

Nemzetállamok, globalizáció és kétnyelvűség.
Nyelvpedagógiai és szociolingvisztikai tanulmányok



NEMZETÁLLAMOK, GLOBALIZÁCIÓ ÉS KÉTNYELVŰSÉG. NYELVPEDAGÓGIAI ÉS SZOCIOLINGVISZTIKAI TANULMÁNYOK



Szerkesztők: Horváth István – Tódor Erika Mária



NEMZETI
KISEBBSÉGGKUTATÓ
INTÉZET



KRITERION

Kolozsvár, 2009

Cím: *Nemzetállamok, globalizáció és kétnyelvűség. Nyelvpedagógiai és szociolingvisztikai tanulmányok*
Szerkesztők: Horváth István – Tódor Erika Mária

Nemzeti Kisebbségkutató Intézet
Kriterion Könyvkiadó

Descrierea CIP a Bibliotecii Naționale a României
Nemzetállamok, globalizáció és kétnyelvűség : nyelvpedagógiai és szociolingvisztikai tanulmányok / ed. : Horváth István, Tódor Erika Mária. - Cluj-Napoca : Editura Institutului pentru Studierea Problemelor Minorităților Naționale : Kriterion, 2009
Bibliogr.
Index
ISBN 978-606-92223-9-3 ; ISBN 978-973-26-0974-3

I. Horváth, István (ed.)
II. Tódor, Erika Mária (ed.)

323.1(=511.141)(498)

Sorozatszerkesztők: Horváth István, Jakab Albert Zsolt
Lektor: Horváth István, Tódor Erika Mária
Korrektúra: Demeter Zsuzsa
Borítóterv és tipográfia: Könczey Elemér
Számítógépes tördelés: Tomulescu Cezarina-Oana
Nyomda: Conphys SRL, Rm. Vâlcea

© Institutul pentru Studierea Problemelor Minorităților Naționale

Románia Kormánya és az NKI nem vállal felelősséget a kötet tartalmáért. A kötetben szereplő tanulmányok teljes egészében a szerzők véleményét tükrözik.



Tartalom



Előszó	7
Globalizáció – nemzetállam	11
KONTRA Miklós Globalizáció, magyar nyelvi kisebbségek és nyelvpolitika	11
CSERNICSKÓ István – FERENC Viktória Az ukrajnai oktatáspolitikai és a kárpátaljai magyar felsőoktatás	25
BALÁZS Lajos A román nyelv magyar iskolában való tanításának vélt és valós dilemmái	41
PAPP KINCSES Emese Kulturális globalizáció és nyelvi regresszió a Székelyföldön	49
GÁL Noémi A magyar nyelv Romániában a nyelvi revitalizáció eszköztárának fényében	73
A többnyelvűség társadalmi beágyazottsága	
HORVÁTH István Többnyelvűség és a nyelvi reprodukció kockázata az erdélyi magyar nyelvű népesség vonatkozásában	85
SORBÁN Angella A kétnyelvűségről munkaerő-piaci kontextusban	133

VINCZE László Nyelvi környezet és médiahasználat	145
BATIZÁN Emese Emőke (Két)nyelvhasználat egy erdélyi szórvány településen	155
MANDEL Kinga Kárpáti romák oktatási esélyei a Pilis völgyében	181
A többnyelvűség pedagógiája és pszichológiája	
TÓDOR Erika Mária Kétnyelvűség. Jelentésrepresentáció. Iskola	215
PLETL Rita Az írásbeli kifejezőképesség színvonalának alakulása az elemitől az érettségiig	231
BIRÓ Enikő A harmadik nyelv elsajátítását befolyásoló tényezők és a domináns kétnyelvűség	259
BALOGH Lívia „Előrelátó vagy, de mégis...” Az óvodák tannyelvének megválasztása kisebbségi közegben	275
LENGYEL Zsolt Magyar asszociációs normák (2006–2008)	293
BÁTYI Szilvia Egy szóasszociációs vizsgálat eredményei a kárpátaljai magyar általános iskolások körében	303
REHO Anna Gyermekek nevelése a jelen és a múlt vetületében Kárpátalja polikulturális oktatási régiójában	317
Abstracts	329
A szerzők névsora	347

Előszó

A kolozsvári Nemzeti Kisebbségkutató Intézet (Institutul pentru Studierea Problemelor Minorităților Naționale) 2007-es megalakulása óta több, a kisebbségi nyelvhasználattal kapcsolatos átfogó kutatási és gyakorlatiasabb jellegű nyelvpolitikai programot kezdeményezett vagy támogatott. Ezek között kiemelkedő helyen szerepel a Sapientia–EMTE csíkszeredai Gazdaság-és Humántudományok Karának, Román Nyelv és Irodalom–Angol Nyelv és Irodalom Tanszékével közösen szervezett, már második kiadását megélt konferencia.

Ma már – a tradícióteremtés jogos igényével fellépő – konferenciánk (melyet e könyv megjelenése pillanatában immár harmadszor szervezünk meg) célja nem más, mint hogy a kisebbségi többnyelvűségi kontextus különböző vonzataira fókuszáló kutatásokat és az ebben a témakörben dolgozó kutatókat, szakértőket valamilyen formában integrálja. Az integráció nem elsősorban és nem kiemelkedően a nyelvészekre vonatkozott, hisz a nyelvi kontaktusok, és a kisebbségi nyelvi helyzet kontextusában megnyilvánuló sajátos eróziós hatások kutatása a nyelvészeknek egy markánsan körvonalazott szakmai közösségét eredményezte, amelyen belül a tudástermelés több évtizedes múltra tekint vissza. Sokkal inkább a romániai – általában közép-kelet-európai kisebbségi kontextusban –, viszonylag új keletűen professzionalizálódó, intézményesülő szakmai kezdeményezéseket, műhelyeket, kutatókat





NEMZETÁLLAMOK, GLOBALIZÁCIÓ ÉS KÉTNYELVŰSÉG

céloztuk meg. Gondolunk itt a szociolingvisztikára, nyelvpolitikára (nyelvtervezésre), idegennyelv-pedagógiára, a másodnyelvi hatásokat vizsgáló nyelvpszichológiára stb.

Az olvasó ennek a konferenciasorozatnak a második kiadásán elhangzott előadások válogatását tartja kezében. A konferencia 2009. június 18–20. között zajlott Csíksomlyón, *Nyelv, identitás, többnyelvű lét és oktatáspolitikák* címmel.

Amint már említettük, a kötet nem tartalmazza a teljes konferenciaanyagot, ennek mindenekelőtt nyelvi, de ugyanakkor tematikai és célközönséghez kapcsolódó okai is vannak. Nyelvi okai a kétnyelvűségből adódnak: a konferencia magyarul és románul zajlott, és értelemszerűen a tanulmányokat is ezen a két nyelven szerkesztették meg. Tehát vagy a fordítás, vagy a többnyelvű konferenciakötet mellett kellett volna dönteni. Alapvetően két tényező oldotta fel az előbbi dilemmát: az egyik tematikai jellegű, a másik a kötet potenciális audienciájával kapcsolatos. Egyrészt a magyar nyelvű tanulmányok zömével a kisebbségi magyarnyelvűség problémáira koncentrálnak, illetve néhány egyértelműen körvonalazott tematikai egység köré sorolhatóak. Mindemellett az előző év tapasztalatai alapján arra is számítottunk, hogy a kötet potenciális olvasóközönsége olyan – romániai, és most már remélhetőleg ukrainai – magyar anyanyelvű kisebbségi pedagógusokból kerül ki, akik az oktatás nyelvi vonzatai mellett érdeklődnek a különböző nyelvpszichológiai, szociolingvisztikai, valamint a nyelvtervezési problémák iránt is. Ezen két tényező mentén hoztuk meg azt a döntést, hogy a jelentős szakmai érdeklődésre számot tartó konferencia anyagaiból két kötetet szerkesztünk.

A kötet, amelyet az olvasó a kezében tart, kevés kivételtől eltekintve a kisebbségi magyarnyelvűség különböző – nyelvpolitikai, társadalmi, pedagógiai – vonzataira vonatkozó, illetve a magyar szakmai közegekben egyre nagyobb teret hódító pszicholingvisztikai kutatásokat tartalmazza. Ennek a kötetnek az egyik érdekessége



többek közt az, hogy zömében két magyar nyelvi közösség, az erdélyi és a kárpátaljai magyar nyelvi kisebbség különböző problémáira fókuszál, amelyek bátorítóan akár egy összehasonlító kutatás alapjául is szolgálhatnak. A tervezett második kötet nem egyszerűen a konferencián román nyelven bemutatott tanulmányokat, hanem a román nyelvű közönség számára relevanciával, a román szakmai közösség számára fontossággal bíró magyar nyelvű írások fordítását is magába foglalja.

A konferencia és a kötet célja alapvetően az, hogy az anyanyelvűség megerősítésével párhuzamosan a többnyelvű létet ne negatív értelemben vett kihívásként, hanem lehetőségként fogjuk fel és kezeljük. Olyan esélyként, amely nyelvi és kulturális gazdagságot jelent, hiszen megnöveli a nyelvi és kommunikációs opcióinkat, bővíti az információszerzési – és akár világtérbeli – lehetőségeinket is. Vagyis a többnyelvűség olyan esélyként is látható, amely révén úgy leszünk többek, hogy megtart, úgy nyit más nyelvek, kultúrák fele, hogy közben ráébreszt a sajátunk egyedi vonzataira. Persze, ez nem maradhat meg nyelvvideológiai kinyilatkoztatás szintjén, hanem olyan szaktudásra alapozott politika, pedagógia és társadalmi környezet szükséges, amely ezt cselekvően megalapozza Ennek megvalósulásához szeretnénk hozzájárulni e kötet megjelentetésével.

A szerkesztők
2009. november 17., Budapest–Kolozsvár



ABSTRACTS

Kontra Miklós

Globalization, Hungarian Minorities and Language Policy

Globalization, minority issues and language policy are all issues that cannot be discussed in a few words. Thus the aim of the present paper is to give some insights into the situation.

For what concerns globalization, several studies are presented to show some of the effects it has brought about. Thus a recent study about the language situation in Quebec, discusses how Canadian language policy fights against urbanization, one of the results of the global economy. Further consequences of globalization dealt within this paper are on the one hand the conversion of higher education from being a common weal to acting like service industries; on the other hand the spread of English, as global culture can be accessed only through a global language.

A second topic is the Hungarian minority situation and in what ways do the ongoing economic processes affect language maintenance and language death. Because anyone who does scientific studies on languages in their social context knows that they are affected indeed by the socio-economic processes.

About Hungarian language policy in the Carpathian basin, it is enough to say that language policies are often made by politicians who are ignorant and inefficient in this field. So what is the reason of carrying out studies in social sciences if politicians know everything better anyway?



Csernicskó István – Ferenc Viktória

Ukrainian Education Policy and the Transcarpathian Hungarian Higher Education

Education policy forms the structure of the state's educational institution network, determines the content of teaching and the ideologies which will be mediated by the institutions. Education policy is always functioning with social, economical and ideological purposes. In its background we can often find aims of national and language policy. In this paper we will bring an example of this case by showing some aspects of the Ukrainian language policy. We will do this from the point of view of minority higher education with Hungarian as a language of instruction.

We took under investigation that in what kind of forms and with what kind of purposes the involved universities try to realize the common social and linguistic aim of the Hungarian community, so as gaining multilingualism (in the mother tongue, in the state language and in one foreign language).

Based on our qualitative research we can establish that a lot of factors make difficult the realization of the multilingual educational model. Still the biggest difficulty in the linguistic situation of Hungarian higher education appears to be the prior position of Ukrainian language in the state building process of the young Ukrainian state. Ukrainification touches all level of education. For example from the academic year 2008/2009 the President and the Minister of Education of Ukraine ordered bilingual education in every school where the language of instruction was other than Ukrainian. From 2008 applicants of universities should take a school leaving (and at the same time entrance) examination from Ukrainian language and literature. From 2010 school leavers should take all of the examination in Ukrainian. The Minister of Education said: "One of the most prior tasks of the Ministry of Education and Science to





introduce education with Ukrainian as the only language of instruction in higher educational establishments.” The President of Ukraine, Viktor Jushchenko made a statement that higher educational establishments should serve more effectively the state language policy: universities should be “the agents of the state language policy”. According to him the fact that Ukrainian is the language of instruction in the higher education is the part of obligatory patriotic education.

Due to the current features of the Ukrainian education policy linguistic issues within Hungarian higher education are more and more important. Universities should make a well-thought out language policy plan which take care multilingualism of students. Although we must admit that the legal tools for doing that are not in the hands of the universities, but in the hands of the state language and education policy makers.

Balázs Lajos

The presumptive and Real Dilemmas of Teaching Romanian in Hungarian Schools

The lecture selects from that chain of dilemmas considered to be real which has concerned for decades both the Romanian polity but also the ethnic Hungarian community regarding the teaching of Romanian in ethnic Hungarian schools.

First of all it highlights the attitude of the Romanian political sphere of all times and thus starting the line of dilemmas from the perspective of the authority and the minority. In the hands of the political power the policy and strategy of language teaching is the means of repression, while according to the minority the Hungarian pupils are discriminated both in studying, in their state of mind, in being overworked. Due to this specific language policy, the Romanian language is not or hardly motivated in its study, therefore it has become lawful that both for the Hungarian pupils, their parents and





the language teachers teaching and learning Romanian is the source of failure. All these are significantly highlighted by the results of the uniform papers written by pupils in the seventh and eighth forms, according to which all over Transylvania 30–40% of the Hungarian pupils do not get a passing mark in Romanian.

In this respect, it is itself a dilemma to view the cynical and controversial attitude of the Romanian educational supreme authority towards the reform of Romanian language teaching taking place on minority, more specifically in Hungarian schools. The power stubbornly maintains the present expensive state which leads nowhere but which is claimed by the power to be exactly the state which ensures equal chances for the Hungarian pupils.

With several examples taken from the recent past, the lecture illustrates the severe social consequences of the objected language policy and strategy, having repercussions both for the Hungarians and the Romanians.

Papp Kincses Emese

Cultural globalization and language regression

Due to globalization, it is likely that in the near future certain aspects of life (such as labour or pastime) will become increasingly similar, moreover identical, but the specific culture of individual communities, the languages will maintain their independency.

Our cultural self-identity is in danger without the protection of our national community's specific artistic past, its traditions and its language.

The living, elastic, developing, enriching Hungarian language is naturally the instrument of communication of every native Hungarian, a common knowledge, which is not bound to geographical borders. The language of the Hungarian communities not living in the mother country is exposed to a diverse effect and



injury. The daily lingual contacts and interactions –which naturally contribute to the better acquisition of the Romanian language though – have yielded a special form of mixed language and the erosion of the Hungarian language in Székely Land, especially among monolingual people.

Although the ones with a Romanian mother tongue live in a numerical minority in the region, the decrees taking aim at the displacement of the Hungarian language in the communist dictatorship's decades contributed to the spreading of the Romanian words in the communication. The communication in mixed language is not identical with the bilingualism, it is not a low-level asymmetric bilingualism, and in no way can it be considered as the positive result of the cultural interaction.

There are a lot of reasons for the wide spreading of Romanian expressions in the Hungarian context, and they have their own backgrounds in the law and politics relating to languages. The usage of the mixed language is related to the low standard of the education, to the deficiency of the consciousness and responsibility in the usage.

Most of the Hungarian officials working in the public administration used to study in Romanian and they do not know the technical terms in their mother tongue. This lingual deficiency influences their wording; the two-sided communication is in a mixed language in offices.

The lack of the vernacular expressions and the prohibition of mother tongue have driven both to the borrowing of words and to the lingual regression and degradation even among Székely people who live in much more favourable sociolinguistics environment than those in fragment settlements. The young Székely's Romanian knowledge has not improved because of the unsuitable language teaching method; so there is not an expanded bilingualism in this area, what would mean the ability of application on identical level of



both mother tongue and Romanian language in oral and written communication.

The connection between globalization and mother tongue is complex. Formerly divergency was declared dangerous and convergency of the common variants of the Hungarian language was considered to be an important balancing process, but it has adverse consequences from our point of view. The alignment with the trendy pronunciation in Hungary has fortunately not spread in Székely Land, so there is no uniform Hungarian (oral) communication.

The spread of (American) English in the world and in the terminology makes the high-level knowledge of English language necessary in the economical, social, political and in the public life, too. This lingual effect can be appreciated as a positive phenomenon. The names of scientific and technological inventions expand worldwide in English forms. The new terminology in a mother tongue is found with a phase delay, mainly the one of the newest and most dynamic areas.

There is an international internet language, and its expressions are received into the Hungarian language, too. As a consequence of the lingual regression the Hungarian equivalents of these words are driven out of the communication, because the English words and phrases are normal for young persons who mostly use these terms. The other lingual phenomenon of the cultural globalization is the nomenclature technique of firms, businesses, economic advertisements, products, services and inscriptions in and above shops. It is a calculated, tested marketing trick. The written and electronic mass media use English words and contribute to the spread of a number English phrases.

The worst of the lingual communicational tendencies is the so-called chat-language. People on the internet write words as they are pronounced. The internet community develops the lingual norms, to which both persons of the communication adjust equally.





They deliberately disregard all grammatical and orthographic rules; they use compressing abbreviations apart from the age-groups they belong to. It is a lingual globalisation; it yields lingual degradation and erosion of both the written lingual communication and the lingual system.

Having a knowledge of the lingual processes we have to try to influence the future of the language of the Hungarian speaking communities. We need an extensive, long-term, conscious lingual and educational planning, whose primary aim are the preservation of the living language, the extension of its functions and the lingual revitalization.

Gál Noémi

The Hungarian Language in Romania from the perspective of language revitalization

This presentation focuses on the situation of the Hungarian language in Romania from the perspective of language revitalization and revival. In order to achieve a thorough presentation of the topic, we need to consider three levels in our inquiry. One level is connected to language revitalization and revival, which as a sociolinguistic phenomenon can be defined as “positive language shift” or reversed language shift. This denotes the actions which have as their goal the halt of linguistic assimilation, or, on a higher level, the striving for dissimilation. One definition of language revitalization presents it as the term referring to all actions which try to balance the negative processes which can be sensed in the case of languages endangered from functional, political, economical etc. points of view. Language revival is in fact “applied language planning or language management” as status and corpus planning as well as acquisition planning are essential factors in language revitalization processes. In our presentation we stress the different approaches to language





revival, the ones that focus on institutional actions and the ones which stress grassroots movements.

Another crucial part of the presentation is Fishman's GIDS (Graded Intergenerational Disruption Scale), in which this first great theoretician of language revitalization defines the levels of language shift or language endangerment and the possible ways to reverse these processes. The 8 levels are presented as applied to the Hungarian language in Romania.

As a third level we consider the state and situation of the Hungarian language in Romania first by understanding the relevant discrepancies between the rural and urban territories, as well as the differences in levels of bilingualism, language shift or even language endangerment from the point of view of the various types of demographic organization.

Fishman's scale is in fact a tool which can be used in understanding the differentiated linguistic state of the Hungarian language in Romania, and the statistical and demographic facts help us relate these levels of language shift or language endangerment to the different types of organization of the minority communities.

One of the most important results of this inquiry is that in certain areas and in the case of certain communities the Hungarian language CAN be considered to be an endangered language and thus it needs revitalization. Still, the most appropriate tools and methods can be chosen and then applied only after a thorough understanding of each language community as well as the dynamics, may they be demographic, linguistic, or focusing on the relationship with the majority, which can be observed in these communities.



Horváth István

Multilingualism and the risks of language shift: the case of the ethnic Hungarians of Transylvania

The article is based on a large scale representative survey among the Hungarian speaking population of one of Romania's ethnically mixed region Transylvania. The first part is an analysis of the relation between linguistic (cultural) and identity (ethno-national reproduction). As in Transylvania there are considerable linguistic border areas, in the second part the Hungarian language knowledge of those assuming Romanian or Gypsy ethno-national identity is analyzed. In the third part an attempt to assess the share of those ethnic Hungarians who are at the risk to transmit the knowledge of the Hungarian language for their offspring. Those categories where considered at risk that themselves do not speak very well Hungarian, in the private environment the Romanian language tend to be the dominant language, they have strong options for offering for their kids Romanian language instruction. The author conclude among those Hungarian speaking adults that assumed Hungarian ethnic affiliation 7-9% are at risk to offer a weak socialization in Hungarian language within the family, hampering the chances of intergenerational linguistic reproduction. However there are considerable non-Hungarian segments of the Transylvanian society (Roma or persons with ethnically mixed background assuming a Romanian ethno-national affiliation) that might offer an adequate linguistic environment for their kids being able to acquire Hungarian language.

Sorbán Angella

About Bilingualism in Labour Market Context

The present paper is based on the results of a sociological survey made with the method of in-depth interview among the



graduate Hungarians in Romania, concerning the relationship between bilingualism and individual strategies on the labour market. Three aspects are explored in this context: the determinant factors of the situation of minority employees on the national labour market, the advantages of bilingualism and the lack of linguistic competence in a mother tongue.

It is a fact that - within the scope of a national state - one of the most important instruments of getting along for minorities is a high level competence of the official language of the state. Their situation on the labour market is influenced, however, by the positions of the Hungarians as a minority in the social structure, as well as by the economical and political status occupied by the Hungarians, and, naturally, also by the social networks they belong to. In the same time there may be identified a cultural component of labour market functioning, on the one hand, pertaining to linguistic and ethnic preferences in the practice of employment on the part of the employers, or labour market strategies on the part of the employees, on the other hand.

There are several pronouncements about the many advantages of bilingualism in the everyday discourse, the same as it is in sociolinguistic literature. The question is, however, what kind of bilingualism is beneficial, and what kind of society might speak about it. This survey shows different opinions, judgment and experiments in this regard.

The lack of linguistic competence is a quotidian experience for everybody in a bilingual milieu. Linguistic analyses draw our attention to the fact that the narrowing of functional utility of a minority language necessarily leads to the lack of linguistic competence and the loss of different registers in the mother tongue. These consequences affect the social behaviour and they are detrimental to the speaker, as they signify, in fact, a constraint to use the official language (Lanstyák 2008, Szilágyi 2008). In this respect,





the lack of linguistic competence in mother tongue is essentially a question of human right as pertains to human dignity. In interviews, in related stories of careers one may find several examples to confirm these assertions.

Vincze László

Linguistic Environment and the Media

Media represents a great importance for minorities as it creates opportunities for them to use their mother tongue on a daily basis. However, choosing the language of the media depends on several factors, one of them being the linguistic environment. In the case of Transylvanian Hungarians, media are available in both Hungarian and Romanian languages. The purpose of the present paper is to examine how the linguistic environment affects the language choice of secondary Hungarian students in four towns in Transylvania.

Data consists of questionnaires that were conducted among 16-18-year-old students in four Transylvanian towns in 2008 and were analyzed using the SPSS 1.5 statistical software package. The results show that although many students use mainly Hungarian media, the majority of them still use the media in both languages. The high use of the Hungarian media is due to the students' Hungarian education and to the fact that they grew up in monolingual Hungarian families. The use of the Romanian media on the first hand it is due to the higher technical quality of the media and on the other hand the linguistic environment.

Linguistic environment turned out to have a 'parallel effect' on the language choice in the case of the media, i.e. the more is the number of the majority speakers, the more that language is chosen for media.

As media language choice is said to have an effect on the language shift of the population, in order to maintain the minority





language it is important to overcome the technical and institutional deficiencies of the minority language media.

Batizán Emese Emőke

Bilingualism in a Transylvanian diasporic community

This paper sets out to examine the question of bilingualism, namely the Hungarian-Romanian bilingual language use of interlocutors whose native language is Hungarian but dominant language is Romanian.

Informed by work on bilingualism (Bourdieu, Grosjean, Bartha, Lambert, Ferguson, Fishman, Gal, Hudson, Mackey, Li Wei) I focus more particularly on issues of diglossia, metalinguistic awareness, codeswitching and language shift.

The locus of my study is Răcăștie/Rákosd, a village that is situated in the Southern part of Transylvania, in a diaspora region, in Hunedoara county. Here, the percentage of Hungarian inhabitants is only 5,23% (Official Census Data 2002). Given the fact that the use of the Hungarian language in public institutions is not officially regulated (due to the number of Hungarians being below the 20% required by law), I concentrate on everyday linguistic behaviour of Hungarian interlocutors. Thus, the paper looks at daily use of the Romanian and Hungarian languages among Hungarian speakers, the role of these languages in different settings, as informal, family situations or church.

I aim to map the type of bilingualism of Hungarian interlocutor's and also to identify the social compartment/s of the Hungarian language in Răcăștie/Rákosd. Additionally, I try to define the reasons behind codeswitching from Hungarian to Romanian and vice versa, and capture the phase of the language shift, that happens in Răcăștie/Rákosd.



Mandel Kinga

The educational chances of Kárpáti Roma children in Piliscsaba

My study focuses on the educational chances of Kárpáti Roma children in Piliscsaba, with special attention to pupils attending the formerly government-, now foundation owned segregated school. I try to find out why the majority of Roma pupils attend professional schools instead of the usual grammar (high) schools after graduation from the secondary school? What is the reason of their insufficient schooling results, failures and drop-outs? I was also curious to find out if it is possible to reveal the complexity of causes staying behind and their weight in the problem: the economical and social situation of the locality (agglomeration of the capital city), the economical and cultural background of parents, teachers, school owners and local government leaders, the cultural gap between rich and poor, between majority and minority's thinking, attitudes and behavior (time-management, education principles, children-adult relationship) and the local society discriminative approach to the Roma community.

Tódor Erika Mária

Bilingualism, meaning representation, school

This study considers some specific features of the connection between representations of meaning and Hungarian-Romanian bilingualism followed in school environment, based on the partial results of an empirical research carried out in 2009. The research aims at the description of the bilingual existence characterized by the three types of bilingualism typical for the ethnic Hungarians in Romania, i.e. mother tongue dominance (subordinate/inferior bilingualism), balanced bilingualism, as well as Romanian language dominance (subtractive bilingualism) present on the syntagmatic



and pragmatic levels. During the study of the bilingual written expression we were interested how the written text creation, how the coordination functions between the preverbal and verbal, macro- and micro-planning in the case of both languages? What are the common and specific linguistic features of the written products of the three, above mentioned types of bilingual existence. 15-16 year-old pupils took part in the empirical research who represent the output of middle-school education, all of them pupils of schools with Hungarian language education. The subjects of this research were asked to perform a bilingual, text creating task and we analysed the written products according to a complex system of viewpoints. This study processes the partial data of this research, thus some features of the conceptual (encyclopedic) and linguistic processing is presented.

Pletl Rita

How the level of written expressiveness changes through primary and secondary school

The responsibility and role of mother tongue education becomes more appreciated in minority contexts. The main task of mother tongue education is the development of mother tongue competences in a way to make students able to carry out meaningful communications (both oral and written). The present study investigates the levels of compositional competences in the Hungarian educational system from Romania. The basis of the study is a national level diagnostic study carried out between 2005 and 2006 about the levels of writing competences. The hypotheses were the following: a) new curricula mean substantial improvement in the students' achievements; national performances will increase gradually without any regional differences and b) in natural (i.e. out of school) task situation performances will drop independently from





regional differences. The study consisted of two phases. In the first phase there were examined 2,785 texts from 103 schools, while in the second phase 253 texts from 15 schools were investigated. The results of the first phase show that national performances do not increase; however we can see an improvement on a regional level. The results of the second phase show more negative tendencies, there are no differences between the regions, as all regions perform equally poorly.

Biró Enikő

Factors influencing third language acquisition and dominant bilingualism

The present paper deals with third language acquisition of dominant bilinguals, concentrating on those factors which can influence the process of language acquisition. Bilingualism has a positive influence on third language acquisition when language learner is proficient in both L1 and L2 languages. However, learning a third language involves further elements in the process of language learning. It can be influenced by the language learner's attitude towards not only the third language but also towards second language acquisition. It may also happen that this attitude does not foster multilingualism. In our case the attitude is an assessing reaction of the language learner related to the process of learning a second or third language. In order to approach the issue of attitude and its possible role in third language acquisition we need to have a look on the relationship between formal (academic) and informal (non-academic) settings of second language learning and attitude towards second and third language acquisition. The other present factors include second language proficiency, variety and frequency of using the second language and anxiety.





The paper presents the most important conclusions of a research based on questionnaires, done with 107 participants of the Babeş–Bolyai University students.

Balogh Lívía

Does the state language acquisition necessarily mean the loss of the national identity?

The present publication is a preliminary study to an extensive sociological research aiming at studying the choice of the language of instruction among the minority population.

The statistical data obtained in a survey carried out among parents of Hungarian nationality in Transcarpathia show that the introduction of the independent test centres in Ukraine resulted in a growing rate of children of Hungarian nationality in kindergarten and school groups with Ukrainian as a language of instruction.

The aim of the present research is to study the correlation between the choice of the kindergarten and school language group and the introduction of the independent test centres.

Lengyel Zsolt

The Encyclopedia of Hungarian Norms of Associations (2006–2008)

The *Encyclopedia of Hungarian Norms of Associations* publishes results of applied psycholinguistic research. The technique of free word association research was used. In the free one-word associations, subjects are supposed to respond with the very first word (orally or in a written way) that comes to their minds to the stimulus word that was given either orally or in a written form. The subject of the further investigation is the link between SW and RW described in terms of language as a system and language as a social



tools. The experiment was carry on between Hungarian children 10-14 years olds. 1100 children from Budapest, Hajdúnánás, Hatvan, Tapolca, Veszprém and from different villages were involved in the study in order to gain as finely structured material as possible on the one hand, and to get as close to the norms of 10–14 year olds as possible, on the other.

Bátyi Szilvia

The results of a word-association test done amongst the Transcarpathian Hungarian pupils

Some form of bi-or multi-lingualism is natural lingual condition for more than the half the Earth's population (Göncz 2005). One of the most convincing reasons for it is Mackey's demonstration which contrasted the number of the world's languages with the number of existing states and appeared to show that the total number of languages spoken in the world is thirty or forty times the number of states (Mackey 1967). Nevertheless, most people think, that bilingualism is a rare phenomena. There are a lot of causes that create bilingualism: migration, intermarriage, education and culture, minority circumstances etc. (Grosjean 1996: 21). This study deals with a bilingual community that lives in minority circumstances. The examined group is a representative sample of the Transcarpathian Hungarian-Ukrainian bilingual children (12–13 years old).

The representative sample (500 children) was chosen according to different perspectives: type of school (grade school or secondary school), type of the place where the school is (village school or city school), the ratio of Hungarians in the locality (Hungarians are in majority or minority position in the village/city), teaching language of the school, and district distribution (Hungarian schools can be find in six districts of Transcarpathia).

The aim was to reveal how different factors influence the individual's language usage, how the data organised in the mental



lexicon of the examined group (separately or common). The system of the mental lexicon greatly depends on different factors like how often the languages are used, what is the mother tongue of the parents, what is the qualification of the parents etc. Sociological/sociolinguistic questionnaire was filled in by the children to get answers for the questioned factors which were mentioned above. After the questionnaire I used the method of continuous word-association test on intralingual level (adapted from Aleksadr, Jarovinszkij). The combination of the two methods and the analysis of the data from different perspectives gave answers for a lot of question. It came out that the examined factors have influence on the mental lexicon and so on the language usage. The social factors have determining impact on the size and content of the mental lexicon.

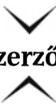
Reho Anna

Ensuring the education of the growing up personality in the polycultural educational space of Transcarpathia through the prism of the present and past

A comparative analysis of the number of infant schools of Transcarpathia at the present time and the past when Transcarpathia entered Ausrian-Hungarian monarchy has been done in this article.

The prerequisites of establishing the given educational institutions and their division depending on the language of children's upbringing have been disclosed.





A szerzők névsora

BALÁZS Lajos – Sapientia EMTE, Csíkszereda

balazslajos@sapientia.siculorum.ro

BALOGH Livia – II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola,
Beregszász

b_livi@freemail.hu

BATIZÁN Emese Emőke – Central European University, Szociológia és
Szociális Antropológia Tanszék, Budapest

bmesike@yahoo.com

BÁTYI Szilvia – Pannon Egyetem Nyelvtudományi Doktori Iskola,
Hodinka Antal Intézet, Beregszász

sissy@kmf.uz.ua

BIRÓ Enikő – Babeş–Bolyai Tudományegyetem, Sepsiszentgyörgyi
Kihelyezett Tagozat

biroenko@gmail.com

CSERNICSKÓ István – II. Rákóczi Ferencz Kárpátaljai Magyar Főiskola,
Beregszász

csistvan@kmf.uz.ua,

FERENC Viktória – II. Rákóczi Ferencz Kárpátaljai Magyar Főiskola,
Beregszász

fevikt@gmail.com

GÁL Noémi – Babeş–Bolyai Tudományegyetem, Kolozsvár

noemi_f_gal@yahoo.com

HORVÁTH István – Babeş–Bolyai Tudományegyetem, Kolozsvár,
Nemzeti Kisebbségkutató Intézet, Kolozsvár

ihorvath66@yahoo.com

KONTRA Miklós – Szegedi Tudományegyetem, Szeged, MTA
Nyelvtudományi Intézete, Budapest

kontra.miklos@nytud.hu



NEMZETÁLLAMOK, GLOBALIZÁCIÓ ÉS KÉTNYELVŰSÉG

LENGYEL Zsolt – Pannon Egyetem Veszprém, Zágrábi Egyetem

lengyel.zsolt@uni-pannon.hu

MANDEL Kinga – MTA Kisebbségkutató Intézet, Budapest, Savaria

Nyugat-Magyarországi Egyetem, Szombathely

mandel@mtaki.hu

PAPP KINCSES Emese – Sapientia EMTE, Csíkszereda

pappkincsesemese@gmail.com

PLETL Rita – Sapientia EMTE, Marosvásárhely

pletlrita@freemail.hu

REHO Anna – II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola,

Beregszász

reho.anna@citromail.hu

SORBÁN Angella – PhD hallgató, Babeş–Bolyai Tudományegyetem,

Kolozsvár,

kutatási osztályvezető, Sapientia EMTE, Kolozsvár

sorbanangella@yahoo.com

TÓDOR Erika Mária – Sapientia EMTE, Csíkszereda

todor.erika@yahoo.com

VINCZE László – Helsinki Egyetem

laszlo.vincze@helsinki.fi

