

Limbă, identitate, multilingvism
și politici educaționale



LIMBĂ, IDENTITATE, MULTILINGVISM ȘI POLITICI EDUCAȚIONALE



Editori: Horváth István – Tódor Erika Mária



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Prefață

Suplețea problematizărilor, varietatea investigațiilor și a întrebărilor, precum și încercarea de a defini alteritatea ca realitate reprezintă doar câteva dintre coordonatele fundamentale ale celor două întruniri științifice organizate cu tematica generală a bi-, multilingvismului, întâlniri inițiate și susținute de Institutul pentru Studierea Problemelor Minorităților Naționale din Cluj-Napoca, în colaborare cu Catedra de Științe Umane a Facultății de Științe Economice și Umaniste, din cadrul Universității Sapientia, Miercurea-Ciuc.

Volumul de față, oferit cititorului interesat de această problematică, reprezintă selecția celor mai reprezentative studii prezentate cu ocazia celei de-a doua conferințe, desfășurată la Șumuleu-Ciuc (Miercurea-Ciuc), în perioada 8–21 iunie 2009, sub egida: *Limbă, identitate, existență bi(multi)lingvă*.

Globalizarea și conservarea specificului cultural reprezintă la ora actuală două dominante ale spiritului vremii, aflate sub impactul modelator al permanentelor schimbări de natură economică, politică, demografică și sociopolitică. Aceste dimensiuni capătă expresie atât în existența, cât și în manifestarea lingvistică a individului și a comunităților. Astfel, existența oricărei comunități minoritare se poate defini prin simultaneitatea motivației multilingvismului și a multiculturalismului cu preocuparea de conservare a limbii și a culturii materne, precum și cu motivația relaționării creative la comunitatea majoritară. Conferința organizată a avut ca finalitate crearea unui cadru de dezbateri în care problematica bi-, multilingvismului în context minoritar și majoritar să reprezinte subiectul analizelor euristice, interdisciplinare, al dezbaterilor și al discuțiilor constructive care să servească înțelegerea și cunoașterea reciprocă.



S-a urmărit, de asemenea, trecerea în revistă a cercetărilor actuale în acest domeniu și creionarea unor aspecte nedezbătute sau controversat interpretate în discursurile științifice și (sau) în cele ale opiniei publice.

Întrunirea științifică s-a desfășurat bilingv (în limbile română și maghiară) și, de asemenea, cele două volume ale conferinței au apărut atât în limba română, cât și în limba maghiară. Finalitatea opțiunii pentru publicarea în cele două limbi are ca logică motivatoare în primul rând interesul, întrebările, presuposițiile, așteptările posibile ale cititorilor potențiali. Primul volum al conferinței, apărut în limba maghiară la finele anului 2009, include 17 studii cu tematică variată, din sociolingvistică, psiholingvistică, pedagogia limbii, psihosociologia bi-, multilingvismului.

Volumul de față include 11 studii în limba română, dintre care unele (4 studii) sunt preluări și traduceri ale celor din primul volum, altele (7 studii) reprezintă primele publicări ale unor cercetări și analize.

Scrierile acestui volum vă propun o incursiune incitantă, prin prisma unor cercetări și analize riguroase, în existența bi(multi)lingvă, așa cum aceasta se concretizează în manifestarea verbală a individului, în asumarea Sinelui din perspectiva statutului de minoritar/majoritar, în conduita verbală activată în contextele variate ale existenței și ale nevoii imanente a individului de integrare socială eficientă. Cu alte cuvinte, volumul de față vă oferă perspective analitice din punctul de vedere al sociolingvisticii, al lingvisticii, al pedagogiei bi(multi)lingvismului și al psihosociologiei acestuia, lăsând la îndemâna cititorului inițiativa interpretării și a reflecțiilor.

Referentul investigațiilor nu se reduce la toposul existențial al minorității maghiare din România, deși majoritatea scrierilor abordează diversele fațete ale acestei realități. Volumul integrează studii în care modul de asumare a valorilor existenței bi(multi)lingve este analizată prin „povestea vieții” tinerilor germani, slovaci, romi etc., dar și din perspectiva tinerilor moldoveni care trăiesc în România sau din cea a românilor din Ungaria; se studiază reflecțiile, atitudinile, stereotipurile atât din punctul de vedere al vorbitorilor bi-, trilingvi, cât și din cel al monolingvilor.

Caracterul unitar al volumului rezultă tocmai din ideea centrală a concluziilor repetat formulate în scrierile volumului, și anume că existența bi(multi)lingvă, asumarea și acceptarea alterității culturale și, implicit, a celei lingvistice reprezintă o dimensiune naturală, firească a spiritului acestui veac; ca atare, trebuie abordată ca *posibilitate* și nu ca



PREFAȚĂ

opreliște, piedică în desăvârșirea personalității umane. Evident că aceste idei nu pot rămâne la nivelul ideologiilor, ele trebuie să se materializeze atât în conștiința opiniei publice, cât și în discursurile, principiile, normele structurante ale vieții sociale.

Editorii

27 ianuarie 2010,
Cluj-Napoca – Miercurea-Ciuc

Abstracts

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 were 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.



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.



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.



Andreia-Nicoleta MAXIM

Minorities/Majorities from a Mirrored Perspective

Clarifying the notions of prejudices and intolerance with the subjects in the focus-group study may pose some difficulties. The youngsters' positive self-image might be affected and they would surely reject any such endeavour. We can rightfully wonder about how deeply-rooted this opposing attitude is, whether this cultural and ethincal rejection is present only on a declarative level or it reaches deeper grounds. The process of accumulating a richer life-experience may lead to a slight change of attitude or even a more radical one without affecting the self-image in any way.

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 bilin-



gual, 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.

Elena BUJA

Sociolinguistic Aspects of Bilingualism: The Case of Young Moldavians

The aim of the present paper is twofold: on the one hand, to identify the status of the language spoken in the Republic of Moldova, and consequently to determine whether the subjects in the study are bilingual or trilingual; on the other hand, an in close relation with the first aim, to find out the attitudes the Moldovan-Russian bilinguals have both toward Romanian and toward the former dominant language, Russian as well as the attitude of the two groups of monolinguals toward the afore-mentioned bilingual people. To this aim I have interviewed a couple of Moldovan students studying at 'Transilvania' University of Brasov and accessed a number of internet forums. Hopefully the findings of the analysis will bring to light a positive bilingual attitude and behaviour on the part of my subjects.

PÁL Enikő

Difficulties of Hungarian Speakers in Romanian Language Acquisition – Problems Raised by the Identification and Use of Case

In the pedagogy of teaching and learning a foreign language it is unanimously accepted the necessity of studying, on contrastive bases, the concordances and differences between language A (the mother tongue) and language B (the second one), in our case that of Hungarian and Romanian, languages from different families, fact that represents the so-





urce of many of the difficulties Hungarians meet while learning Romanian.

The category of case is one of the linguistic phenomena that raise problems in Romanian language acquisition by Hungarians. The permanent switch of the language code from the language of thinking (mother tongue, Hungarian) to that of the communication (the second one, Romanian) is often difficult and complicated.

After a brief presentation of the differences between the two languages in terms of case structure –the purpose of which being to offer possible criteria for the understanding and the evaluation of mistakes made by Hungarians speakers – the study will continue with the difficulties of Hungarian speakers raised by the identification and use of case in Romanian. These are followed by a typology of mistakes made by Hungarian children, also including some observations referring to the source of them as well as an attempt to provide possible solutions that may provide the elimination of those mistakes.

Although the observations included here are mostly of linguistic nature, the study intends to serve as a support to the debates regarding the statute of majority's language in the context of the mother tongue.

MOLNÁR Timea

The Role of the L2 in L3 Acquisition: Comparing the Lexical Competences of Monolingual and Bilingual Students

This paper focuses on the differences between L2 acquisition and L3 acquisition, namely the effect of bilingualism and that of the L2 on the acquisition of an additional language. This study is based on the assessment of the English lexical competence of Hungarian monolingual, Hungarian–Romanian bilingual and Romanian monolingual students, all of whom are learners of English as an L2 or an L3. In analysing the overall scores of the three groups, it was found that the Hungarian–Romanian bilingual group achieved higher vocabulary scores than the Hungarian monolingual group, and the Romanian monolingual group outperformed both of the other two groups. The study also focuses on the



performance of the three groups concerning cognate and non-cognate target words. The same pattern was noticed in the scores on these target words as well. The scores of the three groups on cognate target words show that the cognate facilitating effect is at work, since those students who also spoke Romanian, which is typologically closer to English than Hungarian is, had better results than those who did not speak Romanian. In addition to this, evidence of the finite effort effect was found as well, since the students who had a command of Romanian not only performed better on cognates but on non-cognates as well. The data from the retrospective interviews provides evidence of the metalinguistic awareness of bilingual students, since they consciously chose to rely on that previously learnt language that they perceived to be of more help in solving a problem in their L3. The findings of this study reveal that bilingualism does have a positive effect on L3 acquisition but the attributes of the previously learnt languages have an important role as well, since the Romanian monolinguals scored better than the Hungarian-Romanian bilinguals. This means that in this particular case the knowledge of Romanian, which is typologically related to English, had a more important role than bilingualism.

MURVAI Olga

Institutional Bilingualism: Rights and Practices

Although there is a stern declaration on behalf of the European Union according to which there are no problems within the borders of the EU regarding bi- and multilingualism, it is a fact that the language problem is often in the limelight of discussions in the EU. Although the preservation of multilingualism and multiculturalism is repeated and emphasized sturdily, one may ask whether this issue as a democratic idea is compatible with the economic demands and desiderata of efficacy. In this context the ideas expressed by Jacques Delors, former president of the European Union are noteworthy, which are grouped as follows:

- the problem of languages affect the roots of the idea of union;
- language is an important factor of national and individual identity;
- European languages are the main source of conveying cultural heritage.





ABSTRACTS

The recognition of the equal rights of languages raises many practical difficulties, but disrespecting it would undermine the basic idea of this Union.

Elena-Simona INDREICA

Interethnic Couples and Cultural Communication

The investigation focused on intercultural communication in the attempt to depict some features of this process for the couples with partners from different nationalities. First, we were interested to study if and how the cultural exchanges between partners are influenced in the family by the birth of the first child. Secondly, we intend to find out if there is connection between motivation for certain cultural preferences and the verbal and non-verbal communication.

Mircea-Constantin BREAZ

Discourse, Representation and Identity. On the Conceptual Function of Tautology

Tautologies formalize operatory structures whose circularity expresses, in its most general form, the dialectic of individual subject and epistemological subject, according to the conceptual relation established between the singularity of the actualisation and the plurality of the actualisable. For this reason, tautological repetitions in identity represent complex dialectical analogies that equate essence and phenomenon, essence and gnoseological model respectively. When the relative circularity of tautological structures does not challenge the limits of common discursive conscience in the representation of reality, these structures of representation via mediated reference highlight the normative discourse of the age, its mentalities, discursive behaviours, and the dominants of its linguistic conscience, transposed, in their turn, into rhetorico-discursive



behaviours codified by an immanent axiological determinism. From the point of view of the relation between representation and identity, tautologies are assertions of existence in which not only boundaries for the realities of representation are discursively set, the reality of enunciation comprised, but also boundaries of the possibilities for rhetorico-discursive knowledge, in order to establish a discursive order from whose conceptual perspective desirable realities are expressed, rather than facts. This sort of assertions of existence usually take the form of persuasive definitions regarding, therefore, not what the content of the various rhetorico-discursive objects concerning existence, knowledge, thought and language is, in the discursive conscience of the receiver, but rather what it should be. This is the essence of the conceptual function (intellective or eidetic) of tautological identities, a general rhetorico-discursive function, (self)ordering, systematically enacting the pretence of the generally valid reason, permanent and effective. Subsequently, the legitimisation, in the Aristotelian sense, of the conceptual function of tautological definitions, a general function from the persuasive signification spectrum, has, in the end, the authority to authenticate tautological discursivity itself, at both the attentional and intentional levels, in the course of the always-implicating-resementisation discursive practices characterising the various attempts of returning understanding through explicitation.

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