnem in strokovnem področju.

Kazalniki:

- število izvedenih ukrepov,
- število izobraževalnih oblik za ravnatelje in učitelje,
- število učnih gradiv,
- število učnih vsebin o jezikovni raznolikosti,
- število tečajev tujih jezikov za odrasle,
- število izobraževalnih oblik za prevajalce in tolmače,
- število izobraževalnih oblik za člane prevajalskih in lektorskih služb.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje jezikovne platforme za poučevanje tujih jezikov, zvišanje stopnje kakovosti poučevanja in znanja/uporabe tujih jezikov, širjenje nabora tujih jezikov v izobraževalnih procesih in izven njih ter povečevanje možnosti izbora med njimi.

Nosilca: MIZŠ (v sodelovanju z ustreznimi strokovnimi institucijami), MK.

## 2.1.8 Govorci s posebnimi potrebami

Osebe s posebnimi potrebami morajo svoje sporazumevalne potrebe uresničevati po drugih poteh, gluhi znakovno, slepi z brajico ipd. Možnost takšnega alternativnega izražanja je nujna za preprečitev izolacije oseb s posebnimi potrebami ter jim hkrati omogoča bolj enakopravno uresničevanje temeljnih pravic in dejavnejše vključevanje v družbo. Republika

Slovenija se je sicer z najrazličnejšimi dokumenti (Ustava Republike Slovenije, Zakon o izenačevanju možnosti invalidov, Konvencija o pravicah invalidov in Izbirni protokol k tej konvenciji, Deklaracija o pravicah invalidov, Standardna pravila za izenačevanje možnosti za invalide, Resolucija o znakovnem jeziku za gluhe ipd.) zavezala k dajanju enakih možnosti vsem, vendar razmere kažejo, da njihovo uresničevanje pogosto ostaja v domeni nevladnih organizacij in zainteresiranih prostovoljcev. Prioritetni cilj jezikovne politike v zvezi z govorci s posebnimi potrebami, pa naj gre za gluhe/naglušne, slepe/slabovidne, gluho-slepe, osebe s specifičnimi motnjami (npr. disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju, je omogočiti tem govorcem, da polno razvijejo svojo sporazumevalno zmožnost, ki bo omogočila alternativne poti sporazumevanja. To vključuje tudi zagotavljanje temeljnih jezikovnih virov in tehnologij ter didaktičnih gradiv za govorce s posebnimi potrebami. V zvezi s tem je pomemben cilj jezikovne politike tudi priznati alternativnim putem sporazumevanja enakovreden položaj, kot ga ima slovenščina (v primeru gluhih npr. slovenščina ni prvi, ampak drugi jezik). To pomeni tudi nujno ozaveščanje (večinske) javnosti o specifični sporazumevalnih potreb omenjenih govorcev in o sprejemljivosti drugih (in drugačnih) poti komuniciranja. Zato je treba – upošteva načelo inkluzije – javnost pripravljati na stik in komunikacijo z govorci s posebnimi potrebami. Da bi bilo ta cilj mogoče uresničiti, so potrebni nekateri konkretni ukrepi, predvideni v tem dokumentu, ter vključitev navedenih skupin v Akcijski načrt za izobraževanje.

Zaradi navedene specifikje jezikovnega izobraževanja gluhih naj Akcijski načrt za izobraževanje predvidi vlogo, ki jo bo imel pri nastajanju in izvajanju Akcijskega načrta ter spodaj naštetih ciljev obstoječi Svet za slovenski znakovni jezik.

S sprejetjem Zakona o uporabi slovenskega znakovnega jezika (SZJ), ki gluhim osebam daje pravico uporabljati znakovni jezik na vseh področjih dela in življenja, ki jo uresničujejo s tolmači za slovenski znakovni jezik, se je zahtevnost in pestrost dela tolmačev občutno povečala in hkrati so se zvišala tudi pričakovanja uporabnikov (gluhih oseb). Razvejano in raznoliko delo tolmačev pa zahteva boljše prepoznavanje in standardizacijo slovenskega znakovnega jezika, saj sedanja stopnja poznavanja in razvitosti SZJ ne dosega komunikacijskih zahtev sodobne in na znanju temelječe družbe.

Slovenski znakovni jezik (SZJ) je samostojen in drugačen od slovenščine – z visoko razvitim manualno-vizualnim načinom izražanja ima drugačno skladnjo, drugačna oblikoslovna in besedotvorna pravila, ne more se uporabljati hkrati z govorno slovenščino.

Znakovni jezik je način sporazumevanja večine odraslih gluhih oseb; kadar se družijo z drugimi gluhi ali slišječimi osebami, ki obvladajo znakovni jezik gluhih, uporabljajo isti jezikovni kod. Slovenski znakovni jezik je prvi naravni jezik gluhih, zato je jezik skupnosti gluhih in ga uvrščamo med jezike manjšine v Sloveniji.

#### 1. cilj: Razvijanje sporazumevalne zmožnosti v slovenskem znakovnem jeziku

##### Ukrepi:

- ugotavljanje stanja slovenskega znakovnega jezika;
- sistematično usposabljanje učiteljev in vzgojiteljev za poučevanje v slovenskem znakovnem jeziku v zavodih za gluhe in naglušne v Republiki Sloveniji;
- vzpostavitev sistema za preverjanje in certificiranje znanja slovenskega znakovnega jezika za učitelje in vzgojitelje v zavodih za gluhe in naglušne v Republiki Sloveniji;
- stalno/sprotno izobraževanje tolmačev slovenskega znakovnega jezika;
- izobraževanje v slovenskem znakovnem jeziku na vseh stopnjah šolanja;
- izdelava in sprejetje učnih načrtov za slovenski znakovni jezik kot prvi jezik;
- ujeljavitev slovenskega znakovnega jezika kot izbirnega predmeta v šoli;
- usposabljanje tolmačev za slovenski znakovni jezik;



**Kazalniki:**

- število izvedenih ukrepov,
- število raziskav, študij, strokovnih člankov in drugih znanstvenih tekstov na temo slovenskega znakovnega jezika,
- število izobraževalnih oblik za učitelje in vzgojitelje,
- sprejetje ustreznih učnih načrtov,
- število izobraževalnih oblik za tolmače.

**Predvidena sredstva: 300.000 EUR.**

**Predvideni učinki:** usklajeno načrtovanje in razvijanje oblik jezikovnega izobraževanja na tem področju, povečanje števila znanstvenoraziskovalnih del, ki predstavljajo strokovno podlago za njihovo razvijanje, izboljšanje odnosa javnosti do potreb govorcev s posebnimi potrebami in povečanje njihovih sporazumevalnih možnosti.

**Nosilci:** MIZŠ, MDDSZ, MK.

**2. cilj:** Omogočanje alternativnih poti sporazumevanja v javnem življenju za slepe in slabovidne, gluho-slepe, osebe s specifičnimi motnjami (npr. disleksija, slabše bralne in učne sposobnosti, govorno-jezikovne motnje ipd.) ter osebe z motnjami v duševnem razvoju

**Ukrepi:**

tiskanje besedil v brajci in drugih prilagojenih oblikah (učna gradiva, učbeniki, uradni dokumenti, označevanje izdelkov, napisi v javnosti, leposlovje);  
 posodobitev slovenskega brajevega točkopisa;  
 oblikovanje obrazcev, listin itd., ki se izdajajo na upravnih enotah, ob volitvah ipd. za navedene skupine oseb s posebnimi potrebami (možnost elektronske ali oblikovno prilagojene seznanitve z vsebino obrazcev);  
 opremljanje javnih prostorov tudi z zvočnimi informacijami (za usmerjanje v prostoru) za slepe in slabovidne;  
 posredovanje slovenskih aktualnih literarnih del (npr. nagrajenih ipd.) ter muzejskih in galerijskih (stalnih) razstav v zvočni obliki ali v obliki za t. i. lahko branje;  
 avdiodeskripcija TV-oddaj in filmov;  
 opremljanje produktov kulturne dediščine z oznakami za slepe in slabovidne;  
 oblikovanje smernic prilagojenega opravljanja izpitov za govorce s posebnimi potrebami (npr. možnost ustnega opravljanja pisnih izpitov, pisnega opravljanja ustnih izpitov ali časovno prilagojenega opravljanja izpitov glede na specifikum navedenih skupin oseb s posebnimi potrebami), in sicer na področjih, kjer to še ni urejeno;  
 zagotavljanje hranjenja literarnih, strokovnih in drugih besedil v slepim, slabovidnim in ljudem z motnjami branja prilagojeni digitalizirani obliki v digitalnih knjižnicah in na spletu in njihove distribucije med uporabnike s posebnimi potrebami;  
 opremljanje muzejev, galerij, gradov, cerkva in drugih znamenitih stavb in umetnostno zgodovinskih spomenikov ter starih mestnih jeder z avdiodeskripcijo.

**Kazalniki:**

- število gradiv v brajci,

- število upravnih enot, ki so opremljene s prilagojenimi gradivi za slabovidne in osebe z drugimi specifičnimi motnjami,
- število javnih prostorov, ki so opremljeni z zvočnimi informacijami,
- število aktualnih literarnih del in drugih kulturnih dobrin v zvočni obliki,
- število TV-oddaj in filmov z avdiodeskripcijo,
- število produktov kulturne dediščine z oznakami za slepe in slabovidne,
- izdelane smernice za prilagojeno opravljanje izpitov,
- število digitaliziranih del ter z avdiodeskripcijo opremljenih javnih in kulturnih ustanov za slepe in slabovidne ter ljudi z motnjami branja.

Predvidena sredstva: 400.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje oblik sporazumevalnih možnosti za govorce s posebnimi potrebami.

Nosilci: MNZ, MIZŠ, MK.

**3. cilj: Popularizacija pridobivanja zmožnosti za alternativne poti sporazumevanja pri drugih govorcih**

**Ukrep:**

- ☐ tečajji znakovnega jezika, brajice, tečajji priprave lahko berljivih in razumljivih besedil za navedene skupine oseb s posebnimi potrebami ipd.

**Kazalnik:**

- število tečajev znakovnega jezika, brajice, priprave besedil.

Predvidena sredstva: 70.000 EUR.

Predvideni učinki: povečanje števila usposobljenih oseb za tovrstno komuniciranje med večinskimi govorcami in s tem izboljšanje kakovosti komunikacije med njimi in skupinami oseb s posebnimi potrebami.

Nosilci: MIZŠ, MDDSZ, MK.

**4. cilj: Izpopolnjevanje jezikovne zmožnosti v slovenščini za govorce s posebnimi potrebami**

**Ukrepa:**

- razvoj metod in didaktičnih gradiv za navedene skupine oseb s posebnimi potrebami; usposabljanje učiteljev/vzgojiteljev za delo z njimi.

**Kazalnika:**

- število novih didaktičnih gradiv,
- število izobraževalnih oblik za učitelje.

Predvidena sredstva: 200.000 EUR.

Predvideni učinki: poenotena in dostopnejša orodja in pogoji za tovrstna jezikovna izpopolnjevanja, lažje in učinkovitejše pridobivanje jezikovne zmožnosti v slovenščini za te skupine govorcev.

Nosilci: MIZŠ, MDDSZ, MK.

5. cilj: Vključevanje oseb s posebnimi potrebami v družbo

Ukrep:

- ☐ usposabljanje učiteljev in vzgojiteljev za delo z navedenimi skupinami oseb s posebnimi potrebami, vključenih v procese rednega izobraževanja.

Kazalnik:

- število izobraževalnih oblik za učitelje in vzgojitelje.

Predvidena sredstva: 70.000 EUR.

Predvideni učinki: povečanje števila oseb, pripadnikov navedenih skupin, v posamezne družbene podsisteme, povečana dostopnost procesov rednega izobraževanja omenjenim osebam.

Nosilci: MIZŠ, MDDSZ, MK.

## 2.1.9 Jezikovna ureditev visokega šolstva in znanosti

Slovensko visoko šolstvo v svojih temeljnih razvojnih dokumentih kot enega ključnih dejavnikov v naslednjem desetletju izpostavlja nadaljnjo internacionalizacijo, ki sloni na vpetosti v mednarodne okvire in na sodelovanju s kakovostnimi partnerji z evropskih in neevropskih univerz.

V zvezi z rabo jezika v visokem šolstvu in znanosti so med prioritetami za naslednje petletno obdobje ukrepi, ki bodo zagotovili učinkovito jezikovno ureditev ter izboljšali položaj slovenščine na obeh področjih. Jezikovna problematika, ki jo odpirajo razprave in dokumenti v zvezi s kakovostjo in internacionalizacijo, je povezana predvsem z naslednjimi strateškoražvojnimi zahtevami:

- z izmenjavo študentov ter pridobivanjem tujih študentov kot protiutežjo zmanjšanja generacij slovenskih študentov do leta 2020;
- z izmenjavo profesorjev ter z možnostjo dolgoročnejšega zaposlovanja tujih visokošolskih učiteljev na slovenskih univerzah;
- z zagotavljanjem kakovosti raziskovalnega dela s postavljanjem zahtev po objavljanju in citiranju v bazah WoS.<sup>3</sup>

Izhodišče ukrepov v resoluciji je domneva, da slovenske univerze in Republika Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti, hkrati pa si želijo zagotoviti nemoteno mednarodno razsežnost svojega delovanja in mednarodno konkurenčnost.

<sup>3</sup> Servis Web of Science (WoS) omogoča dostop do multidisciplinarnih bibliografskih baz podatkov z indeksi citiranosti: Science Citation Index Expanded® (SCI-EXPANDED), Social Sciences Citation Index® (SSCI) in Arts & Humanities Citation Index® (A&HCI). Vključujejo podatke iz okrog 10.000 najbolj prestižnih in vplivnih znanstvenih revij na svetu za obdobje od leta 1970.

## 1. cilj: Omogočanje prostega pretoka študentov in profesorjev

Raba slovenskega jezika v visokem šolstvu v Republiki Sloveniji ob ustrezni jezikovni politiki ne more pomeniti ovire za njegovo internacionalizacijo. Vzpostaviti je treba jasn sistem ločevanja med krajšimi oblikami študijskega bivanja študentov in visokošolskih učiteljev ter med daljšimi oblikami vključevanja študentov in profesorjev v visokošolski sistem Republike Slovenije. Izkušnje na področju poučevanja slovenščine kot tujega jezika kažejo, da se je slovenščino mogoče naučiti tako receptivno (pasivno) kot produktivno (aktivno) v razmeroma kratkem času in da učenje slovenščine ob hkratnem študiju oziroma poučevanju za tujce ne pomeni prevelike obremenitve. Zagotavljanje možnosti pouka slovenščine za tujce, ki se vključujejo v visokošolski sistem v Republiki Sloveniji, je tudi bistveno cenejše kot dodatno usposabljanje slovenskih in tistih tujih predavateljev, katerih prvi jezik ni angleščina, v angleškem jeziku ter izvajanje vzporednih programov za tuje študente povsod, kjer bi bilo to zaželeno. Tuj študent lahko spremlja predavanja v slovenščini po enem letu bivanja v Sloveniji in učenja slovenščine, visokošolski predavatelji pa so sposobni predavati v slovenščini po štirih letih bivanja v Sloveniji in učenja slovenščine. Po izteku eno- oziroma štiriletnega obdobja naj se od njih zahtevata pridobitev spričevala o znanju slovenščine na ustrezni ravni ter obvezna raba slovenščine pri rednih visokošolskih programih. Zaključna dela (diplome, magistrska dela, doktorate) lahko tuji študenti pišejo v tujem jeziku (s povzetkom v slovenščini) ne glede na naravo visokošolskega programa.

### Ukrep:

- vzpostavitev/ohranjanje sistema učinkovitega učenja slovenščine za tuje študente in visokošolske učitelje znotraj posameznih univerz.

### Kazalniki:

- sistem učenja slovenščine za tuje študente in profesorje,
- število tečajev slovenščine za erazmovce, redne tuje študente ter tuje profesorje,
- število spričeval o znanju slovenščine tujih učiteljev in študentov na ustrezni ravni.

Predvidena sredstva: 2.500.000 EUR.

Predvideni učinki: uspešna jezikovna integracija tujih učiteljev in študentov v slovenski visokošolski prostor, učinkovita in recipročna izmenjava znanstvenih idej in dosežkov.

Nosilec: MIZŠ.

## 2. cilj: Ohranitev statusa slovenščine kot uradnega in učnega jezika visokega šolstva

Ukrepi zagotavljajo status slovenščine kot uradnega in učnega jezika v slovenskem visokem šolstvu in znanosti. Hkrati sistemsko urejajo možnost poučevanja tudi v drugih jezikih, zavedajoč se pomembnosti pretoka študentov in učnega osebja ter izmenjave znanstvenih izsledkov in pretoka znanja.

### Ukrepi:

- MIZŠ in univerze morajo v okviru nastajajočega zakona o visokem šolstvu, izvrševanja Resolucije o nacionalnem programu visokega šolstva in strategij postaviti pregledne modele za smiselno vključevanje tujih študentov in visokošolskih učiteljev: (1) s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi pod posebnimi pogoji (v skladu z naslednjo alinejo ukrepov) lahko izbirali tudi domači študenti; (2) z uvajanjem koncepta diferencirane večjezičnosti po tujih zgledih. Koncept predvideva, da je jezik visokošolskega študija enak prevladujočemu jeziku okolja, da pa se slušateljem, ki

tega jezika ne razumejo zadosti dobro, ponudi simultani (strojni) prevod v tuji jezik z orodji, prilagojenimi posameznim strokam; prosojnice in drugo študijsko gradivo so praviloma dvojezični, v jeziku okolja in v tujem jeziku, v tujem jeziku pa potekajo tudi konzultacije s tujimi študenti; (3) s spodbujanjem študentske solidarnosti in tutorstva oziroma partnerskega razmerja med domačimi in gostujočimi študenti;

- zakonodaja mora določiti obvezni večinski obseg izvajanja visokošolskih programov v slovenskem jeziku, in ne tega v celoti prepustiti univerzam. Ker se strateška usmeritev univerz in države glede povečanja izmenjav ujema, se Ministrstvo za izobraževanje, znanost in šport ter visokošolske organizacije sporazumejo o ustreznem načinu njihovega financiranja;
- na ravni doktorskega študija se univerzam prepusti avtonomna jezikovna politika ob upoštevanju ustavnih in zakonskih omejitev ter splošnega načela, da naj slovenski profesorji slovenskim študentom ne predavajo v tujem jeziku.

#### Kazalniki:

- vzpostavitev modela vključevanja tujcev v slovenski visokošolski sistem (zakonodaja),
- določitev obveznega obsega izvajanja visokošolskih programov v slovenskem jeziku (zakonodaja),
- število vzporednih programov in izbirnih modulov v tujem jeziku.

Predvidena sredstva: 1.200.000 EUR.

Predvideni učinki: z vzporednimi programi, izbirnimi moduli oz. simultanim strojnim prevajanjem za kratkoročne obiske bo zagotovljen učinkovit prenos slovenskega znanja tujim študentom.

Nosilec: MIZŠ.

### 3. cilj: Razvijati sporazumevalno zmožnost v strokovnem jeziku

Številni dokumenti in zaveze slovenske države načrtujejo dejavno večjezičnost prebivalcev Evropske unije. V skladu s tem je treba na visokošolski strokovni ravni omogočati učenje strokovne slovenščine, kontrastivne terminologije ter kontrastivnega strokovnega in znanstvenega (akademskega) pisanja, ob tem pa je treba poskrbeti tudi za ustrezno obvladovanje strokovnega sporazumevanja v drugih jezikih za visokošolske učitelje in študente.

#### Ukrepi:

- na podlagi temeljite raziskave in analiz strokovno-znanstvenega pisanja na visokošolski ravni, tujih zgledov ter specifičnosti programov se izdelata in univerzam ponudi učni načrt za priporočljivi uvodni predmet v 1. letniku prvostopenjskih programov, ki bo vključeval omenjene jezikovne vsebine;
- izdelata se načrt usposabljanja učiteljev za strokovno in pedagoško sporazumevanje v slovenščini in drugih jezikih ter načrt preverjanja jezikovnega znanja v drugih jezikih za tiste učitelje, ki izvajajo izbirne module in programe v drugih jezikih;
- spodbuja se izdelava kakovostnih visokošolskih učbenikov v slovenščini in prevodov kakovostnih učbenikov iz tujih jezikov;
- za potrebe dela na ravni EU se oblikuje poseben magistrski študijski program za pridobitev strokovnega naziva pravnik lingvist.

#### Kazalniki:

- izdelan učni načrt za strokovno-znanstveno pisanje,

- izdelan načrt usposabljanja in preverjanja znanja učiteljev za sporazumevanje v slovenščini in angleščini,
- izdelan študijski program za naziv pravnik lingvist.

Predvidena sredstva: 10.000 EUR.

Predvideni učinki: usklajeno in učinkovitejše načrtovanje in razvijanje jezikovne zmožnosti učiteljev tako v slovenščini kot angleščini, razvijanje strokovno-znanstvenega jezika posameznih strok, vključno z razvijanjem kontrastivne terminologije.

Nosilec: MIZŠ.

#### 4. cilj: Izboljšati položaj slovenščine kot jezika znanosti

Merila za volitve v nazive visokošolskih učiteljev ter predpisi za akreditacijo visokošolskih programov in ustanov (NAKVIS) so trenutno predvsem rezultat zavedanja o pomembnosti mednarodno potrjene kakovosti slovenske znanosti. Enako ravna pri dodeljevanju sredstev tudi ARRS, ko vrednoti odličnost slovenskih znanstvenikov za dodeljevanje projektnih sredstev.

Gledano razvojno je seveda poudarjanje potrebe po objavljanju v tujih revijah in tujem jeziku razumljivo, saj so merila in z njimi visokošolska habilitacijska politika hotela preseči omejenost slovenskega znanstvenoraziskovalnega dela na domači prostor in ga kakovostno sopostaviti tujemu ter tako povečati odličnost raziskovalnega dela. V časih, ko so bile tuje objave prej izjema kot pravilo, so se univerze smiselno odzvale s poudarjanjem nujnega objavljanja tudi v tujem jeziku.

Taka politika pa je povzročila zapostavljanje in ponekod popolno ukinitve znanstvenih objav v slovenščini kot nujnega pogoja za napredovanje v znanstvene nazive, za mentorstvo doktorskim študentom ter za vodenje raziskovalnih projektov in programov. To je škodljivo vsaj z dveh vidikov: razvijanja slovenskih terminologij ter slovenščine kot jezika visokošolskega izobraževanja ter usihanja kakovostnih slovenskih revij. Sedanja politika napredovanj tako povzroča, da v nekaterih strokah postaja slovenščina že skoraj obrobni jezik. Smiselno znanstveno in strokovno objavljanje v slovenščini je nujno, če želimo, da znanstvena sfera o svojih spoznanjih učinkovito seznanja slovensko javnost, tako v njenem jeziku sooblikuje družbo znanja ter javnosti vrača vložena javna sredstva.

Med merili za pridobitev najnižje stopnje visokošolskega učitelja zdaj na primer ni merila »obvladovanje slovenščine kot jezika stroke«, med merili za raziskovalno odličnost pa so objave v tujih jezikih praviloma edino merilo znanstvene uspešnosti in veljajo nesorazmerno več kot tiste v slovenščini, tudi tam, kjer obstajajo kakovostne slovenske znanstvene revije.

Če je v preteklosti bilo nujno spodbujati pisanje v tujem jeziku, je danes položaj obrnjen: za razvoj slovenščine v znanosti se mora spodbujati tudi kakovostno objavljanje v slovenskem jeziku. Prav zato bi morale univerze, ARRS in NAKVIS uravnotežiti razmerje med mednarodno in domačo »odmevnostjo« ter spodbujati znanstveno objavljanje tudi v slovenščini.

Ukrep:

- Univerze naj prek habilitacijske politike vzpostavijo spodbude za smotrno objavljanje znanstvenih in strokovnih besedil v slovenščini. Poleg objavljanja v tujem jeziku naj NAKVIS, ARRS in univerze med pogoje za izvolitve in pogoje za financiranje programskih skupin uvrstijo tudi obvezno objavljanje učbenikov, terminoloških gradiv in strokovnih člankov ter monografij v slovenščini (izjeme za zelo ozka področja, kjer bi bilo to smiselno, določi ARRS) – ti so tudi vir za nastajanje terminoloških in jezikovnih baz ter drugih jezikovnih virov, ki so resolucijsko obdelani v naslednjem poglavju.

**Kazalnik:**

- sprejetje in uvedba sistema habilitacijskih pravil in sistema financiranja programskih skupin s posebnim poudarkom na slovenskih strokovnih objavah.

**Predvidena sredstva:** /

**Predvideni učinki:** povečanje strokovnih objav v slovenskem jeziku, razvoj slovenskega strokovnega jezika in terminologije, seznanjanje slovenske javnosti z razvojem slovenske znanosti.

**Nosilca:** ARRS, MIZŠ (v sodelovanju z univerzami).

## 2.2 Jezikovna opremljenost

### 2.2.1 Uvod

Opremljenost slovenščine in slovenske jezikovne skupnosti z jezikovnimi viri, priročniki, orodji in (svetovalnimi) storitvami je obravnavana kot eden ključnih dejavnikov, od katerega je odvisno uresničevanje večjega števila ciljev jezikovne politike. Analize dosedanjega jezikovnega načrtovanja so pokazale, da je ena od osrednjih težav opremljenosti jezika pomanjkanje sinteze potreb jezikovne skupnosti govorcev slovenščine in s tem povezano nadzorovano načrtovanje jezikovne infrastrukture s strani državnih organov, ki te dejavnosti financirajo. Cilj, ki je skupen vsem podpoglavjem v tem poglavju resolucije, je sprejetje temeljnih usmeritev glede razvoja sodobnih jezikovnih priročnikov, virov, orodij in storitev v obliki posebnega Akcijskega načrta za jezikovno opremljenost.

Obravnava jezikovne infrastrukture je omejena predvsem na priročnike, vire, orodja in storitve, ki so pomembni s stališča jezikovne opremljenosti domačih in tujih govorcev slovenščine za uspešno sporazumevanje v slovenščini, učenje in poučevanje jezika, zagotavljanje ustavnih pravic do uporabe jezika ter zagotavljanje pravic oseb s posebnimi potrebami. Od časa sprejema pretekle resolucije o nacionalnem programu jezikovne politike je prepoznavna sprememba na področju jezikovne infrastrukture predvsem pospešena digitalizacija in razvoj informacijskih in komunikacijskih tehnologij. Ta dva procesa postavljata okvir za nadaljnji razvoj infrastrukture, ki bo glede na svetovne in evropske trende ter hitrost sprememb predvsem digitalna, spletna in mobilna. Evropska unija pri svoji jezikovni politiki kot širšem okviru naše resolucije sledi svetovnim trendom in vlaga v razvoj digitalnih virov za uradne jezike Evropske unije in druge evropske jezike, čemur mora slediti tudi Slovenija in se priključiti pobudam, ki bodo omogočile, da jezikovni priročniki, viri, orodja in storitve za slovenščino ostanejo v okvirih, ki jih Evropska unija želi zagotoviti za vse svoje uradne jezike.

**Cilj:** Uskladitev dejavnosti pri načrtovanju in izvajanju Akcijskega načrta za jezikovno opremljenost

**Ukrepi:**

- ☐ spodbujanje raziskav o slovenskem jeziku in drugih jezikih, ki sodijo v okvir slovenske jezikovne politike, kot podpora Akcijskemu načrtu za jezikovno opremljenost;
- ☐ v okviru sprejemanja Akcijskega načrta za jezikovno opremljenost (5–10 let) se opredeli izdelava jezikovnih priročnikov in razvoj jezikovnotehnoloških virov, orodij in aplikacij za slovenski jezik, ki akterjem na tem področju zagotavlja enakopravno soudeležbo pri vnaprej določenem mednarodno primerljivem razvoju. Akcijski načrt predpostavlja, da se s strani financerja načrta ustanovi posebno telo, ki skrbi za njegovo izdelavo, spremljanje ter koordinacijo različnih virov financiranja. Akcijski načrt se sprejme najpozneje v roku enega leta od sprejema resolucije in nato dosledno izvaja po sprejeti dinamiki;
- ustanovitev institucije ali konzorcija institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih virov in tehnologij. Institucija ali konzorcij mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo dolgoročno delovanje.

#### Kazalniki:

- število raziskav o slovenskem jeziku kot podpora Akcijskemu načrtu za jezikovno opremljenost,
- izdelava Akcijskega načrta za jezikovno opremljenost,
- delovanje institucije ali konzorcija institucij za povezovanje jezikovnih virov in tehnologij.

Predvidena sredstva: 850.000 EUR.

Predvideni učinki: usklajeno načrtovanje in razvijanje nastajanja jezikovnih priročnikov in jezikovne infrastrukture.

Nosilci: MIZŠ, ARRS, MK.

## 2.2.2 Jezikovni opis

Izhajajoč iz prevladujočih jezikoslovnih teorij, jezik sestoji iz poimenovalnega dela, tj. njegovega besedja, in urejevalnega, tj. pravil, po katerih se besede uresničujejo, pregibajo in uporabljajo v besedilu. Jezikovni opis torej sestavljata slovar kot opis besed in besednih zvez in slovnica kot opis pravil, po katerih se te uresničujejo, pregibajo in uporabljajo v besedilu.

Vsak kultiviran jezik ima vsaj po en temeljni enojezični slovar in vsaj eno temeljno slovnico sodobnega knjižnega/standardnega jezika. Ta dva opisa predstavljata trdno osnovo nadaljnjim, bolj ali manj aplikativno naravnanim slovarskim in slovničnim delom, ki prikazujejo za posamezne potrebe izbrano besedje oz. pravila ali ki to besedje oz. pravila prikazujejo na drugačen način. Ker se jezik v teku časa spreminja, je vsako tako temeljno delo uporabno le v omejenem časovnem obdobju, ki je danes krajše kot v 20. stoletju. Jezik se zaradi pospešenega razvoja zunajjezikovne stvarnosti v današnjem času bistveno hitreje razvija predvsem v svojem poimenovalnem delu, medtem ko so za upoštevanja vredne spremembe njegovega urejevalnega dela še vedno potrebna desetletja.

V današnjem in polpreteklem času velja za temeljno slovarsko delo sodobnega jezika *Slovar slovenskega knjižnega jezika*, za temeljno slovnično pa Toporišičeva *Slovenska slovnica*. Obe temeljni deli sta utemeljeni in uporabni, vendar predvsem zaradi jezikovnih sprememb zadnjih desetletij ne zadoščata več vsem potrebam, ki jih pogojuje današnja jezikovna stvarnost. Druga pomanjkljivost obeh temeljnih del je, da sta bili napisani za prikaz v knjižni obliki in da je le temeljni slovar prešel v digitalno okolje, kateremu zaradi prvotne knjižne zasnove ni prilagojen v polni meri.



Izhajajoč iz dejstva, da slovenščino govori razmeroma majhno število govorcev, je za naslednje obdobje smotrno načrtovati le en temeljni splošni jezikovni opis. Akcijski načrt za jezikovno opremljenost mora predvideti tak slovarski opis sodobne slovenščine, ki bo prilagojen uporabi v spletnem in drugih digitalnih okoljih, pri njem pa bodo bodisi v eni ali v različnih slovarskih bazah na voljo različni podatki o slovenščini, od pomenskih, vezljivostnih, kolokacijskih, frazeoloških, idiomatskih, etimoloških in drugih. Osnovo za opis jezika predstavljajo zbrani empirični podatki o jezikovni rabi, ki zajemajo različne pojavne oblike jezika. Prihodnji akcijski načrt za jezikovno opremljenost mora upoštevati stalen in kontroliran razvoj temeljnih korpusov, ki zagotavljajo možnost kontinuirane analize slovenskega jezika za potrebe jezikovnega opisa. Med njimi so referenčni korpus slovenščine, širitev in nadgradnja govornega korpusa, korpus besedil s spleta, multimodalni korpusi (besedilo + slika + zvok), korpusi pisne produkcije učencev in dijakov ter drugi korpusi, ki jih bo predvidel prihodnji akcijski načrt.

V obdobju, ki ga pokriva resolucija, je treba začeti načrtovanje izdelave znanstvene slovnice slovenskega jezika, ki bo prikazovala današnji slovnični ustroj slovenskega knjižnega/standardnega jezika kot povezovalnega jezika vseh Slovencev.

Za dodatno jezikovno opremljenost bo treba dokončati, sestaviti oz. prilagoditi digitalnemu okolju še slovarje, pri katerih smo Slovenci v zamudi, zlasti sinonimni slovar, slovar besednih oblik vseh standardnih nelastnoimenskih besed, ki bo vseboval tudi podatke o dinamičnem in tonemskem naglasu, slovar zemljepisnih imen slovenskega narodnega prostora in eksonimov, slovar slovenskih osebnih imen (rojstnih in priimkov); za ohranitev slovenščine kot strokovnega jezika bo treba kontinuirano sestavljati terminološke slovarje različnih strok. Vsa ta dela morajo biti opravljena na način, ki bo omogočal njihovo medsebojno povezovanje in povezovanje s temeljnim slovarjem (in v perspektivi temeljno slovnico) v digitalni obliki ter njihovo dostopnost prek sodobnih medijev.

Na osnovi teh temeljnih del je treba izdelati priročnike za druge ciljne uporabnike. To so predvsem slovarji in slovnice za različne stopnje izobraževanja rojenih govorcev, za tiste, katerih materni jezik ni slovenščina, in za osebe s posebnimi potrebami.

Ob tem se ne sme pozabiti, da slovenščina ni samo današnji knjižni/standardni jezik. Slovenščina so tudi narečja in slovenščina ima tudi zgodovino in predzgodovino. Zato je treba posvetiti pozornost tudi dialektološkim raziskavam, zlasti pisanju lingvističnih atlasov, narečnih slovarjev in monografij o posameznih (zamirajočih) narečjih, ter zgodovinsko- in primerjalnojezikoslovnim raziskavam, zlasti sestavi zgodovinskega slovarja slovenskega jezika, zgodovinske slovnice, prenovi etimološkega slovarja itd.

**Cilj:** Temeljni opis sodobne knjižne/standardne slovenščine, specializirani jezikovni opisi, dialektološki, zgodovinsko- in primerjalnojezikoslovni opisi

#### **Ukrepi:**

- ☐ sprejetje temeljnih usmeritev za izdelavo temeljnih in specializiranih priročnikov sodobnega slovenskega knjižnega/standardnega jezika in temeljnih ter specializiranih priročnikov ter drugih slovenističnih del s področja dialektologije, zgodovinskega in primerjalnega jezikoslovja (5–10 let) na nacionalni ravni ter njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost;
- ☐ sprejetje takega bibliometričnega vrednotenja slovarskih in drugih leksikografskih del, ki bo raziskovalce spodbujal k sodelovanju pri sestavljanju temeljnih in specializiranih priročnikov za slovenski jezik;
- oblikovanje prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, namenjenega splošnim uporabnikom in strokovni javnosti. Portal mora biti vzpostavljen v roku enega leta od sprejema resolucije, pri čemer je treba zagotoviti financiranje za njegovo vzpostavitev in dolgoročno delovanje.

**Kazalniki:**

- sprejetje temeljnih usmeritev,
- izdelovanje temeljnih in specializiranih priročnikov za slovenski jezik,
- sprejetje ustreznega bibliometričnega vrednotenja slovarskih del,
- oblikovanje in vzdrževanje spletnega portala.

Predvidena sredstva: 6.300.000 EUR.

Predvideni učinki: usklajeno delovanje na področju izdelave temeljnih in specializiranih jezikovnih priročnikov in njihovo izdelovanje, dostopnost na spletu (enotna vstopna točka) s čim več obstoječih podatkov o slovenščini.

Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

### 2.2.3 Standardizacija

Ugotavljanje aktualne jezikovne norme se začne z ugotavljanjem dejanske rabe in njenim vrednotenjem glede na opisano normo – tu se standardizacijska dejavnost tesno povezuje s sistemskim opisom jezika in prva težava obstoječih standardizacijskih pripomočkov je pomanjkanje aktualnih jezikovnih opisov. Za kontinuirano sledenje neskladjem med aktualnim standardom in rabo je treba v Akcijskem načrtu za jezikovno opremljenost predvideti možnosti načrtovane izrabe jezikovnotehnoloških virov in orodij za te potrebe. Gradnja tovrstne jezikovnotehnološke infrastrukture omogoča pridobitev deloma samodejne in (kar je še pomembneje) objektivne podatkovne zbirke, ki se z ustrezno jezikovno interpretacijo lahko uporablja v vseh fazah standardizacijskega procesa.

Koncipiranje normativnih jezikovnih priročnikov, ki so namenjeni najširšemu krogu jezikovnih uporabnikov in s katerimi bo mogoče najbolj učinkovito zadostiti zahtevam po hitri in nedvoumni informaciji glede jezikovnih zadreg, je mogoče le s predhodnimi raziskavami, v katerih bo odgovorjeno na vprašanja, kako naj bo priročnik za aktivno rabo jezika zasnovan in katera vprašanja govorcev naj rešuje. Standardizacijska dejavnost mora pri iskanju načinov za zapis ugotovljene norme v priročniku upoštevati vse novejši rezultate, s katerimi bi se uporabnikovim pričakanjem približala v taki meri, da bi dosegla stanje, ki ga obvladujemo s t. i. konceptom minimalne intervencije.

Temeljni kodifikacijski priročnik in Slovenski pravopis, skladno s tradicijo in dobro prakso, potrjuje Slovenska akademija znanosti in umetnosti, ki v okviru svojih zakonskih zadolžitvev sodeluje tudi pri nastajanju vseh drugih temeljnih jezikovnih priročnikov slovenskega jezika z normativnimi vsebinami.

Iz konteksta ideje o spletni jezikovni svetovalnici, ki je postavljena že v resoluciji o jezikovni politiki iz obdobja 2007–2011, je mogoče razbrati, da je med pomembnejšimi cilji jezikovne politike tudi dvig jezikovne samozavesti in ugleda slovenščine med njenimi govorci, kar je mogoče doseči z neformalnim utrjevanjem védenja o jezikovnem standardu. V obdobju izvajanja resolucije je bilo narejenih nekaj raziskav uspešnosti jezikovnih svetovalnic, iz katerih je razvidno, da je potreba po obstoju takega svetovalnega telesa, ki bi hitro in učinkovito razblinjalo dvome jezikovnih uporabnikov glede jezikovnih in z jezikom povezanih vprašanj, postala še bolj nujna. Vse to kaže na nujnost vzpostavitve svetovalnega telesa, ki bi delovalo prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi

podatki o slovenščini, s katerim bo mogoče doseči najširši krog laičnih in strokovnih jezikovnih uporabnikov.

Danes večina jezikovnih uporabnikov pri pisanju uporablja računalnik in urejevalnike besedil, v katere so ponudniki tovrstnih storitev (npr. Microsoft) vključili črkovalnike, namenjene odkrivanju in odpravljanju tipkarskih in pravopisnih napak v besedilih. Podobno orodje opozarja na črkovalne napake tudi pri brskanju po spletu (npr. Googlov iskalnik s sintagmo »ste morda mislili ...« uporabniku sugerira pogostejšo in zato domnevno pravilnejšo obliko zapisa). V nedavni raziskavi, ki je bila izvedena v širši populaciji jezikovnih uporabnikov, se je izkazalo, da je le malo tistih, ki priporočilo črkovalnika preverijo še v kakem od jezikovnih priročnikov, več pa je tistih, ki orodju zaupajo. Iz odgovorov pa je mogoče sklepati, da bi bil odstotek slednjih še večji, če bi bili prepričani o strokovni podprtosti tega orodja. Z digitalno dobo se tako odpira vprašanje prevlade orodij, ki nastajajo izven dosega in vpliva slovenističnega jezikoslovja ali slovenske jezikovne politike. Posredno poseganje teh orodij na jezikovno rabo se skokovito povečuje in zato odpira vprašanje prikaza jezikovnih podatkov v uporabniku prijaznih aplikacijah, integriranih v urejevalnike besedil in spletne iskalnike. Ena od nalog jezikovne politike v prihodnjem obdobju je zato tudi oblikovanje strategij, s katerimi bo mogoče z dostopom do ustreznih virov in orodij vplivati na ponudnike teh storitev.

**Cilj:** Izvajanje dejavnosti, s katerimi bodo govorcem slovenščine in tujim govorcem, ki se želijo naučiti slovenščine, zagotovljeni vsi pogoji, da se seznanijo z jezikovnim standardom in se sporazumevajo v skladu z njim

**Ukrepi:**

- ☐ sprejetje temeljnih usmeritev glede razvoja sodobnih standardizacijskih priročnikov in storitev, predvsem v luči novih medijev in spremenjenih navad uporabnikov standardizacijskih pripomočkov – kot del Akcijskega načrta za jezikovno opremljenost;
- ☐ vzpostavitev svetovalnega telesa, ki deluje prek prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini;
- ☐ posodobitev kodifikacije v skladu s posodobljenim jezikovnim opisom.

**Kazalniki:**

- sprejem temeljnih usmeritev,
- vzpostavitev svetovalnega telesa,
- izdaja pravopisnega priročnika.

**Predvidena sredstva:** 600.000 EUR.

**Predvideni učinki:** usklajen razvoj in dostopnost sodobnih priročnikov slovenskega standardnega jezika ter svetovalnih storitev na tem področju.

**Nosilci:** ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).

## 2.2.4 Terminologija in večjezičnost

Pri načrtovanju večjezičnih virov za prihodnje obdobje ne moremo več govoriti samo o klasičnih dvojezičnih ali terminoloških slovarjih, temveč tudi o slovarskih bazah ali večjezičnih bazah znanja, ki se izkoriščajo bodisi neposredno za preverjanje informacij v ustrezni spletni ali drugi aplikaciji (ali izvedeni tiskani obliki) bodisi za uporabo v orodjih, ki na druge načine pomagajo pri učenju tujih jezikov, prevajanju ali tolmačenju, kot so sistemi za strojno prevajanje, sistemi za računalniško podprto prevajanje, sistemi za podporo tolmačenju itd. Opisane vire je mogoče izkoristiti, če je vzpostavljena ustrezna (spletna) infrastruktura. Predpogoj za nastanek jezikovnih priročnikov in zagotavljanje tehnoloških rešitev, ki rešujejo kontrastivne težave med dvema ali več jeziki, pa je obstoj sodobnih virov in orodij za slovenščino ter opis jezika z enojezičnega stališča.

Pri dosedanjem jezikovnem načrtovanju je veljalo, da so enojezični priročniški viri in orodja za slovenščino domena javnega financiranja, dvo- in večjezični viri in orodja pa so bili prepuščeni bodisi naključnemu entuziazmu posameznikov bodisi komercialni sferi. Z vstopom v digitalno paradigmo ta koncept ne zadostuje, kajti ena od posledic razvoja informacijskih in komunikacijskih tehnologij je ta, da so tradicionalni dvo- ali večjezični priročniki s prestopom v spletno oz. digitalno okolje postali komercialno bistveno manj zanimivi ali celo nezanimivi, kar kažejo trendi po Evropi in v svetu, ne le v Sloveniji. Po drugi strani je v digitalnem okolju mnogo lažje izkoristiti podatke iz ene baze podatkov za sestavljanje drugih baz s sorodno vsebino, kar velja tudi za dvo- ali večjezične baze, terminološke baze podatkov itd. Z vzpostavitvijo ustrezne infrastrukture je mogoče izdelati večjezične vire tudi za jezike ali specializirana tematska področja, ki do sedaj še niso bila obdelana, česar brez te zaradi manjšega števila ciljnih uporabnikov ne bi bilo realno pričakovati.

Strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in jezikovno usposabljanje strokovnjakov na vseh terminoloških področjih. Jeziki z večjim številom govorcev so v prednosti že zato, ker jih na večjem trgu močnejše podpira jezikovna industrija (dostopnejše in številnejše sodobne slovarske baze, terminološke zbirke, jezikovni korpusi, sistemi za strojno prevajanje itd.), zato je pri jezikih z manjšim številom govorcev še toliko pomembnejša vloga države. Akcijski načrt za jezikovno opremljenost mora upoštevati to dimenzijo z vzpostavitvijo terminološkega portala kot delom prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tudi spletni forum za hitro izmenjavo znanja in mnenj o terminoloških rešitvah med področnimi strokovnjaki in jezikoslovci.

**Cilj:** Vzpostavitev infrastrukture ter izdelava prosto dostopnih večjezičnih in terminoloških virov in orodij za podporo učenju in poučevanju tujih jezikov in terminološkemu delu

### Ukrepi:

- ☐ sprejetje temeljnih usmeritev glede izdelave sodobnih dvo- in večjezičnih splošnih ter terminoloških jezikovnih priročnikov (5–10 let) na nacionalni ravni in njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost;
- ☐ vzpostavitev splošnega večjezičnega portala, ki bo del prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, kjer bo na voljo večjezična vsebina, zbrana s pomočjo digitalizacije ali z drugimi sredstvi iz obstoječih dvo- ali večjezičnih virov. Portal naj omogoča tudi izkoriščanje moči množice pri nadgrajevanju vsebin in mora delovati kot večjezični agregator podatkov kontrastivne narave iz drugih delov spleta;

- ▣ vzpostavitev terminološkega portala kot dela prosto dostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini, ki bo vseboval tako obstoječe kot tudi nastajajoče terminološke slovarje, terminološke baze in učinkovit svetovalni servis ter bo izkoriščal možnosti hitre izmenjave znanja in mnenj med področnimi strokovnjaki in jezikoslovcji, ki jih omogoča splet. V okviru portala mora biti predvidena tudi vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije;
- ▣ spodbujanje projektov, ki predvidevajo sestavljanje na enojezičnem slovenskem temeljnem opisu zasnovanih terminoloških in večjezičnih baz podatkov ter večjezičnih (vzporednih, primerljivih itd.) in terminoloških korpusov.

#### Kazalniki:

- sprejetje temeljnih usmeritev,
- vzpostavitev splošnega večjezičnega portala,
- vzpostavitev terminološkega portala,
- število podprtih projektov s področja gradnje terminoloških in večjezičnih baz podatkov in priročnikov.

**Predvidena sredstva: 600.000 EUR.**

**Predvideni učinki: dostopnost večjezičnih in terminoloških baz podatkov, poenotenje terminologije.**

**Nosilci: ARRS, MIZŠ, MK (vsi v sodelovanju s SAZU, univerzami in raziskovalnimi inštitucijami).**

## 2.2.5 Jezikovne tehnologije

Jezikovne tehnologije so zbirno poimenovanje za različna računalniška orodja in aplikacije, ki izrabljajo obstoječe jezikovne (meta)podatke za razreševanje z jezikom povezanih praktičnih dilem uporabnikov (sistemi za prepoznavanje in sinteza govora, strojno prevajanje, strojno podprto prevajanje, črkovalniki, slovnični pregledovalniki, sistemi za samodejno odgovarjanje na vprašanja, besedilno rudarjenje itd.) ali za postopke računalniške analize naravnega jezika za izdelavo zlasti digitalnih jezikovnih priročnikov in virov (postopki tokenizacije, oblikoskladenjskega označevanja, skladdenjskega razčlenjevanja, avtomatskega razločevanja pomenov, avtomatskega razreševanja besedilnih koreferenc, prepoznavanja imenskih entitet itd.).

Razvoj informacijskih in komunikacijskih tehnologij v zadnjih 10 letih ustvarja »digitalno vrzel«, zaradi katere bodo jeziki, ki bodo pri tem razvoju zaostajali, postali manj privlačni in konkurenčni v globalno povezanem svetu. Digitalna vrzel ločuje jezike, ki so dovolj prisotni na svetovnem spletu, za katere obstajajo sodobni digitalni viri in so jezikovnotehnoško razviti, od tistih, pri katerih se zaostanek s skokovitim razvojem informacijskih in komunikacijskih tehnologij povečuje. Za večino uradnih jezikov Evropske unije so bili v zadnjih desetih letih izdelani načrti razvoja digitalnih virov in jezikovnotehnoških aplikacij, s čimer posamezne države oz. jezikovne skupnosti na sistematičen in programiran način skrbijo za prehod svojih jezikov v digitalno okolje. Načrti imajo praviloma naslednje cilje: (1) identifikacija dejavnikov na področju jezikovnega opisa, jezikovnih tehnologij in virov; (2) sistematična analiza jezikovne rabe in z njo povezanih potreb jezikovne skupnosti; (3) izdelava seznama obstoječih in manjkajočih računalniških jezikovnih izdelkov in storitev za raziskovalne skupnosti in širšo

javnost; (4) vzpostavitev organiziranega skladiščenja, vzdrževanja in distribucije obstoječih priročnikov, virov in orodij; (5) vzpostavitev dolgoročnega programa nastajanja in razvoja digitalnih jezikovnih priročnikov, virov in orodij; (6) vzpostavitev sodelovanja z evropskimi pobudami za izmenjavo digitalnih virov in orodij.

Medsebojno primerljivost takih programov med drugim zagotavlja upoštevanje evropskih pobud, kot so zdaj raziskovalni infrastrukturi CLARIN in DARIAH, infrastrukturalni projekti, npr. META-NET, itd.

Pri evalvaciji jezikovnotehnološke razvitosti posameznega jezika se navadno upoštevajo naslednji kazalci. Med jezikovnotehnološke vire (korpusi, baze znanja) spadajo: (1) referenčni korpusi, specializirani korpusi; (2) oblikoskladenjsko in skladdenjsko označeni korpusi (odvisnostne drevesnice); (3) semantično in diskurzno označeni korpusi; (4) vzporedni korpusi, pomnilniki prevodov, večjezični primerljivi korpusi; (5) govorni korpusi (posnetki govornega jezika, jezikoslovno označeni govorni korpusi, dialoški korpusi); (6) multimedijske in multimodalne baze (besedilo, združeno z video/avdio podatki); (7) semantični leksikoni, slovarji sinonimov, ontologije; (8) jezikovni modeli (statistični modeli za izračun verjetnosti analiz na različnih jezikoslovnih ravneh) in (formalne) slovnice; (9) leksikoni besednih oblik in večbesednih enot; (10) terminološke baze. Med jezikovnotehnološka orodja in aplikacije spadajo: (1) črkovalniki in moduli za preverjanje slovnične ustreznosti; (2) strojno prevajanje, strojno podprto prevajanje v različne jezike; (3) sinteza in prepoznavanje govora (govorni informacijski sistemi, pripomočki za učenje govorne slovenščine, prenosni in vgradni uporabniški vmesniki, sistemi za govorno upravljanje tehniških sistemov); (4) tokenizacija, oblikoskladdenjsko označevanje, oblikoslovna in besedotvorna analiza in sinteza; (5) skladdenjsko razčlenjevanje (površinska ali globinska skladdenjska analiza stavkov, vezljivost); (6) stavčna semantika (avtomatsko razločevanje pomenov, pomenske vloge); (7) semantika besedila (avtomatsko razreševanje besedilnih koreferenc, analiza sobesedila, luščenje pragmatičnih informacij, sklepanje iz sobesedila); (8) procesiranje diskurza (analiza formalne strukture besedila, analiza retorične strukture besedila, argumentacijska analiza, analiza besedilnih vzorcev, prepoznavanje besedilnih žanrov itd.); (9) luščenje informacij (avtomatsko indeksiranje besedil, multimedijsko luščenje informacij, večjezično luščenje informacij); (10) informacijsko poizvedovanje (prepoznavanje imenskih entitet, dogodkovno/relacijsko poizvedovanje, avtomatsko prepoznavanje mnenj/odnosa, besedilna analitika in besedilno rudarjenje); (11) avtomatska sinteza (tvorba) besedila v naravnem jeziku, sistemi dialoga.

Za prihodnje obdobje je smiselno načrtovati vsaj (a) izdelavo, dodelovanje in vzdrževanje (standardno) označenih referenčnih in specializiranih korpusov slovenskega jezika, vključno z oblikovanjem jezikovnih modelov za statistično podprto verjetnostno analizo jezikovne rabe na različnih jezikoslovnih ravneh ter orodij in aplikacij za njihovo računalniško analizo in vizualizacijo, in (b) delo pri vseh nalogah, ki so naštet v sklopu jezikovnotehnoloških orodij in aplikacij. Terminološke baze bodo vključene v načrtovani terminološki portal.

V okviru Akcijskega načrta izdelave jezikovnih priročnikov in virov je treba predvideti skupne elemente, ki bodo omogočali njihovo povezljivost in s tem prispevali k učinkovitejši uporabi virov pri izdelavi jezikovnih priročnikov.

Ena od temeljnih zadreg pri dosedanjem razvoju proračunsko financiranih orodij in virov je ta, da po koncu projektov oz. obdobja financiranja večinoma niso dostopni za javno uporabo oziroma jih ni več mogoče najti, vzpostaviti ali uporabiti. Analogna težava je nejasen status avtorskih pravic oz. dostopnosti pri priročnikih, virih in aplikacijah, ki že obstajajo. Za premostitev te zadrege je treba ustanoviti institucijo ali konzorcij institucij za povezovanje, zbiranje, razvoj in distribucijo jezikovnih tehnologij, financiranih z javnimi sredstvi, ki bo skrbela za njihovo trajno in čim bolj prosto dostopnost za vse uporabnike. Pri jezikih z manjšim

število govorcev, kot je slovenščina, je potrebno, da so viri dostopni tudi za morebitno komercialno uporabo, kjer je to dopustno in mogoče, saj je to eden od učinkovitih načinov spodbujanja rabe jezika v digitalnem okolju.

Cilj: Spodbujanje razvoja jezikovnih tehnologij za slovenski jezik, ki vključuje vzpostavitev potrebne infrastrukture ter izdelavo čim bolj prosto dostopnih virov in orodij

Ukrep:

- ▣ sprejetje temeljnih usmeritev razvoja sodobnih jezikovnih tehnologij na nacionalni ravni (5–10 let) in njihovo izdelovanje – kot del Akcijskega načrta za jezikovno opremljenost.

Nosilci: ARRS, MIZŠ, MK.

Kazalnika:

- sprejetje temeljnih usmeritev,
- število novih jezikovnotehnoloških orodij, aplikacij, virov.

Predvidena sredstva: 2.200.000 EUR.

Predvideni učinki: usklajen načrt razvoja jezikovnih tehnologij, ki bo temeljil na temeljiti preverbi stanja in postavljenih prioritetah.

Nosilci: ARRS, MIZŠ, MK.

## 2.2.6 Digitalizacija

Prehod v digitalno okolje predpostavlja, da sčasoma vsa besedilna ali druga gradiva (avdio, video itd.), ki predstavljajo kulturno in znanstveno dediščino, postanejo (prosto) dostopna v digitalni obliki. Prosta dostopnost takšnih jezikovnih virov spodbuja njihovo uporabo na digitalnih medijih, vključno z medsebojno povezljivostjo, in nudi empirično osnovo za razvoj jezikovnih tehnologij slovenskega jezika. Prost dostop omogočijo licence, kot so Creative Commons, kjer se avtorji odpovedo (delu) avtorskih pravic nad digitalnim izvirnikom, s čimer se omogoči ne samo pregledovanje, temveč tudi prenos in nadaljnje razširjanje jezikovnih virov.

Digitalizacija obstoječih jezikovnih opisov, ki jih tradicionalno dojemamo v knjižni obliki, in zagotavljanje njihovega prostega dostopa na spletu sta nujna. V času veljavnosti resolucije 2007–2011 je bil prek spletnega vmesnika zagotovljen prost dostop do Slovarja slovenskega knjižnega jezika, Slovenskega pravopisa 2001 in nekaterih drugih priročnikov, v bodoče bo treba spletno dostopnost v okvirih, ki jih določajo slovenski pravni red in mednarodno primerljive uzance, urediti tudi za čim več preostalih ključnih, obstoječih in nastajajočih temeljnih in specialnih jezikovnih opisov in samih podatkovnih baz z namenom vgradnje v sekundarne aplikacije kot tudi za nadaljnji razvoj jezikovnih tehnologij za slovenski jezik. Odprtost je tudi tehnološko pogojena, zato naj bi bili jezikovni priročniki in viri zapisani z ustreznimi mednarodnimi standardi in priporočili, kot so XML in standardi ISO, predvsem tistimi, izdelanimi v Tehničnem odboru TC 37 »Terminologija in drugi jezikovni viri«, pa tudi drugimi relevantnimi priporočili, kot npr. Konzorcija za zapis besedil (Text Encoding Initiative, TEI). Obstoječi terminološki priročniki naj se objavijo na načrtovanem terminološkem portalu.

V Sloveniji obstaja že vrsta digitalnih knjižnic, ki omogočajo digitalni dostop do polnega besedila. Osrednja zbirka je dLib, digitalna knjižnica Slovenije, ki pa za večino starejšega

slovenskega slovstva ponuja skenograme oz. iz njih avtomatsko zajeto polna besedila, ki imajo zaradi starih izvirkov precej napačno optično prepoznanih delov. Korekcije so zamuden, vendar potreben del izdelave kvalitetnih čistopisov, ki jih je nato možno jezikovnotehnološko digitalno umestiti. Izdelovanje čistopisov starejše jezikovne produkcije je potrebno spodbujati tudi s pomočjo izkoriščanja moči množice pri vnašanju in popravljanju jezikovnih virov – primer dobre prakse predstavlja Slovenska leposlovna klasika na Wikiviru.

Država mora podpirati znanstveno produkcijo v slovenskem jeziku, ki je dragocen vir slovenskega strokovnega izrazja in strokovnega izražanja. Možnosti za zajem, procesiranje in distribucijo takih besedil doslej niso bile polno izkoriščene. Z omogočanjem dostopa do teh del, kot so npr. objave v znanstvenih in strokovnih zbornikih in revijah, je mogoče ta besedila jezikovnotehnološko obdelati in dati na voljo posameznim znanstvenim skupnostim za namene upravljanja s terminologijami v okviru splošnega terminološkega portala kot dela prostodostopnega spletnega portala s čim več dosegljivimi jezikoslovnimi podatki o slovenščini.

Cilj: Spodbujanje digitalizacije in omogočanje prostega dostopa za vse obstoječe jezikovne vire in priročnike, ki predstavljajo kulturno dediščino oz. znanstveno produkcijo, vezano na slovenski jezik

Ukrepa:

- ☐ v mehanizmu izbire projektov, katerih namen je produkcija jezikovnih virov in priročnikov, financiranih z javnimi sredstvi, se vgradi zahteva, ki zagotavlja, da so izdelani viri in priročniki v največji možni meri standardizirani in dostopni tudi prek spleta;
- ☐ dodelitev infrastrukturnih raziskovalnih sredstev za tiste programe, ki vsebujejo digitalizacijo pisne kulturne dediščine (ta ne zajema le izdelave skenogramov, temveč tudi čistopise, za pomembne dokumente pa tudi tekstnokritične izdaje) in digitalizacijo ali prilagajanje digitalnemu okolju jezikovnih priročnikov za slovenščino, in tistim, ki zagotavljajo spletni dostop do celotnih besedil znanstvene produkcije v slovenskem jeziku.

Kazalniki:

- izvedba zapisanih ukrepov,
- število digitaliziranih del pisne kulturne dediščine,
- število digitaliziranih priročnikov za slovenščino,
- dostop do digitaliziranih besedil znanstvene produkcije v slovenščini.

Predvidena sredstva: 300.000 EUR.

Predvideni učinki: povečanje števila in večja dostopnost digitaliziranih del pisne kulturne dediščine, priročnikov za slovenščino in besedil znanstvene produkcije.

Nosilci: MIZŠ, ARRS, MK.

## 2.2.7 Govorci s posebnimi potrebami

Na področju jezikovne opremljenosti za osebe s posebnimi potrebami so kot specifična področja, ki presegajo splošno opremljenost jezika z jezikovnimi viri in orodji, izpostavljeni predvsem slovenski znakovni jezik, pripomočki za slepe in slabovidne, pripomočki za osebe z govorno-jezikovnimi težavami ter tehnični pripomočki za osebe z disleksijo (z bralno-napisovalnimi težavami).



Razvijanje slovenskega znakovnega jezika izhaja iz določil Zakona o uporabi slovenskega znakovnega jezika in resolucija spodbuja vse dejavnosti, ki so del rednega izvajanja določil zakona. Izven teh se osredotoča na nove možnosti, ki jih prinašajo sodobne tehnologije, ter spodbuja razvoj infrastrukture, ki omogoča, da gluhe osebe lahko uveljavljajo pravico uporabljati znakovni jezik v vseh postopkih pred državnimi organi, izvajalci javnih pooblastil oz. izvajalci javne službe, prav tako pa tudi v vseh drugih življenjskih situacijah, v katerih bi jim gluhost pomenila oviro pri zadovoljevanju njihovih potreb. Med deli infrastrukture, ki so namenjeni zadovoljevanju teh potreb, so predvsem razvoj multimedijskega slovarja znakovnega jezika ter vse tehnološke aplikacije, ki vključujejo znakovni jezik (npr. servisi za tolmačenje znakovnega jezika s pomočjo video povezave, sistemi za samodejno razpoznavo znakovnega jezika in podobni).

Infrastruktura, namenjena slepim in slabovidnim osebam, vključuje velik del tehnoloških rešitev in aplikacij, ki so namenjene vsem govorcem. Med njimi so izpostavljeni predvsem vsi sistemi za avtomatsko razpoznavo in sintezo govora ter jezikovni viri, potrebni za izgradnjo teh sistemov. Poleg osnovnih sistemov resolucija spodbuja razvoj jezikovno specifičnih tehnologij, vključenih v dodatke, namenjene slepim in slabovidnim, kot npr. v naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, bralnike zaslonov na računalnikih ali mobilnih napravah, (ročni) bralniki z izgovorom besedila itd. Eno od pomembnih področij je tudi lokalizacija programske opreme, ki je namenjena slepim in slabovidnim, ter tehnološka podpora jezikovno specifičnim potrebam za delo z brajico.

Za osebe z disleksijo (bralno-napisovalnimi težavami) so pomembni specifični tehnični pripomočki, npr. elektronski bralniki – naprave za branje elektronskih datotek ali predvajanje digitalno posnetih zvočnih knjig, bralniki zaslonov na računalnikih ali mobilnih napravah, (ročni) bralniki z izgovorom besedila, pametna pisala itd.

Za osebe z motnjo v duševnem razvoju in druge osebe, ki težje berejo in razumejo prebrano (npr. osebe po poškodbi glave), je pomemben razvoj sodobnih tehnoloških aplikacij, ki (hkrati s poenostavitvijo vsebine) omogočajo lažje branje besedila.

**Cilj:** Opremljenost oseb s posebnimi potrebami s specifičnimi jezikovnimi in jezikovnotehnološkimi pripomočki in orodji

**Ukrepi:**

- vzpostavitev osrednje institucije z namenom povezovanja, zbiranja, razvoja, distribucije jezikovnih virov in tehnologij za področje slovenskega znakovnega jezika. Institucija mora biti vzpostavljena v roku enega leta od sprejema Resolucije, pri čemer je treba zagotoviti financiranje za njeno dolgoročno delovanje.
- vključitev specifičnih virov in orodij za osebe s posebnimi potrebami v Akcijski načrt za jezikovno opremljenost;
- opis sodobne norme, standardizacija in spodbujanje znanstvenoraziskovalnega dela na področju slovenskega znakovnega jezika;
- izdelava orodij za komunikacijo s slepimi in slabovidnimi, gluhi in naglušnimi, z gluho-slepimi ter osebami z disleksijo in motnjo v duševnem razvoju, ki omogočajo izboljšanje njihove sporazumevalne zmožnosti.

**Kazalniki:**

- vzpostavitev institucije za koordinacijo,
- vključitev virov in orodij v akcijski načrt,
- število znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika,

- število izdelanih orodij za komunikacijo za govorce s posebnimi potrebami

Predvideni učinki: povečanje števila znanstvenoraziskovalnih del na področju slovenskega znakovnega jezika kot osnove za nadaljnje ukrepe, zlasti izdelavo orodij za komunikacijo govorcev s posebnimi potrebami s ciljem povečanja njihovih sporazumevalnih možnosti.

Predvidena sredstva: 400.000 EUR.

Nosilci: MIZŠ, MDDSZ, ARRS, MK.

## 2.3 Formalnopravni vidiki slovenske jezikovne politike

Nadaljnje formalnopravno uokvirjanje slovenske jezikovne politike je potrebno, pri tem pa je treba tehtati med večjo ali manjšo ustreznostjo urejanja bodisi s »krovnim« zakonom bodisi s posameznimi določbami posebnih področnih zakonov, uredb in drugih aktov, ki se dotikajo jezikovne rabe.

Za evalviranje in predloge morebitnega revidiranja in nadgrajevanja formalnopravnega okvira jezikovne ureditve Republike Slovenije je prvenstveno zadolžena Služba za slovenski jezik na MK.

Ta mora pri tem delovati na naslednjih splošnih načelih:

- Formalnopravna določila v zvezi s statusom, obvezno rabo in obveznim znanjem slovenščine in drugih jezikov morajo biti jasna, zavezujoča, splošno sprejemljiva v javnosti, medsebojno usklajena in realno izvedljiva z natančno predvidenimi jezikovnonačrtovalnimi koraki, seveda pa tudi vsebinsko skladna z Ustavo Republike Slovenije in pravnim redom Evropske unije.
- Zdaj veljavna zakonska in druga pravna določila, ki zadeve v zvezi z jeziki urejajo le načelno, bodisi z zagotavljanjem prednostnega položaja slovenščine bodisi z zagotavljanjem pravic govorcem slovenščine in drugih jezikov, pa so bila v času od svojega sprejetja neuresničena, sistematično neupoštevana ali drugače prezrta, je treba ali izločiti iz zakonodaje ali jih dopolniti v skladu s prejšnjim odstavkom.
- Zakonska določila glede položaja, obvezne rabe in znanja jezikov morajo ustrezati pravno ter demokratično legitimnim sporazumevalnim potrebam državljanov in drugih prebivalcev Republike Slovenije ter drugih govorcev slovenščine.
- Zakonska določila naj odločilne subjekte v slovenski jezikovni situaciji jasno zavezujejo k jezikovnemu in jezikovnonačrtovalnemu ravnanju, ki bo skladno s cilji tega jezikovnopolitičnega programa.

Zakon o javni rabi slovenščine je bil sprejet leta 2004 in v nekaterih točkah dopolnjen leta 2010. V letih od njegovega sprejema so se na nekaterih področjih javnega življenja, ki ga ureja, pokazale nove okoliščine, ki napeljujejo na možnost generalne novelacije zakona. Premislek o spremembi zakonodaje pa mora temeljiti na skrbnem pregledu uresničevanja (tudi v obliki študij jezikovne situacije) in na upoštevanju nekaterih že zaznanih področij, ki bi potrebovala pravno preureditev.

Že evidentirana vsebinsko in izvedbeno problematična mesta v veljavnem formalnopravnem jezikovnopolitičnem okviru Republike Slovenije so med drugim: (1) *Navodilo o ugotavljanju jezikovne ustreznosti firme pravne osebe zasebnega prava oziroma imena fizične osebe, ki opravlja registrirano dejavnost, pri vpisu v sodni register ali drugo uradno evidenco* (Ur. list RS, št. 53/2006), ki izhaja iz 19. člena Zakona o javni rabi slovenščine, sam postopek

ugotavljanja slovenskosti premalo objektivizira, saj kot merilo ustreznosti firme navaja tako reprezentativne korpuse kot nekaj etimološko obarvanih kriterijev. Ta ohlapnost dopušča delno arbitrarnost pri odločanju o ustreznosti poimenovanja, zato je treba navodilo izboljšati. (2) Določila o potrebnem znanju slovenščine in drugih jezikov za posamezne poklice in druge namene (*Zakon o javni rabi slovenščine, Uredba o potrebnem znanju slovenščine za posamezne poklice oziroma delovna mesta v državnih organih in organih samoupravnih lokalnih skupnosti ter pri izvajalcih javnih služb in nosilcih javnih pooblastil, področni zakoni*); dejansko je mogoče znanje slovenščine na različnih stopnjah glede na obstoječi certifikatni sistem zahtevati samo od tujih govorcev slovenščine; za domače govorce slovenščine bi bilo treba bodisi razviti dodaten sistem potrjevanja ravni znanja slovenščine bodisi raven jezikovnega znanja posredno zahtevati s stopnjo izobrazbe, kot se dejansko izvaja že zdaj. Hkrati bi vsaj za zaposlitve v javnem sektorju morali formalnopravno in vsebinsko uskladiti zahteve po certificiranem znanju slovenščine in drugih jezikov ter poskrbeti za njihovo primerljivost z lestvicami Skupnega evropskega jezikovnega okvira. Zdaj veljavni certifikatni sistem za slovenščino kot tuji jezik, ki je tudi mednarodno priznan, mora dobiti zakonsko pravno podlago. (3) Določila o slovenščini kot učnem jeziku slovenskih javnih visokošolskih ustanov; pravni okvir mora zagotoviti nadaljnjo krepitev slovenščine kot učnega jezika v slovenskem visokem šolstvu in kot znanstvenega jezika, hkrati pa zagotoviti tako prožno jezikovno ureditev, ki bo omogočala nadaljnjo krepitev kakovostnega mednarodnega visokošolskega in znanstvenega sodelovanja.

**1.cilj: Zagotovitev raziskovalnih in empiričnih podlag za učinkovito jezikovno politiko**

**Ukrepi:**

- ☐ raziskave izbranih vidikov jezikovne situacije v vlogi presoje učinkovitosti veljavnega formalnopravnega okvira jezikovne ureditve Republike Slovenije;
- ☐ sistematično evalviranje in oblikovanje predlogov za revidiranje in nadgrajevanje formalnopravnega okvira jezikovne ureditve Republike Slovenije v koordinaciji Službe za slovenski jezik;
- ☐ priprava celovitega pregleda in ocene slovenske jezikovne situacije za potrebe priprave naslednjega nacionalnega programa za jezikovno politiko.

**Kazalniki:**

- število ciljnih raziskav o vidikih slovenske jezikovne situacije,
- število evalvacij in predlogov za revidiranje formalnopravnega okvira,
- pripravljen pregled in ocena slovenske jezikovne situacije.

**Predvidena sredstva: 250.000 EUR.**

**Predvideni učinki: učinkovitejši formalnopravni okvir slovenske jezikovne politike in celovita ocena slovenske jezikovne situacije glede na različne parametre (vitalnost javnih domen jezika, potrebe različnih tipov govorcev, tudi v zamejstvu, izseljenstvu, zdomstvu), ki bosta služila za pripravo novega nacionalnega programa za jezikovno politiko.**

**Nosilci: MIZŠ, MK, MNZ.**

**2. cilj: Zagotovitev pogojev za enakopravno javno rabo in razvoj italijanskega ali madžarskega jezika na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost**

**Ukrepi:**

- ustrežnejša sistemska nadgradnja dvojezičnega poslovanja,

- priprava potrebnih zakonskih aktov za izvedbo jezikovne politike na področju manjšinskih jezikov,
- uresničevanje vidne dvojezičnosti na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost,
- uresničevanje varstva potrošnikov tudi v italijanskem in madžarskem jeziku na teh območjih,
- ureditev in izvajanje ustreznega nadzora nad uresničevanjem določb zakonskih aktov, programom jezikovne politike in financiranjem.

#### Kazalniki:

- priprava zakonskih in podzakonskih aktov za implementacijo ustavnih določil in nacionalno sprejetih jezikovnih politik,
- odprava kršitev uveljavljanja komuniciranja in vodenja postopkov javnih uslužbencev in funkcionarjev v italijanskem ali madžarskem jeziku ter izdajanja dokumentov tudi v italijanskem ali madžarskem jeziku na omenjenih območjih,
- odprava kršitev uveljavitve dvojezičnih obrazcev, tiskovin, e-uprave in drugega pri poslovanju oseb javnega prava na omenjenih območjih,
- odprava kršitev vseh oblik vidne dvojezičnosti na omenjenih območjih,
- odprava kršitev pri rabi italijanskega in madžarskega jezika na področju varstva potrošnikov in oglaševanja na omenjenih območjih,

Predvidena sredstva: 200.000 EUR

Predvideni učinki: usklajeno načrtovanje, razvijanje, uresničevanje in nadzor nad uresničevanjem jezikovnih politik, dosledno poslovanje oseb javnega prava tudi v italijanskem in madžarskem jeziku na teh območjih, večje upoštevanje vidne dvojezičnosti ter varstva potrošnikov in oglaševanja tudi v omenjenih jezikih na teh območjih, nadzor nad uresničevanjem zakonskih aktov, sistemskih politik in financiranja ter vsi ostali ukrepi za dejansko rabo in razvoj dvojezičnosti na omenjenih območjih.

Nosilci: MK, MIZŠ, MNZ

## 2.4 Slovenščina kot uradni jezik Evropske unije

Slovenščina je z vključitvijo med uradne jezike Evropske unije pridobila večjo mednarodno težo na simbolni ravni, predvsem pa veliko operativnih možnosti za sodelovanje pri raziskovanju in uporabi jezikov v skupnosti s 24 uradnimi jeziki.

Večjezičnost je načelo, ki je vpisano v pravne temelje Evropske unije. Njene bistvene poteze so določene v ustanovitvenih pogodbah, Uredbi Sveta št. 1 iz leta 1958 in pristopnih aktih vsake nove države članice, ki se odloči, da bo svoj državni jezik uveljavila kot enega uradnih jezikov evropske nadsionalne skupnosti. Utemeljena je s potrebo po demokratičnosti, preglednosti in pravni varnosti za vse državljane Evropske unije. Zato so pravni akti EU dostopni v vseh uradnih jezikih, na zasedanjih Evropskega parlamenta, Evropskega sveta in Sveta EU pa tudi sestankih nekaterih delovnih skupin je zagotovljeno tolmačenje, večina spletnih strani institucij EU je večjezičnih, državljani in pravne osebe lahko komunicirajo z institucijami EU v svojem jeziku. Ta ureditev ima dovolj zagovornikov v EU, da ni videti

ogrožena – težko si je predstavljati skupnost, ki bi se temu odpovedala, saj to prav gotovo ne bi bila več skupnost, v katero se je včlanilo 28 držav.

Načelna raven je podrobno urejena, strategija večjezičnosti, ki jo je pripravila Evropska komisija, pa se v zadnjih letih osredotoča na tri glavne vidike: spodbujanje večjezičnosti v izobraževanju, izrabo večjezičnosti za krepitev gospodarske konkurenčnosti in večjezično komuniciranje organov EU z državljani in institucijami. Slednje pomeni redno vsakodnevno zagotavljanje prevajanja in tolmačenja v vse uradne jezike EU s pomočjo urejenega institucionalnega ustroja, v katerem delujejo dobro organizirani oddelki za posamezni jezik.

Večjezična ureditev Evropske unije in slovensko vključevanje vanjo sta vzpostavila okvir razvoja, znotraj katerega je v zadnjih desetih letih prišlo do premikov na področju strokovnega jezika in jezikoslovne stroke v Sloveniji, predvsem glede prevajanja, tolmačenja in sistematičnejšega urejanja terminologije. Zaradi obsežnega pravno-prevajalskega projekta priprave slovenske različice pravnega reda EU so bile potrebne boljša organizacija delovnih postopkov, vzpostavitev sistematičnega interdisciplinarnega sodelovanja in uvedba poenotene metodologije.

Prav strokovna terminologija je ključna za delovanje Slovenije na številnih ravneh. Zato je treba prizadevanja v okviru državne jezikovne politike usmeriti na opremljanje jezika in tudi jezikovno usposabljanje strokovnjakov na vseh področjih. Naloga državne in javne uprave je zagotavljati sistematično in usklajeno delovanje ključnih resorjev v skrbi za jezikovni razvoj.

Izvajanje nalog v zvezi s slovenščino v EU na podlagi Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 je potekalo v celotnem obdobju veljavnosti resolucije. Cilj teh nalog je bil opremiti predstavnike Republike Slovenije, ki sodelujejo v institucijah in organih EU, z navodili, kako uresničevati svojo pravico do uporabe slovenščine kot uradnega jezika EU, izboljšati poznavanje rabe jezikov v EU in predvsem zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU.

Kljub izdelanim priporočilom ter vzpostavljeni mreži strokovnjakov pa je sodelovanja še vedno premalo. Izboljšani način urejanja terminologije je pomemben zaradi delovanja v EU, a prav tako in predvsem za delovanje slovenske javne uprave, šolstva, znanosti itd.

Poleg tega naj v razmerju do organov EU ostaja aktualno zagovarjanje stališča, da uveljavljanje načela prostega pretoka oseb, blaga, storitev in kapitala ne sme izpodkopavati jasne domicilnosti uradnega jezika posamezne države članice ter da ima država pravico do pravnih varovalk in drugih mehanizmov za nevtralizacijo negativnih jezikovnopolitičnih implikacij prostega pretoka.

#### **1. cilj: Podpora države pri uporabi slovenščine kot uradnega jezika Evropske unije**

Tako kot v obdobju prejšnje resolucije je tudi v prihodnjem obdobju treba zagotoviti ustrezno strokovno, jezikoslovno, terminološko pomoč slovenskim prevajalcem in tolmačem v institucijah EU, da bodo lahko pripravljali zanesljivo slovensko različico zakonodaje EU, pa tudi prevajalcem in tolmačem v Sloveniji, ki nas jezikovno predstavljajo v mednarodni skupnosti.

**Ukrepa:**

nadaljevanje nalog iz prejšnje resolucije v zvezi s terminologijo oziroma nadaljevanjem prizadevanj za vzpostavitev nacionalnega mehanizma za potrjevanje terminologije Evropske unije;  
 intenzivna podpora izobraževalnih programov za povečanje števila slovenskih tolmačev v institucijah Evropske unije in uvedba intenzivnih programov usposabljanja slovenskih tolmačev za uspešno opravljanje postopkov izbire v ustanovah Evropske unije.

**Kazalniki:**

- vzpostavitev mehanizma za potrjevanje terminologije Evropske unije,
- povečanje števila tolmačev v institucijah EU,
- število izvedenih programov usposabljanja za tolmače.

**Predvidena sredstva: 500.000 EUR.**

**Predvideni učinki:** usklajeno prevajanje in potrjevanje terminologije na evropski ravni, izboljšanje položaja slovenščine v okviru Evropske unije.

**Nosilci:** MZZ, MIZŠ, GSV.

**2. cilj: Promocija slovenskega jezika in kulture v Evropski uniji****Ukrep:**

okrepitev obstoječih mehanizmov za sistematično prevajanje in EU-promocijo in/ali distribucijo prevodov slovenskih literarnih del v evropske jezike in vzpostavljanje novih pristopov za povečanje učinkovitosti na tem področju.

**Kazalniki:**

- evalvacija dosedanjih ukrepov in postavitve novih (ekspertiza),
- število promocijskih dogodkov,
- število promocijskih gradiv.

**Predvidena sredstva: 250.000 EUR.**

**Predvideni učinki:** večja prepoznavnost slovenske literarne ustvarjalnosti v okviru Evropske unije.

**Nosilci:** MIZŠ, MZZ, MK, JAK.

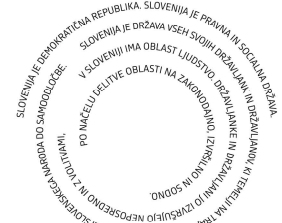
Prejeto:	09-07-2013	
Šifra:	001-08/13-2/28	
Povezava:	NPJP	
EPA:	1208-VI	EU:
Sign. zn.:		
Kratice:		

## Nekaj iztočnic za predstavitev mnenja o Predlogu resolucije o NPJP

Janez Dular

Resolucijo potrebujemo in jo načelno podpiram, čeprav niti besedilo niti okoliščine njegovega nastajanja niso v celoti po mojem okusu (kompromisi). Poslanci bi morda lahko še kaj izboljšali.

- **Procedura:** Že skoraj dve leti zamude, obeta pa se vsaj še eno leto zamude, torej bomo tri leta brez veljavnega (ustrezno konkretiziranega) jezikovnopolitičnega programa.
- **Stil in kompozicija:** Besedilo ni jezikovno zgledno, zelo moti predpisana seksistična manira (sicer nedosledno izpeljana). Nekateri odstavki so izrazito prenadrobni (npr. v podpoglavjih 2.2.2 *Jezikovni opis* in 2.2.5 *Jezikovna tehnologija*).
- **Uresničljivost:** Čeprav so predvideni finančni in kadrovski pogoji za izvajanje nalog določeni realno ali celo skromno, se je spričo varčevalnih ukrepov bati, da bo marsikaj ostalo na papirju.
- **Podatkovno ažuriranje:** V poglavju 2.4 *Slovenščina kot uradni jezik EU* se govori o jezikovni rabi v skupnosti s 23 uradnimi jeziki – kmalu jih bo 24 (hrvaščina).
- **Nekonsistentnost podpoglavja 2.1.8 *lezikovna ureditev visokega šolstva in*** *izobraževanja* – po besedilu, ki je predmet priprave resolucije, je ostalo marsikaj nerazčiščenega:
  - a) Neupravičenost uvrstitve v okvir poglavja *lezikovno izobraževanje*, saj gre za jezik izobraževanja (učni jezik).
  - b) Nепrepričljive izjave (npr. »domneva, da slovenske univerze in Republika Slovenija želijo ohraniti in nadalje razvijati slovenščino kot učni jezik visokošolskega izobraževanja in jezik znanosti«; neprepričljivo utemeljevanje rabe angleščine zaradi nadaljnje internacionalizacije kot dejavnika kakovosti, kajti kot prvi razlog za pridobivanje tujih študentov – menda 10 % – se ne navaja kakovost, temveč so potrebni kot protiutež zmanjšanju generacij slovenskih študentov do leta 2020).
  - c) Posredno dopuščanje možnosti, da bi slovenski predavatelji slovenskim študentom predavali v angleščini.
  - č) Ohlapna formulacija nekaterih napovedanih ukrepov (npr. »določiti obvezni obseg izvajanja visokošolskih programov v slovenskem jeziku«; »na ravni doktorskega študija se univerzam propusti avtonomna jezikovna politika«).



## **NS - Poslanska skupina italijanske in madžarske narodne skupnosti**

Številka: 001-08 / 13 - 0002 /  
Datum: 03.07.2013

### **AMANDMAJI** **k dopolnjenemu Predlogu Resolucije o nacionalnem programu za jezikovno** **politiko 2014–2018 (ReNPJP14–18),** **obravnava, EPA 1208 - VI, za Državni zbor**

#### **1. amandma k podpoglavju 2.1.1 Uvod:**

Zadnji stavek drugega odstavka podpoglavja 2.1.1 Uvod se spremeni tako, da se glasi:

"Na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, skrbi za kvalitetno izobraževanje v italijanščini oziroma madžarščini, skrbi za uporabo in razvoj jezika romske skupnosti, prav tako pa priznava vsem drugim jezikom manjšin, priseljenskih skupnosti ipd. pravico do rabe, ohranjanja in obnavljanja lastnega jezika in kulture."

Obrazložitev:

Amandma je redakcijske narave in sledi besedilu 11. člena Ustave.

#### **2. amandma k podpoglavju 2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji:**

Črta se celotno podpoglavje 2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji.

Podpoglavja, ki sledijo, se ustrezno preštevilčijo.

Obrazložitev:

Vsebina podpoglavja 2.1.5. Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji je že vključena v podpoglavju 2.1.6 Jeziki manjšin in priseljencev v Republiki Sloveniji in v



podpoglavju 2.3 Formalnopravni vidiki slovenske jezikovne politike, zato se to podpoglavje v celoti črta.

### **3. amandma k podpoglavju 2.1.6 Jeziki manjšin in priseljencev v Republiki Sloveniji:**

Naslov in besedilo podpoglavja 2.1.6 Jeziki manjšin in priseljencev v Republiki Sloveniji se spremeni tako, da se glasi:

#### **"2.1.5 Jeziki avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev v Republiki Sloveniji**

Pripadniki italijanske in madžarske narodne skupnosti imajo pravico do enakopravne, javne in zasebne rabe svojega jezika na območjih občin v katerih živijo. Slovenska jezikovna politika na tem področju izhaja iz predpostavke, da je dobro razvita jezikovna zmožnost v prvem jeziku, ki pri ostalih manjšinah in priseljencih ni slovenščina, eden od temeljnih pogojev za razvoj jezikovne zmožnosti v slovenščini.

Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov. Vse osebe javnega prava imajo dolžnost, da na teh območjih poslujejo in se sporazumevajo tudi v jeziku avtohtonih narodnih skupnosti.

Prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture.

Možnost učenja materinščine je po bilateralnih pogodbah zagotovljena tudi nekaterim govorcem drugih jezikovnih skupnosti, kar omogoča Zakon o osnovni šoli, vendar je uresničevanje teh pravic nesistematizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki dopolnilnega pouka ali izbirnega predmeta, pri katerem pa ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki. Izhodišče jezikovne politike na tem področju v naslednjem obdobju je, da imajo vsi govorci, katerih prvi jezik ni slovenščina, v skladu s človekovimi pravicami in načeli Evropske unije pravico ohranjati in/ali obnavljati (revitalizirati) lastni jezik in kulturo, v tem oziru so upoštevana tudi načela in pravice za jezikovne skupnosti, ki jih opredeljuje Deklaracija RS o položaju narodnih skupnosti pripadnikov narodov nekdanje SFRJ v RS. Zato mora Akcijski načrt za jezikovno izobraževanje predvideti ukrepe, ki bodo sistemsko vzpostavili boljše možnosti za učenje prvega/maternega jezika tudi za preostale priseljence in manjšinske skupnosti na tistih področjih, kjer tako potrebo zazna država ali lokalna skupnost. Takšna možnost naj bo sistemsko pogojena z vzporednim učenjem ali izpopolnjevanjem znanja slovenščine kot drugega ali tujega jezika.

**Cilj: Zagotovitev pogojev za učinkovito jezikovno in siceršnjo družbeno integracijo govorcev manjšinskih jezikov.**

Poleg rešitev, ki jih bo natančneje opredelil Akcijski načrt za jezikovno izobraževanje, se uveljavijo tudi naslednji **ukrepi**:

- jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komunikacijo v jezikih avtohtonih narodnih skupnosti in v jezikih drugih jezikovnih skupnosti, ki sodijo v okvir slovenske jezikovne politike;
- izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru

potreb tolmačenja za skupnost);

- promocija jezikov avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja;
- zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

Kazalniki:

- število izobraževanj za javne uslužbence in funkcionarje,
- število izobraževanj prevajalcev in tolmačev,
- zagotovljen ustrezen prostor v programih javnih medijev,
- število promocijskih dogodkov na različnih področjih in objavljenih medijskih prispevkov o jezikih avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev.

Predvidena sredstva: 300.000 EUR.

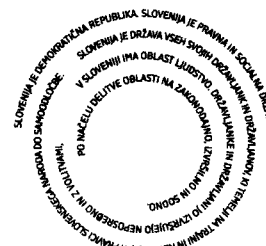
Predvideni učinki: usklajeno načrtovanje, razvijanje in izvajanje jezikovnih izobraževalnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev in funkcionarjev v jeziku avtohtonih narodnih skupnosti, ustreznost medijske prisotnosti jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev, ozaveščenost o obstoju jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja.

Nosilci: MIZŠ, pristojna ministrstva, MK."

Obrazložitev:

Zaradi črtanja celotnega podpoglavja 2.1.5 Italijanski in madžarski jezik kot jezik italijanske in madžarske narodne skupnosti in njenih pripadnikov v Republiki Sloveniji se črtana vsebina s tem amandmajem prenaša v to podpoglavje, zato se mu spremeni naslov in se na novo preštevilči v "2.1.5 Jeziki avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev v Republiki Sloveniji".

Poslanska skupina italijanske in madžarske narodne skupnosti



PS - Poslanska skupina Pozitivna Slovenija  
SD - Poslanska skupina Socialnih demokratov  
DL - Poslanska skupina Državljske liste  
DeSUS - Poslanska skupina Demokratične stranke upokojenecov Slovenije

**DRŽAVNI ZBOR REPUBLIKE SLOVENIJE**

Prejeto:	03-07-2013
Šifra:	001-08/13-2/31
Povezava:	
EPA Slovenije	1208-VI EU:
Sign. zn.:	
Kratica:	

Datum: 03.07.2013

**AMANDMAJA**

**K Predlogu resolucije o nacionalnem programu za jezikovno politiko 2014–2018  
(ReNPJP14–18), EPA 1208 - VI , druga obravnava - DZ**

**K podpoglavju 2.1.6 Jeziki manjšin in priseljencev v Republiki Sloveniji:**

Besedilo podpoglavja 2.1.6 Jeziki manjšin in priseljencev v Republiki Sloveniji se spremeni tako, da se glasi:

" Pripadniki italijanske in madžarske narodne skupnosti imajo pravico do enakopravne, javne in zasebne rabe svojega jezika na območjih občin v katerih živijo. Slovenska jezikovna politika na tem področju izhaja iz predpostavke, da je dobro razvita jezikovna zmožnost v prvem jeziku, ki pri ostalih manjšinah in priseljencih ni slovenščina, eden od temeljnih pogojev za razvoj jezikovne zmožnosti v slovenščini.

Republika Slovenija že zdaj zagotavlja pravico do uporabe in razvoja prvega jezika in kulture obema jezikoma avtohtonih narodnih skupnosti, ki imata poleg slovenščine na območjih občin, v katerih živita italijanska ali madžarska narodna skupnost, tudi status uradnih jezikov. Vse osebe javnega prava imajo dolžnost, da na teh območjih poslušajo in se sporazumevajo tudi v jeziku avtohtonih narodnih skupnosti.

Prav tako pa na podlagi Zakona o romski skupnosti v Republiki Sloveniji spodbuja ohranjanje in razvoj romskega jezika in kulture.

Možnost učenja materinščine je po bilateralnih pogodbah zagotovljena tudi nekaterim govorcem drugih jezikovnih skupnosti, kar omogoča Zakon o osnovni šoli, vendar je uresničevanje teh pravic nesistematizirano in se v okviru osnovnega in srednjega šolstva udejanja le v obliki dopolnilnega pouka ali izbirnega predmeta, pri katerem pa ti jeziki niso opredeljeni kot prvi jeziki, temveč se obravnavajo kot tuji jeziki. Izhodišče jezikovne politike na tem področju v naslednjem obdobju je, da imajo vsi govorce, katerih prvi jezik ni slovenščina, v skladu s človekovimi pravicami in načeli Evropske unije pravico ohranjati in/ali obnavljati (revitalizirati) lastni jezik in kulturo, v tem oziru so upoštevana tudi načela in pravice za jezikovne skupnosti, ki jih opredeljuje Deklaracija RS o položaju narodnih skupnosti pripadnikov narodov nekdanje SFRJ v RS. Zato mora Akcijski načrt za jezikovno izobraževanje predvideti ukrepe, ki bodo sistemsko vzpostavili boljše možnosti za učenje prvega/maternega jezika tudi za preostale priseljence in manjšinske skupnosti na tistih področjih, kjer tako potrebo zazna država

ali lokalna skupnost. Takšna možnost naj bo sistemsko pogojena z vzporednim učenjem ali izpopolnjevanjem znanja slovenščine kot drugega ali tujega jezika.

**Cilj:** Zagotovitev pogojev za učinkovito jezikovno in siceršnje družbeno integracijo govorcev manjšinskih jezikov.

Poleg rešitev, ki jih bo natančneje opredelil Akcijski načrt za jezikovno izobraževanje, se uveljavijo tudi naslednji ukrepi:

- jezikovno usposabljanje javnih uslužbencev in funkcionarjev za komunikacijo v jezikih avtohtonih narodnih skupnosti in v jezikih drugih jezikovnih skupnosti, ki sodijo v okvir slovenske jezikovne politike;
- izobraževanje prevajalcev in tolmačev za potencialno deficitarne jezike (v okviru potreb tolmačenja za skupnost);
- promocija jezikov avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja;
- zagotovitev ustreznega prostora v programih javnih medijev v jezikih govorcev, katerih prvi jezik ni slovenščina in ki takega prostora še nimajo in si takšne prisotnosti v medijih želijo.

**Kazalniki:**

- število izobraževanj za javne uslužbence in funkcionarje,
- število izobraževanj prevajalcev in tolmačev,
- zagotovljen ustrezen prostor v programih javnih medijev,
- število promocijskih dogodkov na različnih področjih in objavljenih medijskih prispevkov o jezikih avtohtonih narodnih skupnosti, romske skupnosti, ostalih manjšin in priseljencev.

**Predvidena sredstva:** 300.000 EUR.

**Predvideni učinki:** usklajeno načrtovanje, razvijanje in izvajanje jezikovnih izobraževalnih politik, povečanje števila jezikovno usposobljenih javnih uslužbencev in funkcionarjev v jeziku avtohtonih narodnih skupnosti, ustrezna medijska prisotnost jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev, ozaveščenost o obstoju jezikov avtohtonih narodnih skupnosti, romske skupnosti, drugih manjšin in priseljencev pri ostalih državljanih Republike Slovenije na področju vzgoje in izobraževanja, informiranja in medijske dejavnosti, kulturne dejavnosti in znanstvenega raziskovanja.

**Nosilci:** MIZŠ, pristojna ministrstva, MK."

**Obrazložitev:**

Zaradi smiselnosti umestitve besedila, predlagamo, da se le-to uredi znotraj podpoglavja 2.1.6 Jeziki manjšin in priseljencev v Republiki Sloveniji.

### **K podpoglavju 2.2.3 Standardizacija**

Tretji odstavek besedila se spremeni in se glasi:

"Temeljni kodifikacijski priročnik in Slovenski pravopis skladno s tradicijo, dobro prakso, v okviru svojih zakonskih zadolžitev ter v sodelovanju z vsemi ustanovami s področja jezikovnega načrtovanja potrjuje Slovenska akademija znanosti in umetnosti. Na podlagi svojih zakonskih zadolžitev sodeluje tudi pri nastajanju vseh drugih temeljnih priročnikov slovenskega jezika z normativnimi vsebinami."

**Obrazložitev:**

Z amandmajem smo natančneje opredelili pristojnosti SAZU in drugih subjektov na področju jezikovnega načrtovanja.



Poslanska skupina Pozitivna Slovenija

Poslanska skupina Socialnih demokratov  
HIRKO BEVČ, namestnik vodje



Poslanska skupina Državlanske liste



Poslanska skupina Demokratične stranke upokojencev Slovenije

# Širca: Kultura je bila v dobri kondiciji

Ljubljana, 08.07.2011, 16:39 | STA / M.R.

Dosedanja ministrica za kulturo Majda Širca je prepričana, da ministrstvo zapušča v dobri kondiciji. Meni tudi, da je bilo v njenem ministrowanju dobro financiranje. Posebej poudarja razvoj visoke umetnosti.



## Ministrica za kulturo v odstopu (Foto: Miro Majcen)

Ministrica za kulturo v odstopu **Majda Širca** je na zaključni novinarski konferenci pred primopredajo poslov na ministrstvu poudarila, da sta bila v njenem mandatu financiranje in kondicija kulture dobra. *"Všeč mi je, da so imele priložnost zaživeti vse plasti kulture in so pogoji zato, da bodo živele naprej, že dani,"* je dodala Širca.

Včeraj se je razveselila novice, da bo kljub drastičnim rezom, ki jih bo prinesel rebalans proračuna, kultura uspela ohraniti polovico sredstev od predvidenih 38 milijonov, ki naj bi okrnili letošnji proračun za kulturo. *"Sredstva, ki bodo umanjala, so vezana na investicije in stroške, ki lahko počakajo, ne pa toliko na ljudi in na ustvarjalnost,"* je pojasnila.

Vlada je v četrtek prav tako sprejela sklep o ustanovitvi dveh javnih zavodov – Centra za upravljanje z dediščino živega srebra Idrija in Centra sodobnih plesnih umetnosti. Obe odločitvi je Širca pozdravila, saj je prva pomembna pri ohranjanju dediščine živega srebra v Sloveniji, druga pa je vendarle uresničila dolgoletne težnje po institucionalizaciji sodobnega plesa.

## **Proračun ministrstva je bil rekorden**

Poleg dobre kondicije je kulturo po besedah Širce zaznamovala tudi stabilnost proračuna. Kultura je namreč v njenem mandatu znašala približno pol odstotka BDP. V letu 2009 pa so imeli na ministrstvu najvišji delež sredstev, namenjenih za kulturo po osamosvojitvi Slovenije. Znašal je 0,58 odstotka BDP oziroma 204 milijonov evrov. V letu 2010 so sredstva ministrstva znašala 197,5 milijona evrov, letos bo ta znesek, ob upoštevanju spremembe v predlogu rebalansa, znašal 199 milijonov evrov, za leto 2012 pa predvidoma 202 milijona evrov.

Širca je poudarila, da je bil čas njenega ministirovanja "*v znamenju dialoga*", in sicer z nevladnimi organizacijami, sindikati, strokovnimi združenji in drugimi organizacijami civilne družbe. Ta dialog je denimo nevladnim organizacijam prinesel boljši status samozaposlenih v kulturi.

Prav tako je ponosna, da sta se v času njenega mandata razvijali tako visoka kot neinstitucionalna umetnost. Izpostavila je projekt Svetovne prestolnice knjige (SPK) v Ljubljani, ki je bil po njenih besedah dober prikaz, kako lahko država sodeluje z lokalnimi skupnostmi. V sklopu projekta se je rodil štirinajstdnevnik Pogledi, veliko vlogo pri SPK pa je imela prav tako v njenem mandatu ustanovljena Agencija za knjigo RS, za katero Širca verjame, da bo dobro delovala še naprej.

Druga zgodba, pri kateri je ministrstvo za kulturo pod vodstvom Širce sodelovalo le v fazi priprav, je Evropska prestolnica kulture, ki bo v Mariboru in partnerskih mestih potekala prihodnje leto. Širca verjame, da bo projekt "dobra zgodba", a opozarja, da bo hkrati velika preizkušnja za državo in vse sodelujoče na lokalni ravni.

Hkrati je ob večjih projektih vseskozi potekala "*razpršena kultura*". Širca meni, da je v mladih veliko ustvarjalne moči, ki jo je treba spodbujati. "*Ta mladi pogon, ki je v kulturi danes prisoten s prvimi koraki, bo jutri s smelim korakom vstopal v svet,*" je povedala.

Vesela je tudi, da je Slovenija v zadnjih dveh letih in pol znala prepoznati velike priložnosti pri črpanju evropskih sredstev. Po njenih besedah je bilo kar nekaj investicij na področju kulture usmerjenih v projekte, ki bodo prinesli dodano vrednost tako na regionalni kot na nacionalni ravni. Tu je posebej omenila romarske poti kot poti kulturnega turizma.

## **Mandat zaznamoval tudi zakon o RTV**

Ministirovanje Širce so zaznamovali tudi nedokončna odločitev sodišča glede ničnosti sporazuma o Blejskem otoku ter na referendumih zavrnjena zakon o RTV Slovenija in novela zakona o varstvu dokumentarnega in arhivskega gradiva ter arhivih.



**Poslojje RTV Slovenija. (Foto: POP TV)**

*"Verjamem, da bo čas pokazal, da smo bili z zakonom o RTV Slovenija pred časom. Pomembno je, da je ta zakon nastajal v dolgotrajnem in demokratičnem dialogu s stroko,"* je dejala Širca in spomnila, da se je zakon uprl politizaciji in je med drugim zagotavljal transparentnost in operativnost edinega javnega medija. Glede zavrženega zakona o arhivih je Širca dejala, da ji je žal, da je *"Slovenija edina država na svetu, ki omogoča dostop do vsega arhivskega gradiva, četudi na škodo ljudi"*.

Sicer so na ministrstvu sprejeli kar devet zakonov. Spomnila je, da je v obravnavi zakon o medijih, za katerega upa, da bo sprejet. Prav tako so *"na mizi"* še zakon o shemi deleža za umetnost v investicijskih projektih, resolucija o nacionalnem programu za jezikovno politiko, resolucija o nacionalnem programu za kulturo, novela zakona o arhivih, vezana na popolno reorganizacijo arhivske službe, ter zakon o doživljenjski renti.

*"Če se bo kultura ohranjala v trenutni kondiciji, menim, da se zanjo ni bati,"* je sklenila Širca.

vili100 09.07.2011 09:02:40

Takšen človek, ki sam ni kulturen in nima odnosa do drugih nemora biti uspešen minister kulture. To se sedaj odraža v naši kulturi ki je praktično na psu. Jas na njenem mestu se nebi več oglašal in pojavljal v javnosti da bi malo zbledeli njeni neuspehi ,praktično neuspeh celega mandata!!!

dani10g 09.07.2011 07:10:07

Visoka umetnost ??

-To je podeljevanje SLO državljanstva, z izgovorom kulture, tujim kvaziČem: dzuro ; sherbezija ; shasa.. ITD in drugim izgubljenem.

-To je plačevanje stroškov v penz. blagajno kvaziČem ,ki nič ne delajo in nič svojega ne plačujejo v penzi. blagajno..

- prepozno odhaja

- ploh prit NE-BI smela

bingo 09.07.2011 06:09:43

Vsak ljubi slovenec bi bil v kondiciji z plačo od 3000 do 6000 tisoč evrov ker lepo deželo imajo radi pridni in delovni ljudje z preživetjem od prvega do prvega v mesecu na tole kulturo preživetja treba gledati in omogočiti boljše življenje vseh državljanov lepe Slovenije--bingo x Ljubljana---

grego 08.07.2011 23:10:07

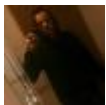


He he saj to ni šport -da mi govoriš o kondiciji



prehlad 08.07.2011 22:19:43

DOSADNA FANCA PREŠLA MEJE RAZUMA S SVOJIM POČETJEM .



Tomaz Skof 08.07.2011 20:38:44

TAKA SI DA TAJKOJ LAHKO Odstopiš!



nesramnež 08.07.2011 18:37:09

da ne pride izraz umetnost od hrvaškega glagola umetnuti !?! torej je naša predraga ministrica Širca nadstandartni umetnik .



Rok Leban 08.07.2011 17:34:16

Po definiciji je umetnost nadstandard družbe. Če si narod nadstandarda ne more prevoščiti naredi to kaj naredi v družini.

dusar 08.07.2011 16:21:09

Loden

rade volje bi ti zaupal pa sam pojma nimam.

VISOKA umetnost

Pa mora biti nekje skrit nek visok umetnik , svetovnega slovesa , samo slovenija ga ne poznamo veliki.

Je pa tudi možno da se je ZMOTILA, al kako .

Ah ne ona se ne zmoti , le RAZUMETE ne



loden 08.07.2011 15:19:03

Kaj je to... visoka umetnost? :=))

# Šárševa se poslavlja: —ie se bo kultura ohranjala v trenutni kondiciji, se zanjo ni treba bati

Vir / Avtor: (sta)

8. julij 2011 (nazadnje spremenjeno: 4:55 23. oktober 2012)

Ljubljana - Ministrica za kulturo v odstopu Majda Šaršca je na zaključni novinarski konferenci pred primopredajo poslov na ministrstvu poudarila, da sta bila v njenem mandatu financiranje in kondicija kulture dobra. "Všeš mi je, da so imele priložnost zaživetiti vse plasti kulture in so pogoji zato, da bodo živele naprej, že dani," je dodala Šarševa.

Šarševo je razveselila šetrkova vest, da so opozorila na drastičen rez v financiranju kulture po predlogu rebalansa državnega proračuna, ki so v zadnjem obdobju odmevala v javnosti, obrodila sadove. Vlada je na šetrkovi seji razpravljala o zadevi in izkazalo se je, da bo po predlogu rebalansa kultura uspela ohraniti polovico sredstev od predvidenih 38 milijonov, ki naj bi okrnili letošnji proračun za kulturo. "Sredstva, ki bodo umanjala, so vezana na investicije in stroške, ki lahko požakajo, ne pa toliko na ljudi in na ustvarjalnost," je pojasnila.

Vlada je v šetrtek prav tako sprejela sklep o ustanovitvi dveh javnih zavodov - Centra za upravljanje z dediščino živega srebra Idrija in Centra sodobnih plesnih umetnosti. Obe odločitvi je Šarševa pozdravila, saj je prva pomembna pri ohranjanju dediščine živega srebra v Sloveniji, druga pa je vendarle uresničila dolgoletne težnje po institucionalizaciji sodobnega plesa.

Poleg dobre kondicije je kulturo po besedah Šarševe zaznamovala tudi stabilnost proračuna. Kultura je namreč v njenem mandatu značala približno pol odstotka BDP. V letu 2009 pa so na ministrstvu zabeležili najvišji delež sredstev, namenjenih za kulturo po osamosvojitvi Slovenije. Značal je 0,58 odstotka BDP oziroma 204 milijonov evra. V letu 2010 so sredstva ministrstva značala 197,5 milijona evrov, letos pa bo ta znesek, ob upoštevanju spremembe v predlogu rebalansa, značal 199 milijonov evrov, za leto 2012 pa predvidoma 202 milijonov evrov. Šarševa je poudarila, da je bil čas njenega ministrovanja "v znamenju dialoga", in sicer z nevladnimi organizacijami, sindikati, strokovnimi združenji in drugimi organizacijami civilne družbe. Ta dialog je denimo nevladnim organizacijam prinesel boljši status samozaposlenih v kulturi.

Prav tako je ponosna, da sta se v času njenega mandata razvijali tako visoka kot neinstitucionalna umetnost. Izpostavila je projekt Svetovne prestolnice knjige (SPK) v Ljubljani, ki je bil po njenih besedah dober prikaz, kako lahko država sodeluje z lokalnimi skupnostmi. V sklopu projekta se je rodil štirinajstdnevnik Pogledi, veliko vlogo pri SPK pa je imela prav tako v njenem mandatu ustanovljena Agencija za knjigo RS, za katero Šarševa verjame, da bo dobro delovala še naprej. Druga zgodba, pri kateri je ministrstvo za kulturo pod vodstvom Šarševe sodelovalo le v fazi priprav, je Evropska prestolnica kulture, ki bo v Mariboru in partnerskih mestih potekala prihodnje leto. Šarševa verjame, da bo projekt "dobra zgodba", a opozarja, da bo hkrati velika preizkušnja za državo in vse sodelujoče na lokalni ravni.

## Spodbujati ustvarjalno moč

Hkrati je ob večjih projektih vseskozi potekala "razpršena kultura". Čiurževa meni, da je v mladih veliko ustvarjalne moči, ki jo je treba spodbujati. "Ta mladi pogon, ki je v kulturi danes prisoten s prvimi koraki, bo jutri s smelim korakom vstopal v svet," je povedala za STA. Čiurževa je izrazila zadovoljstvo, da je Slovenija v zadnjih dveh letih in pol znala prepoznati velike priložnosti pri izrpanju evropskih sredstev. Po njenih besedah je bilo kar nekaj investicij na področju kulture usmerjenih v projekte, ki bodo prinesli dodano vrednost tako na regionalni kot na nacionalni ravni. Tu je posebej omenila romarske poti kot poti kulturnega turizma.

Ministrovanje Čiurževe so zaznamovali tudi nedokončana odločitev sodišča glede ničnosti sporazuma o Blejskem otoku ter na referendumih zavrnjena zakon o RTV Slovenija in novela zakona o varstvu dokumentarnega in arhivskega gradiva ter arhivih. "Verjamem, da bo čas pokazal, da smo bili z zakonom o RTV Slovenija pred časom. Pomembno je, da je ta zakon nastajal v dolgotrajnem in demokratičnem dialogu s stroko," je dejala Čiurževa in spomnila, da se je zakon uprl politizaciji in je med drugim zagotavljal transparentnost in operativnost edinega javnega medija. Glede zavrnjenega zakona o arhivih je Čiurževa dejala, da ji je žal, da je "Slovenija edina država na svetu, ki omogoča dostop do vsega arhivskega gradiva, četudi na škodo ljudi".

Sicer so na ministrstvu sprejeli kar devet zakonov. Spomnila je, da je v obravnavi zakon o medijih, za katerega upa, da bo sprejet. Prav tako so "na mizi" še zakon o shemi deleža za umetnost v investicijskih projektih, resolucija o nacionalnem programu za jezikovno politiko, resolucija o nacionalnem programu za kulturo, novela zakona o arhivih, vezana na popolno reorganizacijo arhivske službe, ter zakon o doživljenjski renti.

"Še se bo kultura ohranjala v trenutni kondiciji, menim, da se zanjo ni bati," je sklenila Čiurževa.

### **Radičeva bo verjetno ustanovila svoje podjetje in ostala zelo aktivna v politiki**

Ministrstvo za gospodarstvo je v zadnjem letu dobro opravilo svoje delo, ocenjuje ministrica v odstopu Darja Radič. Zadovoljna je predvsem z izboljševanjem konkurenčnosti podjetij, premalo pa da so (predvsem drugi resorji) naredili za izboljšanje poslovnega okolja. V energetiki je kljub težavam... [Več](#)

### **Poslanska skupina Zares se osipa, raste število nepovezanih poslancev**

Včeraj zjutraj sta poslanca Alojz Posedel in Vili Trofenik vodji poslanske skupine Zares Francu Juriju poslala skopo obvestilo, da izstopata iz Zares. Poslanska skupina te stranke zdaj tako šteje samo še sedem poslancev. V skupino nepovezanih poslancev prebegla poslanca sta v izjavi za javnost... [Več](#)

### **Z vrnitvijo Majde Čiurca v parlament bo poslanske klopi zapustil Vito Rožej**

Z vrnitvijo dosedanje ministricice za kulturo Majde Čiurca v DZ bo poslanske klopi zapustil Vito Rožej iz Zares. Vrnil se bo v umetniške vode, na prihodnjih volitvah pa namerava Rožej spet kandidirati za poslanca. Osebnost ne vidi razloga, da Zares ne bi več presegel parlamentarne praga, sedaj pa... [Več](#)

## **Komentarji**

Uredništvo Dnevnik.si spodbuja razpravo uporabnikov o novinarskih prispevkih. Uporabnike poziva, naj pri izražanju mnenj upoštevajo pravila komentiranja. V

prizadevanju za preprečevanje sovraženega govora na spletu, ki je po zakonu kazniv, smo se pridružili nacionalnemu projektu Spletno Oko. S klikom na gumb Spletno Oko lahko prijavite komentar, za katerega domnevate, da je sovražen. Prijavo prejmeta upravitelj portala in prijavna točka Spletno Oko, ki jo obravnava le v primeru izpolnjenih kriterijev domnevno nezakonite vsebine.

# Zelena luč za vse štiri ministrske kandidate

Ljubljana, 13.09.2011, 19:48 | STA / N.S./U.Z.

Vidovičeva kot pomembno področje dela vidi reorganizacijo javne uprave, Orešič želi v gospodarstvo vnesti več praktičnosti, Jancu se organizacija dela policije zdi ustrezna, Bevk pa bi rad naredil nekaj dobrega za kulturo. Odbori so potrdili vse štiri kandidate.

Odbor DZ za notranjo politiko je z osmimi glasovi za in šestimi proti kot ustrezno ocenil predstavitev kandidatke za ministrico za javno upravo **Zdenko Vidovič**. Kandidatka je v svojem nastopu kot eno najbolj perečih tem omenila plače v javnem sektorju in poudarila, da na področju izobraževanja, sociale in zdravstva ni mogoče omejevati zaposlovanja.



**Zdenka Vidovič (Foto: Z.V.)**

V drugih sferah je po njenem prepričanju vsekakor treba omejevati zaposlovanje, a predlog interventnega zakona z ukrepi za ustavitev zaposlovanja "*prinaša preveč birokratizacije*". Namesto soglasja za vsakega zaposlenega bi morala vlada postaviti kriterije za zaposlovanje, treba pa bi bilo tudi razmisliti o ukrepih večje fleksibilnosti premeščanja zaposlenih in na ta način omejiti maso plač v javnem sektorju, je dejala.

Vidovičeva, ki je po izobrazbi ekonomistka, izhaja pa iz delavske družine, kar ji je po njenem pustilo značajske lastnosti, kot so skromnost, poštenost in delavnost, je v javnem sektorju delala 26 let, med drugim je bila tudi članica računskega sodišča in revizorka v zasebni revizijski družbi. Tako, kot pravi, pozna financiranje javne porabe in delovanje proračuna.

Državni zbor bo o petih ministrskih kandidatih odločal predvidoma 20. septembra.

Eno leto, kolikor bi ob izvolitvi trajal njen ministrski mandat, je po njenih besedah sicer malo, a se da v tem času marsikaj storiti. Kot pravi, se je uspela seznaniti z večino problemov v javni upravi, med najbolj perečimi temami je omenila plače zaposlenih v javnem sektorju.

"Ker gre za ljudi, bo treba biti precej takten in predvsem nastopati z argumenti, kar pa meni kot revizorki verjetno ne bo težko," je dejala.

Nekateri poslanci so predstavitev ministrske kandidatke pohvalili, nekateri pa so ob glasovanju o ustreznosti njene predstavitve proti glasovali tudi zato, ker je kandidatka del paketa glasovanja o zaupnici vlade.

Kot je Vidovičeva dejala po zaslišanju na odboru v izjavi za medije, je podpore vesela, težko pa ocenjuje, kako se bodo odločili poslanci na plenarni seji. "Mogoče pa kdo ne bo glasoval po navodilih iz stranke, ampak po lastni volji," je dejala.

**Janc: Želim ostati verodostojen**



**Branko Janc (Foto: POP TV)**

Parlamentarni odbor za notranjo politiko je z osmimi glasovi za in šestimi proti ocenil, da je bila predstavitev kandidata za ministra za notranje zadeve **Branka Janca** ustrezna. Janc je med odgovori na številna vprašanja, zlasti opozicijskih poslancev, dejal, da želi ostati verodostojen, dober, odgovoren in kredibilen.

Nekateri opozicijski poslanci so med zaslišanjem kandidata poudarili, da njihov glas ni proti Jancu, temveč proti tej vladi. Nekaj vprašanj Jancu se je pričakovano nanašalo na najem prostorov za potrebe Nacionalnega preiskovalnega urada, zaradi česar je odstopila tudi nekdanja notranja ministrica **Katarina Kresal**. Janc je pri tem zagotovil, da bo spoštoval odločitve pristojnih organov.

Kandidat je med drugim odgovarjal tudi na vprašanja opozicijskih poslancev glede vmešavanja politike v operativno delo policije ter na vprašanje organizacije dela policije in policijskih dodatkov. Organizacija dela policije se mu zdi ustrezna.

**Orešič si želi čim manj omejevanja**

Odbor DZ za gospodarstvo pa je s šestimi glasovi za in štirimi proti kot ustrezno ocenil predstavitev kandidata za ministrstvo za gospodarstvo **Tomaža Orešiča**.



**Tomaž Orešič (Foto: POP TV)**

Ta želi v gospodarstvo vnesti več praktičnosti. Poudaril je, da se bo zavzemal za tri stvari, ki so pomembne tudi v vsakem dobrem podjetju: obvladovanje stroškov, povečanje prihodkov in vlaganje v prave stvari. *"Razmišljati moramo, kako več ustvarjati. Moja osnovna prioriteta je povečati konkurenčnost, poenostaviti administracijo in dvig energetike,"* je pojasnil in dodal, da mora projekt šestega bloka Termoelektrarne Šoštanj (Teš 6) čim prej z mize.

Orešič meni, da je bil projekt Teš 6 v zgodnji fazi neustrezno voden, kar je prineslo nekatere negativne učinke. Vlada je ta projekt večkrat potrdila s soglasjem k posameznim fazam v projektu. Prepričan pa je, da je treba ta projekt brez dodatnih stroškov takoj nadaljevati.

*"Merilo konkurenčnosti države je, kakšne pogoje nudi za poslovanje, in tu smo padli. Kriza je samo razgalila napake, ki so se vlekly skozi leta,"* je opozoril in dodal, da je zakonodaja v gospodarstvu preobsežna, preregulirana in neučinkovita.

Izpostavil je pomen internacionalizacije in neposrednih tujih investicij. Obenem želi tudi poenostaviti dostop do financiranja malim in srednje velikim podjetjem, povezovanje javnih in zasebnih virov, razvoj tveganega kapitala. Prepričan je, da je obstoječi davčni sistem zavora podjetništvu, saj podpira delo na črno. Namesto dela naj se bolj obdavčita premoženje in luksuz.



**Samo Bevk (Foto: POP TV)**



Spomnil je, da s sprejetjem energetskega zakona zamujamo že pol leta, in izpostavil, da bo odlašanje s sprejetjem tega zakona povzročilo neposredne finančne učinke za Slovenijo. Pri nacionalnem energetskega programu pa je izpostavil pomen širše javne razprave.

### **Bevk: Rad bi naredil nekaj dobrega**

Odbor DZ za kulturo, šolstvo, šport in mladino pa je z osmimi glasovi za in štirimi proti podprl kandidata za ministra za kulturo **Sama Bevka**. V primeru, da bo izvoljen, si bo prizadeval za gospodarno, učinkovito in pregledno porabo sredstev, namenjenih kulturi, med ključnimi projekti pa bosta dokončanje prenove ljubljanske Opere in EPK.

Kot je v svoji predstavitvi dejal Bevk, bi rad naredil nekaj dobrega za slovensko kulturo. Zaveda se sicer težav, s katerimi se sooča resor, a je "zmeren optimist, bolje rečeno realist". Kljub zmanjšanju sredstev z rebalansom proračuna za leto 2011 ostaja za ministrstvo za kulturo skoraj 200 milijonov evrov in s tem je mogoče marsikaj narediti, je poudaril. Poleg tega je letošnji proračun za kulturo kar za 20 milijonov višji kot leta 2008, ko država še ni prepoznala, da brede v krizo, je še dejal.

Med projekti, s katerimi se bodo na ministrstvu za kulturo še naprej intenzivno ukvarjali, je izpostavil dokončanje investicije v prenovo ljubljanske Opere in izpeljavo projekta Evropska prestolnica kulture v Mariboru in partnerskih mestih. Eden ključnih projektov pa se mu zdi tudi izgradnja nove Narodne in univerzitetne knjižnice, saj je to po njegovem mnenju temeljni infrastrukturni projekt na področju znanosti in kulture.

Na področju zakonodaje bo vso pozornost usmeril v sprejetje novega nacionalnega programa za kulturo za obdobje 2012–2015, kar naj bi DZ storil do konca leta. Kot drugi dokument je omenil resolucijo o nacionalnem programu za jezikovno politiko zaradi odpiranja visokošolskega prostora tujini, kot tretjega pa predlog zakona o avdiovizualnih medijskih storitvah, s katerim bo Slovenija kot zadnja članica EU v domači pravni red prenesla evropsko direktivo, v nasprotnem primeru ji grozi kazen v višini šestih milijonov evrov.

Kandidatka za ministrico za visoko šolstvo **Tamara Lah Turnšek** bo pred pristojnim odborom DZ zaslišana v sredo.

Pahor je na potrditev kandidatov vezal zaupnico. Podpore so mu za zdaj napovedali le v SD in LDS, medtem ko so mu jo odrekli v SDS, SLS, Zares, DeSUS, nepovezani poslanec **Andrej Magajna** in poslanec italijanske narodne skupnosti **Roberto Battelli**. V SNS in štirje nepovezani poslanci se o tem še niso izrekli.

### **Komentarjev: 55**



playback 14.09.2011 22:02:47

Bravo !!! Manjka še samo Manca Košir, ki bi lahko bila ministrica za orgazme in stike z Bogom !!!

Potem bi šlo vse lažje. Bog nam pomagaj.



Tonček Balonček 13.09.2011 23:54:30

Ko pa na referendumu glasuje 10 odstotkov upravičencev, gre pri petih odstotkih ZA za veličastno zmago opozicije in nezaupnico vladi! A ni to že smešno?!

HLAPCI.HLAPCI 13.09.2011 22:31:32

Iz mejla:

Ta je pa res dobra ideja:

Tole je absolutno za podpret. Politike dejansko lahko odpustimo volivci.

ODLIČNA IDEJA

Predlagam, da se na naslednjih volitvah uvede novo polje s tekstom:

"Ne podpiram nobenega izmed zgoraj navedenih kandidatov na volilni listi."

V kolikor bi 50% volilcev obkrožilo omenjeno polje, se volitve ponovijo, noben izmed kandidatov na tej listi, pa ne bi smel kandidirati naslednja štiri leta...



kiss-my-ass 13.09.2011 21:32:40

Tudi če to brišete je res..

przelmuding 13.09.2011 20:39:15

Farsa se nadaljuje.

major1 13.09.2011 20:03:40

Rešitelji za podaljševanje agonije - bodite srečni z revščino.

zulj001 13.09.2011 14:56:51

Jak parlamentarni odbor in jaki ministri.....

Tonček Balonček 13.09.2011 13:09:58

Orešič je velik prispevek, en brezposelni manj!



poccorocco 13.09.2011 12:49:03

Orešič si želi čim manj omejevanja - a tako kot Jaklič s svojo "črnogradnjo", ki je že due date za rušenje?



Marija Demec 13.09.2011 12:46:07

pogrešam Kumarja.!?...a je že začel delat.....???je odprte glave ,kadar zazeha...

# Ministrskemu kandidatu Samu Bevku zelena lu-Ž odbora za kulturo

Vir / Avtor: (sta)

13. september 2011 (nazadnje spremenjeno: 4:55 23. oktober 2012)

Ljubljana - Odbor DZ za kulturo, šolstvo, šport in mladino je na današnji seji z osmimi glasovi za in štiri proti podprl kandidata za ministra za kulturo Sama Bevka. V primeru, da bo izvoljen, si bo prizadeval za gospodarno, učinkovito in pregledno porabo sredstev, namenjenih kulturi, med ključnimi projekti pa bosta dokončanje prenove ljubljanske Opere in EPK.



Odbor DZ za kulturo, šolstvo, šport in mladino je na današnji seji z osmimi glasovi za in štiri proti podprl kandidata za ministra za kulturo Sama Bevka. (Foto: Nebojša Tejić/STA)

Kot je v svoji predstavitvi dejal **Bevk**, bi rad nekaj dobrega naredil za slovensko kulturo. Zaveda se sicer težav, s katerimi se sooča resor, a je "zmeren optimist, bolj rešeno realist". Kljub zmanjšanju sredstev z rebalansom proračuna za leto 2011 ostaja za ministrstvo za kulturo skoraj 200 milijonov evrov in s tem je mogoče marsikaj narediti, je poudaril. Poleg tega je letošnji proračun za kulturo kar za 20 milijonov višji kot leta 2008, ko država še ni prepoznala, da brede v krizo, je še dejal.

Med projekti, s katerimi se bodo na ministrstvu za kulturo še naprej intenzivno ukvarjali, je izpostavil dokončanje investicije v prenovo ljubljanske Opere in izpeljavo projekta Evropska prestolnica kulture v Mariboru in partnerskih mestih. Pri slednjem bi se po njegovem mnenju morali povezati s Turistično zvezo Slovenije in turističnim gospodarstvom ter ga izrabiti za promocijo države. Eden ključnih projektov pa se mu zdi tudi izgradnja nove Narodne in univerzitetne knjižnice, saj je to po njegovem mnenju temeljni infrastrukturni projekt na področju znanosti in kulture.

Na področju zakonodaje bo vso pozornost usmeril v sprejetje novega nacionalnega programa za kulturo za obdobje 2012-2015, kar naj bi DZ storil do konca leta. Kot drugi dokument je omenil resolucijo o nacionalnem programu za jezikovno politiko, zaradi odpiranja visokošolskega prostora tujini, kot tretjega pa predlog zakona o avdiovizualnih medijskih storitvah, s katerim bo Slovenija kot zadnja članica EU v domači pravni red prenesla evropsko direktivo, sicer ji grozi kazen v višini šestih milijonov evrov.

Za ostale zakonske predloge, ki so zajeti v normativnem programu vlade, si bo prizadeval le, če bodo uživali dovolj široko podporo. Med njimi so zakon o uresničevanju javnega interesa za kulturo, novela zakona o varstvu dokumentarnega in arhivskega gradiva in arhivih, novela zakona o varstvu kulturne dediščine ter zakon o doživljenjski renti.

Bevk si želi, da bi s t. i. zakonom o kulturnem tolarju oziroma evru, katerega predlagatelj je bil in katerega druga novela se izteče leta 2013, še naprej zagotavljali sredstva za nekatere nujne programe v kulturi. Želi si tudi novih vpisov kulturnozgodovinskih in naravnih znamenitosti ter žive dediščine na Unescov seznam, saj, kot je dejal, v vrsti čakajo še Idrija, dinarski Kras, partizanska bolnišnica Franja in dediščina arhitekta Jožeta Plešnika. Nasprotuje pa predlogu za znižanje plač javnih uslužbencem, ker so plače zaposlenih v kulturi že sedaj najnižje v javnem sektorju.

filane odbora je med drugim zanimala usoda umetnin in arhivov, ki so bili leta 1940 preneseni iz priobalnih občin v notranjost Italije, da bi jih obvarovali pred vojno nevarnostjo. Kot je dejal Bevk, je takšnih primerov in zahtevkov po vračanju umetnin po svetu veliko, pogovori o tem pa trajajo

desetletja in desetletja. Vseeno pa upa, da bo vlada še naprej intenzivno delovala v smeri, da bi se nekoč vrnilo v domače okolje.

### **Podpora ministrskim kandidatom na odborih še ne pomeni podpore vladi**

Medtem ko se je večina poslanskih skupin že izrekla o podpori kandidatom za ministre in zaupnici vladi, SNS in nepovezani poslanci ostajajo neodločeni. V SNS so se pri glasovanju o ustreznosti danes kandidatov vzdržali, vodja nepovezanih poslancev Franc Žnidaršič pa jih je podprl. A to naj ne bi... [Več](#)

### **Parlamentarni odbori so podprli ministrske kandidate Vidovič, Janca in Orešič**

Pred parlamentarnimi odbori se bodo danes predstavili štiri ministrski kandidati. Odbor za notranjo politiko bo zaslišal kandidata za notranjega ministra Branka Janca ter kandidatko za ministrico za javno upravo Zdenko Vidovič, odboru za gospodarstvo se bo predstavil kandidat za gospodarskega... [Več](#)

# Knjižni sejem: olajšanje ob zlatih hruškah in nov jezikovnopolitični program

Če seštejemo ena plus ena, je precej očitno, da je gospodarska kriza naše založnike pripeljala v resne škripce.

[V. P. S.](#), [I. B.](#), [M. Z.](#), [kultura](#)  
sre, 23.11.2011, 18:00

Med sprehodom po delu Cankarjevega doma, v katerem so slovenski založniki na svojih stojnicah razstavili knjige, bodeta v oči dve dejstvi: obiskovalcev se zdi manj kot običajno, knjige pa nekateri založniki prodajajo s kar začuda velikim popustom. Če seštejemo ena plus ena, je precej očitno, da je gospodarska kriza naše založnike pripeljala v resne škripce.

Ena od današnjih debat v Debatni kavarni se je osredotočila na zlate hruške, oznake in priznanja za kakovostno otroško in mladinsko literaturo, ki jih podeljuje poseben enajstčlanski uredniški odbor pri Pionirski – centru za mladinsko književnost in knjižničarstvo pri Mestni knjižnici Ljubljana.

Ta knjižničarska akcija se udejanja na več načinov. Najprej je tu priročnik za branje kakovostnih mladinskih knjig, v katerem so ovrednotene vse otroške in mladinske knjige, ki so izšle v preteklem letu, nato so tu nalepke zlata hruška, ki jih nosijo vse kakovostne knjige, nazadnje so tu še nagrade zlata hruška, ki jih dobijo najboljše.

Izgovor, da otroci berejo slabo literaturo, ker jim nihče ne zna svetovati, torej ni več mogoč, saj so se strokovnjaki za mladinsko književnost zelo potrudili ločiti zrnje od plev. Letos so šli še korak naprej v spodbujanju bralne kulture med mladimi, je povedala moderatorka debate **Darja Lavrenčič Vrabec**, saj bodo otrokom, ki bodo obiskali knjižni sejem, podarili čeke za branje oziroma popust za nakup kakovostnih knjig.

Knjižničar iz Pionirske **Vojko Zadavec** je iz izkušenj povedal, kolikokrat starši in otroci prosijo knjižničarje, naj jim priporočijo dobro knjigo, in kakšne so bile zagate, ker so se knjižničarji v množici izdanih knjig težko znašli ter svetovali prave naslove. Odkar obstajajo zlate hruške, je ta težava veliko manjša. Strokovnjakinja za mladinsko književnost **Dragica Haramija** je poudarila, da je bil priročnik nujen in da je odlično pomagalo pri izbiri pristočasnega in šolskega branja.

**Tjaša Urankar** iz javne agencije za knjigo je pohvalila uvedbo čekov za branje in izrazila upanje, da se bo ta akcija razširila. Založnik in bibliotekar **Jože Piano** je menil, da mora biti seznam priporočenih knjig čim prej objavljen tudi na internetu, menil je tudi, da predstavlja klofuto sistemu knjižničnega nadomestila, saj zlatohruškarskih knjig ni na seznamu najbolj izposojanih knjig v knjižnicah. Po njegovem mnenju bi morala biti vsaka izposoja knjige z oznako zlata hruška ovrednotena s faktorjem deset za njenega avtorja. S tem bi knjižnično nadomestilo postalo nadomestilo za tiste, ki ustvarjajo kakovostne knjige, ne pa za povprečneže. Urednik **Andrej Ilc** je dejal, da so zlate hruške neprecenljiva povratna informacija za založnike in da so presegle pomen vseh literarnih nagrad na področju otroške in mladinske literature. Upa tudi, da bodo vplivale na nabavno politiko v slovenskih knjižnicah.

## **Jezikovna politika v službi družbe**

Znanstvena založba Filozofske fakultete je v okviru včerajšnje Debatne kavarne postregla s pogovorom nekaterih soudeležencev pri pripravi nove resolucije za nacionalni program za jezikovno politiko 2012–2016, saj se prejšnja izteče konec letošnjega leta.

Debato je vodil vodja osemčlanske delovne skupine za pripravo osnutka resolucije **dr. Marko Stabej** (Filozofska fakulteta), sodelovali so **dr. Simona Bergoč** z ministrstva za kulturo, ki od septembra tam vodi Službo za slovenski jezik, **dr. Martina Ožbot** (Filozofska fakulteta) in **dr. Simon Krek** (Institut Jožef Stefan).

Simona Bergoč je navrgla, da si nacionalno jezikovno politiko, kot jo bo določala nova resolucija, predstavlja kot nadaljevanje doslejšnjih ukrepov z večjo pozornostjo za potrebe komunikacijsko ogroženih skupin, torej govorcev, katerih materni jezik ni slovenščina, in tistih s posebnimi potrebami. »Kakšno se ta hip zdi stanje,« je sogovornike vprašal Stabej in dodal, da je prejšnji program videl tuje jezike bolj kot grožnjo slovenščini kot pa slovensko vstopnico v svet.

Martina Ožbot je odgovorila z ugotovitvijo, da smo bili Slovenci od nekdaj dvojezični in prilagodljivi, je pa hkrati res, da je dvojezičnost – kot kažejo primeri iz Azije in Afrike – lahko dejavnik ohranjanja ali propadanja jezika. »Slovenščina bi morala imeti povsod simbolno prednost, tu se da veliko narediti s formalnopravnimi sredstvi, vendar se ne bi smeli zapirati. Delna dvojezičnost je neizogibna, veliko pa je mogoče narediti, da bi slovenščini pomagali kosati se s tujimi jeziki.«

Krek je razložil, da ima nastajajoči jezikovnopolitični program tri podpodročja, digitalizacijo, jezikovne tehnologije in standardizacijo. »Vsi jeziki doživljajo digitalno revolucijo, komunikacijski vzorci se spreminjajo z internetom, socialnimi omrežji, kar vpliva na naš odnos do jezika. Eden od odzivov je, da vse svoje vedenje digitaliziramo, da bo dostopno zmeraj in povsod. To je cilj projekta Europeana, ki bo poskrbel, da bo evropska nacionalna dediščina digitalizirana in dostopna vsem državljanom Evrope. V prihodnjih letih se bomo morali dejavno vklopiti v ta tok, digitalizirati svojo dediščino, slovenščina pa bo ravno s tem ostala konkurenčna drugim evropskim jezikom.« Krek je posvaril, da zaostajamo na področju standardizacije: »Zdaj odraščajoči otroci ne bodo niti pomislili, da bi vzeli v roke knjigo, slovnico, pravopis, slovar – poiskali bodo na spletu, če tega ne bo tam, zanje ne bo vidno. Prilagoditi se bomo morali novi formi, ne zgolj preseliti obstoječe gradivo na splet. Čez deset let bo to edini svet, ki bo obstajal.«

## **Petdeset let knjižnih izdaj založbe Mladika 1961-2011**

Maja leta 1961 je v Trstu zagledala luč sveta pesniška zbirka Moja pomlad tržaške pesnice **Brune Marije Pertot**. Izid zbirke je postavil temelje založniški dejavnosti majhne založbe iz Donizettijeve ulice v Trstu. Prvi založniški pogum pa je že štiri leta poprej predstavljala revija Mladika, ki je z leti rasla in se krepila, posebej pa se razmahnila po slovenski osamosvojitvi, saj je bil dolgo časa njen uvoz v Jugoslavijo, tako kot mnogih slovenskih knjig iz zamejstva in zdomstva, prepovedan. Prepovedano pa je bilo te knjige pokazati tudi na Slovenskem knjižnem sejmu, kar je v osemdesetih letih prav z Mladiko in Beličičevo

pesniško zbirko izzvalo neljubi »kulturni škandal«.

Založba ima danes pester knjižni program; izdaja leposlovna dela, otroško literaturo, zgodovinske študije, slovarje, priročnike, predvsem pa so ji pri srcu domači, v zamejstvu živeči avtorji, katerih dela promovira in širi v celotnem slovenskem prostoru. S prevodno literaturo založba nagovarja tudi italijansko govoreče bralce. Z nagrado Vstajenje pa nagrajuje najboljša literarna dela.

Jubilejna razstava v avli pred veliko čitalnico v NUK z izborom knjig obiskovalcu približa razvoj založbe, predstavlja njene avtorje in potrjuje vlogo, ki jo je imela in še ima na južnem robu slovenskega etničnega in kulturnega ozemlja. Razstava bo na ogled do 17. decembra. Ob tej priložnosti je izšla bibliografija 50 let knjižnih izdaj Mladike 1961 – 2011. Katalog se lahko pohvali s tristo naslovi stodvajsetih avtorjev, med katerimi so najpomembnejši zamejski književniki, kot **Boris Pahor, Alojz Rebula, Moroslav Košuta, Bruna Marija Pertot, Irena Žerjal, Vinko Beličič, Evelina Umek, Zora Tavčar, Rafko Dolhar, Marica Nadlišek Bartol, Stanko Janežič, Boris Pangerc, Milena Merlak, Marko Sosič, Ivan Tavčar, Ljubka Šorli...**, pa vse do najmlajših.

Druga smernica Mladike so slovenska znanstvena in poljudnoznanstvena ter publicistična dela, tretja programska usmeritev pa prevodi slovenskih del v italijanščino. Zanimivo, da je v italijanščini izšla disertacija **Martina Breclja** Revolucija in katarza. Filozofska misel **Dušana Pirjevca** (2000) kar na 368 straneh.

Od lanskega knjižnega sejma je izšlo enajst naslovov. Ob pesniški zbirki Črnike dobre na nabrežju Brune Marije Pertot gre poudariti izid izbranega dela pesnika **Miroslava Košute** z naslovom Drevo življenja. V sodobno tržaško pesništvo sega tudi esejistično delo pisateljice **Vilme Purič** Pesniki pod lečo, v katerem kritiško pretresa pesmi tržaških pesniških ustvarjalcev.

Ljubiteljem pripovednih del je namenjen roman Zima z ognjenim šalom **Jane Kolarič** in **Tatjane Kokalj**. Zgodovinsko publikacijo Pozabljeni Kras Ofenzive v jeseni 1916 so napisali **Mitja Juren, Nicola Persegati** in **Paolo Pizzamus**.

Poseben kulturni podvig je izid prevoda dvanajst novel **Alojza Rebule** v italijanščino: La vigna dell'imperatrice romana. Založba je izdala še zbornika Draga 2010 z naslovom Na robu. Časnikarka **Erika Jazbar** pa je napisala publikacijo o zgodovini stranke Slovenske skupnosti z naslovom 35 let Slovenske skupnosti na Goriškem. Poseben projekt je študija **Luise Antoni** Antonio Banfi in njegova »šola« med filozofijo in glasbo; o italijanskem filozofu **Antoni Banfiju** (1886–1957)

# Potrata +Žigi Turku: Slu+žba za slovenski jezik naj se preoblikuje

Vir / Avtor: (sta)

21. februar 2012 (nazadnje spremenjeno: 4:55 23. oktober 2012)

Ljubljana - Namestnica vodje poslanske skupine SD Majda Potrata je ob dana+injem mednarodnem dnevu materin+i-Žine na ministra za izobra+zevanje, znanost, kulturo in +iport +Žigo Turka naslovila poslansko pobudo. V njej predlaga, da bi se slu+žba za slovenski jezik preoblikovala, od vlade pa pri-Žakuje opredelitev do osnutka nacionalnega programa za jezikovno politiko.



Namestnica vodje poslanske skupine SD Majda Potrata. (Foto: Toma+ž Skale)

Dana+inji dan je Organizacija zdru+ženih narodov za izobra+zevanje, znanost in kulturo (UNESCO) leta 2000 razglasila za mednarodni dan materin+i-Žine. Kot je zapisala **Potrata**, je namen vsakoletnega obele+ževanja promocija jezikovne in kulturne raznolikosti ter spodbujanje zavesti o pomenu maternega jezika, zlasti v lu-Ži dostopnosti do znanja.

Pri tem ima pomembno vlogo tudi koalicija, ki je po besedah Potrate "z reorganizacijo dr+žavne uprave +že poteptala nekatere temeljne premise slovenske dr+žavnosti. A upati je, da zapis v koalicijskem sporazumu, da bo 'sloven+i-Žina +ie naprej u-Žinkovito sporazumevalno sredstvo in simbolna vrednota slovenske identitete' ni le +ie en jezikovni spodrseljaj nove vlade," je zapisala Potrata.

Zato je Potrata na **Turka** naslovila pobudo, v kateri predlaga, da se slu+žba za slovenski jezik preoblikuje v sektor za slovenski jezik in ve+že neposredno na kabinet ministra ter s tem okrepi mo+žnost za sodelovanje z vsemi ministrskimi resorji.

Potrata od Turka in vlade pri-Žakuje tudi, da se opredelita do osnutka nacionalnega programa za jezikovno politiko 2012 - 2016 ter da ga vlada -Žim prej posreduje DZ v obravnavo in sprejem, saj bi moral stopiti v veljavo +že s 1. januarjem.

# Potrata ob dnevu materinščine Turka poziva k preoblikovanju službe za slovenski jezik

21. februar je svetovni dan maternega jezika  
21. februar 2012 ob 11:02,  
zadnji poseg: 21. februar 2012 ob 21:04  
Ljubljana - MMC RTV SLO/STA

**21. februar je dan, ko po vsem svetu praznujemo dan maternega jezika. Ta letos poudarja večjezičnost pri vključujočem izobraževanju.**

*"Jezik, v katerem razmišljamo in v katerem čutimo, je naša največja dragocenost,"* je v poslanici zapisala generalna direktorica Unesca **Irina Bokova** in dodala, da pa je obenem večjezičnost pomembna pri zagotavljanju enake izobrazbe za vse in v boju proti diskriminaciji. Po njenih besedah tudi gradnja pristnega dialoga temelji na spoštovanju jezikov, saj s tem, ko ščitimo jezik, ščitimo sami sebe.

Današnji dan je Organizacija združenih narodov za izobraževanje, znanost in kulturo (UNESCO) leta 2000 razglasila za mednarodni dan materinščine. Ob tej priložnosti je namestnica vodje poslanske skupine SD-ja **Majda Potrata** na ministra za izobraževanje, znanost, kulturo in šport **Žigo Turka** naslovila poslansko pobudo. V njej predlaga, da bi se služba za slovenski jezik preoblikovala v sektor za slovenski jezik in se vezala neposredno na kabinet ministra ter s tem okrepila možnost za sodelovanje z vsemi ministrskimi resorji.

Potrata od Turka in vlade pričakuje tudi, da se opredelita do osnutka nacionalnega programa za jezikovno politiko 2012-2016 ter da ga vlada čim prej posreduje DZ v obravnavo in sprejetje, saj bi moral začel veljati že 1. januarja. *"A upati je, da zapis v koalicijskem sporazumu, da bo 'slovenščina še naprej učinkovito sporazumevalno sredstvo in simbolna vrednota slovenske identitete' ni le še en jezikovni spodrsrljaj nove vlade,"* je v pobudi med drugim zapisala Potrata.



Uporaba maternega jezika je, nadaljuje, pomembna za opismenjevanje v šolah, kar je v praksi pogosto izziv doseči. Izobraževalni sistemi namreč jezikovne manjšine pogosto zapostavljajo. Če bi njihovi pripadniki že od začetka imeli možnost, da v šolah sledijo pouku v maternem jeziku, nato pa v nacionalnem, uradnem ali kakem drugem jeziku, bi si prizadevali za enakost in socialno vključenost, opozarja Bokova.

Jezikovna raznolikost je naša skupna dediščina, ki pa je zelo krhka. Do konca stoletja grozi izumrtje skoraj polovici od 6.000 jezikov, ki jih danes govorijo po svetu. Izumrtje jezikov pa pomeni osiromašenje človeštva, saj se v jeziku izraža tudi del kulturne dediščine naroda. Kulturna raznolikost je tako pomembna kot biotska raznovrstnost, je še zapisala Bokova.

### **Kako je s poukom v maternem jeziku med Slovenci v zamejstvu?**

Po besedah predsednika Zveze slovenskih organizacij na Koroškem **Marjana Sturma** med koroškimi Slovenci zanimanje za učenje slovenščine narašča, o čemer priča podatek, da trenutno približno 45 odstotkov vseh osnovnošolskih otrok na avstrijskem Koroškem obiskuje dvojezični pouk. Tudi med zamejci v Italiji se število učencev v zadnjem desetletju povečuje, še posebej v vrtcih in osnovnih šolah, najbolj na Goriškem, pojasnjuje vodja urada za slovenske šole pri Deželnem šolskem uradu za Furlanijo-Julijsko krajino **Tomaž Simčič**.

### **Zamejska skupnost v zadnjih 60 letih lepo napredovala**

Po njegovi oceni je poučevanje slovenščine med zamejci v Italiji dobro urejeno, saj imajo, razen v Benečiji, enojezične šole. Meni sicer, da bi bilo seveda treba marsikaj izboljšati, vendar je prepričan, da je zamejska skupnost glede jezika v zadnjih 60 letih lepo napredovala. Po njegovih besedah je v Benečiji, Tržaški in Goriški pokrajini v slovenskih vrtcih, osnovnih in srednjih šolah približno 4.200 učencev. Italijanščina se na teh šolah poučuje kot jezik okolja.

Poudarja, da je v zamejstvu poučevanje slovenščine za ohranjanje slovenske identitete bistvenega pomena. *"Na jeziku sloni identiteta. Če odpišemo poučevanje slovenščine, to pomeni uničiti obstoj slovenske manjšine za mejo."* Takega mnenja je tudi Sturm. Kot je dejal, je ključnega pomena za ohranjanje slovenske manjšine na Koroškem povečanje števila govorcev slovenskega jezika. Pomembno je, da od 45 odstotkov učencev dvojezičnega pouka, prihaja 80 odstotkov učencev iz nemško govorečih družin.

**M. K., B. Ti.**

# Za 21 tisoč evrov podprli tudi spletni pregibnik, glasbeno vzgojo v Reziji in Islovar

Ministrstvo je na razpisu izbralo 13 projektov, ki pomagajo pri razvoju slovenskega jezika  
11. april 2012 ob 19:55  
Ljubljana - MMC RTV SLO/STA

**Na ministrstvu za izobraževanje, znanost, kulturo in šport so danes predstavili 13 izbranih projektov z lanskega razpisa za sofinanciranje projektov, namenjenih predstavljanju, uveljavljanju in razvoju slovenskega jezika.**

Strokovna komisija je od približno 80 prijavljenih projektov po besedah vodje sektorja za slovenski jezik **Simone Bergoč** na razpisu, za katerega je bilo letos na voljo 20.962 evrov, izbrala raznovrstne projekte, ki pomagajo razvijati slovenščino - od jezikovnih tečajev za različne skupine govorcev slovenščine do razvoja jezikovnih tehnologij in virov ter digitalizacije slovenske slovstvene dediščine.

## **Slovenščina na spletu**

Predstavniki podjetja Amebis, Slovenskega društva Informatika, Glasbene matice Trst in Osnovne šole Grm iz Novega mesta so predstavili pet za sofinanciranje izbranih projektov. Podjetje Amebis, ki se ukvarja z jezikovnimi tehnologijami, je ministrstvo podprlo pri dveh projektih, in sicer pri nadgradnji *spletnega pregibnika Amebis Besana* s prebivalci in pridevniki pri krajevnih imenih ter pri *prenosu Bibliotekarskega terminološkega slovarja*, ki vsebuje več kot 6.500 bibliotekarskih terminov, na novi spletni *slovarski portal Termania*, na katerem naj bi se po besedah predstavnika podjetja na enem mestu zbirali slovarji različnih tipov in struktur, trenutno pa jih je na njem dostopnih 20.

Sodelavci Slovenskega društva Informatika so v okviru svojega projekta vnesli v Islovar, *spletni terminološki slovar informatike*, nove aktualne izraze in jih uredili v izbrane pomenske skupine. Slovar po besedah predsednika jezikovne sekcije **Tomaža Turka** trenutno vsebuje več kot 6.000 sestavkov, mesečno pa imajo na njem več kot 20.000 iskanj.

## **Uveljavljanje jezika tudi s pomočjo glasbe**

Osnovna šola Grm iz Novega mesta je *jezikovne počitnice za otroke z avstrijske Koroške* pripravila že triindvajsetič, njihov cilj pa je po besedah ravnateljice **Sonje Simčič**, da otroci z avstrijske Koroške spoznajo vlogo slovenščine v matični državi in da bogatijo besedni zaklad. Glasbena matica iz Trsta pa je pod naslovom *Od citire dalje* organizirala *tečaje klavirja, kitare in glasbene vzgoje v Reziji v slovenščini*. Po besedah ravnatelja tržaške Glasbene matice **Bogdana Kralja** so želeli s projektom predvsem prispevati k uveljavljanju slovenščine s pomočjo glasbe.

Kot je ob tej priložnosti dejal državni sekretar na ministrstvu **Aleksander Zorn**, je slovenščina danes, ko planetarni jezik postaja angleščina, ogrožena. Zato jo je treba skrbno gojiti in paziti, da ne bo postala le jezik domačega ognjišča. Razvijati je treba vse ravni jezika, sicer se ta izgubi. Zato so na ministrstvu ohranili sektor za slovenski jezik, ki bo, tudi če bo morda nosil drugo ime, ostal samostojna služba.

**B. Ti.**

ponedeljek  
28.04.2014

Kultura

Slediti heterogenosti jezikovnih potreb

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**Slavko Pezdir, kultura**

tor, 08.05, 18:00

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Na spletnem vhodu ministrstva za izobraževanje, znanost, kulturo in šport (MIZKŠ) so po praznikih objavili delovni osnutek Nacionalnega programa za jezikovno politiko 2012–2016. Pripombe in predloge kvalificirane ter zainteresirane javnosti pričakujejo do 1. junija.

Novi dokument, ki pomeni nadaljevanje Resolucije o nacionalnem programu za jezikovno politiko 2007–2011 (veljavno je bila sprejeta 7. maja 2007 v državnem zboru), je na 32 straneh dostopen na spletnem naslovu:

[www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/zakonodaja/predlogi/kultura/NPJP12-16\\_osnutek\\_april\\_2012.pdf](http://www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/zakonodaja/predlogi/kultura/NPJP12-16_osnutek_april_2012.pdf). Zainteresirana javnost lahko mnenja, predloge in pripombe posreduje do 1. junija na e-naslov [jezikovna-politika.mk@gov.si](mailto:jezikovna-politika.mk@gov.si) ali po pošti na naslov Ministrstvo za izobraževanje, znanost, kulturo in šport, Maistrova 10, 1000 Ljubljana.

Prejšnja ministrica za kulturo Majda Širca je aprila 2011 imenovala osemčlansko delovno skupino za oblikovanje in redakcijo osnutka Nacionalnega programa za jezikovno politiko 2012–2016. Ta je k sodelovanju povabila »vse ustrezne institucije, ki jih posredno ali neposredno zadeva področje državnega jezikovnega načrtovanja in politike – vladne in nevladne, v RS in zunaj nje, akademske ustanove, predstavniške organizacije itd. Kljub kratkemu časovnemu okviru se jih je odzvalo veliko in predlogi njihovih ciljev ter ukrepov so vključeni že v besedilo osnutka. Predlog NPJP 2012–2016 bo sicer v skladu s predpisanim postopkom pred vladno obravnavo doživel še javno obravnavo in medresorsko usklajevanje, tako da bo na razpolago še nekaj časa za dopolnjevanje. Ko ga bo vlada potrdila, bo predložen državnemu zboru, ki ga bo sprejel v obliki resolucije.«

V okvir nacionalnega programa za jezikovno politiko so predlagatelji zapisali, da novi predlog »v temelju nadaljuje smernice prejšnjega nacionalnega programa, toda z večjim poudarkom na heterogenosti jezikovnih potreb različnih govorcev ter na razvoju jezikovnih virov, ki omogočajo njihovo uresničevanje«. Zapisali so, da »sodobna slovenska jezikovna situacija zahteva premišljeno in dejavno jezikovno politiko, ki sicer upošteva zgodovinske danosti in tradicijo, hkrati pa opravlja nove naloge in dosega nove cilje v sodobnih razmerah«.

### **Brez preprečevanja in omejevanja**

»Razvojno naravnana jezikovna politika temelji na prepričanju, da so slovenska država, slovenski jezik in slovenska jezikovna skupnost vitalne in dinamične pojavnosti, ki naj se nadalje razvijajo in krepijo, in sicer tako, da vsem prebivalcem in prebivalkam, vsem govorcem in govorkam, omogočajo svobodno življenje v blaginji ter v strpnosti in odgovornosti. Bistven del uresničevanja temeljnih človekovih pravic je tudi pravica posameznikov in posameznic do rabe svojega jezika in do povezovanja v jezikovne skupnosti.«

Predlagatelji so prepričani, »da slovenski jezik in slovenska jezikovna skupnost v Republiki

Sloveniji ne potrebujeta zaščite, ki bi temeljila na izrecnem zakonskem preprečevanju in strogem omejevanju javne rabe drugih jezikov«. Verjamejo v posamezniku in skupnostim prijaznejše delovanje, po katerem bo »za nadaljnjo vitalnost in krepitev položaja slovenščine treba govorce predvsem motivirati za njeno rabo, hkrati pa jih temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni javni jeziki in njihovi govorci«. Podrobneje razčlenjene ukrepe in cilje državne jezikovne politike do leta 2016 so razdelili na med seboj povezana poglavja o jezikovnem izobraževanju, jezikovni opremljenosti (z jezikovnimi viri, priročniki, orodji in storitvami) ter formalnopравnih vidikih programa slovenske jezikovne politike. Na konec osnutka so uvrstili poglavje o slovenščini kot uradnem jeziku EU.

# Kakšna naj bo jezikovna politika?

Samo motiviranje za rabo slovenščine ne bo dovolj. Očitno je prizadevanje po spremembi jezikovne realnosti.

[Pripravil Milan Vogel, kultura](#)

pon, 21.05.2012, 21:00

Delovno komisijo za pripravo resolucije za nacionalni program za jezikovno politiko 2012-2016 vodi dr. Marko Stabej z oddelka za slovenistiko ljubljanske FF, v njej so še: dr. Helena Dobrovoljc z Inštituta za slovenski jezik Frana Ramovša ZRC SAZU, Darja Erbič iz Službe vlade za razvoj in evropske zadeve, dr. Tomaž Erjavec z Inštituta Jožef Stefan, dr. Ina Ferbežar iz Centra za slovenščino kot drugi/tuji jezik, dr. Monika Kalin Golob s FDV, dr. Simon Krek z Inštituta Jožef Stefan in Amebis d. o. o. in dr. Martina Ožbot z oddelka za romanske jezike in književnosti ljubljanske filozofske fakultete.

Na ministrstvu za izobraževanje, znanost, kulturo in šport so objavili delovno besedilo resolucije o nacionalnem programu za jezikovno politiko 2012–2016. Ob tem za slovenščino nedvomno pomembnem dokumentu v nastajanju smo za mnenje povprašali nekaj strokovnjakov, ki jim je jezik vsakdanja profesija in skrb. Ob [osnutku resolucije](#) so zapisali, da »začrtuje strokovne smernice za jezikovnopolitične odločitve in ukrepe za naslednje petletno obdobje. Nastajajoča resolucija temelji na predpostavki o heterogenosti jezikovnih potreb različnih govorcev, premisleku in ukrepih v zvezi z njihovim statusom ter razvoju jezikovnih virov, ki omogočajo udejanjanje jezikovnih potreb«.

Osnutek je pripravila posebna osemčlanska delovna skupina, ki jo je imenovala prejšnja ministrica za kulturo **Majda Širca**, k sodelovanju pa je povabila več institucij s področja jezikovnega načrtovanja in politike (SAZU, univerze, GZS, združenje in skupnost občin Slovenije, DSP, DNS, Inženirsko akademijo Slovenije, Center nevladnih organizacij), a če sodimo po objavah na spletni strani ministrstva, odziv ni bil kaj prida.

Nekatere pripombe k osnutku, ki jih je prejela, je komisija že upoštevala, vse, ki te priložnosti niso imeli, pa vabi, naj se v javno razpravo vključijo in svoje predloge pošljejo do 1. junija na e-naslov [jezikovna-politika.mk@gov.si](mailto:jezikovna-politika.mk@gov.si) ali po pošti na naslov Ministrstvo za izobraževanje, znanost, kulturo in šport, Maistrova 10, 1000 Ljubljana oziroma jih oddajo v glavni pisarni ministrstva. Z ministrstva so sporočili, da so na prošnjo rektorjev univerz in predstojnikov inštitutov javno obravnavo delovnega besedila Resolucije o nacionalnem programu za jezikovno politiko 2012–2016 podaljšali do 15. junija.

Književni listi so nekaterim strokovnjakom z različnih področij ponudili možnost, da svoje poglede na jezikovno politiko in pripombe na predlagani osnutek sporočijo javnosti in s tem delovni skupini v upanju, da jih bo pri dokončnem oblikovanju predloga resolucije tudi upoštevala.

**Ada Vidovič Muha**

zaslužna profesorica ljubljanske univerze in profesorica na oddelku za slovenistiko FF

Osnutek Nacionalnega programa za jezikovno politiko 2011–2016 (NPJP) zlasti s konceptualnim Uvodom je mogoče razumeti kot izdelek določenega jezikoslovnega nazora. Z usmeritvijo besedila v »heterogenost jezikovnih potreb različnih govorcev« se briše temeljna problemska hierarhija, ki jo vzpostavlja slovenščina kot materni in hkrati uradni jezik države glede na vse druge jezike. Briše se torej njena jezikovnoidentifikacijska vloga, ki jo vsebuje že terminološki pojem materni jezik – NPJP ga ne uporablja –, in simbolna, ki jo vsebuje državni jezik, pri nas uradni jezik (države). Kot kaže, je ohranitev samo komunikacijske vloge omogočila NPJP-ju obravnavo slovenščine izenačiti z vsemi drugimi jeziki, ki so v slovenskem prostoru. Je to perspektiva slovenščine? Kako naj sicer razumemo usmeritev, da je »/o/srednji cilj slovenske jezikovne politike oblikova/ti/ skupnost samostojnih govorcev z razvito jezikovno zmožnostjo v slovenščini in drugih jezikih /.../«? (Poud. A. V. M.)

Kako doseči tovrstno izravnavo, če slovenščina v državi Sloveniji ni določena samo s sporazumevalno vlogo? Bo pa morda le popustila slovenščina in se končno spet omejila samo na »dom in ognjišče«, kot vidi prihodnost jezikov z manjšim številom govorcev Skutnabb-Kangas. Zlasti v teh kriznih okoliščinah je upravičen dvom, da bo popustila država, se pravi končno opravila svojo dolžnost in omogočila vsakemu, ki se želi zaposliti ali študirati v RS, brezplačne obvezne in seveda ustrezne tečaje slovenščine. V evropskem prostoru ne bi bila takšna možnost nič posebnega tudi v državah z manjšim številom govorcev. – Kratek ekskurz v NPJP-ju (na dobrih dveh straneh od skupnih 32) v zvezi s slovenščino kot znanstvenim jezikom in jezikom univerze zasluži pozornost zaradi poskusa izstopa iz njegove siceršnje konceptualne naravnosti. Razvidno je prizadevanje po spremembi jezikovne realnosti, v kateri raba globalnega jezika že vpliva na družbeno pa tudi politično vrednostno hierarhizacijo znanosti; pri tem izgubljata zlasti humanistika in družboslovje.

Ne vem, ali se dovolj zavedamo, da možnost spoznavanja jezika države oziroma sploh vsake jezikovne skupnosti v njegovem avtentičnem okolju ne učinkuje samo pragmatično, ampak odpira vrata v bistvu humboldtovskemu razumevanju kulture vsakega naroda, kar je lahko tudi temelj medkulturnosti; gre za pojem, ki se v besedilu pa tudi sicer v slovenskem prostoru večkrat mimogrede uporablja; sliši se res imenitno.

### **Zoran Božič**

učitelj slovenščine in predavatelj na Univerzi v Novi Gorici

(Pričujoče razmišljanje se navezuje na naslednji ukrep Nacionalnega programa za jezikovno politiko 2012–2016: postaviti transparentne modele za smiselno vključevanje tujih študentov in univerzitetnih učiteljev s kakovostnimi vzporednimi programi in izbirnimi moduli, posebej oblikovanimi za izmenjavne študente, katerih predmete bi lahko izbirali tudi domači študenti).

Pri sedanjem stanju vloge tujih jezikov (beri: angleščine) v bitju in žitju slovenskega visokega šolstva in znanosti nikakor ne gre samo za vprašanje narodnega ponosa in samozavesti, kot bi lahko površno sklepali iz trditve Koseskega Kdor zaničuje se sam, podlaga je tujčevi peti!. Gre za mnogo več: za preživetje slovenstva in slovenske države, ki smo si jo mukoma in skozi stoletja ustvarili, vendar jo lahko tudi zelo hitro izgubimo.

Vedno pogosteje se dogaja, da v Republiki Sloveniji, kjer je državni in uradni jezik slovenščina, predavatelj zaradi peščice Neslovencev predava javnemu zboru Slovencev v angleščini. In ga ni junaka, ki bi protestiral, in ga ni upornika, ki bi zahteval prevajalca. Ne

samo da gre za narobe svet, gre za okrnjeno suverenost in stanje, ki vsaj deloma spominja na okupacijo.

Premalo se zavedamo, da ima taka praksa dolgoročne in zelo škodljive posledice. Ne samo da s širjenjem angleščine in zanemarjanjem slovenščine na akademski ravni trpi razvoj slovenske znanstvene stroke, da se ožita njen domot in njeno obzorje, na ta način se znižuje tudi kakovost naših univerz in inštitutov, saj ne predavatelji ne študenti v tujem jeziku ne morejo dati in sprejeti toliko in takšnega znanja, kot bi ga lahko v materinščini.

Namesto ustvarjalnega mišljenja, ki ruši obstoječe in vodi k iskanju pravih rešitev, se z uporabo nematerne jezika spodbuja ponavljalno mišljenje, ki ne omogoča nobenega preboja v zagatnem družbenem položaju. Namesto raznovrstnosti jezikov in ohranjanja korenin se z nekritično uporabo angleščine pospešujeta enoličnost in brezobličnost, namesto kulture in umetnosti na domači tržnici pa se ponuja amerikanizirana zabava duhovnih veletrgovcev.

Naj se tisti, ki molče opazujejo sedanje pogubno dogajanje v slovenskem visokem šolstvu in znanosti, ki mu ne nasprotujejo ali ga celo podpirajo, zavedajo, da je slovenščina vendarle njihova materinščina. In ne daj bog, da bi se jim zgodilo tako kot premnogim Slovencem, ki so v preteklosti v Italiji, Avstriji, Avstraliji, Argentini in Kanadi hote pozabili na jezik svoje matere in učili svoje otroke čebljati samo italijansko, nemško, angleško, špansko ali francosko. In ti starši so na smrtni postelji, ko jih je doletela starostna pozaba, za pogovor z lastnimi otroki potrebovali prevajalca!

### **Erika Kržišnik**

profesorica in predstojnica oddelka za slovenistiko FF

Ker sem pred časom pisala tako o Zakonu o javni rabi slovenščine (in bila proti »uzakonjanju« jezika) kakor tudi o Beli knjigi (in bila proti vpeljevanju slovensko-angleške dvojezičnosti s tem, da se otroci tako rekoč hkrati opismenjujejo v obeh jezikih), moram kaj reči tudi o predlaganem Nacionalnem programu za jezikovno politiko (NPJP).

Že pred branjem osnutka NPJP je treba vzeti v zakup dvoje: najprej to, da je govoriti o tej temi v skupnosti, ki je tako trdno utemeljena v jeziku, kot je slovenska, težka naloga; in dejstvo, da je Slovenija vključena v EU. Opirati se razmišljanju o jeziku kot drugem/tujem in v tem okviru razmišljati o lastnem jeziku, kar stori ta osnutek, je zato oportuno. Načeloma imam po natančnem branju vtis, da je osnutek NPJP besedilo, ki celovito opiše sociolingvistični položaj v Sloveniji (v tem smislu je zanimiva primerjava s Slovenščino v javnosti s konca sedemdesetih let). Položaj jezika in jezikov predstavi stvarno, na trenutke celo realpolitično: tako se pri prikazu stanja v visokem šolstvu in znanosti nič več ne dela, da sploh ne bi smeli pristajati na večvrednost znanstvenih objav v tujem jeziku, temveč samo opozarja, da tako ravnanje ni dobro ne za jezikovno kompetenco slovenskih znanstvenikov ne za slovenski znanstveni revijalni tisk.

Po drugi strani ni mogoče spregledati, da je besedilo osnutka vsebinsko neuravnoteženo. Z jezikovnim izobraževanjem v zvezi s slovenščino kot prvim jezikom v Sloveniji se ukvarja manj kot z drugimi vrstami jezikovnega izobraževanja – je to posledica pomanjkanja strokovnjaka s tega področja v ekipi ali pa naj Belo knjigo razumemo kot integralni del NPJP? Neuravnoteženo je tudi razumevanje vloge maternega jezika. Seveda se strinjam s



sestavljalci osnutka, da je »normalna« raba jezika do precejšnje mere pragmatična zadeva in da rojeni govorec izbere tisti jezik, ki mu zagotavlja večjo možnost, povedati tisto, kar hoče povedati, in tako, da mu ne bo vsak pregriznil vsake besede. Zaradi tega je opremljenost jezika s sodobnimi priročniki in elektronskimi zbirkami pomembna in prav je, da se to v dokumentu predstavi, nisem pa prepričana, da je bilo za to res treba popisati četrtno dokumenta. Pri tem pa ne reči nobene eksplicitne besede o tem, da je »normalna« raba jezika tudi pomembna identifikacijska točka: sem, kar/kakor govorim. Zlasti v uvodnem delu osnutka pogrešam samoumevno jezikovno hierarhijo: kaj je samoumevno na prvem mestu in kaj na vseh drugih. Hierarhizacija s poimenovanjem »prevladujoči jezik« za slovenščino v takem jezikovnopolitičnem dokumentu ni ustrezna, saj je kvantitativno merilo – pristajanje nanjo pri Slovencih lahko priča o precejšnji nepremišljenosti (seveda pa lahko tudi o precejšnji premišljenosti). Ko govorim o samoumevnosti slovenščine v Sloveniji, govorim o istem, kot govorita Nemeč ali Francoz, ko govorita o samoumevnosti nemščine v Nemčiji ali francoščine v Franciji. – Bolj ko gre besedilo NPJP proti koncu, več je govora tudi o tem. Kot da so se avtorji osnutka proti koncu besedila sprostiti.

## **Marko Snoj**

predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU

Predlog resolucije na nekaterih mestih sicer zbuja pozitiven vtis, vendar žal ni niti popoln niti v vseh delih enako dober. Nepopolnost se na primer kaže v pomanjkanju ukrepa, ki bi poskušal preprečiti slabo jezikovno prakso skrajno brezvestnih uporabnikov. Ali ni že napočil čas, da onemogočimo že kar nerazumljive opise izdelkov in navodila za uporabo, kršenje pravopisnih pravil v sloganih tipa Vem zakaj in onesnaževanje tipa HappyPek, ki se širijo kot kuga in s svojo splošno prisotnostjo zbuja nepotreben dvom pri uporabnikih ter gnev pri jezikovno ozaveščenih govorcih? Se res ne bi dalo, če ne drugače, z zakonom, preprečiti napisov na plakatih, ki ljudi sredi Slovenije vabijo v Leutschach/Stmk, kjer bo Int Tuning Srečanje 6.-9. Juni, ali na koncert, na katerem bodo nastopili najboljši hrvatski tamburaši?

Na vprašljivo kakovost bi na tem mestu opozoril le pri poglavju Jezikovni opis. Sestavljalci tu uvodoma pravilno ugotavljajo, da jezikovni opis sestavljata slovnica kot urejevalni del jezika in slovar kot poimenovalni. Njuni generični zastopniki so v knjižnih ali digitalnih oblikah dostopni slovnice in različni slovarji, od splošnega, ki je pri nas Slovar slovenskega knjižnega jezika, do specialnih, kot so na primer terminološki, frazeološki, etimološki in drugi slovarji. K tem jezikovnim opisom spretno pridaja še korpuse, ki pa niso na isti ravni, saj ti niso niti del jezika niti njegovega opisa, temveč gradivne zbirke in neposredni jezikovni vir za peščico najsposobnejših uporabnikov. Ta metodološki spodrseljaj seveda ni naključen, saj predlog resolucije že v naslednjem odstavku postavi korpuse pred slovarje in slovnice, seveda ne vseh, temveč domala le tiste, pri katerih nastanku tako ali drugače sodeluje zasebni zavod, katerega soustanovitelja sta predsednik in en član komisije za sestavo predloga resolucije.

Tudi kdor ne pozna razmer v slovenistični srenji, bo v tem delu predloga prepoznal težnjo po privatizaciji izdelave osnovnih jezikovnih priročnikov, morda celo pravopisa, podprto z na videz demokratičnim načinom odločanja, po kateri naj bi se čim več javnih sredstev za njihovo izdelavo prelilo v zasebni zavod, ki doslej ni izdelal še nobenega jezikovnega opisa, tiste, ki kontinuirano izdelujejo naše referenčne priročnike, pa pustila hirati na stranskem tiru. Si res želimo privatizacijsko zgodbo, katere tarča bo slovenski jezik?

## **Tone Peršak**

pisatelj in svetnik v Državnem svetu

Avtorji osnutka v Uvodu poudarjajo, da niso za politiko zaščite in varovanja obstoječega stanja jezika, temveč za razvojno jezikovno politiko, ki naj izhaja iz spoštovanja tradicije in zgodovinskih danosti in priznavanja dejstva, da se jezik razvija (spreminja) in iz pravice in svobode posameznika glede rabe jezika. Gre za pomislek, da zakonska »zaščita vsaj posredno izhaja iz domneve, da bi brez trdnega pravnega okvira njene obvezne rabe govorci slovenščine v javni in uradni rabi svoj jezik množično opuščali.« Zato menijo: »Za nadaljnjo vitalnost in krepitev slovenščine je treba govorce predvsem motivirati za njeno rabo, hkrati pa jo temeljiteje opremiti z vsem, kar za svoje delovanje potrebujejo vsi sodobni jeziki in njihovi govorci.«

Pa vendar, tudi za varstvo okolja in narave skušamo ljudi motivirati in navdušiti in imamo kljub temu dva obsežna zakona in še vrsto predpisov, ki urejajo vprašanja in ukrepe varovanja, kazni za kršitve ipd. Je pa res, da zakon nič ne koristi, če država (politika, uprava) predpisanih ukrepov zaščite ne udejanja, in prav to poudarjajo avtorji osnutka kot enega od razlogov za mnenje, da zakonska zaščita ni smiselna. Hkrati pa vemo, da morajo tudi na področju motiviranja ključno vlogo odigrati država, njene službe in ustanove, ki pa se doslej niso izkazale. Gre potemtakem za vprašanje politične volje in odgovornosti, ki ju samo s sprejemom nacionalnega programa ni mogoče zagotoviti. Z drugimi besedami, ključno je vprašanje, kako motivirati politiko.

Odgovor nanj je najbrž na dlani. Vsaj glavne naloge je treba predpisati; drugače še vprašanja o odgovornosti ni mogoče postaviti.

In naslednje vprašanje: za kakšen razvoj gre; za kakšno razvojno politiko? Gotovo ne za načrtovanje sprememb v tem smislu, da bi ta ali ona komisija predlagala ali celo predpisovala spremembe, na primer na ravni terminologije, slovnice, besedja ... Najbrž je mišljeno, da bi neko telo ali strokovna skupina tehtala, ali so spremembe, ki jih prinaša vsakdanja raba jezika, sprejemljive in smiselne ali vsaj dopustne ali ne. Vendar pri tem ne gre samo za dopustnost s čistega jezikoslovnega vidika. Upoštevati bi kazalo tudi stališče, da je jezik tudi neke vrste dinamična »stvaritev«, ki izraža in celo soustvarja identiteto, nazore, stanje duha in duhovno zmožnost skupnosti, ki jezik govori. Če, denimo, razvoj slovenščine nakazuje, da iz nje izginja dvojina, je to po eni strani lahko povsem dopustno, po drugi strani pa gre, z vidika skupnostne identitete, za ugašanje neke vrednote, ki bi jo kazalo varovati in v okviru vzgoje in izobraževanja storiti vse, kar je mogoče, da bi pri ljudeh, govorcih in piscih, to vrednoto glede na vse, kar izraža, ohranjali. Skratka, treba bi jih bilo motivirati in ohranjanje, morda v okvirih izobraževanja in vzgoje, celo zahtevati. Vem, da je razmislek te vrste kočljiv, vendar je vprašanje povezano z zelo daljnosežnim razmislekom o tem, ali znotraj skupnosti in ali predvsem pri (politični) eliti skupnosti obstaja volja po samoohranitvi skupnosti, katere eno ključnih izraznih sredstev in hkrati medijev samouresničevanja je jezik. Izhajam s stališča, da je vsak jezik svet in zato je treba storiti vse, da obstane in se razvija in da ohranja vse svoje zmožnosti in še posebej mora biti za to zainteresirana skupnost, ki ga govori in najbolj seveda elita te skupnosti.

## **Komentarji**

wladymyr

Zoki, "Vedno pogosteje se dogaja, da v Republiki Sloveniji, kjer je državni in uradni jezik slovenščina, predavatelj zaradi peščice Neslovencev predava javnemu zboru Slovencev v angleščini. In ga ni junaka, ki bi protestiral, in ga ni upornika, ki bi zahteval prevajalca. Ne samo da gre za narobe svet, gre za okrnjeno suverenost in stanje, ki vsaj deloma spominja na okupacijo." Ni res, Vladimir Gajšek je že večkrat dosegel, da so v slovenski prestolnici predavali Slovenci slovensko, tujci pa, npr. Italijani iz Trsta in Rusi, ki so slovensko razumeli, so se z Gajškom strinjali - in so predavanja potekala v slovenščini.

03. julij 2012, ob 15:09:57  
wladymyr

Kdo jo pozna?

Pisalni stroj... EK prof.& predst. odd. za slovenistiko FF ULJ - NPJP

03. julij 2012, ob 15:06:54  
wladymyr

Tone Peršak

je doma pisatelj, če ima kaj časa

ob županovanju v Trzinu (Terzinka, Terzinka, Terzinka zgodaj vstala, suhe žvmlje ribala...)  
in je plačano sejni svetnik v Državnem svetu, pri gospodu predsedniku Blažu, za resni Blažev žegen politično.

03. julij 2012, ob 15:02:32  
wladymyr

Marko Snoj

predstojnik Inštituta za slovenski jezik Frana Ramovša ZRC SAZU

ta se moti v svojem slovarskem delu o geslu

ČEFUR,

ko hoče proglasiti Slovence za nacistično raso protijudovstva, za antisemite, češ da izhaja beseda "čefur" iz slabšalne inačice "čifut",

kar ni le neznanstveno, ampak ideološko scela protislovensko, a gre na roke jugoboljševiškim mitomanom jugofirerja in njegovih, med katere spada očitno kolega Miran Hladnik, ki se po dnevnem časopsju hvaliči, da mora viseti v slovenskemoddelku ljubljanskega filofaksa - jugofirerjeva slika!

Beseda čefur torej izhaja iz bosanske (arabsko pogojenega turcizma) čef = bošnjaško: lagodje, ugodje /tudi po opravljenem delu/,

o čemer smo slovarsko že poročali.

Ime "čefurji" so si nadelj ljubljanski južnjaki, delvci z Balkana oziroma iz Jugoslavije in ima samo in zgolj v slabšalnem pomenu negativen prizvok, izvorno pa pomeni znano muslimansko lagodje orienta. Zahodnjaško bi rekli čefu - spleen.

03. julij 2012, ob 14:59:40

Delo, 05.06.2012 00:00:00

Prejeli smo

Očitno je prizadevanje po spremembi jezikovne realnosti

Člani delovne skupine za pripravo osnutka programa jezikovne politike 2012–2016 smo veseli, da je *Delo* odprlo svoje strani za javno razpravo v zvezi z našim izdelkom. Veliko nam je do tega, da bi bil program čim boljši, čim učinkovitejši in kot ustrezno jezikovno vodilo sprejet v širši slovenski javnosti in državnih organih. Glede na vsebino in ton nekaterih pripomb k programu v *Književnih listih* 22. maja 2012 pa se nam zdi, da bi za nadaljnjo javno razpravo prav prišlo nekaj dodatnih pojasnil o nastanku in naravi predlaganega jezikovnopolitičnega programa.

Delovno skupino je tedanja ministrica za kulturo Majda Širca imenovala šele 10. aprila 2011, torej le pol leta pred iztekom veljavnosti prejšnje resolucije; končno redakcijo osnutka smo morali naročniku oddati 30. novembra 2011. Pri delu smo si sicer lahko pomagali z rezultati nekaj manjših jezikovnopolitičnih raziskav, opravljenih v letu 2010 (dostopne so na ministrskih spletnih straneh, kakor tudi dokumentacija nastajanja osnutka), kljub temu pa je bil časovni okvir za izdelavo razmeroma tesen. Tesen zato, ker članice in člani nismo želeli v program le zapisati vsak svojih jezikovnih prepričanj, ampak smo ga hoteli oblikovati v sodelovanju z zainteresirano javnostjo, še posebej pa z vsemi pristojnimi državnimi organi, saj je prav od njihove vključenosti in zavzetosti najbolj odvisno, kako se bo dejansko uresničevala državna jezikovna politika.

Zaradi spoznanja, da izvajanje prejšnjega jezikovnopolitičnega programa ni bilo dovolj učinkovito zaradi njegove preobsežnosti in vsebinske razpršenosti, pa tudi premalo jasno določenih razmerij med ukrepi, nosilci, izvajalci in konkretnim načrtovanjem proračunskih sredstev in nezadostne seznanjenosti ciljne javnosti z njim, smo programske rešitve zasnovali takole: v prvem delu smo izoblikovali predlog načelne usmeritve slovenske jezikovne politike v naslednjih petih letih, v drugem delu pa izpostavili samo tiste prednostne naloge, za katere smo med pripravljalnim delom ocenili, da so najnujnejše in dejansko uresničljive. Za temeljito strokovno uskladitev različnih akterjev znotraj jezikovne politike in uskladitve jezikovne politike z drugimi nacionalnimi področnimi politikami (kar je po našem mnenju ključna sestavina učinkovite in demokratične jezikovne politike) smo kot osrednji ukrep predvideli nastanek treh dolgoročnejših jezikovnih podprogramov: prvega za jezikovno izobraževanje, drugega za jezikovno opremljenost in tretjega za zakonsko ureditev slovenske jezikovne situacije. Ti podprogrami naj bi se oblikovali v letu dni od sprejetja jezikovnopolitičnega programa in pomenijo priložnost za oblikovanje resnično razvojne jezikovne politike ter racionalno in učinkovito jezikovno načrtovanje na omenjenih treh področjih. Tak razmislek je povezan tudi s trenutnimi denarnimi razmerami v naši državi.

Pri javni razpravi si člani skupine želimo (in željo najbrž delimo z naročnikom) predvsem čim konkretnjših predlogov sprememb in izboljšav, ki bi jih lahko neposredno vključili v besedilo osnutka. Ob odzivih se zdi, da nekaterih misli nismo dovolj jasno oblikovali, zelo verjetno smo tudi kaj prezrli. Ob presojanju pa se je dobro zavedati, da program nikakor ni kaka splošna temeljna listina o slovenskem jeziku in njegovih nosilcih, niti ni magna karta slovenskih raziskovalnih, izobraževalnih in kulturnih ustanov z njihovimi vlogami, poslanstvi, dolžnostmi, privilegiji ali kaj podobnega. Program tudi noče kakorkoli posegati v vsebinsko avtonomijo znanstvenoraziskovalne sfere. Še manj si želi biti izčrpen seznam vseh jezikovnih in jezikoslovnih želja, hotenj in prepričanj na Slovenskem. Program ni literarno delo, ki bi mu bilo treba ocenjevati slog, še manj pa je poslovni načrt. Kdor ga bere kot

takega, si očitno takega želi, in sicer v svoje poslovno dobro. Ne nujno v dobro slovenskega jezika, njegovih govorcev in prebivalcev Republike Slovenije.

dr. Marko Stabej, dr. Helena Dobrovoljc, Darja Erbič, dr. Tomaž Erjavec, dr. Ina Ferbežar,  
dr. Monika Kalin Golob, dr. Simon Krek, dr. Martina Ožbot

# Mreži splošnih knjižnic grozijo spremembe, treba jo je ohraniti

Digitalizaciji se ni mogoče izogniti  
19. junij 2012 ob 20:17  
Ljubljana - MMC RTV SLO/STA

**Tudi knjižnice se v kriznih časih spopadajo z dilemami. Nacionalni svet za kulturo je na redni seji zato poudaril, da je treba ob varčevanju in izzivih, ki jih knjižničarstvu prinaša digitalizacija, obstoječo mrežo splošnih knjižnic ohraniti in nadgraditi, saj je za slovensko kulturo izredno pomembna.**

Knjižnice po besedah **Mitje Čandra**, ki je točko dnevnega reda tudi predlagal, po finančni plati ogroža nestabilnost zaradi razpetosti med državnim in lokalnim financiranjem, saj se v času finančnih rezov lahko zgodi, da noben izmed dveh financerjev ne bo prevzel dokončne odgovornosti. Po vsebinski plati pa bodo morale ostati v koraku s časom - digitalizaciji se ni mogoče izogniti, prav tako ne elektronski knjigi.

Predstavnico nacionalnega sveta za knjižnično dejavnost **Dragico Turjak** skrbi dvoje – zniževanje proračunskih sredstev ob hkratnem povečevanju nalog in obstoj "knjižnic dveh hitrosti". Knjižnice na vzhodu države namreč po njenih podatkih dobijo manj sredstev na prebivalca v primerjavi s knjižnicami na zahodu Slovenije. Prav tiste občine, ki so že tako prispevale nižje zneske, so bile zdaj prve, ki so jih še dodatno znižale.

Tudi po mnenju **Vesne Horžen** iz Združenja splošnih knjižnic je mreža knjižnic ogrožena ali se bo morala spremeniti. Občine, ki knjižnicam prispevajo 90 odstotkov sredstev, zaradi racionalizacije razmišljajo o združevanju kulturnih zavodov in o uvedbi izposojevalnine za najbolj izposojano gradivo. Če ne bo denarja, je možno tudi ukinjanje manjših, krajevnih knjižnic. Vendar pa je po trditvah Tatjane Likar z ministrstva za izobraževanje, znanost, kulturo in šport v koalicijski pogodbi predvidena ohranitev mreže.

**Andrej Blatnik** in **Miha Kovač** sta opozorila na konceptualno dilemo, v katero smer se bo knjižnični sistem razvijal, da bo našel ravnovesje med ohranjanjem tiskanega gradiva in posredovanjem elektronskih knjig. Kot je poudaril Kovač, je Slovenija premajhna in prerevna, da bi lahko eksperimentirala, tako kot to počnejo na večjih trgih, zato bo potreben tehten premislek pri vseh, ki se ukvarjajo s knjigo.

## **Izdajanje znanstvene literature je vrh**

Dotaknili so se tudi financiranja znanstvene literature s področja humanistike in družboslovja, ki je bila v zadnjih nekaj letih slabše financirana v primerjavi z naravoslovjem, pred kratkim pa jo je prizadela še odločitev Javne agencije za knjigo RS, da zaradi zmanjšanja sredstev po rebalansu proračuna za leto 2012 ustavi realizacijo javnega razpisa za to področje.

Po besedah filozofa **Deana Komela** pomeni izdajanje znanstvene literature vrh narodovega razvoja. Brez tega so znanstvene stroke ogrožene, prizadet pa je širok segment od univerz do knjižnic in inštitutov. Člani sveta so v tem prepoznali tudi ogroženost slovenskega jezika, saj, kot sta opozorila Barbara Jaki in Miran Mohar, s prevodi ne sledimo novi terminologiji v tujih jezikih.

### **Za izpeljavo razpisa potrebne donacije**

Direktor javne agencije za knjigo **Slavko Pregl** je napovedal, da bo strokovna komisija za področje znanosti pozvala velika podjetja, naj donirajo 30.000 evrov, za kolikor jih je prikrajšal rebalans na področju znanosti, da bodo razpis lahko izpeljali do konca. Prav tako razmišljajo o uvedbi tarifnika, s katerim bi vsem prijaviteljem na razpise zaračunali obravnavo njihovih vlog. Tarifa bi morala znašati tri odstotke programskih sredstev, da bi agencija lahko preživela. Na Slovenskem filmskem centru, ki za svoje delovanje prav tako ne bo več prejemal državnih sredstev, so po besedah predsednika sveta Mirana Zupaniča to že storili.

**M. K.**



## Nacionalni svet za kulturo: proces preoblikovanja kulture ali njene razgradnje?

Kritično o knjižničarstvu, znanstvenem založništvu in resoluciji o jezikovni politiki 2012–2016.

[Slavko Pezdir](#), [kultura](#)

sre, 20.06.2012, 15:00

Rdeča nit včerajšnje seje nacionalnega sveta za kulturo je bila globoka zaskrbljenost za prihodnost slovenskega jezika na zahtevnejših ravneh javne rabe, slovenske leposlovne in znanstvene knjige ter njene dostopnosti v mreži javnih knjižnic.

Pobudnik obravnave položaja splošnih knjižnic **Mitja Čander** je poudaril, da gre za dobro razvito mrežo javnih zavodov, ki jo po eni strani ogrožata finančna in statusna negotovost med državo in lokalnimi skupnostmi, po drugi plati pa postavlja pred nove izzive globalni prodor digitalizacije knjižničnih gradiv. **Dragica Turjak** iz nacionalnega sveta za knjižnično dejavnost je opozorila na skrb vzbujajoče padanje proračunskih sredstev (minimalne knjižnične standarde, ki so jih uveljavili leta 2003, so prisiljeni zniževati) ter na »Slovenijo dveh hitrosti« tudi v delovanju mreže splošnih knjižnic (na zahodu države razpolagajo z 29 evri na prebivalca, na vzhodu le s 17 evri). **Vesna Horžen** iz združenja splošnih knjižnic je opozorila, da kar devet desetih javnega denarja za redno dejavnost prihaja iz proračunov lokalnih skupnosti ter le desetina iz državnega proračuna. Občine in država so v obdobju zmanjševanja proračunske porabe splošne knjižnice prikrajšali za 10 do 20 odstotkov javnih prihodkov, po občinah je mogoče opaziti tudi veliko primerov odločevalske samovolje, ki ne upošteva veljavne zakonodaje in interesov prebivalstva.

### Hibridna bralna zatočišča

Književnik in urednik **dr. Andrej Blatnik** je poudaril ključno vlogo splošne knjižnične mreže pri socializaciji knjige ter poudaril, da njenih učinkov ni dopustno meriti zgolj s kriteriji ekonomičnosti. Pri politiki nabav se splošne knjižnice po njegovem preveč prilagajajo interesom bralcev (in njihovi izobrazbeni ravni), vprašljivo postaja tudi razmerje med leposlovjem in strokovno-znanstvenimi gradivi. Slednja bodo morala postajati vse hitreje prosto dostopna v digitalnih zapisih.

Založnik in raziskovalec **dr. Miha Kovač** je splošne knjižnice označil za značilne neoliberalne javne ustanove, ki z javnim denarjem omogočajo uporabnikom dostop do povsem komercialnih gradiv, ki bi si jih ti morali zagotoviti z lastnim denarjem na prostem trgu. Knjižnice ponujajo še marsikaj, zaradi česar delujejo v javnem interesu in jih velja za vsako ceno ohraniti. Delujejo tudi v krajih brez knjigarne (pogoj za knjigarno je vsaj dvajset tisoč prebivalcev), zaradi česar so neizmeren kulturni kapital. Po njegovem imamo le dve leti časa, da se prilagodimo neustavljivemu prodoru elektronske knjige oziroma bralnikov, ki so v ZDA uničili mrežo knjigarn ter povzročili nastanek novih hibridnih knjigarn in knjižnic obenem.

**Tatjana Likar** z MIZKŠ je povedala, da bo splošno knjižničarstvo po rebalansu letošnjega proračuna pristalo na doseženem obsegu javnih sredstev iz leta 2003 ter da se je ves ta čas obseg nalog povečeval. Pri iskanju razumnejših in gospodarnejših organizacijskih rešitev se na ministrstvu zavzemajo za povezovanje med knjižnicami in ne za združevanje različnih dejavnosti v okviru posameznega javnega zavoda. K ohranitvi mreže splošnih knjižnic vladajoče zavezuje podpisana koalicijska pogodba.

### **Prelaganje bremena**

Pobudnik razprave o financiranju znanstvenega založništva filozof **dr. Dean Komel** je opozoril zlasti na neenakopraven položaj družboslovja in humanistike znotraj znanstvenega tiska in periodike. Kot so družboslovci v političnem novoreku sinonim za nezaposljive osebe, so za družbo nekoristni rezultati njihovega dela. Če bo mogoče na slovenskih univerzah učiti v tujem jeziku in če bomo omejili rabo slovenskega jezika v znanosti (kot kažejo najnovejši predlogi vlade, univerz in celo SAZU), se bomo vrnili v Levstikove čase.

Direktor JAK **Slavko Pregl** je povedal, da so bila sredstva za znanstveni tisk zmanjšana za 7,5 odstotka, za stroške administracije pa kar za 38 odstotkov, zaradi česar so morali ustaviti delovanje za področje znanosti. Preživetje JAK je po njegovem odvisno od možnosti uporabe dosežene pozitivne razlike med dosedanjimi prihodki in odhodki (57.000 evrov), od donacij podjetij (30.000 evrov) ter od lastnih prihodkov (s predvidenim tarifnikom, po katerem bo vsak prijavitelj prispeval tri odstotke od pridobljenih programskih sredstev). **Meta Hočevar** in **Miran Zupanič** sta uvedbo triodstotnega odbitka od programskih sredstev označila za nesprejemljivo preložitve finančnega bremena na producente oziroma neposredne ustvarjalce.

### **Skupna jezikovna jedra?**

Predlog Resolucije o nacionalnem programu za jezikovno politiko 2012–2016 je predstavila voditeljica sektorja za slovenski jezik MIZKŠ **dr. Simona Bergoč**. Kot prednostni je postavila temi jezikov v izobraževanju in jezikovne opremljenosti ter povabila k pripombam in predlogom do 29. junija. Meta Hočevar se je ob tem trpko spomnila spornih skupnih jezikovnih jeder iz časov SFRJ ter poudarila, da ne gre le za ohranjanje vseh ravni slovenskega jezika, ampak tudi za njihov razvoj. Najbolj skrb vzbujajoč je očitno položaj slovenskega jezika v znanstveni in strokovni rabi ter v šolstvu, predlog resolucije pa za zdaj ne kaže interesa za zavarovanje temeljnih pogojev za obstoj in razvoj državnega jezika na vseh ravneh.

# Tudi družbena kritika je lahko klišejski žanr

## Na Seminarju slovenskega jezika, literature in kulture razpravljajo o ideologiji

Vir / Avtor: **Iva Kosmos**

12. julij 2012 (*nazadnje spremenjeno: 4:55 23. oktober 2012*)

Ljubljana - Že 48. seminar slovenskega jezika, literature in kulture se letos osredotoča na temo ideologije, zato so v torek na Filozofski fakulteti organizirali okroglo mizo na temo Jezik, umetnost, znanost in ideologija. Seminar je namenjen predvsem tujim slovenistom in slavistom, ki so jim ponudili hiter pregled različnih področij slovenske družbe in njihovih povezav z ideologijo. Na okrogli mizi, ki jo je moderiral Aleksander Bjelčevič, so sodelovali literarni zgodovinar Miran Hladnik, direktor CUK Kino Šiška Simon Kardum, jezikoslovec Marko Stabej in kulturolog Peter Stanković.

Direktor CUK Kino Šiška Simon Kardum o ZUJF: "To je namerno uničevanje javnega servisa, kar je značilno za vse totalitarne sisteme, ki hočejo onemogočiti artikulirane kritike." (Foto: Luka Cjuha)

## Strah kot sredstvo nadzora

Marko Stabej, vodja osemčlanske skupine za pripravo osnutka nacionalnega programa za jezikovno politiko 2012-2016, se je pred kratkim soočil z ideološkimi implikacijami lastnega dela. Osnutek so namreč v burni javni razpravi označili za ideološkega, kritike pa sicer niso letele na konkretne predloge, temveč na uvodno besedilo, ki naj bi slovenščino reduciralo na komunikacijsko vlogo in pri tem opustilo njeno simbolno in identifikacijsko funkcijo. V nacionalnem programu tako ni zapisano, da je slovenščina uradni državni jezik, temveč ima zgolj "večinsko vlogo", cilj jezikovne politike pa je, da bo slovenščina pri vseh govorcih prevladujoča in prostovoljna izbira, čeprav bi po mnenju nekaterih morali pisati "obvezna", je kritike strnil Bjelčevič. V osnutku "manjka" še formulacija o pomenu slovenščine za nacionalni obstoj in identiteto, vse skupaj pa naj bi imelo za posledico razkroj jezika in omejitev slovenščine na domačo rabo, so prepričani kritiki.

Bjelčevič je poudaril, da ne pozna primera, ko bi se državni in knjižni jezik umaknil v področje zasebnosti, Stabej pa mu je pritrdil in poudaril, da gre za argumente, ki spodbujajo strah - "strah pa vedno omogoča kontrolo neki skupini ljudi". Stabej je še dejal, da deklarativne izjave o jeziku, ki jih imamo zapisane v ustavi in drugih dokumentih, nenehno izrabljajo politiki, zato ne sodijo še v tovrstno resolucijo. Dodal je, da so se v osnutku izrekli o področjih, ki potrebujejo posebno skrb, in ne o tistem, kar je, po njihovem mnenju, že primerno urejeno. Kritike je ocenil kot "tendenčno branje" in poudaril, da lahko formulacije, ki so jih kritizirali, beremo na več popolnoma različnih načinov.

Na možnost različnih branj se je oprl še Miran Hladnik, predsednik žirije za nagrado kresnik, ki je pred letošnjo podelitvijo polemiziral z utemeljiteljem nagrade **Vladom Žabotom**. Ta je

bil kritičen do kriterija "berljivosti", ki naj bi ga žirije upoštevale pri izbiri del, Hladnik pa je opozoril na "arbitranost in minljivost" kakršnih koli kriterijev kot tudi na dejstvo, da "berljivost" že znotraj letošnje žirantske ekipe nekateri ocenjujejo kot pozitivno značilnost, drugi kot negativno.

## Hipsterji in šminkerji

Peter Stanković je na vprašanje, ali je angažirana kultura nujna, odgovoril z "ne", a takoj dodal, da je dobro, da ima reflektiran odnos do sveta, v katerem živimo. Poudaril je, da tudi družbena kritika lahko postane žanr s klišejskimi vzorci, in to ilustriral s klasičnim primerom punka, ki danes ponavlja vzorce iz preteklosti ter se pri tem še dobro prodaja. Kot primer popularnega glasbenika s subverzivno noto je izpostavil Magnifica, pa ne samo z besedili, temveč zlasti z njegovim nastopom, vizualno podobo in držo. Te naj bi sestavljale "element emancipacije emigrantov", saj Magnifico prevzema negativni stereotip južnjaka ali čefurja, ga prezentira kot nekaj, kar je "kul" ali "šik" ter tako zamaje ločnico med dobrimi Slovenci in slabimi južnjaki.

Zanimivo je, da v slovenskih filmih, namenjenih festivalskem občinstvu, opazimo nasproten trend, ugotavlja Stanković. Festivalski filmi se po njegovem "samobalkanizirajo" oziroma prevzemajo stereotip o divjem in razuzdanem balkanskem okolju, "z junaki, ki pijejo rakijo in streljajo v zrak". Zdi se, kot da s tem poskušajo ugoditi očesu zahodnih žirij in njihovim vnaprejšnjim percepcijam jugovzhodne Evrope, v katerih niti ne ločijo med Slovenijo, Bosno ali Srbijo, je dejal Stanković.

Simon Kardum se je med drugim odzval na ugotovitve, da je CUK Kino Šiška postal "pomembno zbirališče hipsterjev". "To so mulci z isto frizuro in najboljšimi oblačili točno določenih znamk. Včasih smo jim rekli šminkerji," je odpisal njihove družbeno kritične potenciale. Izredno kritičen je bil še do ZUJF, ki ga je ocenil za "ideološki" in "preračunan" načrt. Po njegovem mnenju ne gre le za zmanjševanje sredstev in napade na uslužbence, temveč za namerno uničevanje samega javnega servisa. "To je značilno za vse totalitarne sisteme, ki hočejo onemogočiti artikulirane kritike," je ocenil. "Če bi bil sam Ivan Janša, bi izbral natanko isto tarčo - je ranljiva, razdrobljena in nečimrna," je še dejal. Marko Stabej pa je opozoril, da ZUJF ne vsebuje samo varčevalnih ukrepov, temveč koalicijsko "listo želja". Tako med drugim prinaša uredbo o uvedbi tujega jezika v prvi razred osnovne šole, ki bo vpeljana naslednje leto, in to brez poskusnega uvajanja ali vrednotenja. Po njegovem se je tako v "dvignjenem prahu strahu" našel prostor za hitro izpolnitev vprašljivih uredb.

# Aleksander Bjelčevič: »Tudi v rabi jezika je ideologija«

V pogovoru s profesorjem na slovenistiki Aleksandrom Bjelčevičem o ideologiji v jeziku, literaturi in kulturi.

[Milan Vogel, kultura](#)

sob, 14.07.2012, 09:00

Magnifico s simbolnimi gestami izziva slovenske stereotipe o »čefurjih«.

Danes se na ljubljanski filozofski fakulteti končuje 48. Seminar slovenskega jezika, literature in kulture (SSJLK), ki ga je vodil **dr. Aleksander Bjelčevič**. Povprašali smo ga, kako je bilo, zlasti na okrogli mizi na krovno temo Ideologija v jeziku, literaturi in kulturi.

**Zaradi splošnega pomanjkanja denarja je tudi letošnji SSJLK nekoliko okrnjen. O dpadel je prvi teden seminarja za začetnike, nekateri udeleženci so si bivanje plačali sami. Se manj denarja pozna še na kakovosti česa drugega?**

Ne. Šparali smo tako, da so lektorji poučevanje opravili v okviru svojih delovnih obveznosti, predavatelje in izvajalce tečajev smo honorirali polovično. Pouk je ostal neokrnjen, prav tako popoldanski kulturni program.

**Število seminaristov je ustaljeno, države, iz katerih prihajajo, večinoma tudi. Ali opazate kakšne novosti oziroma spremembe v strukturi seminaristov?**

Ne; ker večina prejema štipendije, so vedno vabljeni predvsem študentje na lektoratih in zamejske organizacije.

**Letošnja krovna tema je zelo aktualna: Ideologija v jeziku, literaturi in kulturi. Je sploh mogoče govoriti ločeno o ideologijah v jeziku, literaturi in kulturi ali gre za ideologijo v 'kulturi' nekega naroda?**

Do neke mere ja: jezikovne ideologije so na primer prepričanja govorcev (vštevši jezikoslovce) o tem, kakšen mora biti jezik in kako ga rabiti, medtem ko so ideologije, ki jih zagovarja literatura, blazno široke, saj literatura govori tako rekoč o vsem družbenem in človeškem. – Ali imamo specifične narodne ideologije, o tem ni bilo veliko govora. Jezikovni purizem, homofobija in podobno so univerzalne ideologije.

**Kakšna so bila spraševanja na to temo na torkovi okrogli mizi, na kateri ste bili moderator, sodelovali pa so Miran Hladnik, Simon Kardum, Marko Stabej in Peter Stankovič, in kakšni odgovori?**

Stabej je odgovarjal na javne kritike osnutka resolucije nacionalnega programa za jezikovno politiko, ki bi jih povzel takole: kritikom se je zdel spotakljiv uvodni, načelni del, operativni ne; iz strahu, da bo slovenščina sčasoma postala jezik za domačo rabo, so osnutku očitali redukcijo slovenščine na komunikacijsko vlogo in zanemarjanje simbolne in narodno

identifikacijske; posledično izenačenje slovenščine z drugimi jeziki v Sloveniji; zakaj ni zapisano, da je slovenščina državni/uradni jezik; zakaj imajo v osnutku neslovenščine enak delež kot slovenščina. Stabej je prepričan, da je simbolna in identifikacijska vloga dovolj poudarjena v drugih dokumentih od ustave navzdol, da je osnutek operativni dokument, ki tega ne potrebuje, tolikšna pozornost do drugih jezikov pa je potrebna zato, ker je infrastruktura slovenščine precej dobro postavljena, slabše je s tem pri drugih jezikih RS.

**Kaže, da predsednika komisije za izbor romana za letošnjo nagrado kresnik Mirana Hladnika še vedno vznemirjajo pomisleki Vlada Žabota o kriterijih.**

Hladnik je v polemiki naštel vse kriterije, ki so jih zapisali žiranti v preteklih letih: pomen polifonije, interpretabilnost, polifonija perspektiv, aktualnost nacionalnih, ekoloških tem, napetost, duhovitost ... in v zadnjih letih berljivost, ki je bila za Žabota kamen spotike. Zanimalo me je, ali so žiranti razpravljali o teh kriterijih, ki se zdijo objektivni, a so vendarle takšni, da jih v tekstu ni mogoče neposredno videti in zahtevajo dodatne kriterije. Hladnikov odgovor je bil kratek ne. Literarne nagrade pretežno temeljijo na zaupanju v avtoriteto kritika in žiranta, ki svojih kriterijev ne moreta utemeljiti; ocenjevanje ostaja misterij, v katerega je posvečena elita.

**Kakšno je bilo razmišljanje Petra Stankoviča o tem, ali je sodobna glasba angažirana, družbeno kritična? Je to zaželen lastnost?**

Če razmišljamo o družbeni kritičnosti v sodobni slovenski popularni glasbi, moramo poudariti, da ta ni nujno v eksplicitno kritičnih besedilih. Ta so do danes postala že razmeroma predvidljiva, zlasti pa pomen v popularni glasbi ne nastaja zgolj na ravni besedil: pomeni so tudi imidž, gesta, vizualno oblikovanje, zvok, način artikulacije in podobno. Eden od slovenskih glasbenikov, ki je v tem pogledu med bolj zanimivimi, je po Stankoviču Magnifico, ki s pomočjo različnih simbolnih gest preči oziroma postavlja pod vprašaj, izziva slovenske stereotipe o 'južnjakih' oziroma 'čefurjih'. Če je na primer v slovenskem dominantnem diskurzu vse 'južnjaško' označeno kot skrajno neatraktivno, Magnifico s številnimi popularnoglasbeno razgledanimi sklici na različne balkanske kulturne obrazce – oziroma, še bolj natančno, na slovenske stereotipne predstave o balkanskih kulturnih obrazcih – ravno to 'južnjaškost' vzpostavlja kot višek sodobnega 'kula'.

**In Simon Kardum?**

Kardum je v tem kontekstu opozoril zgolj na pozersko levo usmerjenost hipsterske subkulture, ki se jasno razkriva v šminkerskem oblačenju hipsterjev. Za sklep je spregovoril še o Janševem premišljenem desantu na družbeno/ideološko nadstavbo (šolstvo, znanost, umetnost), ki ga izvaja z zakonom za uravnoteženje javnih finance.

# Vsaj 21 evropskim jezikom grozi digitalno izumrtje

Če ne bomo pravočasno ukrepali, se bo med jeziki brez digitalne prihodnosti znašla tudi slovenščina.

[G. P., Znanost](#)

pet, 28.09.2012, 09:00

V novi študiji strokovnjaki za jezikovne tehnologije ugotavljajo, da večini evropskih jezikov grozi digitalno izumrtje. Študija je bila izvedena v okviru evropske mreže odličnosti META-NET, ki jo sestavlja 60 raziskovalnih centrov v 34 državah; iz Slovenije v njej sodeluje skupina raziskovalcev Laboratorija za umetno inteligenco Instituta Jožef Stefan.

Več kot 200 strokovnjakov je v študiji, ki je predstavljena v [seriji 30 belih knjig projekta META-NET](#) (na voljo je v tiskani in spletni obliki), za vsakega od jezikov ocenjevalo podporo jezikovnim tehnologijam na štirih področjih: strojno prevajanje, govorne tehnologije, procesiranje pisnega jezika in dostopnost jezikovnih virov.

Skupaj 21 od 30 jezikov (70 odstotkov) so strokovnjaki vsaj na enem od področij uvrstili v najnižjo kategorijo z »neobstoječo ali nizko podporo«. Nekaj jezikov, na primer islandščina, latvijščina, litovščina in malteščina, pa je dobilo najnižjo oceno v vseh kategorijah. Na drugi strani lestvice je bila le angleščina ocenjena kot jezik z »dobro podporo«, medtem ko noben jezik ni dobil ocene »odlična podpora«. Angleščini sledijo nizozemščina, francoščina, nemščina, italijanščina in španščina kot jeziki s »povprečno podporo«, jeziki kot baskovščina, bolgarščina, katalonščina, grščina, madžarščina, poljščina in tudi slovenščina pa so bili ocenjeni z »delno podporo«, kar jih uvršča v niz ogroženih jezikov.

## Alarmantni rezultati

»Rezultati študije so alarmantni. Večina evropskih jezikov je 'digitalno' slabo opremljenih, nekateri so popolnoma zapostavljeni. V tem smislu preživetje mnogo jezikov pravzaprav še ni zagotovljeno,« pravi profesor **Hans Uszkoreit**, koordinator mreže META-NET, znanstveni direktor DFKI (Nemški raziskovalni center za umetno inteligenco) in sourednik študije. Drugi sourednik, **dr. Georg Rehm** (DFKI) dodaja: »Vrzel med 'velikimi' in 'malimi' jeziki je vedno širša. Zagotoviti moramo, da bodo vsi manjši in zapostavljeni jeziki opremljeni z nujnimi temeljnimi tehnologijami, sicer so obsojeni na digitalno izumrtje.«

Kot pravi **Marko Grobelnik** iz Laboratorija za umetno inteligenco Instituta Jožef Stefan, ki v okviru projekta META-NET vodi skupino slovenskih strokovnjakov, lahko pri tem parafraziramo rek Narod si bo pisal svojo jezikovno tehnologijo sam, saj teh tehnologij drugi za nas oziroma za slovenščino ne bodo razvili oziroma se jih ne da kupiti.

**Dr. Simon Krek**, ki prav tako sodeluje v omenjeni skupini na IJS, dodaja, da je po eni od študij med 252 jeziki (kriterij je bil, da je v času raziskave obstajala Wikipedija v tem jeziku) približno 16 tako imenovanih varnih jezikov, ki so dovolj močni, da za digitalno uporabo ne potrebujejo posebne pomoči. Nekaj več kot 80 je živih – med njimi je tudi slovenščina – 90 pa je mejnih, za katere ne vemo, ali bodo preživeli v digitalni dobi. Nekaj več kot 40 je tako

imenovanih mrtvih jezikov, med njimi sta na primer ena oblika norveščine in luksemburščina, za katere je že zdaj jasno, da prehoda v digitalno dobo ne bodo zmogli; zanimivo, da je kot znanstveni jezik na poti k izgubi ene od svojih funkcij tudi danščina, saj tam skorajda vse visokošolsko izobraževanje poteka v angleščini. Če tako imenovani živi in mejni jeziki ne bodo imeli ustrezne tehnološke podpore, bodo izgubljali prestiž, v njih ne bomo mogli komunicirati z različnimi napravami, in če posamezni jezik ne bo v uporabi na spletu – ne bo več obstajal.

Rezultat jezikovnih tehnologij so računalniške aplikacije, ki znajo procesirati človeški govorjeni ali pisni jezik. Znani zgledi jezikovnotehnoloških računalniških programov so denimo črkovalniki in slovnčni pregledovalniki, interaktivni osebni pomočniki na pametnih telefonih (na primer Siri na iphonu), telefonski dialoški sistemi, strojni prevajalniki, spletni iskalniki ter sintetizatorji govora v avtomobilskih navigacijskih sistemih. Danes se jezikovnotehnološki sistemi opirajo zlasti na statistične metode, za katere so potrebne velikanske količine pisnega in govorjenega gradiva. Predvsem pri jezikih z razmeroma majhnim številom govorcev je težko zbrati dovolj podatkov.

### **Slovenija ni osamljena**

Ob tem dr. Krek opozarja, da je analiza podpore jezikovnim tehnologijam za slovenščino v okviru projekta META-NET pokazala – na lestvici od 0 do 6 – precej klavrno stanje; pri razpoznavi govora smo dosegli oceno 1, zelo slabo smo se odrezali tudi pri pomenski interpretaciji besedila, kjer je slovenščina zbrala oceno manj kot 1. Je pa res, da pri tem ni osamljena, saj je skupina »tehnološko slabo podprtih jezikov« daleč najobsežnejša; jasno je, da je med vsemi angleščina daleč spredaj, sledijo ji nemščina, francoščina in španščina. Evropi je uspelo odstraniti skoraj vse meje med državami. Ena pa je ostala in ta se zdi tako rekoč nepremagljiva: nevidne jezikovne pregrade preprečujejo prost pretok znanja in informacij. Čeprav jezikovne tehnologije ponujajo možnost, da se s sodobnimi prevajalnimi sistemi teh jezikovnih meja znebimo, rezultati študije mreže META-NET jasno kažejo, da mnogo evropskih jezikov na to še ni pripravljenih.

Kaj bomo morali narediti, če hočemo govoriti slovensko tudi v digitalni dobi? Če računalnik ne bo razumel slovensko, bomo imeli hud problem, pravi dr. Krek. Če ne bomo uredili tehnološke podpore za razumevanje slovenščine, potem nobene digitalne tehnološke rešitve, ki nezadržno prihajajo, ne bomo mogli uporabiti. Od potrebnih tehnologij zunanji svet kaže še največ zanimanja za strojno prevajanje iz slovenščine in v slovenščino, saj je zanj zelo zainteresirana tudi EU. Slovenščina ima na tem področju veliko prednost, ker je uvrščena med uradne evropske jezike.

Čakajo pa nas druge zahtevne naloge. Med njimi je predvsem računalniška razpoznavna govora, na primer v aplikaciji Siri, ki zdaj razume predvsem angleščino, in moramo si predstavljati, da to aplikacijo enako uporabljamo tudi v slovenščini. Razmišljati moramo o celotnem šolskem sistemu v računalniškem oblaku, kot to počno v Južni Koreji. Razmišljati moramo o tehnološki podpori za sprotno strojno tolmačenje in podnaslavljanje v slovenščino. Obstajajo namreč že projekti, ki se ukvarjajo s tehnologijami, s katerimi bo mogoče TV oddaje samodejno tolmačiti in podnaslavljanje v realnem času. V nekoliko bolj oddaljeni prihodnosti pa si moramo predstavljati različne naprave oziroma robote, ki bodo naši pomočniki v vsakdanjem življenju, in tudi z njimi bo treba komunicirati v nekem jeziku. Upam, da ne zgolj v angleščini, pravi dr. Krek. Je pa izredno pomembno, da o teh usmeritvah



razpravljamo danes, kajti ko bodo nove tehnološke rešitve izdelane za angleščino, bo za druge jezike, seveda tudi slovenščino, že prepozno.

### **Pot do rešitve**

Kakšna je pot do rešitve, se pravi do izdelave digitalne tehnološke podpore za slovenščino?

Kot pravi Marko Grobelnik, ni težava v količini denarja, namenjenega tovrstni dejavnosti, ampak predvsem v organiziranosti. Vprašanje je, ali so sredstva, ki so na voljo – prek agencije za raziskovalno dejavnost in iz evropskih skladov – dovolj dobro izkoriščena. Manjka nam skupna platforma, v kateri bi bili povezani raziskovalci in industrija. Poleg raziskovalne infrastrukture pa je, kot dodaja dr. Krek, nujno, da bi usmeritve o slovenščini v digitalni dobi umestili v *resolucijo o jezikovni politiki 2012–2016*, ki je zdaj v postopku sprejemanja. V objavljenem osnutku je bilo jasno povedano, kaj je treba narediti. »Ker sem pri pripravi teh usmeritev sodeloval tudi sam, lahko povem, da predlagamo predvsem tri zadeve.

Prvič, po izkušnjah drugih držav, ki so tovrstne usmeritve sprejele že okoli leta 2002, moramo izdelati dolgoročne programe za razvoj jezikovnih virov za njihove jezike; tipično so to manjši jeziki, saj velikim za to ni treba skrbeti.

Drugič, uvesti moramo mehanizme za uresničevanje teh dolgoročnih načrtov, ker, kot rečeno, akterji na tem področju v Sloveniji niso povezani in nimajo enotne platforme. To so predvsem Inštitut za slovenski jezik Frana Ramovša ZRC SAZU, Filozofska fakulteta in Fakulteta za družbene vede Univerze v Ljubljani pa tehnološki partnerji, kot so Institut Jožef Stefan, Fakulteti za elektrotehniko in računalništvo in informatiko Univerze v Ljubljani, Fakulteta za elektrotehniko, računalništvo in informatiko Univerze v Mariboru. Pozabiti ne smemo niti na industrijo, saj mora raziskovalne produkte nekdo implementirati.

In tretjič, vse udeležence bi morali povezati v centru odličnosti, ki bi bil nekakšna vmesna točka med raziskovalno sfero in industrijo. Žal je v času ustanavljanja tovrstnih centrov na takratnem ministrstvu za znanost in tehnologijo prevladala ocena, da so jezikovne tehnologije premajhno področje, da bi lahko bilo organizirano v lastnem centru odličnosti. Menim, da bi zaradi pomembnosti jezika morali narediti izjemo,« je sklenil dr. Krek.