

Studies in European Language Diversity 28

# HUNGARIAN IN SLOVENIA

## ELDIA Case-Specific Report

Anna KOLLÁTH & Annamária GRÓF



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## List of Abbreviations

In alphabetical order

<b>AG</b>	age group
<b>CG</b>	control group, non-Hungarian-speakers (majority group)
<b>FG</b>	focus group (minority group)
<b>II</b>	individual interview
<b>HUN</b>	Hungarian
<b>MajLg</b>	majority language, in this study Slovenian and the majority group
<b>MinLg</b>	minority language, in this study Hungarian and the minority group
<b>Q</b>	question
<b>SLO</b>	Slovenian

## 1 Introduction: What is ELDIA about?

ELDIA (European Language Diversity for All) is an interdisciplinary research project for re-conceptualising, promoting and re-evaluating individual and societal multilingualism.

The empirical research was conducted with selected multilingual communities, which are to cover practically the whole spectrum of different political and socio-economic circumstances of linguistic minorities in Europe. The communities investigated speak endangered and often only recently literalised minority languages (e.g. Karelian, Veps, Seto) or languages with a vigorous standard variety (e.g. Hungarian). Included are both autochthonous (e.g. Meänkieli/Tornedal Finnish speakers) or indigenous minorities (e.g. Sámi) and more recent migrant groups (such as the Estonians in Germany and Finland). All these minority languages belong to the Finno-Ugric language family which is seriously underrepresented in internationally accessible sociolinguistic literature. The results of the research project, however, will be generalisable beyond this internally highly diverse language group: they will contribute to the study of multilingualism and the development of language policies in other multilingual contexts as well, in and outside Europe.

The project provides

- more detailed knowledge about multilingualism and the interaction of languages in Europe, in the form of context analyses, Case-Specific and Comparative Reports, practical information and recommendations
- data and corpora for further research
- means of communication and networking between researchers (workshops, publications, etc.)
- the European Language Vitality Barometer (EuLaViBar) – a checklist/handbook for policy-makers and other stakeholders.

This ELDIA Case-Specific Report is about the Hungarian language as spoken in Slovenia and the Hungarian-speaking minority community. By *minority language* (MinLg, contact variety) we thus mean the variety of the Hungarian language which is spoken by the autochthonous Hungarian community and the Hungarian migrants in Slovenia. The mother tongue of the so-called Hungarian national community<sup>1</sup> has the status of a regional official language in Prekmurje in Slovenia, where its position is under a high degree of legal protection.

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<sup>1</sup> Note that in many Central/Eastern European translated sources the terms *national (community)* and *nationality* are used in a potentially misleading way, as translation equivalents of Slovenian *narodni, narodna skupnost, narodnost(na manjšina)*, Hungarian *nemzet(i), nemzetiség(i)*, that is, pertaining not to citizenship or the nation-state of, for instance, Hungary or Slovenia, but to ethnicity and ethnic identity.

According to the census from the year 2002 the Hungarian ethnic group totalled 6,243 people, and 7,713 individuals declared Hungarian as their mother tongue (Kovács 2011: 84).

1,032 people belonging to the migrant community, mainly settled from the Serbian region of Vojvodina, also belong to the group of Hungarians in Slovenia and were involved in the questionnaire study. However, due to the low number of questionnaires sent back by this part of the Hungarian-speaking demographic in Slovenia (10 in total), the two groups cannot be separated in the analysis.

The minority respondent group (MinLg) consists of 294 individuals. One of the novelties of the ELDIA research is that both the questionnaire and the interview research affect not only the minority group but also the majority community.

The control group includes 195 individuals out of the entire Slovene population (2.052.496 individuals based on the census of 2011) (Kovács 2011: 75) from all over the country of Slovenia. Their material offers valuable insights, as the language competence of the majority and their attitude towards the minority language play a crucial role in maintaining and preserving the vitality of the minority language.

This report was written within Work Package 6 of ELDIA, following the manual which was created centrally for all ELDIA case studies by Kadri Koreinik, Kristiina Praakli, and Helle Metslang of the ELDIA team of the University of Tartu. The report was written mainly by the ELDIA team of the University of Maribor, but it also includes contributions by other ELDIA researchers:

- Section 2 (Sociohistory and Linguistic Contexts: Sociohistory, Demographic context, Language and minority policies in practice, Languages in contact and language maintenance), based on desk research, was written by Anna Kolláth, Annamária Gróf, and Livija Horvat.
- Section 3 presents the methods, principles, and practicalities of the new empirical research (questionnaire survey and interviews) conducted by the ELDIA team of the University of Maribor. This chapter was written by Anna Kolláth, Annamária Gróf, Livija Horvat, and Žužana Kerčmar Furjan, and it also includes an introduction into the general principles of ELDIA data analyses, written by Anneli Sarhimaa and Eva Kühhirt (University of Mainz).
- Section 4 presents new data on legislation, education, language use and interaction. The concise analysis of the legal and institutional situation was written by Sia Spiliopoulou Åkermark (Åland Islands Peace Institute) on the basis of a study by Petra Roter (2011), while the chapters presenting the results of the ELDIA questionnaire survey were written by Anna Kolláth and Annamária Gróf. Unlike most other ELDIA case studies, the case study in Slovenia was not accompanied by a media-sociological analysis.

- Section 5 presents the Case-Specific Language Vitality Barometer for Hungarian in Slovenia. It was authored by Anna Kolláth and Annamária Gróf, while the general descriptions of the ELDIA data analysis were formulated by Anneli Sarhima and Eva Kühhirt.

The report was first written in Hungarian; the Hungarian parallel version and a Slovenian translation will also appear in this publication series. The Hungarian text was translated into English by Judit Szücs, and the final text was technically and stylistically edited by Michaela Pasterk and Johanna Laakso (Vienna).

## 2 Sociohistorical and Linguistic Contexts

### 2.1 Introduction

The **Hungarian national community** in Prekmurje/Muravidék, Slovenia, became a minority as a result of the Trianon Peace Treaty<sup>2</sup>. The name Prekmurje, a place name still in use, was first recorded in the time of the short-lived Slovenian-Croatian-Serbian state, then in the Kingdom of Serbs, Croats and Slovenes (*Kraljevina Srbov, Hrvatov in Slovencev*: 12 August 1919) and in Yugoslavia (Yugoslav Kingdom, *Kraljevina Jugoslavija*: 3 October 1929). The official Slovene name for the Mura region is *Pomurje (Pomurska regija)* (Bence 1994; Kontra (ed.) 2012). Pomurje is one of the regions of Slovenia, the eastern part of which is Prekmurje/Muravidék<sup>3</sup>, defined in the constitution and set down in details in the statutes of the municipalities/administrative units as having a mixed population, or bilingual, as it is referred to in colloquial language use.

In Slovenia, **autochthonous minorities** (Hungarians, Italians) are called national communities (*Pomurska madžarska samoupravna narodna skupnost* ‘autonomous national community of Pomurje Hungarians’, abbreviated PMSNS; *Italijanska samoupravna narodna skupnost* ‘autonomous Italian national community’, in the areas of Koper, Izola, and Piran). The disintegration of Yugoslavia, and Slovenia’s becoming an independent state in 1991 brought changes in the relationship between the two communities of Slovenes and Hungarians. While before 1991 Hungarians were a minority within a minority in a member state, they acquired minority status after Slovenia became independent.

A comprehensive range of **documentation** is available on the Hungarians living in Slovenia: printed and digital (databases; official documents – laws, regulations, prescriptions, minutes) academic publications, articles, theses, dissertations, concise Hungarian-Slovene and Slovene-Hungarian dictionaries (Bernjak 1995), Hungarian-Slovene terminology lists for the purposes of bilingual education, feature films about wedding traditions (directed by Csaba, Varga Zs. 2006), etc. In the context analysis section we try to present in its fullness the rich

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<sup>2</sup> The Trianon treaty was part of the system of peace treaties (signed in Trianon in the vicinity of Paris) in order to bring an end to World War I. It was signed by Hungary (a successor state of the Austro-Hungarian Monarchy) and the Allies (Great Britain, France, Italy), and, among other things, it redefined the borders of Hungary and Austria, Romania, and of the newly-formed Czechoslovakia and the Kingdom of Serbs, Croats, and Slovenes. (Austria’s borders were set by the Treaty of St. Germain as well.) Prekmurje became part of Hungary again between 1941 and 1945, as it was before 1919.

<sup>3</sup> Pomurje/Mura-vidék is the name of the geographical region (Pomurska regija). Within it, Muravidék/Prekmurje is the name of the Slovene-Hungarian bilingual, mixed nationality area (see chapter 2.3). The use of the toponym is not consequent in different disciplines.

documentation mapping and regulating the life of the ethnic group, written both about them and by them.

**Research into the linguistic**, ethno-political and cultural situation of Prekmurje is carried out on the one hand within the community itself, on the other hand at the Department of Hungarian Language and Literature of Maribor University, the Institute for Ethnic Studies (IES) in Ljubljana, as well as by networks of researchers from the Hungarian national minority groups in the Carpathian Basin, and at research institutes and university departments in Hungary. In Slovenia, research is conducted by the Maribor department and the IES<sup>4</sup>. All areas of the life of the national communities are monitored by the Office of Ethnic Affairs, affiliated to the Government of the Republic of Slovenia and the Ministry of Culture.

Research activities at the **Department of Hungarian Language and Literature of the University of Maribor** focus on bilingual studies, contactology, sociolinguistics and dialectology studies. Their aim is to describe the contact varieties of Hungarian in Prekmurje, how Hungarian is used there, and the relationship of language competence, language use, language choice, and attitudes to the language. Furthermore, research is conducted into the trends in bilingual education. An especially important area in minority bilingualism is language planning, language cultivation and language management. In dealing with linguistic problems, giving advice, taking care of the Hungarian texts in textbook translations, the Department's approach promotes bilingualism; this is what is passed on to the students as well. Literary Studies explores contemporary Hungarian literature, focusing on and shaping how Hungarian literature is received in Slovenia, and presenting the two cultures. The list of publications of the academic staff can be found at [www.cobiss.si](http://www.cobiss.si).

The **scientific activities** of members of the Hungarian national community are linked partly to the Hungarian Scientific Society (a voluntary, independent and non-profit organisation of Hungarian researchers and experts in various fields of science, lead by Lajos Bence), partly to the Hungarian National Institute of Culture (*Magyar Nemzetiségi Művelődési Intézet/Zavod za kulturo madžarske narodnosti* – MNMI/ZKMN, director: Lili Kepe) (<http://www.mnmi-zkmn.si/>). A special mention must be made of the research of the linguist and politician Elizabeta Bernjak in the fields of contact linguistics and sociolinguistic features of the region, and of the historian László Göncz into the history and the current situation of the Hungarian minority in Prekmurje.

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<sup>4</sup> Since 1960 the IES has been publishing the journal *Razprave in gradivo/Treatises and Documents*. As the only Slovene specialised journal for ethnic issues it publishes articles by Slovene and foreign experts. Summaries are published in English or another world language. So far 61 issues have been published; the journal did not appear between 1967 and 1973, and number 22 was not published.



Extended research is conducted within the framework of the **Institute for Ethnic Studies** in Ljubljana (*Inštitut za narodnostna vprašanja*: [www.inv.si](http://www.inv.si)), focussing mainly on legal, historical, sociolinguistic and applied linguistic issues (the results and efficiency of the bilingual education model, the relationship of the minority and the majority languages, the situation of the minority language, trends in bilingual language use – linguistic adaptation, code-switching, language-switching – protecting minority rights, etc.

In recent years several publications have discussed the interpretation and the **practice of autochthony** in Slovenia. The findings appear in our own publications or in *Razprave in gradivo*, a professional journal.

IES has a research group working in Lendava (Lendva).<sup>5</sup> Their research focuses on the minorities living in Slovenia and the neighbouring countries, and the relationship of nations and nationalities. The most relevant of the comparative studies, investigating Dobrovnik/Dobronak and Felsőszölnök/Gornji Senik<sup>6</sup>, was conducted directly before the change of the political regime in Hungary (1989) by the IES and the former Gorky Library in Budapest. The findings were published in thick volumes in both languages (Székely & Joó 1986).

The **Research Institute for Linguistics of the Hungarian Academy of Science** conducted research into the language, the language use, and the rights of the Hungarian minorities living outside Hungary. The findings can be accessed in the volumes of the *Élőnyelvi Konferenciák (Conferences on Living Languages)* and in *A magyar nyelv a Kárpát-medencében a XX. század végén (The Hungarian Language in the Carpathian Basin at the end of the 20th c.)* (editor of series Miklós Kontra), whose three volumes published so far give a description from various points of view of living across the borders (Cserniczkó 1998; Göncz, Lajos 1999; Lanstyák 2000)<sup>7</sup>. A special mention must be made of the comprehensive sociolinguistic study of Muravidék conducted in 2003-2004 by Csilla Bartha, of the Research Institute for Linguistics. Her 312 item questionnaire covered ten topics, which are the following: language use, language choice; school and language choice; language competence; language attitudes towards varieties of the mother tongue and the majority language, bilingualism, preserving and changing the language; cultural attitudes; minority and majority stereotypes and prejudices; awareness of minority rights; awareness of ethnic identity. The researcher found it of utmost importance from a methodological perspective that the questionnaire was conducted by local field-workers. Only respondents who agreed to speak Hungarian on a voluntary basis and who identified themselves as Hungarian were accepted. The author warns that as a result the sample might be skewed. The first part of the data collected from the 147 respondents has been published (Bartha 2006: 79–113; Bartha 2007).

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<sup>5</sup> [www.inv.si/Dokumentumok/dokumentumok.aspx?iddoc=5&idmenu1=6&lang=slo](http://www.inv.si/Dokumentumok/dokumentumok.aspx?iddoc=5&idmenu1=6&lang=slo)

<sup>6</sup> When referring to settlements, we will mention the Slovenian name, if the settlement is in Slovenia, and the Hungarian name, if the settlement is in Hungary.

<sup>7</sup> The fourth volume contains the collected data of Burgenland and Prekmurje from 1996 (Kontra ed. 2012).

The **Termini Research Network** (<http://ht.nytud.hu>) has been conducting coordinated research into all Hungarian regions beyond the borders.<sup>8</sup> This network incorporates the offices and research stations of the outer regions with the intention of describing the national varieties of Hungarian used in those regions (in Slovenian: *državna različica madžarskega jezika*). Their aim is to codify the specific regional vocabulary, and to conduct lexicological-lexicographical and corpus linguistic studies. A part of Termini, the Imre Samu Institute for Linguistic Research ([www.isnyi.org](http://www.isnyi.org)), established in 2007 in Alsóőr/Unterwart (Austria), coordinates and directs linguistic studies among the numerically small Hungarian minorities in Austria, Slovenia and Croatia.

The **Friends of Muravidék Cultural Association** (based in the town of Pilisvörösvár in Hungary and presided by Gábor Ruda) and its cultural journal host publications about Muravidék, its language, literature, and arts. More information and links to the publications can be found on the website of the society: [www.muravidek.eu](http://www.muravidek.eu).

The Hungarian community living in Pomurje is **autochthonous**, a territorial minority in the classical sense. The Hungarian language has official status; it is the regional official language in the ethnically mixed area. Its rights are protected on the basis of positive discrimination (besides collective rights each citizen is entitled to the special minority rights granted in the constitution), independently of the size (in percentage) of the community.

Besides the old minority, there are also migrant Hungarians in Slovenia (the official term is *new minority*; they regard the adjective *migrant* as derogatory), in number a fifth of the autochthonous community according to the 2002 census (more exact figures in chapter 3, Demography). They are included in the term *Hungarians in Slovenia* but not in *Hungarians in Prekmurje*. The academic research deals with the Prekmurje national community, and this report is also limited to this group. It must be mentioned, nevertheless, that the minority policy in Slovenia grants special rights also to the migrant community living outside the bilingual area. They can, for instance, be included in the list of electors of the Hungarian community if they want to; Hungarian language education is organised and financed for them by the Ministry of Education if the need arises (the minimum number of students needed for initiating a teaching group is 5).

The protection of minority rights as defined in the constitution and in various laws, pertaining to matters of language and other issues is the duty of executive bodies, that is, the government. In practice, these measures are delegated to the ministries in charge and the Office of Ethnic Affairs, affiliated to the government. The latter is obligated to monitor the implementation of laws and assist the ethnic communities. On a local level, the local

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<sup>8</sup> There seems to be no established English-language equivalent for the Hungarian term *határontúli magyar(ok)* ‘Hungarian(s) beyond the borders’, ‘trans-border Hungarian(s)’. This term – besides “Hungarians of the Carpathian Basin” – typically refers to the Hungarian ethnic groups which were separated from historical Hungary in the peace treaty of Trianon and now live in all neighbouring countries of Hungary.

administration – in charge of many relevant areas – is responsible for the realisation of minority rights. However, the mechanism of implementing minority rights is inadequate (or, according to the representatives of the Hungarian community, non-existent). Formally, many are in charge, in practice, however, no one is.

It is mainly in order to eliminate this problem that the Member of Parliament representing the Hungarian community has proposed a general ethnic act to be passed. Besides other objectives, this act would create a system for the practical realisation of minority rights: it would name the institutions in charge, identify the conditions of responsibility and the potential sanctions. The relevant committees are still working on the law due to changes of governments. Eliminating this problem is the main argument for accepting a general ethnic act initiated by the MP of the Hungarian national community. This, besides other objectives, would be intended to create a system of practical execution, including naming the competent institutions, identifying the conditions of accountability, and the potential sanctions.

Bodies of the national communities can only call attention to problems; it should not under any circumstances be their responsibility to set up a system protecting national minorities. Their task is to choose a strategy and design a programme in order to survive, and achieve them within the given framework. A national minority cannot be in a direct, legal sense in charge of its own survival (L. Göncz 2008a).

The most important published sources that deal with the Hungarian national community are the acts, regulations and prescriptions by the Parliament of the Republic of Slovenia that ensure legal protection for the autochthonous minorities. The key act is the *Zakon o samoupravnih narodnih skupnostih* [Act on self-governing national minorities] (Uradni list RS, št. 65/94), defined as the responsibility of the Ministry of Home Affairs (*Ministrstvo za notranje zadeve*). It has over 60 amendments, covering the whole of the social sphere. The Office of Ethnic Affairs prepares detailed reports and comprehensive analyses about all levels of the life of the autochthonous national community.

Nearly all aspects of the life of the Hungarian community in Prekmurje receive broad academic coverage in monographs, papers in academic journals, volumes of conference papers, and in popular scientific publications. However, there are gaps in research: several researchers have called attention to the absence of a comprehensive monograph describing all varieties of the Hungarian language used in Slovenia (Bokor 2001: 34, Bartha 2006: 81, Sági 2010). In order to draw a trustworthy and accurate picture of the trends in linguistic changes there is a special need for a description of the vernacular variety. It is also important that the migrant Hungarian community living outside the bilingual area be included in the research. Furthermore, it would be important to research the question of (internal and external) migration and its effect on the Prekmurje dialects. For instance: does migration from Slovenia have any more general impact on the language use in Hungary, and how do

the Prekmurje dialects influence the language use of those Hungarians who migrate to other parts of the country?

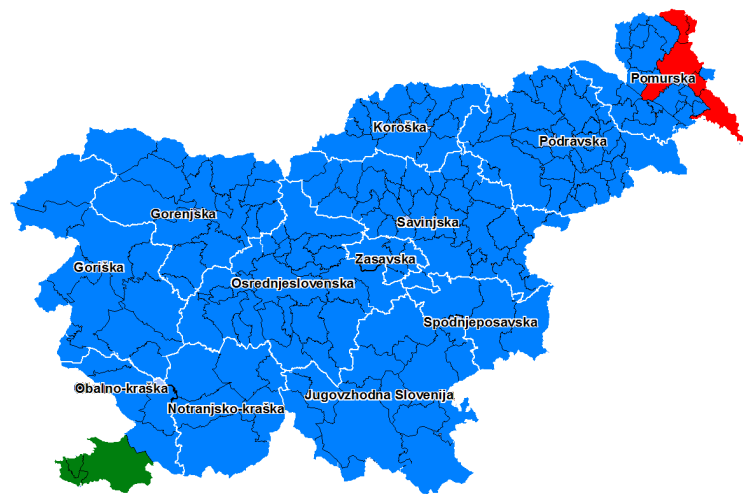


Figure 1: Map of Slovenia (major regions)



Figure 2: Map of Pomurje (Mura-vidék)

## 2.2 Sociohistory

### 2.2.1 The context of the investigated language community

Slovenia is a mononational state with Slovene as the official language. As a result of historical and geographically determined developments, however, there are 24 national minorities living in the country (see chapter 2.3); **ethnic diversity** is typical. Besides the two autochthonous national communities (Hungarians and Italians) and the Roma ethnic group traditionally living in Slovenia, there are 22 additional minorities according to the 2002

census. The number of those belonging to the allochthonous (migrant) minorities is much higher than of those of the autochthonous minorities (see chapter 2.3).

Ethnic diversity is typical of Pomurje as well. Regarding ethnicity, the 2002 census indicates that besides Hungarians (5,445) and Slovenes (104,874) there are Croats (1,148), Roma (989), Serbs (226), Albanians (133), Bosnians (70), Macedonians (36), Austrians (24), Germans (23), Muslims (10) and Italians (8).

The **Hungarian population in Prekmurje is divided into two groups** living in the regions of Goričko and Lendava. Communication between the two groups, however, is a more recent development. Hungarians in the Lendava region did not value establishing links with those in Goričko mainly because of the differences in the way of life (farming) and infrastructure. The situation has improved since 1991, due primarily to the construction of new roads. Language-wise, the vernaculars used by the two groups do not differ from each other more than the dialects of the Zala and Órség regions in Hungary; there are differences mainly in phonetics, morphology, and vocabulary. These speaker groups, similarly to all speakers in the Hungarian language area, have no difficulty understanding each other (Juhász 2001: 262–267; Bokor 2009: 31–32).

In the Mura region, just as elsewhere in the Slovene Republic, the **vehicular language** of Slovene–Hungarian communication is the Slovene language<sup>9</sup>. For communication among themselves, Hungarians use the Prekmurje contact version of Hungarian, i.e. the vernacular. With Hungarians from Hungary, the Hungarians from the Mura region use Standard Hungarian if they know it well enough. Otherwise, there can be misunderstandings which prevent or disturb fluent discourse. So far **no literary language** has been created on the basis of the Hungarian contact varieties in Slovenia. In formal situations general Standard Hungarian or Slovene is used, provided the speaker is competent enough (Bokor 2001: 44). For written communication, the Hungarians of Prekmurje use almost exclusively Slovenian.

Hungarians in Pomurje have a rather ambivalent **attitude** towards their own vernacular. To strangers they say that they cannot speak correct Hungarian – because this is what they were told at school and what they hear from people from the Hungarian “motherland”. For them, dialect features and contact phenomena (Slovenisms) are “errors”, non-natural by-products arising from language contact. In such situations, they seem ashamed of their language use and more open to a Slovenian monolingual approach. At the same time, they attach great emotional value to their vernacular, considering it the most important feature

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<sup>9</sup> Since the two languages concerned are genetically not related, the difference between them is considerable, although the Hungarian and Slovenian peoples have lived side by side since the 9th century. Mutual intelligibility can only occur through a vehicular language. Hungarians do not understand Slovene without acquiring or learning the language, and vice versa (Hajdú 2003, Kiefer 2006).

of their Hungarian identity, the essence of their being different and the perfect tool for natural communication among each other. Ever since the borders opened between Hungary and Slovenia, there have been much better opportunities to level off the differences within Hungarian, between or among two or more varieties of the Hungarian language. With strangers the members of the minority make an effort to use Standard Hungarian, the level depending on the speaker's language awareness and language skills. The Hungarian minority makes every effort to use general Standard Hungarian, which is taught in school (in theory) and broadcast in the media. They regard Standard Hungarian as *correct Hungarian speech*, but not as their own language. In their eyes, it is the language of the Hungarians in Hungary (Bokor 2009: 77-108, Bernjak 2004: 11-56, Kolláth 2005: 43-51, 71-97, Bartha 2006, 2007).

Although the names of all the institutions contain the element 'Prekmurje/Pomurje' (e.g. Pomurje Hungarian Municipal National Community, Hungarian Radio of Pomurje), according to the personal experiences and participant observations some of the people (exact figures are not available) identify themselves as *Slovenian Hungarians*, and not as Hungarians of Prekmurje/Pomurje. They call their vernacular *the language like at home*. A specific language usage phenomenon displaying their identity is, for example, that they use the toponym Pomurje without the definite article: *Muravidék* ("Mura region") instead of Standard Hungarian *a Muravidék* ("the Mura region").

Research into the Hungarian language varieties spoken in the neighbouring countries started in Hungary after the change of political system in 1989. Hungarian dialectology, however, had never regarded political borders as linguistic borders before that, either. The six-volume Atlas of Hungarian Dialects (ed. Imre & Deme 1966-1976), published between 1966 and 1976 included, besides other dialects in Yugoslavia, data collected from Prekmurje (Kot/Kót). Since there were few highly educated members in the Hungarian community in Slovenia, there were no qualified researchers among them to conduct linguistic or sociolinguistic research until the end of the 1980's. Majority research focussed mainly on the bilingual education model (Bokor 2009: 112-113).

From a **legal point of view**, the situation of the minorities in Slovenia is fully settled; there is no debate over the language or the existence of the minority groups (Komac 1999, Roter 2009). The interpretation of the concepts of *autochthonous (avtohton)* and *allochthonous (alohton)*, and the classification of certain minority groups has, on the other hand, more recently provoked questions. The question is not why the Hungarian and the Italian communities are autochthonous, but rather why the others are not – these groups may have arrived to Slovenia already four generations ago (or even earlier: there is an old Serbian minority in four villages in the region of Bela Krajina in the southeast of Slovenia), and their number is higher than that of the autochthonous communities (Devetak 1999). According to official demographical data, the total number of all minorities exceeds a tenth of the total population. European Union legislation does not differentiate between different kinds of minorities (Čurin Radovič 2002).

In comparison with the rest of Slovenia, Pomurje is the **least economically developed** of the regions: unemployment is highest there, most people make a living from farming, and the level of education is relatively low. Living standards, however, are still much higher than those in Hungary. This, together with the current social, economical and political problems in Hungary has contributed to the devaluation of the Hungarian language among speakers of both Hungarian and Slovene (Szondi 2005).

The attitude of the Hungarian community is also affected by the changes in regional nationality policy. It is language that plays the key role in holding a community together. There is a relatively high number of NGOs and various cultural associations for promoting the maintenance of Hungarian language and culture. (Székely 1996, Szijártó 1996, Göncz 2000a, see also chapter 2.2.3).

The system of **bilingual education** in Prekmurje (see chapter 2.5) has largely contributed to the loss of prestige of the Hungarian language. The monolingual school, which existed with some breaks until 1959, was unable to strengthen the position of the Hungarian language, which lost prestige owing to the objective power relations after Trianon. Additionally, it did not equip learners with sufficient knowledge of the state language either. The aim of the model of bilingual education – which is obligatory for both ethnic groups, the majority and the minority – introduced in 1959 – to ensure the presence of both Slovene and Hungarian, both as the language of education and as a school subject – has not been achieved. Moreover, it has resulted in the loss of dominance of Hungarian in the minority community (Nečak Lük 1993b, Bernjak 2004a, Bokor 2009, Kolláth 2005, Bartha 2006, Komac 1999).

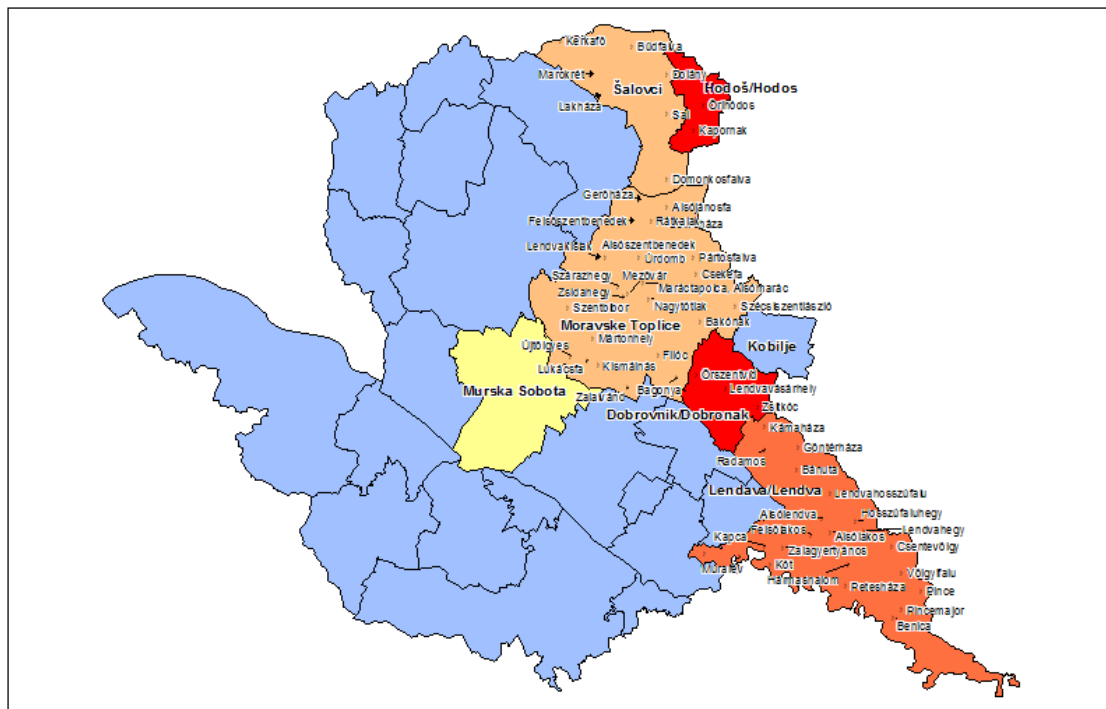
### 2.2.2 Territorial and political context

The Hungarian minority is a **territorial minority**, the specific rights of which are defined in the constitution, and linked to the so-called *ethnically mixed region* defined by the statutes of the various administrative units. In these bilingual areas Hungarian (or Italian, respectively) is the regional official language (Constitution of the Republic of Slovenia 11., 64. section; Kolláth 2005: 17).

The **ethnic area** is a 195 km<sup>2</sup> strip stretching from Hodos to Pince, approximately 50 km long and 5-10 km wide, along the Hungarian-Slovenian border. Prekmurje is a collective name for all the settlements in Pomurje where, at the time the Trianon border was drawn, the Hungarian population was in the majority. Today it refers to an area of 65km<sup>2</sup>, including the town of Lendava, eight villages in the northern and 22 in the southern part (Kocsis 2004b, Kovács 2004, Göncz 2000b).

The population is divided into **five administrative units**, the major settlements functioning as their centres. The town of Lendava counts as the main centre of the whole bilingual

region, while the central villages of the remaining administrative units are Dobrovnik (Dobronak), Prosenjakovci (Pártosfalva), Hodoš (Hodos) and Šalovci (Salovci).



**Figure 3: Map of Pomurje (Mura-vidék), including the towns and villages of the bilingual Muravidék (Prekmurje)**

In order to give a picture of the history of the Hungarian community as a minority in Slovenia since 1920, the 20<sup>th</sup> century history of Slovenia will be shortly described here.

The term Slovenia emerged in the first half of the 19th century to denote the territory in the southern area of the Austrian dominions inhabited by a Slovene-speaking population. Up until 1918, no political territory with such a name had been formed under the Austrians, but the concept of Slovenia had nevertheless acquired a socially tangible and potentially even political dimension. After the First World War the majority of Slovenia's territory came under the Yugoslav state in which the Slovene people lived their own autonomous cultural life. After the Second World War the communist federal Yugoslav State gained further slices of Slovene ethnic territory from Italy, and the Slovene Republic thereby incorporated a greater part of the actual Slovene ethnic lands, complete with an opening to the Adriatic Sea at Koper.

Within federal Yugoslavia, the Slovene nation made good progress both economically and culturally, and consolidated its national existence despite the post-WWII communist regime. From the mid-1980s on, the Communist system in Yugoslavia faced an acute crisis which was also manifested in interethnic relations. It became clear that the Yugoslav communists, including those of Slovenia, were unable to maintain the development of the multi-ethnic Yugoslav State community. Moreover, it was obvious that the social, economic, cultural and



political structure of the Slovene nation was not compatible with the structures of the other Yugoslav nations.

In November 1989 the communist regime in Slovenia, against the will of Belgrade, allowed a free, multi-party life to take root. In November 1990 the Demos coalition decided to hold a nationwide plebiscite on independence for Slovenia. The plebiscite was held on 23 December, and with a large voter turn-out, 88.2% of the people voted for an independent Republic of Slovenia. This result testified to the fact that independence for Slovenia was also supported by many non-Slovene inhabitants of the republic – to whom independent Slovenia granted citizenship later on.

In the spring of 1991, Slovenia's political leadership was still seeking a confederation agreement for the Yugoslav republics, but without success. On 25 June 1991, the Slovene parliament therefore adopted the Declaration of Independence of the Republic of Slovenia, along with certain other related acts. The formal declaration of national independence was made a day later at the largest popular gathering in Slovenia, in Ljubljana's Republic Square.<sup>10</sup>

“The Slovene state shall guarantee its Italian and Hungarian minorities that within an independent Republic of Slovenia they shall enjoy all the rights that are laid down by its constitution and laws, as well as international agreements signed and recognised by the Socialist Federal Republic of Yugoslavia. Likewise, it shall guarantee members of all other nations and nationalities the right to overall cultural and linguistic development, and to all those who have their permanent residence in Slovenia that they can obtain Slovene citizenship, if they so desire.” Statement of Good Intent (Uradni list Republike Slovenije, št. 44/1990, str. 2034<sup>11</sup>).

Both the autochthonous community living in the bilingual territory and the migrant community (migrant Hungarians) living outside it have a **linguistic homeland** and maintain strong cultural and economic links to it. The political border does not stop the regions from cooperating with each other, but this cooperation is mainly centred around projects in the area of economy and tourism, e.g. constructing wine roads or cycle paths.

Relatively few secondary school students from Prekmurje use the opportunity to apply for Hungarian scholarships to study in Hungary. The number of university students is increasing, but as a rule, nearly all of them return once they have obtained a degree. Results of empirical studies show that the Hungarian population of Prekmurje are strongly attached first to their own town or village, and then to their region, followed by the former Yugoslavia. They are slightly more attached to Europe than to present-day Slovenia (local attachment), while their attachment to the homeland, as a territory, is much weaker.

<sup>10</sup> <http://www.slovenija2001.gov.si/10years/path/>

<sup>11</sup> <http://www.slovenija2001.gov.si/10years/path/documents/good-intent/>

Regarding national attachment, the community feel the strongest link to the Hungarians in the region, then to the Hungarian nation (Göncz, Lajos 1999, Kolláth 2005: 49-51).

While the communities of the region were largely Hungarian-speaking at the time it was cut off from Hungary, the ethnic structure of the region started to change as early as the 1920s, when in-country migration moved Slovenian-speaking groups to ‘colonise’ and settle in the area. Currently, there is a trend towards diffusion, triggered partly by inward migration, partly by a shift in how speakers define their identity and how their language use is dominated by their second language (Kovács 2000, Göncz 2000b). For economic reasons, **repeated outward migration** is still typical: the men go first to the target country and then return to fetch their families. Those staying for a long period often return to their homeland when they retire. While the younger generation is more mobile, the older members of the language community more typically stay in their home region. Nevertheless, even those who have moved out of the region maintain a very strong local (not regional) identity. The linguistic and non-linguistic situation of the minority are researched, analysed, evaluated and formed by both the majority and the minority. Representatives of the minority have been active participants of these activities (see chapter 2.3).

To the best of our knowledge, the Council of Europe has access to a large body of information about Slovenia (annual and periodical, thematic reports, e.g. concerning keeping the recommendations of the Frame Agreement regarding the protection of rights of national minorities. On the website of the European Charter for Regional or Minority Languages<sup>12</sup> the 2010 report can be found (in English) which provides reliable information about the legal, administrative, media-related, cultural and educational situation of the Hungarian, Italian, German, Croatian, Serbian and Bosnian ethnic communities living in Slovenia.

### 2.2.3 Cultural context

The Prekmurje region has been the home of many distinguished scholars and artists. Two famous linguists were born in this region: László Hadrovics (1907–1997), professor of linguistics and a key figure at the Hungarian Academy of Sciences, and József Végh, one of the leading experts of Hungarian dialectology, whose main piece of work, the “Language Atlas of the Órség and the Hetés regions/Órségi és hetési nyelvatlasz” is also connected to this region (Pesti 2001).

A memorial room has been set up to commemorate the sculptor György Zala (1858–1937), a native of Alsólendva. His bust stands in Lendava in the square named after him, in front of the Theatre and Concert Hall (Göncz 2009: 58–59). One of his best known works is the Millennium Monument on the Heroes’ Square in Budapest. Another important historical personality is Mihály Hadik, constable of Lendava castle, who died 1603 defending the castle

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<sup>12</sup> [http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/SloveniaECRML3\\_en.pdf](http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/SloveniaECRML3_en.pdf)

against the Ottoman Empire and whose mummified body is preserved in the Holy Trinity Chapel in Lendava. The Pandúr family, natives of Prekmurje, have given the world two outstanding painters (Lajcsi Pandúr, 1913-1973, and his son Ludvik Pandur (1947-) who is still active today). Valuable pieces of art have been created by the painters Endre Göntér (1949-), Susanne Király Moss (1937-), the sculptor Ferenc Király (1936-), and the graphic artist Štefan Gálič (1944–1997).

A prestigious **pilgrimage** site for both the Hungarians and the Slavs living in the Lendava area is the Church of Our Lady in Bántornya (Belatinc) whose frescoes show the legend of St Ladislaus (the Murania legends). The life of the famous noble Bánffy family is closely entwined with the rise of the town of Lendava (Göncz 2009: 40-46), which is why one of the institutes of the Hungarian National Institute for Culture is named after them. Famous creations of these days are the St. Stephen<sup>13</sup> monument by Ferenc Király and a Theatre and Concert Hall by the famous Hungarian architect, Imre Makovecz.

**Cultural symbols** are still understood as visible indicators of minority identity. However, wearing the national costume is not particularly common. People do not wear traditional clothing for cultural events or performances. A typical accessory of the women's national costume in Pomurje is the *pacsá*, a small, usually red cap attached to the hair worn in a bun (Szabó 2006: 103-104).

**Folk embroidery** is still a living tradition: there are 11 working embroidery groups even today. Older members can pass their skills on to the younger ones, and the finished pieces are put up in exhibitions. 'The best known are white patterns on white linen – they are the most numerous as well. Most of them are floral freehand motives'.<sup>14</sup>

The Muravidék **Folk Dance** Ensemble was founded in January 1999. Currently it has 24 members, mainly students. The Lendava International Folk Dance Festival, started by the ensemble, has been organised every year since 2005, sometimes under the auspices of the Lendava Harvest or the St. Stephen day festivals<sup>15</sup>. These programmes are excellent ways of forming and holding together a community.

The Hungarian-language **media**, i.e. the newspaper *Népújság* 'People's News', the Hungarian Radio of Pomurje, and the Hungarian programmes on RTV SLO have symbolic value.

The **cultural programmes** – performances by folk dance ensembles, choirs, folk music ensembles – organised in the Hungarian community play an important part in the life of the Hungarians in Prekmurje. Egg-painting in Dobrovnik (Dobronak) during the Easter festivities has a long tradition; the masterpieces are even put out on display. The decisive events in a

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<sup>13</sup> St. Stephen (*Szent István*) was the first Christian king and the founder of the Kingdom of Hungary; his cult belongs to the most central symbols of Hungarian nationhood.

<sup>14</sup> [http://www.mnmi-zkmm.si/himzesek/HTML/01\\_muravidek-hetes.php](http://www.mnmi-zkmm.si/himzesek/HTML/01_muravidek-hetes.php)

<sup>15</sup> [http://www.muravidek-ne.si/hun/hun\\_index.html](http://www.muravidek-ne.si/hun/hun_index.html)

community's life are Christmas, carnival time, Easter, harvest, vintage, the traditional pig-slaughtering, weddings, christenings, funerals, and communal processing of goose feathers and pumpkin seeds. A great deal of pumpkin seed oil is produced in the Lendava region (Pivar 2000).

The **annual pilgrimages and celebrations** (*búcsú*) connected to Catholic holidays are very important. The first one in the year is held on the first Sunday after 24 April in Banuta/Bánuta, the last one in the year on 6 December in Kot/Kót. The list of locally celebrated religious festivals includes the celebrations of the Holy Cross, Pentecost, St. Florian, Our Lady of Mount Carmel, and the Holy Trinity (Pivar 2000: 142-156). Other important events are the carnival, the vintage in Lendava, various programmes around St. Stephen's Day, and the Lenti Fair organised jointly every September by Hungary, Slovenia and Croatia. The Vintage in Lenti, when local wine is transported on carts and sold at stalls erected along the streets in the town centre, was started in 1979. Organised on the second Saturday in September, the event attracts over 15,000 visitors, many of them from abroad. The *Bográcsfőző* festival, a cooking contest, is organised in Lendava. Cooked in a pot (*bogrács*) over an open fire according to a "secret recipe", the traditional dish is meant to help the survival of gastronomic traditions<sup>16</sup>. The events are all in two languages; there are a lot of visitors from Hungary as well.

The fact that members of the minority and of the majority regard cultural symbols differently in Prekmurje stems partly from a lack of knowledge, partly from the frictions of living side by side (the negative attitude of the majority might be triggered by the positive, minority-friendly policy of the state). Outside the bilingual region people are not at all, or just superficially familiar with the cultural symbols of the Hungarian minority. It is therefore of utmost importance that the minority presents its culture and language to the majority, since understanding them may bring them a higher level of prestige in both communities.

The cultural life of the Hungarian community of Prekmurje is led by different **institutes**. The Hungarian National Institute of Culture, which offers a broad range of opportunities to pursue, transmit and preserve Hungarian culture. An important part of the Bánffy centre is the bookshop stocking publications also from Hungary by Hungarian publishers in Hungary and elsewhere in the Carpathian basin<sup>17</sup>.

The Lendava Institute of Culture and Promotion (*Művelődési és Promóciós Intézet, Lendva/Zavod za kulturo in promocijo Lendava*) was established in 2004. It operates the Theatre and Concert Hall where Hungarian, Slovenian and Croatian drama groups and theatre companies can perform. In 2005 with the support of the Institute of Culture and Promotion the DiáXínpad (StudentStage) was established, a drama club of young would-be actors, students between the ages of 14 and 25, with a repertoire of classical and

<sup>16</sup> [http://www.lendava-turizem.si/HU\\_vsebina.php?id=HU\\_08\\_tradicionalne\\_prireditve](http://www.lendava-turizem.si/HU_vsebina.php?id=HU_08_tradicionalne_prireditve)

<sup>17</sup> [http://www.mnmi-zkmn.si/HU\\_tartalom.php?id=HU\\_tar\\_banffy](http://www.mnmi-zkmn.si/HU_tartalom.php?id=HU_tar_banffy)

contemporary, Hungarian and international plays, performed in Hungarian. The DiáXínpad was refounded in 2011 with the name *Egy és más vándorszínház* (“One and another touring theatre”).

The community is also active in **music life**. The following entertainers also perform in Hungarian: *Life* (party music), *Over Mura*, *Halicanum*, *Metulji*, *Tilen Szarjas*, *7 ate 9*, *Horvat Robi*, *Beno and Sunka* (rap duo), *Kontraband*.

The primary function of minority **literature** is to preserve and cherish the mother tongue and its culture. Often its political content exceeds its aesthetical value, as it deals mainly with issues arising from a minority lifestyle. The authors, speakers of the Pomurje Hungarian contact variety, use Standard Hungarian in their books, adding dialect elements in italics. A volume of poetry by Lajos Vlaj, published in 1961, serves as the starting point of Hungarian-language literature in Slovenia. Hungarian-language poetry in Pomurje began in 1975 with a volume by three poets, Pál Szomi, Sándor Szúnyogh and József Varga. An anthology of three generations of poets (Zsuzsa Báti, Lajos Bence, László Göncz, Albert Halász, Erzsébet Rozsmán, Sándor Szúnyogh, József Toplák, József Varga, Lajos Vlaj and Judit Zágorec-Csuka) appeared in 1998. The Group of Slovenian Hungarian Writers, formed by 13 authors in 1989 changed its name to the Association of Slovenian Hungarian Writers in 1997. The Association, meant to represent the interests of Slovenian Hungarian writers, belongs to the Hungarian National Institute of Culture, and at the same time is also a member of the Hungarian Authors’ Association (Zágorec-Csuka 2003: 62–64). In the field of children’s literature Gabriella Bence Utrosa (*Egy kis makk története és más mesék*, “Story of a small acorn and other tales”), József Varga (*Naphívogató* “Sun-inviting”, *Hang-bona* “Row”) and Lajos Bence (*Napraforgó papagáj* “Sunflower-parrot”) must be mentioned.

Mária Szabó brings back folk traditions and old customs in her books (*Magyar nyelvi régiségek Lendva-vidékről* “Hungarian linguistic antiques from Lendava region”, *Így játszottunk mi* “How we played”). *Tájszójegyzék* (“Dialect vocabulary”), a dictionary-type collection of dialect words from the Lendava region is based on her collective work. Being active participants in public life and education alike, these authors are well-known in the community. Presenting literary art receives special attention, proof of which is Volume 1990/2 of the journal *Muratáj* (“Mura land”); the aim of the publication was to collect poetry by the most important authors in an anthology to commemorate the 30<sup>th</sup> anniversary of Slovenian Hungarian literature.

Among the members of the Hungarian community – besides the previously mentioned authors – the following people occupy **key positions** and serve as symbols in the public sphere:

- László Göncz: historian, author, politician, Member of Parliament, representing the Hungarian community in Slovenia since 2008.

- Ferenc Horváth: president of the Hungarian National Self-Governing Community in Prekmurje.
- Albert Halász: president of the Hungarian National Self-Governing Community in Lendava.
- Anna Cár: president of the Hungarian National Self-Governing Community of Dobronak.
- Mária Pozsonec: politician, Member of Parliament between 1992-2008.
- József Varga: poet, linguist, formerly university teacher and Head of The Department of Hungarian Language and Literature of Maribor University, Faculty of Arts.
- Lajos Bence: poet, literary historian, former editor-in-chief of the newspaper *Népújság*, director of The Hungarian Nationality Promotion Institute.
- Elizabeta Bernjak: linguist, native Slovenian lector at the Savaria University Campus of the University of Western Hungary. Her main research area is Hungarian-Slovene contrastive linguistics.
- Lili Kepe: director of the Hungarian National Institute of Culture in Lendava.
- Ilona Zver: vice-CEO of the Directorate of Hungarian Programmes at the Slovene RTV.
- Tibor Tomka: Directorate of Hungarian National Institute of Information.

## 2.3 Demographic context

### 2.3.1 Statistics and basic demographic information

There are very exact **statistics** about the Hungarian ethnic community in Slovenia. Changes in the population of Hungarians living in this region have been recorded since 1495, even though until 1921 the region, of course, was analysed as part of Hungary. Slovene research contains data from 1967 on (the beginnings of censuses in Slovenia date back to 1857); after the separation of the Prekmurje area from Hungary (1919), exact data on the Hungarian community have been collected separately. The Central Office for Statistics of the Republic of Slovenia has detailed data about the ratios of different groups and demographic tendencies in the Hungarian community.<sup>18</sup>

Demographic indices of the Hungarian national community in the Prekmurje region – just like the living conditions and other dimensions of any minority with a mother country – are researched not only in Slovenia but also by institutions, research groups and individual

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<sup>18</sup>Since 1948 there have been three types of censuses in Slovenia, distinguished by data collection methodology: in 1948, 1953 and 1961, the census was based on “self declaration”; in 1971 and 1981 questionnaires were filled in on site by the interviewers; in 1991 and 2002 a combined method was used: interviews and drafts were supported by official statistics and administrative sources (Šircelj 2003: 48).

researchers based in Hungary, whereby researchers of different nationalities or ethnic backgrounds may interpret the data in different ways.

The Pomurje region today consists of **two** historically and geographically separate **smaller regional units**. The one in the North is called Goričko (Goricskó). It is the continuation of the Hungarian Órség region and a part of the Muraszombat district of the historic Vas county, including a number of Hungarian villages (Hodoš/Hodos, Krplivnik/Kapornak, Domanjševci/Domonkosfa, Središče/Szerdahely, Prosenjakovci/Pártosfalva, Pordašinci/Kisfalu, Čikečka vas/Csekefa and Motvarjevci/Szentlászló) which lie relatively distant from each other. The other is in the South, around the town of Lendava, and covers a large part of the Alsólendva district of the historic Zala county. Here the villages (Dobrovnik/Dobronak, Žitkovci/Zsitkóc, Kamovci/Kámaháza, Genterovci/Göntérháza, Radmožanci/Radamos, Mostje/Hídvég, Banuta/Bánuta, Dolga vas/Hosszúfalu, Dolgovaške Gorice/Hosszúfaluhegy, Lendavske Gorice/Lendvahegy, Dolnji Lakoš/Alsólakos, Gornji Lakoš/Felsőlakos, Gaberje/Gyertyános, Kapca/Kapca, Kot/Kót, Čentiba/Csente, Petišovci/Petesháza, Trimlini/Hármasmalom, Dolina/Völgyifalu, Pince/Pince) are situated more closely together. The town of Lendava (formerly Alsólendva) is the centre of the region (Kolláth 2005: 73; Kovács 2006: 7-8; Bokor 2009: 12-13).

The Prekmurje region has experienced a number of major **political changes** since 1918: the borders crossed people and communities, while government, systems and states replaced each other in the course of history.

In Hungarian sources from the 15<sup>th</sup>-16<sup>th</sup> centuries there are data on the ratio of the Hungarian population in the region. The first Hungarian (Austrian) **census** was commissioned by Emperor Joseph II in the late 18<sup>th</sup> century (demographic data from times prior to the census can be concluded from tax conscriptions) and a map was also drawn of the area at that time. The names of the proprietor and the property were drafted, and the houses, families, indices of gender, age and social situation were also recorded. The *Visitatio Canonica* (report of a bishop's inspection in this diocese) from 1778 gives information about the size of the settlements around Lendava and also about respondents' mother tongue and religious affiliation (Nagy 1997: 98–100; Kovács 2000: 31).

In the year 1495, around 12,000 people might have lived in the Prekmurje region. Two of the five market towns (*oppidum*) of the region, Lendava (Alsólendva) and Dobrovnik/Dobronak, seem to have been predominantly Hungarian, while probably 27 of the villages had a Hungarian majority and 4 a German majority. Of the total population of the settlements, 81.4% were Slovenes, 16.6% Hungarians and 2% Germans. In the year 1787, 40,888 persons were registered in what is Prekmurje today; of them an estimated 80.6% lived in settlements with a Slovenian ethnic majority, while 16.9% lived in predominantly Hungarian, 1.4% in German and 1.1% in Croatian settlements (Kocsis 2005).

After the Austrian-Hungarian Compromise (1867), in the first Hungarian census inquiring about **native tongue** (1880), 76.9% of the 73,767 people living in Prekmurje declared themselves Slovenian, 17.7% Hungarian, and 4.7% German native speakers. At that time out of the 177 settlements which exist today, 141 had a Slovenian ethnic majority while 33 were predominantly Hungarian. There were a number of reasons for the significant increase in the number of self-declared Hungarians: Magyarisation (Hungarianisation) of the population living along the Hungarian-Slovenian language border; the community becoming bilingual; the number of Slovenes maintaining close relationships with Hungarian settlements in the economy (e.g. through seasonal work in farming), culture and education. In 1910 one third of Slovenes living in the region spoke Hungarian, the majority of them along the language border and in the vicinity of Murska Sobota/Muraszombat. The percentage of ethnic Hungarians reached an unprecedented high of 22.9% (20,738) (Kocsis 2005).

Between 1910 and 2002, 11 censuses were conducted in the area of today's bilingual Prekmurje region – which during this period belonged to five different states. In 1910, the census was organised by the Hungarian Central Statistics Office of the Austro-Hungarian Empire. The censuses of 1921 and 1931 were carried out in a new state, the Serb-Croatian-Slovene Kingdom, while in 1931 the Yugoslav Kingdom hosted the census. It was the census of 1921 which provided data on mother tongue distribution in Slovenia. Until 1948 language data were the only official statistics from which the ethnic composition could be deduced. In the wake of political changes the census of the year 1941 was held under Hungarian supremacy. After World War II there were seven censuses (1948, 1953, 1961, 1971, 1981, 1991), six of which were conducted by institutions of the federal state of Yugoslavia, while the census of 2002 was carried out by the Statistics Office of the independent state of Slovenia (*Statistični urad Republike Slovenije*). In the census of 1948 for the first time the ethnic affiliation was registered, while the census of 1953 was the first one which included the question about the mother tongue.

Since 1971, census questionnaires have been printed in 20-30 languages in Yugoslavia. In Slovenia there were bilingual questionnaires (Slovene-Hungarian and Slovene-Italian), apart from the Slovene one in 1971 and 1981 for citizens living in ethnically mixed areas. In 1991 and 2002 people living in these regions could decide whether they wanted to fill in a Slovene or a Hungarian/Italian questionnaire. The first questionnaire in English was compiled in 2002. (Kovács 2006: 8-9; Šircelj 2003: 44-66; 116-119).

The Hungarian community constitutes 0.32% of the total Slovene population (1,964,036 people). According to the census of 2002 6,243 citizens all over Slovenia defined themselves as ethnic Hungarians and 7,713 (0.40% of the total population) reported Hungarian as their mother tongue (*Statistični letopis RS*, 2003).



The **electoral register**<sup>19</sup> compiled by the community greatly differs from official data. It shows a significantly larger number of ethnic Hungarians: all over Slovenia there were 8,328 residents of Hungarian ethnicity (there was no question relating to mother tongue). These data undermine the data from registers compiled during the parliamentary elections in the Republic of Slovenia (3 October 2004). The registers of 2004 show 6,610 ethnic Hungarian citizens of Slovenia who had the right to vote (i.e. were over 18). Official data of the National Election Committee indicate that at the time of the parliamentary elections of 21 September 2008 there were 7,063 citizens of Hungarian ethnicity eligible to vote, all on a separate electoral register. If we were to add citizens younger than 18 to the numbers considered at the parliamentary elections, the demographic image of the Hungarian community would be much more positive and optimistic. According to the Nationality Office of the Republic of Slovenia (*Urad za narodnosti RS*), this is the result of the special legal protection which the Hungarian community enjoys<sup>20</sup>.

After the census of 1910 there were two peaks in the demographic data (based on mother tongue data): in 1921 we can see a significant increase in the number of Slovenes compared to Hungarians (for more details, see: Kovács 2004), while in 1941, while the area belonged to Hungary, there is a strong increase in the number of Hungarians. The explanation in both cases can be found in social and political reasons, wars or changes of states. The numbers from 1921 show the impact of war casualties and decreased birth rates. After the Prekmurje region was annexed to the Serb-Croatian-Slovene Kingdom, and in the wake of the change of states, the number of Hungarians also decreased due to the Hungarian public servants fleeing or being dismissed. This population loss was somewhat balanced by a number of new public servants, although they were primarily of Slovene origin.

The method of 2002 laid down the foundations for the methodology of the census of 2011, which will now be fully register-based. According to current plans there will be several other registers used, such as the real estate register (REN: *register nepremičnin*), the household register (*Register gospodinjstev*), as well as administrative registers (CRP, RPE: *Register postorskih enot* 'register of local units', PRS: *Poslovni register Slovenije*, official register). The SRDAP, containing data of the so called M form (data on health insurance, pension benefits, parental benefits, and unemployment benefits) is destined to replace fieldwork. The results of regular annual statistic research will be used: i.e. the number of births, migration rates (demography), registers elaborating school education, and databases, where other institutions are responsible for their compilation and management (tax office, labour offices,

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<sup>19</sup> Both autochthonous minority communities in Slovenia (the Hungarians and the Italians) have double election rights. Along with the general right to vote, they have the so-called special right to vote, both on the national and regional level. It is the responsibility of the community to compile the voting register during elections (*Zakon o evidenci volilne pravice*, Law on the evidence of the right to vote). Hungarians living outside the bilingual area can also request to be included in this list.

<sup>20</sup> For more detailed information, please see any of the files downloadable at [www.uvn.gov.si/si/manjsine\\_ozroma\\_narodne\\_skupnosti/madzarska\\_narodna\\_skupnost](http://www.uvn.gov.si/si/manjsine_ozroma_narodne_skupnosti/madzarska_narodna_skupnost)

pension institute, secondary education institutions, cultural institutions). As there are no registers on the ethnic distribution of the population, the census of 2011 will not affect this variable (Dolenc 2009). Official data will be available on the homepage of the Statistics Office.

The next tables summarise the numbers and percentages of the representatives of the two autochthonous communities (Hungarians and Italians) and the Roma ethnic group (*Romska etnična skupnost/Roma etnikai közösség*) in the context of the total Slovene population in the period 1948-2002. (Šircelj 2003: 141–143).

Ethnicity (Slovenia)	1948	1953	1961	1971	1981	1991	2002
<b>All</b>	1,391,873	1,466,425	1,591,523	1,679,051	1,838,381	1,913,355	1,964,036
<b>%</b>	100%	100%	100%	100%	100%	100%	100%
<b>Slovenians</b>	1,350,149	1,415,448	1,522,248	1,578,963	1,668,623	1,689,657	1,631,363
<b>%</b>	97%	96.52%	95.65%	94.04%	90.77%	88.31%	83.60%
<b>Italian</b>	1,458	854	3,072	2,987	2,138	2,959	2,258
<b>%</b>	0.10%	0.06%	0.19%	0.18%	0.12%	0.15%	0.11%
<b>Hungarian</b>	<b>10,579</b>	<b>11,019</b>	<b>10,498</b>	<b>8,943</b>	<b>8,777</b>	<b>8,000</b>	<b>6,243</b>
<b>%</b>	<b>0.76%</b>	<b>0.75%</b>	<b>0.66%</b>	<b>0.53%</b>	<b>0.48%</b>	<b>0.42%</b>	<b>0.32%</b>
<b>Roma</b>	46	1 663	158	951	1,393	2,259	3,246
<b>%</b>	0.00%	0.11%	0.01%	0.06%	0.08%	0.12%	0.17%

Table 1: Population by ethnic affiliation, censuses from 1948 to 2002

The next table (Table 2) presents statistics for different mother tongues registered in the bilingual Prekmurje region. Both Table 1 and Table 2 clearly indicate a continuous and gradual decrease in the numbers of the Hungarian community.

Mother tongue (Prekmurje)				
Year	Hungarian	Slovenian	Others	Total
1910	14,354 90.80%	1,296 8.20%	152 1%	15,802 100%
1921	13,067 82.80%	2,395 15.20%	318 2%	15,780 100%
1931	7,072 45%	8,034 51.20%	601 3.80%	15,707 100%
1941	12,216 83.80%	2,013 13.80%	343 2.40%	14,572 100%
1953	10,388 63.20%	6,027 36.70%		16,415 100%
1961	9,769 63.50%	5,614 36.50%		15,383 100%
1971	8,840 59.10%	4,897 32.70%	1,219 8.20%	14,956 100%
1981	8,316 55.60%	5,127 34.30%	1,497/287 10%	14,940 100%
1991	7,243 50.70%	5,353 37.40%	1,698/22 11.90%	14,294 100%

Table 2: Mother tongues in Prekmurje according to the censuses from 1910 to 1991 (Kovács 2006)

In 2002, there was only one public administration unit, Dobronak, where Hungarians constituted the majority (Table 3.) 51.7% of the population in the bilingual area were Hungarian, 36.1% Slovene and 12.2% of other (or of unknown) ethnicity. Most of the latter group were Croats: 5.8% in the year 1991. (Komac 1999: 27).

The special rights enjoyed by Hungarians are not endangered by this decline, because the rights are bound to specific areas and not to certain percentages, i.e., the Hungarians are a territorial minority.

Township	Total	Slovenians	Hungarians	Others	Ethnic group unknown	Hungarian voters
Hodoš /Hodos	356	161	159	2	34	290
Šalovci	1,718	1,493	169	17	39	252
Moravske Toplice	6,151	5,542	351	61	197	489
Dobrovnik/Dobronak	1,307	549	616	22	120	661
Lendava/Lendva	11,151	5,653	3,917	738	843	5,368

Table 3: Ethnicity of residents in bilingual parishes, 2002 (Kovács 2009)

There are various reasons for the decrease in the number of Hungarians in 2002 in comparison with the data of 1991. One of them is doubtlessly the new method of obtaining data for the census: while in 1991 one member of the family could declare the whole family's ethnic affiliation ("nationality"), in 2002 every adult was expected to declare his or her own nationality. If someone was not at home during the census, they needed to send the declaration of their nationality via post to the Census Committee; if this was not done, they automatically became part of the *unknown* ethnic group. In Slovenia 126,000 persons (6.42%) belong to this group, which is a very high figure. Furthermore, people living in ethnically mixed families may have found it difficult to choose which ethnic group they belong to. This may explain why 60,000 citizens did not specify their ethnic affiliation.

The other basic difference is that in 2002 the definition of *population* was changed: between 1948 and 1991 it meant people with a permanent address, while in 2002 it meant people who stay in Slovenia for at least a year, whether they have a permanent or temporary address<sup>21</sup>.

**Census-based data** and the official information of up-to-date registers, processed by the Slovene Central Office for Statistics, are generally reliable. However the number of Hungarians in the Prekmurje region is likely higher than what the statistics indicate. This corresponds to the previously mentioned discrepancy between the statistics for Hungarian mother tongue and the right to vote as a member of the Hungarian community. Before the census of 2002 it was proposed that indicating two-fold ties (i.e., mother tongue and ethnic affiliation independently from each other) be made possible. This would improve the statistics and give a more accurate picture of the situation.

<sup>21</sup> For more details see: [www.stat.si/popis2002/si/definicije\\_in\\_pojasnila\\_1.html](http://www.stat.si/popis2002/si/definicije_in_pojasnila_1.html); Šircelj 2003: 46-66)

### 2.3.2 Relation of language use to demographic variables (age, gender, livelihood and education, religion)

The last two censuses asked about the language used within families (households). In the context of the total population of Slovenia, the number of families where both languages (Slovene and Hungarian) are used for communication doubled by 2002. The data could be read as a kind of assimilation index. On the other hand, it can be deduced from language policy that Hungarian also has an official status (official regional language) in the bilingual area, and that the two ethnicities can not only share the same living space but also actively participate in each other's language and culture (Šircelj 2003: 106).

Data from both censuses show that in Slovenia the language used in families and households is Slovene among the Slovenes. This is not so obvious for all of the groups who have a non-Slovene mother tongue: individual minority communities tend to use their own mother tongue for intra-family communication. This ratio is the highest among the Hungarian community. In 2002, respondents were given the chance to select a combination of languages when it came to defining language use in the family. This gave a much clearer picture of the habits of language choices and language use among the Hungarians in Slovenia. This picture shows a decrease in the use of Hungarian within the family, while the use of Slovene is increasing, and the number of micro-communities using both languages in family-related situations is extremely high. Thus, these data indicate that Hungarian is losing space and dominance.

Language use outside the family (work, business, office, health care services) was first inquired about in 1991. 94.4% of interviewees reported using Slovene, followed by Serbo-Croatian (2% of the total population). A total of 2,931 people, almost half of the Hungarian-speaking community, reported using both Slovene and Hungarian outside the family (Šircelj 2003: 111).<sup>22</sup>

The age distribution among the Hungarian population, based on the data of 1991, is entirely different from the total Slovene population, as the percentage of the elderly is much higher, and the percentage of the young (up to the age of 25) is extremely low. Thus, the population pyramid is wide on top. The age-group of 30-70 is the most numerous, while there are fewer 0-10 year-olds than elderly people of 75 years or older. At the same time, there are more inhabitants aged between 50 and 79 than there are between 20 and 40. All this means that the currently reproductive generation is less numerous than the generation of their parents, indicating that the number of Hungarians will decrease further, due to low natality and high mortality (Komac 1999: 29). Table 4 shows the figures relating to the three selected age groups on the basis of the 2002 census.

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<sup>22</sup> Twice as many people as there are with Italian as their mother tongue reported using both Italian and Slovene outside the family, which indicates that Italian has a higher prestige than Hungarian.

Age	Slovenia		share of Hungarians	
	Population	Share of Total	Number	Share of Total
0-14	300,167	15.30%	502	8%
15-59	1,272,279	64.70%	3,769	60.40%
60+	392,590	20%	1,972	31.60%
<b>Total</b>	<b>1,964,036</b>	<b>100%</b>	<b>6,243</b>	<b>100%</b>

Table 4: Age distributions of the Slovenian population and Hungarians in Slovenia (Kovács 2009)

The process of ageing is most pronounced in the eastern part of Goričko/Goricskó along the Slovene-Hungarian border, while the age structure is most favourable in the plains of the Prekmurje region and the western part of Goričko, because of the more auspicious economic conditions there (Malačič 2008: 187).

Statistics also pay attention to **gender**. Data indicate that the total of the Hungarian population shows a higher ratio of women. This difference is minimal when it comes to the young and the 15-59 age group, however among people older than 60, the percentage of women is very much (7.6%) higher.

Sociolinguistic research is investigating the effect mixed marriages have on language and identity, as this contributes to the decrease in the number of Hungarians. Note that there are no exact data on the numbers of mixed marriages, only estimations.

Among the inhabitants in the Prekmurje region, especially among the generation below the age of 50, more than 50% of **marriages are mixed** (Slovene-Hungarian), with the vast majority of children (at least 80%) defining themselves as Slovenes. This ratio is probably the highest among the Hungarian minority communities in the Carpathian basin. In such families it is the Slovene language which becomes the first language, the objective being the perfect acquisition of the majority language and culture, while knowing Hungarian is important only on a second-language level. The acquisition of Hungarian only starts at school and such pupils hardly become functionally bilingual individuals (Bernjak 2009: 120; Göncz 2000: 72–73; Kolláth 2009a: 49; Zágorec–Csuka 2008: 46).

Pomurje is one of the **least developed industrial areas** of Slovenia, characterised by a relatively slow pace of modernisation. Even nowadays, most of the population make their living from agriculture. While it is true that in the two cities of the region, Lendava and Murska Sobota/Muraszombat, industrialisation began in the 1950's and brought different migrations to the area (its effects were felt in the villages inhabited by Hungarians, where, for example, Croatian guest-workers settled down), these facts did not change the character of the area (Göncz 2000: 99).

Ethnicity	Total %	Employees	Entrepreneurs		Retired	Unemployed	Housewives	Others
			Farmers	Others				
All	100	50.2	1.6	3.8	31.7	8.9	2.6	1.1
Slovenians	100	48.5	1.9	3.8	34.1	8.1	2.7	0.9
Hungarians	100	40.1	2.7	2.2	39.5	10.6	4.1	0.9
Italians	100	39.6	1	3.2	44	5.5	4.7	1.9
Roma	100	11.4	0.1	1.3	8.2	72.3	4.2	2.6

Table 5: The population by ethnicity and economic activity in Slovenia, % (Šircelj 2003: 131.)

The next table shows the level of higher education (a college or university degree). The number of people with higher education among the Hungarian minority does not reach the Slovene average, while for the Italians, the figures are closer to the Slovenians and in the year 2002 even higher. However, the growth rate is relevant: by the year 2002 the proportion of highly educated people has increased by 77% among Hungarians, by 100% among Italians, thus surpassing the 49% growth rate among the Slovene majority.

Ethnicity	1971	1981	1991	2002
Slovenians	2.9	6.1	9	13.4
Hungarians	1.1	3	5.7	10.1
Italians	2	5.5	8.2	16.4
Romanians	0	0	2.2	0.5

Table 6: Proportion (in %) of college or university degrees among the population of Slovenia by nationality, according to the censuses of 1971, 1981, and 1991 (Šircelj 2003: 132)

Concerning religion in Slovenia it can be said that the overwhelming majority of the population is Roman Catholic. Prekmurje, however, is different from the majority in this aspect as well, as all Christian churches which have traditionally been active in the western part of Hungary can be found here. The Slovene inhabitants of Prekmurje are mostly Catholic, but there is also a 20,000-head-strong Protestant community with 5-6 congregations. The Hungarian part of the Órség region is mostly Protestant: either Reformed or Lutheran. The southern part, which used to belong to the Hungarian county of Zala, is mostly Catholic; however, there is a Protestant community in Lendava. Of the traditional Christian denominations, the Reformed church is the only one typically represented among one ethnic group only: the Hungarians (Kontra, ed. 2012; see Bence 1994; Molnár 1999: 81).

Roman Catholic Hungarians can practise their **religion** in their mother tongue as they have native Hungarian priests. The Reformed congregation also has a native Hungarian pastor. This is not the case with the Lutherans, with the exception of a handful of them in Lendava. All in all, the role of the mother tongue is rather ambiguous in religious life (Kolláth 2005: 21). The church and religious practices play an important role in conserving the language of a minority. The high frequency with which Hungarian is chosen for communicating with the

priest or with fellow believers seems to support this statement. When, however, these data are compared to the frequency of attending church events, it becomes obvious that most respondents only go to church for the most important events, once a year or on a few occasions. Consequently, the role of the church in conserving the minority language is negligible (Bartha 2006: 89).

### 2.3.3 Factors behind the prospective decrease of the Hungarian ethnic group

The Hungarian community has until now preserved relative compactness in the ethnically mixed area and still constitutes the largest population group, although the proportion of Hungarians has slowly but steadily declined (Komac 1999: 26). In the northern part of the ethnically mixed area the Hungarians still represent about two thirds of the population, and in the southern part just under a half. For education and employment reasons, Hungarians have migrated to larger Slovenian cities, such as Ljubljana, Maribor, Koper, Murska Sobota etc., which has resulted in dispersed settlement besides the original compact one. It should be added that some of the Hungarians living in the cities mentioned are immigrants from Vojvodina (Komac 1999: 26).

The demographic situation of the Hungarian national community is perfectly illustrated by the presented data. It is obvious that the Hungarian population in Slovenia is declining in number, and that due to the age structure of the population, birth rates will decrease even further: in the year 2002 one third of the Hungarians in Slovenia belonged to the over-60 age-group, while the ratio of children barely reached 8%. The ratio of Hungarians in their traditional area (Prekmurje) will also decrease in the future. This is indicated by parish data from 2002, which show that the ratio of Hungarians fell to under 50%. At the same time the number of Hungarians who live scattered all over Slovenia (migrants) is increasing.

The largest problem and greatest reason for assimilation is the poor economic situation and the backwardness of the local economy. The biggest investors in the area have serious liquidity problems and the level of unemployment is twice the average of elsewhere in the country, indeed according to some sources it is around 30%. The support system for the unemployed and social benefit is inadequate, even though the level is higher than it is in Hungary.

**Unemployment** is high in Prekmurje because of the already poor economic situation which has been exacerbated by the recession. This will increase emigration; for the Hungarians in Slovenia this means internal migration, the destinations being the big cities in the country, as neither Hungary nor Western Europe are attractive any more. Before the change of regime, a significant number of people sought employment in Germany and Austria. After a while, they came back and used the money that was earned abroad to live on and build houses; houses built in the German style can now be found all over Prekmurje. The negative migration ratio means a sharp decrease in the number of people living along the border



(Szondi 2005). Maintaining the well-established institutional networks even though the number of people in the Hungarian community is decreasing will be a central challenge (Kovács 2009).

As a natural phenomenon, the number of Hungarians living in ethnically **mixed marriages** will increase, which will presumably result in a decrease of the number of Hungarians in Slovenia: the children born in mixed marriages will define themselves as Slovenians.

## 2.4 Language and minority policies in practice

### 2.4.1 General context of language-political practices

The position speakers of a language take and the attitudes they have regarding languages and their speakers is far from being a peripheral issue. Their behaviour and attitudes to the reality surrounding them, including languages, come from their personal experiences, and not from institutions or rights. For this reason, it is the investigation of attitudes that makes it the easiest to measure the changes within a given community. As a result, from the point of view of the future of a minority language, both positive and negative attitudes have real consequences (Bartha 2006: 100).

Several studies have examined the Hungarian and the Slovene languages from the point of view of aesthetic features, complexity, learnability, the relationship between language awareness, competence, and language use, as well as their role in language choice (Bokor 2009: 77-108; Bartha 2006: 100-103; Kolláth 2005: 43-51, 2007; 2008; Novak Lukanovič 2003a., 2003b, 2004). They show that Hungarian is considered more difficult, more complex, harder to acquire, irrespective of which variety is investigated. Regarding aesthetic and emotional attitudes, the majority of speakers of Hungarian in Prekmurje prefer Hungarian (Bartha 2006: 100, Kolláth 2012: 67–146). For the ELDIA results on language attitudes, see chapter 4.3.

As regards aesthetic features (beauty), Prekmurje Hungarians value Hungarian higher than Slovene. In contrast, when it comes to the instrumental roles and usability of languages, locally and internationally, their opinions are very different. Hungarian – unlike Slovene! – is regarded as less useful than English, German or other “world” languages (Bartha 2006: 102).

The attitudes of all those concerned, more or less directly, i.e. all the people living in Slovenia, of the parents of students in bilingual education, and of the residents of the bilingual areas have already been examined (e.g. Komac 2002, 120). Question B25 of the 1990 opinion poll (*Slovensko javno mnenje*) (*Which of these rights should the state grant for the autochthonous minorities [Italians and Hungarians], and which ones for the migrants [Albanians, Serbs, Croats, Muslims].....?*) draws a clear picture of the content of cultural

pluralism in Slovene society. Table 7 shows the opinions of the whole population of Slovenia on the rights of minorities: the percentages of YES and NO answers are given separately for the two types of minority communities, whose legal status is also different. Ranking is indicated to the left of the columns in the case of autochthonous, and to the right of the columns for the immigrant groups, with 1 showing the highest and 12 the lowest number of YES answers.

Ranking (autochth.)		Autochth. Yes %	Autochth. No %	Immigr. Yes %	Immigr. No %	Ranking (immigr.)
3.	A) Can use their mother tongue freely	83.6	15.6	55.5	43.5	5.
2.	B) Can cultivate their culture	85.8	13.2	67.4	31.4	2.
5.	C) Can have their own cultural associations and institutions	77.0	22.1	56.2	42.9	4.
10.	D) Have the right to use their national symbols	56.3	42.2	32.2	66.2	10.
4.	E) Can develop their own economic activities	77.8	21.0	61.7	37.1	3.
8.	F) Have their own newspaper, radio and TV programme	68.2	42.2	38.2	60.7	8.
11.	G) Can launch an independent school system	53.8	45.1	61.7	74.7	12.
1.	H) Can cultivate links with the mother country	89.8	9.0	78.9	19.9	1.
9.	I) Can form their own national community in the area where they live	62.2	36.4	35.4	62.8	9.
5.	J) Can have their own representatives in the municipal council	77.0	21.7	50.1	48.6	6.
7.	K) Can have their own member of parliament	72.2	26.6	41.9	56.8	7.
12.	L) Can establish their own political party	43.2	55.5	24.9	73.7	11.

**Table 7: Minorities and their rights in Slovenia – attitudes of the population (Komac 2002)**

The answers show that the ranking is very similar for both minorities (they should cultivate links with the mother country, but they should not launch an independent school system), but the percentages (much fewer *yes* and much more *no* for the migrants) show how differently respondents see the two communities. According to the analysts, the results

show a low level of social accommodation, and reacting so strongly to the biased migration policy is proof of underdeveloped cultural pluralism (Komac 2002: 120).

Opinions on other languages are mostly examined in connection with language use in schools. The residents of Lendava (both the minority and the majority) have a positive attitude towards the widely debated languages of bilingual education: no one wants monolingual classes, although Hungarians are more willing to learn Slovene than vice versa. The respondents are satisfied with bilingual education, and emphasise the role the school plays in linking languages and cultures. Furthermore they point out that competence in both languages is valuable for the whole community (Novak Lukanovič 2003b: 146; Kolláth 2005: 205-206).

Investigating **inter-group prejudices** as part of an attitude study has become more common with cultural anthropology gaining ground. To our knowledge, there is no research focussing on the ethnic hetero-stereotypes of the Hungarian minority and the Slovene majority in Muravidék. However, a number of articles describe the prejudices in the history of the two nations and the bias in Slovene history textbooks (Demokrata 2006; Göncz László) – at the same time, the articles themselves are not fully unbiased either.

Slovenia has a language law (2005) and the language strategy was compiled in 2007. In accordance with the constitution both the language act (*Zakon o javni rabi slovenščine/ ZJSR*, 2004) and the language strategy (*Resolucija o nacionalnem programu za jezikovno politiko 2007–2011/ReNPJP0711*) guarantee similar protection for Slovene and the two minority languages (see chapter 4. 1).

#### 2.4.2 Standardisation of the minority language

It is well known that Prekmurje Hungarian differs in two aspects from the language of the mother country. On the one hand it is more archaic, has stronger dialect features owing to its location in the periphery of a periphery and the historical events which have shaped its situation so dramatically. On the other hand it displays many signs of intensive language contact, and Slovenisms are present not only in the form of switches into Slovene but also as incorporated elements and features in Hungarian language use. It is mainly the contact phenomena that make Prekmurje Hungarian what it is. Both features – being locked into a dialect, with a kind of time-lag, teamed with linguistic conservatism<sup>23</sup>, and the presence of contact phenomena – are consequences of the given linguistic contact situation.

Kolláth is still of the opinion that the strong dialectal archaisms, which even appear in writing, and which because of the “periphery of the periphery” situation must have existed

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<sup>23</sup> Linguistic conservatism appears primarily in vocabulary, and in the limited presence of slang and various jargons.

already before Trianon, have been preserved indirectly by linguistic contact. Standard Hungarian could not cross the border, first because it became widely used as a spoken vernacular in Hungary only in the early 1900's, secondly, because of the socio-political situation. As a result, the place of Standard Hungarian was occupied by Slovene. This, obviously, had no impact on the dialectalisms of the Prekmurje Hungarian, which supported their conservation (Kolláth 2005: 76).

Most members of the Hungarian community are bilingual. They use the Hungarian vernacular in most situations. Nowadays, however, socio-cultural changes are leading to increasing use of two codes: the vernacular alternates with Standard Hungarian. The Slovene variety they use is Standard Slovene, which is taught to them at school as a mother tongue from the 4th grade on and which they value higher than the Prekmurje Slovene dialect known as Prekmurščina.

The third language in the multicultural area is Croatian, which is closely related to Slovene. Practice shows that Slovenes learn Croatian faster than the other way round. Most Hungarians understand Croatian (the older generation was often confronted with Serbo-Croatian in the former Yugoslavia<sup>24</sup>) but not all can speak it. Both Hungarians and Slovenes have a positive approach to the Croatian language; they accept and appreciate the culture. They use the standard variety; they often watch TV programmes in Croatian, read journals and magazines, which all contribute to their language skills.

### 2.4.3 Language use in different domains

#### 2.4.3.1 Media

The Hungarian minority in Slovenia has Hungarian-language **radio, TV programmes**, and a number of **periodicals** too. Hungarian programmes are also available online ([www.rtv slo.si](http://www.rtv slo.si)).

The **Hungarian Radio of Pomurje** (MMR) broadcast its first programme on 2 December 1958. At first, only 10–15-minute programmes were broadcast three times a week, and the radio station, then called Radio Murska Sobota, belonged to the central radio in Ljubljana. By 2000, daily broadcasts were already available from 5.45 am to 7pm. The radio and TV channel moved into a new studio in 2004, and since 2007 programmes have been available until midnight. The programme supply is mostly informative, but there is also a broad choice of children's programmes, and others dealing with culture, art history, history, economy, farming, and politics. The staff is made up of nine full-time journalists, two technicians and a music editor, assisted by 15 permanent correspondents. The entire programme is in Hungarian ([www.rtv slo.si/mmr/](http://www.rtv slo.si/mmr/)).

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<sup>24</sup> Serbo-Croatian was taught in schools, and it was the official language of the Yugoslav army.

The first **TV programme** for the Hungarian community in Slovenia was broadcast in the autumn of 1978 by the Slovenian Television. The biweekly, bilingual programme (Hungarian speech with Slovene subtitles, or vice versa) soon expanded from the original 15 minutes to 30 minutes. Between January 1983 and April 1985 it was called *Hidak/Mostovi/Ponti* ('Bridges'): it was broadcast in three languages, dealing with the life of the Italian and Hungarian communities. Soon after that *Hidak/Mostovi* became bilingual and specifically connected to the Hungarian minority once again. The editorial office moved from Ljubljana to Murska Sobota, and finally the Lendava office was launched in 1992. At present, Hungarian TV programmes are prepared by a full-time staff of 11 and several permanent correspondents. The programmes (30 minutes, four times a week) can be watched all over Slovenia.

**Népújság** ('People's Newspaper', a weekly for the Hungarians in Slovenia) celebrated its 50th anniversary in 2009. The editor-in-chief is Jutka M. Király ([www.nepujzag.net](http://www.nepujzag.net)).

The local library of Lendava, *Knjižnica Lendava – Könyvtár Lendva* provides library service in the area of seven municipalities (Lendava, Dobronak, Turnišče, Črenšovci, Odranci, Kobilje, Velika Polana). It was co-founded by the Hungarian municipalities of Lendava and Dobronak. Activities include collecting, processing and presenting documents, lending, reading-room services, providing information, providing Internet access, organising various cultural events (fairy tale clubs, literary quizzes, puppet shows, 'meet the author' programmes, slide shows, concerts, presentations, exhibitions, etc). Since 2001 it has been compulsory for libraries in the bilingual areas to provide library services for the minorities in their own languages. The library has a staff of 12 ([www.knjiznica-lendava.si/hu](http://www.knjiznica-lendava.si/hu)).

**Muratáj** ('Mura land') is a periodical publishing articles and critiques from the fields of literature, education, and social sciences. Its founding in 1988 was an important milestone in the development of Hungarian Studies in Slovenia. Prior to 1988 it had appeared on four occasions as a supplement of *Népújság* (<http://www.hitelfolyoirat.hu/arch/0207/muhely.html>).

**Naptár** ('Calendar'), the year-book of Slovenian Hungarians, came out first in 1960. Since 1998 it has been published jointly (1,800 copies) by the Hungarian National Institute of Culture and the Hungarian Ethnic Information Institute.

**Lendvai Füzetek – Lendavski zvezki** ('Lendava booklets') is a bilingual thematic publication with a history of over 30 years. It was first published in 1973, containing pieces of writing that can be best categorised as "sociographic literature". It focuses on local history and issues of politics and policy (Zágorec-Csuka 2005).

**Lindua** is a multilingual (Hungarian, Slovene, Croatian, English, German) cultural journal which has appeared since 2007.

There are only few data available about the consumption of the **new media**. Young people seem to use the Internet mainly in Slovene, but many also use the social media, such as the community services *iwiw* and Facebook, in Hungarian. There is a Facebook group of Slovenian Hungarians.

### 2.4.3.2 Education

In the Slovene-Hungarian bilingual area there are only **bilingual educational institutions**, offering primary and secondary education for all students independent of their ethnic affiliation. Learning the minority language and studying in the minority language, as a result, is compulsory for majority students as well.

Prekmurje has had state-run **bilingual preschool** provision since 1961, started only two years after bilingual school education was launched. Since 1993 preschool has been an organic part of the school system, supervised by the Ministry of Education and Sport (its supervisory body is *Szlovén Köztársaság Oktatási és Sport felügyelősége – Inšpektorat RS za šolstvo in šport*, 'Inspectorate for Education and Sport'). Preschool education is described in the "National Curriculum for Preschool Education". A preparatory year is meant to prepare children (with Slovene or Hungarian as mother tongue) in the last year of kindergarten for the 9-year primary education, which was introduced in 2002. Parents do not have to pay extra, and participation is not compulsory. The committee of the national community has often expressed the opinion that a mandatory two-year preschool programme could help overcome the problems of present-day bilingual education.

**Bilingual education** replaced the monolingual ethnic classes in Prekmurje in 1959, by which time the latter had been practically abandoned. The new form of education, a rather utopian **two-way immersion model** with the two languages used in parallel, was thought at the time to be of model value, but remained a utopia even after half a century, as it has failed to create additive, positive bilingualism. Instead of adding, it rather decreased the value of languages, leaving the minority language without dominance and without as much as the illusion of being equal. In practice, the model of Prekmurje has become education of Hungarian as a second language, and thus Hungarian is losing ground and purpose. From the 7th schoolyear on the use of Hungarian is reduced to 30% of class time, in theory. In most of the lessons, the use of the Hungarian language is limited to a few pieces of terminology (all text on the board must be bilingual), while the rest of the class is conducted in Slovene (Kolláth, ed. 2009).

All this has led to the absence of vocational or professional language use and vocabulary in the minority language, to constant code-switching, loss of prestige for the minority language, marginalisation, and finally language shift. For Hungarians, this programme leads not to the conservation of the mother tongue but rather to a shift to the majority language.

It is mainly the representatives of the Hungarian minority within the profession who warn of the failure of bilingual education which was initiated with high expectations, reflecting the political intentions of the time when the programme was launched. Critics have identified diverse reasons why the outcome has not fulfilled the expectations: the programme lacked methodological background, teachers did not receive sufficient methodological training but were left to their own devices (Kolláth 2007c: 75; 2008a).

The 9-year primary education programme was launched in 2002 with updated curricula, compiled with the latest achievements and the challenges of the modern times in mind. The teaching of Hungarian was communication-centred on both levels. There was a shift in the choice of texts towards non-fiction; by now only 40% of the texts represent literature in the classical sense of the word. Literature teaching still follows the traditional chronological arrangement, focussing on literary history and not on literary theory, but contemporary children's and juvenile literature was given more ground. Naturally, several pieces by Prekmurje authors were included. Updating the content of secondary school curricula was completed in the previous academic year. As a result, the requirements of the school leaving examination (*Matura*) will be modified by 2012.<sup>25</sup>

Since the bilingual education model does not make those students who speak Slovene as their mother tongue functionally bilingual (the reasons for this lie deep, and they are not only linguistic), informal communication in the breaks normally goes on in Slovene. The language choices of Hungarians depend on a number of factors: topic, partner (do they speak Hungarian, or only Slovene?), attitudes to Hungarian (and its users). (Novak Lukanovič 2003, Kolláth 2005: 166–185, Bartha 2007.)

According to law, teachers in bilingual schools should be competent in both languages and fully qualified (hold both a teaching degree and a language certificate). They receive 20% extra payment as special compensation for this.

In the first three years of primary school bilingual education is organised on the principle of '*one person – one language*'. In secondary classes most teachers do not speak adequate Hungarian and are unfamiliar with the terminology, which will consequently define the position and the power relations of the two languages. There are plenty of extracurricular activities organised in schools: poetry, drama and science clubs, choirs, dance ensembles. Students often go to Hungary on study trips.

Although both scientific research and school practice indicate that there are problems in the realisation and the results of bilingual schools, and that the Hungarian language is gradually but constantly receding, it is still obvious that Hungarian can only survive within the framework of bilingual education. The Hungarian community does not want to have

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<sup>25</sup> As 2014, in accordance with the new, modified curriculum there will be minor changes in the content and structure of the *Matura* examination in Hungarian language and literature.

monolingual education, as this would mean segregation; they want to live and have a future in Slovenia. Furthermore, there would only be a very limited number of students wanting to attend monolingual classes. To sum up, bilingual education has no real alternative (Bokor 2009, Bartha 2007, Bernjak 2004, Kolláth 2005, 2009).

In order to launch monolingual classes or a minority language school, it would be necessary to modify the current law. The committee of the Hungarian community also supports bilingual education; it does not plan to present a bill in this topic. It does, nevertheless, emphasise the need for internal innovation of the current practice.

**Higher education** in Slovenia is organised fully in accordance with the Bologna principles. Hungarian is not the language of education, it is only a subject. Prior to 2008, the possibilities of studying Hungarian were limited to obtaining a double major teaching degree from the University of Maribor, at the Department of Hungarian Language and Literature (DHLL; before 2006 part of the Faculty of Pedagogy, since 2006, part of the Faculty of Arts). Majors could be freely combined with Hungarian, but both the other major and the general courses are conducted in Slovene. In accordance with the special minority law, the department was allowed to accept five students per year.

A BA in Hungarian language and literature was launched in 2008/2009, at the same time as courses for Hungarian-Slovene interpreters and translators were implemented at the Department of Translation Studies. Today there is a teacher training MA course at the Department, and a doctoral programme (PhD) in Hungarian language, accredited since 2010, is available for ambitious students. Thus, Hungarian is now taught in Slovenia across all levels of the education system.

Teachers teaching at lower grades of the primary school receive their diploma at the Pedagogical Department of the University of Maribor. The training is in Slovene only, although the teachers-to-be will have to teach both languages in the bilingual education system. Students can enrol in courses with native teachers at the DHLL, for two single periods (2x45 min) over four semesters; the course covers Hungarian language, literature, culture and language teaching methodology. At the end they can take an exam and obtain a diploma which qualifies them to teach in bilingual classes. Both the community and experts find this training insufficient and wish to find a solution for training both school and kindergarten teachers in Hungarian.

The rest of the professionals in Prekmurje are educated in Slovene-language programmes in various institutions all over the country. At the universities of Ljubljana and Maribor ethnic Hungarian students can study Hungarian as a mother tongue and Hungarian for Special Purposes (HSP) in two lessons per week with native teachers. Their numbers have been growing, and since students receive credits, the courses count towards a degree as well.



In the period between 1981 and 2005, 56 students were awarded Hungarian scholarships: 44 of them attended fulltime and 12 part-time courses. Three students have obtained PhD's, and currently there are 12 Hungarian students from Prekmurje studying at universities in Hungary.

#### 2.4.4 Identity-connected language-political behavior

No **pop groups** perform only in Hungarian. There are, however, some who will occasionally play a Hungarian song, if the audience requests it (see chapter 2.3).

To the best of our knowledge no studies have been conducted into the language use of the **new media**. Presumably, Hungarians use them mostly in Slovene, as they – for reasons described earlier – tend to prefer Slovene when writing.

**Local politicians** tend to use their mother tongue at political and cultural events in Prekmurje. Speeches are in both languages; Hungarian speakers give a summary in Slovene, while Slovene speakers usually need an interpreter. MPs can use Hungarian in the parliament, but they usually opt for Slovene, to save time (no need for translation). In the meetings of organisations and institutions, Hungarian speakers usually accommodate and seldom use their mother tongue. The reasons vary: indifferent attitude to the expression of national identity, poor language competence, not wanting to waste time with translation, or sometimes lack of familiarity with rights concerning mother tongue use. At the highest levels of public administration bilingualism is practically nonexistent (Göncz 1998).

Local **researchers** tend to use their Hungarian mother tongue in publications and at conferences. In a Hungarian-language context they will use Hungarian, while in an ethnically heterogeneous academic situation, if there is no official interpreting available, the language of communication is Slovene.

#### 2.4.5 Gender aspects of everyday language policies

There is no research into gender aspects of mobility and migration.

The 2002 census revealed that there are 497 mixed, Slovene-Hungarian **marriages** in Slovenia. Homogeneous Hungarian marriages account for about 60% of all the marriages by Hungarians, which means that about 40% of Hungarians live in mixed marriages. They are most often Hungarian-Slovene (about 30%), but there are some Hungarian-Serb and Hungarian-Croat ones too (Komac 2007: 521). Some studies have investigated the names used and chosen in mixed marriages and identity issues. (Varga 1999, 2003, 2008: 38-43; Zágorec-Csuka 2010).

A **comprehensive sociolinguistic study** of Prekmurje by Csilla Bartha between 2003 and 2004 revealed, among other findings, what respondents think of the Hungarian competence of Slovenes living in mixed marriages. Spoken Hungarian was assessed as satisfactory, but reading and writing were given much lower grades. Slovenes not living in mixed marriages were considered to have even less competence in Hungarian. (Bartha 2006: 96.) Data from the latest study of researchers from Koper University (Čok ed. 2009, out of 101 respondents / students in Muravidék, 33 from Hungarian and 68 from Slovene mother tongue groups) illustrate the efficiency of the Slovenian bilingual instruction model. They also give us a picture of language competence, language use and choice, and attitudes to languages of students from mixed marriages (Nečak Lük 2009: 51–63). There are no gender-specific issues in this study.

## 2.5 Languages in contact and language maintenance

### 2.5.1 General description of the languages at issue

**Hungarian is a Uralic language**, situated in the Ugric language group of the Finno-Ugrian branch. Its closest language relatives are the Mansi (Vogul) and Khanty (Ostyak) languages in Western Siberia. Hungarians separated from the Ugric community about 2,500 years ago, while the separation from more distant linguistic relatives such as the Finns took place much earlier, up to 6,000 years ago. Hungarians call themselves and the language *magyar*, while the external names vary from one language to another: *ungarisch*, *Hungarian*, *venger*, *ungur*, all going back to the same (originally Turkic) ethnonym.

From a linguistic point of view Hungarian is in a special position. The period when Hungarian was synonymous with the Hungarian language used in Hungary ended with the Trianon Treaty. The ‘new’ borders crossing people and communities started a new phase in the development of the language as well: in eight countries in the Carpathian Basin the Hungarian mother tongue has been changing and developing in eight different ways.<sup>26</sup> Its unity can only be maintained if we accept that Hungarian can be spoken in a number of different ways. The varieties are of equal value, and mutual intelligibility is not threatened in any way (Szilágyi N. 2003).

The most fundamental feature of language is its ability to change constantly and to exist in varieties. Defining what separates a language from a language variety belongs to those challenges which are always relevant. Since the change of regime in Hungary (in 1989) the

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<sup>26</sup> Hungarian-speaking communities live in Hungary and in seven neighbouring countries in four large regions: Transylvania/Erdély in Romania, Felvidék in Southern Slovakia, Subcarpathia/Kárpátalja in Ukraine, Vojvodina/Vajdaság in Serbia, and in three small regions: Burgenland/Őrvidék in Austria, Prekmurje/Muravidék in Slovenia and Drávaszög in Croatia.

question of pluricentricity has arisen, mainly among sociolinguists (Lanstyák 1998), provoking heated debates in linguistic circles (for principle questions, see Kontra & Saly ed. 1998).

Due to the specific situation of the Hungarian language, both internal (multilingualism, multicondality: standard, territorial, and state language varieties) and external diversity (multilingualism in various major/state languages) play a very important role. Internal diversity serves the survival of the language, while external diversity is important from the point of view of European integration.

The unity of the Hungarian (cultural) nation across the borders survives nowadays mainly through the common language and the common culture which the language embodies. In united Europe the situation of Hungarian cannot be reliably described without paying attention to the international, cross-border role of the language.

In order to draw a realistic picture, the question should be approached from two points of view. The internal state of the language is perfectly appropriate and normal: it is a living language, spoken and in use. The external state, on the other hand, – who uses the language, where, what for, and how many language users there are – is not so reassuring: one in five of its users live in a minority state, and in those areas there is a danger that Hungarian might become a language of limited use (Nádasdy 2006). There are also myths and misconceptions about the Hungarian language (Lanstyák 2004a) which still determine the content and shaping of the linguistic (mother tongue) identity in the Hungarian communities. Many regard Hungarian, for instance, as a minor language, which is not true. With at least 13 million native speakers Hungarian is in an intermediate position: it is the 29th of the approximately 6,000 languages of the world, and 12th out of 62 in Europe. There are many more much smaller languages in Europe – for example Slovene, with its 2 million users.

Furthermore, Hungarian was separated from the other Ugric languages more than 2,000 years ago (or, as Hungarians often put it, “Hungarian is a very old language”) and has no close relatives. It does not resemble any other language in the way Slovak is similar to Czech, Dutch to German, Romanian to Italian, or Slovene to Croatian. Speakers of Hungarian never experience ‘nearly’ understanding a language which is just a little different from their own. As there is no nearly-Hungarian language, the way Czech is taken as nearly-Slovak and Romanian as nearly-Italian, Hungarians are tempted to think that Hungarian must be solid and uniform (Nádasdy 2005).<sup>27</sup>

The future of the Hungarian language of the outer regions, varieties of the state language, depends on three things: firstly, the language competence of the speakers (primary and

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<sup>27</sup> It must also be noted that the desire to unify can stem from being politically separated (Trianon) – in most communities Hungarian is still the main vehicle of Hungarian identity.

secondary socialisation in the mother tongue, mother tongue dominance)<sup>28</sup>; secondly, on maintaining the domains of minority language use (regulations, legal status), and thirdly, the speakers' positive attitude, the fact that they want to speak their native language. If the Hungarian language in Slovenia shall survive, there is an urgent need to raise its prestige<sup>29</sup> (Kolláth 2005: 72-73).

Slovene and Hungarian have been living next to each other for centuries and in direct contact in Prekmurje since Trianon. Despite contacts and lexical borrowing in both directions, the two unrelated languages are mutually completely unintelligible, and in interethnic contacts, language choices are an inevitable issue. These choices, in turn, are not determined by purely linguistic factors but also by the power relationships and the general trends of internal and external language choice in Prekmurje/Muravidék.

In the **relationship of the two languages** the majority language has higher prestige, and this has a serious impact on the minority Hungarian language, mainly in the field of lexicon. Deficiencies in Hungarian speakers' competence and gaps in the lexicon are compensated by code-switching and borrowing. Hungarian linguists make every effort to increase the scope of usage of the minority language by corpus planning, spreading adequate information (that Hungarian used by bilinguals cannot be the same language as the one used by monolingual Hungarians; that resorting to the second language or the language of the environment is not an error or a "breach" against the Hungarian language), by way of prestige planning and acquisition planning (teaching). It is necessary to create a positive attitude towards the local vernacular, besides the regional official language status, both among the minority and the majority (shaping language awareness).

The **impact of English** reaches the Hungarian used in Slovenia mostly through Slovene (foreign loanwords enter Hungarian in a Slovenised form).

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<sup>28</sup> Primary socialisation in the mother tongue would serve as the foundation for mother tongue dominant bilingualism: without socialisation in the native language a minority language is bound to die out in the long term. It is well-known that a shift in dominance has happened in Muravidék: for most bilingual persons, Slovene is the dominant language. It is mostly mixed marriages that are blamed. In bilingual education, Hungarian has dominance only in the lower primary classes. Even there, it is highly teacher-dependent, and is also influenced by the attitude to Hungarian in the community and the given class.

<sup>29</sup> According to Weinreich, Kloss and Fishman (Borbély 2001, Péntek 2003, Kolláth 2005), numerous factors contribute to the prestige of a language: what role it plays in social advance, the prestige of its speakers, to what extent it can be used in science and technology, how rich its literary heritage is, how useful it is in international contacts, certain inner features (melody, beauty, sophistication, power), i.e. status, and the positive elements of pragmatic, cultural, scientific and symbolic values. The viability of all languages depends on these factors: the higher the prestige and the lower the stigmatised nature of the given language or language variety, the broader its scope of usage, and the higher its survival potential.

### 2.5.2 Monolingualism, bilingualism and multilingualism

There are very **few monolingual speakers** among the Hungarian community, only some older members who have not attended Slovenian schools and have seldom been outside their Hungarian (majority) villages. Among Hungarians societal bilingualism is coupled with personal bilingualism, which is not the case among Slovenes. Thus, the Hungarian-Slovene bilingualism in Slovenia is unilateral, which to a large extent is the reason for the shrinking role of Hungarian. Children who come from homogeneous Hungarian families learn Slovene in heterogeneous kindergarten groups. In mixed marriages most children are socialised in Slovene. Moreover, the knowledge of Slovene helps in learning and understanding its sister language Croatian, a regionally important language which the Hungarians in Muravidék generally like and some even speak (Bokor 2009, Kolláth 2005, Bernjak 2004).

By the end of their school years, most native speakers of Hungarian have shifted into using predominantly Slovene: the linguistic situation is characterised by Hungarian losing ground and the growing dominance of Slovene. The findings of research conducted in Hungary by experts from the majority community support this: the language competence of all age groups of speakers is declining, although at varying degrees (Bartha 2007; Kolláth 2005; Novak-Lukanovič 2003a, b).

The **language contact situation** in Muravidék is not a stable bilingual one, so traditional models of diglossia can only partly be employed here: the “high” and the “low” code are represented by two separate languages. In the relationship of minority and majority languages Slovene counts as the high code, and some kind of productive-receptive diglossia seems to be working within Hungarian language usage (Hoffmann 2006: 164): in spoken communication, nearly exclusively the contact variety is used, while reading and writing is done in Standard Hungarian.

Another milestone is the change of political regime in Hungary in 1989 and the **opening of the borders**, making the standard dialect of the mother country, previously cut off by the Iron Curtain, accessible for the ethnic minority – all of which served to place Hungarian-Hungarian communication in a new context.

The shift in the situation of the Hungarian community is most clearly reflected in the **vocabulary**: separation from the mother country and familiarity with, and use of the other language, have led to a point in which new words and expressions are mainly acquired by borrowing them from the state language (5.1.4). The purpose of borrowing is not to “weaken” the language but, on the contrary, to keep it in working order: loanwords serve as tools to refer to objects, institutions etc. that speakers of Hungarian communities across the borders did not know before Trianon. As a result of the borrowing processes, the “linguistic absence” (perceived lack) of certain words or expressions has been consolidated (Lanstyák 2008: 125).

The varieties of Hungarian outside the borders of Hungary now diverge especially in the terminology and professional vocabulary of public administration and institutions. As a result, the most significant differences can be found in the terminology of administration and law, and the language of the related media (Lanstyák 2002). Nevertheless, “developing away” is not dangerous, as long as it is perceived as something arising naturally from the needs and usages of the speakers themselves.

In theory, the teachers and education politicians of the community insist on Standard Hungarian and this is what curricula and official documents are written in. In practice, however, apart from the Hungarian mother tongue lessons, it is the local contact variety that is used in the bilingual education programme. Here, it must be noted that strengthening the status of the local Hungarian vernacular in education would very probably promote its survival. Considering the small numbers and endangered state of the Hungarian speaker community, and on the basis of our practical experience, it can be stated that any further attempts to prioritise Standard Hungarian over the vernacular would accelerate language loss. This is also supported by what the ELDIA results showed about the speakers’ attitudes (in particular, pertaining to whether there is a “pure” variety of Hungarian; see below, chapter 4.3.1.6).

After 1945 the most important turning point in the contact situation was the introduction of bilingual education in 1959, followed by the external differentiation of the Hungarian language in 1991<sup>30</sup>. Although both innovations were meant to preserve the minority language as the mother tongue, the rather utopian intention remained a utopia. The inequality in social and linguistic power relations ruled out the possibility that both languages could have been used equally frequently and in equally co-dominant roles. As a result, Hungarian has constantly receded and Slovene has become even more dominant.

There are two educational projects in the pipeline in Slovenia, both serving multilingualism: one is the gradual introduction of early foreign language teaching (the first foreign language would be introduced in the first third of the 9 years long studying period of primary school, instead of the second)<sup>31</sup>, the other is the introduction of a second foreign language in the third stage of the educational programme (from the seventh schoolyear on, as a compulsory or as an optional subject)<sup>32</sup>. According to Article 4 of the law about the gradual introduction of a second foreign language in primary education (*Jogszabály a második idegen nyelv általános iskolai fokozatos bevezetéséről/Pravilnik o postopnem uvajanju drugega tujega*

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<sup>30</sup> The external differentiation means that there are two groups of children studying Hungarian in two levels.

<sup>31</sup> The early introduction of the first foreign language in 2013/2014 would be preceded by trials all over the country. A professional committee is investigating ways of introducing it in the bilingual area.

<sup>32</sup> A second foreign language was introduced in 10% of the monolingual schools in 2008/2009 where all the personnel, material and infrastructural requirements were met. By 2011/2012 all schools must be ready to launch the programme.

*jezika v osnovni šoli*) schools can offer German, Italian, Hungarian, Croatian, French or English as a second foreign language. This way Hungarian will theoretically be on offer in any primary school in Slovenia, and students can learn it – provided there are enough applicants and a teacher with suitable qualifications.

Both innovations need special care in the bilingual institutions in the Prekmurje region, because they must not threaten the survival of the – lower prestige – Hungarian mother tongue.

The use of Hungarian in the bilingual area for all purposes is a right granted by the constitution. In practice, the vernacular is more or less consistently used only in familiar situations and between Hungarians. The vehicular language in communication with Slovenes is Slovene. Hungarian is losing ground in bilingual education: teaching about the mother tongue has taken the place of teaching through the mother tongue. Due to inappropriate subject support and a change in the content of identity, school children will not acquire a proper command of Standard Hungarian. On the contrary: those who stay in the bilingual area will soon ‘re-learn’ the vernacular, since this is the language of communication in the family when they are speaking in Hungarian.

Some examples of the relationship of language use stages and language choice strategies should also be mentioned. In informal situations (praying, dreaming, doing basic logical operations, counting money) Hungarian is still dominant, while the language of swearing is Slovene (a fact deserving special attention, because Hungarian speakers generally believe that theirs is the perfect language for swearing). Formal situations are different: at the village/town hall there is approximately the same amount of Slovene and Hungarian used; the post office is dominantly Slovene, sometimes monolingually Slovene. With the doctor, communication might break down in the absence of a common code: elderly monolinguals or Hungarian-dominant bilinguals often need the help of others when using health care services (Bartha 2007: 91-92).

In the Prekmurje region, thanks mostly to 50 years of **compulsory bilingual instruction**, even the majority group can become bilingual, in theory. If the Slovenian-speaking community fails to become functionally bilingual, this will seriously affect the fate of the bilingualism of the Hungarian community as well. This setup will determine the power relationships to a large extent even today. In order to promote true bilingualism, necessity should be turned into an advantage; however, negative attitudes towards a language (“I am forced to learn it”) are not always easy to turn into positive ones (“this will open new chances for me”).

Bilingualism in Prekmurje, regarding the relationship of law and practice is mainly *de jure*: there is still a clash between the sophisticated legal background (theory) and everyday practice. Analysis of the situation, exposure of the causes, and open discourse may help fill the gap (Kolláth 2009a: 40).

Sociolinguistic research proves that from an **aesthetic and emotional aspect** respondents in Prekmurje prefer Hungarian. In their opinion, the Prekmurje dialect is more relevant than the Standard Hungarian of the mother country. In their childhood, they thought even more highly of the local language variety, a fact that falls in line with the opinion that schools should rely on the local language even more. Respondents find the future survival and stability of the Hungarian language of utmost importance, and they see bilingualism as a natural environment for the Hungarian national community in Prekmurje; this is confirmed by the answers given to a large number of questions (Bartha 2007: 100-102).

Contact interference is in direct proportion with Slovene dominance; interference within Hungarian depends on the level of Hungarian language schooling, the intensity of personal and/or business contacts in Hungary (although English as a transfer language comes into the picture more and more often). Neither contact interference nor the sociolinguistic situation in Prekmurje has been thoroughly investigated yet.

### 2.5.3 Results of language contact

Typologies of bilingualism are seldom drawn from the point of view of the majority, because minority bilingualism is usually unilateral: bilingualism is typically the privilege of the minority community. A minority needs knowledge of the state language for its everyday existence – the future and success in the society, with nearly all the bilingual minority communities in the Carpathian Basin, seem much more secure in the majority language. In order to get to know the culture of the people they share a territory with, and to utilise the advantages of multiculturalism, the majority might become familiar with their language; in this way bilingualism might turn bilateral.

Second-language competence, the level of bilingualism and of its involvement in the partner culture of the majority depend on several factors. While with a minority bilingualism can appear both individually or on a community level, a majority community is not bilingual, even if it includes such individuals. In the case of the majority bilingualism does not reach community level, whereas with a minority individual bilingualism is realised in the bilingualism of the community, and vice versa (Kolláth 2009: 38-39).

Regarding motivation in acquiring the language, bilingualism comes naturally to the majority of Hungarians in the Prekmurje region. In the bilingual area the second language is usually acquired in an informal way, most often already in the family. At the same time, however, bilingualism of Hungarian children is prescribed and controlled by the educational system: even children who grow up in monolingual Hungarian-speaking families in small, Hungarian-dominant villages will acquire Slovene at school. Slovene speakers, in contrast, if living outside the bilingual area, will only become bilingual by learning the second language at school as a mandatory subject.



In terms of **socio-cultural attitudes**, bilingualism these days is mainly subtractive for Hungarians. This means that the Hungarian language may be losing its value in the minds of most individual speakers, because the minority language and culture of the heterogeneous Hungarian community is equal to Slovenian only in the eyes of the law; in practice there are fewer and fewer contexts in which the minority language can be used on the community level. As a result, the Hungarian vernacular is replaced by Slovene in an increasing number of domains. For the Slovene population, co-habitation and the bilingual model of instruction could in principle result in additive bilingualism. Learning the second language does not threaten the position of their mother tongue, as its prestige, being the state language, is very high already. School and social practice, on the other hand, show that Slovene native speaker students do not become (functional) bilinguals during the bilingual education (the reasons of this go much deeper, and are primarily not language-related), and this fact will define the asymmetry of institutional bilingualism, the dominance of Slovene in all fields of social existence (unilateral bilingualism on the community level). All this will have an impact on the survival of minority Hungarian, because public monolingualism will lead to loss of registers and to language attrition for Hungarian speakers, all of which in turn promotes **language shift** (Kolláth 2009: 39-40).

Research on language contacts has focussed mainly on **borrowing** (the distinction between word-level code-switching and borrowing can be based on how well the words are integrated into the base language and how frequently they are used).<sup>33</sup> The code-switching strategies, their types, and the reason for choosing them in minority discourse have not yet been examined, the information we have comes mainly from passive observation. Csilla Bartha's research has shown that base-language switch can be triggered by language accommodation: when a Slovene enters the room, Hungarians will switch over to Slovenian, even if they are in the majority (Bartha 2007). This high-level accommodation is acceptable for most Hungarian speakers and they find it perfectly natural, or necessary for successful communication. Hungarian speakers do not consciously accept either borrowing or word-level code-switching and do not admit resorting to them (in front of strangers), regarding "mixing of languages" as inappropriate, bad Hungarian – although they use Slovene loanwords and keep switching into Slovene all the time (see the ELDIA results in chapter 4.3.1.3).

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<sup>33</sup> Research into the **lexicology** in Muravidék in the 20th century has mainly focussed on dialectology. Lists of dialect words, overviews of their state and of changes as well as general investigations into the lexicon of Hungarian as spoken in the neighbouring countries of Hungary have been published by József Bokor, Miklós Guttman, Anna Kolláth, Zoltán Molnár, Géza Szabó, József Varga and Otto Vörös. Research has been conducted within the framework of language geography and language sociology studies at the Department of Hungarian Language and Literature of Maribor University and the Department of Hungarian Linguistics of Berzsenyi Dániel College in Hungary. The bibliography includes a list, albeit incomplete, of relevant titles (see also Kolláth 2005: 155).

The studies of Slovene **loanwords** in the Hungarian language of Muravidék gained momentum in 2003 when Hungarian language offices and research bases were launched. This served as a starting point for a joint research programme of the Termini network, under the auspices of the Hungarian Academy of Science and including the Imre Samu Language Institute (which is also in charge of the Muravidék area). This research network is now engaged in so-called ‘de-Trianonisation’, or ‘de-bordering of words’ (*határtalanítás*) (Benő and Péntek eds., 2011): the aim is to ensure that Hungarian language varieties spoken outside Hungary are properly represented in dictionaries, grammars and other reference books so that Hungarian language and linguistics will be understood as comprising the whole Hungarian language area. Since Trianon, but especially after 1945, all such publications dealt only with the Hungarian language spoken in Hungary. Whichever way we look at it, the process should have a positive effect on the situation of the Hungarian language. By expanding codification it will serve linguistic unity, increase the appreciation of minority Hungarians, and put an end to the shrinking of language use in minority bilingualism. If its results are spread widely they will reach education and the channels spreading linguistic information (Lanstyák 2005b, 2005c). It is bound to strengthen the self-confidence of Hungarians beyond the borders, and help them retain their mother tongue<sup>34</sup>.

So far research has yielded an online (Hungarian–Hungarian) *ht* database (*ht* is short for *határon túl* ‘beyond the border’) containing the specific vocabulary of the eight Hungarian-language areas outside Hungary, one of them being the Prekmurje region (<http://ht.nytud.hu>). The database is constantly updated and differentiated on the basis of background research conducted in the regions.

Since 2007 there has been research into the frequency of **ht words** (words directly or indirectly borrowed from the state language) in Prekmurje too, using a 100-statement questionnaire, in which respondents are asked to substitute words or to judge their lexical features. Substituting a target word of Slovene origin with a Standard Hungarian word, the appearance and spread of standard forms might indicate leveling out in the field of language use: that the changing circumstances after the change of regime have consequences in the field of languages. Non-linguistic phenomena might trigger the birth of a local standard variety through direct contact with the Hungarian Standard, even if it is spoken by few and in a limited number of situations. This hypothesis is supported by the strength and often the unique power position of local vernacular, but its effect is limited by the the shrinking role of Hungarian (Kolláth 2007b). The distance between Hungarian and Slovene has not changed

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<sup>34</sup> The de-bordering project includes the setup of a cross-border lexical database of Hungarian and also collecting and developing a corpus of the written and spoken language of the outer regions. Additionally, it sets out to find ways of de-bordering Word, the word-processing software. The latest effort is to codify place names in the outer regions. The de-bordering project will include all language-planning efforts whose aim is to codify various *ht* elements. These days it is not only the list of topics that is expanding: there is an increasing amount of literature dealing with de-bordering, emphasising its relevance and its use in linguistics.

because of the intensive language contact, mainly owing to the asymmetric nature of the relationship.

Conclusion: The trend of **language shift** is growing stronger. Hungarian in Prekmurje – according to some experts – is in an advanced state of language shift (Bartha 2006; Bence 2010, Bernjak 2004 and passim). Others, who would rather not use the adjective ‘advanced’, emphasise that although Hungarian is moving into the background, it is still passed on to the younger generation. Solely or predominantly Hungarian-speaking families obviously socialise their children in Hungarian (this has not been systematically investigated), but by the time they leave school, as a result of the bilingual instruction model they become second-language-dominant bilinguals, while the use of Hungarian is limited to oral communication within the family. This does not mean giving up the language for good, but it will definitely diminish the vitality of the language and of the language community. Among the reasons for this we must mention the low numbers of the Hungarian community, the higher prestige of the Slovene language and culture, the fact that the standard of living is much higher in Slovenia than in Hungary, and the anomalies in the practice of bilingual instruction. Most children born in Hungarian-Slovenian bilingual families are socialised in Slovenian. In bilingual kindergartens Hungarian children pick up Slovene very quickly, and many develop a positive attitude to the state language already early on. This is not a problem in itself; however, in practice the acquisition of Slovene often leads to subtractive bilingualism, that is, Slovene substituting Hungarian. Most Slovene children, on the other hand, never manage to acquire a good command of Hungarian.

#### **2.5.4 Perception of learnability and willingness to use the language**

As Hungarian and Slovenian are mutually unintelligible, mutual understanding in the form of community-level bilateral bilingualism requires conscious language learning. Bilingual socialisation in the family should be supported by bilingual education. Here, both the teaching of Hungarian as a second language and the language choices in the teaching of various subjects at school are of crucial importance.

Slovenia’s formally flawless minority policy guarantees all legal and political support for the Hungarian community and protects Hungarian similarly to Slovene in the constitution, legislation, and language strategy. In theory, there are no obstacles to equal language rights; in the practice of unilateral bilingualism, however, the languages are equal on paper only. The current situation favours assimilation and the huge gap between theory and practice seems very hard to bridge, mainly because of the changes in the content of ethnic identity. Our observations suggest that it is precisely the local need and desire that is not powerful enough, and this is exactly what must be supported.

## 2.6 Conclusions

The Hungarian language survives in the Prekmurje region primarily in its **vernacular** variety in informal situations. Standard Hungarian as a supraregional **vehicular** variety is only used in Hungarian-Hungarian discourse, since in Hungarian-Slovene communication the vehicular language is Slovene. These issues are still insufficiently investigated and in need of further research.

Hungarians speak Hungarian with other ethnic Hungarians, mainly at home and in the family. The formal, professional and official registers are totally absent. Cultural and political events organised by Hungarians are bilingual, with Hungarian as the dominant language. Participant observations show that Slovene is now being used as a vehicular language in Hungarian-Hungarian communication as well. Investigating this issue would be of utmost importance, because this is the most spectacular manifestation of language shift.

The legal position of the Hungarian language is fully settled; the language enjoys the highest level of legal protection. Its status as a regional official language is defined by the constitution, which also ensures that the autochthonous ethnic community has special rights. The community is represented by its own Member of Parliament, who has the right to veto in minority issues.

Bilingualism is unilateral in practice and the domains of use of Hungarian are decreasing. The general minority bill (Roter 2011), whose intention is to throw light on why the perfect theory does not work in practice and find a solution for the problems, is meant to change the situation.

One of the special features of Prekmurje Hungarian is that there is no need for a standard koiné, because the whole of the Hungarian area in Slovenia belongs to one dialect. In all the stages of oral communication Slovene and the Hungarian dialect live side by side with each other, even in those contexts where a standard or a regional standard is preferred in other communities. Standard Hungarian is mostly only present in writing and in formal oral communication typical of some intellectuals in the field of humanities.

In the bilingual instruction, which is compulsory for both the minority and the majority, Hungarian is present in theory in 50% as the language of instruction and as mother tongue (Hungarian1) and second language (Hungarian2) in language classes.

Due to the bilingual education model which is compulsory for everybody in the bilingual area, the Hungarian-speaking minority and the majority are in a much more similar situation in Slovenia than in the other Hungarian-speaking areas outside Hungary, where the majority is not obliged to learn the language of the minority and use it as the language of instruction. However, the absence of bilateral bilingualism polarises the language situation. Even in

those few remaining settlements where Hungarian speakers still form the numerical majority they cannot feel or behave like a majority group.

The role of standard language in the Prekmurje region is partly played by **Standard Hungarian**. This is what intellectuals from the fields of humanities use in formal situations, usually in writing; this is the language of official documents, proofread by natives and the language of textbooks translated from Slovene. The standard of oral communication between the minority and the majority, on the other hand, is Standard Slovene, as Slovene speakers do not consider command of the Hungarian language particularly useful (Bartha 2007: 102). The Hungarian community does not see any problem in restricting the use of vernacular Hungarian to informal situations, because their higher social ambitions and career plans are oriented towards Slovene-language social contexts. (This is part of the general dominance and higher prestige of Slovene which has been discussed in more detail in the preceding chapters.)

It is the declared aim of the bilingual education programme that the Hungarian Standard be acquired both in the mother tongue education (Hungarian classes) and through education in the mother tongue (other subjects taught in Hungarian). This, unfortunately, does not normally come true; apart from qualified teachers of the Hungarian language (with Hungarian major), most teachers either do not speak Hungarian, or they have no command of the Hungarian Standard variety. Among members of the Hungarian community, Hungarian only enjoys a covert positive prestige, that is, its use is connected to a narrow community identity. The overt prestige of the Hungarian vernacular is negative, because it differs from Standard Hungarian, and speakers still think in terms of the dichotomy of correct/incorrect, instead of understanding that the norms of language use can vary in different speech situations.

## 3 Data Sampling and Methods

### 3.1 Introduction to fieldwork

The data collection was carried out by way of written questionnaires, individual and focus/control group interviews, which will be described in greater detail in the following chapters (for the questionnaires, see Annex 3). The fieldwork was conducted following a fieldwork manual which was centrally created for all ELDIA teams by Jarmo Lainio, in cooperation with the ELDIA team of Tartu.

The ELDIA survey questionnaires were centrally planned for all case studies (and only slightly modified for the case studies conducted by the ELDIA team at the University of Oulu). Unfortunately, due to the withdrawal of the University of Stockholm from the project and the resulting heavy time pressure, the questionnaires could not be properly tested before use: some minor technical errors remained, and the questionnaire as a whole was often experienced as too lengthy and challenging. Nevertheless, it fulfilled its main purpose and provided the data for this Case-Specific Report. (A revised version of the MinLg questionnaire, developed on the basis of the experiences from the ELDIA case studies, has been published as part of the *EuLaViBar Toolkit* at <http://phaidra.univie.ac.at/o:301101>.)

The Hungarian translations of the minority-language survey questionnaire, based on the English-language master version, were prepared in cooperation by the ELDIA teams of Maribor and Vienna. The Slovenian versions were translated by Livija Horvat of the Maribor team.

The interviews were also based on centrally planned interview templates which were included in the fieldwork manual.

**Four members** of the Maribor ELDIA team participated actively in the fieldwork: Anna Kolláth, Annamária Gróf, Livija Horvat and Judit Gasparics.

### 3.2 Sample survey

The fieldwork consisted of two parts: I. Sampling by means of the **questionnaire**<sup>35</sup> among minority and majority interviewees and II. individual (8) and focus group (6) **interviews** in

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<sup>35</sup> A **professional copying company** got contracted to print the questionnaires and the introductory letter in Hungarian and Slovenian because according to the Slovenian law the questionnaires had to be sent in both languages in the bilingual area.

the minority speaker community, as well as conducting focus group interviews with majority interviewees (2CG-interview).

We received a **list of names** for the questionnaires from two sources:

a) The minority list (MinLg) was compiled by the colleagues of the Hungarian Nationality Culture Institute (MNMI) following discussions with the head of the institution, based on official registers of NGOs in accordance with the parameters stipulated in the ELDIA fieldwork manual (sex, age).

b) The majority list was based on official registers about the total population of Slovenia (registers do not indicate the belonging to a national community, the element linking people in the registers is the Slovene nationality). This will be referred to as the control group (CG) or the majority list (MajLg)<sup>36</sup>.

Following the recommendations 1000 individuals from both communities were put on the list (instead of the 500 defined in the project) in order to reach the response rate of 300 questionnaires each, or 30%. The **questionnaires** were sent out between 6-8 January 2011 per mail. The individuals on the minority list received the minority questionnaire and the other materials (translated by Livija Horvát into Slovene) in both Slovene and Hungarian; the individuals on the majority list received everything in Slovene. We attached the necessary technical instructions on how to fill in the questionnaire as well as the letter of consent in which ELDIA was briefly described. After discussing the issue with the ELDIA team of Vienna and Karl Pajusalu of the University of Tartu, who was the responsible leader of the fieldwork phase, we did not send out requests to participate in the interviews but selected the interviewees based on personal relations (with the help of local activists and students, because our experience showed that even in face-to-face contact it is difficult to make people volunteer for an interview).

In accordance with the ELDIA fieldwork manual, **8 individual interviews** were conducted. Our field workers interviewed a male and a female person for each of the four age groups (see chapter 3.3 below). Organising the **focus group interviews** was more difficult than we had expected. Due to timing problems and last-minute cancellations, the planned 6-8 people could not be recruited for all focus groups.

### 3.2.1 The structure of the minority speakers' questionnaire

Two survey questionnaires were used, one for the target group (MinLg, Hungarian speakers) and the other one for the control group (MajLg). The target group survey questionnaire

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<sup>36</sup> In accordance with our regulations on data protection, the list was destroyed once the questionnaires were sent out.

consisted of 63 questions. More precisely, they were question sets because many questions had a number of alternatives that increased the actual number of questions to 373. These included 31 open-ended questions, some of them as alternatives. The control group survey questionnaire consisted of 47 question sets, while the total number of questions was 305 and the number of open-ended questions 20.

The target group questions were divided into the following thematic categories:

#### 1. Basic information about the informant (1–6)

This section covered the personal information of the anonymous respondents: age, birth place (country, rural or urban), education and profession. These are the sociological basic variables that were compared to other variables in the data analysis.

#### 2. Background of language usage (7–27)

This extensive section mapped the stage at which the informant had learnt the minority and majority language(s) at issue, the information about language usage with family members and relatives such as spouses, children, parents and grandparents, sisters and brothers and other family members. Language usage at school age was inquired separately.

#### 3. Language skills (28–32)

This section outlined the language skills of the informants in the minority language, majority language, English and eventually in another language. The questions included variables in private and public sphere, such as home, work, school, street, shopping, library, church, authorities and local activities.

#### 4. Attitude towards different languages and desire to use them (33–59)

This was the largest and most complex section in the questionnaire. The respondents were asked to evaluate various statements about the usage and mixed usage of the minority and majority language. Furthermore, several variables were used to cover the informant's attitude towards language usage in various contexts. The respondents had to characterise the relevant languages by means of various adjectives and comment on their usefulness. The last part of this section dealt with the role of language planning and the ideas of correct language usage.

#### 5. Language usage in public and private sphere (60-61)

This brief section completed the points of the two preceding ones by asking a more detailed question on the presence of the minority language in public sphere.

#### 6. Culture, media and social media in different languages (62-63)

The last section sought to find out how the informants use media in different languages. The same selection that was applied earlier was repeated here: minority language, majority language, English, another language. Both sets of questions focussed on reading and writing.



The **applicability** of the questionnaire was good in case of Hungarian in Slovenia, although some important areas were not covered (see chapter 3.6.5).

There were some **problematic questions** in the questionnaire. For example in Q 27, a lot of respondents did not remember how many MinLg or MajLg classes they had in the school. Some respondents wrote comments onto the questionnaires. Especially questions 37-38 were criticised by respondents who did not see any sense in them. The questions 40-43 seemed to be the most difficult ones, as they were often left unanswered. Some respondents contacted each other to get “peer support” for understanding some questions. The questions referring to the English language were often left unanswered, even by younger respondents. Some open-ended questions, in which after checking the options *yes* or *partly* more specifications would have been needed, were left blank by many respondents.

When requested to indicate their town of residence, some respondents only mentioned a town or a village, while others gave their exact address. Some also wrote their names on the questionnaire, although the survey was explicitly declared as anonymous.

The **open-ended questions** of the questionnaire provided respondents the opportunity to express their opinion (justify their decision) with regard to a specific topic in form of a coherent text. There were many single-word answers in our material, but several respondents also gave long and detailed answers. These answers helped us draw conclusions concerning respondents’ attitudes and also provided valuable information about how well-informed the respondents were about various linguistic and non-language-related issues.

### **3.2.2 Minority language speakers’ survey**

The target population for the minority language (MinLg) survey were Hungarian speakers based in Prekmurje.

Team Maribor did not conduct any pilot study, as the ELDIA team of Vienna had already tested the first version of the Hungarian-language questionnaire in Austria. Livija Horvat tested the questionnaire with five randomly selected informants in the summer of 2010, but this did not result in any changes in the questionnaire.

#### **3.2.2.1 Target population, sampling frame and sample size**

The MNMI (see above) provided the ELDIA team of Maribor with a list of 1000 Hungarian speakers in Prekmurje. The addresses were selected from the official electoral list of the Hungarian minority, to which the Institute has legal access.

The questionnaires were sent to the respondents by normal post. The informants were provided with both the Hungarian and the Slovenian version of the questionnaire and other materials, as required by the law in the bilingual area.

### 3.2.2.2 Response rate

Of the 1,000 questionnaires sent out, only 246 were returned by 25 January 2011. Unlike in some other ELDIA studies, no reminder letters were sent, but with the help of local media and student assistants, 70 more questionnaires were returned. Of the 313 filled questionnaires, 294 could be machine-scanned.

The respondents filled in the questionnaires independently, except in the case of five elderly respondents: a junior researcher visited these respondents personally and helped them complete the questionnaires.

### 3.2.2.3 Survey outcome

The completion and return rates of the MinLg survey are presented in the following table.

Survey outcome	N	%
Completed questionnaire	193	19.30%
Partial questionnaire (more than 50% completed)	120	12%
Out of scope: CG questionnaire was used	10	1%
Out of scope: survey not carried out	590	59%
Non-contact: correct address not found	36	3.60%
Non-contact: Contact attempts failed	14	1.40%
Refusal: by the respondent	31	3.10%
Refusal; by the respondent's family member	-	-
Refusal due to e.g. incapability	6	0.60%
Technical problems	Not known	Not known
TOTAL	1000	100%

Table 8: Outcome of the MinLg questionnaire survey

### 3.2.3 The structure of the control group questionnaire

The CG survey questionnaire was based on the contents and structure of the MinLg survey. However, several parts of the questionnaire were shortened especially with respect to the use and adopting of the MinLg. The major differences in comparison with the MinLg survey are as follows: a detailed section about intergenerational language use was changed into

few focussed questions, and questions concerning attitudes were either changed or replaced (e.g in many cases questions were asked about two different MinLgs of each case study).

Structurally, the CG questionnaire consisted of the following parts: basic information about the respondent (1-6), background of language usage (7-11), language skills (14-18), attitude towards different languages (Q12-13, 19-46), culture, media and social media in different languages (Q47).

Questions 25-28 about the Slovene language were often left unanswered. The questions Nr. 29-36 seemed to be difficult to answer. Question 41 provoked a few comments, as the respondents did not understand it. A young male respondent wrote that the concept of the whole questionnaire is wrong. Another male respondent told us personally that the questions are sometimes too general and that we could have specified the certain situation: for instance, if the question as to whether Hungarian should be used at the police station refers to the bilingual area or the whole of Slovenia (Q 37, 39, 61).

### **3.2.4 Control group survey**

#### **3.2.4.1 Target population, sampling frame and sample size**

The majority list, based on official registers about the total population of Slovenia (registers do not indicate the belonging to a national community, the element linking people in the registers is the Slovene nationality). Out of this majority list (MajL) 1000 addresses were selected randomly. The list had to be destroyed after the questionnaires were sent.

Following the suggestion of the ELDIA statistics expert, the target population was selected from the whole of Slovenia.

#### **3.2.4.2 Response rate**

Until 25 January 173 majority questionnaires out of the 1000 were returned, the response rate considerably falling short of initial expectations. No reminder letters were sent because a call in the media resulted in 30 more forwarded questionnaires. From the final sum of 203 completed majority questionnaires, 195 were scanned. The questionnaire part of data collecting was completed by 15 March.

#### **3.2.4.3 Survey outcome**

The following table shows the numbers and ratio of completed and returned questionnaires.

Survey outcome	N	%
Completed questionnaire	165	16.5%
Partial questionnaire (more than 50% completed)	38	3.8%
Out of scope: CG questionnaire was used	-	-
Out of scope: survey not carried out	770	77%
Non-contact: correct address not found	10	1%
Non-contact: Contact attempts failed	2	0.20%
Refusal: by the respondent	14	1.40%
Refusal; by the respondent's family member	1	1
Refusal due to e.g. incapability	-	-
Technical problems	-	-
TOTAL	1000	100%

Table 9: Outcome of the CG questionnaire survey

### 3.3 Individual interviews

#### 3.3.1 Individual interviews

Both the individual and focus group interviews were semi-structured and thus conducted on the basis of a centrally compiled list of questions (see Annex 2).

**The target population** of the interviews were the people from the bilingual area of Prekmurje, who speak both languages (Hungarian and Slovene) and actively participate in the Hungarian community's life.

#### 3.3.2 Selecting and contacting interviewees

The interviewees were selected on the basis of information provided by our students, earlier research (previous data collection in the Prekmurje region) and family ties. Unlike in some other ELDIA case studies, respondents of the mail survey were not asked to participate in the interview study, because the interviews were organised already before the questionnaires were returned.

Selected interviewees were contacted via telephone or personally; different events and schools were visited in Prekmurje, personal relations were also used. After agreeing on a date and time the people were visited in their homes or at their workplaces or at the cultural houses of the villages.

At the time of our fieldwork, the Hungarian community had just experienced rather turbulent times: local government elections held in October 2010 changed the composition of local councils in the community and the chairman of the top-most organisation was elected after long-lasting legal debates (the new, young and ambitious chairman was elected at the end of January).

More than 8 respondents were interviewed, in some age groups more than one. The respondents participated helpfully, only one has refused the cooperation in individual interviews.

### **3.3.3 Background information**

The background information form for the individual interviews contained only a few pieces of information about the respondents' age, gender, education, occupation and the number of years spent in Slovenia and other countries. The questions were selected from the survey questionnaire.

### **3.3.4 Recording devices**

A dictaphone and a camera were bought for recording the interviews, but the recording functions of mobile phones were also used.

Some recordings were partly affected by disturbing background noises (birds, family members, other people present). On one occasion, the dictaphone was out of power after 4 minutes, but using the recording function of a mobile phone we could record the whole interview. Other technical difficulties did not appear.

### **3.3.5 Interview template**

The interviews were based on a centrally planned template (for lists of questions, see Annex 2). The main areas of inquiry were the mother tongue (what is the mother tongue, forms of acquisition, domains of use), use of other languages, attitudes towards multilingualism and language diversity and languages and modernisation (referring to the influence of technological change, increased mobility and new communication modes on language use). Although the interviews were quite focussed and the same central questions were asked from all informants, the conversations naturally took different directions. A couple of times the questions had to be simplified, or repeated.

### 3.3.6 Interview descriptions

The interviews were conducted between December 2010 and March 2011 by Livija Horvat, Annamária Gróf, Judit Gasparics and Anna Kolláth.

Not all individuals asked were willing to participate in the interview. A possible reason for this reluctance could be the fact the Hungarian community in the Prekmurje region is already “over-researched”, and several individuals expressed their disapproval of being “test animals”. When asked about the reasons for this negative attitude, the majority of the informants reported that they do not receive any feedback about the results and that they do not see any practical use of the research. Research does not seem to bring about any significant changes in the lives of individuals and the community, therefore they see it as a waste of time. Seen against this background, the novelty of ELDIA is that it explicitly sets the aim to inform the speaker communities about the progress and results of the research. The other reason was the recording and storing of the interviews. Many respondents did not like being recorded because they were afraid of “failing” and feeling embarrassed or humiliated if they could not answer the questions. Nevertheless, 12 individual interviews were conducted in different age groups (18-29, 30-49, 50-64 and 65+).

As the respondents did not want to participate if the place of the interview was not in their neighbourhood, the fieldworkers travelled to Prekmurje. The interviews were conducted in Hodoš/Hodos, Kot/Kót, Lendava/Lendva, Dobrovnik/Dobronak, Dolina/Völgyifalu, Ljubljana and Maribor.

Because the research in ELDIA yielded large amounts of data that had to be stored and made traceable and transportable, a special coding-system was developed by Eva Kühhirt for the files. Each file name includes the abbreviation of the country where the research was conducted and the speech community studied, the form of the interview (*II* for individual, *FG* for focus group), the age group and the date when the interview was conducted. In the case of the individual interviews and some of the FG interviews a code for gender (*f* for feminine, *m* for masculine) was also added. An example illustrates the system (SI-HUN-IIMinLgAG1F-04012011).

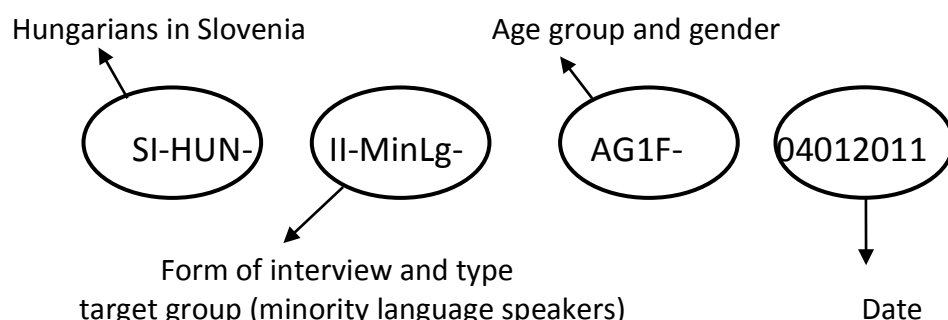


Figure 4: System of file name coding explained

**Interview SI-HUN-II-MinLg\_AG1M-27122010**

The interview with a male respondent, aged 18, from Petesháza, was conducted and recorded in the LIFE office in Lendva on 3 January, 2011.

The interview proceeded smoothly. The informant was glad to answer the questions, although he was a bit worried about not being talkative enough. Even so he gave sufficient answers to all the questions. Occasionally a question had to be repeated or rephrased. Although his 'official mother tongue' is Slovene, Hungarian is the main marker of identity for him. The Prekmurje dialect could be clearly felt all through the interview, although he was doing his best to use the standard learnt at school.

He considers English important, but in general does not regard multilingualism as too significant. For him, being more or less fluent in the two languages (Hungarian and Slovene) is sufficient.

**Interview SI-HUN-II-MinLg-AG1F-25112010**

The young student (female) was interviewed on 25 November 2010 at Maribor University.

She was delighted to answer all the questions; as a would-be teacher, she considers the transmission of Hungarian a central issue. She thinks multilingualism is good, and knowing English is a must in her opinion. She is an active participant of the programmes organised by the university students in Lendva.

The dictaphone switched itself off after 4 minutes, so the rest of the interview was recorded with a mobile phone.

**Interview SI-HUN-II-MinLg-AG2M-09022011**

The interview was conducted and recorded in the home of the interviewee (male, aged 30-49, Prekmurje Hungarian moved to Ljubljana). The dictaphone, placed on a table, recorded the warble of birds as well. While the noise was loud, it was not disturbing during the interview.

The questions were asked in the set order, but as it turned out, several points were repeated. Even so, the interviewee very patiently did his best to give concise answers. Very soon he adopted the Standard Hungarian pronunciation, but did not manage to get rid of his dialect. On several occasions the questions had to be explained, and sometimes he stated that the question was wrongly put. He had difficulties in finding words, and although he was trying to talk very clearly in Hungarian and avoid Slovene phrases, he did not always succeed in doing so.

He answered all the questions, sharing his experience, opinion, and world view without inhibition but still tactfully.

**Interview SI-HUN-II-MinLg-AG2F-28122010**

The interview with a female respondent from Kót was conducted and recorded in Lenti on 28 December.

The respondent was raised bilingually from birth, and she was very open to the questions regarding mother tongue and multilingualism. Multilingualism and alternating languages is routine activity for her. In her opinion, everybody is responsible for his/her language use and also for his/her mistakes.

**Interview SI-HUN-MinLg-AG3M-10012011**

The middle-aged man was interviewed in the coffee bar of the Lendva Theatre and Concert Hall on 10 January 2011. He was very communicative, glad to talk about his childhood, school years, old Lendva, and his university years in Budapest. He also told about his Slovene teacher who, teaching in a very liberal manner, managed to get them to like the Slovene language.

In his opinion, parents are responsible for the survival of Hungarian.

There was considerable background noise but the interview can easily be understood.

**Interview SI-HUN-II-MinLg-AG3F-04012011**

The interview with the female respondent (age group 50-64) was conducted and recorded in her home on 4 December 2011.

Although she comes from a Hungarian family and speaks Hungarian with her sisters and brothers, she did not teach her own children Hungarian, because of her husband. She is not a fluent speaker of Hungarian and often has trouble finding the right word – most probably also because Slovene is her dominant language. She considers speaking English, and knowing more languages in general, to be of utmost importance.

The quality of the recording is not the best, the interviewee speaks very low. Some topics of the conversation seemed to touch her emotionally.

**Interview SI-HUN-II-MinLg-AG4M-19122010**

The respondent from Kót was interviewed in Lenti before Christmas.

The elderly gentleman was not easy to interview because of his age: the questions needed to be repeated and sometimes paraphrased several times. In his opinion, the Hungarian language is one of the most valuable assets of the Prekmurje Hungarians, the main marker of identity. His speech gives a perfect example of the phonology of the Kót dialect. Although he is a simple countryman, he loves and to some extent can/could speak Croatian and Serbian.



### **Interview SI-HUN-II-MinLg-AG4F-22112010**

The elderly female interviewee and the field worker already knew each other; they had had long conversations on several occasions before. This time she was paid a visit in her home. She appreciated being invited to participate in our research but was a bit worried about not being able to answer the questions. The interview was conducted in a pleasant atmosphere; she was using her normal everyday Prekmurje dialect. She shared her ideas with the interviewer, adding some personal comments, too.

For her, education matters a lot – she acquired the Slovenian language in unfavourable conditions, and she would have appreciated the opportunity to continue her studies but it never came.

There were no technical problems.

## **3.4 Focus group interviews**

### **3.4.1 Focus group interviews with MinLG speakers**

#### **3.4.1.1 *Selecting and contacting interviewees***

Representatives of the focus groups were contacted already when the survey questionnaires were posted, in January 2011. In selecting the interviewees, the research team used their own networks and the help of minority activists from the Prekmurje area; in some cases, local activists also helped in organising the interview, as the interviewees would more easily communicate with someone from their own environment. In order to make participation easier, travelling was avoided: only interviewees living at the site of the interview were selected. Yet, motivating people to participate the interview was not easy. To make the atmosphere more relaxed, drinks and cookies were served during and after the interviews.

#### **3.4.1.2 *Background information form***

The interviewees were asked to fill in the same form which was used at the individual interviews and which was based on the background data section of the questionnaire.

#### **3.4.1.3 *Recording devices***

The recording devices were dictaphones, cameras, laptops and mobile phones. There were some technical problems at the beginning of the interview SI-HUN-FG-MInLg-AG3-25022011 – for 10 minutes the camera did not work – but the audio recording is complete.

### 3.4.1.4 Interview template

The interview was based on the centrally planned interview template (see the interview questions in Annex 2). Compared with the template for individual interviews, the questions for focus groups were, according to our observations, experienced as more specific and more “user-friendly”.

### 3.4.1.5 Interview descriptions

The following table summarises the codes and lengths of the focus group interviews.

Code of the interview	Length, place
SI-HUN-FG-MinLg-AG1-18012011	25 minutes (University of Maribor)
SI-HUN-FG-MinLg-AG2-19012011	37 minutes (Kót, House of Culture)
SI-HUN-FG-MinLg-AG3-25022011-part1.1.	49 minutes (Room of the local government in Lendva)
SI-HUN-FG-MinLg-AG4-11042011-part1.1.	1 hour 5 minutes (Dobronak, House of György Dobronoki)
SI-HUN-FG-MinLg-AG5-22022011-part1.1.	1 hour (Hodos, Room of the local government)
SI-HUN-FG-MinLg-A1-24042011	1 hour 20 minutes (Lendva, Theatre )

Table 10: Focus group interviews – MinLg

The group interview with male speakers of the age group 30-49 was organised by a local history teacher in the village of Kót. Six respondents had been invited, but, disappointingly, only three of these arrived. Presumably, some respondents believed that the interview was about testing their knowledge of Hungarian and were too afraid to come. Three respondents were willing to do the interview, and they, too, seemed a little nervous at first, inhibited by the camera and dictaphone; later on they became more relaxed and expressed their opinions openly. They spoke about a larger number of personal experiences, even about family-related issues.

For the other focus group interviews, 5–8 people each could be recruited. In two cases (representatives of the minority and majority politicians) help was offered by the editor of the local TV studio, so there are professional recordings of picture and sound.

All questions were answered, although sometimes not in the original order, as sometimes the interviewees anticipated the questions. Question 9 was generally experienced as difficult to understand, and some other questions had to be repeated and clarified. As new topics turned up in the conversation, the order of the questions could be changed.

The lengths of the interviews are one to one and a half hours. Only one of them was not very successful. A group of students was interviewed by their teacher, and unfortunately all the

students answered after one another, they did not start to talk to each other. In other cases the respondents are chatting and even arguing. The atmosphere was always good.

#### **Interview SI-HUN-FG-MinLg-Ag1-18112010**

The young university students were interviewed at Maribor University on 18 November, 2010. They felt a bit ill at ease being interviewed by their professor – as a result, they had to be specifically invited to answer, one by one, after each question.

The audio volume is very low because the interview was recorded with a mobile phone, and the distance was too big.

#### **Interview SI-HUN-FG-MinLg-AG2-19022011**

The focus group interview with minority Hungarians was conducted in Kót. Six male interviewees (aged 30-49), had agreed to participate. Nobody turned up at the previously set time, 3 p.m., but some time later two of them arrived in the best mood. They informed us that a third one would be late as he was busy working outside. The others did not come, possibly fearing that the interview would be about testing their knowledge of Hungarian. Our local organiser was very disappointed by their attitude. The three respondents, however, agreed to be interviewed.

At first, they were somewhat reluctant because of the camera and the dictaphone, but soon their inhibition was gone and they answered the questions and shared their opinions without hesitation. They shared several personal memories and experiences during the interview, about themselves and their families. All three agreed that the coexistence and parallel use of both languages is a natural state for them. They regard themselves as Hungarians living in Slovenia, even accept being called a minority (which is not a negative label in their eyes). In their opinion it is one of the tasks of the family that the children are taught Hungarian, and to make sure that it is used at least at home. They stated that Hungarian is their language of inner expression: they pray and dream in Hungarian. They do not regard their language as 'correct', as it differs from the language used in Hungary, with a different pronunciation and much narrower range of vocabulary. Still, they do not think that their language is worth less, it is simply how they speak, "in the Kót way".

#### **Interview SI-HUN-FG-MinLg-AG3-25022011**

The focus group interview with 7 Hungarian females (age group 30-49) was conducted in the conference room of the Lendva Municipality Hungarian National Self-Government Community on 25 February, 2011. The time had to be changed twice owing to other commitments of the interviewees, and finally all 7 of them could manage coming. One of them arrived late but she had no problem joining in the interview, while two had to leave earlier due to work commitments, but they managed to answer all the questions before leaving. They had no inhibitions answering the question and expressed their opinions freely,

but a number of implicit issues that were not explicitly mentioned were discussed after the recording was finished. A certain ‘hierarchy’ could be sensed all through the interview: the interviewees are well known personalities who work for and represent the Hungarians, thus they were the dominating party. They talked about a number of personal memories and experiences as well during the interview.

The first 10 minutes were not recorded by the camera, but there is a full-length audio recording.

#### **Interview SI-HUN-FG-MInLg-AG4-11012011**

The interview was recorded on 11 April, 2011 in the György House (a local museum and exhibition centre) in Dobronak, during the Easter egg show. From the age group 50-64, 4 females and 1 male agreed to do the interview. All five of them are old acquaintances who often discuss things among themselves, this way they had no inhibitions. Some of them dealt with nationality policy, others with culture, while some had worked abroad, and one was a homemaker.

The interview was rather lengthy due to the talkative interviewees: they often changed the topic and started telling each other stories, just to be returned to the original issue by the moderator. Two of them played a considerably dominant role.

Since the interview gradually took the form of a conversation, many of the questions were actually raised by the interviewees themselves.

Thoughts were expressed spontaneously, in the Prekmurje Hungarian dialect. All interviewees emphasised the importance of the Hungarian language and of the conservation and maintenance of the Hungarian culture.

There were no major technical problems. The camera worked well, but due to the limited space and short distances not all five interviewees are shown all of the time.

#### **Interview SI-HUN-FG-MInLg-Ag5-22022011**

The target group, including two couples, consisted of people from Hodos, Kapornak, Szerdahely, and Domonkosfa, who were old acquaintances. For this reason the interview soon turned into a conversation. The moderator did not have to ask questions or point to respondents – they were chatting among themselves, explaining things, and telling stories.

Taking the moderator’s advice, the interviewees expressed their opinions freely, without inhibitions and without paying specific attention to the correctness of their language, despite the presence of the camera and dictaphone.

The group included a teacher, too. It could be felt that to some extent, the others thought her different, of a higher rank, although she did not expect or encourage it. Nevertheless,

the others even initiated a debate with her, regarding the unacceptable behaviour of a teacher during one of the events.

Everybody was given the chance to express his or her view, the others waited for each speaker to finish, then the next person picked up the thread spontaneously, without being invited or encouraged.

Finally they remarked how much they enjoyed the opportunity to have a conversation of this kind.

There were no technical difficulties whatsoever.

### **Interview SI-HUN-FG-MinLg-KP-24032011**

The group of key activists of the Hungarian community were interviewed on 24 March, 2011, in the Lendva Theatre and Concert Hall. The recording was made using the cameras and microphones of the local TV studios – we are really grateful for their help.

Media leaders and politicians have strong opinions concerning education and the future of the Hungarian language in Slovenia. They did not understand the question about diversity in society. They are all native Hungarians and some regard themselves bilingual, while one considers him/herself multilingual.

In their opinion the survival of Hungarian depends on the families and on education; furthermore on how far the laws dealing with bilingualism are implemented and monitored.

## **3.4.2 Focus group interviews with CG representatives**

### **3.4.2.1 Selecting and contacting interviewees**

The control group interviews were the most difficult ones to be organised. A fieldworker talked to 18 politicians personally, but only 6 decided to participate.

The interviewees were selected using the personal contacts and experiences of the research team. Of Slovenian politicians and decision-makers, such people were contacted who have shown an interest in minority issues and whose work can affect the life of the Hungarian minority.

Of the 6 media representatives invited, only 2 people appeared to the interview in Murska Sobota (Muraszombat). One extra individual interview was made with the head of the National Office, because he is very busy and was not able to come to the interview. He was asked the same questions as the group.

The recording devices were dictaphones, cameras, laptops and mobile phones. One interview was taken in the professional TV-studio of *Hidak*.

Code of the interview	Length, place
SI-HUN-FG-CG-M-14032011-PART1/1	40 minutes (Murska Sobota, Radio Murski Val)
SI-HUN-FG-CG-M-14032011-PART1/2	18 minutes (Ljubljana, National Office)
SI-HUN-FG-CG-P-20042011	1 hour 30 minutes (Lendva, TV studio)

Table 11: Focus group interviews – CG

### 3.4.2.2 Interview descriptions

The interview with the politicians was quite long because one of them was late and he answered the first questions again. Two people needed to go earlier, so we had to shorten the interview.

#### Interview SI-HUN-FG-CG-M-14032011

It was hard work to arrange an interview with representatives of the majority (Slovene) media. The Prekmurje correspondents of the Slovene TV, radio, and printed media were invited with e-mails and letters but unfortunately we had no replies. One female rejected the interview saying she personally resented the issue. At long last 2 people, a male and a female, agreed to do the interview. They are both well-informed about the topic of Prekmurje Hungarians – partly because this is part of their job, partly because both of them come from families with Hungarian roots. They both understand Hungarian to a certain extent, but do not speak it. Although their attitude to the Hungarian language is positive, they are clearly sceptical towards the politicians who officially represent the Hungarian ethnic group, doubting the sincerity of their efforts.

In their opinion Hungarians receive plenty of support from the mother country, in exchange for not questioning the ethnopolitical status quo. People are only aware of the existence of Hungarians in the Prekmurje region, but not very much elsewhere in Slovenia.

The conversation was fairly informal. Both interviewees were very open, and shared their opinion without inhibitions and reservations.

Interestingly, they made no effort to speak Standard Slovenian, but rather used the Prekmurje dialect (Prekmurščina).

All the equipment worked smoothly. Twice the conversation was disturbed by mobile calls, but being so informal it was not interrupted on either occasion.

The interview was recorded in the office of Murski val (the Prekmurje Slovene radio).

### **Interview SI-HUN-FG-CG-P-20042011**

Some politicians living or having lived in the Prekmurje region or dealing with ethnic issues had been invited to participate in the interviews. Most were reluctant and recommended that we invite a subordinate for the recordings, but finally, 5 people agreed to do it. The interview was recorded on 20 April, 2010, in the Hungarian TV studio, with professional cameras. One respondent arrived late, but s/he had no difficulty joining the conversation.

The interview was conducted in a rather formal setup. The answers were very vague. The participants very carefully kept their statements on a general level, paying ample attention to and reflecting on what the others were saying.

### **3.5 Sociodemographic distributions**

Of the Hungarian respondents of the questionnaire survey, 37% are men, 63% are women. Thus there are almost twice as many female respondents in the sample as men. The address lists for both the minority and the majority sample had been compiled with a balanced representation of genders and age groups in mind, but the ratio with which the questionnaires were returned disturbed the balance. It is rather difficult to define the reason for the uneven distribution of genders. It is possible that women are more open to questions regarding multilingualism and diversity, or that they are more dexterous and more patient with challenging tasks (the questionnaire was long), or that they have more time, especially if they are retired or homemakers.

The questionnaire differentiates between 4 age-groups: 21.6% of the respondents belong to the age group 18-29, 27.7% to the age-group of 30-49, 29.5% to the age-group of 50-64, while 21.2% are 65 or older. The third age-group is thus the most numerous one, followed by the 30-40 year-olds and there is hardly a difference between the youngest and the oldest age-group. Thus there is balance in the ratio of the age-groups.

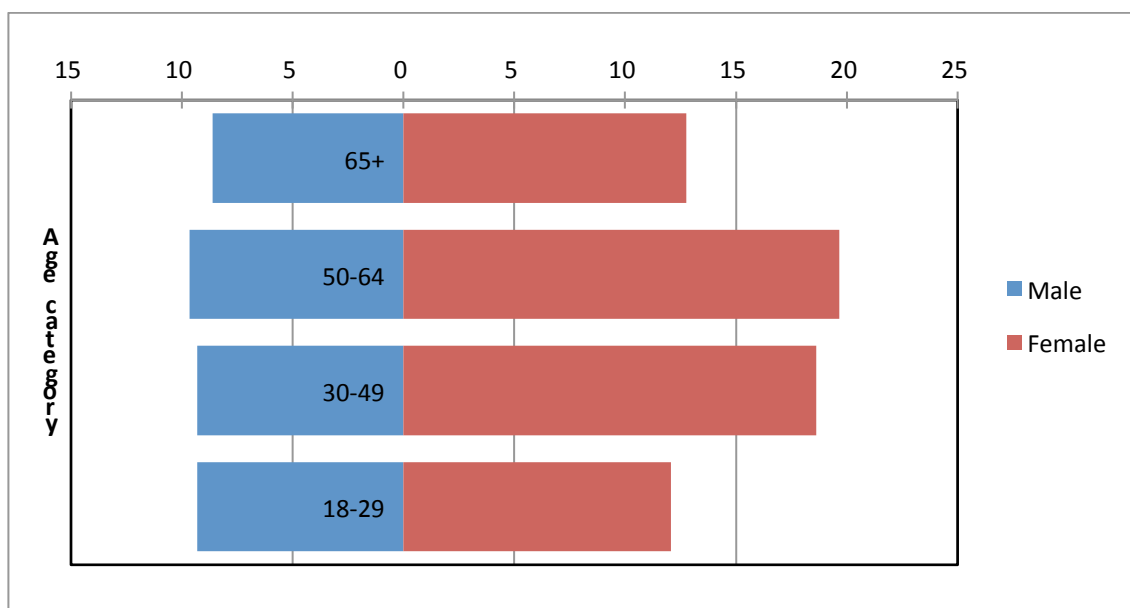


Figure 5: Gender and age distribution: Hungarian speakers in Slovenia (questionnaire respondents), %

Examining the relationship between the respondents' **gender** and **age**, we can see that the proportion of male respondents is nearly perfectly balanced in each age group. The number of female respondents in the 30-49 and 50-64 age groups exceeds that of the total of the male respondents (the comparison of the two age groups proper, we can conclude that the number of female respondents is higher than that of the men).

The minority sample can only be considered representative from the point of view of the probability sampling. The gender distribution of the respondents is in line with the fact that in the community at issue, women outnumber men, but the difference in the sample is greater (according to the census of the year 2002 the Hungarian community has 46.2% men and 53.8% women; Šircelj 2003: 143–145). The age composition of the sample does not correspond to that of the Hungarian population: the age pyramid of the Hungarians living in the Pomurje region is broad on top, meaning that there are more elderly than young people. The age-group from 30 to 70 years is the most numerous, while there are fewer children between 0 and 10 years of age than old people over 75 years. At the same time, there are more inhabitants aged between 50 and 79 than there are between 20 and 40 (Kovács 2009).



### 3.6 The principles underlying the ELDIA data analyses

*by Anneli Sarhimaa and Eva Kühhirt*

The new materials that were collected by means of the questionnaire survey and the interviews were systematically analysed within ELDIA Work Package 5 (WP5). In order to enhance the comparability of the results obtained in the different case studies, the analyses of all datasets, including that which is discussed in this report, were conducted in the same way. The analyses followed the ELDIA WP5 Manual and the WP5 Manual Sequel, which were compiled by Anneli Sarhimaa and Eva Kühhirt (University of Mainz, Germany) with the support of Sia Spiliopoulou Åkermark (Åland Islands Peace Institute) and the project researchers involved in the various case studies. The instructions were confirmed by the ELDIA Steering Committee.

#### 3.6.1 Minority languages as part of multilingualism in modern societies

At its most general level, the goal of the data analyses was to provide new information on a selection of central sociolinguistic, legal and sociological aspects of modern European multilingualism. In contrast to most other studies concerned with (European) minority languages, the ELDIA research agenda stresses the necessity of assessing minority language vitality in relation to a much wider multilingual context than that of a particular minority language and the local majority language. Like speakers of majority languages, speakers of minority languages in Europe use different languages in different contexts, although there are also cases where members of an economically disprivileged minority do not have equal access to the entire range of languages, e.g. by way of education. It is our belief that the vitality of a minority language depends not only on its relationship with the local majority language but also on the position which it occupies within the matrix of all the languages that are used in that particular society, and sometimes even of languages spoken in the neighbouring countries, as is the case with, for example, Northern Sámi, Meänkieli, Karelian and Seto.

In ELDIA, new data were methodically collected from minority-language speakers and control group respondents, relating not only to the use of and attitudes towards the minority language in question but also to the use of and attitudes towards the relevant national languages and international languages (English, German, French, and, in some cases, Russian). Thus, one of the aims of the data analyses was to identify patterns of multilingualism and try to determine whether local multilingualism patterns favour or threaten the maintenance of a particular minority language. Instructions on how to analyse and report on the central issues pertaining to multilingualism were developed jointly under the supervision of Sia Spiliopoulou Åkermark, the leader of the ELDIA Work Package within which the Comparative Report of all the case studies will be produced. The observations on

the patterns of multilingualism in Slovenia and especially among the Hungarians in Slovenia are summarised below in chapter 4.3.

### **3.6.2 The operational goal of ELDIA**

As stated in the Introduction of this report, the operational goal of the ELDIA project is to create a European Language Vitality Barometer (EuLaViBar). This will be a concrete tool, easily usable for measuring the degree of vitality of a particular minority language or indeed any other type of language.

The EuLaViBar will be created in two steps. First, the analyses conducted on the data gathered during the project will be summarised in case-specific language vitality barometers, i.e. individual vitality barometers will be created for each of the minority languages investigated. The Language Vitality Barometer for Hungarian in Slovenia is presented in chapter 5 of this Case-Specific Report. Then, during WP7 (Comparative Report), a generalisable EuLaViBar based on the comparison of these individual-language barometers will be created by an interdisciplinary group of senior researchers from the fields of linguistics, sociology and law.

The EuLaViBar will be the main product of ELDIA. It will be submitted to the European Council and made public at the end of the project in August 2013. Consequently, the specific methodological steps involved in creating a vitality barometer for any particular language cannot be spelt out in the current report. The full rationale behind the preparation of the survey questionnaire data by the linguists for the statistical analyses, as well as the instructions on classifying the questionnaire data in a manner which allows for calculating the case-specific barometer, are discussed in detail in the Comparative Report. Instructions for creating a language vitality barometer are given in the EuLaViBar Toolkit. The Comparative Report and the EuLaViBar Toolkit are available as open-access documents on the ELDIA Website ([www.eldia-project.org](http://www.eldia-project.org)) or directly at <http://phaidra.univie.ac.at/o:301101>.

The following chapter briefly introduces the ELDIA concept of language vitality and how it can be measured. The other chapters then describe the scope and aims of the data analyses and how they were made.

### **3.6.3 Defining and measuring language vitality**

According to the ELDIA research agenda, the vitality of a language is reflected in and should be measurable in terms of its speakers being willing and able to use it, having the opportunity to use it in a wide variety of public and private contexts, and being able to develop it further and transfer it to the following generation. The definition is solidly based

on what is currently known about the factors that promote or restrict language vitality and/or ethnolinguistic vitality in general. In this respect, the ELDIA approach has significantly benefited from work by Joshua Fishman, Leena Huss, Christopher Stroud and Anna-Riitta Lindgren. It also draws greatly on UNESCO reports on language vitality and endangerment (2003; 2009).

ELDIA aims at studying and gaining access to the full range of critical aspects of language diversity, use and maintenance in the language communities investigated, including economic aspects. Consequently, the methodological approach, which has been developed gradually during the different project phases, combines revitalisation, ethnolinguistic vitality research and the findings of diversity maintenance research and economic-linguistic studies. In brief, the EuLaViBar is the result of a novel practical application of ideas by two prominent language-economists, viz. François Grin and Miquel Strubell. In our analyses we have systematically operationalised, firstly, Grin's concepts of "capacity", "opportunity" and "desire" (see e.g. Grin 2006, Gazzola & Grin 2007), and, secondly, Strubell's idea of language speakers as consumers of "language products" (see especially Strubell 1996; 2001). We have also developed a language vitality scale and operationalised it over the entire ELDIA survey questionnaire data. As can be seen further below in this chapter, our scale draws on, but is not identical with, Joshua Fishman's Graded Intergenerational Disruption Scale (GIDS) which, since the 1990s, has served as the foundational conceptual model for assessing language vitality (Fishman 1991).

On the basis of the operationalisations described above, all the information that was gathered via the ELDIA survey questionnaire was analysed for each case study individually. The results are summarised in the case-specific Language Vitality Barometer (see chapter 5). As mentioned, the principles of the operationalisations and the underlying theoretical and methodological considerations will be discussed and explained in detail in the Comparative Report. In sum, the EuLaViBar, and thus the data analyses, involve constitutive components on four different levels: Focus Areas (level 1) which each comprise several Dimensions (level 2), the Dimensions being split into variables (level 3) and the variables into variants (level 4).

The four Focus Areas of the EuLaViBar are Capacity, Opportunity, Desire and Language Products. In the ELDIA terminology, these are defined as follows (the ELDIA definitions are not fully identical with those by Grin and Strubell):

- **Capacity** as a Focus Area of the EuLaViBar is restricted by definition to the subjective capacity to use the language in question and refers to the speakers' self-confidence in using it. The objective abilities to use a language are related to factors such as education and patterns of language use in the family, which are difficult to measure and impossible to assess reliably within ELDIA; they are thus excluded from the definition.

- **Opportunity** as a Focus Area of the EuLaViBar refers to those institutional arrangements (legislation, education etc.) that allow for, support or inhibit the use of languages. The term refers to actually existing regulations and does not, therefore, cover the desire to have such regulations. Opportunities to use a given language outside institutional arrangements are also excluded from the Focus Area *Opportunity*: the opportunities for using a given language in private life do not count as “opportunity” for the EuLaViBar, neither does the opportunity to use it in contexts where institutional and private language use intertwine or overlap (e.g. “private” conversations with fellow employees during the coffee break).
- **Desire** as a Focus Area of the EuLaViBar refers to the wish and readiness of people to use the language in question; desire is also reflected via attitudes and emotions relating to the (forms of) use of a given language.
- **Language Products** as a Focus Area of the EuLaViBar refers to the presence of or demand for language products (printed, electronic, “experiential”, e.g. concerts, plays, performances, etc.) and to the wish to have products and services in and through the language in question.

In addition to the Focus Areas, the ELDIA methodological toolkit consists of four main Dimensions along which each of the four Focus Areas is described and evaluated with regard to language vitality. These are *Legislation*, *Education*, *Media*, and *Language Use and Interaction*, and they are defined as follows:

- **Legislation** as a Dimension of the EuLaViBar refers to the existence or non-existence of legislation (supporting or inhibiting language use and language diversity) and to public knowledge about and attitudes towards such legislation.
- **Education** as a Dimension of the EuLaViBar refers to all questions concerning formal and informal education (level of education, language acquisition, the language of instruction, opinions/feelings/attitude towards education, etc.).
- **Media** as a Dimension of the EuLaViBar refers to all questions regarding media, including media use, the existence of minority media, language in media production, language in media consumption, majority issues in minority media and minority issues in majority media.
- **Language Use and Interaction** as a Dimension of the EuLaViBar includes all aspects of language use (e.g. in different situations / with different people, etc.).

In the case-specific data analyses, the Dimensions were described in terms of pre-defined sets of language-sociological variables which were used, survey question by survey question, to describe and explain the statistical data. The variables include, in alphabetical order:

- Community members’ attitudes towards their language and its speakers
- Community members’ attitudes towards other languages and their speakers

- Domain-specific language use
- The existence of legal texts in the minority language in question
- The existence of media
- Cross-generational language use
- Intra-generational language use
- Language acquisition
- Language maintenance
- The language of teaching in schools
- Legislation concerning education
- Media use & consumption
- The mother tongue
- The role of languages in the labour market
- Self-reported language competence
- Support/prohibition of language use.

The variants of the variables were defined in the above-mentioned WP5 Manuals. They were chosen so that they allowed for scaling each possible type of survey response along the following ELDIA language maintenance scale:

- 0 **Language maintenance is severely and critically endangered.** The language is “remembered” but not used spontaneously or in active communication. Its use and transmission are not protected or supported institutionally. Children and young people are not encouraged to learn or use the language.  
→ Urgent and effective revitalisation measures are needed to prevent the complete extinction of the language and to restore its use.
- 1 **Language maintenance is acutely endangered.** The language is used in active communication at least in some contexts, but there are serious problems with its use, support and/or transmission, to such an extent that the use of the language can be expected to cease completely in the foreseeable future.  
→ Immediate effective measures to support and promote the language in its maintenance and revitalisation are needed.
- 2 **Language maintenance is threatened.** Language use and transmission are diminishing or seem to be ceasing at least in some contexts or with some speaker groups. If this trend continues, the use of the language may cease completely in the more distant future.  
→ Effective measures to support and encourage the use and transmission of the language must be taken.

- 3 **Language maintenance is achieved to some extent.** The language is supported institutionally and used in various contexts and functions (also beyond its ultimate core area such as the family sphere). It is often transmitted to the next generation, and many of its speakers seem to be able and willing to develop sustainable patterns of multilingualism.  
→ The measures to support language maintenance appear to have been successful and must be upheld and continued.
  
- 4 **The language is maintained at the moment.** The language is used and promoted in a wide range of contexts. The language does not appear to be threatened: nothing indicates that (significant amounts of) speakers would give up using the language and transmitting it to the next generation, as long as its social and institutional support remains at the present level.  
→ The language needs to be monitored and supported in a long-term perspective.

As pointed out earlier, in the same way as with the Focus Areas, the scale was systematically operationalised all through the ELDIA survey questionnaire data. A systematic scale of all the possible types of answers to a certain question in the ELDIA survey questionnaire was developed, so that, on the basis of the statistical results, it is possible to draw conclusions concerning the current language-vitality state of affairs with regard to what was asked. As will be shown in the ELDIA Comparative Report, by employing this knowledge it is ultimately possible to draw conclusions about the relative language-maintaining effect of such matters as the language-educational policies implemented in the society in question.

#### 3.6.4 Practical procedures in the data analyses

The analyses of the survey questionnaire data and the interview data were conducted by linguists. In order to achieve the ultimate operational goal, the analyses focussed on those features that are fundamental for the EuLaViBar in general. Consequently, they concentrated on a relatively restricted selection of the dimensions of the gathered data, and it was often not possible to include in the unified analysis method every feature that might have been deemed relevant in the individual cases.

#### 3.6.5 Analyses conducted on survey questionnaire data

The ELDIA statisticians provided the linguists with one-way tables (frequencies and percentages of the different types of responses for each item, i.e. response options for each question) and with scaled barometer scores for each individual question. The linguists then

analysed all the statistical data and wrote a response summary of each question. The summaries consisted of a verbal summary (i.e. a heading which expresses the main outcome of the question) and a verbal explanation presenting and discussing the main results that can be read from the tables. As part of their data analyses, the linguists also created the graphic illustrations inserted in chapter 4/3.

Both the minority survey questionnaire and the control group questionnaire contained many open-ended questions and other questions that could not be analysed automatically with statistical analysis programmes. All such questions were analysed questionnaire by questionnaire, in order to document how often each particular open-ended question was answered and how often it was answered in a particular way. In the open-ended questions, and in many of the closed questions, the respondents were given the option of commenting on their answer or adding something, e.g. the name of another language. When going through the questionnaires manually, the researchers made notes on such additions and comments, summaries of which have been used in writing chapter 4.3 of the current report. In order to make the open-ended questions suitable for the required statistical analyses, the results of the manual analyses were manually entered in tables provided in the WP5 Manual Sequel, which offered options for categorising the answers along the language vitality scale in the required, unified manner.

### **3.6.6 Analyses conducted on interview data**

The interviews conducted in WP4 were transcribed and analysed in WP5 as well. The transcriptions of the audio and the video files were prepared with Transcriber, which is a computer software designed for segmenting, labeling and transcribing speech signals. Transcriber is free and runs on several platforms (Windows XP/2k, Mac OS X and various versions of Linux). In ELDIA, the software was used to create orthographic interview transcriptions with basic and speech-turn segmentations. The transcription principles were jointly developed by researchers involved in the data analyses of the various case studies; the set of transcription symbols was discussed and confirmed at an ELDIA workshop in Oulu in August 2010.

In the next step, the orthographic transcriptions were imported into the ELAN (EUDICO Linguistic Annotator) software which is a multimedia annotation tool developed at the Max Planck Institute for Psycholinguistics (<http://www.lat-mpi.eu/tools/elan/>). In the ELDIA analyses, ELAN was used for coding the interview data for content and, to a modest extent, linguistic analyses. ELAN, too, is available as freeware and runs on Windows, Mac OS X and Linux. The user can select different languages for the interface (e.g. English, French, German, Spanish or Swedish). In ELDIA, the same ELAN settings were used throughout all the data sets: the transcription tier(s) are followed by three main (= parent = independent) tiers, viz. Status of Language (StL), Discourse Topics (DT) and Linguistic Phenomena (LP).

When conducting the ELAN analyses, the researchers examined all their interview transcriptions and marked the places where the language or discourse topic changed. Tagging the discourse was conducted at the level of so-called “general” category tags for the discourse theme. Due to the tight project schedule, a clear focus was kept on the central issues; the researchers who did the tagging had the possibility of creating new tags for coding other phenomena for their own use.

The scheme tagging the discourse topics is shown in the following table:



<b>Category tag for discourse theme</b>	<b>Description of the phenomena which will be tagged with the category tag in question</b>
Language use	Mother tongue, interaction, language skills (comprehension, speaking, reading, writing), level of language proficiency, support for language use, MajLg/MinLg, language competition, secondary language
Language learning	Language acquisition, mode of learning language X/Y/other languages; mother tongue, MinLg/MajLg, transmission
Education	Level of education, labour market, occupation, language of instruction, mother tongue
Mobility	Level of mobility (highly mobile, mobile, non-mobile), commuting, translocalism
Attitude	Pressure (pressure, non-pressure, indifferent), language mixing, mother tongue, language learning, multilingualism, societal responsibility, nationalism, minority activism, ethnicity, correctness, identity, conflicts, historical awareness/ experiences, legislation
Legislation	Level of knowledge (knowledge/non-knowledge), attitude towards legislation, quality and efficiency of legislation, language policy, labour market, support/prohibition of language use, language policy
Media	Use of media, sort of media (social, local, national, cross-border, MajLg, MinLg, multi/bilingual)
Sphere	Public, semi-public, private
Dialogue partner(s)	Self, father, mother, grandparents, children, spouse, relatives, friends, co-worker, neighbours, boss, public officials, others
Place	School, home, work place, shops, street, library, church, public authorities, community events
Stage of life	Childhood, adolescence, adulthood, seniority; preschool, school, university/higher education, professional life, retirement, today
Gender	male, female
Mother tongue	Competition, communicative value, attachment (social/cultural), visions of normativity/correctness, maintenance, identity, importance on labour market, current state, historical awareness, conflicts

Table 12: Category tagging of discourse phenomena

Having coded the discourse topics with the respective tags, the researchers analysed each interview, discourse topic by discourse topic. In order to make the interview data maximally usable in the Case-Specific Reports, they were asked to write brief half-page descriptions of each interview, paying attention to the following variables: e.g. age, gender, level of education (if known), profession/occupation (if known), first-acquired language, mobility,

language use in the childhood home, language use with parents and siblings today, language use with spouse, language use with their children, language use with their grandchildren. The researchers were also asked to provide a fairly general discourse description of each interview, summarising their observations on the following issues:

- how the information obtained from the interviews relates to the results of the questionnaires, i.e. to what extent what the informant(s) say supports them and when/to what extent it contradicts them;
- any new problems, attitudes, or viewpoints which come up in the interviews
- comments on what still remains unexplained
- comments on the fruitfulness of the interview data, i.e. make a note of well-expressed views which gave you an “aha”-experience when you were working on the interviews

The results of all the data analyses described above were submitted to the Steering Committee in the form of a project-internal WP5 Report. These were saved on the internal project website; they will not be published as such or made available to the public after the project ends but their authors will use them for post-ELDIA publications. Alongside the Case-Specific Reports, WP5 reports have also been used in the Comparative Report.

### **3.7 Case-specific comments on data and data analyses**

In the next section we would like to highlight some conspicuous phenomena and the experience gained that, on the one hand, could be helpful in identifying the direction of further studies, on the other, in designing future questionnaires, selecting the methodology and question types.

The ELDIA project revealed that the language use and language choices of the migrant Hungarian community living primarily in urban areas (Ljubljana, Muraszombat/Murska Sobota, Maribor) need further and more intensive examination. This would, first and foremost, require the cooperation of the community. Especially the language use patterns in mixed marriages should be investigated, as these are of crucial importance for the transmission and maintenance of the Hungarian language. It would be very useful to examine the attitudes, auto- and hetero-stereotypes forming during the married life, and their reasons in the minority and majority speech communities alike.

We have received little feedback as to the questions and the questionnaires. Some came in the form of comments added to questions in the questionnaire, while others arrived over the phone or in e-mails, in the data collection phase. Besides the positive remarks (the majority), there were some negative, even extremely negative ones. For instance, the questions about the perceived characteristics of languages (Q41-43 MinLg and Q25-28 CG)

were called “impossible” and “stupid”, in these respondents’ view languages cannot be categorised and qualified this way. Some, especially older respondents needed technical help filling in this part – even with an example supplied, the evaluation scale was too unaccustomed. Results reveal, however, that this group of questions was the most challenging and exciting in our questionnaire, providing plenty of essential information about the respondents’ attitudes towards individual languages, bilingualism and multilingualism.

In Q3 we should have offered the option of three generations living together, since this is not uncommon in the Prekmurje region. Many had problems answering Q4 MinLg: they could not understand they were to state the name of the settlement, so they rather wrote ‘town’ or ‘village’. Some found the questionnaire too long. An elderly woman stopped filling it in at Q26, simply noting that she was tired.

In general, while in the case of “long” questions (e.g. Q28-32 MinLg, Q62-62 MinLg, Q14-17 CG, Q18 A, B, C, D CG, Q47 CG) nearly all minority respondents filled in everything about the Slovene and Hungarian languages, there were answers missing about German and English, and even more majority group respondents skipped the parts dealing with Hungarian and Italian. Several respondents did not use the possibility of naming further languages and answering the “long” questions about them, although large numbers of speakers in both groups speak Croatian and/or Serbian. Leaving out these sister languages of Slovene was probably a conscious decision, to save time and effort, as the questionnaire was already perceived as long and time-consuming.

In general, it can be said that there is a large proportion of answers missing in the case of open-ended questions and question parts. Half of the majority respondents gave no answer whatsoever, and respondents are reluctant to invest time and effort in text production. The biggest lesson learnt from the majority sample is that the negative attitudes towards the Hungarian language stem primarily from not knowing the language and the culture. The next step should be to apply the ELDIA research design to the Slovene-speaking community in the bilingual Prekmurje region, those who live side by side with the minority, and to compare the data. The experience and results gained so far suggest that the Slovenes in the bilingual Prekmurje region have different attitudes and a different relationship to the Hungarian minority (and, perhaps, to the Italian minority as well?) than what was indicated by the state-wide majority sample.

In the control group, many respondents did not understand Q23 (What is your opinion on the use of the languages Hungarian and Italian in the public sphere in the country you are living in?). Obviously, they could not form an opinion about this question in general, as they saw a fundamental difference between language use and language rights in the bilingual area and in all of Slovenia. (In the minority-language questionnaire, the corresponding question was defined to apply to the bilingual area only.) In other words, the formulation of

the question was too general; this opinion was also expressed by a university lecturer who filled out the majority questionnaire. The same is true for Q40 and Q41.

In Q22 of the control group questionnaire (where respondents were requested to evaluate the easiness of social contacts with speakers of Hungarian and Italian), some respondents were reluctant to express any general opinions about an ethnic group as a whole, pointing out that these can only be based on stereotypes. Moreover, many respondents obviously found it difficult to form an opinion, as they claimed not to know any members of these two ethnic groups personally.

## 4 New data on Legislation, Media, Education, Language Use and Interaction

### 4.1 Legal and institutional analysis

by *Sia Spiliopoulou Åkermark*<sup>37</sup>

The perception that the Slovenian nation is a small nation and hence particularly vulnerable to foreign pressures and the (geo-political) appetite of the neighbouring nations and states has been a very strong incentive for the development of legislation regulating the use of languages in Slovenia. In general, such legislation has been adopted with the intention to protect the Slovenian language. This, however, has not been done at the expense of preserving the equal use of the Italian and the Hungarian languages.

The Hungarian and Italian “national communities” are accorded a special status and special rights under the 1991 Constitution of the Republic of Slovenia (Article 64), including (emphasis is added):

the right to use their national symbols freely and, in order to preserve their national identity, the right to establish organisations and develop economic, cultural, scientific and research activities, as well as activities in the field of public media and publishing. In accordance with laws, these two national communities and their members have *the right to education and schooling in their own languages, as well as the right to establish and develop such education and schooling*. The geographic areas in which *bilingual schools* are compulsory shall be established by law. These national communities and their members shall be guaranteed the right to foster relations with their nations of origin and their respective countries. The state shall provide *material and moral support* for the exercise of these rights.

The minority rights regimes protecting the Hungarian and Italian speakers apply territorially, i.e. in ‘ethnically mixed areas’ as defined by law, but irrespective of the numerical strength of both communities (which is very important given the small number of persons belonging to these communities). Slovenia’s constitution (Art. 11) strictly provides for equal use of both official languages in the respective ethnically mixed area. Slovenia’s socialist/communist legacy is apparent in the so-called ‘positive approach’ towards addressing minority rights, based on the recognition of the need to grant national minorities both individual and collective rights and the right to participation in decision-making processes at the local and

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<sup>37</sup>This is a summary based on Roter 2011.

national levels. This is *i.a.* reflected in the educational system where in both ethnically mixed areas, all pupils have to learn both languages – in either monolingual schools (in the Italian ethnically mixed area) or in bilingual schools (in the Hungarian ethnically mixed area). This general approach towards minority protection in Slovenia, mainstreamed into in some seventy national laws, has not changed significantly over time.

Notably, the salaries of public employees in the ethnically mixed areas in, among others, administrative units, the police, the judiciary, the media, as well as in the educational institutions, are increased by a certain percentage if the employee can speak the language of a respective national minority (national community). This supplement is seen by minority representatives as an important element in Slovenia's efforts to promote bilingualism in the public domain. However, many minority members would unofficially complain that the application of this policy is far from satisfactory.

A recent controversy concerning the rights of Hungarian speakers in Slovenia was triggered by new legislation on identity cards. The new law makes it easier for individuals to obtain their identity card anywhere in the country (i.e. regardless of their permanent residence); however, it does not allow for the possibility of a person belonging to a national community and permanently or temporarily residing outside the ethnically mixed area to apply for an identity card using a bilingual form, and, consequently, to obtain the identity card in Slovenian-English-Hungarian/Italian. The new law has been subject to intensive criticisms by the representatives of national communities who believe that the legislation does not appropriately regulate the process of issuing identity cards for inhabitants of the ethnically mixed areas.

In general terms, the regulation of minority languages and minority protection is perceived as positive, both by representatives of the Hungarian national community and by the authorities. The principle of the equality of the majority and minority languages in the ethnically mixed area and the adoption of extensive regulation to maintain this principle has been seen as a proof that Slovenia more than meets the European norms on minority protection, and that it has done so for decades.

## **4.2 Media analysis**

Some of the ELDIA case studies were accompanied by a media-sociological analysis of minority media and the representation of the minority in majority media. For Slovenia, however, the ELDIA Steering Committee decided not to undertake such an analysis.

### 4.3 Sociolinguistic analysis of survey and interview findings

#### 4.3.1 Language Use and Interaction

##### 4.3.1.1 Mother tongue

When asked to name their mother tongue(s), 89.7% mentioned Hungarian and 22.3% Slovene (either solely or in combination with another language). Both Hungarian and Slovene were mentioned by 11% of the minority respondents, and 2.4% mentioned other languages: 3 chose Croatian, 2 Hungarian besides Croatian, 1 Slovene and Croatian, and 1 Hungarian, Slovene and German. English was not mentioned among the mother tongues. Consequently, the minority sample shows an absolute majority of Hungarian as the mother tongue. 12% state they have multiple mother tongues; for most of these respondents (88.6%), these are Hungarian and Slovene. Having more than one mother tongue is clearly much more typical of the minority than the control group: only 1% of the majority respondents indicated two mother tongues).

About the relationship of mother tongue and multilingualism a majority respondent commented in an ELDIA interview:

*Ena zadeva je večjezičnost, ena zadeva pa je materni jezik in tukaj je osnovna kategorija materni jezik – je zadeva ki jo moraš živeti, tukaj so povezani odnosi. Tudi dvojezičnost, če jo želimo napraviti kot dvomaterinstvo, je tudi to povezano z določenimi čustvi, je tako kot če bi napravil razklano bitje.*

‘Within the framework of bilingualism mother tongue is the primary category, this is what we use all through our lives, this is where everything stems from. For this reason even bilingualism (if we want it to reach the level of double mother tongues) must be linked to certain emotions, otherwise it’s only like a split personality’ (70564983).

The number of those respondents who spontaneously chose to fill out the questionnaire in Hungarian (56.5%) is much lower than of those who reported Hungarian as their mother tongue (89.7%). This difference (among others) supports the conclusion that for the members of the Hungarian minority in the Prekmurje region the self-defined mother tongue is not necessarily the dominant language, and Hungarian is clearly losing certain domains and pushed into the background. At the same time, as shown by the answers to the questions about language use in different domains (see chapter 4.3.1.4), Hungarian is still preferred in the private sphere. The choice of questionnaire language does not indicate that only half of the respondents can speak Hungarian, but rather that 43.5% of the respondents feel more comfortable using Slovene in writing, in a formal situation resembling testing at

school. Thus, the choice of the Slovene language rather indicates a lack of confidence or competence in more formal language varieties or registers.

#### 4.3.1.2 Cross- and intra-generational language use

When examining cross-generational language use, the first area investigated was the language spoken between grandparents and grandchildren (Q10-11). The language choices (in %) are summed up in the following table:

Cross-generational language use	Both MinLg & MajLg	MinLg	MajLg	Other
Language use with maternal grandparents (Q10)	5.9	90.7	13.2	1.4
Language use with paternal grandparents (Q11)	3.8	80.2	1.4	0.8
Language use with mother in childhood (Q15)	16.3	89.4	23	3.2
Language use with mother now (Q16)	13.7	64	20.9	2.8
Language used with father in childhood (Q17)	9.6	81.7	19.9	4.8
Language used with father now (Q18)	8.6	41	18.1	2.3
Language use with the eldest child (Q21A)	35	78.6	47.5	1
Language use with the youngest child (Q21B)	33.6	79.3	54.3	1.4

Table 13: Cross-generational language use, % – MinLg survey

The paternal grandparents (Q11) used Hungarian with 80.2% of respondents as children, with 76.4% only Hungarian, 3.8% both Hungarian and Slovene, with 1.4% only Slovene. In the case of 0.7% of respondents both Slovene and Croatian had been used, with 0.7% of the respondents Hungarian and Croatian, with 0.3% Slovene and German. Some respondents reported having used neither Hungarian nor Slovene but other languages: Serbian (0.3%), Bosnian (0.3%), German (1%) or Croatian (3.1%).

With 16.3% of the respondents their mother had used both Hungarian and Slovene when they were children. Hungarian (solely or alongside another language) was used with 89.4%, Slovene (solely or alongside another language) with 23%. Besides Hungarian, 1.8% of the respondents had used Croatian. With 1.1% of the respondents, their mothers had spoken neither Hungarian nor Slovene. 1 respondent each (0.4%) reported that their mother had used Bosnian, Serbian, or German.

Table 14 shows that as they get older, the Hungarian-language communication between the respondents and their mothers decreases more considerably than in the case of Slovene – the number of those using Hungarian (solely or together with another language) goes down by 25.4%, while with Slovene the difference is only 2.1%. The number of those using both languages decreases by 2.6%. (For 28.8% of the respondents the question was not



applicable, most probably because their mothers were not alive any more.) In some cases (2%) Hungarian joins Slovene as the language of communication.

The patterns of language use with the father are similar to those with the mother. However, in proportion Slovene was used more frequently. In their childhood, 2.2% of the respondents had spoken both Hungarian and Slovene with their fathers. 81.7% of the respondents reported that their father had used Hungarian (possibly alongside other languages), while the fathers of 70.3% of the respondents had spoken exclusively Hungarian with them. Slovene only had been used with 19.9% of the respondents, Slovene alongside other languages with 8.8%. With 4.8% of the respondents other languages had been used: Croatian, Bosnian, German, Serbian.

Regarding the languages used with the father in the childhood and at present, the frequency of Hungarian drops by nearly a half (81.7%-41%), while there is barely any change in the case of Slovene and other languages. With most of the respondents a possible explanation is that the father who used to speak Hungarian is no more alive – in fact, 50.9% reported that the question is not relevant for them. In 2% of the cases, all-Hungarian mother-child communication patterns were substituted by a Hungarian-Slovene pattern in adulthood, while in the father-child communication this only happens in 0.5% of the cases. Parallel to this, in adulthood everyday communication Croatian was also introduced. Consequently, Hungarian is not substituted by any other language.

Other languages include Bosnian and Croatian, but they are not used on their own, only in combination with Slovene, Croatian, and in one case Hungarian.

According to the data, bilingual language use patterns are by two thirds more frequent in the mother-child communication than with the fathers, regardless of which period (childhood or present) is concerned. Consequently, the mothers are less consistent in using one language than the fathers.

In contrast to the survey respondents, most interviewees claimed to speak Hungarian at home, even if one of the grandparents or parents is Slovene.

*Nagymama szlovén anyanyelvű, de megtanult magyarul, most magyarul beszélnek. Az idősebbek másképp beszélnek.*

‘Grandmother’s mother tongue is Slovene, but she learned Hungarian, and now they speak Hungarian. The older people speak differently’ (AG1M 70521238).

*Az édesanyám szlovén, de tud magyarul. Otthon mindig magyarul beszélünk, nagyon ritkán szlovénul.*

‘My mother is Slovene, but she can speak Hungarian. At home we always speak Hungarian, very rarely Slovene’ (AG1M 70521238).

*A nagymamám magyar anyanyelvű, a nagypapám szlovén. Otthon a szülők is magyarul beszélnek egymással, apukája az iskolában tanult meg szlovénul, anyukája otthon. Otthon mindenki magyarul beszél egymással.*

'My grandmother's mother tongue is Hungarian, my grandfather is Slovene. At home the parents speak Hungarian with each other. His/her<sup>38</sup> father learned Slovene in school, his/her mother at home. At home, they all speak Hungarian' (AG1M 70521238).

*Otthon magyarul beszéltünk. A család egy része nem használja már a magyar nyelvet, a nagyszülőkkel még használtuk.*

'We spoke Hungarian at home. Part of the family does not use Hungarian any longer. We did use it with the grandparents' (AG3F 70521214).

*Apámmal magyarul, anyámmal szlovénul beszélek, nagypapámmal szlovénul, nagymamámmal magyarul.*

'I speak Hungarian with my father, Slovene with my mother, Slovene with my grandfather, Hungarian with my grandmother' (AG1M 70521009).

*Az apukám kényelmességéből nem tanult meg magyarul, ezért az anyukám tanult meg horvátul, hogy tudjanak beszélni.*

'Out of convenience, Dad never learned Hungarian, so it was Mum who learned Croatian so that they could speak with each other' (AG2F 70521559).

The majority questionnaire included a question about other languages possible spoken in the family in previous generations (CG Q10). With 35.6% of the respondents, the parents' or grandparents' generations had only spoken Slovene, while 10.8% did not know if other languages than Slovene had been present in the family. The rest, 41.2% of the respondents, reported that other languages had been spoken in the family: German was mentioned by 28.9%, Croatian-Serbian-Bosnian together<sup>39</sup> 14.9%, Italian 13.4%, Hungarian 6.7%, English 6.2%, French 4.1%, Russian 1.5%, Czech and Polish 1% each, Spanish and Albanian 0.5% each. In 5.7% of the respondents' families somebody had known two other languages, while in 6.7% three languages except Slovenian were spoken.

The question cannot be fully compared to the previous questions in the minority questionnaire since it does not tackle the issue of cross- and intra-generational language use in more detail. At the same time, the number of those speaking Slovene only (35.6%) is higher than in the case of the minority. English comes up with the majority group – on the other hand nobody stated in the minority questionnaire that it was used in the family. This is also true for Italian, French, Spanish, Czech, Polish, and Albanian.

<sup>38</sup> It is not clear whether the Hungarian 3sg possessive suffix refers to the informant's mother or his father.

<sup>39</sup> Croatian, Serbian and Bosnian, although now cultivated as three distinct languages, are very closely related to each other and in the former Yugoslavia, they were subsumed under one "Serbo-Croatian" Standard.

In the majority interviews, the respondents typically focussed on the joint use of Hungarian and Slovenian.

*Mi se pogovarjamo enakovredno v družini tako madžarski kot slovenski. Jaz se z mamo pogovarjam madžarski, z možem se pogovarjam seveda slovenski, mama se z možem pogovarja madžarski on njej slovenski, z otroki pa pač kakor pride.*

'My family speaks both Hungarian and Slovene. I use Hungarian with my mother, Slovene, of course, with my husband, my mother uses Hungarian with my husband, who responds in Slovene, and with the child we use the language that comes up first' (70564952).

*Mi smo dvojezična družina, izhajam iz popolnoma madžarske družine, torej starši in tudi stari starši bom rekla vsa veja je moja z madžarska, medtem ko je soprogova popolnoma slovenska. Otroci obvladajo oba jezika – mi se pogovarjamo enakovredno tako madžarski kot slovenski.*

'We are a bilingual family, I come from a completely Hungarian family where the parents and grandparents speak Hungarian, while my husband's (family) is completely Slovene. My children know both languages, we speak equally both Hungarian and Slovene' (70564952).

*Moji predniki so Madžari – moj stari oče je govoril perfektno madžarsko, oče je razumel madžarsko, jaz pa slišim in si vmes kaj zapomnim.*

'My ancestors are Hungarian – grandfather spoke excellent Hungarian, father could understand it, and I can recognise it when I hear it, and sometimes remember a few words' (70564969).

Another aspect of cross-generational language use is what language the respondents use with their children (Q21 MinLg). 31.6% of the respondents left this question unanswered, most probably because they have no children. There is a significant difference between language use with the oldest and the youngest child: with 6.8% of the respondents there seems to be a shift towards Slovene.

4 parents (2%) use Hungarian and Slovene with their oldest child and only Slovene with the youngest. One parent (0.5%) uses Slovene with the oldest child, and Hungarian with the youngest. One parent (0.5%) uses only Slovene with the oldest child, but s/he also uses Hungarian with the youngest. Another parent (0.5%) uses only Hungarian with the oldest child, but s/he also uses Slovene with the youngest. One respondent also uses German besides the MajLg and the MinLg.

The graph below shows the shifts during the time of three generations in the use of languages in the minority sample.

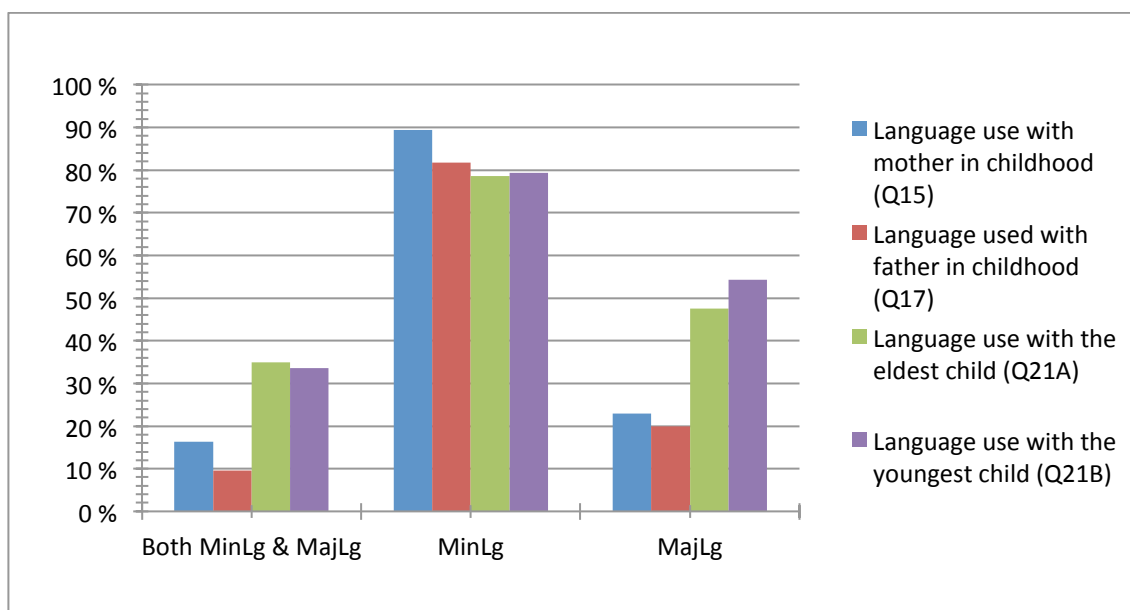


Figure 6: Changes of language use patterns within 3 generations, % – MinLg survey

There is no drastic change in the use of Hungarian. However, the fact that the use of Slovene has doubled and the proportion of bilingual language use patterns has tripled seems to indicate that assimilation is in progress.<sup>40</sup> The tendencies are also shown in the following figure:

<sup>40</sup> In 1996, a study led by Miklós Kontra (RSS study in the Prekmurje region) investigated, among other things, language choices within families. Respondents had Hungarian, Slovene, Croatian and *other* as options, and they could also indicate more than one language with one conversation partner. The analysis contrasted the answers 'in Hungarian' and 'in Hungarian and in another language'. "Results show that nearly all used Hungarian with their grandparents, with their parents they use Hungarian and another language, but only half of the respondents used Hungarian only with their children. This pattern is an obvious indication of a language shift in progress." (Kontra (ed.) 2012)

A study by Csilla Bartha in 2004 also shows that there is a clearly visible difference between language choice now and in the childhood: by the time people grow up Hungarian becomes a less frequent choice with any partners in the family. The basic pattern is the same: Hungarian is the most common choice with grandparents and parents. Age leads to differences in inter-sibling communication: Hungarian might be more common with older siblings, still it is them who – through education – introduce the MajLg in the family, and from that time on the use of Hungarian will spectacularly shrink, even with younger siblings. (Bartha 2007).

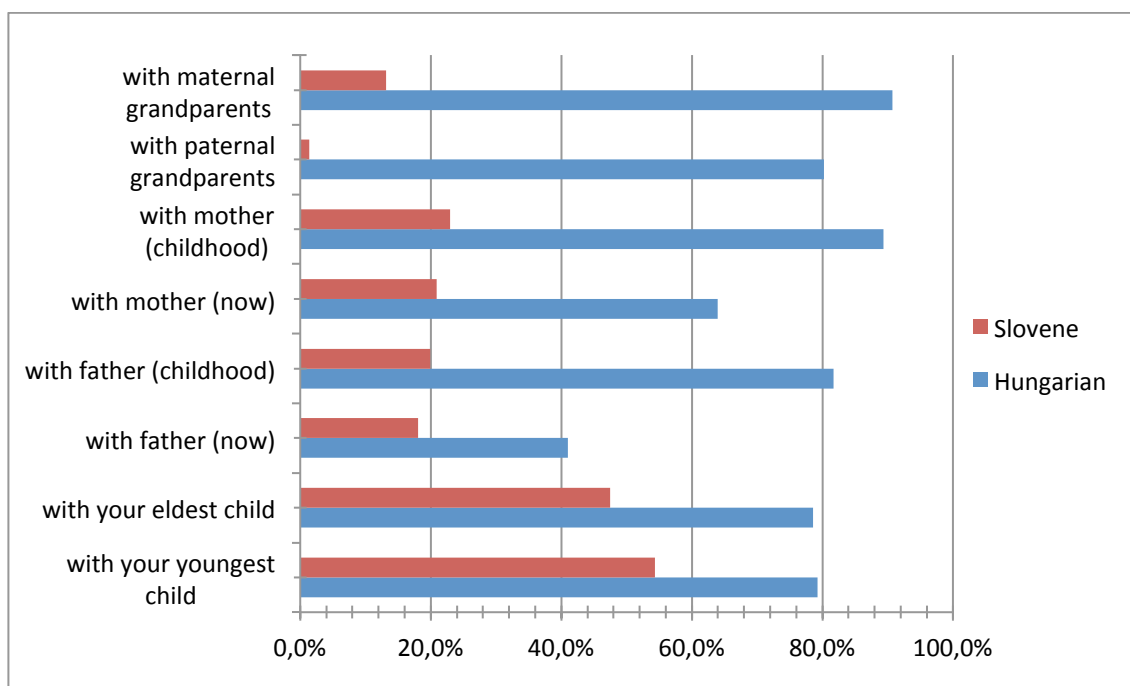


Figure 7: Cross-generational language use, % – MinLg survey

Interviewees also reported use of Slovene, although many still stick to Hungarian.

*A gyerekekkel magyarul beszélünk, a lányom is az unokámmal. A kisunokám vegyes házasságban nő fel, a lányom aggódik, hogy megmarad-e a magyar nyelve.*

'We speak Hungarian with the children, and so does my daughter with her child. The grandchild is growing up in a mixed family, and my daughter is worried s/he might lose the Hungarian language' (AG3M 70521078).

*A lányaimmal magyarul beszélek. Nem érzek különbséget a szüleim, a nagyszüleim nyelve és a sajátom közt.*

'I use Hungarian with my daughters. I do not feel a difference between the languages used by my parents, grandparents, and by me' (AG4M 70521092).

*Van, aki nem tanította meg a lányait magyarul, pedig magyar, ez nem jó. Mindenki tanítsa meg a saját anyanyelvére a gyerekeit.*

'There is somebody who didn't teach Hungarian to her daughters, although she herself is Hungarian, that's not good. Everybody should teach his or her own mother tongue to their children.' (AG4F 70521191).

*A gyerekeinkkel otthon alkalom adtán szlovén nyelven is beszélünk.*

'Occasionally we also speak Slovene at home with our children' (AG2M70521122).

*A gyerekeim többször szlovénul teszik fel a kérdést, és várják is a feleletet.*

'My children often ask questions in Slovene, and expect an answer in that language as well' (AG2M 7052115).

*Az unokám szépen tud magyarul, mert foglalkoznak vele, pedig Mariborba jár. Az apjának is tudja mondani, hogy azt a kazettát tegye be a magnóba, amelyet ő nem érti.*

‘My grandchild can speak good Hungarian, because we help her/him, although s/he goes (to school) in Maribor. S/he can even tell his/her father to put the cassette he cannot understand into the cassette player’ (AG4F70521344).

*Ha lesz gyermekem, megtanítom majd magyarul.*

‘If I will have a child, I will teach him/her Hungarian’ (AG1F 70521061).

Table 14 gives information on intra-generational language use in the MinLg sample (Q14, Q19-20).

Intra-generational language use	Both MinLg & MajLg	MinLg	MajLg	Other	Frequency
Language use of parents (father to mother) <b>Q14a</b>	5.8%	74.3%	15.5%	2.8%	292
Language use of parents (mother to father) <b>Q14b</b>	7.2%	75.3%	15.1%	3.8%	292
Language use of siblings (all together) <b>Q19</b>	13.2%	86.7%	24.0%	2.2%	245
Language spoken to elder siblings in childhood) <b>Q19a1</b>	3.1%	88.8%	14.3%	1.2%	161
Language spoken to elder siblings now <b>Q19a2</b>	13.2%	85.4%	2.7%	4.2%	144
Language use to younger siblings in childhood) <b>Q19b1</b>	12.2%	87.8%	23.1%	2.0%	147
Language use of younger siblings now <b>Q19b2</b>	24.4%	84.7%	38.9%	1.5%	131
Language use with partner <b>Q20</b>	29.0%	65.7%	59.9%	5.6%	198

Table 14: Intra-generational language use, % – MinLg survey

The differences between the language choices of fathers and mothers are negligible: the respondents’ mothers seem to have used Hungarian slightly more often (75.3%) than their fathers (74.3%), while for Slovene, there is a very small difference in the other direction. There is also a very small difference between fathers and mothers in the use of languages other than Hungarian or Slovene: slightly more mothers than fathers were reported having used other languages. For 13.7% of the respondents, the question was not applicable, obviously because both parents had not been present in the family.

Comparing the proportions of inter-sibling (Q19) and inter-parent language use, there is a shift towards MinLg (86.7%). (Of the respondents, 16.7% have no sister/s or brother/s, while 22.8% have more than one.) There is considerable difference between childhood and current language choice in the case of MajLg too, at the same time deaths must not be

neglected, either. With MinLg there is no considerable difference as time passes, but the choice of two languages increases significantly (3.1%-13.2%. 12.2%-24.4%), increases fourfold with the older sibling and doubles with the younger one. This leads us to the conclusion that Hungarian is losing parts of its role in communication to Slovene, which is a sign of linguistic assimilation, visible with cross-generation language use as well.

There are no other dominant languages. The table below shows all the changes in languages used in communication in the childhood and now.

Childhood	Now	%
HU	HU, SLO	<b>12.7</b>
HU	HU, SLO, GER	<b>0.4</b>
HU	SLO	<b>2.4</b>
HU, SLO	SLO	<b>1.2</b>
HU	HR	<b>0.4</b>
HU, SLO	HU, SLO, GER	<b>0.4</b>
HR	SLO	<b>0.4</b>
HU, SLO, GER	HU, SLO, GER, ENG	<b>0.4</b>
HR	HR, HU	<b>0.4</b>
SLO	SLO, HU	<b>0.4</b>

**Table 15: Language use among siblings in the childhood and now, % – MinLg survey**

The table shows that in 12.7% Hungarian was joined by Slovene, on one case also by German. With 2.4% of the respondents Hungarian was completely ousted by Slovene, and in 1.2% of the cases a monolingual Slovene pattern has replaced Hungarian-Slovene bilingualism.

In communication between spouses/partners (Q20) the Slovene language shows higher proportions than in sibling or intra-family communication. While roughly two thirds (65.7%) of the respondents speak Hungarian with their partners at least alongside other languages, and of them, roughly one half (36.7% of all respondents) reported using Hungarian only, there are almost as many who use Slovene (59.9%) at least to some extent, and, again, for roughly a half of them (30.9% of all respondents) Slovene is the sole language of communication with their partners. A bilingual language use pattern with both Hungarian and Slovene was reported by 29% of the respondents. These data support the earlier conclusions that besides Hungarian Slovene has become a part of everyday intra-family communication; families have become bilingual, adapting to the Slovene environment.

Only 0.1% of the respondents use English, while other languages are used by 5.6% (German, Croatian, Serbian, always alongside Hungarian and Slovene). Several respondents mentioned that even when speaking with their partner or spouse, they will switch to another language if a third person is present who does not speak Hungarian or Slovene.

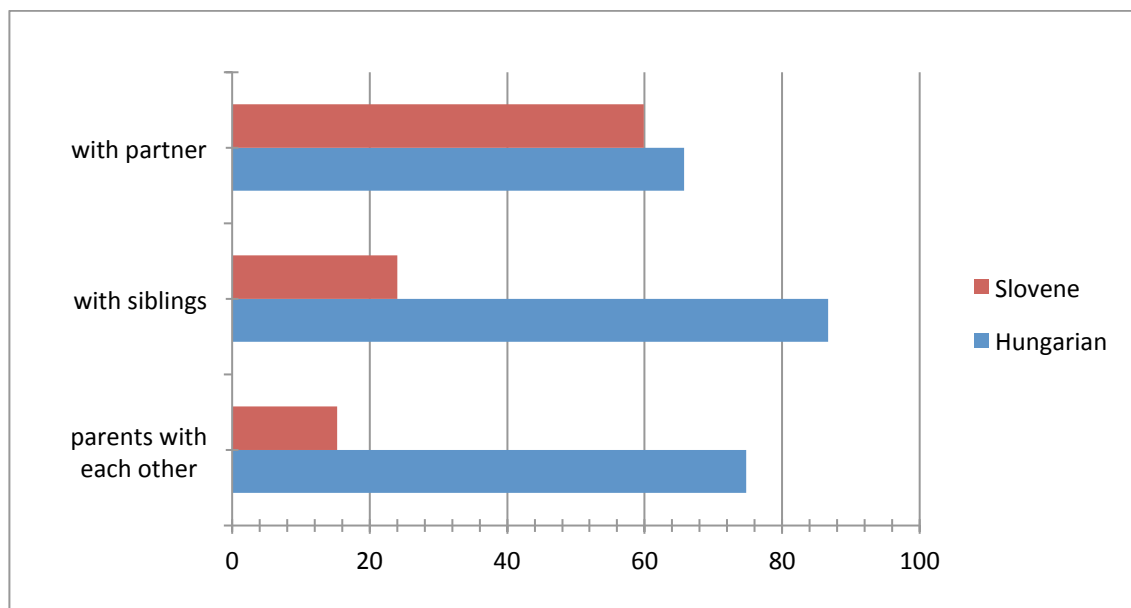


Figure 8: Intra-generational language use, % – MinLg survey

In the interviews, it was obvious that although the interviewees highlighted the role of Hungarian, Slovenian was also present in many families.

*A feleségemmel magyarul beszélek.*

'I speak Hungarian with my wife' (AG2M 70521184).

*Otthon mindkét nyelvet, a magyart és a szlovént is használjuk.*

'At home we use both languages, Hungarian and Slovene' (AG2M 70521122).

*Magyar családból származok. Általános iskolában tanultam meg szlovénul. Otthon nem tanultak meg a gyerekeim magyarul, mert a feleségem szlovén volt, Németországban dolgoztunk, ezért a gyerekek németül és szlovénul tanultak meg otthon. Amikor visszajöttünk Muravidékre, akkor az iskolában tanultak meg a gyerekeim jobban magyarul.*

'I come from a Hungarian family. I learned Slovene in primary school. My children did not learn Hungarian at home, because my wife was Slovene. We worked in Germany, so the children learned German and Slovene at home. When we moved back to the Prekmurje region, the children learned more Hungarian in school' (AG4M 70521375).

*Édesapám szlovén, de a nagyszüleimnél nevelkedtem, ezért csak majd a feleségemtől tanultam meg szlovénul.*

'My father is Slovene, but I was brought up at my grandparents', so I learned Slovene only from my wife' (AG2F 70521290)

The answers in the majority questionnaire (Q11) indicate that Slovene only is used by 85.4% of the respondents. Further 12.4% added English (4.4%), German (1.5%), Serbian or Croatian (5.1%), Italian (0.7%), and Hungarian (0.7%). 13.9% of the respondents use multiple



languages with their spouse. Only 2.1% use no Slovene at all in communication with their spouse. The data show a clear dominance of the Slovene language, since in most parts of the country this is the official language, and the majority language data for this study were collected from all over Slovenia.

The interviews conducted with the Slovenian majority also rendered a lot of information about the Hungarian language, because the interviewees selected typically had a special relationship with the Hungarian language or the identity and culture of the Hungarian minority.

*Otroci dveh staršev, ki sta po poreklu Madžara, ampak ker živita v Soboti, kjer ni nobenih bonitet, je problem. Hčerko sem poslal dve leti zaporedoma v Budimpešto, da se uči v poletni šoli madžarsko. Jaz sem po starših več ali manj Madžar. Sreča je, da smo se vsaj toliko naučili madžarsko, kolikor je znamo. Madžarsko sem se naučil v Motvarjevcih pri starem očetu na počitnicah. To je čisto madžarska vas, jaz nikdar ne bom priznal, da je to narodnostno mešana vas. In tam si mogel madžarski govoriti, če si se hotel s starimi starši pa s sosedi, sosedovimi otroci govoriti. Jaz niti ene ure madžarščini na šolski ravni nimam. Ta moja je kmečka, gorička madžarščina. Tega je že več kot petdeset let, da sem se je naučil, je pa seveda zelo pomanjkljiva, ni teh modernih besed. Ampak za to rabo koliko je mi potrebujemo – turistično pa tudi novinarsko včasih – se da uporabljati na ta način, da sogovornik govori madžarsko, ti pa slovensko. Ker si ne bi drznil po radiu madžarsko govoriti, ker je žaljivo za madžarščino pa za moj ponos.*

‘Those children whose parents are Hungarian but who live e.g. in Muraszombat have no special rights whatsoever. In two consecutive years, I sent my daughter to Budapest to learn Hungarian in a summer school. Regarding my parents I am more or less Hungarian, and it’s pure luck that I learned this much Hungarian. I learned it in Szentlászló when on holiday at my grandfather’s place. This is a clearly Hungarian village, I will never accept that it is a mixed nationality one. You had to speak Hungarian there, if you wanted to communicate with your grandparents, with the neighbours, or the kids next door. I never attended one single Hungarian lesson. This is my peasant Goričko Hungarian. It’s been over fifty years that I learned Hungarian, there are big gaps in it, I don’t know modern words. But as much as I use it, as a tourist and journalist, it is usable, when a partner talks to me in Hungarian, and I can answer in Slovene. In the radio I would never ever dare speak it, it would hurt the Hungarian language and my pride, too’ (70565003).

### 4.3.1.3 Self-reported language competence

Language skills (on a sufficient level) are the first objective condition for language use. (At this point, we will not consider the other conditions such as social circumstances, opportunities for language use, institutional support or legislation.) Questions Q28–31 in the MinLg questionnaire collected data about the respondents' self-assessed language skills in up to seven languages (Hungarian, Slovenian, English, German, Croatian, Italian and one open option ["other"]) and in four modalities: understanding (spoken language), reading, speaking and writing.

In general, we can state that the language skills of young Slovene-Hungarian bilinguals are more balanced, whereas in the older generations, lower proficiency in certain areas can often be observed. Typically, the respondents' spoken-language skills (speaking and understanding speech) are better than written-language ones (reading and writing). Among the foreign languages, German seems to be known better than English along all dimensions.<sup>41</sup> Croatian is understood and spoken *well* or *very well* especially by younger people, thanks to its close relatedness with Slovene and to personal or business contacts.

The following tables (Table 16 to 19) summarise the language skills in the minority sample. The highest, second- and third-highest scores are indicated by colours. The self-reported levels of the different skills in the Hungarian, Slovenian, English, German, and Croatian languages are shown in graphs after the tables (Figures 9 to 13). Data analyses are illustrated by quotations from the interviews. A short analysis points out the major similarities and differences between the minority and the control group. As a summary, a table and a graph based on the *very well* and *well* options show the self-reported language competences of the minority and the majority groups.

Q28 MinLg Understanding	Hungarian	Slovenian	English	German	Croatian	Italian	Other
Fluently	76.4	71.5	7.8	13.3	24.1	0	13.2
Well	22.6	24	19.8	30.9	53.8	0	34
Fairly	1	4,5	25.4	31.3	14.9	3.2	24.5
Poorly	0	0	18	14.9	3.4	16.5	1.9
Not at all	0	0	29	9.6	3.8	80.3	26.4

Table 16: Self-reported competence in understanding, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

<sup>41</sup> The popularity of German probably stems from tradition, geographic closeness to German-speaking areas and the fact that many people from the region have worked in Germany. It will be interesting to see whether and how this situation will change in the future, as English has been the first foreign language in schools for the past years.

Q29 MinLg Speaking	Hungarian	Slovenian	English	German	Croatian	Italian	Other
Fluently	69.8	66	6.1	10.5	13.3	0	9.1
Well	27.8	26.8	16.4	25.4	55.1	0.5	34.1
Fairly	1.7	4.8	23.4	33.9	19.4	3.2	11.4
Poorly	0.7	2.1	20.6	16.5	6.8	6.9	18.2
Not at all	0	0.3	33.6	13.7	5.3	89.4	27.3

Table 17: Self-reported competence in speaking, % – MinLg survey

Q30 MinLg Reading	Hungarian	Slovenian	English	German	Croatian	Italian	Other
Fluently	67.7	77.1	12.1	18.5	31	0	21.4
Well	26.7	18.8	20.9	37	51	1.1	23.8
Fairly	4.9	2.7	17.2	23.7	10.7	2.2	16.7
Poorly	0.7	1.4	15.8	6.4	2.3	10.9	4.8
Not at all	0.4	0	34	12.5	5	85.9	33.3

Table 18: Self-reported competence in reading, % – MinLg survey

Q31 MinLg Writing	Hungarian	Slovenian	English	German	Croatian	Italian	Other
Fluently	56	69.2	6	11.7	14.1	0	5.3
Well	37.4	25.3	19	30.8	48.1	0.5	34.2
Fairly	4.9	3.1	16.2	27.5	25.4	1.1	10.5
Poorly	1.8	2.4	18.5	14.6	5.1	3.7	10.5
Not at all	0	0	40.3	15.4	7.4	94.7	39.5

Table 19: Self-reported competence in writing, % – MinLg survey

Presenting the above results in form of graphs illustrates the most immediate conclusions that can be drawn from the data:

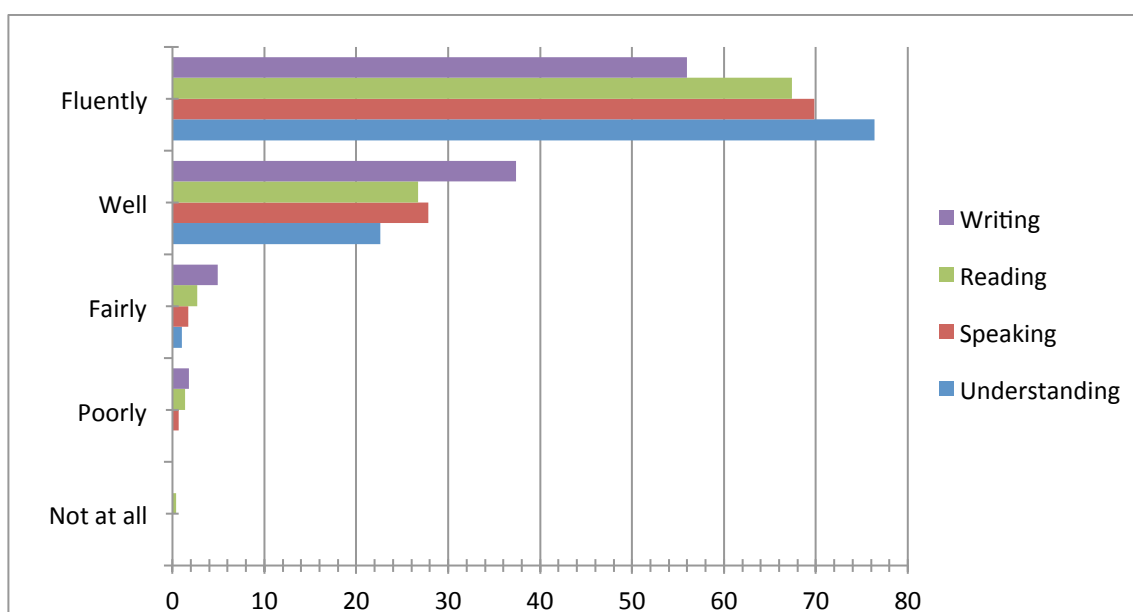


Figure 9: Self-reported competence in Hungarian, % – MinLg survey

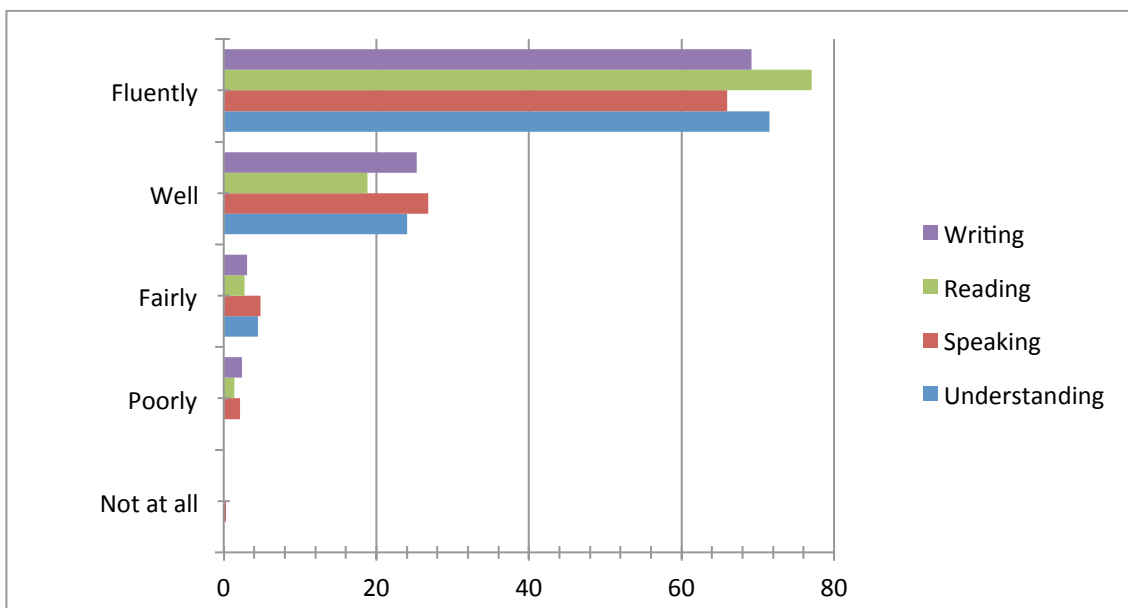


Figure 10: Self-reported competence in Slovenian, % – MinLg survey

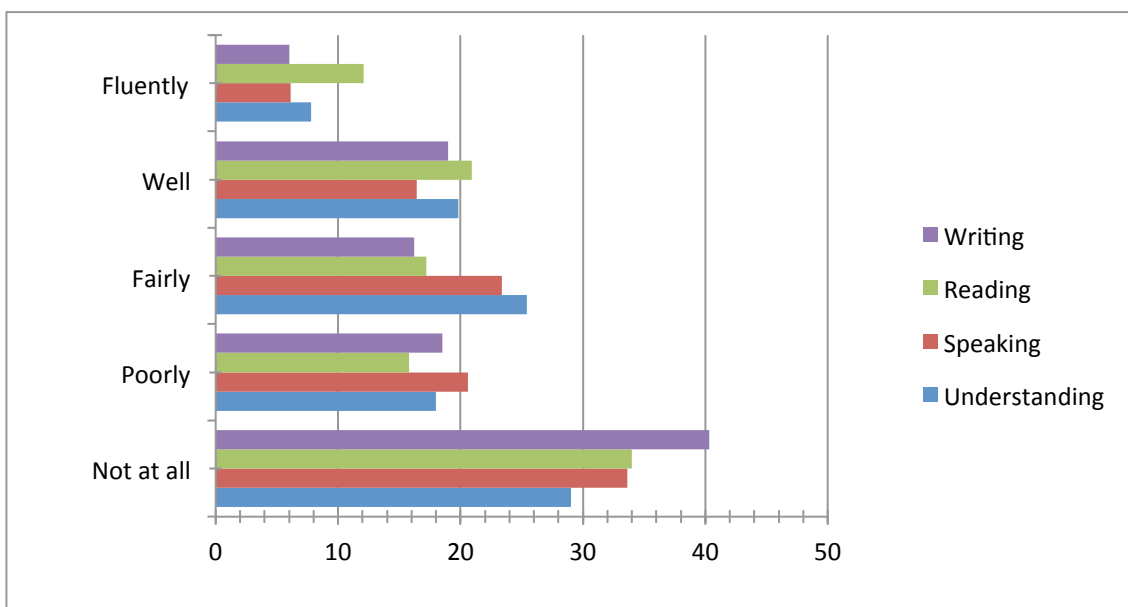


Figure 11: Self-reported competence in English, % – MinLg survey

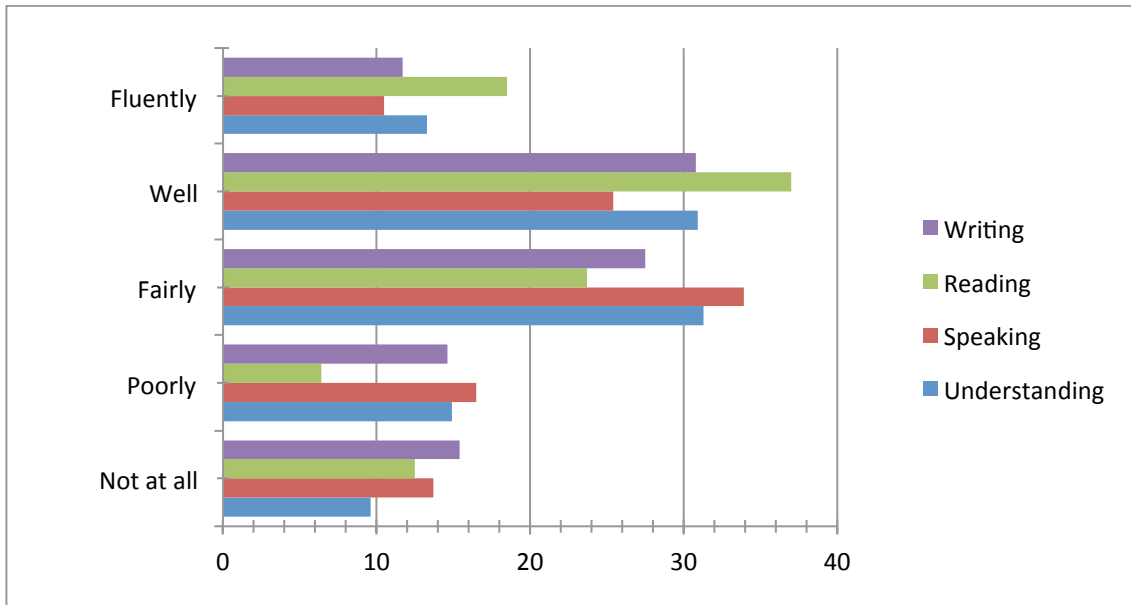


Figure 12: Self-reported competence in German, % – MinLg survey

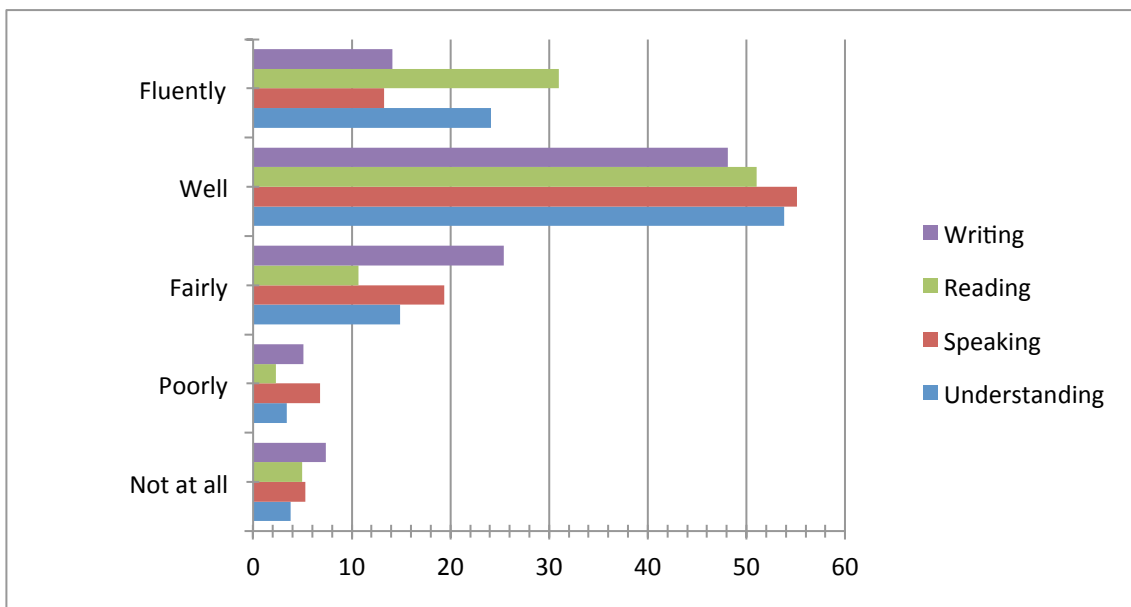


Figure 13: Self-reported competence in Croatian, % – MinLg survey

The self-assessed language skills of the “naturally bilingual” minority group indicate *balanced bilingualism*, i.e. high-level language skills – good receptive *and* productive competence – for all the four dimensions in both Hungarian and Slovene. The respondents are fluent in Hungarian (the average of the four skills rated with the options *fluently* or *well* is 96.1%), and their spoken-language skills are on an even higher level (understanding fluently or well: 99%; speaking fluently or well: 97.6%), with “understanding” as the strongest skill. Slovenian, with its higher prestige, ranks higher than Hungarian only in reading (94.4%, by 1.5% higher for Slovene) and writing (93.4%, by 1.1% higher). The average of the four skills is 94.7% in Slovene, just a bit lower than for Hungarian. Not one person claimed that s/he understood Hungarian *poorly* or *not at all*.

The highest reading skills were scored in Slovene (the number of those who can read Slovene *very well* is much higher than of those who can read Hungarian *very well*). This is followed by understanding, then by writing and speaking. There is barely any difference between the self-reported Hungarian and Slovene skills, and this is also supported by the choice of questionnaire language (spontaneous choice): 56.5% of all the respondents chose the Hungarian version, 43.5% the Slovene one. The number of those opting for the Hungarian one is not considerably higher (by appr. 13%).<sup>42</sup>

Moreover, the data show that a major part of the respondents has reached functional trilingualism, the goal of EU language policies.<sup>43</sup> Many respondents have a high level of competence in Croatian – the language of a neighbour, formerly a sister country; the average of the four skills is 72.6%, the strongest skill is reading. Further linguistic diversity is created by strong intermediate level skills in German (the average of the four skills is 44.5%, with reading as the highest) and a much lower level of an average of 27% in English (reading skills again topping the list). Twice as many respondents can read well or very well in German than in English.

Unlike Croatian, Italian, although an officially acknowledged minority language in Slovenia, is not part of the traditional language diversity of the Prekmurje region. As the seventh optional language (“other”), the majority of respondents indicated *Serbian*; however, *Portuguese, Spanish, French, Esperanto, Roma, Russian, Japanese* and *Latin* were named as well. In these languages the respondents reported strong intermediate skills (just a bit below the level indicated for German): the skill average is 43.8%, with reading taking the second place after understanding.

*A magyar mellett szlovénul tudok, horvátul perfekt, szerbül még jobban. A katonaságnál tanultam meg szerbül. Horvátul akadozottabban beszélek, három horvát szeretőm volt.*

‘Besides Hungarian, I can speak Slovene. I am fluent in Croatian, my Serbian is even better. I learned Serbian in the army. My Croatian is less fluent – I had three Croatian lovers’ (AG4M 70521092).

<sup>42</sup> The level of language competence (without separating the various modalities of language use) was also investigated in the RSS study lead by Kontra. In 1996 the number of respondents claiming their Hungarian was native-like was nearly three times higher than of those claiming the same about their Slovene. ‘When comparing Prekmurje Hungarians to the other Hungarian minorities, we can see that the the proportion of those who claim their Hungarian is native-like is considerably smaller here than with any other Hungarian minority group.’ (Kontra (ed.), 2012)

<sup>43</sup> Bartha’s 2004 study shows the following: ‘In general we can state that the respondents claimed they can speak three, or three and a half languages including Hungarian and Slovene. The more educated and the younger the person is, the more probably the number will be between 3 and 4, and foreign languages appear in the following order: German, English, Croatian, French, other languages.’ (Bartha 2007).

It is clear from the interviews too, that most of the respondents have no problem with code-switching.

*Nincs gondom a magyar és a szlovén közti váltással. A németet hamarabb is megtanultam, mert német rajzfilmeket néztem.*

'I have no problems when switching between Slovene and Hungarian. I learned German sooner, because I watched cartoons (as a child)' (AG1M 70521238).

*Elég jól beszélem a szlovént, mégsem tartom magam szlovén anyanyelvűnek, pedig van, hogy többször jobban megy a szlovén, mint a magyar.*

'I can speak quite good Slovene, still do not regard it as my mother tongue, even if Slovene sometimes comes easier than Hungarian' (AG2F 70521108).

*Elég jól tudom a szlovén nyelvet. Németül tanultam, alapszinten tudok. Sajnálom, hogy angolul nem tanultam meg, de nem volt választható nyelv az iskolákban.*

'I speak Slovene quite well. I have studied German, know it at a basic level. Unfortunately, I never studied English, it was not an option in the schools' (AG3M 70521078).

In the majority group (control group questionnaire: Q14–17), instead of balanced bilingualism the self-assessed language skills indicate a clear dominance of the Slovene mother tongue. On the basis of the average values for the four skills, 99.5% master the Slovene language either *fluently* or *well*; this value is by 3.5% higher than the corresponding score for the Hungarian skills of the minority group. Outside the Hungarian-speaking area (the officially bilingual settlements), majority respondents generally do not know Hungarian (again, counting by the average value for the four skills, 94.4% do not know Hungarian at all or know it only poorly), while Italian is clearly less unknown (the ratio of those who do not know Italian at all or only know it poorly is 77%). Furthermore, in the control group English outranks German: in average, 56.4% know English very well or well (the score is nearly 30% higher than with the Hungarian-speaking minority respondents!), while the same result for German is only 31.8% (and thus by 12% lower than with the Hungarian-speaking minority group).

In the control group questionnaire, in addition to Slovenian, English, German, Hungarian and Italian, the respondents could name two further, "other" languages. This option was used by 59.3% of the control group respondents. Of these, 70.4% selected one or more of the closely related neighbouring languages – Croatian, Serbian (Serbo-Croatian) and Bosnian – but French was also mentioned by a considerable number (11.3%). The first "optional" language seems to be mastered quite well: 69.5% of the control group respondents evaluated their skills in average as "fluent" or "good" – yet this score is by 3% lower than the competence level of the Hungarian minority respondents in Croatian.

MinLg	Hungarian	Slovenian	English	German	Croatian	Italian	Other
Understanding	99	95.5	27.6	44.2	77.9	0	47.2
Speaking	97.6	92.8	22.5	35.9	68.4	0.5	43.2
Reading	94.4	95.9	33	55.5	82	1.1	45.2
Writing	93.4	94.5	25	42.5	62.2	0.5	39.5
Avarage	96.1	94.7	27	44.5	72.6	0.53	43.8
Ranking	1.	2.	5.	4.	3.	7.	6.

Table 20: Average of the four skills (fluently + well) in the languages concerned, % – MinLg survey

	Slovenian	English	Hungarian	Italian	German	Other1	Other2
Understanding	99.5	54.6	4.3	11.8	28.8	70.3	63.9
Speaking	99.5	52.4	4.4	12	29.1	66	54.5
Reading	99.4	59.5	3.9	15.7	38.8	73.7	60
Writing	99.5	54.4	3.8	9	30.4	67.8	45.4
Avarage	99.5	56.4	4.1	12.1	31.8	69.5	56
Ranking	1.	3.	7.	6.	5.	2.	4.

Table 21: Average of the four skills (fluently + well) in the languages concerned, % – CG survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

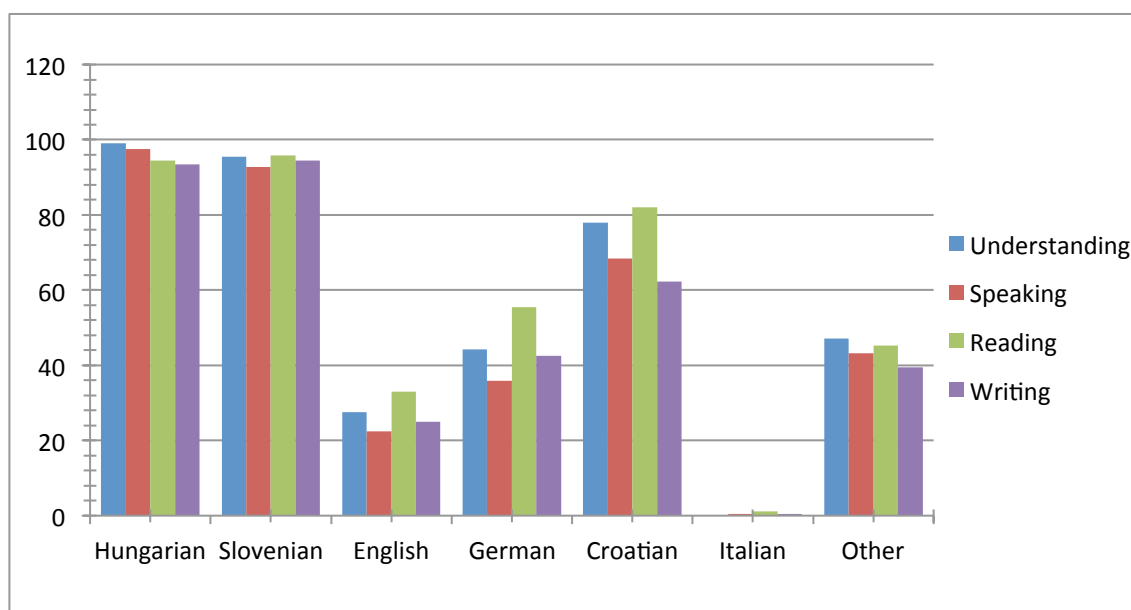


Figure 14: Average of the four skills in the languages concerned, % – MinLg survey



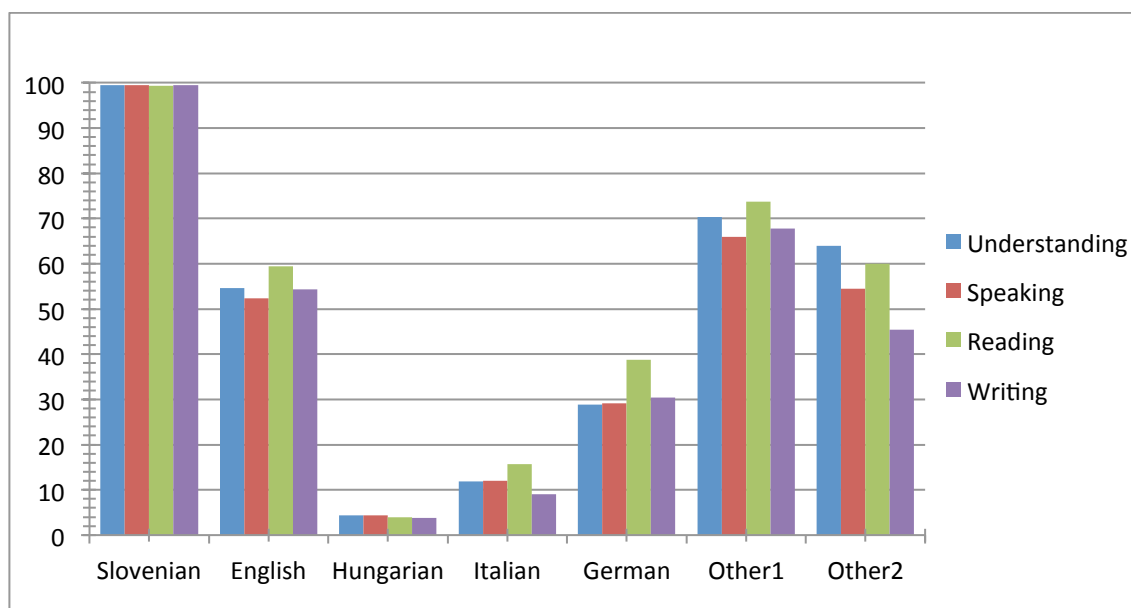


Figure 15: Average of the four skills in the languages concerned, % – CG survey

The following table summarises the order of the languages based on the positive value categories (from the median) shown in the four skills:

<b>MinLg</b>	Hungarian (mother tongue)	Slovenian (second language)	Croatian	German	Other	English	Italian
<b>CG</b>	Slovenian (mother tongue)	Other1	English	Other2	German	Italian	Hungarian (second language)

Table 22: Order of the languages based on the four skills – MinLg and CG survey

For the respondents of both samples mother tongue skills are the strongest. The second language (Slovene) skills of the minority respondents are very close to those in the mother tongue. They are multilingual along the mother tongue-Slovene-Croatian-German axis. The majority group lies along the mother tongue-Croatian/Serbian-English line.

#### 4.3.1.4 Domain-specific language use

The questions 32, 39, 59, and 61 in the MinLg questionnaire, and 18 and 23 in the CG questionnaire measured the practical realisation of the reported language skills: the use of diverse languages in various situations and domains.

According to the answers to Q32, Hungarian is used primarily *at home* (66.6%), in communication with *relatives* (51.3%) and *neighbours* (42.3%), in the *church* (39.2%), and in other domains (43.8%). (The percentages after each domain indicate the number of *always* answers, because they are the majority.) It is least often used in formal domains, the “least Hungarian” domain being language use with *public authorities*. Here, 31.6% of the respondents have selected the option *sometimes*, while 34.6% of the respondents use

Hungarian either *seldom* or *never*. Only 8.4% of the respondents speak Hungarian *always* and 25.5% *often* with the public authorities. Considering the high grade of institutional support which Hungarian should enjoy in Prekmurje, this is surprising and illustrates a major problem: the gap between theory (de jure bilingualism) and practice. In 7 of the domains Hungarian is used *often*: at work (37.4%), with friends (52.2%), at school (43.1%), in shops (43.2%), in the street (49.6%), in the library (34.1%) and at community events (42.5%). It must be noted that in this question, the non-response rate was very high: excluding the category *other* (which was only mentioned by 5% of the respondents), the fewest responses were received about language use in the school (answered by 56.8% of the respondents), at work (70.1%), and in the library (34.8%).

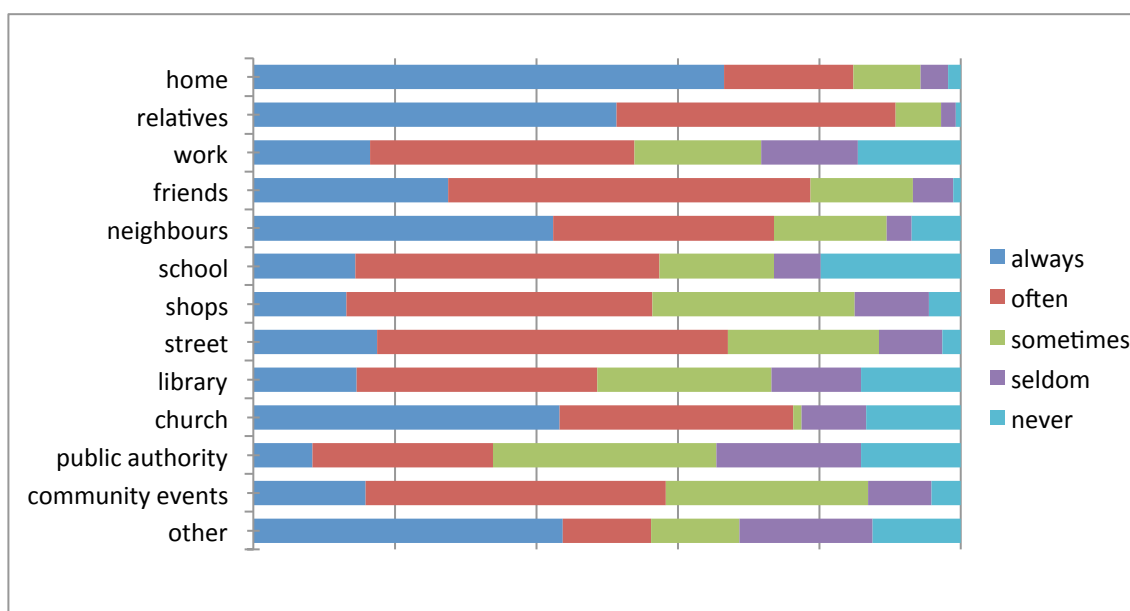


Figure 16: Domain-specific use of Hungarian, % – MinLg survey

As for the use of Slovene, the state language, the option which is chosen by the most respondents is *often* in all the domains (only for the “optional domain” *other* were the options *always* and *sometimes* the most popular ones). The order of the “most Slovene” domains according to the values for the option *often* is as follows: shops (57.4%), street (52%), friends (49.1%), public authorities (44%), work (43.2%), community events (41.8%), library (41.3%), school (38.4%), relatives (34%), neighbours (31.7%), church (28.9%), home (12%), other (13.3%).

More respondents (84.9%) use Hungarian at home *always* and *often* than Slovene (50.6%). The relatively high frequency of Slovene language use probably reflects language use in mixed marriages.

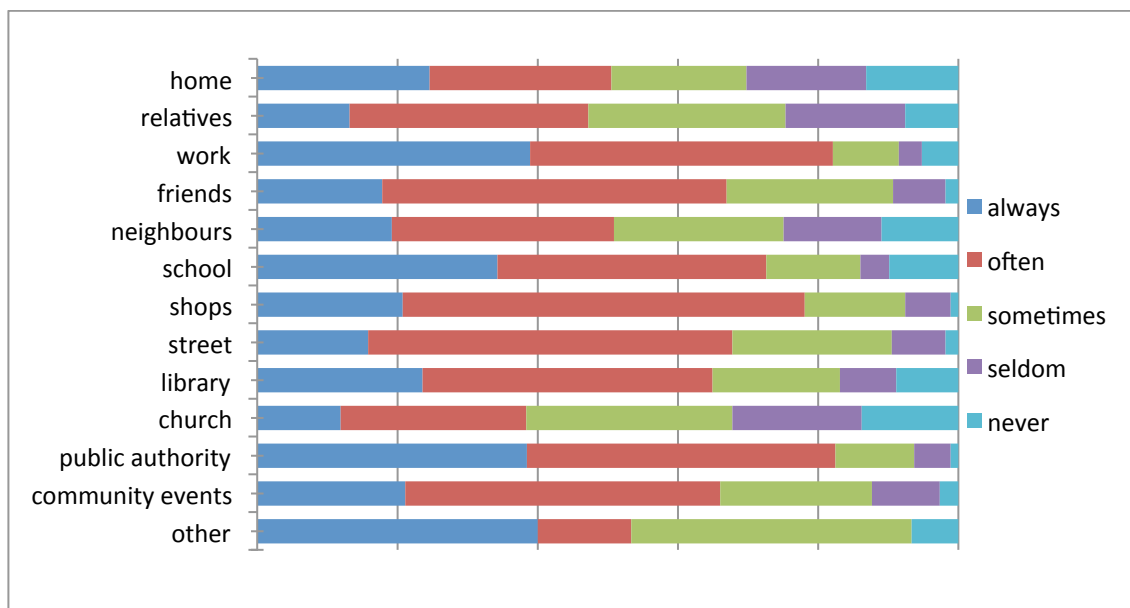


Figure 17: Domain-specific use of Slovenian, % – MinLg survey

English is typically not used: the non-response rates in the question about the use of English are very high (barely a quarter of the respondents answered the question), and of those who did answer, the majority selected the option *never* in all the domains. Those respondents (even fewer than the ones answering about English) who chose an optional language (“other”) use it *sometimes* at work and with friends, *seldom* with relatives, and *never* in any other domain. Comparing the self-assessed language skills with the self-reported patterns of language use, we can see that our minority respondents’ everyday communication is mainly bilingual (Hungarian and Slovene), and their other languages (English, German, other Slavic languages) are limited to the domains of passive/receptive language use.

The absolute majority of the majority respondents *always* use Slovene in all the domains listed; the figures (Q18 CG) show productive monolingualism. At work or with friends, some respondents *sometimes* use English or optional “other” languages, but for the most, these foreign languages, despite their self-reported skills in them, remain almost unused.

Respondents comment on the situation in the following way:

*Ja raba več jezikov v mojem vsakdanjem življenju je zelo malo prisotna. ‘The use of multiple languages is not typical in my daily life’ (70564969).*

*Obvladam jezike naših sosedov. V nemščini komuniciram tako da me ne prodajo. učila sem se v gimnaziji in veliko tega mi je ostalo, hrvaščina itak nam je bila nekoč zelo zelo blizu. Malce sem nesrečna ker angleški obvladam bolj pasivno, saj je angleški jeziki tisti, s katerim lahko osvajaš svet. Učila sem se v srednji šoli ruščine, žal kaj dosti ni ostalo. nekaj osnov. ‘I am familiar with the languages of the neighbouring countries. I speak German at survival level. I learnt it in grammar school and can still remember a lot. Croatian used to be very close to us, obviously. I regret it a bit that I have only a passive knowledge of English,*

because this is the language you can conquer the world with. I did Russian in secondary school, but only the basics have remained’ (70564952).

*Velik poudarek je na slovenskem jeziku, zlasti kot pedagoški delavec. Ker smo iz prekmurskega okoliša in imamo gensko napako, da nas prepoznajo v celotni Sloveniji, smo se ves čas skušali truditi, da smo res čim bolj zadostili nekako tistim standardom ki so pričakovani v pedagoškem poklicu.*

‘Slovene is very much expected, especially when you work in education. Since I come from the Prekmurje region, I have the genetic defect which makes us easy to recognise (by our speech) anywhere in Slovenia, so we are constantly making an effort, trying to meet the standards teachers are expected to meet’ (70564983).

*Nemščina, jezik, ki smo se ga učili v osnovi srednji šoli in ki je do neke mere usvojen. Pravzaprav angleščina dobiva vse večji pomen in je seveda bila nuja v naslednjem korak, zlasti tečaj iz angleščine. Madžarski jezik sem obnovil v stournem tečaju. Srbohrvaščina je zadeva, ki smo jo spremljali od malih nog, namreč iz tistega sistema smo zrasli in smo jo tudi kot jezik osvajali, zato moram reči, da je v primeru odločitve za dopust, kar pogosta izbira.*

‘German is the language that we did in primary and secondary school and we learned it to some extent. English is getting more and more important, and as a next step, I will have to enrol in some English language courses. I brushed up my secondary-school Hungarian at a 100-hour course. Serbo-Croatian has been with us since childhood, we were brought up in that system and learned the language – this is why I choose Croatian or Serbian-speaking regions as a holiday destination’ (70564983).

As described earlier, in the Hungarian-speaking areas of Slovenia the officially stipulated and supported bilingualism does not function in practice (Bernjak 2004, Kolláth 2005, Bokor 2009, Bartha 2007). For this reason, it is of utmost relevance to find out in which domains respondents think Hungarian should be used in the bilingual areas. In Q39 of the MinLg questionnaire, respondents were requested to express their opinions on statements concerning the use of Hungarian (*Hungarian should be used in...*) in various domains, on a five-level scale (from “totally agree” to “do not agree at all”). The high response rate indicates that this topic was interesting to the respondents. The use of Hungarian on webpages gained the fewest responses overall, and a majority could neither agree nor disagree. The two statements with which most respondents did not agree were the use of Hungarian on TV and in the parliament. For all other domains, agreement was dominant: webpage language (F) gained the fewest responses overall and a majority had difficulties forming an opinion on the subject. Respondents believe that Hungarian should be used in court (66%), in hospitals (60.5%), and at the police (57.4%). Furthermore, a significant part of the respondents thought that it should be used in the education system (44.3%), in TV

programmes (41.1%) and Internet sites (31.1%). The use of Hungarian in the parliament got not only the highest shares of disagreement but also the lowest agreement score (22.6%).

Data from the minority sample are presented in table and in graph format, too.

Q39 MinLg	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q39A	Hungarian should be used on TV	10.8	30.6	22.3	31.3	5.
Q39B	Hungarian should be used at police stations	16.5	40.9	20.8	19.4	2.5
Q39C	Hungarian should be used in the parliament	7.3	15.3	30.6	38.2	8.7
Q39D	Hungarian should be used in hospitals	18.6	41.9	18.6	17.9	2.9
Q39E	Hungarian should be used in court	19	47	16.5	14.7	2.9
Q39F	Hungarian should be used on the Internet	7.9	23.2	39.7	23.6	5.6
Q39G	Hungarian should be used in the education system	11.6	32.7	30.9	20	4.7

Table 23: Opinion on whether Hungarian should be used in the given domains – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

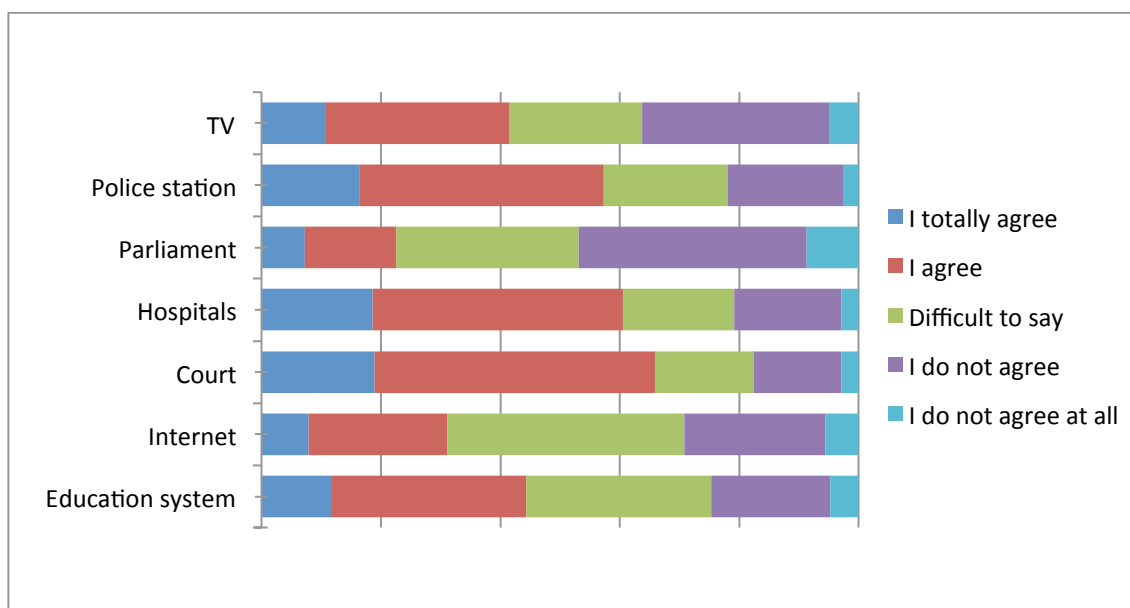


Figure 18: Respondents' opinion on whether Hungarian should be used in the given domains, % – MinLg survey

The answers of the majority respondents are summarised in the following table:

Q23A CG	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q23A 01	Hungarian should be used on TV	4.3	17.3	20.5	30.8	27
Q23A 02	Hungarian should be used at police stations	3.3	13.6	19.6	26.6	37
Q23A 03	Hungarian should be used in the parliament	2.7	6.4	22	25.8	44.1
Q23A 04	Hungarian should be used in hospitals	3.2	9.7	20.5	29.7	36.8
Q23A 05	Hungarian should be used in court	5.4	12.4	17.2	26.3	38.7
Q23A 06	Hungarian should be used on the Internet	2.7	11.4	27.7	23.9	34.2
Q23A 07	Hungarian should be used in the education system	4.8	18.8	22	25.8	28.5

Table 24: Opinion on whether Hungarian should be used in the given domains, % – CG survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

Table 24 shows that the majority respondents *do not agree* with any of the statements, and with six of the seven they *do not agree at all*. The domain in which they find the use of Hungarian most undesirable is the parliament, followed by hospitals, courts of justice, police stations, and even the education system. The majority does not want to have Hungarian Internet sites or TV programmes. The domain for which the most positive responses were given was education: 45,6% selected a positive or the indifferent option.

Based on data from the two language communities the order of the domains is as follows:

MinLg	CG
court	school
hospital	TV programmes
police	court
education	police
TV programmes	Internet sites
Internet sites	hospital
parliament	parliament

Table 25: Ranking of language use domains – MinLg and CG survey

In both samples it is the parliament that needs Hungarian language use the least. This is the only similarity in the two lists.

Majority respondents answered questions concerning the use of Italian as well (Q23B CG). Data from Q23B are summarised in the following table:

Q23 B	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q23B 01	Italian should be used on TV	3.8	17.5	20.2	31.2	27.3
Q23B 02	Italian should be used at police stations	2.7	12.6	19.1	27.9	37.7
Q23B 03	Italian should be used in the parliament	2.2	5.4	27.2	27.2	44
Q23B 04	Italian should be used in hospitals	2.7	11.5	18.6	30.6	36.6
Q23B 05	Italian should be used in court	4.4	12.6	17.5	28.4	37.2
Q23B 06	Italian should be used on the Internet	2.8	10.4	26.4	25.3	35.2
Q23B 07	Italian should be used in the education system	4.4	17	22.5	27.5	28.6

Table 26: Opinion on whether Italian should be used in the given domains, % – CG survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

The status of Italian in Slovenia is similar to that of Hungarian (both are recognised as languages of autochthonous minorities and enjoy a high level of legal protection), and this is also reflected in the majority respondents' answers. Here, as well, the respondents do not agree with the statements at all. The highest level of agreement can be observed with Italian-language education (21.4%) and TV programmes (21.3%). Here, too, the use of Italian in parliament is regarded as least important.

In Q59 of the MinLg questionnaires, the respondents were asked if they find Hungarian easy to use in most situations of life. The absolute majority (78.1%) selected yes, while for 21.9% it is *not easy* to use. Of the respondents 12.2% chose to explain in which situations they think Hungarian cannot express certain things. The answers can be classified as follows:

5.1% think that they cannot use Hungarian at public authorities, either because the authorities are reluctant to speak or understand Hungarian, or because the Hungarian language itself is not suited for these uses:

*Bizonyos jogi dolgoknál alkalmasabb a szlovén nyelv, pl. a községi irodában.*  
 'With some legal issues Slovene is more suitable, e.g. in the village office'  
 (HUN70512373).



*Kisebbségben nehéz a magyar nyelvet hivatalos eljárásoknál (bíróság, rendőrség) használni.*

‘It is difficult to use Hungarian during official procedures when you are in the minority (court, police)’ (HUN70514575).

*Hivatalos helyeken nem akarják beszélni a magyar nyelvet.*

‘At public authorities they do not want to speak Hungarian’ (HUN70516883).

2.7% think Hungarian can be used as far as Muraszombat, that is, within the bilingual area only.

*Magyarok közt könnyű, de mi szlovén környezetben élünk.*

‘It’s easy among Hungarians, but we live in a Slovene environment’ (HUN1519822).

1.4% blame the lack of terminology for the narrowing of the usage of Hungarian:

*Nem. Mert nem ismernek az emberek elég szakkifejezést.*

‘No. Because people do not know enough technical terms’ (HUN70523553).

*Számítástechnika, fizika, kémia, modern tudomány.*

‘Information technology, physics, chemistry, modern sciences’ (HUN70520156).

Some responses refer to the differences between the two languages:

*Ker madžarski jezik spada v ugrofinsko jezikovno skupino, ki pri izražanju nima podobnosti s tukaj govorečimi jez. skupinami >>slovanskimi, germanskimi<<.*

‘Because Hungarian is a Finno-Ugric language, the phrases it uses have nothing in common with the (Slavic, Germanic) languages spoken here’ (SLO70515428).

*V primeru, ko se človek nahaja v mešanem okolju zaradi razumevanja. Je zelo individualno, odvisno kje, kdaj, zakaj. V bistvu pa večina ne uporablja knjižno madžarščino, razen v javnih ustanovah, medijih.*

‘For example when you are in the bilingual area, understanding is hard. It’s a very individual thing, depends on where, when, why. Point is the majority don’t speak the literary Hungarian, except for the public authorities and the media’ (HUN70512403).

Even the official status of the Slovene language was considered a sufficient reason for not using Hungarian (0.7%):

*Nem. Szlovéniában élünk és a hivatalos a szlovén nyelv.*

‘No. We live in Slovenia and Slovene is the official language’ (HUN71518054).

In the interviews the issue of domains is only touched upon by the respondents. They mainly focus on language use at home and work, and what the laws prescribe. Otherwise, the interviewees do not seem to even consider the possibility that something could not be expressed in Hungarian.

*A postán van egy hölgy, ő nem tud szlovénul.*

‘There is a lady at the post office. She does not speak Slovene’ (AG4M 70521375).

*A magyar nyelvtudásból nem sok hasznot tudunk húzni. Időnként a szlovén barátoknak, ismerősöknek fordítunk Magyarországon.*

‘Hungarian language skills are not of much use. Occasionally we translate for Slovenian friends or acquaintances in Hungary’ (AG2M).

*A munkahelyen kizárólag magyarul beszélek, egyébként 80%-ban magyarul kommunikálok. Ljubljana felé haladva egyre inkább a szlovén kerül előtérbe. Otthon magyarul beszélünk, baráti társaságban néha szlovénul.*

‘At work I speak Hungarian only, otherwise 80% of all my communication is in Hungarian. As you’re getting closer to Ljubljana, it’s more and more in Slovene. We speak Hungarian at home, with friends sometimes in Slovenian’ (AG2M 70521511).

*Mindkét nyelvet használom minden színtéren, a munkahelyen inkább magyarul beszélek.*

‘I use both languages in all domains, at work I prefer Hungarian’ (AG2F 70521573).

On the one hand, many respondents seem to view the issue of ‘suitability’ of Hungarian in geographical terms, or as a matter of domains of language use. On the other hand, they point out its lack of functionality: civil servants cannot or do not want to speak Hungarian, so it is always the Hungarian person who has to adapt (it is in general them who are the true bilingual population in the bilingual area). They also mention that Hungarian is hard to learn, and refer to the absence of professional language registers.

Q61 moves on to present-day practice, asking respondents whether Hungarian is really used in the given 15 situations and domains.

The answers are summarised in the following table and also presented in a graph:

Q61 MinLg	Domains	Yes	No	Don't know
A	Parliament	13.4	60.1	26.5
B	Police office	54	23.6	22.5
C	Tax office	71.4	18.5	10.1
D	Health insurance office	66.4	20	13.6
E	Employment office	60.3	19.1	20.6
F	Hospitals	36	43.6	20.4
G	Courts	67.3	16.7	16
H	Ministries	9.9	46.7	43.4
I	Regional and municipal offices	79.3	9.3	11.4
J	Education	95.4	2.9	1.8
K	Printed media	93.2	3.2	3.6
L	Radio	96.8	1.8	1.4
M	TV	95.8	3.2	1.1
N	Advertisements in public spaces	69.6	18.3	12.2
O	Advertisements (commercials) in media	71.9	13.5	14.6

Table 27: Hungarian language use in various domains, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

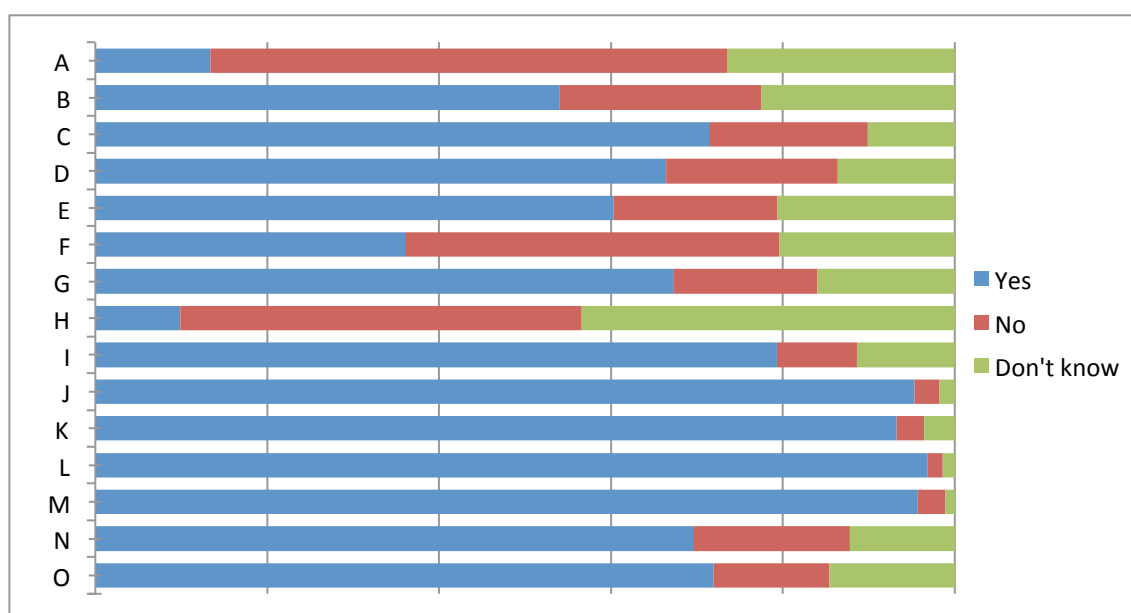


Figure 19: Hungarian language use in various domains – MinLg survey

Based on the opinions of respondents (considering the number of yes-answers) the following ranking can be put up among the given locations:

Ranking	Domains	Yes %
1	Radio	96.8
2	TV	95.8
3	Education	95.4
4	Printed media	93.2
5	Regional and municipal offices	79.3
6	Advertisements (commercials) in media	71.9
7	Tax office	71.4
8	Advertisements in public spaces	69.5
9	Health insurance office	66.4
10	Courts	67.3
11	Employment office	60.3
12	Police office	54.0
13	Hospitals	36.0
14	Parliament	13.4
15	Ministries	9.9

Table 28: Ranking of the given domains and situations – MinLg survey

**Local media** and (bilingual) **education** are ranked highest. Furthermore, high ratings were given to the area of **advertisements and commercials** as well as **local offices** (the opinions are not fully consistent: in Q59 many mention that Hungarian cannot be used at the local authorities everywhere and all the time). There is no hospital in the bilingual region and this can be seen in the data: one of the lowest percentages (36%) appears here. Only the parliament and the ministries rank lower. The minority representative speaks Slovene in the Slovenian parliament and Hungarian is only used in ministries, if the given official knows Hungarian (even then, Hungarian is only used during private conversations and meetings are conducted in Slovene). In any case, the use of Hungarian in higher state administration is absolutely minimal.

In the interviews older people often talk about language use in hospitals. They resent those doctors and nurses who can speak Hungarian, but will only speak Slovenian. However, they mention the opposite as well:

*Az unokám tud magyarul, a kórházban majdnem kezét csókolta nekem az idős néni, mert beszélt velük magyarul.*

'My grandson/daughter can speak Hungarian. In the hospital the elderly ladies (patients) nearly kissed his/her hand for speaking Hungarian with them' (70521351).

### 4.3.1.5 Languages and the labour market

Q52 MinLg deals with the labour market situation of the Hungarian language, as the extent to which a language is present in the labour market greatly contributes to its vitality. Prekmurje is an ethnically mixed region, which means that employees are generally expected to know both official languages (Slovene and Hungarian). The topicality of the question resulted in a high response rate.

The respondents were requested to mark their degree of agreement (on a five-point scale) with statements concerning the importance of the Hungarian language on the labour market. The majority *completely agrees* with all four statements (average of 39.2% per statement). The number of those who cannot form a clear opinion (average 29.2%), or do not agree with the statements is also high (average of 91 respondents, 31.7%). Most of the respondents (*totally*) *agree* that knowing Hungarian makes it easier to find the first job (45.1%), fewest agree with the statement that it helps to change jobs (35.4%). This was the one which was hardest to decide for most respondents (33.9%). The percentages of the answers can be found in the table below.

Statements Q52 MinLg	I totally agree	I agree	Difficult to say	I do not quite agree	I do not agree at all
Competence in Hungarian facilitates finding your first job.	8.2	36.9	23.1	21.6	10.3
Competence in Hungarian facilitates getting a higher salary.	8.2	30.6	27.4	19.6	14.2
Competence in Hungarian facilitates advancing in your career.	6.4	30.9	32.3	17.7	12.8
Competence in Hungarian facilitates changing into a new job.	6.1	29.3	33.9	20	10.7
<b>Mean value</b>	<b>7.3</b>	<b>31.9</b>	<b>29.2</b>	<b>19.7</b>	<b>12</b>

Table 29: Perceived importance of Hungarian skills on the labour market, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

In Q53, similar statements were given concerning the importance of the Slovene language. Here, as well, response rates were high.

The majority totally agrees with all four statements (average 67% per statement), at an even higher proportion than in the case of Hungarian. The number of those who cannot decide about (average 21.6%) or do not agree with the truth of the statements (average 11.5% per

statement) is much lower. Most of the respondents (*totally*) agree that knowledge of Slovene facilitates finding the first job (81.6%), followed by its importance in building a career (79.3%) and in changing jobs (67.4%). Fewest agree with the statement that it helps a person to get a better-paid job (49.8%). This was the statement on which it was hardest to decide (31.1%). The percentages of the answers are summed up in the table below:

Statements Q53 MinLg	I totally agree	I agree	Difficult to say	I do not quite agree	I do not agree at all
Competence in Slovene facilitates finding your first job	42.2	39.4	11.4	5	2.1
Competence in Slovene facilitates getting a higher salary	19.1	30.7	31.1	11.6	7.6
Competence in Slovene facilitates advancing in your career	24.3	45	21.4	6.9	2.5
Competence in Slovene facilitates changing into a new job	25.7	41.7	22.5	8.3	1.8
<b>Mean value</b>	<b>27.8</b>	<b>39.2</b>	<b>21.6</b>	<b>8</b>	<b>3.5</b>

Table 30: Perceived importance of Slovenian skills on the labour market, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

The question on the labour market value of English (Q54) had a slightly lower response rate, with 10 more people choosing not to answer than in the case of Slovene and Hungarian. The share of respondents agreeing with all four statements is exceptionally high (average 75% per statement), which exceeds the results for Hungarian by 35.8% and that of Slovene by 8%. Correspondingly, the number of those who cannot decide about, or do not agree with the truth of the statements is the lowest (average 17.7% and 7.9%, respectively per statement). The ranking as to how far respondents agree with the statements is the same as it is for Slovene. The percentages of the answers are summed up in the table below:

Statements Q54 MinLg	I totally agree	I agree	Difficult to say	I do not quite agree	I do not agree at all
Competence in English facilitates finding your first job	32.1	46.4	13.6	4.9	3
Competence in English facilitates getting a higher salary	20.6	43.9	22.5	10.3	2.7
Competence in English facilitates advancing in your career	28	51.3	15.7	3.5	1.5
Competence in English facilitates changing into a new job	26	51.6	17.2	3.8	1.9
<b>Mean value</b>	<b>26.7</b>	<b>48.3</b>	<b>17.7</b>	<b>5.6</b>	<b>2.3</b>

Table 31: Perceived importance of English skills on the labour market, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

The mean values of answers given to the statements in Q52-54:

Language	I totally agree	I agree	Difficult to say	I do not quite agree	I do not agree at all
Hungarian	7.3	31.9	29.2	19.7	12
	<b>39.2</b>			<b>31.7</b>	
Slovenian	27.8	39.2	21.6	8	3.5
	<b>67</b>			<b>11.5</b>	
English	26.7	48.3	17.7	5.6	2.3
	<b>75</b>			<b>7.9</b>	

Table 32: The labour market value of languages in averages, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

As shown by the table, command of English is considered very important on the labour market, illustrated by the highest number of (*totally*) *agree* answers and the lowest of those who cannot decide or *do not agree (at all)*. The importance of knowing Slovene is somewhat less high, while that of Hungarian is extremely low (here we have the highest number of respondents who *cannot decide*, and the number of respondents who *do not agree* is three times higher than with Slovene). Thus, although the knowledge of Hungarian is considered useful, Slovene is even more useful, and English is considered the most useful of all.

Two minority respondents added a comment to their answers about the role of the Hungarian language:

*Az ország piaca kicsi. a külföldi kapcsolatfelvételnél nélkülözhetetlenek a nyelvek.*  
'The country's market is small, so languages are indispensable when making contacts abroad' (HUN70512793).

*Csak Lendva környékére vonatkozik, csak ott számít a magyar nyelv.*  
'This is only true for the Lendva region, it's only there that Hungarian counts' (HUN71519624).

In the interviews the respondents clearly expressed the view that knowing more languages is an advantage when trying to find a job, too (although neither English nor any other language was given special attention in this context – English was mentioned as useful in connection with travelling and Internet use).

*Ha több nyelvet tud valaki, automatikusan jobb pozícióhoz juthat, de nem innen kellene nézni a nyelvek értékét.*  
'If somebody knows many languages, s/he can automatically get better positions, but this is not the point of view from which the value of languages should be regarded' (AG1F 70521061).

The knowledge of Slovene is regarded as indispensable by many:

*Többet ér, aki több nyelven beszél, a munkahelyen is. Aki csak magyarul tud, az nem kerül be.*  
'Those who can speak more languages are worth more, in their jobs, too. Those who can speak only Hungarian do not get the jobs' (AG4F 70521191).

*Vannak állások, ahol mindkét nyelvet tudni kell. A szlovén nyelv előnyben van ugyan, mert ez szlovén nyelvterület, de a magyart is elég fontosnak tartják.*  
'In certain jobs both languages are required. Slovene is an advantage, this being a Slovene-speaking area after all, but Hungarian is regarded as quite important, too' (AG1M 70521238).

Many regard knowledge of Hungarian as useful, but some only learn it so that they can get a better job or a certain position.

*Könnyebben kap munkát az, aki mindkét nyelvet tudja.*  
'Those who speak both languages can get a job easier' (AG1M 70521009).

*Kaptam már munkát azért, mert mindkét nyelvet tudtam.*  
'I have already been given a job because I could speak both languages' (AG1M 70521009).

*Vannak olyan személyek, akik mindaddig, míg a munkakörük vagy munkalehetőségük nem követte meg a magyar nyelv tudását, nem fogtak neki*



*és nem is igyekeztek megtanulni magyarul, habár számtalan lehetőség volt rá. Viszont amikor a munkahely megköveteli, csak akkor szánják rá magukat.*

'There are people who did not start learning Hungarian as long as it was not required in their job or a job opportunity, although they had had plenty of opportunities. They tend only to do it if it is a job requirement' (AG3F 70521474).

The majority questionnaire also measured the labour market situation of languages (Slovene, English, Hungarian, Italian). Q37 CG asks respondents if there is any legislation or there are regulations in Slovenia which support the knowledge of different languages on the labour market.

Most respondents (68.95%) chose *I don't know*, 25.79% chose *yes*, and 5.26% do not think there is such legislation. Not one respondent mentioned concrete legislation or regulations. Several ones of them mentioned that it is included in the job applications what language and at what level is expected. Some comments referred to the importance of knowing English, but no other language was mentioned. Respondents generally agree that knowing more languages is an advantage in some jobs, especially abroad. A former politician participating in the survey said English and French are spoken most often in the EU. Knowing minority languages should be mandatory for those holding various functions (like himself), whose field of activities focuses on a certain nation or language.

The questions about the job market value of various languages (Slovene, English, Hungarian, Italian; Q52–54 in the minority questionnaire) were also included in the control group questionnaire (Q38–41 CG). as the minority questionnaire did (Q52–54). For comparison, the average values of the positive (I agree/I totally agree) and negative answers are included in the following table:

Language – CG	I totally agree	I agree	Difficult to say	I do not quite agree	I do not agree at all
Slovenian Q38	18.3	26.2	22.2	18	14.8
	44.9			32.8	
English Q39	28.3	42.1	17.2	7.8	4.8
	70.4			12.6	
Hungarian Q40	0.8	5	48.4	24.6	21.2
	5.8			45.8	
Italian Q41	2.3	17.5	48.2	18.8	13.2
	19.8			32	

Table 33: The labour market value of languages in averages, % – CG survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

Most respondents (*totally*) agree with the statement that it is definitely easier for Slovene

native speakers to find a first job in Slovenia. Fewer regarded this as an advantage in finding a new job, or advancing in a career. Respondents do not agree with the statement that native speakers of Slovene are better paid.

The languages included in the survey do not carry similar weight in the job market. Our data show clearly that English is considered important and has a leading role. Competence in English is considered more important than competence in the Slovene mother tongue; the percentage of *totally agree* is by 25.5% higher. The languages of the two autochthonous minorities do not have equal value in the eyes of the majority respondents either. Competence in Italian is considered to have more advantages than competence in Hungarian.

Both minority and majority respondents find English the most important in the job market. It is followed by Slovene, even according to the minority respondents.

In the interviews the following opinions were expressed in connection with the topic:

*Danes se včasih poraja trgovina z večjezičnostjo, ki ne bi smela biti prisotna – namreč vsak posameznik mora imeti razčiščeno, kaj pomeni večjezičnost, kaj pomeni živeti na dvojezičnem področju in potem dejansko ne bi smelo priti do nekih konfliktov.*

‘These days multilingualism is often only business, which should not be like that – every person should make it clear for himself what it means for him, what living in a bilingual area means, and then there couldn’t be any conflicts after that’ (70564976).

*Če se nismo prej naučili, se zdaj učimo angleščine, ker drugače funkcioniramo v svojem delovnem okolju, če vsaj malo angleško ne vemo.*

‘Even if we did not do it earlier, but now we are learning English, because we can work differently in our jobs when we can speak at least a little English’ (70565003).

*Mala prednost tukajšnjih Madžarov je znanje madžarščino, ker se lahko zaposlijo npr. na predstavništvi. Resno mislim, to je monopol lendavskih Madžarov, ker jim nihče ne more konkurirati, ker jezika pač ne ve in ne misli v madžaršči. Če ne bi bilo tako, bi te službe pobrali Ljubljanci, jasno, ker so boljše plačane. Res je tudi, da madžarska podjetja prodirajo na slovenski trg s prekmurske strani in to bi bilo potrebno še bolj izkoristiti.*

‘The Hungarians living here are at an advantage because of their competence in Hungarian, because they can find a job, e.g. work as a Slovene representative in Hungary. I really mean it, this is a monopoly for Lendva Hungarians, there is no competition since nobody else but them can speak Hungarian, nobody can think

in Hungarian. If it wasn't like this, such jobs would've been snapped up by people from Ljubljana, they are so much better paid' (70565003).

#### 4.3.1.6 Language planning and cultivation

On the basis of our experience and observations, we believe that language cultivation and language planning play a key role in the maintenance of minority languages. For the Hungarian speaker community in Slovenia, language planning will have to include a multilingual approach, and this aspect was also emphasised in our interview data.

In Q55, minority respondents were asked whether there are, to their knowledge, **institutions or people who cultivate (develop, promote and regulate) Hungarian in their country**, and requested to name such people or institutions. The majority of respondents (82.3%) answered with *yes*; only 0.7% believe that there are *no* such institutions or people. However, the number of *don't know* answers is relatively high (17%).

According to most respondents (27.8%) the Hungarian language in Slovenia is developed, supported and regulated by the bilingual education and the teachers, more exactly, the bilingual schools (17.3%), the Department of Hungarian Language and Literature of Maribor University (4.9%), the bilingual kindergartens (3.8%), and kindergarten, primary and secondary school teachers (1.8%). In addition to educational institutions, 19.4% mentioned the following political and cultural institutions and organs: MNMI, the main cultural institution (7.8%), Hungarian cultural associations (7.1%), institutions/bureaus of the Hungarian community (4.6%), MNÖNK, the main political body (3.5%), Hungarian self-governments (1.8%), MNTI (0.7%), LKMNÖK (0.7%), and the leaders of the Hungarian minority institutions (1%). Many (13.1%) mention the media: media in general (2.5%), MMR (5.7%), Editorial Office of *Hidak* (3.5%), and *Népújság* (1.4%). The following were also mentioned on some occasions: Muraszombat Baráti Kör (1.1%), the Hungarian Embassy in Ljubljana (0.7%), Bánffy Bookstore (0.7%). Furthermore, Hungarian language competitions (0.7%), religious life (0.4%), or the work of writers and poets (1.8%) in general were found important by some. Some concrete persons were also named, most often László Göncz, the MP officially representing the Hungarian community (3.2%), but the following people were also mentioned in one questionnaire each: Hermina László (teacher of Hungarian), Judit Zagorec Csuka (poet), József Varga (poet, university professor), Zsuzsa Srečko, József Papp (librarian), Mária Pozsonec (former MP).

In the interviews the role of the bilingual education institutions and of literature is emphasised:

*Szúnyogh Sándor szerepe kiemelkedő a muravidéki magyar irodalom megteremtésében.*

‘Sándor Szúnyogh played an outstanding role in creating the Hungarian literature of the Prekmurje region’ (AG3M 70521078).

The same question about Hungarian language planning and cultivation was also included in the majority questionnaire. Most majority respondents chose the option *don't know* (54.3%), and 5.38% do not think there are such people and institutions in Slovenia, while 40.3% say that there are. Obviously, the minority has more information about the institutional maintenance of the Hungarian language than the majority does. Actually, considering that most Slovenians outside the bilingual region have little knowledge of or contacts with the Hungarian language, the number of positive answers is surprisingly high.

Of the institutions and persons who cultivate and develop the Hungarian language, most majority respondents mentioned bilingual education institutions and their staff (14.5%): kindergarten, (bilingual) school, “schools along the border”, or “language school”. Furthermore, the Hungarian Language Centre in Ljubljana and the Hungarian department of the University of Maribor, the professors working there and specifically Anna Kolláth were mentioned. The Doba Language School was also mentioned.

8% of the respondents name other institutions: minority organisations and associations (5.4%), Hungarian culture clubs (2.7%), minority community, Hungarian community public administration in the bilingual region, Bureau of Hungarians various institutes, LKMNÖK. The media is mentioned (2%): programmes by RTV SLO (the bilingual magazine *Hidak* ‘Bridges’), radio (3 people), editors. 1.6% mention performers, writers, poets.

The majority questionnaire also included a similar question about the planning and development of the Italian language in Slovenia. The answers show no significant differences: the majority think there are people and institutions involved in cultivating languages in Slovenia. Some added a few institutions connected to the Italian language – Italian Culture Institute, Nationality Bureau, TV Koper Capodistria, Italian community in Koper, Unioni degli italiani in Istria, Italian Institute, most schools along the Italian border, Marine Academy, theatre, customs officers, schools in Koper, Nova Gorica and Izola – or mentioned “teachers” in general.

In the interview representatives of the media pointed out that the Hungarian language is a constitutional category in the bilingual area of the Prekmurje also for the state bodies, in accordance with the law: more cannot be expected, and privileges cannot be extended further. In their job, the same interviewees have experienced that Hungarians do not do much in order to e.g. acquaint programme makers at Slovene radio stations with modern Hungarian music (70565003).

In the interview with politicians much time was spent discussing the bilingual model of education, which not all can agree with.

*Az én időmben nem éreztem olyan sok zavart a kétnyelvű tanítás terén, mint amilyen a mai helyzetről a benyomásom. Számomra úgy tűnik, hogy sokat kaptunk – úgy a többség a kisebbség nyelvével, mint mi. akik így is, úgy is akartuk is és vágytuk is megtanulni a többség nyelvét, hiszen itt vagyunk, mi vagyunk itt, nem mások.*

'In my time I did not feel there was so much trouble with bilingual education as I think there is today. The way I see it, we were granted a lot – the majority by having access to the minority language, and we, too, we who have always wanted to, desired to learn the majority language, too, since it is us who are here, not others' (70564952).

*Az állam és a társadalom mint olyan feladata, hogy megadja a lehetőséget, és ez az, ami valóban fontos. Innen fakad a mi iskolai rendszerünk, mely szerintem elég nyitottnak tűnik a változásokra úgy az általános iskolában, különösen meg a változatos nyelvoktatási formákra a középiskolában és más, ezzel párhuzamos oktatásban. Egyértelműen az egyéntől függ, mit és mennyit fog ebből kihasználni saját gazdasági ereje növelésének érdekében. Mindemellett fontos, mennyit hajlandó az ország befektetni a nyelvoktatásba, mert az iskola pénzbe kerül. az oktatási rendszer költség. Szerintem a társadalom fejlődése, és általában a környezet és technológia fejlődése, olyan gyors, hogy rá leszünk kényszerülve a nyelvek elsajátítására.*

'It is the task of the state and the society to provide the opportunity, and this is what really matters. This is where our school system stems from, which, the way I see it, is open enough to changes in the primary school and especially to a variety of language teaching solutions in the secondary school and its parallel forms. Clearly, it is up to the individual what and how much of it s/he will use in order to enhance his/her economic capacity. Besides it is important how much the country is willing to invest in language education, because schools cost money, the education system means expenditure. In my opinion the development of the society and of the environment and technology in general is so fast that we will be forced to learn languages' (70564983).

*Az iskola család nélkül nem tud pozitívan és optimálisan fejlődni. Nem várhatjuk el, hogy az iskola és a tanárok többet tesznek ennek érdekében, mint önmagunk. Más intézmények, amelyek nem utolsó sorban nemzetiségi intézmények, bizonyára valamivel többet fektetnek a dologba, hogy pozitívabbá, mássá váljunk.*

'School is unable to develop in a positive direction and in an optimal way without the family. We cannot expect the school and the teachers to do more than we do ourselves. Other institutions, which are first and foremost institutions of the ethnic community, must surely invest more in it, so as to become more positive and different' (70565945).

*A magyar közösséget olyan emberek képezik, akiknek bizonyos közös érdekeik vannak, akik egymás társaságát keresik, akiknek megvannak a szokásaik. kultúrájuk, ami plusz értéket képvisel ezen a területen. Szeretném, ha ezt a kultúrát bizonyos mértékig megosztanánk egymás közt, ha mindenki számára nyereség lenne, ha mindenki ki tudná használni ezt a sokszínűséget, gazdagságot.*

'The Hungarian community consists of people who share certain common interests, who seek each other's company, have customs, a culture that constitutes an added value in this area. I would really appreciate it if this culture was shared to some extent, if it meant a bonus for everyone, if this wealth and diversity was accessible for everybody' (70564979).

The minority questionnaire also included a corresponding question about the cultivation and planning of the majority language: in Q56, respondents were asked whether to their knowledge there are **institutions or people who cultivate (develop, promote and regulate) Slovene in their country**. Of the Hungarian respondents, the clear majority (73.7%) answered with *yes*, only 2 respondents (0.7%) believe that there are *no* such institutions or people. The number of *I don't know* answers (72 respondents, 25.6%) was higher than in the previous question about Hungarian.

Respondents mentioned the following people and language maintenance institutions: education institutions (17.8%) – kindergartens (2.5%), schools (10%), university (2.1%), teachers (1.4%), *Center za slovenščino kot drugi ter tuji jezik* ('Centre for Slovenian as second or foreign language'; 0.4%), community colleges/open universities (0.4%), departments of Slovene language at the universities (1.1%), and research institutes (0.7%). Other institutions named (10.6%) included public institutions (2.1%), societies or clubs (1.8%), national assembly (1.1%), culture houses and associations (1.1%), actors, theatres (1.1%), Slovene Ministry of Culture (0.7%), SAZU (0.7%), Ministry of Education (0.3%), national specialist institutions (0.3%), Hungarian National Council (0.3%), offices (0.4%), and cultural library (0.7%). The press was mentioned by 5.7%, press and radio by 5.2%, TV by 2.1%, and journalists by 1.8%. The respondents did not mention names of individual persons, only certain groups of people: linguists, writers, poets, participants of literary clubs. For some, the question sounded natural:

*Bárhova mész, legyen az iskola, egyetem, intézmény, a szlovén nyelv kikerülhetetlen.*

‘Wherever you go, whether it is school, university, any institution, you cannot avoid the Slovene language’ (HUN70523560).

*Igen. Természetes, hiszen Szlovéniában élek, itt vannak arra külön bizottságok.*

‘Yes. Naturally, since I live in Slovenia, there are specialist committees denoted for this, too’ (HUN70520378).

There are some different answers as well:

*Nem vonatkozik rám, Szlovéniában élek.*

‘It’s none of my concern, I live in Slovenia’ (HUN 70511659).

The answers about language maintenance are included in the table below:

MinLg data	Yes	No	I don’t know
Hungarian (Q55)	82.3	0.7	17
Slovene (Q56)	73.7	0.7	25.6

Table 34: Maintenance of Hungarian and Slovene, % – MinLg survey

MinLg and Cg data	Yes	No	I don’t know
Hungarian (Q55 MinLg)	82.3	0.7	17
Hungarian (Q45 CG)	40.3	5.3	54.3
Italian (Q46 CG)	40.7	5.4	53.8

Table 35: Maintenance of Hungarian and Italian, % – MinLg and CG survey

Q57 of the MinLg questionnaire, asking whether there is a **pure/correct version of Hungarian**, confirmed our expectations. The idea that there is such a “pure” language variety, more or less identical with the written standard used in Hungary, and that this language should be used by the minority, independent of the current linguistic and extra-linguistic context, is quite popular in the Prekmurje region, especially in education. The majority of respondents (52.9%) answered the question with *yes*, 9% think there is *no* such version. The number of *don’t know* answers is very high (38.1%).

The respondents were also asked to specify where or by whom this “pure” variety is spoken. The most popular context given was the school (12.95% of the respondents), but also the media (9%), Hungary (6.5%) and public authorities (6.1%) were mentioned. Furthermore, “pure” or “correct” Hungarian is supposedly used at universities (2.9%) and by writers, poets and politicians (1.1%).

That the Prekmurje Hungarian is not equal to the standard used in Hungary is a frequently surfacing notion.<sup>44</sup> Speakers of the Prekmurje variety often point this out when talking to strangers, especially when the person uses Standard Hungarian. The relationship of the dialect and the standard is also discussed in the interviews. People in key positions said:

*Nagy kárt tettek a magyar nyelvnek Muravidéken azok, akik a nyelvjárást megbélyegezték.*

‘Those who stigmatised the dialect in the Prekmurje region did a lot of harm to the Hungarian language’ (AG2M 70521542).

Many think that

*Az idősebbek tisztább nyelvet beszéltek, a fiatalok, akik kétnyelvű iskolába jártak, nem beszélnek olyan tisztán.*

‘The older generation used to speak a more authentic Hungarian. Young people, who attended bilingual school, do not speak such clear Hungarian (AG2F 70521108).

In Q60, minority respondents were asked whether there have been **attempts to save the Hungarian language** in these days. The absolute majority of respondents (79%) answered with *I do not know*, 4.3% said that there were none. 24.7%, however, claimed that there have been such efforts. In case of a “yes” answer, respondents were requested to specify these efforts. Here, no actual events or individual persons were named, only general factors: bilingual education (7.2%), the media (MMR, *Hidak, Népszerűség*) (1.8%), language and culture programmes (2.9%), preserving traditions (1.1%), and colleagues and parents (0.7%). Only two institutions were mentioned by name, MNMI and LIFE, but only by 0.4% each.

*Institucije, ki se ukvarjajo z uporabo in razvojem jezika, področje kulture, mediji, kot tudi posamezniki se zelo zavzemajo za rešitev oz. ohranitev jezika.*

‘Institutions that deal with language use and language development, work in the area of culture, and both the media and the individuals are trying to find a solution, and preserve the language, respectively’ (SLO70512403).

*Prizadevanja za rešitev madžarskega jezika obstajajo, saj se dvojezičnost na narodnostno mešanem področju podpira in ima podalgo tudi v zakonih.* ‘There have been efforts made to save the Hungarian language – bilingualism is supported in the bilingual region and it is regulated by the law’ (SLO70512809).

*Z uporabo m. jezika ni potrebe za revitalizacijo jezika.*

‘There is no need for revitalisation in the use of Hungarian’ (SLO70517217).

<sup>44</sup> Not even the different varieties of the local vernacular are equal within the Prekmurje language community: more archaic varieties are regarded more positively, while contact varieties more negatively. Speakers’ attitudes are often blended.



*Vključevanje mladine v folklorne, recitacijske in druge družabne oblike, kjer so vodilni dobri govorci s pravilno izreko – naglaševanjem in usvojitvijo vzorcev izražanja (frazologija).*

‘Including young people in folklore and poetry clubs and other community activities, where the leaders are good speakers with correct pronunciation and intonation/stress, and acquisition of useful expressions (phraseology).’ (SLO70518757).

Regarding the future of Hungarian the interviewees are quite positive, only women and those in key positions have some worries:

*Én nagyon fogok örülni, ha a Muravidéki Magyar Rádió még 10 év múlva is megszólalhat magyarul.*

‘I will be delighted if the Prekmurje Hungarian Radio can broadcast in Hungarian in 10 years’ time’ (70521566).

*Szerintem 10 év múlva élni fog itt a magyarság, a fiatal generációba bele van nevelve a magyar lét, az, hogy büszkék magyar voltukra, és ezt egyhamar nem veszhet ki. Abban egyetértek a többiekkel, hogy a magyarok száma valószínűleg csökkenni fog, de nem halnak ki.*

‘In my opinion there will be Hungarians living here in 10 years’ time thanks to the younger generation, who have been brought up to be Hungarian, are proud of being one, and this is not going to disappear so soon. I agree with the others that the number will go down, but I am sure Hungarians will not die out’ (70521474).

*A magyar nyelvnek van értéke. A szülőktől függ, hogy a vegyes házasságokban beszélnek-e majd magyarul.*

‘Hungarian is valuable. It will be up to the parents if Hungarian is spoken in mixed marriages in the future’ (AG1M 70521047).

This may be the reason why they think Hungarian does not need to be “rescued” – during the interviews, not much attention is paid to the efforts for language maintenance:

*Az utóbbi években esett a magyar nyelv presztízse, de vannak próbálkozások a megtartására.*

‘Hungarian has lost some of its prestige over the past years but there have been efforts to maintain it’ (AG1F 70521061).

*Fontos, hogy a magyar nyelv megmaradjon, szerintünk meg is fog maradni, ha másutt nem, otthon, a családban, mi mindenképpen igyekeznünk fogunk magyarul beszélni a gyerekeinkkel.*

'It is important that the Hungarian language survive. It will, in our opinion, at least in the family. We will surely do our best to speak Hungarian with our children' (AG2).

#### 4.3.1.7 Support and prohibition of language use

##### Language acquisition in pre-school age and in families: opinions and attitudes

Community and individual support or restrictions of language use are a very important factor in the survival of a language and language varieties. In Q22, respondents were asked if in their childhood there had been any attempts to prevent the use of Hungarian. Only 8.3% of the respondents had experienced such attempts, while 91.7% claim there were none. This is an outstandingly high proportion and emphasises the unlimited opportunity to use the Hungarian language.

As a follow-up to Q22, in Q23 respondents were requested to specify where prohibition had occurred (the question was worded slightly differently in Hungarian than in English): *at home, at school, or elsewhere*. Of the 19 answers received, not one respondent claimed to have been restricted in all three locations, or both *at home* and *at school*. Only one stated that their father had forbidden the use of Hungarian, and 16 faced restriction *at school*, 5 by classmates and 5 by teachers. Seven respondents chose the category *elsewhere*; of the four who explained further, two named *public authorities*, one *at work* and one *at the hospital*.

The opinion of the interviewees is similar to that of the respondents: they cannot recall any obstacles to the use of the Hungarian language.

*Az iskolában meg lehetett tanulni mind a két nyelvet, nem volt semmilyen akadály.*

'You could learn both languages in school, there were no obstacles whatsoever' (AG3F 70521214).

However, some older interviewees could recall the time when public authorities still considered Hungarian undesirable.

*Korábban kellett a szerb nyelv ismerete is. Volt, hogy korábban nem lehetett magyarul beszélni a hivatalokban, nem örültek neki, most már lehet, jobb a helyzet.*

'Earlier, you were expected to know Serbian, too. There were times, back then you couldn't speak Hungarian with public authorities, they didn't like it, now it's possible, the situation is better' (AG4F 70521092).

Education received criticism, too:

*A kétnyelvű középiskolában szlovén órán nem volt szabad magyarul beszélni. A tanár nem vette figyelembe, hogy a magyarajkú gyerekek szlovén nyelvtudása gyengébb. Kifogásolják, hogy a magyaroknak meg kellett tanulni szlovénul, a szlovénok közül viszont nagyon ritka, aki megtanult magyarul.*

'In the bilingual school, children were not allowed to speak Hungarian during the Slovene lessons. The teacher did not consider that the Hungarian-speaking children's Slovene language skills are weaker. They find it inappropriate that Hungarians had to learn Slovene, while very few Slovenes learned Hungarian' (AG2M 70521122).

Some have not even noticed any obstacles, also because they can speak Slovene as well:

*Nem ütközöm akadályokba, mert nekem nem okoz gondot, ha szlovénul kell beszélnem.*

'I do not come across obstacles, since speaking Slovene is no problem for me' (AG2F 70521108).

*Nincs olyan tapasztalatom, hogy bárhol vagy bármikor akadályba ütköznék a magyar, ill. a szlovén nyelvhasználat miatt (volt ugyan gondom a hiányos szlovén nyelvtudásom miatt, amikor egynyelvű – szlovén – területre kerültem középiskolába. De megoldottam. Senkinek sem volt soha gondja a magyar nyelv használata miatt.*

'I have no experience of meeting obstacles, anywhere or anytime, because of using Hungarian or Slovene. I did have a problem because of my limited knowledge of Slovene, when I went to secondary school in the monolingual, Slovene-language, area. But I solved it. Nobody has ever had problems because of using Hungarian' (AG3F 70521474).

After examining the freedom of language choices, Q24 investigated the ideological background, asking the minority respondents if there are views today that one should not use Hungarian with children. According to 71.1% there are no such views today – 4.3% explained: 'You can use the language, since there is bilingual education, TV, radio, etc.'. However, 7.5% think there are still such views and opinions that Hungarian should not be used with children. 21.4% do not know if there are such views.

The majority questionnaire included a similar question about negative attitudes towards using the minority language with children (Q13 CG). Here, the proportion of "don't know" answers is clearly higher than with the minority, 47.6%, and so is the proportion of those who claim that negative attitudes or opinions do occur, 11.6%. Only 40.7% deny the existence of such views. Surprisingly, thus, the majority has a far less positive idea of the attitudes towards the minority than the minority itself.

In this question as well, respondents were requested to specify where or by whom such opinions are expressed. Of those minority respondents who answered yes to Q24, 6.4% told about negative experiences, while 5.4% gave examples of what is being done to support the use of Hungarian. The reasons specified for hostile attitudes towards Hungarian include the family (1.8%), the importance of other languages, living in Slovenia (1.1%), school, hospital, and being ashamed of the Hungarian language:

*Npr. v nakupovalnem centru sem se s svojim otrokom pogovarjala, ko je mimo šla ženska in mi rekla, da živimo v Sloveniji in naj se pogovarjamo slovenski.*

‘For instance, in the shopping mall I was talking with my child, when a woman passed by and said to me: we are living in Slovenia, so we should speak Slovene.’ (SLO70513882).

*Velikokrat se sliši >>Z madžarščino tako ali tako ne prideš daleč, bolje se je učiti tuje jezike ...<< S tem se seveda ne strinjam!*

‘You can often hear that “you don’t get far with Hungarian, you’d better learn foreign languages”, but of course I don’t agree with this’ (SLO70515992).

*A magyar szülők szégyellnek a gyerekekkel magyarul beszélni.*

‘Hungarian parents are ashamed to speak Hungarian with their children’ (HUN70511840).

*Mindig különböző nézetek vannak a társadalomban.*

‘There are always different views in society’ (HUN70514575).

*Még ma is vannak, akik azt hiszik, az államnyelvet kellene beszélni.*

‘Even now there are people who believe that one should speak the state language’ (HUN70514575).

*Igen. Sajnos, az emberi butaságnak nincsenek határai. Vannak, akik nem látják be, hogyha valaki több nyelvet, kultúrát nemcsak ismer, hanem el is sajátít, akkor az csak pozitívan hathat a gyerek lelkére. Itt a magyar kultúráról, hagyományról van szó. Bolond, aki nem akar része lenni, és értelmetlen, aki nem akarja, hogy gyermeke részese legyen ennek. Ez szomorú.*

‘Yes. Unfortunately, human stupidity has no limits. Some people don’t understand that if somebody not only knows of many languages and cultures but even acquires them, this can only have a positive effect on a child’s soul. This is all about Hungarian culture and traditions. Whoever doesn’t want to be part of it is a fool, and whoever doesn’t want his/her child to participate in it is an idiot. It is all so sad’ (HUN71517286).

The efforts of the media, the parents, and the school all benefit the Hungarian language. Many think it is the colloquial language that should be acquired. Many, however, say it is advisable to know both languages, and that Hungarian should be spoken more often.

*Többet beszéljünk helyesen magyarul, de sajnós nálunk a tájszólás van előtérben, de talán ez is több mint a semmi.*

'We should speak correct Hungarian more, but unfortunately here the dialect is in the foreground, but maybe even this is better than nothing' (HUN71517286).

The opinion that Hungarian was in need of development was frequently mentioned throughout all the interviews – nobody, however, felt the same about Slovene:




*Az iskolában kellene a gyerekekkel többet foglalkozni magyarból, ott kapjanak jó képet a magyar nyelv értékéről.*

'Children should have more Hungarian lessons in school, to get a good picture about the value of the Hungarian language' (AG1F 70521061).

The majority questionnaire included an additional question (Q19) about the attitudes towards supporting minorities' mother tongues (Hungarian and Italian), in endorsement format: they were asked to indicate on a five-point scale to which extent they agreed or disagreed with certain statements. Most respondents *agreed* with two of the statements (B and C): they can accept the mother tongue education of those with a different mother tongue (despite their answers to Q12 proving rather the opposite); in the case of Hungarian the option (*totally*) *agree* scored by 1.3% higher than in the case of Italian. In contrast, only 32.1% (*totally*) *agree* that people living in Slovenia must have a perfect command of Slovene. Job seekers do not necessarily need good Slovene (in this respect English is found much more relevant). Data from the majority survey are summarised in the following table:

Q19 CG	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q19 A	It is acceptable that Slovenian is spoken incorrectly	5.9	26.2	8	34.2	25.7
Q19 B	It is important to give children education in Hungarian if their parents speak it	14.7	35.3	19.5	21.6	9
Q19 C	It is important to give children education in Italian if their parents speak it	13.2	35.5	20.6	22.8	7.9
Q19 D	Slovenian is overvalued when looking for a job	4.2	10.6	13.8	38.6	32.8

Table 36: Support of language use, % – CG survey

Colour coding:		highest value(s)
		second highest value(s)
		third highest value(s)

Considering that language skills and attitudes are largely influenced by the family, minority respondents were also asked whether their parents had ever tried to support them in using Hungarian (Q34 MinLg) or Slovene (Q35). In the case of Hungarian, 90.7% of the minority respondents chose *yes*, only 9.3% have different experiences. The use of Slovene had received less encouragement: fewer (73.3%) of the respondents said *yes*, while 26.7% *never* received such support. The data are summed up in the following table:

MinLg	Yes	No
Hungarian (Q34)	90.7	9.3
Slovene (Q35)	73.3	26.7

Table 37: Parents' support of Hungarian and Slovene, % – MinLg survey

“Support” was not defined more precisely, but the respondents were invited to specify or comment on the question. Obviously, many understood “support” simply as using Hungarian at home all the time (4.3%). The interviews recalled similar support:

*A családom is támogatott a magyar nyelv tanulásában.*

‘My family also supported me in learning Hungarian’ (AG1F 70520996).

*A nagymamám támogatta, hogy mindkét nyelvet megtanuljam.*

‘My grandma supported me in learning both languages’ (AG1M 70521009).

*A kisebbség is támogatta a magyar tanulását, kirándulásokkal, könyvutalványokkal.*

‘The minority (community) also supported the learning of Hungarian, by way of trips and book vouchers.’ (AG1F 70520163).

At the same time there are some who think that Hungarian is pushed into the background, and the school is not doing its job:

*A szülők az angol vagy más idegen nyelv ismeretét megkövetelik, a magyart nem.*  
‘Parents require that (their children) can speak English or another foreign language, Hungarian is not required’ (AG1F 70521061).

*Nem értem, az iskolákban 8 év alatt miért nem lehet megtanítani a gyereket magyarul. Nincs akarat a tanárok részéről sem. Erőszakkal tanítják őket magyarul, ez nem jó.*

‘I do not understand why children cannot learn Hungarian by the end of the 8 years in primary school. Not even the teachers really want it. They teach Hungarian by force, that’s not good.’ (AG3F 70521214).

The most basic form of parental support is when a parent teaches the child the mother tongue even in a minority bilingual situation, and makes sure the child uses it as often as possible. In Q36 of the MinLg questionnaire, ‘**If you have children of your own, do you try to make them learn and use Hungarian?**’, the response rate was very low (only 36.4% responded). Of the respondents, 20.6% do not try to make their children to learn and use Hungarian, while the significant majority (79.4%) does – yet, compared with the answers to Q34 (about the support experienced by the respondents themselves), this rate is clearly lower. These results indicate a decrease (from 90.7% to 79.4%) in language encouragement. This trend must not be neglected; it should be regarded as a factor weakening language vitality<sup>45</sup>.

Parents can teach their child Hungarian by speaking it, by reading books in Hungarian, watching Hungarian TV programmes, or attending Hungarian cultural events.

*Csak magyarul beszélünk velük, most már az unokánkkal is. Magyarórákra jártak, magyar nyelvű könyveket (is) olvastak, újságot, magyar tévéprogramokat néztek, magyarországi gyermektáborokba jártak.*

‘We speak only Hungarian with them, these days with the grandchildren, too. They attended Hungarian lessons, read Hungarian books and papers (as well), watched Hungarian TV programmes, went to children’s camps in Hungary’ (HUN70515787).

Not everybody has passed on the language:

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<sup>45</sup>One possible way of achieving this is by informing parents about the pros and cons, and the potential linguistic and mental consequences of the language choice patterns offered in the bilingual education system (Kolláth–Göncz Lajos–Varga 2009).

*Egy keveset tudtak, de már önállóak, családosak. Vegyes nyelvű házasságban élnek, és nem folytatják a magyart.*

‘They could speak some, but by now they are independent, have their own families. They live in mixed families, and don’t pass the Hungarian language on’ (HUN70516029).

Nearly all of the interviewees speak Hungarian at home, with the exception of one woman (whose husband did not allow the use of Hungarian in the home), all of them passed on the language even in mixed marriages.

### **Language learning and teaching: attitudes and opinions of the majority**

In Q12 of the control group questionnaire, the majority respondents were asked whether it is important for children to learn their native language at school. The overwhelming majority of the respondents seems to be ignorant or indifferent: 96.4% selected the answer option “don’t know”, and only very few had a clear opinion: *no* (2.1%) or *yes* (1.6%).

This question was followed by Q13, which asks majority respondents if there are any views about fostering some languages when talking to children. Nearly half of the respondents (47.6%) *do not know* the answer. There were nearly as many respondents who chose *no* (40.7%), and only a few (11.6%) think there are such views.

The following comments appeared in the questionnaires:

*Če želiš, da znajo otroci tuje jezike. se začni z njimi zelo zgodaj pogovarjati.*

‘If you want your children to know foreign languages, you must start speaking it with them at a very early age’ (70551006).

*Ljudi moti, če se Bošnjaki v javnosti RS pogovarjajo bosansko.*

‘People find it annoying that Bosnian Muslims use Bosnian in public places in Slovenia’ (70553000).

*Otroci bivših republik ne znajo slovensko.*

‘Children from the ex-(Yugoslav) republics do not speak Slovene’ (70553215).

*Poleg maternega jezika naj bi se govorilo še kak tuji jezik. tako bi se bilo otrokom lažje sporazumevati s tujci.*

‘It would be good to speak at least one other language besides the mother tongue – it would make it easier for children to communicate with foreigners’ (70554410).

*Starši se doma z otroki pogovarjajo v njihovem jeziku.*

‘Parents speak their own language at home with their children’ (70557008).



*Najprej naj vsak otrok obvlada svoj materni jezik. Vsi ostali jeziki se naj učijo kot splošno znanje ali lastni interes.*

‘At first all children should learn their native language. All other languages should be learnt in order to develop their general intelligence or in their own interest’ (70557527).

*Predlogi šole, jezikovni tečajji, ki jih izbirajo šole.*

‘Recommendations of schools, language courses’ (70558081).

*Otroci, ki bivajo na dvojezičnih območjih in otroci staršev različnih narodnosti bi znali oba, več jezikov. Gre za stališče staršev.*

‘Children living in bilingual areas and children of parents from different ethnic groups should speak both languages. It depends on the parents’ attitude’ (70558814).

*Priseljenci v Sloveniji bi morali poleg maternega jezika govoriti tekoče slovensko.*

‘Immigrants in Slovenia should speak fluent Slovene beside their native languages’ (70559880).

*Več jezikov je dobro znati, vsaj evropskih.*

‘It’s good to know many languages, at least European ones’ (70560145).

*To lahko koristi pri šolanju in zaposlitvi, službi.*

‘This may be beneficial in the area of training and employment’ (70560398).

The following opinions were expressed in the interviews:

*V osnovnih in srednjih šolah nimamo več srbohrvaškega jezika, tudi moji otroci več ne vedo hrvaško govoriti. Pridemo pa do fenomena. da z Angleži – angleščina je jezik interneta – in Nemci govoriti ni nobenega problema. Problem otrok, katerih starši so po poreklu Madžari. ampak ker živijo npr. v Soboti in ker niso deklarirani Madžar, pripadnik madžarske narodnosti. pa tudi ne volilci organov madžarske narodnosti v Pomurju, jim nobena boniteta ne pripada. ne otrokom. Pa spleta se otrokom malo madžarsko naučiti. zato jih pošiljam v poletne jezikovne šole.*

‘Serbo-Croatian is no more taught in primary and secondary schools, so my children cannot speak Croatian. On the other hand it is very interesting that they can freely communicate with speakers of English – English is the language of the Internet – and German. There’s a problem for those children whose parents are native Hungarians but who live for example in Muraszombat (i.e.: outside the bilingual area) and who are not registered as Hungarians, members of the Hungarian ethnic group. They have no right of vote in the bodies of the Hungarian ethnic community in Pomurje, they have no rights whatsoever, nor

the children. It's good for the children to learn some Hungarian, so they send them to summer language courses to Hungary.' (70565003).

*Érdemes a gyermeknek magyarul tanulni, így elküldöm a sajátjaimat a nyári nyelviskolákba.*

'Children will profit from knowing Hungarian, so I send mine to summer language schools' (70565003).

*Mi se pogovarjamo enakovredno v družini tako v madžarski kot slovenski. Me neizmerno veseli, da moji otroci govorijo tudi na enaki ravni kot slovenski. madžarski angleški in nemški, tako da smo ena večjezična družina.*

'In our family we use both Slovene and Hungarian. I can't tell how delighted I am that my children speak other languages on the same level as Slovene – Hungarian, English and German, this makes us a multilingual family' (70564952).

*Mi se pogovarjamo enakovredno v družini tako madžarski kot slovenski. Jaz se z mamo pogovarjam madžarski. z možem se pogovarjam seveda slovenski, mama se z možem pogovarja madžarski on njej slovenski. z otroki pa pač kakor pride.*

'My family uses Hungarian and Slovene alike. With my mother, I use Hungarian, with my husband, of course, Slovene. My mother speaks Hungarian to my husband, who answers in Slovene. With the child, whichever language comes first...' (70564952).

#### **4.3.1.8 Language attitudes**

In bilingualism the mutual effect of the languages in contact (interference) is manifested primarily in code-switching and borrowing (Kolláth 2005: 22). Laymen typically regard such phenomena as "mixing of languages" and do not consider them natural, although they, by their nature, typically appear in the language use of bilingual people and communities. (For speakers' ideas about "pure" language, see the results of Q57 above, in chapter 4.3.1.6.) In the minority questionnaire, Q33 investigated the attitudes towards "language mixing". Respondents were requested to indicate – on a five-level scale – to what extent they agree or disagree with six statements about "mixing". The responses are summarised in the following table.

Q33 MinLg	What do you think about the following ...	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q33A	Mixing languages is widespread among speakers of Hungarian	33.9	45.7	11.1	7.9	1.4
Q33B	Only people with low education mix Hungarian with other languages	5.5	16.5	18.8	42.7	16.5
Q33C	Young people often mix Hungarian with other languages	21.6	45.7	12.2	16.9	3.6
Q33D	Older people speak Hungarian correctly	6.5	27	22.3	38.5	5.8
Q33E	Mixing languages shows high competence in different languages	1.9	19.3	33.3	32.2	13.3
Q33F	It is acceptable to mix languages	7.2	35.5	24.7	22.6	10

Table 38: Mixing languages, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

The highest number of responses was triggered by statements A and F, showing that the fact of language mixing in itself and the question of its acceptability are perceived as the most interesting aspects. Most (79.6%) (*totally*) agree that mixing languages is widespread among speakers of Hungarian, and it is found perfectly acceptable by 42.7%. Many think that young people often mix Hungarian with other languages (67.3% (*totally*) agree), while fewer (33.5%) say that older people speak Hungarian correctly. The truth of B and E is questioned by the highest number of respondents: very few think that mixing languages is related to education or the level of language competence. (B: 22%, E: 21.2%).

The figures suggest that although the minority community recognises the mixed nature of the language varieties used in the Prekmurje region, experiencing it on an everyday basis, they still do not find it fully acceptable, especially in front of strangers.<sup>46</sup>

<sup>46</sup> Results of the RSS study, covering the whole of the Carpathian basin, show that 'Hungarians living in Austria, in the Felvidék (Slovakia) and the Prekmurje region consider their contact version as inferior compared to the other versions of Hungarian, while Ukrainian (Transcarpathian) and especially Transylvanian Hungarians find theirs superior. The Hungarians in Vojvodina position themselves between these two extremes' (Göncz Lajos 1999b: 58-59).

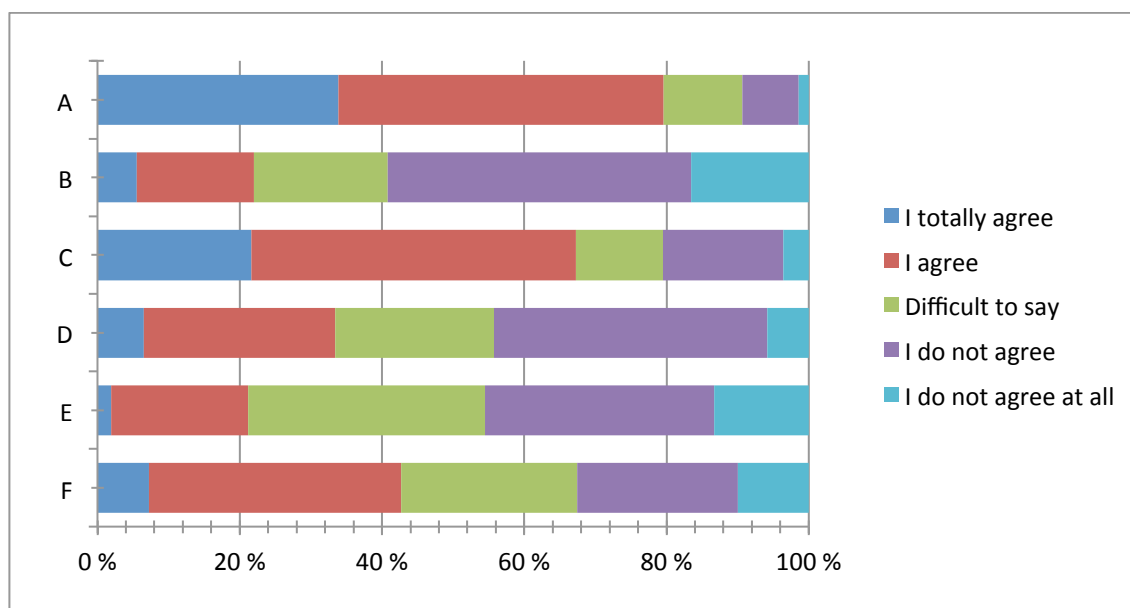


Figure 20: Mixing languages (Q33A-F) – MinLg survey

Q37 looked into the use of Hungarian in relation with gender and age. Respondents' opinion was asked about four statements. The responses to Q37 are summarised in the following table:

Q37 MinLg	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q37A	Young boys are expected to use Hungarian	3.3	12	25.1	34.6	25.1
Q37B	Young girls are expected to use Hungarian	3.7	11.7	24.5	35	25.2
Q37C	Grown-up men are expected to use Hungarian	2.2	14.3	26	33	24.5
Q37D	Grown-up women are expected to use Hungarian	2.2	15.3	25.9	32.1	24.5

Table 39: Hungarian language use of different groups, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

Most respondents *do not agree* with any of the statements; most of the opinions are divided almost equally between the options “difficult to say”, “I do not agree” and “I do not agree at all”. There are no significant differences between the different statements – that is, it seems

that gender and age are not perceived as relevant in questions of language choices – nor in the numbers of valid responses or non-response rates.

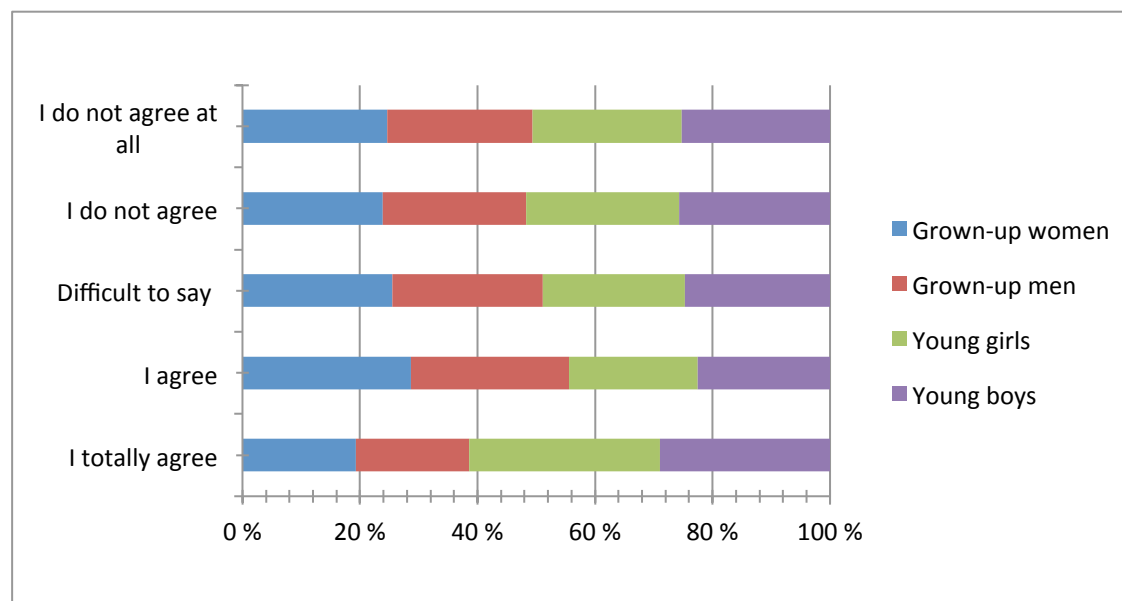


Figure 21: Hungarian language use by various groups – MinLg survey

Nevertheless, some of the points raised in connection with other topics are relevant here as well.

*Két lányt megszólítottam, mert szlovénul beszéltek egymás közt, miközben magyar családból származnak. Egy másik ismerősömnek a lánya elment máshova tanulni, ezért vele hol magyarul, hol szlovénul beszél. Megkérdeztem tőlük, hogy normálisak-e. A felelet az volt, hogy másképp nem érti meg a lány, erre én azt feleltem, tanuljon meg magyarul.*

'I told two girls off because although they come from Hungarian families, they spoke Slovene with each other. The daughter of another friend studies somewhere else, so my friend speaks both languages with her. I asked them: Are you out of your minds? The answer was that otherwise the girl wouldn't understand. Then I said she had better learn Hungarian' (AG4F 70521337).

The data do not indicate whether it is men or women who are expected to conform more in language use .

*Nagymamám szlovén anyanyelvű, de megtanult magyarul, most magyarul beszélnek.*

'My grandmother's mother tongue is Slovene, but she learned Hungarian, and now they speak Hungarian.' (AG1M 70521238).

*Otthon mindenki magyarul beszélt. A szüleim mondták, hogy ne urizáljak, amikor Pesten tanultam, hanem beszéljen velük úgy, ahogy eddig, mert az ő fiuk vagyok. A lányom kijavította a nagymama nyelvjárási beszédét.*

'At home, everybody spoke Hungarian. My parents told me not to use the fancy language when I was studying in Budapest, they wanted me to keep on speaking (the local dialect) as I had done before because I was their son. My daughter kept correcting grandma's dialectal language' (AG3M 70521078).

*Vendégekkel, barátokkal szlovénul beszélünk, ha nem tudnak magyarul.* 'We use Slovene with guests or friends, if they do not speak Hungarian' (AG1M 70521238).

Q38 focussed on establishing and maintaining contact with speakers of Hungarian. Each type of social contact was addressed by one statement.

The responses to Q38 are summarised in the following table.

Q38 MinLg	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q38A	It is easy to make <b>friends</b> with a speaker of Hungarian	15.1	34.4	33	11.1	6.5
Q38B	It is easy to <b>get acquainted</b> with a speaker of Hungarian	13.9	39.5	29.2	12.8	4.6
Q38C	It is easy to <b>marry</b> a speaker of Hungarian	8.9	17	48.5	16.3	9.3
Q38D	It is easy to <b>work together</b> with a speaker of Hungarian	11.4	36.6	31.1	15	5.9
Q38E	It is easy to <b>spend your leisure time</b> with a speaker of Hungarian	12.9	42.9	26.4	11.8	6.1

Table 40: Contacts with speakers of Hungarian, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

From the high share of minority respondents who (totally) agree with the statement, it can be concluded that spending leisure time with speakers of Hungarian seems to be most important and easiest for respondents (55.8%), followed by getting acquainted with (53.4%), making friends (49.5%) and working together (48%). The only statement where respondents chose more carefully was the one in connection with marriage. About half of the respondents had difficulty deciding, and only 25.9% (*totally*) agree with the statement.

In the interviews, opinions on the speakers of Hungarian are often brought up together with opinions on the language itself and its use:

*A magyar nyelvet nehéznek tartják, a szlovénról nem mondják ezt a magyarok.*

'The Hungarian language is believed to be difficult, the Hungarians do not say the same about the Slovene language' (AG1M 70521238).

*A környéken inkább lenézik a magyarokat, azt mondják, vogrinok, Szlovéniában nincs ilyen. Megszóltak Muraszombatban, aztán megkérdeztem, hogy ha őket csatolták volna Magyarországhoz, akkor milyen nyelven beszélnének?*

'In the region Hungarians are rather looked down on, they are called 'vogrin', there's nothing like that in Slovenia. They told me off in Muraszombat, then I asked back what language they would be speaking if they had been annexed to Hungary?' (AG4F 70521337).

At the same time, the interviewees criticise those moving into the bilingual area:

*Mindannyiunk ismer olyan személyeket, akik messziről költöztek e vidékre, és alkalmazkodni próbálnak, ellenben olyanokat is, akik 40–50 éve itt élnek, és nem tesznek semmit annak érdekében, hogy a magyarokhoz közelítsenek: felháborodnak a kétnyelvű igazolványokon.*

'We all know people who have moved here from afar and are trying to adapt themselves, but also others, who have lived here for 40-50 years and have not done anything to get closer to the Hungarians – they even find the bilingual documents revolting' (AG4F 70521337).

One of the respondents commented that we 'were not asking the right questions'.

### **Use of Hungarian**

The responses to the seven statements in Q39 show where and in which domains Hungarian should be spoken in Slovenia in the bilingual region, according to the respondents. While a more detailed analysis of the data can be found in 4.3.1.4 above, a short summary of opinions will be provided here: According to the respondents, Hungarian should be used in court (66%), the hospital (60.5%) and the police (57.4%). This is followed by education (44.3%), TV programmes (41.4%), the Internet (31.1%), and last in parliament (22.6%).

The interviewees expressed various opinions about the use of Hungarian in certain domains (Q39). In the questionnaires two respondents remarked that both languages should equally be used in all these domains, while it was also pointed out that "*mindenütt beszélük a magyar nyelvet*", 'Hungarian is spoken everywhere' (HUN70512397).

Respondents consider the Hungarian-language media as essential in preserving the language, although not all of them are enthusiastic about Prekmurje programmes.

*Fontos a magyar nyelvű tévé, mert az is segít a nyelv megtartásában. Az újságok is fontosak, mert ott még ráadásul az írásmódot is meg lehet tanulni.*

'Television programmes in Hungarian are important because they help maintain the language. Newspapers are important, too, because you can also learn the spelling from them' (AG1M 70521138).

*Egy ismerősöm mindig szlovénul nézte a tévét, de a Való Világot nézték magyarul is. Számít, milyen műsorok mennek. Magyar és szlovén nyelven használom az internetet. A fiatalok szlovénul írnak sms-t, szlovénul csetelnek. Nem olyan fontos, hogy legyen saját (magyar nyelvű) média.*

'A person I know always watched TV in Slovene, but they watched the Real World (a Hungarian reality show) in Hungarian. It does matter what kind of programmes are on. I use the Internet in Hungarian and Slovene. Young people write text messages and use online chat forums in Slovene. It is not so important to have media in your own language (Hungarian)' (AG2F 70521108).

The police is not mentioned by the interviewees, but one questionnaire respondent comments:

*A rendőrségen magyarul IS kellene beszélni.*

'Hungarian, TOO, should be spoken at police stations' (HUN71517262).

Older people resent that hospital personnel does not speak Hungarian, even if they could. However, a positive example is also mentioned:

*Az unokám tud magyarul, a kórházban majdnem kezet csókoltak neki az idős nénik, mert beszélt velük magyarul.*

'My grandson/daughter can speak Hungarian. In the hospital the elderly ladies (patients) nearly kissed his/her hand for speaking Hungarian with them' (AG4F 70521351).

In the bilingual area the respondents try to speak Hungarian at work, yet adapting to the Slovene environment is also typical. The same can be observed in other domains: if there is only one Slovene-speaking person in the group, all will conform and carry on in Slovene.

*A munkám során is használom a magyar nyelvet. Mindenhol, ahol lehetséges, de szlovénnak még sosem mondtam semmit magyarul, még akkor sem, ha tudom, hogy érti.*

'I use Hungarian in my work, too. I try to use it wherever I can, but I have never ever said anything in Hungarian to a Slovene speaker, even if I knew s/he could understand it' (AG3M 70521078).



*A munkahelyünkön a szlovén nyelv a domináns, az van az első helyen. De ha magyar munkatárssal, ill. főnökkel kommunikálunk, mindaddig, míg valamelyik szlovén munkatársunk nem csatlakozik, magyarul beszélünk egymás közt.*

'At our workplace Slovene is the dominant language, it takes the first place. But if we are communicating with a Hungarian colleague or boss, until a Slovene colleague joins a conversation, we'll speak Hungarian among ourselves.' (AG2 70521122).

Opinions vary concerning Internet use:

*Buddhista vallású vagyok, és nincsenek magyar nyelvre fordítva a szövegek, ezeket angolul olvasom, de aztán magyarul gondolkodom rajtuk.*

'I am a Buddhist, and since the texts are not translated into Hungarian, I read them in English, then I think it over in Hungarian' (AG2M 70521184).

*A Facebookon sok a szleng, keverik is a nyelveket, ez nem jó. Magyarul én is ritkán írok, internetezni szlovénul, magyarul és angolul szoktam.*

'On Facebook a lot of slang is used, languages are mixed, which is not good. I do not often write in Hungarian, I use the Internet in Slovene, Hungarian, and English' (AG1F 70521061).

The respondents are familiar with their rights concerning the use of Hungarian:

*Megvannak a jogaink, amellet ki kell állni. Dobronakon mindenhol beszélhetsz magyarul.*

'We have our rights that must be stood by. In Dobronak you can speak Hungarian everywhere' (AG4F 70521337).

But respondents mentioned examples when theory and practice do not meet:

*Az anyám temetését magyarul akartam, mert nem tudott szlovénul, de a pap szlovén misére rakta.*

'I wanted to have my mother's funeral service in Hungarian, because she had not spoken Slovene, but the priest had it done within a Slovene-language mass' (AG4F 70521337).

The relationship of the standard and the local dialect comes up here too:

*Tudatában vagyunk annak, hogy nem beszéljük tisztán a "hivatalos" magyar nyelvet, nem tudunk helyesen magyarul, ennek ellenére az életünk meghatározó része a magyar nyelv: magyarul álmodunk, gondolkodunk, imádkozunk ...*

'We are aware that we do not speak the pure, "official" Hungarian language, we don't know correct Hungarian, nevertheless the Hungarian language is a decisive part of our lives: we dream, think, pray in Hungarian' (AG2F 70521115).

The older generation is delighted that they have the right to speak Hungarian at least in the offices and that Hungarian (too) can be learnt in school. At the same time, the young will rather criticise bilingual education, and would prefer more Hungarian during the lessons:

*A hivatalokban kötelező elismerni a magyar nyelvet. Kötelező tanulni magyarul, kétnyelvűség van.*

'Public offices are obliged to recognise Hungarian. It must be learnt, the region is bilingual' (AG4M 70521092).

*Nem tetszik ez az iskolai rendszer, mert jelentős oka lehet a magyar nyelv nemtanulásának, és ezzel a magyarok számának a csökkenésének.*

'I don't like this school system, because it may be a decisive cause of not learning Hungarian and thus of the decrease in the number of Hungarians' (AG3F 71721467).

### The future of languages

An essential factor to the study of multilingualism is how language communities envisage the future of the languages spoken in a region. The minority respondents expressed their opinion concerning their native Hungarian (a regional official language), Slovene (the state language), English, German, and a language of their own choice. The data, in %, are summarised in the following table:

Q40 MinLg	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q40A	<b>Hungarian</b> will be more widely used in the next 10 years	4.9	20	37.2	33.3	4.6
Q40B	<b>Slovenian</b> will be more widely used in the next 10 years	8.1	37.2	34.0	17.9	2.8
Q40C	<b>English</b> will be more widely used in the next 10 years	31.8	51.9	14.5	1.4	0.4
Q40D	<b>German</b> will be more widely used in the next 10 years	7.2	41.9	32.1	17.3	1.4

Table 41: The future of languages, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

The minority respondents credit English with the brightest future (83.7% (*totally*) agree), followed by German (49.1%), and Slovene (45.3%). Of Hungarian, only 24.9% expect the

same (the median value is highest here).<sup>47</sup> ‘Another’ language is only mentioned by 16.7%. Although most think that the importance of these languages will increase in the next 10 years, the response rate is relatively low, which means that the reliability of these results is questionable.

The same question was asked from the control group as well. For comparison, a question concerning the other autochthonous minority language of Slovenia, Italian, was also included. The results from this question (Q24-CG) are summed up in the following table:

Q24 CG	Statements	I totally agree	I agree	Difficult to say	I do not agree	I do not agree at all
Q24A	<b>Slovenian</b> will be more widely used in the next 10 years	9	22.8	24.9	32.3	11.1
Q24B	<b>English</b> will be more widely used in the next 10 years	36	48.2	12.2	2.7	1.1
Q24C	<b>Hungarian</b> will be more widely used in the next 10 years	1.6	6.9	42.3	36	13.2
Q24D	<b>Italian</b> will be more widely used in the next 10 years	2.1	16.5	42	29.8	9.6
Q24E	<b>German</b> will be more widely used in the next 10 years	7.9	46	29.1	12.7	4.2

Table 42: The future of languages, % – CG survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)

Most respondents think that English has a bright future and are also optimistic about German and Slovene. Italian and Hungarian, however, are not considered to have many future prospects.

The table below shows a comparison of *totally agree* and *agree* responses of the minority and majority group regarding the different languages:

<sup>47</sup> According to Slovenes, from the point of view of their own development and progress English (79%) and German (50%) are the most important, besides their native Slovene. This can also mean that they think these languages have the brightest future (Italian was only mentioned by 11%, Hungarian by none (Eurobarometer 2012: 84). Regarding the future of their children, the languages are ranked as follows: English (93%), German (58%), Italian (8%).

Statements – the future of languages	MinLg	CG
<b>Hungarian</b> will be more widely used in the next 10 years	24.9	8.5
<b>Slovenian</b> will be more widely used in the next 10 years	45.3	31.8
<b>English</b> will be more widely used in the next 10 years	83.7	84.2
<b>Italian</b> will be more widely used in the next 10 years	-	18.6
<b>German</b> will be more widely used in the next 10 years	49.1	53.9

**Table 43: The future of languages, % – MinLg and CG survey**

Fewer minority respondents foresee a bright future for their native Hungarian (24.9%) than for Slovene (45.3%). The minority respondents are also less optimistic about the future of their language than the control group is about theirs: 31.8% of the majority respondents believed that the use of Slovene will increase. As for English, there was no significant difference between the two groups, but the majority group showed slightly more optimism about the future of German than the Hungarian group. Concerning the two autochthonous minority languages of Slovenia, the control group showed more than twice as much confidence in the future of Italian (18.6%) than Hungarian (8.5%).

#### **4.3.1.9 Multilingualism issues**

Although the term “multilingualism” was never explicitly mentioned in the questionnaires, several of the questions touch upon the matter (especially those discussed in 4.3.1.8 above). The results in connection with multilingualism, which were particularly interesting to analyse, will be discussed below.

#### **Characteristics of languages**

In Q41–43 of the minority questionnaire, the respondents were requested to indicate their impressions of how Hungarian, Slovene, and English sound by selecting an option on a five-point scale between two antonyms (for instance: *soft – hard*). The data of the characteristics of Hungarian, Slovene, and English are presented in the following tables; the value levels of the feature pairs are indicated with colours.

	very (1)	2	(3) neither	4	(5) very	
soft	20.2	22.6	30.2	14.7	12.3	hard
unsafe	3.5	7.9	35.4	25.8	27.5	safe
close	44.2	24.6	17.5	10.8	2.9	remote
reliable	33.6	27.7	31.9	5.9	0.8	unreliable
decisive	37.7	31.4	22.2	6.7	2.1	indecisive
modern	10.6	13.1	39.7	23.6	13.1	traditional
powerless	0.9	4.4	39.0	29.8	25.9	powerful
fun	37.0	30.6	22.6	7.2	2.6	boring
ugly	1.7	2.5	22.0	23.3	50.4	pretty
male	3.9	7.8	75.2	9.1	3.9	female
mean	0.8	3.4	21.1	37.6	37.1	kind
wealthy	61.0	17.3	13.3	6.4	2.0	poor
unsuccessful	1.7	6.0	37.9	28.0	26.3	successful
old	15.6	16.5	51.5	10.4	6.1	young
intelligent	38.8	27.9	28.7	3.8	0.8	stupid
considerate	26.2	32.6	35.2	5.2	0.9	intrusive
uneducated	1.7	4.8	26.8	30.3	36.4	educated
passive	1.7	2.6	35.8	28.9	31.0	active




Table 44: Characteristics of Hungarian, % – MinLg survey

Colour coding:

	highest value(s)
	second highest value(s)
	third highest value(s)




	very (1)	2	(3) neither	4	(5) very	
soft	13.4	20.7	36.0	19.8	10.1	hard
unsafe	1.8	6.6	41.9	31.0	18.8	safe
close	31.7	26.7	30.4	8.8	2.5	remote
reliable	23.0	28.5	37.9	9.8	0.9	unreliable
decisive	19.4	27.0	43.9	8.0	1.7	indecisive
modern	5.1	18.8	53.0	17.5	5.6	traditional
powerless	1.3	11.5	48.5	27.3	11.5	powerful
fun	12.0	19.7	47.0	18.0	3.4	boring
ugly	0	3.45	45.26	32.33	19.0	pretty
male	2.2	7.4	75.2	11.7	3.5	female
mean	0.9	3.5	47.8	35.3	12.5	kind
wealthy	12.7	17.7	45.6	19.0	5.1	poor
unsuccessful	0.9	6.2	53.8	29.3	9.8	successful
old	3.6	6.7	62.5	22.3	4.9	young
intelligent	12.3	23.8	56.4	7.1	0.4	stupid
considerate	11.0	22.8	57.5	7.5	1.3	intrusive
uneducated	0	4.0	51.5	28.2	16.3	educated
passive	0.4	5.8	48.7	27.9	17.3	active

Table 45: Characteristics of Slovenian, % – MinLg survey

Colour coding:  highest value(s)  
 second highest value(s)  
 third highest value(s)

	<b>very (1)</b>	<b>2</b>	<b>(3) neither</b>	<b>4</b>	<b>(5) very</b>	
<b>soft</b>	14.4	18.4	36.2	16.1	14.9	<b>hard</b>
<b>unsafe</b>	4.9	1.2	34.8	34.2	25	<b>safe</b>
<b>close</b>	11.9	13.1	39.9	17.3	17.9	<b>remote</b>
<b>reliable</b>	26.2	20.2	36.3	11.3	5.6	<b>unreliable</b>
<b>decisive</b>	23.4	22.8	40.1	8.4	5.4	<b>indecisive</b>
<b>modern</b>	43.8	20.1	22.5	7.1	6.5	<b>traditional</b>
<b>powerless</b>	1.8	1.2	31.9	31.3	33.7	<b>powerful</b>
<b>fun</b>	27.1	25.3	38.6	6.6	2.4	<b>boring</b>
<b>ugly</b>	3	2.4	41.4	29.6	23.7	<b>pretty</b>
<b>male</b>	5.5	5.5	81	5.5	2.5	<b>female</b>
<b>mean</b>	2.4	5.4	47	29.5	15.7	<b>kind</b>
<b>wealthy</b>	27.4	28	35.1	7.1	2.4	<b>poor</b>
<b>unsuccessful</b>	1.8	0	26.1	20.6	51.5	<b>successful</b>
<b>old</b>	8.4	4.8	44	15.1	27.7	<b>young</b>
<b>intelligent</b>	32	22.5	39.1	4.7	1.8	<b>stupid</b>
<b>considerate</b>	13.4	23.2	48.8	9.2	5.5	<b>intrusive</b>
<b>uneducated</b>	1.2	1.2	34.2	28.7	34.8	<b>educated</b>
<b>passive</b>	2.4	0.6	39.6	17.2	40.2	<b>active</b>

**Table 46: Characteristics of English, % – MinLg survey**

Colour coding:  highest value(s)  
 second highest value(s)  
 third highest value(s)

The data of the three languages from the minority sample (Q41–43) are summarised in the table below. Characteristics with the most answers were ranked in the table, based on the percentages left and right of the median (1+2 or 4+5).

Ranking	Hungarian %	Slovenian%	English%
1	wealthy 78.3	close 58.3	successful 72.1
2	kind 74.7	reliable 51.5	powerful 65.1
3	pretty 73.7	pretty 51.3	modern 63.9
4	decisive 69.1	safe 49.8	educated 63.4
5	close 68.8	kind 47.8	safe 59.2
6	fun 67.7	decisive 46.4	active 57.3
7	intelligent 66.7	active 45.1	wealthy 55.4
8	educated 66.7	educated 44.5	intelligent 54.4
9	reliable 61.3	successful 39.1	pretty 53.3
10	active 59.9	powerful 38.8	fun 52.4
11	considerate 58.8	intelligent 36.1	reliable 46.4
12	powerful 55.7	soft 34	decisive 46.1
13	successful 54.3	considerate 33.8	kind 45.2
14	safe 53.3	fun 31.6	young 42.8
15	soft 42.9	wealthy 30.4	considerate 36.6
16	traditional 36.7	young 27.2	remote 35.1
17	old 32	modern 23.9	soft 32.8
18	female 13	female 15.2	male 11

Table 47: Characteristics of Hungarian, Slovene and English, in order of frequency – MinLg survey

The questions about Slovene and Hungarian were answered by roughly the same number of respondents, while the non-response rate was much higher (by 24%) for the questions about English. In case of Slovene there are much more *neither, nor* answers (mean value) than in that of Hungarian, and more respondents could decide about English than about Slovene or Hungarian. The ratio of negative answers (mean value) is the highest in case of Slovene, it is much lower in case of English and the lowest in case of Hungarian. The order of characteristics shows that in case of Hungarian *rich* is the most frequent answer (presumably, the respondents believe that the Hungarian lexicon is richer than the Slovene). Otherwise, it is emotional features (*kind, close, pretty*) that dominate for both Hungarian and Slovene. English, in contrast, was most often described with characteristics which seem to reflect its practical value: *successful, strong, modern*. There were four pairs of characteristics of which both antonyms were chosen often enough to be included in the

above table (indicated with colours), that is, there are four dimensions in which the languages are clearly seen as opposites of each other. Hungarian and Slovene are *close* and *female*, English is *remote* and *male*. Slovene and English are *modern* and *young*, while Hungarian is *old* and *traditional*.

Four pairs polarised opinions one way or another; they appear in the above table in green (*close-remote*), light yellow (*modern-traditional*), brown (*young-old*) and mustard (*male-female*). While most people perceive Hungarian and Slovene to be *close*, English is considered *remote*. Slovene and English are *modern* and *young*, whereas Hungarian is *old* and *traditional*.

### **How do the two communities see Slovene (MajLg)?**

Similar questions about the characteristics of languages were also included in the majority questionnaire (Q25–28). The following table shows the results of the MinLg and MajLg questionnaires with regard to Slovene:



Ranking	Slovenian Language	
	MinLg (%)	CG (%)
1	close 58.3	close 68.6
2	reliable 51.5	reliable 65.7
3	pretty 51.3	decisive 63.3
4	safe 49.8	kind 61.9
5	kind 47.8	pretty 61.8
6	decisive 46.4	considerate 61.2
7	active 45.1	intelligent 60.7
8	educated 44.5	educated 56.8
9	successful 39.1	safe 56.5
10	powerful 38.8	powerful 56.4
11	intelligent 36.1	active 55.9
12	soft 34	wealthy 50.3
13	considerate 33.8	successful 45.1
14	fun 31.6	fun 43.5
15	wealthy 30.4	traditional 38.5
16	young 27.2	soft 38.1
17	modern 23.9	young 31.6
18	female 15.2	female 21.5

Table 48: Characteristics of Slovene, in order of frequency – MinLg and CG survey

With regard to Slovene the “positive” features prevail in both the minority and the majority community (although it must be noted that some of the characteristics given in the questionnaires, such as *female – male*, cannot be unambiguously classified as “negative” or “positive”). There are differences in the ranking and in the proportions: the features listed in the above table are selected by a larger part of the majority than of the minority group, which indicates that Slovene speakers have stronger emotional opinions about their mother tongue while the Hungarians’ attitude is slightly more “neutral”. Both groups find the Slovene language *close* (emotional approach) and agree that it is a fairly *female* language.

It is interesting to compare what the two communities think of each other’s language (minority respondents about Slovene, majority respondents about Hungarian). The features in the table reflect their frequency.

Ranking	Slovene MinLg (%)	Hungarian CG (%)
1	close 58.3	remote 65.8
2	reliable 51.5	hard 63.93
3	pretty 51.3	traditional 50.7
4	safe 49.8	old 46.4
5	kind 47.8	unsafe 41.8
6	decisive 46.4	unreliable 39.1
7	active 45.1	ugly 38.6
8	educated 44.5	powerful 36.6
9	successful 39.1	mean 35.1
10	powerful 38.8	boring 35.1
11	intelligent 36.1	male 34
12	soft 34.	indecisive 29.9
13	considerate 33.8	stupid 24.8
14	fun 31.6	educated 24.8
15	wealthy 30.4	poor 23.5
16	young 27.2	intrusive 22.9
17	modern 23.9	passive 22.2
18	female 15.2	unsuccessful 20.9

**Table 49: About the language of the other – MinLg about Slovene, CG about Hungarian**

Among the minority respondents, positive features prevail about the majority language, in accordance with the higher prestige of the Slovene language. The majority respondents, in contrast, often ascribed clearly negative features to Hungarian (such as *ugly*, *boring*, or *stupid*), with only a few exceptions (*powerful* and *educated*).

The following table presents the characteristics of English by the majority and the minority, arranged in the order of frequency.

Ranking	English	
	MinLg (%)	CG (%)
1	successful 72.1	successful 70.2
2	powerful 65.1	educated 69.1
3	modern 63.9	active 65.6
4	educated 63.4	reliable 63.6
5	safe 59.6	pretty 62.1
6	active 57.3	kind 60.3
7	wealthy 55.4	intelligent 59
8	intelligent 54.4	powerful 58.8
9	pretty 53.3	safe 56.5
10	fun 52.4	modern 56.2
11	reliable 46.4	wealthy 55.9
12	decisive 46.1	soft 51.5
13	kind 45.2	decisive 55.5
14	young 42.8	fun 51.6
15	considerate 36.6	close 51.3
16	remote 35.1	considerate 50.6
17	soft 32.8	young 49.7
18	male 11	male 21.3

Table 50: Characteristics of English – MinLg and CG survey

Both groups characterised the English language nearly in the same way; the percentages by the minority are somewhat lower. There is one striking difference: while the minority group (MinLg group) considers English to be *remote*, the majority respondents believe it to be *close* (to a higher degree).

Languages were characterised in the interviews, too. They provided valuable information about what the majority and the minority think about Hungarian, how they relate to the Hungarian Standard and to the Prekmurje language variety. The picture reveals that Hungarian is mainly stigmatised in the bilingual area.

*A paraszti sorból származó gyerekeket lenézték Lendván. Lendván az urbánus szubkultúra nagyon megvetette a lábát, a multikulturalitás elfogadottabb volt, falun nagyobb volt a kontroll.*

'Peasant children were looked down on in Lendva. The urban subculture was very firmly established in Lendva, multiculturalism was more acceptable. In villages, there was more control' (AG3M 70521078).

*A férjem nem szerette, ha magyarul beszéltünk, a munkahelyen sem. A gyerekek előtte nem beszélhettek magyarul. A magyartanárok nacionalisták, sok kárt csinálnak.*

'My husband did not like it when we spoke Hungarian, not even at work. The children were not allowed to speak Hungarian when he was around. Hungarian teachers are all nationalists, they do much harm' (AG3F 70521214).

*Zala vagy Vas megyében azt mondják, hogy ocsmányul beszélünk. Sokan ezért szégyellik a tájnyelvet.*

'People in Zala and Vas counties (across the border in Hungary) say we speak in an awful way. This is why many people are ashamed of their dialect' (AG3M 70521078).

*Budapesten kellemetlen volt, akkor szembesültem vele, hogy a göntérházi nyelv más, mint a standard. Az egyetemen a csoporttársak kiröhögtek, kegyetlenül bántak velünk a pestiek. Azt mondták, ez a nyelv már kihalt, hülyeség kutatni. Egy évig csak figyeltem, alig szóltam meg, a villamoson is hallgattam, hogyan beszélnek az emberek.*

'It was very annoying in Budapest to recognise that the Göntérháza dialect is different from the standard. I was laughed at by the other students at university, and the Budapest people treated us very badly. They said this language was extinct already; it was a waste of time to study it. For a year, I was only listening, hardly uttering a word, even in the tram I just listened how people talk' (AG3M 70521078).

*A magyarországiak kinevetnek minket, hogy hogyan beszélünk. A szlovén nem neveti ki a magyart, ha rosszul is mond valamit.*

'We are laughed at by people in Hungary for the way we speak the language. Slovenes do not ridicule Hungarians, even if they say something incorrectly' (AG4F 70521092).

The interviews yielded data about what the majority group thinks about the Hungarian language, including both positive and negative examples. It is pointed out by many that the attitude to Hungarian is different in the bilingual area and outside of it.

*Muravidéken és Muraszombatban nagyon lenézik a magyart, de Mariborban nagyon szeretik, ő tanítja az évfolyamtársait is.*

'Hungarian is very much looked down on in the Prekmurje region and Muraszombat. At the same time, it is very popular in Maribor. S/he teaches his/her fellow students, too' (AG1F 70521061).

*Volt már olyan, hogy valakinek nem tetszett, hogy magyarul beszéltem, de ez nem a Muravidéken volt.*

'It has happened that somebody didn't like me speaking Hungarian, but that was not in the Prekmurje region' (AG2M 70521108).

*Szlovén újságírók mondták nekem, hogy én hivatásos magyar vagyok, mert a magyar nyelvből élek, és a fajomat is beleviszem a munkámba.*

'Slovene journalists told me that I'm a "Hungarian by profession", because I make my living with the Hungarian language and merge my ethnicity with my work' (AG3M 70521078).

*Hátrány, hogy nem szeretik a magyarokat. Bulizni mentünk, magyarul beszéltem a haverokkal, baj volt belőle. Nem mindegy, hol szólalunk meg magyarul, Muravidéken vagy Muraszombatban ismerik ezt a nyelvet, ott negatívan élik meg, máshol érdeklődnek a nyelv és a kultúra iránt.*

'It's a disadvantage that Hungarians are not very popular. We went to a party, I spoke Hungarian with friends and there was trouble. It matters where you speak Hungarian. In Prekmurje or in Muraszombat they know the language, there they have a negative attitude. Elsewhere people are keen to know about the language and the culture' (AG1M 70521030).

*Muraszombatban gyakran azonosítják a kisebbséggel az embert, Mariborban nagyon jó dolgok vannak, egy lány megkért, hogy tanítsam meg.*

'In Muraszombat, you are often identified with the minority. Maribor is great, a girl asked me to teach her' (AG1F 70521054).

*Az iskolában a többi gyerek "vogrinyak" csúfolta a magyarokat, butának tartottak minket, mert nem beszéltünk szlovénul. Kinevettek minket, mert félrefordítottak valamit vagy használtunk szavakat, amelyek jelentését nem ismertük.*

'In the school, the other children called the Hungarian kids *vogrin*, thought we were stupid because we did not speak Slovene. We were laughed at because we translated something wrong or used words whose meaning we didn't know' (AG4F 70521337).

*Szlovéniában általában tisztelik és becsülik a magyarokat, kivételt jelentenek azok, akik a történelem során kellemetlen helyzetbe kerültek, de ezek egyedülálló esetek a környező falvakban a kétnyelvű területen.*

‘Hungarians are usually respected in Slovenia. Except for those who in the course of history have been involved in unpleasant situations, but these are individual cases in the surrounding villages in the bilingual area’ (AG2M 70521139).

*Az egyetemen (Mariborban) megkérdezték, hogy milyen nyelven beszélünk. Elmagyaráztam, hogy magyarul, mert Szlovéniában él magyar kisebbség. Az illető megkérdezte, hogy mit keresünk itt. Valamikor egzotikusnak hallják, megkérdezték már, hogy francia-e.*

‘At the university (in Maribor) they asked what language we speak. I explained it was Hungarian, because there is a Hungarian minority living in Slovenia. The person went on to ask what we were doing there. Sometimes it (= Hungarian) sounds exotic in people’s ears, I have already been asked whether it’s French.’ (AG1F 70520996).

*Mariborban jobbnak tartanak, mert beszélek magyarul, megtanultam ezt a nehéz nyelvet, ez pozitív a mariborbiai szemében.*

‘In Maribor I count as a better person because I can speak Hungarian, I have learnt this difficult language – a positive thing in the eyes of the Mariborians’ (AG1M 70521009).

*Az iskolában a cserencsóiaknak már negyedik osztály végére tetszik a magyar nyelv.*

‘Children in Cserencsóc learn to like the Hungarian language already by the end of the fourth school year’ (AG1M 70521238).

*A fővárosban élők érdekesnek találják a magyar nyelvtudást. Soha nem volt negatív tapasztalatom a magyarságom miatt, inkább pozitív, hiszen érdekesnek találják a szlovén emberek. Negatív tapasztalatom a kétnyelvű területen akadt néhány. A kétnyelvű területen valamilyen módon a szlovén családok rá vannak kényszerítve a magyar nyelv tanulására. Mivel ez magyar őshonos terület – mielőtt erre a vidékre költöztek volna, számolni kellett volna nekik azzal, hogy alkalmazkodni kell a magyarokhoz – hasonlóképp, mint amikor valaki idegenbe költözik.*

‘People in the capital find knowing Hungarian interesting. I have never had any negative experiences because of being Hungarian, rather positive ones, because Slovenians find it interesting. As for negative experiences, in the bilingual area I have had some. In the bilingual area Slovene families are somehow forced to learn Hungarian. Since this is an indigenous Hungarian region, they should have

counted on having to adapt to the Hungarians before moving here – just like when you move to a foreign country.’ (AG2F 70521450).

Interviewees said little about the Slovene language (Q42). In general it is regarded as easier than Hungarian, and more important, since it is the official language also outside the Prekmurje area.

About the English language the interviewees expressed the following views:

*Az angol nyelv fontos lesz 20 év múlva is, talán még a francia.*

‘English will be still important in 20 years time, maybe French too’ (AG1F 70521061).

*Minden nyelv egyenlő, egyik sem ér többet, mint a másik, az angol sem, csupán ezt sokan beszélnek.*

‘All languages are equal, not one is worth more than the others, not even English – only it is spoken by so many people’ (AG2M 70521184).

About other languages and nationalities interviewees said the following:

*Egymás megértése a fontos, nem a nyelvek, azok csak eszközök egymás megértésére.*

‘What really matters is understanding each other, not the languages – they are only the tools of understanding’ (AG2M 70521184).

*A Muravidéken kétnyelvűek az emberek, sokan érdeklődtek az iskolában más nyelvek iránt is.*

‘In the Prekmurje region people are bilingual, and at school many of them show a keen interest in other languages too’ (AG1F 70521061).

*Spanyolul nagyon szeretnék megtanulni, mert nagyon tetszik nekem ez a nyelv. A „kínai-szerű” nyelvek nem tetszenek.*

‘I would love to learn Spanish, because I like that language a lot. I don’t like languages of the “Chinese type”.’ (AG1F 70521061).

*Tibetiül szeretnék megtanulni, ismerni szeretném a szanszkrit nyelvet. ‘I would love to learn the Tibetan language and know Sanskrit’ (AG2M 70521184).*

*Nincs szép vagy csúnya nyelv. A nyelv egy szerszám, szükséged lehet rá bármikor, az egyikkel többet tudsz elérni, a másikkal kevesebbet, mikor hogy. Az angol most nagyon fontos, az orosz is fontos lesz. Az arab nyelvek is a turizmus miatt.*

‘There are no pretty or ugly languages. A language is a tool, you might need it any time, with a certain language you can reach more, with another less, one might be more useful in a given situation than another, it all depends. English is

very important now, Russian is going to be important, too. The Arabic languages too, because of the tourism' (AG3F 70521214).

*Magyarországon más a cigányok felé a hozzáállás. Szlovéniában, Dobronakon nincs különbség a magyar, szlovén, cigány között. Szlovéniában jól megkapják a segílyt, Magyarországon mindent ellopnak.*

'In Hungary, the attitude to Gypsies is different. In Dobronak, Slovenia, there is no difference between Hungarians, Slovene, or Gypsies. They receive good allowance in Slovenia. In Hungary, they steal whatever they can' (AG4F 70521337).

*A bevándorlókcal szemben fennáll a félelem, főleg az arabokkal szemben. Hollandiában, Belgiumban, Svédországban vannak ilyen gondok, de ezek nagyon demokratikus országok. Ha más elmegy valahova, megtartja a saját nyelvét otthon, de alkalmazkodik az ottani kultúrához. Ők (az arabok) nem alkalmazkodnak, nem fogadják el az európai értékeket, a család nem is nagyon engedi a gyerekeket alkalmazkodni. A katolikus vallás befogadó, de az ő vallásuk nem, még a harmadik, negyedik generáció is tartja a hagyományokat.*

'There's plenty of fear of immigrants, especially Arabs. There are similar problems in the Netherlands, Belgium, Sweden, but these are highly democratic countries. Other people, if they leave their countries, will preserve their language at home but otherwise adapt to the culture. They (Arabs) do not adapt, do not accept European values, families do not let their children conform. The Catholic Church is receptive, but their religion is not, even in the third and fourth generation they keep their traditions.' (AG3F 70521535).

*A nagypolitika kezdi egyre inkább az egynemzetiségre helyezni a hangsúlyt. Mindenki kezd félni a sokszínűségtől. Az Európai Unió hitegetett egy nagy Európával, aztán jön a szlovák példa, a szélsőségek.*

'High politics is putting more and more stress on monoethnicity. Everybody is more and more afraid of diversity. The EU has been promising a big Europe, and then came the Slovak example, the extremes' (AG2F 70521559).

*Mindenki elkezdett egy nagy konglomerátumba menni, és egy harmadik vagy ötödik nyelv kezd eluralkodni a saját fölött, ezért természetes a szélsőségek előretörése. Például Svédországban egy iskolába 2 fő svéd anyanyelvű jár, a többi arab országbeli. Mi még nem éljük meg ezt a problémát, majd akkor tudunk mondani erről valamit.*

'People have started to enter a huge conglomerate, where a third or fifth language is taking the lead over the native one; this is why extremes are gaining ground. For example in a school in Sweden there are two Swedish native speakers, all the others are from Arab countries. We are not sharing this



problem yet – when it comes, we'll be able to tell what it is like.' (AG2M 70521566).

*A nagy globalizációban, a sokszínűség elfogadása mellett fontos a saját magunk elfogadása. A határok ebben az esetben, fontos, hogy megmaradjanak. A nyelvet nem szabad az angol előnyére kevésbé megtanulni.*

'Within this big globalisation, alongside accepting diversity, it is important to accept ourselves. In this case, it is important that the borders remain. One must not allow that the language is learnt less, only to prioritise English.' (AG2M 70521542).

One of the majority respondents could not agree with the questions, criticising them in the following way:

*Vprašanja o tem, kako zvenijo jeziki, semi ne zdijo primerna, sploh pa ne ocenjevanje čustvenih asociacij ob posameznih jezikih.*

'Those questions about what a language sounds like are not right, especially not the ones asking about what emotional associations are triggered by certain languages' (70551938).

### 4.3.2 Legislation

#### 4.3.2.1 Support and prohibition of language use

The next part contains the analysis of the data showing what respondents think about the support and prohibition of the languages concerned. The minority data (Q44-46, 50-51) are contrasted with the views of the majority respondents (CG Q29-30, 36). As the questions are complex and multifaceted, they can be interpreted from various points of view, in the same way as the "multilingualism set" of questions in the preceding chapter.

96% of the minority respondents chose to answer the question about whether legislation in Slovenia supports the use of the Hungarian language (Q44). Over half of the respondents (57.8%) answered *yes*, 26.6% say that this is the case only partly. Very few (2.8%) say there is *no support* on the side of the legislation, and 12.8% *do not know*.

Respondents could also add their own comments to Q44, and 54.3% took this opportunity. Those who answered *yes* gave various arguments: officially the two languages have equal rights in the bilingual territory (11.7%), language rights are granted by the constitution (11.7%), Hungarian can be spoken (3.9%) and used in schools (11.3%), Hungarian is used in the media (2.1%), both languages can be used at the public authorities (8.2%), there are minority MPs (3.2%), and financial support is available (1.1%).

*Minden lehetőség adva van, csak élni kell vele.*

‘All opportunities are granted, all you need to do is use them.’ (HUN70515022)

*Ker na dvojezičnem območju je omogočena uporaba tako v ustanovah, v šoli kot doma.*

‘Because you can use it in the bilingual area in the offices, in school and at home too’ (SLO 70512533).

*Imamo dvojezične vrtce in šole, kjer uporabljajo madžarsko, v javnih službah.*

‘We have bilingual kindergartens and schools where Hungarian is used, and at work’ (SLO 70520484).

Those who agree in part complain that the rights defined by law are not always realised in practice and Hungarian is not always spoken at the public authorities.

*Elvileg igen, de a gyakorlatban nem.*

‘In theory yes, but in practice no.’ (HUN70514575)

*Igen, sok jogunk van más nemzetiségekkel szemben. Kérdés, mennyire élünk velük, illetve mennyire valósulnak meg.*

‘Yes, we have lots of rights compared to other ethnic groups. The question is how far we use them, how far they are put into practice.’ (HUN70517767)

*A hivatalokban nem tették kötelezővé a magyar nyelv használatát.*

‘The use of Hungarian has not been made mandatory at public authorities’ (HUN70516494).

According to most respondents the use of Hungarian is supported by the legislation, but this is not always enough:

*Meg kellene változtatni a törvényt, hogy benne legyen a bizonyítványban, hogy valaki magyar1-re vagy magyar2-re járt-e. A munkáltató is követelje meg a magyar nyelv ismeretét.*

‘The law should be changed so that it is indicated in school certificates whether a student did Hungarian1 or Hungarian2. Employers should also require knowledge of Hungarian’ (AG2F 70521108).

*Az ország elegendő mértékben támogatja anyagilag is a magyarokat. Tudatában vagyunk annak, hogy kevés ország nyújt annyit a kisebbségeknek, mint Szlovénia.*

‘The state supports Hungarians sufficiently, financially as well. We are aware of the fact that few countries give as much (support) to their minorities as Slovenia does’ (AG2M 7052115).

Some respondents and those in key positions are satisfied with the law, but disapprove of citizens not making better use of them

*Szlovéniában az a gond, hogy megvan minden jogi alap a magyar nyelv tanulására, a tantermek várják a magyar oktatási nyelven tanuló gyerekeket ... de egyre kevesebb az ilyen gyerek. Ennek okát a családban kell keresni, mert a szülők nem tanítják meg gyerekeiket a saját anyanyelvükre. A törvényből eredendő jogok nincsenek kellőképpen kihasználva.*

‘The problem in Slovenia is that all the legal basis for learning Hungarian is there, classrooms are waiting for children to attend Hungarian-medium classes... but there are fewer and fewer such children. The reason for this must be found in the families: parents do not teach their mother tongue to their children. The rights granted by the law are not properly utilised’ (AG2M 70521474).

In the following question (Q45), the opposite was asked: whether legislation in Slovenia *prevents* the use of Hungarian. The absolute majority (77.9%) answered *no*, which is by 20% more than the proportion of those respondents who in the preceding question answered that legislation *supports* Hungarian. In other words, even more respondents believe in non-discrimination than in explicit legal support of Hungarian. 8.4% selected the option *partly*; the proportion of those who believe in “partial discrimination” is much less than the proportion of those (26.6%) who in the preceding question answered that Hungarian is *partly* supported by legislation. 11.2% (slightly less than in the preceding question) *do not know* the answer.

In their comments to Q45, those who answered *no* refer to the law. Those few who seem to believe that legislation might prevent the use of Hungarian do not mention laws in the strict sense but rather refer to the territorially limited nature of Hungarian and to certain attitudes:

*Sok szlovén nem szereti a magyar anyanyelvűeket.*

‘Many Slovenes do not like Hungarian speakers’ (HUN70514964).

*Hivatalos helyeken nem beszélük, sőt, zokon veszik, ha használjuk.*

‘It is not spoken at the public authorities, they rather find it annoying when we use it’ (HUN70515787).

The absolute majority (77.9%) answered with *no*, while 8.4% chose *partly* and 11.2% *do not know*. In comparison, the question whether Hungarian must be supported was answered affirmatively by more than half of the respondents, while slightly more than a quarter answered with *partly* and roughly 12% said that they *do not know*.

Some respondents explain the answer *partly*:

*Részben. Mert még mindig boltokban, bíróságon, kórházakban stb. nem akarnak magyarul beszélni.*

‘Partly. Because in shops, in courts, in hospitals etc. they still don’t want to speak Hungarian.’ (HUN71517545).

The interviewees do not feel deprived of anything by their being Hungarian, they are granted everything they need. They do not miss anything, are satisfied with the current situation, do not wish for more or other things. There was one interviewee who appreciated being allowed to be Hungarian in another country (AG2M 70521122).

In Q46, a more general but a geographically more strictly defined question was asked: whether legislation in Slovenia supports the knowledge and use of many languages in the area where the respondents live. Here, clearly fewer *yes* answers were given (35.5%), while 14.8% chose the option *partly*. Quite many (17.7%) believe that the languages do not receive support and the number of *don’t know* answers is also high (32.2%).

In the comments to this question, Hungarian, Slovene, Croatian, Italian and Roma are specifically mentioned as the languages receiving support. Several respondents express the view that any language can be freely learnt in Slovenia, and that there are minority language education and minority language media too. Obviously, informants in key positions know that in addition to Hungarian also Italian as a minority language is supported, but this issue was not specifically brought up in the interview questions.

Q50 asks the respondents whether various languages in their area and country, and their speakers, are treated in a similar way. This question was perhaps too generally formulated: almost a half of the respondents (46.1%) answered with *don’t know*. The rest of the answers were divided between *partly* (35 respondents or 12.4%), *yes* (25.2%) and *no* (16.3%).

In their comments to this question, those answering *yes* emphasise the similar status of Italian and the rights of the Roma ethnic group:

*Ugyanazok a jogok vonatkoznak azokra is, sőt az olaszoknak egynyelvű iskolájuk is van.*

‘The same rights apply to them, Italians even have a monolingual school’ (HUN70513455).

Some told about their personal experiences:

*Soha nem éreztem, hogy másképp bánnak velem, mert magyarul beszélek a környezetemben.*

‘I have never felt I was treated differently because I was speaking Hungarian in the community’ (HUN70515022).

*Ne vidim razloga, zakaj bi govorci različnih jezikov bili obravnavani na drugačen način.*

'I can't see the point why speakers of other languages should be treated differently' (SLO70510386).

Those who agree partly find the state language the most important.

*Részben. Szlovéniában élünk és a hivatalos nyelv szlovén!*

'Partly. We live in Slovenia, the the official language is Slovene!' (HUN71518054).

*Uradno je slovenščina.*

'The official language is Slovene' (SLO70515848).

*Gledajo te ponižno, po njihove moraš v Sloveniji govoriti slovensko.*

'They look down on us saying that in Slovenia you must speak in Slovene' (SLO70518405).

Some, on the other hand, emphasised the role of world languages:

*Az angol, spanyol... nyelvek előnyben részesülnek más kisebbségi nyelvek (horvát, szerb macedón...) előtt.*

'English, Spanish... have an advantage over other minority languages (Croatian, Serbian, Macedonian...)' (HUN70520170).

The following table summarises data from Q44, 46 and 50:

Q MinLG	No	Yes	Partly	Do not know
<b>Q44:</b> Do you think that the legislation in your country supports the use of Hungarian?	2.8	57.8	26.6	12.8
<b>Q46:</b> Do you think that the legislation of your country supports the knowledge and use of many languages in the area where you live?	17.8	35.3	14.8	32.2
<b>Q50:</b> Are all different language speakers and languages in your area and country treated in a similar way?	16.3	25.2	12.4	46.1

Table 51: Legislative support of language use, % – MinLg survey

The data make it clear that when it comes to legislative support of the Hungarian language and the languages surrounding the minority respondents, affirmative answers are in the majority in both cases. It is also clear, however, that when it comes to the surrounding languages the number of negative answers is five times higher, and far more respondents do not know how to answer than in the case of Q44. This highlights the most important

characteristic feature of Slovene minority policy, i.e. only two national communities, the Hungarian and Italian group (and the ethnic group of the Roma) have an autochthonous status and are therefore supported by the legislation. Especially in Q50 about the treatment of speakers of various languages a major part of the respondents was very insecure: the number of *don't know* answers is high, while *yes* is very infrequent.

### Legislation concerning the knowledge of different languages on the labour market

In Q51, respondents were asked whether they knew of legislation or regulations in their country which support the knowledge of different languages on the labour market. The majority of respondents (63.1%) answered with *don't know*. 29.1% answered with *yes*, and 7.8% do not think there is such legislation.

In their comments to this question, some respondents (3.9%) noted that competence in both Hungarian and Slovene is required in the bilingual area:

*A kétnyelvű területeken a kétnyelvű intézményekben mindenkinek kéne mindkét nyelvet aktívan használnia, de ez csak papíron van így, a gyakorlatban más a helyzetkép.*

'In the bilingual area in the bilingual institutions everybody should use both languages actively, but this is so only on paper, the situation is very different in practice' (HUN70513455).

*Če obvladaš več jezikov, je to samo prednost tudi drugod po svetu in ne samo na narodnostno mešanem območju. Posebno pri delu z ljudmi (mislim na različne starosti) in široko paleto poklicev.*

'If you know languages that's an advantage all over the world, not only in the bilingual area. Especially in jobs involving dealing with people (I mean various age groups here), and in a broad range of jobs (SLO70515992).

2.5% commented that language competence in itself is regarded as valuable.

During the interviews even those in key position emphasised that as long as leaders do not require competence in the Hungarian language, or if it is them who lack this competence, it is hard to expect it of their employees.

*Most ugyan kötelező tudni magyarul a közalkalmazotti szférában, de nincsenek ott olyan emberek. Azt kellene elérni, hogy fontosnak tartásák, hogy mindkét nyelven tudjanak kommunikálni. Nem csak a törvényeken kellene változtatni. Ha az igazgató beszélne magyarul, akkor az alkalmazottaknak is kellene.*

'True, civil servants are now required to know Hungarian, but (in reality) there are no such people. The goal should be that they find it important to be able to communicate in both languages. It's not only the laws that should be changed. If

the director would speak Hungarian, then the employees would be obliged to do it, too.’ (AG2F 70521559).

*Néhány év múlva valószínűleg nem lesz kötelező a magyar nyelv ismerete a vezető pozíciókban sem. Nemcsak a közalkalmazotti szférában lesz, hogy nem tudnak magyarul, hanem mindenhol. Legutoljára is olyan került egy közintézmény élére, aki nem tud magyarul, pedig fontos lett volna, hogy tudjon.*

‘After a few years, probably, knowledge of Hungarian won’t be obligatory even in top positions. It won’t be only in the public sphere that people don’t know Hungarian, it will be everywhere. Even quite recently a person who doesn’t know Hungarian was appointed to a leading position in a public institution, although it would have been important that s/he know the language.’ (AG2M 70521566).

Some respondents (2.1%) thought that knowledge of English and German is needed, but there are no such laws yet. In the comments, free language courses offered to the unemployed were also mentioned.

The questions about legal support to minority languages (again, for comparison, a similar question was asked about Italian as well), about legal support to the use of many languages in general and about equal treatment of different languages and their speakers were also included in the control group questionnaire. Majority respondents also found this a very topical issue, so nearly all of them answered the questions. Data from Q29, 30, 33 and 36 are summarised in the following table:

Q	No	Yes	Partly	Do not know
<b>Q 29:</b> Do you think that the legislation in your country supports the use of Hungarian?	2.1	41.9	23.6	32.5
<b>Q30:</b> Do you think that the legislation in your country supports the use of Italian?	3.1	40.6	21.9	34.4
<b>Q33:</b> Do you think that the legislation of your country supports the knowledge and use of many languages in the area where you live?	11.1	43.7	6.8	38.4
<b>Q36</b> Are all different language speakers and languages in your area and country treated in a similar way?	17,4	24,2	7,4	51,1

**Table 52: Legislative support of language use, % – CG survey**

Of the majority respondents 65.5% (based on the answers *yes* and *partly*) think Hungarian has legislative support, while 62.5% said the same about Italian. Half of the respondents

think the same about the other languages used where they live. A third of them think that the languages and their speakers receive similar treatment.

Majority questionnaires also offered a possibility to comment on these questions. In the comments about legislative support for Italian or Hungarian (Q29, 30 CG) as well as in the interviews, no differences between the two autochthonous minorities were brought up. Many respondents mentioned quite a few facts about legislation and regulations, such as the protected position and officially endorsed use of Hungarian and Italian in the bilingual areas, bilingual signage and bilingual official documents, bilingual institutions (for instance, bilingual schools) and the minorities' representation in the parliament.

Some respondents had clear negative or positive opinions about minority protection in Slovenia:

*Preveč v primerjavi z madžarsko/italijansko zakonodajo za Slovence.*

'Too much compared to what the Slovenes get in Hungary and Italy' (70550498).

*Lahko bi bilo storjeno več, minimalno.*

'More could be done, it's just a minimum' (70555653).

Only one respondent compares the two languages in this respect:

*Premalo v primerjavi z madžarščino.*

'(The use of Italian gets) much less (support) compared with Hungarian.' (70555448).

The question whether Slovenia supports the use of other languages (Q33 CG) inspired some respondents to detailed comments:

*Šolstvo, učni predmet v osnovni šoli, dvojezične šole, v vseh šolah 100%, izobraževanje v šolah, fakultetah, učenje vsaj 2 tujih jezikov, jezikovni tečaji, Slovenci govorimo razen slovenščine še vsaj en tuji jezik, v šoli se učimo vsaj enega ali dva tuja jezika.*

'Education: subject in primary school, bilingual schools, in all schools 100% (support?), education at schools and (university) faculties, learning of at least 2 foreign languages, language courses; Slovenes speak in addition to Slovene at least one foreign language, at school at least one or two foreign languages are taught' (70552546).

*Dvojezičnost, zaradi manjšine, to je regijsko obarvano.*

'Bilingualism, because of the minority, is limited to the given region' (70554519).

Furthermore, references were made to the importance of multilingualism in general and especially in tourism, and to the European integration.



*Stimuliranje znanje jezikov je pogoj za zaposlitev (70554120); nujno je, da je več jezikov prisotno (70551549); v turizmu je zaželeno znanje več jezikov (70555653); znanje tujih jezikov je prisotno - raba ne, vse več je mešanja narodov tudi v Sloveniji in evropski integracijski zakoni to dopuščajo in omogočajo (70559712).*

'A motivating competence of languages is a prerequisite of finding employment (70554120); there must be more languages present' (70551549). 'In tourism there is a need to know more languages (70555653), more foreign languages are present, but they are not used, nations are more and more mixed in Slovenia too, European integration laws make it possible' (70559712).

Few expressed an opinion about how speakers of various languages are treated (Q36 CG). Most majority respondents seem to believe that languages and their speakers are equal in Slovenia; they have not noticed any discrimination.

*Anamenizirani so vsi južnoslovanski jeziki oziroma zlasti srbsščina in hrvaščina, ki za sabo prinašata tudi določene slabe socialne izkušnje tistih, ki so jih govorili. Pa seveda tudi romščina, če jo vzamemo kot tuji jezik v tem okolju – slovenskem, ima seveda manjšo veljavo kot nekateri evropski jeziki: nemški, angleški, italijanski, španski. Tudi madžarščina ima v bistvu, razen med nami, ki smo potomci Madžarov, bistveno manjšo veljavo kot ti veliki evropski jeziki. 'All South Slavic languages, especially Serbian and Croatian are excommunicated, which inadvertently suggests speakers of these languages have some negative experiences. So is the Roma language, if we take it as a foreign language in a Slovene environment, naturally it's less important than some European languages, e.g. German, English, Italian, Spanish. Hungarian is considerably less important than some major European languages, except in our circles, since we have Hungarian roots' (70565003).*

The argument that Hungarian is hard to learn is mentioned as a reason for few people speaking it:

*Slovenci ne dajemo prednosti nobenemu tujemu jeziku. Težava je le pri govorjenju in razumevanju madžarskega jezika, ker ni indoevropski jezik.*

'We Slovenes do not prefer any other foreign language. The problem lies in understanding and speaking Hungarian, since it is not an Indo-European language' (70552546).

*Govorci romanskih in germanskih jezikov so obravnavani bolj privilegirano v primerjavi z govorniki slovanskih jezikov.*

‘The speakers of Romance and Germanic languages are given an advantage over those of Slavic languages’ (70555653).

The minority and majority responses to the four statements are summed up in the tables below:

Do you think that the legislation in your country supports the use of Hungarian?	No	Yes	Partly	Do not know
MinLg44	2.8	57.8	26.6	12.8
CG 29	2.1	41.9	23.6	32.5

Table 53: Legislative support of Hungarian language use, % – MinLg and CG survey

Do you think that the legislation in your country prevents the use of Hungarian?	No	Yes	Partly	Do not know
MinLg45	77.9	2.8	8.4	11.2
CG 31	64.3	1	3.11	31.6

Table 54: Legislative prohibition of Hungarian language use, % – MinLg and CG survey

Do you think that the legislation of your country supports the knowledge and use of many languages in the area where you live?	No	Yes	Partly	Do not know
MinLg46	17.8	35.3	14.8	32.2
CG33	11.1	43.7	6.8	38.4

Table 55: Legislative support of language use (languages in the area), % – MinLg and CG survey

Are all different language speakers and languages in your area and country treated in a similar way?	No	Yes	Partly	Do not know
MinLg50	16.3	25.2	12.4	46.1
CG36	17.4	24.2	7.4	51.1

Table 56: Social attitudes towards languages and their speakers (languages in the area), % – MinLg and CG survey

The comparison shows – based on the answers *yes* and *partly* – that the share of minority respondents who think that Hungarian receives legislative support in Slovenia is 20% higher than the share of the majority group of the same opinion. However, also the number of those minority respondents who claim that legislation in a way or another prevents the use of Hungarian, although low, is three times as high as in the majority sample. Opinions in the two samples are nearly the same concerning other languages and the way they and their speakers are treated by the society.

#### 4.3.2.2 Existence of legal texts

As a natural follow-up to Q46 (whether legislation supports the knowledge and use of the languages used in the region), Q47 asked if such legislation is available in Hungarian. The majority (68.8%) answered with *don't know*, 15.8% believe that there is such legislation (10%). 5.4% selected the *partly* option and 10% believe that there is no such legislation in Hungarian.

In their comments to this question, respondents explicitly mention the constitution and the Hungarian translation of some laws.

*Igen. Az összes magyar, olasz nemzeti közösséget érintő szabályozások, törvények kétnyelvűek.*

'Yes. All the regulations and laws concerning the Hungarian and the Italian national communities are in two languages' (HUN70519945).

This question has also inspired some respondents to express their own opinions:

*Madžarska mnogo več denarja namenja zamejskim Madžarom kot Slovenija Slovincem.*

'Hungary spends much more money on Hungarians abroad than Slovenia on the Slovenes' (SLO70510386).

The interviews confirm the impression that many Hungarians are not aware of the availability of legislation in Hungarian. Interviewees often just shrugged, or they referred to the constitution and the officially endorsed bilingualism.

*A hivatalokban kötelező elismerni a magyar nyelvet. Kötelező tanulni magyarul, kétnyelvűség van.*

'Public offices are obliged to recognise Hungarian. It must be learnt, the region is bilingual' (AG4M 70521092).

#### 4.3.2.3 Education and law

Both the minority and the control group questionnaire included a question (Q48 MinLg, Q34 CG) asking whether there are any laws regulating instruction in Hungarian language in the schools. Of the minority respondents, more than half of the respondents (58.2%) answered this question with *yes*, only 4.3% believe that there is *no* such legislation. 3.6% selected the answer *partly*. The number of *don't know* answers is surprisingly high (34%).

The minority and majority opinions are summarised in the following table:

Is there any legislation regulating instruction in Hungarian in the schools?	No	Yes	Partly	Do not know
MinLg48	4.3	58.2	3.6	34
CG34 (Hungarian)	3.7	44.7	1.6	50

Table 57: Legal regulation of Hungarian-language education, % – MinLg and CG survey

Is there any legislation regulating instruction in Hungarian in the schools?	No	Yes	Partly	Do not know
MinLg48	4.3	58.2	3.6	34
CG34 (Hungarian language)	3.7	44.7	1.6	50
CG35 (Italian language)	3.1	46.4	4.2	46.4

Table 58: Legal regulation of Hungarian-language and Italian-language education, % – MinLg and CG survey

Of the minority respondents who commented on the question, 12.8% referred to the bilingual education law or simply to the availability of bilingual education. 6% mentioned the constitution and other laws, the opportunity to learn Hungarian, as well as the bilingual public authorities and institutions.

*Az oktatási törvény szabályozza a kisebbségi közösségek anyanyelven történő oktatását.*

'The education law regulates the education in the mother tongue of the minority communities' (HUN70519945).

Some critical points were also raised in connection with the bilingual education system:

*Csak a magyar nyelvórákat tartják kötelezően magyarul a kétnyelvű középiskolákban.*

'Only the Hungarian language lessons are conducted in Hungarian in the bilingual secondary school' (HUN70515787).

In their answers to the same question in the control group questionnaire (Q34 CG) most of the majority respondents focus on the bilingual education and the schools, in addition to the fact that Hungarian is a mandatory school subject in the ethnically mixed areas. Many only mention the region where Hungarians traditionally live. In general they agree that the teaching of the minority language is quite well organised in the schools; according to one respondent students are "forced" to learn Hungarian already in primary school, and later in secondary school (70551402).

Many respondents mention the constitution and the education laws. As in some other issues of institutional support or attitudes, the control group questionnaire included a similar question about the other autochthonous minority language Italian, and again, opinions on the Italian language in the area where it is spoken do generally not differ significantly from the comments on Hungarian in the respective region.

As a follow-up to the question about the teaching *in* Hungarian (i.e. Hungarian-language medium teaching), Q49 of the minority questionnaire asked whether there is any legislation regulating instruction *about* the Hungarian language in the schools. (As in many other ELDIA studies, it was presumably difficult for many respondents to understand the difference between teaching medium – teaching *in* Hungarian – and teaching subject, and this might partly explain the high proportion of *don't know* answers.)

The majority of the respondents (53.9%) answered with *don't know*, 32.6% definitely know that there *is* such a legislation. 4.6% selected the option *partly*, and 8.9% believe that there is *no* such legislation.

Fewer respondents expressed an opinion about this question than about the previous one. Most (3.2%) think that what is taught about the Hungarian language is determined by the curricula and regulated for the bilingual schools and the bilingual area in general.

*Ker sem mnenja, da nekje piše, kako in koliko je potrebno pouka v madžarščini na dvojezičnem območju*

'Because in my opinion it is written down somewhere how and how much is to be taught in Hungarian in the bilingual area' (SLO70519877).

In the interviews these two questions were not specifically touched upon, but the interviewees have a clear picture of their rights in the bilingual area.

### 4.3.3 Media

#### Media consumption and active use of languages in (modern) media

The next part analyses the relationship between media consumption and the active use of certain languages both in the minority (Q62, Q63 MinLg) and majority (Q47 CG) samples. Respondents were asked to indicate how often they consume media (for instance, newspapers or radio) and cultural products (for instance, theatre or music CDs) or use modern communication technologies (for instance, localised software, text messages or interactive games) in the languages they know. The responses are presented in the table and graph below.

Q62 A	HUNGARIAN	Every day	Many times a week	Every week	Every month	Seldom	Never	Not available
A01	Newspapers	14.3	20.7	30.4	8.6	21.8	4.3	0
A02	Books	10.8	14	5.4	15.1	42.3	12.5	0
A03	Theatre	0	0.8	0.4	22.9	51.1	23.3	1.50
A04	Concerts	0	0.4	0	9.9	56.6	32	1.10
A05	Radio	45.4	15.4	10.7	6.8	16.4	4.6	0.71
A06	Tv	55.2	14.6	11.7	5	9.3	3.2	1.07
A07	CDs	40.7	22.1	10.4	5	17.5	3.9	0.36
A08	Film	32.7	24.5	9.4	8.6	19.1	4	1.80
A09	Internet	17.8	12.6	7.1	5.6	22.7	32	2.23
A10	Software	10.4	4.8	4.1	3.4	19.3	55.4	2.60
A11	E-mail	9.7	8.6	10.5	6	20.2	43.3	1.87
A12	Text messages	11.7	9.4	10.9	9	24.4	33.5	1.13
A13	Social media	5.7	3.4	4.5	5.7	15.1	63	2.64
A14	Play interactive games	0.4	0.8	1.1	1.1	15.9	77.3	3.41
A15	Blogs	0	0.8	0.4	0.4	7	88	3.47
A16	Other	2.7	2.7	0	0	0	89.2	5.41

Table 59: Media consumption in Hungarian, % – MinLg survey

Data show that the respondents mainly listen to the radio or music, and watch TV and films in Hungarian (*every day*). They read newspapers *every week*, most probably this is the local weekly, *Népújság*. They read books more regularly than they go to theatre or concerts. They make use of Internet services less frequently in Hungarian, and write e-mails less frequently but text messages more often in Hungarian (one respondent added that s/he writes letters in Hungarian). The answer *every day* is mentioned with four types of media, *never* is mentioned 8 times.

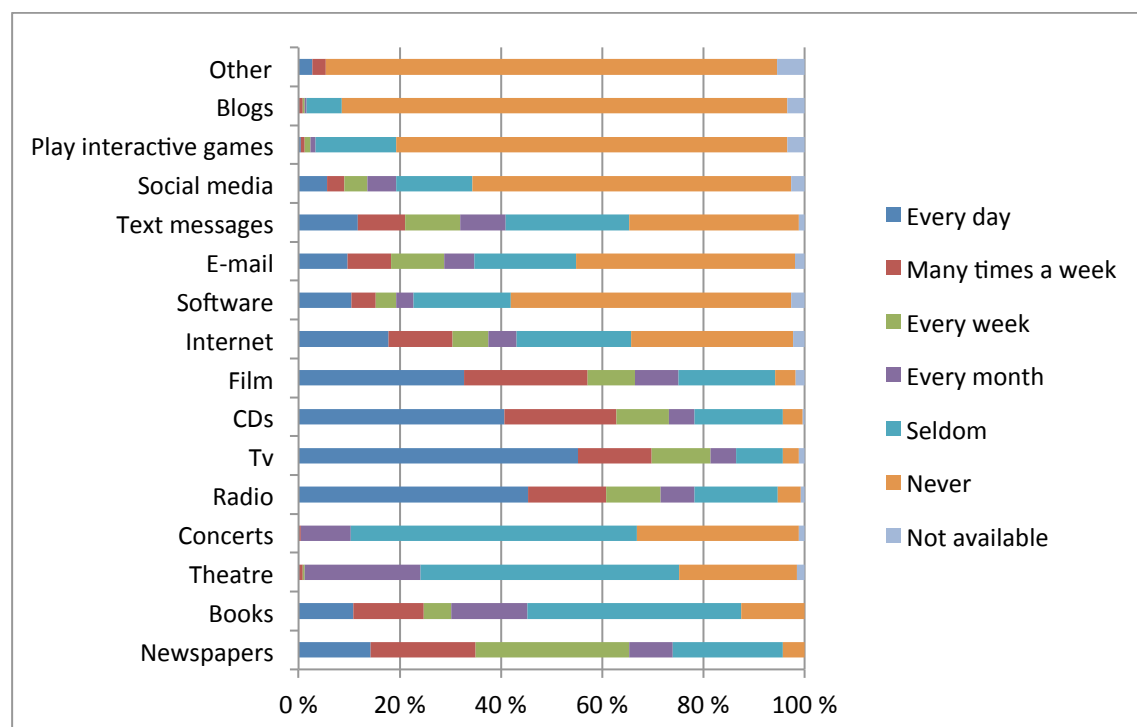


Figure 22: Media consumption in Hungarian – MinLg survey

Q62 B	SLOVENE	Every day	Many times a week	Every week	Every month	Seldom	Never	Not available
B01	Newspapers	42.3	24.8	17.1	4.9	7	3.9	0
B02	Books	10.6	13.4	11	23.7	29.7	11.7	0
B03	Theatre	0.7	1.1	0	18.5	50.7	28.3	0.72
B04	Concerts	0.4	0	1.1	14.8	55.4	28	0.37
B05	Radio	60.1	13.7	9	3.2	11.2	2.9	0
B06	Tv	69.3	12.9	5	1.8	8.9	2.1	0
B07	CDs	54.6	18.9	6.6	3.6	11.6	4.7	0
B08	Film	38.8	17.4	14.1	6.5	18.8	4.4	0
B09	Internet	38.8	16.4	8.2	3	6.7	26.5	0.37
B10	Software	36	10.1	9.4	2.3	11.6	30.3	0.37
B11	E-mail	30.1	15	7.9	4.1	10.9	31.6	0.38
B12	Text messages	29.4	17.7	9.1	3.4	13.6	26.4	0.38
B13	Social media	15.7	8.1	6.5	1.9	11.9	55.2	0.77
B14	Play interactive games	2.3	3.1	3.5	4.2	13.9	71.9	1.15
B15	Blogs	1.2	1.5	1.9	1.2	8.9	83.8	1.54
B16	Other	0	2	0	2	3.9	90.2	1.96

Table 60: Media consumption in Slovene, % – MinLg survey

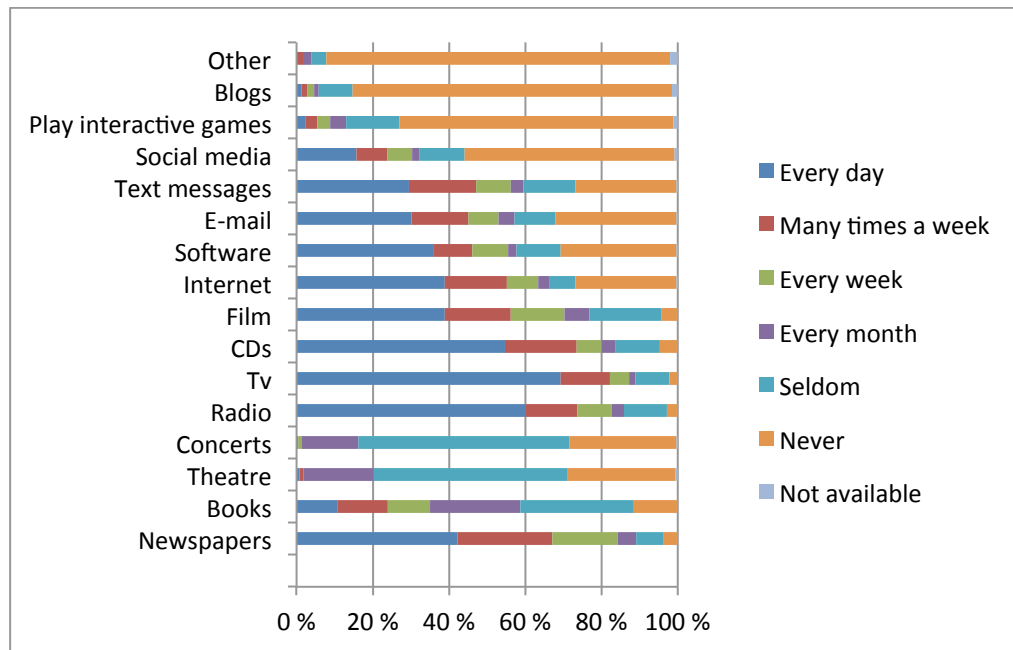


Figure 23: Media consumption in Slovene – MinLg survey

Data show that the respondents mainly read newspapers, listen to the radio or music, and watch TV or films in Slovene (*every day*). They use the Internet in Slovene and write text messages more often in Slovene than in Hungarian (however, one respondent added that s/he keeps a diary in Hungarian). They seldom read books in Slovene (online media are generally preferred to books, irrespective of language) or visit theatre performances or concerts. They also make use of Internet services in Slovene less frequently.<sup>48</sup> The higher proportion of the use of Slovene is supported by the fact that 8 media types are used every day (4 in Hungarian) and only 5 are marked *never* (in Hungarian 8). The results show similarity with the language choice patterns of the domain-specific language use.

<sup>48</sup> Data from the study conducted by Kontra (Which language do you usually read in...?) also show differences between the active use of the two languages: nearly all respondents read newspapers 'in both languages, read the Book of Prayers and the Bible more often in Hungarian than in Slovene (it is visible that many people read such texts in both languages), but in the case of professional literature the balance tips in favour of Slovene' (Kontra (ed.) 2012).



Q62 C	ENGLISH	Every day	Many times a week	Every week	Every month	Seldom	Never	Not available
C01	Newspapers	4.1	2.7	3.4	8.1	27.7	54.1	0
C02	Books	0.7	2	2.7	10.9	26.5	57.1	0
C03	Theatre	0	0	0	0.7	9.7	87.6	2.07
C04	Concerts	0	0	0.7	4.2	30.8	63.6	0.70
C05	Radio	5.4	4.1	7.5	8.2	23.4	51.7	0
C06	Tv	16	12.7	13.3	9.3	17.3	31.3	0
C07	CDs	38	13.3	10	4.7	12.7	21.3	0
C08	Film	21.9	17.9	12.6	9.9	16.6	21.2	0
C09	Internet	18.1	11.4	11.4	8.7	16.8	33.6	0
C10	Software	23.3	6.7	10	6	12.7	41.3	0
C11	E-mail	4.1	2.7	10.1	8.1	21.6	53.4	0
C12	SMS	0.7	2.7	4.1	2.7	22.5	67.4	0
C13	Social media	8.8	2.7	4.1	4.8	10.9	68.7	0
C14	Play interactive games	2	4.1	0	3.4	8.8	80.3	1.36
C15	Blogs	0	0.7	0	1.4	4.2	91.7	2.08
C16	Other	0	0	4	0	0	96	0

Table 61: Media consumption in English, % – MinLg survey

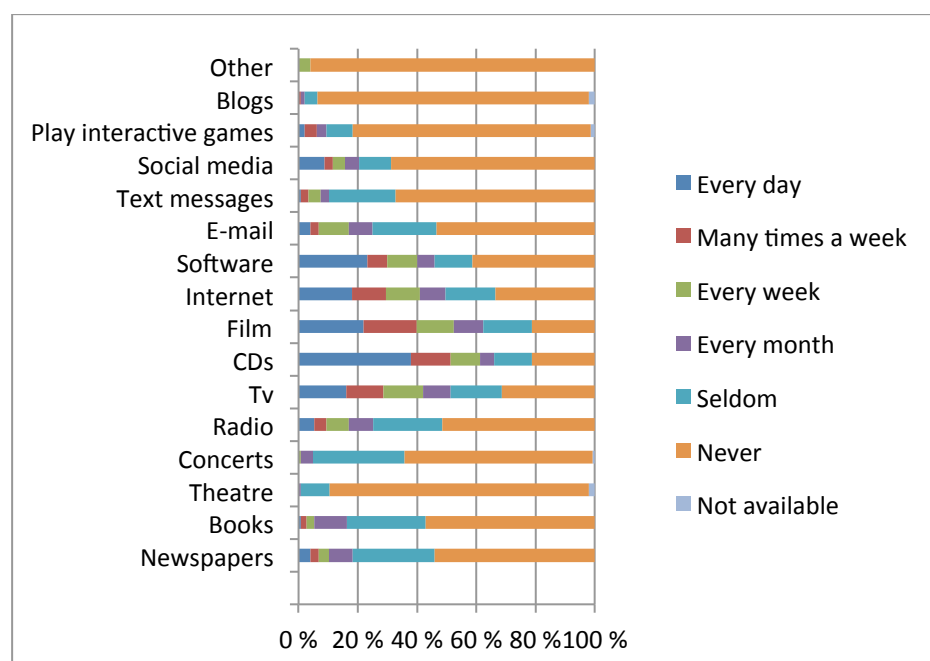


Figure 24: Media consumption in English – MinLg survey

Data show that the majority of respondents primarily listens to music and watches films in English. Most respondents *never* use English for other activities. The difference between self-reported language competence and actual language use has objective reasons: English is directly not part of the multicultural society of the region, but instead is typical of scientific and business life where it continues to gain importance.

Q62 D	OTHER LANGUAGE	Every day	Many times a week	Every week	Every month	Seldom	Never	Not available
D01	Newspapers	10.2	11.9	8.5	23.7	33.9	10.2	1.7
D02	Books	3.5	5.2	3.5	10.3	43.1	31	3.5
D03	Theatre	0	0	0	1.8	19.3	71.9	7.
D04	Concerts	0	0	0	3.5	40.4	50.9	5.3
D05	Radio	27.6	17.2	8.6	12.1	20.7	12.1	1.7
D06	Tv	42.9	22.2	15.9	7.9	1.6	7.9	1.6
D07	CDs	35.9	21.9	15.6	6.3	15.6	3.1	1.6
D08	Film	29.7	18.8	12.5	17.2	14.1	4.7	3.1
D09	Internet	16.7	11.7	11.7	8.3	18.3	31.7	1.7
D10	Software	8.6	5.2	3.5	5.2	25.9	50	1.7
D11	E-mail	8.8	0	7	10.5	33.3	38.6	1.8
D12	Text messages	3.5	1.8	5.3	5.3	40.4	42.1	1.8
D13	Social media	5.3	1.8	5.3	0	17.5	66.7	3.5
D14	Play interactive games	0	1.8	1.8	1.8	7.1	82.1	5.4
D15	Blogs	0	0	0	0	3.5	91.2	5.3
D16	Other	0	0	0	0	0	88.9	11.1

Table 62: Media consumption in other languages, % – MinLg survey

Data show that respondents listen to music or the radio, and watch TV and films in other languages – the same types of media that they marked in the case of Hungarian, too. During the other activities other languages are seldom or never used by the majority. The number of activities marked with *never* is the highest here (10).

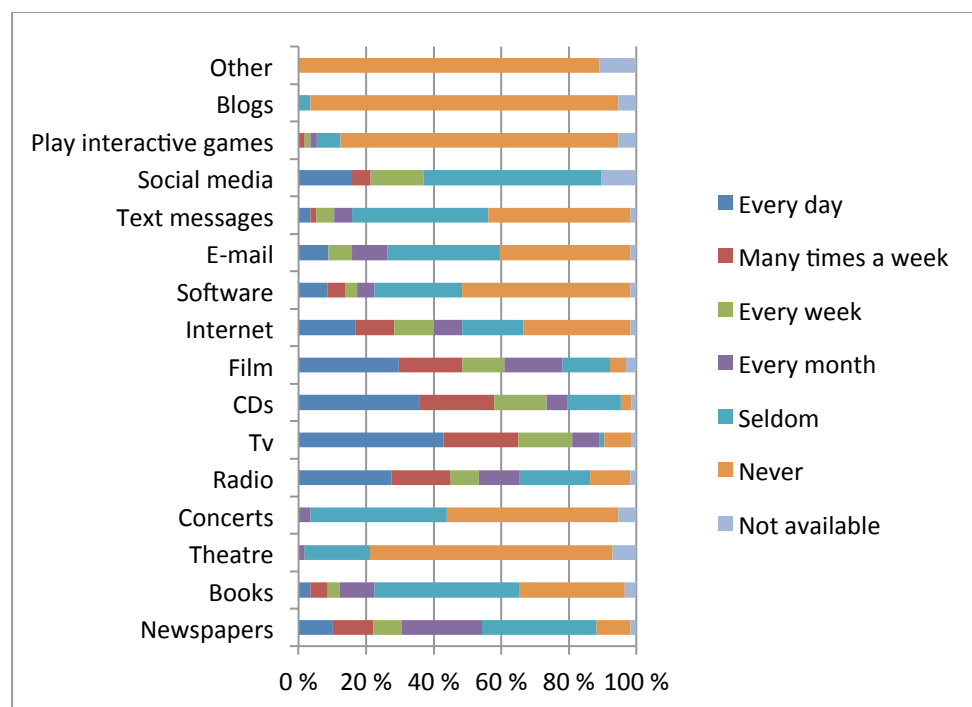


Figure 25: Media consumption in other languages, % – MinLg survey

Independently of age, respondents watch Hungarian and Slovene TV programmes, although there are some who prefer Slovene television. They read the local papers, and the younger age groups also use the Internet in Hungarian and Facebook in both languages. As other languages they mention Croatian and Serbian:

*Hallgatom a horvát, a szerb adást is. Olvasom az újságot. Tévét is nézek.*

'I listen to the Croatian and Serbian programmes, too. I read the papers. I also watch TV.' (AG4M 70521092).

*Hallgatom a rádiót, nézem a tévét. Az egész világon vannak magyarok. Jobban szeretem a szlovén tévét nézni, mert akkor tudom, mi történik minálunk, Szlovéniában. A magyart nem nézem, mert nem vagyok odavalósi. Olvasom a Népújságot, nézem a Hidakat.*

'I listen to the radio, watch TV. There are Hungarians all over the world. I prefer to watch the Slovene TV programmes, because then I know what is going on at home, in Slovenia. I do not watch Hungarian TV channels, because I am not from Hungary. I read *Népújság* (a Hungarian-language weekly), watch *Hidak* (Bridges) (the Hungarian-language TV programme)' (AG4F 70521191).

*Nézem, hallgatom és olvasom a magyar nyelvű médiát.*

'I watch, listen to, and read the Hungarian-language media' (AG1F 70521061).

In the focus group interviews, the interviewees (AG2) took up the issue of watching Hungarian TV in connection with the differences between their vernacular and the Hungarian standard language: when they compare their Hungarian language with the one used on the Hungarian TV they feel a lot of the words are unfamiliar<sup>49</sup>. It is typical of the younger respondents that they use the Internet in English and German too, and use these languages to write posts on social websites as well.

For the sake of comparison the tables with the majority group answers will also be presented. In Q47 of the control group questionnaire, the equivalent of MinLg Q62, the respondents were asked to indicate how often they consume media and cultural products in Slovene, English and Hungarian or use these languages in various communication technologies.

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<sup>49</sup> This opinion can be seen as a further argument for the so-called de-Trianonisation project, i.e. promoting the idea of pluricentricity by introducing lexical items from Hungarian varieties spoken outside Hungary into the dictionaries and resources of Standard Hungarian (described in more detail in chapter 2.5.3; cf. Benő and Péntek (ed.) 2011).

Q47 A	SLOVENE	Every day	Many times a week	Every week	Every month	Seldom	Never	Not available
A01	Newspapers	56.76	20.54	13.51	1.62	6.49	1.08	0
A02	Books	25.14	14.21	10.93	19.67	24.59	5.46	0
A03	Theatre	2.22	0.56	2.22	16.67	62.22	16.11	0
A04	Concerts	1.69	0.56	0.56	15.25	74.01	7.91	0
B05	Radio	79.57	12.90	3.76	0.54	3.23	0	0
B06	Tv	80.85	10.64	2.66	1.60	4.26	0	0
B07	CDs	74.05	15.14	5.41	0	5.41	0	0
B08	Film	41.44	23.20	12.71	4.42	18.23	0	0
B09	Internet	59.46	12.97	5.95	3.78	8.65	9.19	0
B10	Software	53.85	12.64	4.40	3.85	9.89	15.38	0
B11	E-mail	52.20	15.93	12.64	1.10	6.59	11.54	0
B12	Text messages	46.45	22.95	8.74	4.92	9.84	7.10	0
B13	Social media	25.82	10.99	6.59	4.95	16.48	34.62	1
B14	Play interactive games	7.26	4.47	3.35	2.79	26.82	51.96	6
B15	Blogs	1.68	2.23	1.12	1.68	13.97	75.98	6
B16	Other	6.25	6.25	0	0	6.25	81.25	0

Table 63: Media consumption in Slovene, % – CG survey

Data show that respondents primarily use Slovene to watch TV, listen to the radio and music, and read papers, and the majority also uses Slovene-language Internet services. They read books more often than go to the theatre or concerts. They use community sites in Slovene less often, but frequently write e-mails and text messages in the language. Slovene is the dominating language of their media consumption (in 9 media types the most common answer is *every day*, and *never* comes up only in 4 of them).

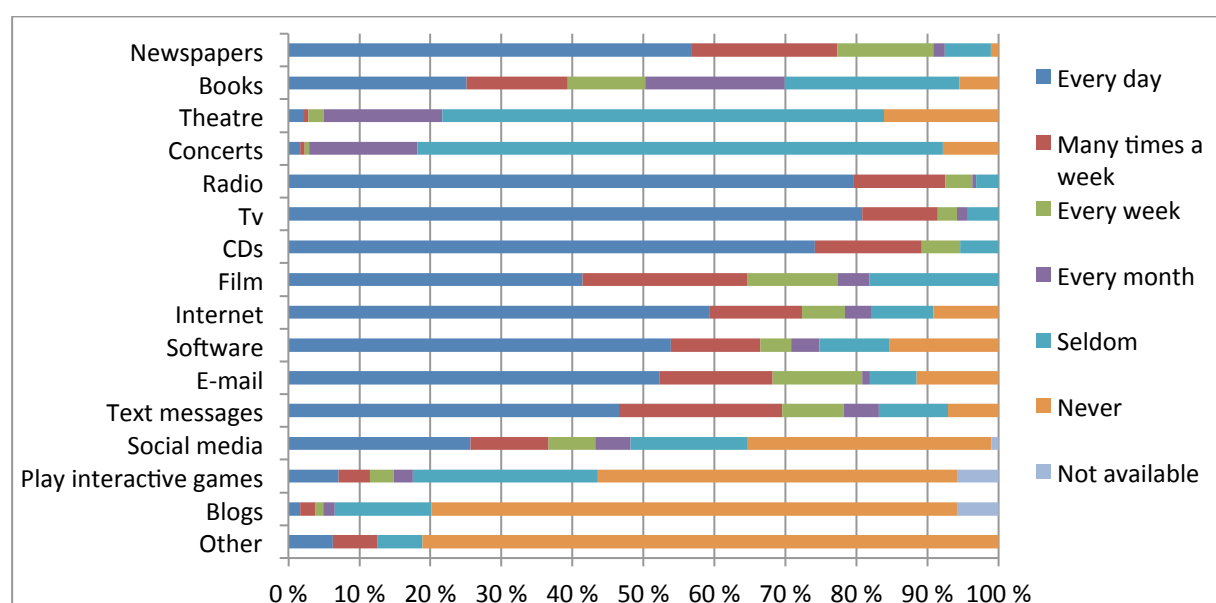
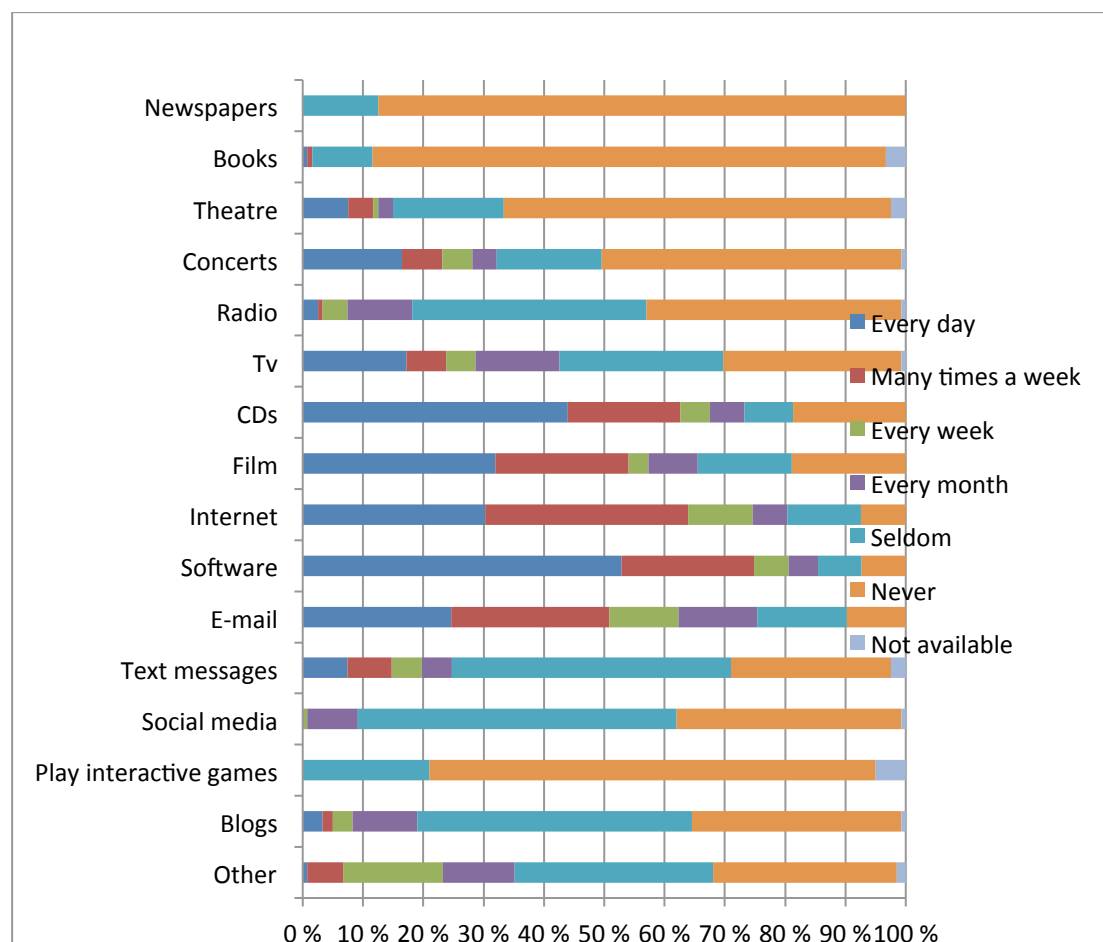


Figure 26: Media consumption in Slovene – CG survey

Q47 B	ENGLISH	Every day	Many times a week	Every week	Every month	Seldom	Never	Not available
A01	Newspapers	0.82	6.56	18.20	13.11	36.07	33.61	1.64
A02	Books	3.31	1.65	3.31	10.74	45.45	34.71	0.83
A03	Theatre	0	0	0	0	21.01	73.95	5.04
A04	Concerts	0	0	0.83	8.26	52.89	37.19	0.83
B05	Radio	7.44	7.44	4.96	4.96	46.28	26.45	2.48
B06	Tv	24.59	26.23	11.48	13.11	14.75	9.84	0
B07	CDs	52.85	21.95	5.69	4.88	7.32	7.32	0
B08	Film	30.33	33.61	10.66	5.74	12.30	7.38	0
B09	Internet	31.97	22.13	3.28	8.20	15.57	18.85	0
B10	Software	43.90	18.70	4.88	5.69	8.13	18.70	0
B11	E-mail	17.21	6.56	4.92	13.93	27.05	29.51	0.82
B12	Text messages	2.48	0.83	4.13	10.74	38.84	42.15	0.83
B13	Social media	16.53	6.61	4.96	4.13	17.36	49.59	0.83
B14	Play interactive games	7.50	4.17	0.83	2.50	18.33	64.17	2.50
B15	Blogs	0.83	0.83	0	0	10.00	85.00	3.33
B16	Other	0	0	0	0	12.50	87.50	0

Table 64: Media consumption in English, % – CG survey



**Figure 27: Media consumption in English – CG survey**

Data show that the majority respondents use English-language media more often than e.g. the minority respondents. While MinLg respondents mainly listen to music and watch films in English, and most of them do not use English for anything else, the control group, in addition to TV, films and music, often writes e-mails in English (but text messages far less often), regularly uses English-language software and community sites. With the remaining kinds of media, the most common answer is *never*. The number of other answers is much lower than in the case of Slovene.

Considering that most of the control group respondents do not speak or understand the Hungarian language, it is expectable that most of them never use any type of media or communication technologies in Hungarian, as shown in the following table and figure.

Q47CG	HUNGARIAN	Every day	Many times a week	Every week	Every month	Seldom	Never	Not available
A01	Newspapers	1.05	1.05	0	0	3.16	86.32	8.42
A02	Books	1.05	1.05	0	0	2.11	88.42	7.37
A03	Theatre	1.05	0	0	0	4.21	87.37	7.37
A04	Concerts	1.05	0	0	0	6.32	86.32	6.32
B05	Radio	2.11	0	2.11	0	8.42	81.05	6.32
B06	Tv	3.13	1.04	3.13	2.08	12.50	71.88	6.25
B07	CDs	2.11	0	2.11	0	12.63	75.79	7.37
B08	Film	2.11	1.05	1.05	1.05	7.37	81.05	6.32
B09	Internet	2.11	0	0	1.05	2.11	87.37	7.37
B10	Software	2.11	0	0	0	1.05	89.47	7.37
B11	E-mail	2.11	0	0	0	2.11	88.42	7.37
B12	Text messages	2.11	0	0	0	2.11	88.42	7.37
B13	Social media	2.11	0	0	0	1.05	89.47	7.37
B14	Play interactive games	2.11	0	0	0	1.05	88.42	8.42
B15	Blogs	2.11	0	0	0	1.05	88.42	8.42
B16	Other	0	0	0	0	0	95.65	4.35

**Table 65: Media consumption in Hungarian, % – CG survey**

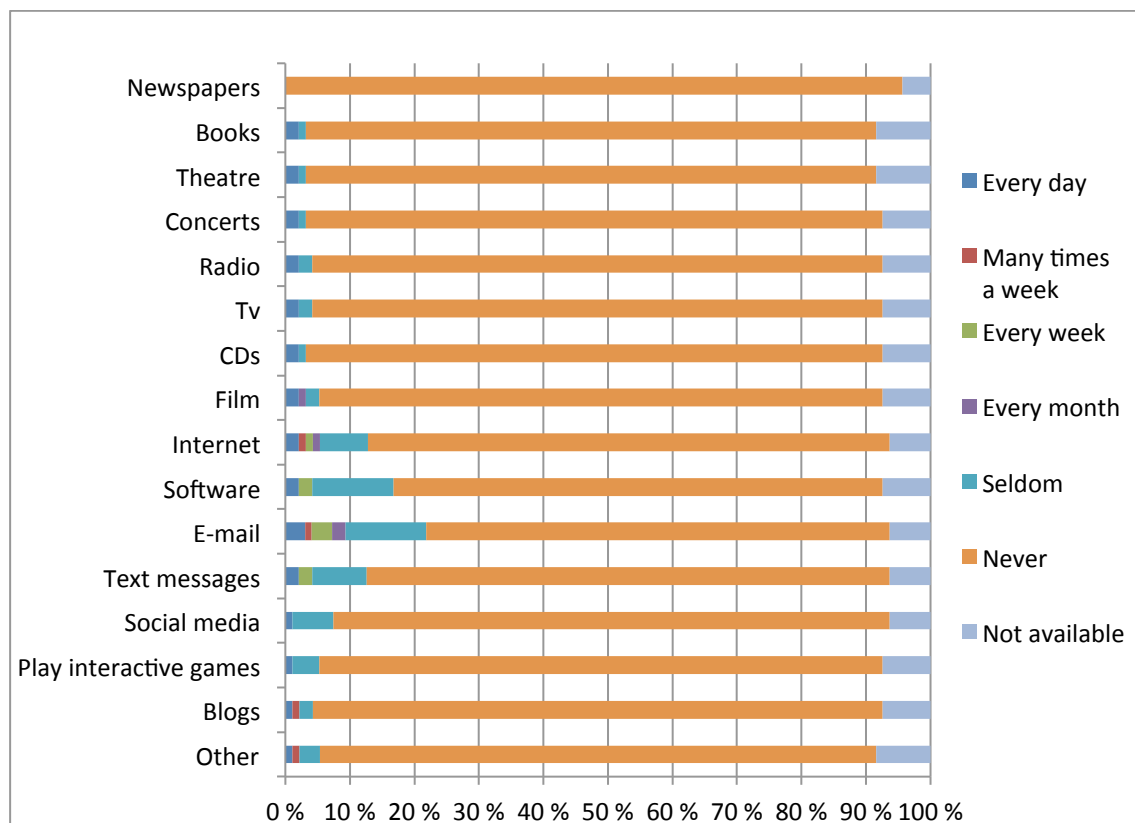


Figure 28: Media consumption in Hungarian – CG survey

Some comments by the respondents:

*Moj dan se privatno začne tako, da pogledam najprej poročila v slovenščini, nato v nemščini in še v madžarščini – to je jutranji en ritual.*

'In my private life, my day begins with watching the news: first in Slovene, then in German and Hungarian – this is my morning routine' (70564952).

*Zadnje čase moram reči bolj poredko preberem tudi kakšno revijo: največkrat v nemškem ali v angleškem jeziku, ker predvsem v zaznavam, da mi znanje angleščine malček šepa, zato ker pravzaprav ne komunicira v vsakdanjem življenju.*

'I read the papers less frequently these days: most often I read in German and English but I can already feel my English shrinking, because I do not use it for everyday communication' (70564945).

*V kolikor mi omogoča čas spremljam različne televizijske programe: poleg slovenskega jezika največkrat še nemško ali pa angleško govoreče.*

'Whenever I have the time I watch TV programmes: besides those in Slovene, I most often watch them in German and English' (70564945).

*V prihodnosti bodo mediji še bolj pomembni kot so bili včasih. Torej govorjena beseda, ki jo bodo ljudje lahko slišali v zborni izreki v slovenskem jeziku oziroma v*

*jeziku tistega naroda, kjer deluje, ker tega niti internet niti tiskani mediji ne morejo dati – to kar se da slišat v govornih medijih in tam pa spodbujati in negovati lepo slovensko besedo.*

‘The role of the media will increase in the future – the spoken word will become very important, the one people hear in Standard Slovenian or the standard version of another language, because the spoken language cannot be replaced or substituted by the Internet or the written media’ (70564990).

*Na novinarske konference dostikrat vabljeni madžarski mediji in dogajanje potek v madžarščini. Zakaj ne organizirajo konference v slovenščini, če želijo, da se njih piše in govori ne samo v Pomurju tudi v Sloveniji.*

‘Most often only the Hungarian media is invited to press conferences, and the whole event is conducted in Hungarian. Why don’t Hungarian institutions organise press conferences in Slovene, if they want to be heard of all over Slovenia, not only in the Prekmurje region?’ (70565003)

*Problem je tudi ta, da če Madžari v Cankarjevem domu napravijo predstavitev in dajo obvestilo v ljubljanske medije, je to zanje, za ljubljanske medije nezanimivo. Spet se bo zgodilo, da bodo ljubljanski mediji predali delo našim dopisnikom, da naredijo to delo za njih, ker novinarji v Ljubljani nimajo pojma, kaj se dogaja v Prekmurju, pa da je madžarska manjšina v Prekmurju in tako naprej. Enostavno nihče nič ne napravi zato, da bi tudi kdo drug kot tistih osemsto dvanajst poslušalcev Muravidéki Magyar Rádía v Pomurju še poslušalo to madžarsko glasbo, ker teh poslušalcev je dejansko izredno malo, zelo malo tudi med Madžari, ki živijo v Pomurju.*

‘It’s also a problem that if the Hungarian minority organises an event in the Cankar House (a cultural centre) and informs the Ljubljana media about it, this is not interesting for them in Ljubljana. The usual thing is going to happen: they pass the job on to the correspondents in the Prekmurje region to write a report on their behalf, because Ljubljana journalists have no idea what is going on in the Prekmurje region, how the Hungarian minority lives there, etc. Nobody does anything in order to give anyone besides the MMR audience of 812 a chance to listen to Hungarian music, because there are really very few MMR listeners, even among the Prekmurje Hungarians’ (70565003).

In the following question (MinLg Q63), the *active* use of languages for “traditional” text production (for instance, writing a diary) and cultural activities (for instance, singing songs or performing in an (amateur) theatre group) was investigated. As in the preceding question, respondents were asked to indicate how often they use the language at issue – Hungarian, Slovene, English or another language – for each activity.



Q63A	HUNGARIAN	Every day	Many times a week	Every week	Every month	Seldom	Never
A01	Writing letters	2.6	4.4	3.7	10.2	55.8	23.4
A02	Diary or notes	3.9	3.9	3.9	4.3	27.1	56.9
A03	Writing literary texts	0.8	0.8	1.2	2.4	15.4	79.5
A04	Composing songs	0.4	0.4	0.4	0.4	6.8	91.6
A05	Singing songs	12.8	13.2	9.2	9.2	32.6	23.1
A06	Reciting poetry	0.4	4.6	1.9	1.9	30.3	61
A07	Performing on stage	0	0.4	1.2	1.2	7.3	90
A08	Other	7.7	7.7	3.9	3.9	7.7	69.2

Table 66: Active use of Hungarian in text production and cultural products, % – MinLg survey

80% of the respondents provided information about the activities performed in Hungarian. Although they only *seldom* write letters and songs in Hungarian, in other cases the most common answer is *never*<sup>50</sup>.

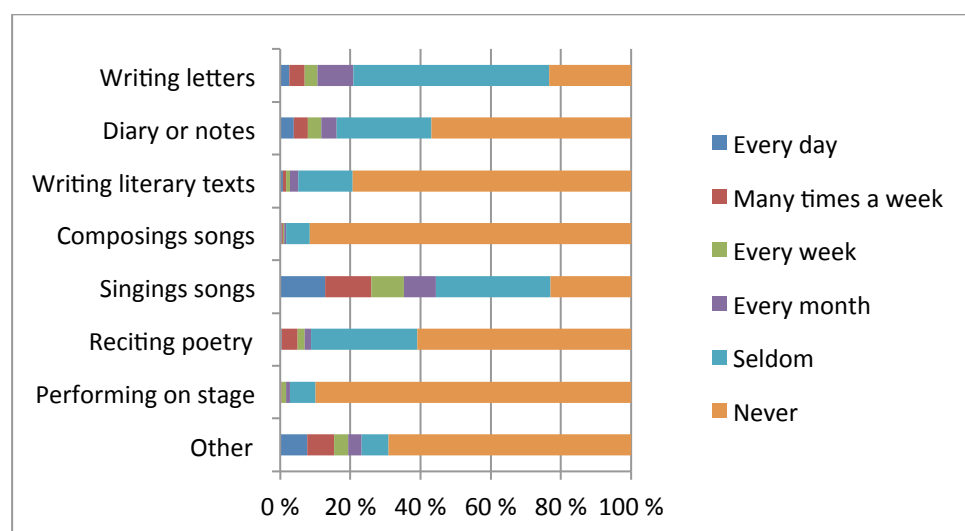


Figure 29: Active use of Hungarian in text production and cultural products – MinLg survey

<sup>50</sup> 3 respondents added that they use Hungarian in the choir, another person does translations, a third deals with the texts of old photographs.

Q63B	SLOVENIAN	Every day	Many times a week	Every week	Every month	Seldom	Never
B01	Writing letters	3.3	4.8	5.9	11.7	48.7	26
B02	Diary or notes	8	7.6	5.7	6.1	22.4	50.2
B03	Writing literary texts	1.2	0.8	2	3.2	12.2	80.7
B04	Composing songs	0.4	0.4	1.2	1.6	4.7	91.7
B05	Singing songs	7.9	12.7	9.7	6.7	29.6	33.3
B06	Reciting poetry	1.5	2.3	0.8	3.2	20.2	72.1
B07	Performing on stage	0.8	0.8	0.4	1.9	4.2	91.9
B08	Other	0	3.7	0	0	0	96.3

Table 67: Active use of Slovenian in text production and cultural products, % – MinLg survey

Similarly to Hungarian, the question about activities performed in Slovenian was met with an average response rate of 80%. Here, too, letter writing was marked *seldom*, for all the other categories respondents chose *never* most frequently<sup>51</sup>.

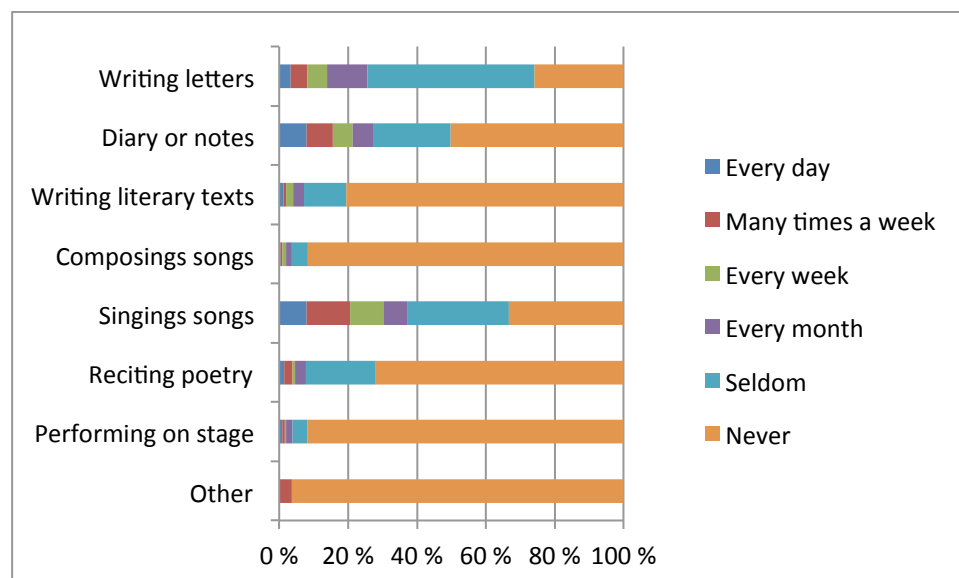


Figure 30: Active use of Slovenian in text production and cultural products – MinLg survey

<sup>51</sup> One respondent uses Slovene in the choir.

Q63C	ENGLISH	Every day	Many times a week	Every week	Every month	Seldom	Never
C01	Writing letters	0.8	0.8	1.5	3.8	31.8	61.4
C02	Writing diary or notes	0	0.8	0	3.8	12.1	83.3
C03	Writing literary texts	0	0.8	0.8	2.3	5.4	90.8
C04	Composing songs	0	1.6	0	3.1	3.9	91.5
C05	Singing songs	4.5	12.7	3.7	6	17.2	56
C06	Reciting poetry	0	0.8	0	0.8	8.3	90.2
C07	Performing on stage	0	0	0	0.8	1.5	97.7
C08	Other	0	7.1	0	0	0	92.9

Table 68: Active use of English in text production and cultural products, % – MinLg survey

For the Hungarian respondents, the role of the English language in active text production or cultural activities is marginal. The average response rate for this question was only half as high (40%) as that of the previous two questions<sup>52</sup>. In all cases the most common answer was *never*.

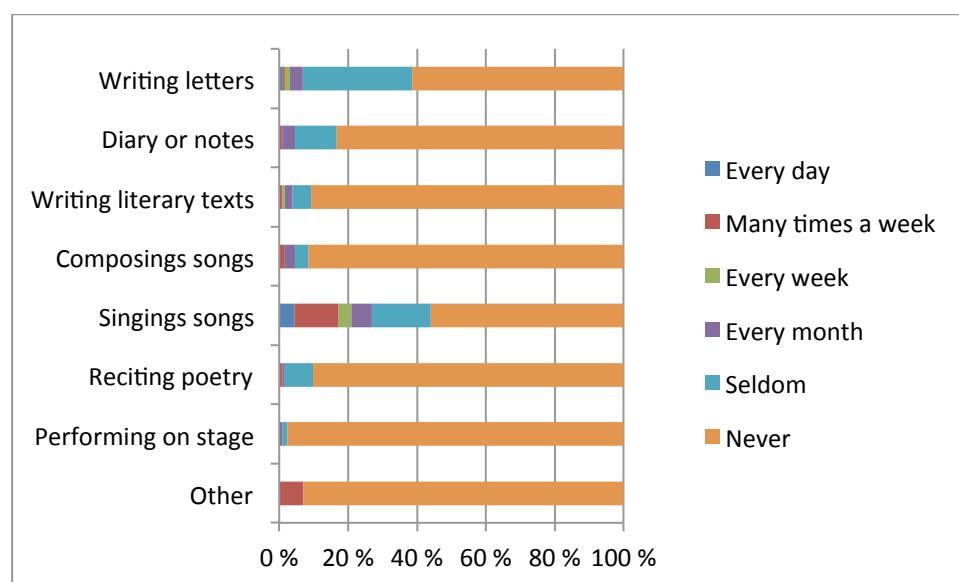


Figure 31: Active use of English in text production and cultural products – MinLg survey

<sup>52</sup> One respondent uses English in her choir, another with the texts of old photographs. Seven respondents reported using German for active text production or cultural activities, one respondent uses Croatian.

Q63D	OTHER LANGUAGE	Every day	Many times a week	Every week	Every month	Seldom	Never
D01	Writing letters	0	0	5.9	9.8	49	35.3
D02	Writing diary or notes	0	4.2	0	4.2	20.8	70.8
D03	Writing literary texts	0	0	2	6.3	6.3	85.4
D04	Composing songs	0	0	0	6.1	4.1	89.8
D05	Singing songs	12	0	4		34	42
D06	Reciting poetry	4	2	0	0	6	88
D07	Performing on stage	0	0	0	0	4.1	95.9
D08	Other	0	0	0	0	10	90

Table 69: Active use of another language in text production and cultural products,% – MinLg survey

Only 15.1% of the respondents answered the question about activities performed in another language. This language was specified as German by 26 respondents (as shown in more detail in chapter 4.3.1.3, German is popular and relatively widely known, more than English, among the target group), while 17 respondents named Croatian and 2 named Serbian. With the exception of letter writing (*seldom*) the most common answer in all cases was *never*.

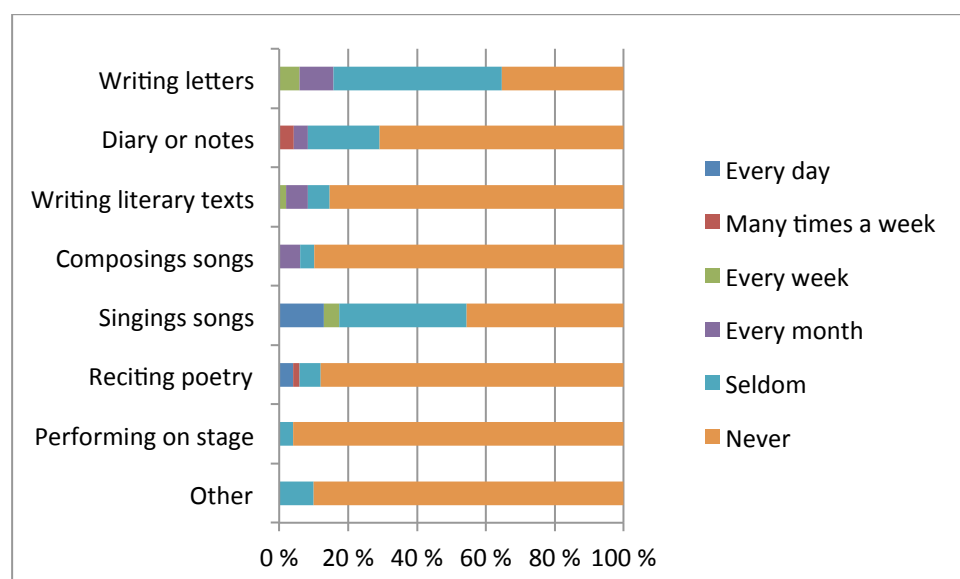


Figure 32: Active use of another language in text production and cultural products – MinLg survey

In the interviews, the issue of active use of languages did not surface very often, but it was obvious that in cultural activities the Slovene language plays a dominant role. Only one interviewee mentioned that she writes newspaper articles in Hungarian. Another one emphasises the close relationship of language learning and the media:

*Nagyon fontos szerepe van a médiának a nyelvtanulásban.*

'The media play a very important role in language learning' (AG2M 70521184).

In general the data suggest that literacy on the whole has lost its importance, irrespective of which language is concerned. The answers *seldom* and *never* prevailed with all four languages with regard to the specific activities. For the Hungarian-speaking minority, the use of their mother tongue and Slovene with regard to media is not balanced; the data show a clear dominance of Slovene in all respects. Majority respondents are more fluent in English than the minority group, and they use it more frequently in the media, too.

#### 4.3.4 Education

##### 4.3.4.1 Language acquisition

In the Slovenian Prekmurje region, within the bilingual education system that has existed since 1959, everybody has the right and obligation to acquire both the Hungarian and the Slovene language: both languages are subjects taught at school as well as languages of instruction, and bilingual education is mandatory for both the majority and the minority.

In Q8, the minority respondents were asked where and from whom they had first learnt Hungarian. Almost all, 97.3% of the respondents had acquired Hungarian at home, 0.7% in school, within a formal setup, while 2% learned Hungarian in a combination of the two. (Note that because of the wording of the question, many respondents did not mention school at all although a major part of the respondents has probably attended Hungarian language classes at school as well. For some reason, some respondents nevertheless mentioned both home and school.) This distribution of percentages is a clear indication that the family has the most important role in the survival of the language, and that the school's function is only secondary. Furthermore, many respondents also mentioned social contacts outside the nuclear family.

To the same question about the acquisition of Slovene (Q9), practically all respondents gave some kind of a positive answer. More than half of the respondents (61.1% in total) had learnt Slovene formally, in school (46.7%) or kindergarten (14.4%). A considerable but clearly smaller part of the respondents reported having learnt Slovene in an informal way: at home (almost a quarter of the respondents, 24.4%), at work (3.4%) or from their environment (1.7%), while 8.2% of the respondents had learnt Slovene both at home and in school. These data indicate that Hungarian speakers tend to learn Slovene in a formal setup, which shows that school education is effective and successful in the case of Slovene. As can be seen from the answers to Q28-31 (cf. chapter 4.3.1.3), respondents are satisfied with their competence level in Slovene, most of them – in their own opinion – are fluent or very good at speaking, understanding, reading and writing.

The data from the interviews support the results from the questionnaire. The interviews conducted with the various age groups prove that the oldest interviewees (AG5) learned

Slovene only from their spouses, or their social environment. Those in AG4 were at school at the time when bilingual education was launched, so most of them learned the majority language there, in primary school. Younger interviewees usually learned the language in a formal setup, except for those who were brought up in an ethnically mixed family. Some in the older age groups were also born into mixed marriages, but at that time Hungarian was still the dominant language, and the Slovene-speaking spouse conformed to the Hungarian-language environment. This has changed; family members arriving from the monolingual area learn no or very little Hungarian, and it is the Hungarian-speaking or bilingual speaker who adapts to the Slovene one.

The interviews gave an opportunity for interviewees to express their opinion about the way Hungarian or Slovene is learnt. Many criticised the bilingual education system, and it was frequently pointed out that Hungarian is not used in the bilingual secondary school.

*Az iskolában nagyon nehéz megtanulni magyarul, mert olyan a rendszer, amilyen. Otthon lehet megtanulni, a családtól. Szlovénul a barátaimtól tanultam meg, a prekmurcsinát az egyetem alatt a barátaimtól tanultam.*

‘At school it’s very hard to learn Hungarian, because the system is what it is. You can learn it at home, from the family. I learned Slovene from my friends, Prekmurščina<sup>53</sup> from my friends at university’ (AG2M 70521184).

*Szlovénul az általános iskolában tanultam meg, a középiskolában már nem volt lehetőségem magyarul beszélni.*

‘I learned Slovene in primary school, in secondary school I didn’t have any opportunity to speak Hungarian any more’ (AG3F 70521214).

#### 4.3.4.2 Language of instruction

In Q26, minority respondents were asked to indicate the language(s) of instruction (the medium/media of teaching) in the schools they had attended. The results are presented in the following table:

Type of school	Language of instruction (%)			
	Hungarian	Slovenian	Other language1	Other language2
Kindergarten	52.7	47.2	1	0
Primary school	76.5	75.2	17.4	2.7
Secondary school	26.9	66	19	6.5

Table 70: Language of instruction in education, % – MinLg survey

<sup>53</sup> Slovene dialect variety used in the Prekmurje region.

In the minority sample Hungarian and Slovene are the dominant languages of instruction, other languages were only used in the case of a very limited percentage of the respondents. The number of those who attended education in Hungarian in kindergarten and primary school is somewhat higher than of those attending them in Slovene. It can thus be concluded that the majority (more than 75% of all respondents) attended bilingual primary schools (or primary schools with Hungarian as the language of instruction in case of the migrant community). Thus the minority language plays a crucial role in primary schools.

In secondary school, however, twice as many had been taught in Slovene than in Hungarian: data reveal that 73.1% did not have Hungarian as the language of instruction at all. This figure is in line with the fact that Slovene is the dominant language in the only bilingual secondary school. However, it can also indicate that the respondents did not attend the bilingual secondary school, or a school where Hungarian was the language of instruction. (There was no bilingual secondary school before 1981 in the Prekmurje region, so those born before 1967 in Slovenia could only attend Slovene monolingual secondary schools.)

As “other languages”, most of the respondents indicated German, followed by English, Serbian, Croatian and Serbo-Croatian. Some may have misunderstood the question, confusing the language of instruction with the language as a subject (this was a problem in many other ELDIA case studies as well). However, it is probable that at least some of these respondents have really attended a primary school in another language, abroad; since the 1970s there has been a considerable migration of labour from Slovenia to Germany.

As a next step, respondents answered questions about native language teaching on all the three levels of education. (Q27: Did you have mother tongue (...) education in school?) Data are summed up in the following table:

Q27 MinLg	Yes	No
preschool	58.2	41.8
primary school	93	7
secondary school	48.8	51.2

Table 71: Mother tongue education at school, % – MinLg survey

41.8% of all respondents did not have mother tongue education in preschool/kindergarten (Q27), while 58.2% did. According to most respondents 5 lessons per week were spent with language education in kindergarten. 12.1% believe they had 2-6 lessons, 3.8% think it was more, while 0.6% said it was less.

In primary school, the overwhelming majority of the respondents (93%) had Hungarian language classes. Most probably, this reflects the bilingual education system, and those minority respondents whose first language is Slovene interpreted this question as referring to the teaching of Hungarian as a second language. When asked about the number of

teaching hours per week, almost a half of the respondents (47.2%) remembered having had 3-5 lessons, 10.3% claimed there had been more than that, while 2.2% recalled fewer than 3.

Secondary school figures exceed those in kindergarten: 51.17% of all respondents received no mother tongue education in secondary school, whereas 48.83% did. The number of lessons, according to most respondents, was 4-5 per week (24%), 3 or less (12.2%), and 5 or more (2.8%).

While 93% of all respondents received mother tongue education in primary school, the figure is much lower in secondary school (48.83%). This confirms that the true backbone of bilingual education in the Prekmurje region are the primary schools – especially as middle-aged and elderly respondents are concerned, since bilingual secondary school education was launched only 22 years later than the bilingual primary school system.

The interviewees in age group 4 and younger already attended primary school in the bilingual system, so the language of instruction was both Slovene and Hungarian.

*A testvérem még magyar nyelvű iskolába járt. Én már nem. A katekizmust csak úgy tudtam megtanulni, hogy a testvérem felolvasta nekem. A Halász papot nagyon szerettem, akit agyonlőttek. A pap hamar megtanult magyarul. Ahhoz akarat kell.*

'My brother/sister<sup>54</sup> could still go to school in Hungarian, but I did not. I could only learn the catechism so that my brother/sister read it out for me. I was very fond of one of the priests, Reverend Halász, who was later killed. The reverend learned Hungarian quickly. You need willpower for that' (AG4F 70521191).

*Általános iskolában tanultam meg szlovénul, akkor még magyar és szlovén tagozatok voltak, második osztálytól engem szlovén tagozatra járatnak, mert nem tudtam egy szót sem. Egy tanító néni külön foglalkozott azokkal a gyerekekkel, akik nem tudtak semmit. Ezt magánszorgalomból tette, nem voltak még akkoriban különórák.*

'I learned Slovenian in primary school when there were still Hungarian and Slovene classes. From Year 2 I had to attend the Slovene class, because I could not speak a word. There was a teacher who specifically worked with those children who didn't know the language at all. She did it on her own account, back then there were no private lessons yet' (AG4F 70521337).

Many respondents said that parents do not send their children to those classes where they could learn to read and write in Hungarian ("Hungarian 1"), although Hungarian is their native language.

<sup>54</sup> In Hungarian, the most usual equivalent for both 'brother' and 'sister' is the gender-neutral *testvér* 'sibling'.



*Az unokám osztályában 14 gyerekből csak négy jár magyar1-re, ez butaság, mert a legtöbb család magyar.*

'Only four of the 14 children do Hungarian 1 in my grandchild's class, which is silly, because most families are Hungarian (AG4F 70521351).

Data from the interviews prove that the language of instruction was shifted towards Slovene in accordance with the changes in the proportions of the population:

*Göntérházára Hidvégről jártak a szlovén tanulók, így az iskolában jórészt magyarul folyt az oktatás a '60-as években. Volt tíz év, amikor csak szlovén iskolák voltak, akkor csak szlovénul lehetett tanulni. Akkor a tanárok nem mertek magyarul beszélni, a gyerekekből akár méterpálcával is kiverték egyesek szlovénul a választ, pedig lehet, hogy magyarul tudta volna.*

'Slovenian students commuted from Hidvég to Göntérháza, so the language of teaching in the school was mostly Hungarian in the 60s. There was a 10-year period, when there were only Slovene schools, all teaching was done in Slovene. Teachers did not dare speak Hungarian, some of them would beat the answers out of the kids in Slovene with a yardstick, even when the student would otherwise have known it in Hungarian.' (AG3M 70521078).

*Dobronakon, az iskolában alig voltak szlovén gyerekek, ők is megtanultak magyarul. Aztán az iskola vége felé már változott az arány, egyre többet beszéltek szlovénul a tanárok az órákon.*

'In the Dobronak school there were hardly any native Slovene children, and they learned Hungarian too. Then by the end of the school the proportions changed, teachers spoke more and more Slovene during the lessons' (AG2M70521566).

*A középiskolára tudni kellett szlovénul, nagy harc volt, küzdeni kellett. El kellett felejteni az anyanyelvet, és nagyon megtanulni szlovénul.*

'By the time you got into secondary school you were expected to speak Slovene, which was hard work, you had to struggle. You had to forget your mother tongue and learn Slovene really well' (AG3F 70521214).

Even those in key positions emphasise what advantages and disadvantages bilingual education has:

*Az egyes gyerek átlagos nyelvtudása jobb, mint korábban, csak a generáción belül sokkal kevesebben tudnak magyarul, mint korábban.*

'The average language competence level of an individual child is higher than earlier, but within this generation much fewer know Hungarian than what used to be the case' (AD2F 70521573).

*A tájnyelv még konzerválta a közösséget, ez fellazult, ma már inkább kell tudni szlovénul. A magyar szülők is a szlovén nyelvű kommunikációt tartják elsődlegesnek (AG2M 70521542).*

‘The local dialect used to conserve the community spirit, it is loosened now, today you are already rather expected to know Slovene. Even Hungarian parents give priority to Slovene-language communication.’ (AG2M 70521542).

## 5 Case-Specific Language Vitality Barometer

The final product of the ELDIA project, the *European Language Vitality Barometer (EuLaViBar)*, a tool for assessing the maintenance of (potentially) endangered languages, was to be created on the basis of the case-specific reports and analyses. For this purpose, in each ELDIA case study the vitality barometer results for the language at issue were calculated and illustrated with a radar chart. The idea and design of the barometer and the radar chart are the result of a continuous discussion and collective effort involving many members of the ELDIA consortium. (The barometer planning was initiated by Jarmo Lainio, the radar chart design was first suggested and sketched by Sia Spiliopoulou Åkermark, and the radar charts in their present form, in particular, the quantification of the questionnaire survey results, are largely based on the data analysis design developed by Anneli Sarhimaa and Eva Kühhirt.)

The following radar chart, created by Kari Djerf and Eva Kühhirt on the basis of the questionnaire results, illustrates the vitality of Hungarian in Slovenia in terms of the four Focus Areas – **Capacity, Opportunity, Desire, and Language Products** – and the four Dimensions: **Language Use, Education, Legislation, and Media** (described in more detail in chapter 3.6 above). In a calculation procedure developed by Kari Djerf on the basis of the ELDIA data analysis design, each relevant question of the questionnaire was assigned to one or more Focus Areas and Dimensions and the answers were given a value on the ELDIA language maintenance scale (see chapter 3.6.3) from 0 to 4. On the basis of these values, the mean scores as shown in the chart were calculated.

More detailed information about the EuLaViBar and the calculation of the scores from the questionnaire data can be found in the ELDIA Comparative Report, an abridged version of which is available at <http://phaidra.univie.ac.at/o:304815> . On the basis of the experiences from ELDIA case studies, a *EuLaViBar Toolkit* was developed, which can be downloaded from <http://phaidra.univie.ac.at/o:301101> .

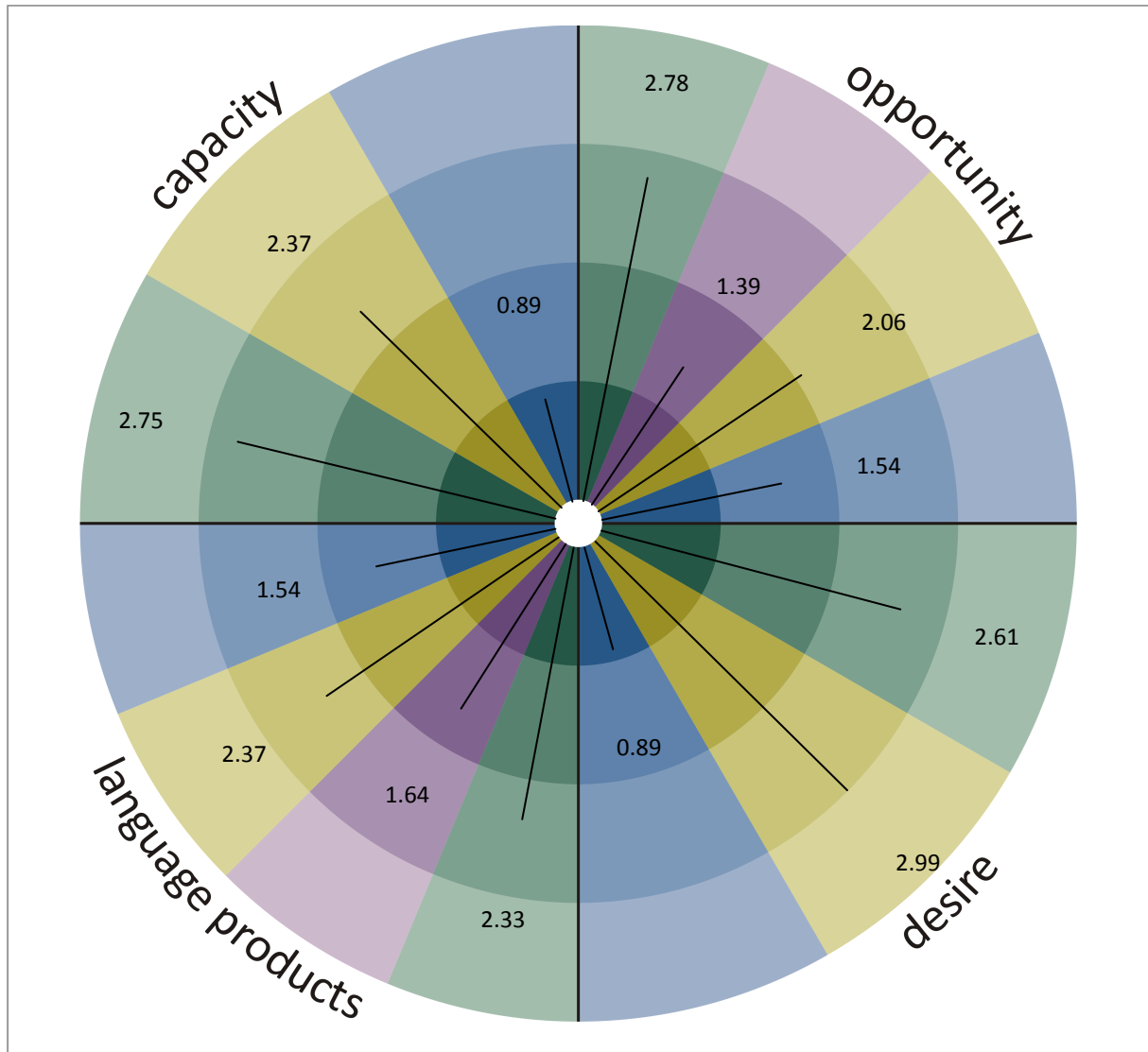
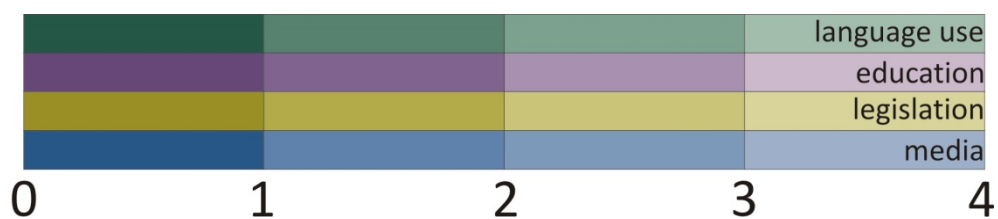


Figure 33: Case-Specific Language Vitality Barometer



### 5.1 Capacity

The MinLg capacity, i.e. the individual’s (subjective) capacity to use the language, received 2,491 points, the second highest average among the four Focus Areas. Looking at the Dimensions one by one, however, significant differences can be observed. The highest value

(2.75) was gained by *Language Use and Interaction*, closely followed by *Legislation* with 2.37, whereas *Media* received only 0.89. Nevertheless it should not be disregarded that the score of *Legislation* is based on only one question, and that in the case of *Media*, the Dimension received equal results in the Focus Areas of Capacity and Desire, indicating that the individual's capacity to use the language and the desired use in the media are on the same level. Furthermore, the low value may not only be seen as referring to the Hungarian language, but also to the genres of media production and consumption: few people write journals or blogs, and the daily papers are also not read by many. At the same time mention should be made of the fact that many respondents used the open-ended questions to refer to the Prekmurje press as a source for the 'pure' version of Hungarian.

Note that following the general principles of the EuLaViBar model as applied in this report, the dimension of Education was not included in the Focus Area of Capacity.

## 5.2 Opportunity

The average value of institutional opportunities is 2.777, the third highest among the Focus Areas. The relatively high value reflects the fact that in Slovenia, various institutional opportunities are guaranteed for the use of Hungarian. However, the qualitative data from the interviews show that many respondents do not consider these opportunities sufficient.

In this Focus Area, the highest value is reached in the Dimension of *Language Use and Interaction* (2.78). In the other Focus Areas, the values for this dimension are slightly lower (the lowest score being in the Focus Area of Language Products (2.33)). This might indicate that the "supply" of institutional opportunities provided for the use of Hungarian is on a higher level than the actual capacity or desire of the speakers to use the language, or even that there are more opportunities to use the language than what the respondents expect. However, the differences are very small, and obviously further and more fine-grained research is needed.

The score of the Dimension of *Media* (1.54) is based on one question only (Q62A about the use of Hungarian in the consumption of media and in modern communication technologies). This result is somewhat problematic, as some of the sub-questions, pertaining to "elite culture" (theatre, concerts) or communication technologies (interactive games, blogs) which only a few respondents practice in any language, may have brought the score down.

While the score for *Legislation* is relatively high (2.6), it is nevertheless considerably lower than the corresponding score in the Focus Area of Desire (2.99).

In the case of *Education* there is a discrepancy that needs attention: the value of Opportunity (1.39) is lower than that of Language Products (1.64). A possible interpretation is that respondents use the Hungarian language beyond the framework provided by the

institution. At the same time daily experience shows that the domain of language use has been shrinking (Kolláth 2005).

### 5.3 Desire

The Focus Area of Desire received the highest average value (2.525). The Dimension of *Education* is not included here, as the general EuLaViBar template had to be applicable for all ELDIA case studies, also involving languages for which there are no or very little institutional educational resources available. From the point of view of Hungarian in Slovenia, this was not the optimal solution, because it would be useful to know what expectations parents and students have, in order to compare it with the institutional opportunities and the language products.

The value gained by the Dimension of *Language Use and Interaction* is high (2.61), but lower than that of Capacity (2.75). This might indicate that the use of Hungarian is not that important for the respondents, or, alternatively, that the speakers overestimate their own language capacity.

In this Focus Area, the dimension of *Legislation* has the highest value (2.99). At the same time, this is the highest value reached in the whole study. Respondents may require even more laws to regulate language use (probably to equalise the value and the prestige of minority and majority language). This would fall in line with the findings of the GLOBE study (House – Javidan – Hanges 2002) and those by Hofstede (Hofstede – Hofstede 2005) showing that Slovenia belongs to those countries where people expect their everyday life to be regulated by laws.

For the Dimension of *Media*, the values in the Focus Areas of Desire and Capacity are the same (0.89). This might suggest that demand and supply meet; however, the value in itself is very low, and there are some validity issues. In particular, it might be that the calculations rest too heavily on active text production. Few people write articles, blogs, etc. in any language, and writing in general does not take a very central role in most respondents' lives. For the minority respondents Slovene is the preferred language used in writing.

### 5.4 Language Products

The Focus Area of Language Products received the score 1.684, the lowest from among the four. Within this Focus Area, the Dimension of *Legislation* received 2.37, *Language Use and Interaction* 2.33, while the scores for *Education* (1.64) and *Media* (1.54) were clearly weaker. The score for Media is problematic; for the validity issues, see the comments under 5.2.

As for Language Products and Capacity, the Dimension of *Legislation* shows similar values, proving that all the opportunities are utilised by the individual in this area. However, in both cases the results derive from just one question.

The level of *Language Use and Interaction* is the lowest here (2.33), which might provide ground for concern. Compared to the values of Opportunity (2.78), Capacity (2.75) and Desire (2.61) the difference is 0.3, which suggests that respondents do not use the Hungarian language as much as they could or would like to.

In the case of *Education* the value is higher (1.64) than that of the Focus Area of Opportunity (1.39). It would be interesting to compare this with the corresponding values for the Focus Areas of Desire and Capacity, which are missing in the EuLaViBar template; these data could enable further conclusions as to whether there is desire to strengthen the Hungarian language and re-establish the 50-50% presence of Hungarian and Slovene in the practice of education as prescribed by the law.

## 5.5 The vitality of Hungarian in Slovenia

In the case of Hungarian in Slovenia, the barometer shows 2.244, proof of an advanced case of language shift.

The data show the danger is obviously much higher for *Media* (C: 0.89; O: 1.54; D: 0.89; LP: 1.54) and *Education* (O: 1.39; LP: 1.64) than for *Legislation* (C: 2.37; O: 2.06; D: 2.99; LP: 2.37) and *Language Use and Interaction* (C: 2.75; O: 2.78; D: 2.61; LP: 2.33), where the situation is much more favourable.

With *Media*, although the values in the two Focus Areas are below 1, data show a clear symmetry.

With *Education* the picture is not complete without Desire and Capacity, still the proportion of existing language use is high in contrast with the opportunities, real or perceived.

*Legislation* shows values exceeding 2 in all Focus Areas: Opportunity is the lowest at 2.06 and Desire the highest at 2.99, showing that there is a need for more laws and regulations concerning the Hungarian language. The values of Capacity and Language Products are balanced (2.37).

The scores for *Language Use and Interaction* exceed 2.5 (Capacity, Opportunity, Desire), with the exception of Language Products (2.33), proving that there is a discrepancy between the desired and the actual language use. At the same time, the data of Opportunity (2.78) and Capacity (2.75) imply those areas are balanced.

***The ELDIA consortium stresses that the language vitality barometer must never be used to conclude that some language is not “worth” institutional and/or financial support. The barometer cannot and should not be used for predicting the fate of an individual language.***

***The barometer helps policy-makers and stakeholders in identifying conditions that threaten the maintenance of a given language, those that promote its maintenance, and those that need to be improved in order to support the maintenance of language diversity. With the help of the barometer, special support can be directed to areas indicated by low vitality scores.***



## 6 Conclusions

It is ELDIA's aim to maintain and support linguistic diversity. The research team is well aware that this can only be successfully achieved if language and policy planning are met with cooperation on part of the speaker community. The study team stresses that this can only be achieved if linguistic policy and language planning are based on the needs and dynamics of the speaker community" (i.e. the language policies will only be effective if they're tailored to the community at hand).

A language or language variety can be best preserved by active and extensive use, the wish, desire and will of the speakers to live in and through the language. It depends on the society, its legislation, general order of values, and the attitudes of the cohabiting nationalities towards each other and themselves. It is paramount for the project that the individual be guided in their decisions – concerning language use and language choice – by up-to-date, reliable information, and be allowed to use in all language domains the language or language variety they are most at ease with.

For this reason, the ELDIA consortium aims to involve in the research all those concerned, and regards it as a priority to share the findings with the community examined. The consortium is convinced these findings will benefit politician and decision-makers as well, since their work needs the latest information and tools to be truly effective on the rapidly changing European language stage. Linguistic and ethnic diversity is one of Europe's main features, an organic part of its cultural heritage.

Some conclusions of the case study are:

- The Hungarians living in Slovenia have a positive attitude towards bilingualism. Practically all of them are functionally bilingual in Hungarian and Slovene. Furthermore, they have a relatively high level knowledge of the neighbouring language Croatian (and Serbian); many of them also know German at least on the intermediate level, while English is mastered to a much lesser extent. Both the autochthonous Hungarian community in Prekmurje and the communities of migrant Hungarians operate in more than one culture and language.
- Hungarian is mainly spoken at home and in the private sphere. It is also used – albeit not to the extent prescribed by the law – with public authorities, where the frequency of its use depends on the level of language competence of the majority community and the officials.

- The autochthonous Hungarian community in the ethnically mixed Prekmurje region is granted special rights by the Constitution. Prekmurje Hungarians are in general familiar with these rights and the basics of legislation, yet at the same time they are aware of the discrepancy between theory and practice. The members of the Hungarian community recognise the risks of language loss involved in the expanding use of Slovene in more and more domains, and are not unaware of their own responsibility for the maintenance of the Hungarian language. There is also a notion of responsibility for the maintenance of their language, as well as for its constant retreat from many spheres of everyday life. The legal protection granted for the members of the autochthonous Prekmurje Hungarians differs from that of the migrant Hungarians in Slovenia, and all respondents are aware of this fact.
- Bilingual education is regarded as the only opportunity for the Hungarian language to survive. The Hungarian speakers are acutely aware of the importance of languages like English in addition to German, and prioritise these larger European languages in their efforts to enrich their linguistic repertoire.
- Although the majority community is aware of the existence of the Hungarian language and culture, they are not familiar with either of them to an adequate extent. When forming an opinion, they are greatly influenced by insecurity and negative value judgements. For them, Hungarian is primarily the language of a neighbouring country, not part of their multicultural and multilingual identity.
- The data obtained in this study do not imply any open enmity towards Hungarians. The analysis of the minority data shows a rather neutral picture of the Hungarian-speaking community. Frictions stemming from cohabitation are manifested mainly in the bilingual area, in the majority community living in direct contact with the Hungarian community.

Our insights prove that the linguistic situation of the Hungarians in Slovenia is extremely complex, and not devoid of inconsistencies. Even so, multilingualism and multiculturalism are decisive in the life of both the Prekmurje and the migrant Hungarians and form an integral part of their identity.

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1. [Ustava RS \(URS\)](#)/Constitution of the Republic of Slovenia; in particular, para. 5., 11., 61., 62., 64. [http://zakonodaja.gov.si/rpsi/r01/predpis\\_USTA1.html](http://zakonodaja.gov.si/rpsi/r01/predpis_USTA1.html)
2. [Zakon o samoupravnih narodnih skupnostih \(ZSNS\)](#)/Self-Governing Ethnic Communities Act, [http://zakonodaja.gov.si/rpsi/r09/predpis\\_ZAKO899.html](http://zakonodaja.gov.si/rpsi/r09/predpis_ZAKO899.html)

3. [Zakon o določitvi volilnih enot za volitve poslancev v državni zbor \(ZDVEDZ\)/](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO281.html) Act on the Establishment of Voting Districts for Elections of Deputies to the National Assembly, [http://zakonodaja.gov.si/rpsi/r01/predpis\\_ZAKO281.html](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO281.html)
4. [Zakon o evidenci volilne pravice \(Z EVP-1\)/](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO3250.html)Voting Rights Register Act, [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO3250.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO3250.html)
5. [Zakon o lokalnih volitvah \(ZLV\)/](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO308.html)Local Elections Act, [http://zakonodaja.gov.si/rpsi/r08/predpis\\_ZAKO308.html](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO308.html)
6. [Zakon o volitvah v državni zbor \(ZVDZ\)/](http://zakonodaja.gov.si/rpsi/r05/predpis_ZAKO185.html)National Assembly Elections Act, [http://zakonodaja.gov.si/rpsi/r05/predpis\\_ZAKO185.html](http://zakonodaja.gov.si/rpsi/r05/predpis_ZAKO185.html)
7. [Zakon o medijih \(ZMed\)/](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO1608.html)Media Act, [http://zakonodaja.gov.si/rpsi/r08/predpis\\_ZAKO1608.html](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO1608.html)
8. [Zakon o Radioteleviziji Slovenija \(ZRTVS-1\)/](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO4461.html)Radiotelevizija Slovenija Act, [http://zakonodaja.gov.si/rpsi/r01/predpis\\_ZAKO4461.html](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO4461.html)
9. Statut javnega zavoda RADIOTELEVIZIJA SLOVENIJA,
10. [Zakon o organizaciji in financiranju vzgoje in izobraževanja \(ZOFVI\)/](http://zakonodaja.gov.si/rpsi/r03/predpis_STAT113.html) Organisation and Financing of Education Act (official consolidated text, [http://zakonodaja.gov.si/rpsi/r03/predpis\\_STAT113.html](http://zakonodaja.gov.si/rpsi/r03/predpis_STAT113.html)
11. [Zakon o vrtcih \(ZVrt\)/](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO447.html)Kindergarten Act, [http://zakonodaja.gov.si/rpsi/r07/predpis\\_ZAKO447.html](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO447.html)
12. [Zakon o osnovni šoli \(ZOsn\)/](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO448.html)Elementary School Act, [http://zakonodaja.gov.si/rpsi/r08/predpis\\_ZAKO448.html](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO448.html)
13. [Zakon o gimnazijah \(ZGim\)/](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO450.html)Secondary School Act, [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO450.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO450.html)
14. [Zakon o maturi \(ZMat\)/](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO2064.html)Matriculation Examination Act, [http://zakonodaja.gov.si/rpsi/r04/predpis\\_ZAKO2064.html](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO2064.html)
15. [Zakon o izobraževanju odraslih \(ZIO\)/](http://zakonodaja.gov.si/rpsi/r09/predpis_ZAKO449.html)Adult Education Act, [http://zakonodaja.gov.si/rpsi/r09/predpis\\_ZAKO449.html](http://zakonodaja.gov.si/rpsi/r09/predpis_ZAKO449.html)
16. [Zakon o poklicnem in strokovnem izobraževanju \(ZPSI\)/](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO982.html) Vocational Education Act, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO982.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO982.html)
17. [Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja \(ZPIMVI\)/](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO2611.html), [http://zakonodaja.gov.si/rpsi/r01/predpis\\_ZAKO2611.html](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO2611.html)
18. [Odlok o ustanovitvi Univerze na Primorskem \(OdUUP\)/](http://zakonodaja.gov.si/rpsi/r09/predpis_ODLO1249.html) University of Primorska Charter, [http://zakonodaja.gov.si/rpsi/r09/predpis\\_ODLO1249.html](http://zakonodaja.gov.si/rpsi/r09/predpis_ODLO1249.html)
19. [Odlok o ustanovitvi javnega zavoda Centro Italiano di Promozione, Cultura, Formazione e Sviluppo – Promocijsko, kulturno, izobraževalno in razvojno italijansko središče,](http://www.uradni-list.si/1/content?id=57893) <http://www.uradni-list.si/1/content?id=57893>
20. [Zakon o javnem skladu Republike Slovenije za kulturne dejavnosti \(ZJSKD\),](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO5710.html) [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO5710.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO5710.html)



21. [Zakon o uresničevanju javnega interesa za kulturo \(ZUJIK\)](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO3370.html)/Law of Public Fund of the Republic of Slovenia for Cultural Activities, [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO3370.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO3370.html)
22. [Zakon o varstvu kulturne dediščine \(ZVKD-1\)](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO4144.html)/Cultural Heritage Protection Act, [http://zakonodaja.gov.si/rpsi/r04/predpis\\_ZAKO4144.html](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO4144.html)
23. [Zakon o knjižničarstvu \(ZKnj-1\)](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO2442.html)/Library Act, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO2442.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO2442.html)
24. [Zakon o javni rabi slovenščine \(ZJRS\)](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO3924.html)/Public Use of the Slovene Language Act, [http://zakonodaja.gov.si/rpsi/r04/predpis\\_ZAKO3924.html](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO3924.html)
25. [Navodilo o načinu izvajanja javnih prireditev, na katerih se uporablja tudi tuji jezik](http://zakonodaja.gov.si/rpsi/r09/predpis_NAVO779.html)/Instruction on the manner of organising public events in which foreign languages are used too, [http://zakonodaja.gov.si/rpsi/r09/predpis\\_NAVO779.html](http://zakonodaja.gov.si/rpsi/r09/predpis_NAVO779.html)
26. [Zakon o državnem tožilstvu \(ZDT\)](http://zakonodaja.gov.si/rpsi/r06/predpis_ZAKO906.html)/State Prosecutor Act, [http://zakonodaja.gov.si/rpsi/r06/predpis\\_ZAKO906.html](http://zakonodaja.gov.si/rpsi/r06/predpis_ZAKO906.html)
27. [Zakon o sodiščih \(ZS\)](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO332.html)/Courts Act, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO332.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO332.html)
28. [Sodni red](http://zakonodaja.gov.si/rpsi/r09/predpis_DRUG419.html)/Court rules, [http://zakonodaja.gov.si/rpsi/r09/predpis\\_DRUG419.html](http://zakonodaja.gov.si/rpsi/r09/predpis_DRUG419.html)
29. [Zakon o kazenskem postopku \(ZKP\)](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO362.html)/Criminal Procedure Act, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO362.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO362.html)
30. [Kazenski zakonik \(KZ-1\)](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO5050.html)/Penal Code of the Republic of Slovenia, [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO5050.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO5050.html)
31. [Zakon o državni upravi \(ZDU-1\)](http://zakonodaja.gov.si/rpsi/r05/predpis_ZAKO3225.html)/Public Administration Act, [http://zakonodaja.gov.si/rpsi/r05/predpis\\_ZAKO3225.html](http://zakonodaja.gov.si/rpsi/r05/predpis_ZAKO3225.html)
32. [Zakon o splošnem upravnem postopku \(ZUP\)](http://zakonodaja.gov.si/rpsi/r03/predpis_ZAKO1603.html)/General Administrative Procedure Act, [http://zakonodaja.gov.si/rpsi/r03/predpis\\_ZAKO1603.html](http://zakonodaja.gov.si/rpsi/r03/predpis_ZAKO1603.html)
33. [Uredba o upravnem poslovanju](http://zakonodaja.gov.si/rpsi/r02/predpis_URED3602.html)/Decree on administrative operations, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_URED3602.html](http://zakonodaja.gov.si/rpsi/r02/predpis_URED3602.html)
34. [Zakon o javnih uslužbencih \(ZJU\)](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO3177.html)/Civil Servants Act, [http://zakonodaja.gov.si/rpsi/r07/predpis\\_ZAKO3177.html](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO3177.html)
35. [Zakon o sistemu plač v javnem sektorju \(ZSPJS\)](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO3328.html)/Public Sector Salary System Act, [http://zakonodaja.gov.si/rpsi/r08/predpis\\_ZAKO3328.html](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO3328.html)
36. [Zakon o zavodih \(ZZ\)](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO10.html)/Institutes Act, [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO10.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO10.html)
37. [Zakon o društvih \(ZDru-1\)](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO4242.html)/The Societies Act, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO4242.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO4242.html)
38. [Zakon o policiji \(ZPol\)](http://zakonodaja.gov.si/rpsi/r06/predpis_ZAKO1016.html)/Police Act, [http://zakonodaja.gov.si/rpsi/r06/predpis\\_ZAKO1016.html](http://zakonodaja.gov.si/rpsi/r06/predpis_ZAKO1016.html)
39. [Zakon o matičnem registru \(ZMatR\)](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO3354.html)/Register of Deaths, Births and Marriages Act, [http://zakonodaja.gov.si/rpsi/r04/predpis\\_ZAKO3354.html](http://zakonodaja.gov.si/rpsi/r04/predpis_ZAKO3354.html)
40. [Zakon o notariatu \(ZN\)](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO332.html)/Notary Act, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO332.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO332.html)

41. [Zakon o osebnem imenu \(ZOI-1\)](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO3890.html)/Personal Name Act, [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO3890.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO3890.html)
42. [Zakon o osebni izkaznici \(ZOIzk\)](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO500.html)/Identity Card Act, [http://zakonodaja.gov.si/rpsi/r00/predpis\\_ZAKO500.html](http://zakonodaja.gov.si/rpsi/r00/predpis_ZAKO500.html)
43. [Zakon o potnih listinah \(ZPLD-1\)](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO1598.html)/The Travel Documents Act, [http://zakonodaja.gov.si/rpsi/r08/predpis\\_ZAKO1598.html](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO1598.html)
44. [Uredba o vodenju in vzdrževanju centralnega registra prebivalstva ter postopku za pridobivanje in posredovanje podatkov](http://zakonodaja.gov.si/rpsi/r04/predpis_URED224.html)/Decree on Keeping and Maintaining of the Central Register of Population and on the Procedures of Data Flow from the Central Register of Population, [http://zakonodaja.gov.si/rpsi/r04/predpis\\_URED224.html](http://zakonodaja.gov.si/rpsi/r04/predpis_URED224.html)
45. [Zakon o lokalni samoupravi \(ZLS\)](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO307.html)/Local Self-Government Act, [http://zakonodaja.gov.si/rpsi/r07/predpis\\_ZAKO307.html](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO307.html)
46. [Zakon o ustanovitvi občin ter o določitvi njihovih območij \(ZUODNO\)](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO357.html)/Establishment of Municipalities and Municipal Boundaries Act, [http://zakonodaja.gov.si/rpsi/r07/predpis\\_ZAKO357.html](http://zakonodaja.gov.si/rpsi/r07/predpis_ZAKO357.html)
47. [Zakon o določanju območij ter o imenovanju in označevanju naselij, ulic in stavb \(ZDOIONUS\)](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO5028.html)/ Act on designating areas and naming and marking settlements, streets and buildings, [http://zakonodaja.gov.si/rpsi/r08/predpis\\_ZAKO5028.html](http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO5028.html)
48. [Zakon o financiranju občin \(ZFO-1\)](http://zakonodaja.gov.si/rpsi/r05/predpis_ZAKO4615.html)/Financing of Municipalities Act, [http://zakonodaja.gov.si/rpsi/r05/predpis\\_ZAKO4615.html](http://zakonodaja.gov.si/rpsi/r05/predpis_ZAKO4615.html)
49. [Zakon o uporabi sredstev, pridobljenih iz naslova kupnin na podlagi zakona o lastninskem preoblikovanju podjetij \(ZUKLPP\)](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO421.html)/Act Regulating the Use of Funds Arising from the Proceeds Based on the Transformation of Company Ownership Act, [http://zakonodaja.gov.si/rpsi/r01/predpis\\_ZAKO421.html](http://zakonodaja.gov.si/rpsi/r01/predpis_ZAKO421.html)
50. [Uredba o merilih, pogojih in postopku za dodelitev sredstev za ustvarjanje gospodarske osnove za avtohtoni narodni skupnosti](http://zakonodaja.gov.si/rpsi/r02/predpis_URED522.html)/Decree laying down criteria, conditions and procedures for the allocation of funds for the purpose of creating economic basis for autochthonous ethnic communities, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_URED522.html](http://zakonodaja.gov.si/rpsi/r02/predpis_URED522.html)
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54. [Zakon o grbu, zastavi in himni RS ter o slovenski narodni zastavi \(ZGZH\)](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO362.html)/Act on the Coat-of-arms, the Flag and the Anthem of the Republic of Slovenia and on the Flag of the Slovene Nation, [http://zakonodaja.gov.si/rpsi/r02/predpis\\_ZAKO362.html](http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO362.html)

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## **Annex 1: Policy Recommendations**

At the Department of Hungarian Language and Literature, Faculty of Arts, Maribor University, those students who do not major in Hungarian can take a Hungarian language examination at the end of their Hungarian language course. We highly recommend that their employers take into consideration the competence levels indicated on their certificate as well.

There is a need for a consistent and transparent system of scholarships. Students at the Department of Hungarian Language and Literature could receive support from the Hungarian national community, with the prerequisite of an average grade of 8.00 in the given term. Would-be primary and secondary-school teachers should be encouraged to participate in a minimum one-semester study trip in Hungary, which could also function as a prerequisite of employment.

Those whose position gives them the power to influence legislation should assert power in order to clarify the regulations requiring the knowledge of Hungarian in certain offices and in bilingual education institutions. This could be supported by the promulgation of the new minority law initiated by the minority MP.

The teacher training programme should include a Hungarian Language and Culture module so that students could study Hungarian language, linguistics, literature, culture, methodology in Hungarian. In bilingual schools they will be expected to teach in both languages. This can only be realised with support from the Ministry of Education and the Hungarian national community, mainly owing to the financial problems stemming from the low number of students.

The prestige of the Hungarian language should be raised, both in the eyes of the minority and majority communities, A way of facilitating this could be to promote Hungarian language culture and make them accessible and visible throughout Slovenia. Fostering appreciation of Hungarians outside the bilingual area, where direct co-habitation can often blur and limit objectivity, could help to more securely establish the Hungarian community as an organic part of Slovenian society and would in turn also positively affect attitudes on a local basis.

## Annex 2: Interview Questions

### Thematic template of the individual interviews

eldia

european language  
diversity for all

HU/SLO

#### I. Mother tongue – Anyanyelv

1. What is/are your mother tongue /or mother tongues? Is it easy or difficult to determine your mother tongue? Why?

(Is your first language literally your mother's or parent's language? Can a local dialect /any other non-standard variety / be a mother tongue? Why? Why not?)

1. Mi/Mik az Ön anyanyelve(i)? Könnyű vagy nehéz meghatározni Önnek az anyanyelvét? Miért? (Az első nyelve valóban az édesanyja vagy a szülei nyelve? Lehet egy helyi dialektus/nem-standard nyelvváltozat anyanyelv? Miért? Miért nem?)

2. Who else in your family/ in your neighborhood uses your mother tongue? Please describe who the speakers are!

(If you have children, do you want to transmit your mother tongue to them? Why? Why not?) Is your mother tongue highly or poorly valued in your family / neighborhood / society ? Is your mother tongue recognised in the society? How? What is the importance of language for your religion?)

2. Ki használja még Önön kívül az Ön anyanyelvét a családjában /környezetében? Kérem, jellemezze a beszélőit! (Ha valakinek van gyereke: akarja, hogy a gyerekei beszéljék, használják, átörökítsék az anyanyelvét? Miért? Miért nem? Az Ön anyanyelve magas vagy alacsony értékű a családjában, a környezetében, a társadalomban? Az anyanyelvét elismerik

(megbecsülik) a társadalomban? Hogyan? Milyen szerepe van a nyelvnek az Ön vallása szempontjából?)

3. Who is a speaker of your mother tongue? How well does one have to know it to count as a speaker of it? Is being a speaker of the language in question an imperative prerequisite for being a member of the respective (minority) group? What is the role of other cultural symbols than the language in the identification of the group from other groups? What do you see as the most important cultural symbols that characterise the group at issue?

3. Ki a beszélője az anyanyelvének? Mennyire kell tudnia valakinek a nyelvet, hogy beszélőnek számíthasson? Szükséges előfeltétel a nyelv ismerete ahhoz, hogy valaki a (saját) kisebbségi csoport tagjának számíton? A nyelven kívül mi a szerepe a többi kulturális szimbólumnak a csoport identitásának a meghatározásában, szemben a többi csoporttal? Melyik kulturális szimbólumot tartja a legfontosabbnak, amely jellemzi a csoportot?

4. What does your mother tongue mean to you? What kind of advantages have you had because of your mother tongue? Have you faced obstacles when using your mother tongue? What kind of obstacles?

4. Mit jelent az Ön számára az anyanyelve? Milyen előnyei vannak annak, hogy ez az Ön anyanyelve? Akadályokba ütközik-e akkor, amikor használja az anyanyelvét? Az akadályok mely fajtáit jelenti ez?

5. Is there a difference between generations regarding the use of your language(s)? What languages were used by your parents and grandparents?

5. Van-e különbség a generációk között a nyelv(ek) használatát illetően? Melyik nyelvet használták az Ön szülei és nagyszülei?



6. What do you think yourself: is your mother tongue strong/vital in general? (Is it disappearing or even dying out?) How do you feel about that? Who is responsible for your mother tongue? Why?

What should be done for your mother tongue to develop it? What are the best ways to ensure the future of your mother tongue(s)? Should the language(s) be preserved or maintained? Who should be in charge of saving the language? (Speakers? Society by taxes, etc.?)

6. Mit gondol a következőkről: az Ön anyanyelve erős/életerős úgy általában? El fog tűnni a nyelv vagy kihal? Mit érez ezzel kapcsolatban? Ki a felelős az Ön anyanyelvéért? Miért? Mit kellene tenni azért, hogy az anyanyelve fejlődjön? Melyek a legjobb utak, amelyek biztosítják az Ön anyanyelv(i)nek a jövőjét? A nyelve(ke)t megőrizni kellene vagy fenntartani? Kinek kellene a nyelv védelmére felügyelnie? (A beszélőknek? A társadalomnak adókkal stb.?)

## II. Other languages **Más nyelvek**

7. What have been important languages for you during your lifetime? Why? Are there differences in your personal-life milestones (moving to another location, parenting, changing schools) or periods of life, e.g. childhood /adolescence /senescence?

7. Az Ön életében mely nyelvek fontosak? Miért? Vannak-e különbségek az Ön személyes életében, a határvöknél (elköltözés más helyre, szülővé válás, iskolaváltás) vagy az élet egy szakaszában, pl. gyermekkor/fiatalkor/ öregkor?

8. What languages do you master at an everyday level? Where do/did you learn them /Who taught you them? What is the language that has been the easiest for you to learn / to use? What is the language that has been the most difficult to learn/to use? Why? Would you like to master more languages? What further languages? Why?

8. Melyik nyelvet használja napi szinten? Hol tanulja/tanulta meg?/Ki tanította meg? Melyik az a nyelv, amelyik az Ön számára a legkönnyebben tanulható/használható? Melyik az a

nyelv, amelyik az Ön számára a legnehezebben tanulható/használható? Miért? Szeretne tudni több nyelvet? Melyik nyelvet? Miért?

9. What makes in your opinion other languages attractive / ugly or useless? Please explain/give examples.

9. Az Ön véleménye szerint más nyelvek vonzóak/csúnyák vagy használhatatlanok? Kérem, mondjon néhány példát!

10. Should people acquire other languages than their own mother tongue? Why?

10. Kellene az embereknek az anyanyelvükön kívül más nyelvet is tudniuk?

### **III. Attitudes towards multilingualism A többnyelvűségre irányuló attitűdök**

11. Do you need to use more than one language in your everyday life? With whom do you speak different languages? In what circumstances? Why?

11. Szüksége van Önnek egynél több nyelvre a mindennapi életben? Kivel beszél különböző nyelveken? Milyen helyzetekben? Miért?

12. What languages would it be good to know? Why? Does it make one's life easier? More difficult? Please explain.

12. Melyik nyelven lenne jó beszélni? Miért? Könnyebbé tenné ez az életünket? Bonyolultabbá? Kérem, magyarázza meg!

13. Are multilingual persons valued higher than monolingual in your society? If so in what ways? Does the knowledge of many languages change people? Please give examples.

13. Az Ön társadalmában a többnyelvű emberek többet érnek, mint az egynyelvűek? Ha igen, milyen esetekben? Több nyelv ismerete megváltoztatja az embereket? Kérem, mondjon példákat!

14. Whose responsibility is it to teach different languages?

14. Ki felel a különböző nyelvek tanításáért?

15. Do you think that your society should be more multilingual? Less multilingual? Why? Whether it would be better for everyone to use only one language, and which should that be in that case?

15. Gondolja, hogy az Ön társadalma jobban többnyelvűvé válik? Vagy kevésbé többnyelvűvé? Miért? Vajon mindenkinek jobb lenne, ha csak egy nyelvet használna, és ebben az esetben melyik lenne az a nyelv?

#### **IV. Languages and modernization Nyelvek és modernizáció**

16. How has the modernisation of life (e.g. technological change, increased mobility, new communication modes, etc.) influenced the use of languages in your society / for you at home?

16. Hogyan befolyásolja a modern élet (pl.: a technológiai változás, a megnövekedett mobilitás, az új kommunikációs módok stb.) a nyelvek használatát az Ön társadalmában/és az Ön otthonában?

17. Do you use new media? What languages do you use in new media (Internet)? Do you use some language more/less than earlier because of new media languages?

17. Használja az új médiás eszközöket? Melyik nyelvet használja az új médiában (internetezésnél)? Az új média nyelveinek köszönhetően néhány nyelvet többször vagy kevesebbszer használ, mint korábban?

18. In which places /countries have you traveled? Which languages have you used for communication there? Did you succeed in communication? When/if not, what went wrong?

18. Milyen helyeken/országokban járt már? Melyik nyelveket használta ott a kommunikáció során? Sikeres volt a kommunikáció? Amikor/ha nem, akkor mi volt a baj?

19. What languages do people use with tourists/visitors in your region?

19. Melyik nyelveket használják az emberek a turistákkal/látogatókkal az Ön régiójában?

20. Is language teaching efficient in school? What should be done to make it more effective? Please give some examples! What has to be the role of media / Internet?

20. A nyelvoktatás eredményes az iskolákban? Mit kellene ahhoz tenni, hogy még eredményesebb legyen? Kérem, adjon meg néhány példát! Milyen szerepe kellene, hogy legyen a médiának/az internetnek?

21. Do you think that all languages you know should have their own media? Which languages? What media?

21. Úgy gondolja, hogy az Ön által ismert minden nyelvnek saját médiával kellene rendelkeznie? Melyik nyelveknek? A médiának melyik fajtája lenne fontos?

22. What do you think about the future of languages? How do you feel, are there more or less languages used in the world / in your country after ten years? How would you describe the future of your mother tongue?

22. Mi a véleménye a nyelvek jövőjéről? Mit gondol, 10 év múlva több vagy kevesebb nyelvet használnak a világon/az Ön országában? Ön szerint milyen jövő vár az anyanyelvére?

23. Which are the important steps to achieve a better understanding between different ethnic groups /nations? Is such an understanding necessary after all? How important is a better knowledge of languages in this?

23. Melyek azok a legfontosabb lépések, amelyekkel elérhetjük, hogy a különböző nemzetek/nemzetiségek, etnikai csoportok jobban megértsék egymást? Szükség van erre mindenki számára? Mennyire fontos szerepet játszanak ebben a megértésben a nyelvek?

## Template for Focus Group Interviews (ENG/HU)

### Main topic fields:



european language  
diversity for all

- 1) How did you learn language X? *Hogyan tanulta a magyar nyelvet?*
- 2) Are you bilingual/multilingual? Why/why not? *Ön két- vagy többnyelvű? Miért, miért nem?*
- 3) How do you use different languages in your every-day life? *Hogyan használja a különböző nyelveket a mindennapi életében?*
- 4) Is it an asset or a problem in your case? *Ez előny vagy inkább probléma az Ön esetében?*
- 5) Is it necessary to speak language X in order to belong to minority group X? *Azért, hogy a magyar kisebbségi csoporthoz tartozzon, szükséges a magyar nyelvet beszélnie?*
- 6) What do you think of the word minority? Are you minority? *Mit gondol a kisebbség szóról? Ön kisebbségi?*
- 7) What do you count yourself as? What do you identify as? How important is language for that identity? *Mely csoportba tartozónak tekinti magát? Hogyan azonosítja saját magát? Mennyire fontos a nyelv az identitás szempontjából?*
- 8) What do you think others/the Majority think of language x and its speakers? *Mit gondol másokról/mit gondol, mi a véleménye a többségnek a magyar nyelvről és annak beszélőiről?*
- 9) Diversity in society – is it increasing? Should it increase or decrease? *Sokféleség a társadalomban – növekedés/gyarapodás? Gyarapodni kellene vagy fogyni?*

- 10) Were there attempts to prohibit learning X when you were a child or was it supported? By whom? *Melyek voltak azok a kísérletek, amelyek gátolták a magyar nyelv tanulását, amikor Ön gyerek volt? Vagy támogatták ezt? Ki?*
- 11) Should the public/society, for example school have a responsibility to support language X, for example providing instruction in or about it? *Kellene-e, hogy legyen felelőssége a nyilvánosságnak, a társadalomnak, pl.: az iskolának abban, hogy támogassa a magyar nyelvet? Pl. gondoskodjon a magyar nyelv oktatásáról és a magyar nyelvről való tanításáról...*
- 12) How do you think language X is good for your society? *Mit gondol, a magyar nyelv hasznos az Ön társadalmában?*
- 13) Do you think language X has any use in the modern society? *Mit gondol, lesznek használói a magyar nyelvnek a modern társadalomban?*
- 14) What do you think will be the fate of language X in 10 years? *Mit gondol, mi lesz a magyar nyelv sorsa 10 év múlva?*
- 15) What other things do you want to add, or rephrase? *Milyen más dolgokat tenne hozzá az eddig elhangzottakhoz, vagy mit fogalmazna másképp?*
- 16) Any other comments? *Van-e egyéb hozzáfűznivalója?*

## INTERVIEW QUESTIONS FOR CG POLITICIANS AND AUTHORITIES



european language  
diversity for all

1. How do you use different languages in your every-day life?
2. What do you think of the word minority? Do you belong to some minority yourself?
3. How does the Slovenian society take into account multilingualism and multiculturalism? Which aspects in particular should receive attention in the future?
4. Should the public/society, for example school, have a responsibility to support Hungarian, for example providing instruction in or about it? In which concrete way this should be done?
5. What is in your personal view the role of Hungarian in the Slovenian society?
6. What kind of a role will Hungarian have in Slovenian in 10 years?
7. What are you personally doing as a politician? What more could and/or should be done?
8. What other things do you want to add, or rephrase?

1. Kako se kaže raba več jezikov v vašem vsakdanjem življenju?
2. Kako je slovenska družba sprejema, upoštevan, spoštuje večjezičnosti in večkulturnosti? Katerim vidikom bo potrebno v prihodnosti posvetiti večjo pozornost?
3. Na kaj pomislite ob besedi manjšina? Ali sami pripadate h kateri manjšini?
4. Kakšno vlogo imajo po vašem mnenju Madžari v slovenski družbi?
5. Kakšna bo njihova vloga čez 10 let v Sloveniji?
6. Ali je javnost / družba (npr. šola kot ustanova) odgovorna podpreti madžarščino (npr. pri zagotavljanju rabe)? Kaj konkretno bi bilo smiselno storiti?
7. Ste vi pri svojem delu srečujete z vprašanjem večjezičnosti? Imate ideje, predloge, kaj bi se dalo na tem področju izboljšati? Bi bilo sploh potrebno kaj storiti?
8. Če bi imeli neomejeno količino denar za podporo madžarščine v Sloveniji, kaj bi storili najprej?
9. Je morda še kaj, kar bi želeli dodati?



## Annex 3: Questionnaires

The questionnaires given below are translations of the English master versions of the MinLg and CG questionnaires which were developed within Work Package 3 of ELDIA, led by Jarmo Lainio (University of Stockholm). As explained in Chapter 3.1 above, this work phase suffered from workflow problems and delays. The questionnaire could not be properly tested, some wordings were ambiguous or difficult to translate, and the whole questionnaire was often experienced as overlong and challenging. These problems were taken into consideration when a revised version of the questionnaire was created for the *EuLaViBar Toolkit*. For further research purposes, we recommend that this revised version (available online at <http://phaidra.univie.ac.at/o:301101>) be used.

For the ELDIA case study in Slovenia, the questionnaires were translated into Slovenian by Livija Horvat. The Hungarian translation of the MinLg questionnaire is the joint work of Hajnalka Berényi-Kiss (of the ELDIA team of the University of Vienna) and the ELDIA team of Maribor led by Anna Kolláth. The final layout for all questionnaires was created by Katharina Zeller.



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5 Kérjük, adja meg az Ön legmagasabb iskolai végzettségét:

- Nem jártam iskolába
- Általános iskola: \_\_\_\_\_év
- Középiskola (gimnázium, szakközépiskola, szakiskola): \_\_\_\_\_év
- Szakmai továbbképzés / főiskola / egyetem::  
\_\_\_\_\_év. Elsajátított fokozat /cím \_\_\_\_\_

6 A) Mi az Ön szakmája/foglalkozása? \_\_\_\_\_

B) Hogyan jellemezné jelenlegi helyzetét:

- Eljárok otthonról dolgozni/iskolába.
- Otthon dolgozom (családanya, gazdálkodó).
- Nyugdíjas vagyok.
- Munkát keresek/munkanélküli vagyok.
- Egyéb. Kérjük, fejtse ki bővebben: \_\_\_\_\_

C) Ha a lakóhelyén kívül dolgozik, s a munkahelye az otthonától több mint 50 kilométerre fekszik, kérjük, jelölje be azt a kijelentést, amely az Ön helyzetét leginkább jellemzi.

A lakóhelyem és a munkahelyem között

- naponta ingázom.
- hetente ingázom.
- havonta ingázom.
- Egyéb. Kérjük, fejtse ki bővebben: \_\_\_\_\_

## B. HÁTTÉRINFORMÁCIÓ A NYELVHASZNÁLATRÓL

7 Melyik nyelvet/Mely nyelveket tartja Ön az anyanyelvének/anyanyelveinek? (Az(ok) a nyelv(ek), amely(ek)et elsőként tanult meg.)

\_\_\_\_\_

8 Hol és kitől tanult meg először magyarul?

\_\_\_\_\_

9 Hol és kitől tanult meg először szlovénul?

\_\_\_\_\_

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**Háttérinformáció a nagyszülőkről (ha élnek/ismerte őket) :**

10 Milyen nyelve(ke)n beszélnek/beszéltek Önnel az anyai nagyszülei?

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11 Milyen nyelve(ke)n beszélnek/beszéltek Önnel az apai nagyszülei?

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**Háttérinformáció a szülőkről:**

12 Kérjük, adja meg az édesapja legmagasabb iskolai végzettségét:

- Nem járt iskolába.
- Általános iskola: \_\_\_\_\_év
- Középiskola (gimnázium, szakközépiskola, szakiskola): \_\_\_\_\_év
- Szakmai továbbképzés / főiskola / egyetem:  
\_\_\_\_\_év. / Elsajátított fokozat /cím \_\_\_\_\_
- Nem tudom.

13 Kérjük, adja meg az édesanyja legmagasabb iskolai végzettségét:

- Nem járt iskolába.
- Általános iskola: \_\_\_\_\_év
- Középiskola (gimnázium, szakközépiskola, szakiskola): \_\_\_\_\_év
- Szakmai továbbképzés / főiskola / egyetem:  
\_\_\_\_\_év. / Elsajátított fokozat /cím \_\_\_\_\_
- Nem tudom.

**A szülők nyelvhasználata:**

Amennyiben valamely kérdés Önre nem vonatkozik (például, ha az egyik szülő elhunyt, vagy nem élt a családdal), jelölje be a "Nem vonatkozik rám a kérdés" választ:

**14 Milyen nyelve(ke)n beszélnek/beszéltek az Ön szülei egymással?**

- Nem vonatkozik rám a kérdés.
- Amennyiben Önre is vonatkozik a kérdés, kérjük, fejtse ki bővebben:

Édesapám édesanyámmal: \_\_\_\_\_ Édesanyám édesapámmal: \_\_\_\_\_

**15 Milyen nyelve(ke)n beszélt Önnel az édesanyja gyermekkorában?**

- Nem vonatkozik rám a kérdés.
- Amennyiben Önre is vonatkozik a kérdés, kérjük, fejtse ki bővebben, milyen nyelve(ke)n. Ha egynél több nyelvről van szó, kérjük, azt is adja meg, milyen alkalmakkor használta az egyes nyelveket:

---

**16 Milyen nyelve(ke)n beszél Önnel az édesanyja most?**

- Nem vonatkozik rám a kérdés.
- Amennyiben Önre is vonatkozik a kérdés, kérjük, fejtse ki bővebben, milyen nyelve(ke)n. Ha egynél több nyelvről van szó, kérjük, azt is adja meg, milyen alkalmakkor használta az egyes nyelveket:

---

**17 Milyen nyelve(ke)n beszélt Önnel az édesapja gyermekkorában?**

- Nem vonatkozik rám a kérdés.
- Amennyiben Önre is vonatkozik a kérdés, kérjük, fejtse ki bővebben, milyen nyelve(ke)n. Ha egynél több nyelvről van szó, kérjük, azt is adja meg, milyen alkalmakkor használta az egyes nyelveket:

---

**18** Milyen nyelve(ke)n beszél Önnel az édesapja most?

- Nem vonatkozik rám a kérdés.
- Amennyiben Önre is vonatkozik a kérdés, kérjük, fejtse ki bővebben, milyen nyelve(ke)n. Ha egynél több nyelvről van szó, kérjük, azt is adja meg, milyen alkalmakkor használta az egyes nyelveket:

---

**Testvérekkel való nyelvhasználat (mostohatestvéreket is beleértve):**

Ha Önnek nincsenek testvérei, kérjük, lépjen tovább a 20. kérdéshez.

**19** Milyen nyelv(ek)et használt/használ Ön leggyakrabban a testvéreivel?

a. Az Önnél idősebb testvérekkel:

gyermekkorban \_\_\_\_\_

most \_\_\_\_\_

b. Az Önnél fiatalabb testvérekkel:

gyermekkorban \_\_\_\_\_

most \_\_\_\_\_

**A házastárssal/élettárssal/partnerrel való nyelvhasználat:**

Ha Ön egyedülálló (nem házas és partnere sincs), kérjük, lépjen tovább a 21. kérdéshez.

**20** Milyen nyelve(ke)n beszél Ön a jelenlegi házastársával/partnerével?

Ha Önök egynél több nyelvet használnak, kérjük, fejtse ki, milyen körülmények között használják az egyes nyelveket:

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5 Navedite najvišjo stopnjo Vaše izobrazbe:

- Brez formalne izobrazbe.
- Osnovna šola: \_\_\_\_\_ let.
- Srednja šola (gimnazija, srednja poklicna, strokovna šola): \_\_\_\_\_ let.
- Strokovno spopolnjevanje ali visoka/višja šola/univerza: \_\_\_\_\_ let. Pridobljena stopnja izobrazbe/naziv \_\_\_\_\_

6 A) Kaj ste po poklicu? \_\_\_\_\_

B) Katera trditev najbolj natančno opisuje Vaš trenutni zaposlitveni status?

- Hodim v službo/šolo.
- Delam doma (npr. gospodinja, kmetovalec).
- Upokojenec.
- Iskalec zaposlitve/brezposelni.
- Drugo, prosimo, navedite: \_\_\_\_\_

C) Za tiste, katerih delovno mesto je za več kot 50 km oddaljeno od kraja bivanja. Iz kraja bivanja do svojega delovnega mesta

- migriram dnevno.
- migriram tedensko.
- migriram mesečno.
- drugo, prosimo, napišete obširneje: \_\_\_\_\_

## B. OSNOVNI PODATKI O RABI JEZIKA

7 Kateri jezik (katere jezike) imate za svoj materni jezik oz. svoj prvi jezik?

\_\_\_\_\_

8 Kje in od koga ste se najprej naučili madžarski?

\_\_\_\_\_

9 Kje in od koga ste se najprej naučili slovenski?

\_\_\_\_\_

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### Osnovni podatki o Vaših starih starših (če še živijo/če ste jih poznali)

**10** V katerem jeziku/katerih jezikih se z Vami pogovarjajo/so se z Vami pogovarjali stari starši po materini strani?

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**11** V katerem jeziku/katerih jezikih se z Vami pogovarjajo/so se z Vami pogovarjali stari starši po očetovi strani?

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### Osnovni podatki o Vaših starših

**12** Označite najvišjo stopnjo izobrazbe Vašega očeta:

- Brez formalne izobrazbe.
- Osnovna šola: \_\_\_\_\_ let.
- Srednja šola (gimnazija, srednja poklicna, strokovna šola): \_\_\_\_\_ let.
- Strokovno spopolnjevanje ali visoka/višja šola/univerza: \_\_\_\_\_ let. Pridobljena stopnja izobrazbe/naziv \_\_\_\_\_
- Ne vem.

**13** Označite najvišjo stopnjo izobrazbe Vaše matere:

- Brez formalne izobrazbe.
- Osnovna šola: \_\_\_\_\_ let.
- Srednja šola (gimnazija, srednja poklicna, strokovna šola): \_\_\_\_\_ let.
- Strokovno spopolnjevanje ali visoka/višja šola/univerza: \_\_\_\_\_ let. Pridobljena stopnja izobrazbe/naziv \_\_\_\_\_
- Ne vem.

**Jezikovna raba Vaših staršev:**

Če katero od zastavljenih vprašanj ne ustreza Vašemu primeru (npr. če je kateri od staršev pokojni ali ni živel z družino), prosimo, označite okence "Vprašanje ne ustreza mojemu odgovoru."

**14** V katerem jeziku/v katerih jezikih se Vaša starša pogovarjata/sta se pogovarjala drug z drugim?

- Vprašanje ne ustreza mojemu odgovoru.
- Če se vprašanje nanaša tudi na Vas, prosimo, izrazite obširneje:

Oče z materjo: \_\_\_\_\_ Mati z očetom: \_\_\_\_\_

**15** V katerem jeziku/katerih jezikih se je z Vami pogovarjala mati v času Vašega otroštva?

- Vprašanje ne ustreza mojemu odgovoru.
- Če se vprašanje nanaša tudi na Vas, prosimo, da izrazite natančneje, v katerem jeziku/v katerih jezikih. Če je govora o več jezikih, prosimo, da navedete, ob katerih priložnostih sta uporabljala/-li določeni jezik:

---

**16** V katerem jeziku/v katerih jezikih se trenutno z Vami pogovarja Vaša mati?

- Vprašanje ne ustreza mojemu odgovoru.
- Če se vprašanje nanaša tudi na Vas, prosimo, da izrazite natančneje, v katerem jeziku/v katerih jezikih. Če je govora o več jezikih, prosimo, da navedete, ob katerih priložnostih uporabljata določeni jezik:

---

**17** V katerem jeziku/katerih jezikih se je z Vami pogovarjal oče v času Vašega otroštva?

- Vprašanje ne ustreza mojemu odgovoru.
- Če se vprašanje nanaša tudi na Vas, prosimo, da izrazite natančneje, v katerem jeziku/v katerih jezikih. Če je govora o več jezikih, prosimo, da navedete, ob katerih priložnostih sta uporabljala določeni jezik:

---

**18** V katerem jeziku/v katerih jezikih se trenutno z Vami pogovarja Vaš oče?

- Vprašanje ne ustreza mojemu odgovoru.
- Če se vprašanje nanaša tudi na Vas, prosimo, da izrazite obširneje, v katerem jeziku/v katerih jezikih. Če je govora o več jezikih, prosimo, da navedete, ob katerih priložnostih uporabljata določeni jezik:

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**Raba jezika/jezikov med brati in sestrami (tudi polbrati in polsestrami):**

Če nimate brata ali sestre, prosimo, da nadaljujete z vprašanjem 20.

**19** V katerem jeziku se najpogosteje pogovarjate/ste se najpogosteje pogovarjali s svojimi brati in sestrami?

a. S starejšimi brati in sestrami:

v otroštvu \_\_\_\_\_

zdaj \_\_\_\_\_

b. Z mlajšimi brati in sestrami:

v otroštvu \_\_\_\_\_

zdaj \_\_\_\_\_

**Jezik/jeziki, ki ga/jih uporabljate v komunikaciji z zakoncem/partnerjem:**

Če niste poročeni/nimate partnerja, prosimo, da nadaljujete z vprašanjem 21.

**20** V katerem jeziku/katerih jezikih se pogovarjate s sedanjim zakoncem/partnerjem?

Če uporabljata več kot en jezik, prosimo, navedite, v katerih okoliščinah uporabljata določeni jezik:

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**Jezik/jeziki, ki ga/jih uporabljate v komunikaciji s svojimi otroki:**

**21** V katerem jeziku/katerih jezikih se pogovarjate s svojimi otroki?

Imam \_\_\_\_\_ otrok/-a/-e.

Podajte natančneje, v katerem jeziku/katerih jezikih se pogovarjate z najstarejšim in z najmlajšim od otrok.

a. Z najstarejšim otrokom: \_\_\_\_\_

b. Z najmlajšim otrokom: \_\_\_\_\_

**Vzgoja in predstave o jeziku v zgodnjem otroštvu**

**22** Ali so bili v času Vašega otroštva poskusi preprečevanja rabe madžarskega jezika z otroki?

Ne vem.

Ne.

Da.

Če je Vaš odgovor "Ne." ali "Ne vem.", prosimo, da nadaljujete z vprašanjem 24.

**23** Če je Vaš odgovor "Da.", prosimo, označite, kje so bili tovrstni poskusi (lahko označite več odgovorov):

Doma (izrazite kako): \_\_\_\_\_

\_\_\_\_\_

V šoli (izrazite kako): \_\_\_\_\_

\_\_\_\_\_

Drugod, s strani koga in kako: \_\_\_\_\_

\_\_\_\_\_

**24** Ali so tudi danes prisotni podobni nazori glede tega, da naj bi se/naj se ne bi z otroki govorilo v madžarskem jeziku?

Ne vem.

Ne.

Da. Prosimo, navedite natančneje, kdo jih širi in na kak način:

\_\_\_\_\_

\_\_\_\_\_

## Uporaba jezika v šoli

Kateri jezik je (bil) učni jezik v šoli, ki jo obiskujete/ste jo obiskovali?

Opomba: tu NE mislimo na jezik jezikovnih ur, temveč na jezik/jezike, ki so ga/jih pri pouku drugih predmetov uporabljali učitelji.

**25** V vseh šolah, brez izjeme, sem se učil v enem jeziku.

Da, poimenujte ta jezik \_\_\_\_\_

in nadaljujte z vprašanjem 27.

Ne. (Prosimo, odgovorite na vprašanja, ki sledijo.)

**26** Učni jezik/jeziki pri vseh šolskih predmetih, z izjemo jezikovnih predmetov, je (bil)/so (bili):

	madžarščina	slovenščina	druga jezika	
			_____	_____
V predšolskem obdobju (v vrtcu)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V osnovni šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V srednji šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**27** Ste bili v šoli deležni pouka materinščine (madžarščine)?

V predšolskem obdobju (v vrtcu):  Ne.  Da. Koliko ur tedensko? \_\_\_\_\_

V osnovni šoli:  Ne.  Da. Koliko ur tedensko? \_\_\_\_\_

V srednji šoli:  Ne.  Da. Koliko ur tedensko? \_\_\_\_\_

**C. JEZIKOVNA KOMPETENCA**

Prosimo, navedite, katere jezike obvladate govorno in pisno ter označite okenca pod nivojem znanja jezika, ki po Vašem mnenju najbolje odražajo Vašo jezikovno kompetenco.

**28 (Govorno) razumem naslednje jezike:**

	Zelo dobro	Dobro	Nekoliko	Slabo	Sploh ne
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hrvaški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29 Govorim naslednje jezike:**

	Zelo dobro	Dobro	Nekoliko	Slabo	Sploh ne
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hrvaški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**30 Berem v naslednjih jezikih:**

	Zelo dobro	Dobro	Nekoliko	Slabo	Sploh ne
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hrvaški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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31 Pišem v naslednjih jezikih:

	Zelo dobro	Dobro	Nekoliko	Slabo	Sploh ne
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hrvaški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### D. RABA JEZIKA

32 Prosimo, da označite, v kolikšni meri uporabljate jezike, ki jih obvladate, v sledečih situacijah in položajih.

##### A. Madžarščina

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na družabnih dogodkih*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno** _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Pod izrazom "družabni dogodki" mislimo na dogodke, organizirane v Vaši lokalni skupnosti, npr. klubski večeri, kulturni festivali v Vaši vasi/mestu/regiji.

\*\* Dodate lahko dogodek ali dejavnost po lastni presoji in izbiri.

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**B. Slovenščina**

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na družabnih dogodkih*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Pod izrazom "družabni dogodki" mislimo na dogodke, organizirane v Vaši lokalni skupnosti, npr. klubski večeri, kulturni festivali v Vaši vasi/mestu/regiji.

\*\* Dodate lahko dogodek ali dejavnost po lastni presoji in izbiri.

Če nikoli ne uporabljate drugih jezikov, prosimo, da nadaljujete z vprašanjem 33.

**C. Angleščina/ \_\_\_\_\_ jezik**

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na družabnih dogodkih*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Pod izrazom "družabni dogodki" mislimo na dogodke, organizirane v Vaši lokalni skupnosti, npr. klubski večeri, kulturni festivali v Vaši vasi/mestu/regiji.

\*\* Dodate lahko dogodek ali dejavnost po lastni presoji in izbiri.

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**D. \_\_\_\_\_ jezik**

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na družabnih dogodkih*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Pod izrazom "družabni dogodki" mislimo na dogodke, organizirane v Vaši lokalni skupnosti, npr. klubski večeri, kulturni festivali v Vaši vasi/mestu/regiji.

\*\* Dodate lahko dogodek ali dejavnost po lastni presoji in izbiri.

**E. JEZIKOVNI ATITUDI IN IZBIRA JEZIKA****Mešanje jezikov**

**33** Kaj menite o sledečih trditvah glede mešanja jezikov? Označite okence, ki najbolj natančno opredeljuje Vaše mnenje.

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam	Se sploh ne strinjam
Mešanje jezikov je razširjeno v krogu madžarsko govorečih.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le neuki ljudje mešajo madžarščino z drugimi jeziki.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mladi pogosto mešajo madžarščino z drugimi jeziki.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starejši ljudje govorijo pravilno madžarski.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mešanje jezikov kaže na visoko stopnjo poznavanja več jezikov.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mešanje jezikov je sprejemljivo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Podpora madžarskemu in slovenskemu jeziku**

**34** So Vas starši poskušali podpreti v rabi madžarskega jezika?

- Ne.       Da.

Opombe:

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**35** So Vas starši poskušali podpreti v rabi slovenskega jezika?

- Ne.       Da.

Opombe:

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**36** Ali učite svoje otroke, če jih imate, madžarski in ali jih spodbujate k rabi tega jezika?

- Nimam otrok. Prosimo, nadaljujte z vprašanjem 37.
- Imam otroke. Prosimo, pojasnite, ali se jih trudite učiti madžarščine in ali jih spodbujate k rabi tega jezika:
- Ne.
- Da. Prosimo, opišite kako:

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### Trditve o rabi madžarskega jezika različnih skupin ljudi

**37** Pogosto se dogaja, da posamezniki, odvisno od spola in starosti, rabi enega jezika dajejo prednost v primerjavi z drugim jezikom. Prosimo, označite trditve, ki najbolj natančno opisujejo Vaše mnenje.

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam	Se sploh ne strinjam
Od fantov se pričakuje, da govorijo madžarski.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Od deklet se pričakuje, da govorijo madžarski.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Od odraslih moških se pričakuje, da govorijo madžarski.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Od odraslih žensk se pričakuje, da govorijo madžarski.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**38** Sedi nekaj trditev o govorcih madžarskega jezika. Označite, v kolikšni meri se strinjate z njimi.

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam	Se sploh ne strinjam
Z ljudmi, ki govorijo madžarski jezik, je enostavno skleniti prijateljstvo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, se je enostavno spoznati.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, je enostavno skleniti zakonsko zvezo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, je enostavno delati.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, je enostavno preživljati prosti čas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Raba madžarskega jezika

**39** Kako se opredeljujete glede rabe madžarščine na javnih mestih v svoji državi (na dvojezičnem območju/na območjih, kjer govorijo tudi madžarsko)? Prosimo, da označite, v kolikšni meri se strinjate s sledečimi trditvami.

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam	Se sploh ne strinjam
Televizijske oddaje bi morale biti v madžarščini.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na policijski postaji bi morali govoriti v madžarščini.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V parlamentu bi morali uporabljati madžarščino.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V bolnišnicah bi morali uporabljati madžarščino.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na sodišču bi morali uporabljati madžarščino.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na spletu naj bi se uporabljal madžarski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šolstvu naj bi se uporabljal madžarski učni jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Prihodnost različnih jezikov

**40** Kaj menite: v kolikšni meri se bo pomen navedenih jezikov spremenil v naslednjih desetih letih? Označite, s katero od trditev se najbolj strinjate.

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam	Se sploh ne strinjam
Pomen madžarskega jezika bo v prihodnjih desetih letih naraščal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen slovenskega jezika bo v prihodnjih desetih letih naraščal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen angleškega jezika bo v prihodnjih desetih letih naraščal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen nemškega jezika bo v prihodnjih desetih letih naraščal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen _____ jezika bo v prihodnjih desetih letih naraščal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Značilnosti jezikov

V nadaljevanju poskusite s pomočjo spodaj podanih besednih dvojic opisati, kaj mislite ali čutite v zvezi z izbranim jezikom. Svoje odgovore označite na lestvici od 1 do 5, na primer:

	1	2	3	4	5	
lep	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	grd

### 41 Madžarščina zveni:

	1	2	3	4	5	
mehko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trdo
negotovo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	varno
blizu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	oddaljeno
zanesljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nezanesljivo
odločno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neodločno
moderno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionalno
nemočno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	močno
zabavno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dolgočasno
grdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prikupno
moško	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	žensko
neprijazno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prijazno
bogato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	revno
neuspešno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uspešno
starinsko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mladostno
inteligentno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neumno
obzirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vsiljivo
neuko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	učeno
pasivno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktivno

### 42 Slovenščina zveni:

	1	2	3	4	5	
mehko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trdo
negotovo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	varno
blizu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	oddaljeno
zanesljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nezanesljivo
odločno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neodločno
moderno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionalno
nemočno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	močno
zabavno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dolgočasno
grdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prikupno
moško	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	žensko
neprijazno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prijazno
bogato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	revno

neuspešno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uspešno
starinsko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mladostno
inteligentno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neumno
obzirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vsiljivo
neuko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	učeno
pasivno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktivno

#### 43 Angleščina zveni:

	1	2	3	4	5	
mehko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trdo
negotovo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	varno
blizu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	oddaljeno
zanesljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nezanesljivo
odločno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neodločno
moderno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionalno
nemočno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	močno
zabavno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dolgočasno
grdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prikupno
moško	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	žensko
neprijazno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prijazno
bogato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	revno
neuspešno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uspešno
starinsko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mladostno
inteligentno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neumno
obzirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vsiljivo
neuko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	učeno
pasivno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktivno

#### Zakonodaja glede jezika

#### Zakonodaja in predstave o njej

44 Menite, da zakonodaja Vaše države podpira rabo madžarščine?

Ne.                       Da.                       Deloma.                       Ne vem.

Če ste odgovorili "Da." ali "Deloma.", Vas prosimo, da razložite, zakaj menite tako:

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**45** Menite, da zakonodaja Vaše države preprečuje rabo madžarščine?

Ne.  Da.  Deloma.  Ne vem.

Če ste odgovorili "Da." ali "Deloma.", Vas prosimo, da razložite, zakaj menite tako:

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**46** Menite, da zakonodaja Vaše države podpira znanje in rabo več jezikov na območju, kjer živite?

Ne.  Da.  Deloma.  Ne vem.

Če ste odgovorili "Da." ali "Deloma.", Vas prosimo, da razložite, zakaj menite tako:

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**47** Ali obstajajo tovrstni zakoni tudi v madžarskem jeziku?

Ne.  Da.  Deloma.  Ne vem.

Če ste odgovorili "Da." ali "Deloma.", Vas prosimo, da razložite, zakaj menite tako:

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**48** Ali obstaja zakon, ki ureja pouk v madžarščine v šoli?

Ne.  Da.  Deloma.  Ne vem.

Če ste odgovorili "Da." ali "Deloma.", Vas prosimo, da razložite, zakaj menite tako:

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**49** Ali obstaja zakon, ki ureja, kaj je potrebno učiti o madžarskem jeziku v šoli?

Ne.  Da.  Deloma.  Ne vem.

Če ste odgovorili "Da." ali "Deloma.", Vas prosimo, da razložite, zakaj menite tako:

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50 Ali so v Vašem okolju oz. državi govorce različnih jezikov in različni jeziki na splošno obravnavani na podoben način?

Ne.  Da.  Deloma.  Ne vem.

Če ste odgovorili "Da." ali "Deloma.", Vas prosimo, da razložite, zakaj menite tako:

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### Jezik in trg dela

51 Ali v Vaši državi obstaja zakonodaja oz. predpisi, ki podpirajo znanje različnih jezikov na trgu dela?

Ne.  Da.  Ne vem.

Če ste odgovorili "Da.", Vas prosimo, da razložite, zakaj menite tako:

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52 Kakšno je Vaše mnenje o vlogi madžarščine na trgu dela? Označite, v kolikšni meri se strinjate z navedenimi trditvami.

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Znanje madžarščine olajša iskanje prve zaposlitve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje madžarščine olajša pridobivanje višje plače.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje madžarščine omogoča lažje napredovanje v karieri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje madžarščine olajša menjavo službe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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**53** Označite, v kolikšni meri se strinjate z naslednjimi trditvami o vlogi slovenščine na trgu dela:

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Znanje slovenščine olajša iskanje prve zaposlitve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje slovenščine olajša pridobivanje višje plače.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje slovenščine omogoča lažje napredovanje v karieri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje slovenščine olajša menjavo službe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**54** Označite, v kolikšni meri se strinjate z naslednjimi trditvami o vlogi angleščine na trgu dela:

	Se popolnoma strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Znanje angleščine olajša iskanje prve zaposlitve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje angleščine olajša pridobivanje višje plače.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje angleščine omogoča lažje napredovanje v karieri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje angleščine olajša menjavo službe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Jezikovna kultura in jezikovna pravilnost**

**55** Ali obstajajo v Vaši državi ustanove ali osebe, ki gojijo madžarski jezik (skrbijo za njegov razvoj, napredek in urejenost)?

Ne.  Da.  Ne vem.

Če ste odgovorili »Da.«, Vas prosimo, da poimenujete te ustanove oz. osebe.

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**56** Ali obstajajo v Vaši državi ustanove ali osebe, ki gojijo slovenski jezik (skrbijo za njegov razvoj, napredek in urejenost)?

Ne.  Da.  Ne vem.

Če ste odgovorili »Da.«, Vas prosimo, da poimenujete te ustanove oz. osebe.

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**57** Ali obstaja čista/pravilna različica madžarskega jezika?

Ne.  Da.  Ne vem.

Če ste odgovorili »Da.«, kdo jo govori in kdaj? \_\_\_\_\_

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**58** Ali je potreben razvoj madžarskega jezika, da bi postal ustrezen družbenim in javnim potrebam nasploh?

Ne.  Da.  Ne vem.

**59** Ali je madžarski jezik enostaven za uporabo na različnih področjih življenja?

Da.

Ne. Prosimo, odgovorite tudi na naslednje vprašanje. V katerih primerih čutite, da madžarski jezik ni primeren za izražanje določenih zadev?

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## F. JAVNA RABA JEZIKA – ZASEBNA RABA JEZIKA

### Jezikovna raba in revitalizacijske izkušnje

60 Ali obstajajo prizadevanja za rešitev madžarskega jezika?

- Ne vem.       Ne.       Da. Prosimo, da naštejete oz. opišete nekatere od teh poskusov.

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61 Ali se madžarščina uporablja na sledečih mestih (v Vaši državi/regiji)?

	Da	Ne	Ne vem
V parlamentu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na policijski postaji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na davčnem uradu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na zavodu za zdravstveno zavarovanje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na zavodu za zaposlovanje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V bolnišnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na sodišču	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na ministrstvih	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pri regionalnih in občinskih organih	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šolstvu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V tiskanih medijih (npr. časopis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na radiu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na televiziji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V oglasih, reklamah na javnih mestih	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V reklamah v medijih	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**G. KONZUMIRANJE MEDIJEV IN AKTIVNA RABA JEZIKOV V (MODERNIH) MEDIJIH**

**62** Kako pogosto uporabljate/se poslužujete aktivne uporabe (elektronskih) medijev v naslednjih jezikih?

**A. V madžarščini**

	Vsako- dnevno	Večkrat tedensko	Teden- sko	Mesečno	Redko	Nikoli	Ni dostopno v tem jeziku
Berem časopise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem knjige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodim v gledališče	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obiskujem koncerte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam radio (poročila, pogovorne oddaje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam glasbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam filme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem, gledam, poslušam internetne vsebine (prebiram domačo stran, novice, bloge ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam programsko opremo v madžarskem jeziku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem e-maile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedilna sporočila (SMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam socialne medije (Facebook, Twitter, klepetalnice, spletne forume za razpravljanje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Igram interaktivne igre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem bloge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**B. V slovenščini**

	Vsako- dnevno	Večkrat tedensko	Teden- sko	Mesečno	Redko	Nikoli	Ni dostopno v tem jeziku
Berem časopise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem knjige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodim v gledališče	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obiskujem koncerte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam radio (poročila, pogovorne oddaje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam glasbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam filme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem, gledam, poslušam internetne vsebine (prebiram domačo stran, novice, bloge ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam programsko opremo v tem jeziku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem e-maile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedilna sporočila (SMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam socialne medije (Facebook, Twitter, klepetalnice, spletne forume za razpravljanje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Igram interaktivne igre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem bloge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Če nikoli ne uporabljate drugih jezikov, prosimo, da nadaljujete z vprašanjem 63.

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C. V angleščini/ V \_\_\_\_\_ jeziku

	Vsako- dnevno	Večkrat tedensko	Teden- sko	Mesečno	Redko	Nikoli	Ni dostopno v tem jeziku
Berem časopise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem knjige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodim v gledališče	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obiskujem koncerte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam radio (poročila, pogovorne oddaje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam glasbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam filme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem, gledam, poslušam internetne vsebine (prebiram domačo stran, novice, bloge ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam programsko opremo v tem jeziku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem e-maile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedilna sporočila (SMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam socialne medije (Facebook, Twitter, klepetalnice, spletne forume za razpravljanje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Igram interaktivne igre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem bloge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## D. V \_\_\_\_\_ jeziku

	Vsako- dnevno	Večkrat tedensko	Teden- sko	Mesečno	Redko	Nikoli	Ni dostopno v tem jeziku
Berem časopise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem knjige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodim v gledališče	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obiskujem koncerte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam radio (poročila, pogovorne oddaje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam glasbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam filme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem, gledam, poslušam internetne vsebine (prebiram domačo stran, novice, bloge ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam programsko opremo v tem jeziku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem e-maile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedilna sporočila (SMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam socialne medije (Facebook, Twitter, klepetalnice, spletne forume za razpravljanje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Igram interaktivne igre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem bloge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**63** Aktivna raba jezikov (ustvarjanje besedil) in »kulturni izdelki«**A. V madžarščini**

	Vsako- dnevno	Večkrat tedensko	Tedensko	Mesečno	Redko	Nikoli
Pišem pisma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem dnevnik ali zapiske	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem literarna besedila (pesmi, zgodbe ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedila za svoje pesmi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pojem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recitiram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodelujem v gledališki skupini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. V slovenščini**

	Vsako- dnevno	Večkrat tedensko	Tedensko	Mesečno	Redko	Nikoli
Pišem pisma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem dnevnik ali zapiske	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem literarna besedila (pesmi, zgodbe ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedila za svoje pesmi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pojem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recitiram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodelujem v gledališki skupini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Če nikoli ne uporabljate drugih jezikov, se za Vas vprašalnik tu zaključi. Zahvaljujemo se Vam za sodelovanje.



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**C. V angleščini/v \_\_\_\_\_ jeziku**

	Vsako- dnevno	Večkrat tedensko	Tedensko	Mesečno	Redko	Nikoli
Pišem pisma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem dnevnik ali zapiske	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem literarna besedila (pesmi, zgodbe ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedila za svoje pesmi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pojem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recitiram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodelujem v gledališki skupini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D. V \_\_\_\_\_ jeziku**

	Vsako- dnevno	Večkrat tedensko	Tedensko	Mesečno	Redko	Nikoli
Pišem pisma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem dnevnik ali zapiske	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem literarna besedila (pesmi, zgodbe ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedila za svoje pesmi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pojem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recitiram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sodelujem v gledališki skupini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Zahvaljujemo se za Vaše sodelovanje.**

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**A gyermekekkel való nyelvhasználat:**

Ha Önnek nincsenek gyermekei, kérjük, lépjen tovább a 22. kérdéshez.

**21** Milyen nyelv(ek)en beszél Ön a gyermekeivel?

\_\_\_\_\_ gyermekem van.

Kérjük, adja meg, milyen nyelv(ek)en beszél Ön a legidősebb és a legfiatalabb gyermekével.

a. A legidősebb gyermekkel: \_\_\_\_\_

b. A legfiatalabb gyermekkel: \_\_\_\_\_

**Nevelés és a nyelvről alkotott elképzelések kisgyermekkorban**

**22** Amikor Ön gyermek volt, voltak olyan próbálkozások, amelyek igyekeztek megakadályozni azt, hogy valaki magyarul beszéljen a gyerekekkel?

Nem tudom.       Nem.       Igen.

Ha az Ön válasza „Nem” vagy „Nem tudom”, kérjük, lépjen tovább a 24. kérdéshez.

**23** Ha az Ön válasza „Igen”, jelölje meg, hol történtek ezek a próbálkozások (egynél több választ is bejelölhet):

Otthon (fejtse ki, hogyan): \_\_\_\_\_

\_\_\_\_\_

Az iskolában (fejtse ki, hogyan): \_\_\_\_\_

\_\_\_\_\_

Ha máshol, fejtse ki, ki által és hogyan: \_\_\_\_\_

\_\_\_\_\_

**24** Vannak ma is hasonló nézetek arról, hogyan kellene/nem kellene a gyermekekkel magyarul beszélni?

Nem tudom.       Nincsenek.       Igen, vannak. Kérjük, fejtse ki bővebben, ki és hogyan határozza meg ezeket:

\_\_\_\_\_

\_\_\_\_\_

## Nyelvhasználat az iskolában

Melyik nyelv (volt) az oktatás nyelve az iskolában? Ezen nem a nyelvi órát értjük, hanem az(oka)t a nyelv(ek)et, amely(ek)et a tanár a többi tanórán használ(t).

**25** Kivétel nélkül minden iskolában egy nyelven tanultam:

- Igen. Kérjük, adja meg, melyik nyelv volt az \_\_\_\_\_  
majd lépjen tovább a 27. kérdéshez.
- Nem. (Kérjük, válaszolja meg a következő kérdést is.)

**26** A nem nyelvi órákon a következő nyelv(ek) volt(ak) az oktatás nyelve(i) az iskolában:

	magyar	szlovén	más nyelvek	
			_____	_____
Óvodában (iskoláskor előtt)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Általános iskolában	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Középiskolában	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**27** Volt-e anyanyelvoktatás (magyaróra) az iskolában?

- Óvodában (iskoláskor előtt):  Nem  Igen. Hány óra hetente? \_\_\_\_\_ óra
- Általános iskolában:  Nem  Igen. Hány óra hetente? \_\_\_\_\_ óra
- Középiskolában:  Nem  Igen. Hány óra hetente? \_\_\_\_\_ óra

### C. NYELVI KÉSZSÉG

Kérjük, adja meg, hogy mely nyelveken tud beszélni és írni, majd jelölje meg azt a nyelvi szintet, amely Ön szerint legjobban tükrözi az Ön nyelvhasználatát.

**28** A következő nyelveket megértem:

	nagyon jól	jól	egy kicsit	rosszul	egyáltalán nem
magyar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
szlovén	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
angol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
német	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horvát	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
olasz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29** A következő nyelveket beszélem:

	nagyon jól	jól	egy kicsit	rosszul	egyáltalán nem
magyar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
szlovén	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
angol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
német	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horvát	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
olasz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**30** A következő nyelveken tudok olvasni :

	nagyon jól	jól	egy kicsit	rosszul	egyáltalán nem
magyar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
szlovén	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
angol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
német	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horvát	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
olasz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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31 A következő nyelveken tudok írni:

	nagyon jól	jól	egy kicsit	rosszul	egyáltalán nem
magyar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
szlovén	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
angol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
német	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horvát	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
olasz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### D. NYELVHASZNÁLAT

32 Kérjük, jelölje be, milyen mértékben használja az Ön által ismert nyelveket a következő helyszíneken és szituációkban.

##### A. Magyar

	mindig	gyakran	néha	ritkán	soha
Otthon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rokonokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Munkahelyen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barátokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szomszédokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iskolában	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Üzletekben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az utcán	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyvtárban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Templomban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hivatalos szervekkel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Közösségi rendezvényeken*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb, ha lényeges** _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Közösségi rendezvényeken az Ön helyi közösségében szervezett rendezvényeket értjük, mint például klubestek vagy kulturális fesztiválok az Ön falujában/városában/körzetében.

\*\* Itt bármilyen Ön által választott tevékenységet megjelölhet.

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**B. Szlovén**

	mindig	gyakran	néha	ritkán	soha
Otthon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rokonokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Munkahelyen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barátokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szomszédokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iskolában	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Üzletekben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az utcán	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyvtárban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Templomban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hivatalos szervekkel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Közösségi rendezvényeken*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb, ha lényeges**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Közösségi rendezvényeken az Ön helyi közösségében szervezett rendezvényeket értjük, mint például klubestek vagy kulturális fesztiválok az Ön falujában/városában/körzetében.

\*\* Itt bármilyen Ön által választott tevékenységet megjelölhet.

Ha soha nem használ más nyelveket, kérjük, lépjen tovább a 33. kérdéshez.

**C. Angol/ \_\_\_\_\_ nyelv**

	mindig	gyakran	néha	ritkán	soha
Otthon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rokonokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Munkahelyen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barátokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szomszédokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iskolában	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Üzletekben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az utcán	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyvtárban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Templomban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hivatalos szervekkel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Közösségi rendezvényeken*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb, ha lényeges**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Közösségi rendezvényeken az Ön helyi közösségében szervezett rendezvényeket értjük, mint például klubestek vagy kulturális fesztiválok az Ön falujában/városában/körzetében.

\*\* Itt bármilyen Ön által választott tevékenységet megjelölhet.

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**D.** \_\_\_\_\_ nyelv

	mindig	gyakran	néha	ritkán	soha
Otthon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rokonokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Munkahelyen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barátokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szomszédokkal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iskolában	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Üzletekben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az utcán	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyvtárban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Templomban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hivatalos szervekkel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Közösségi rendezvényeken*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb, ha lényeges**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Közösségi rendezvényeken az Ön helyi közösségében szervezett rendezvényeket értjük, mint például klubestek vagy kulturális fesztiválok az Ön falujában/városában/körzetében.

\*\* Itt bármilyen Ön által választott tevékenységet megjelölhet.

**E. NYELVI ATTITÚDOK ÉS NYELVVÁLASZTÁS****A nyelvek keverése**

**33** Mit gondol Ön a következő kijelentésekről? Kérjük, jelölje meg azokat, amelyek leginkább kifejezik az Ön véleményét.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
A nyelvek keverése elterjedt a magyarul beszélők körében.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Csak a tanulatlan emberek keverik a magyart más nyelvekkel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A fiatalok gyakran keverik a magyart más nyelvekkel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az idős emberek helyesen beszélnek a magyart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A nyelvek keverése több nyelv magas fokú ismeretét mutatja.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A nyelvek keverése elfogadható.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**A magyar és a szlovén nyelv támogatottsága**

**34** Próbálták Önt a szülei a magyar nyelv használatában támogatni?

- Nem.     Igen.

Megjegyzések:

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**35** Próbálták Önt a szülei a szlovén nyelv használatában támogatni?

- Nem.     Igen.

Megjegyzések:

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**36** Amennyiben Önnek vannak gyermekei, tanítja Ön őket magyarul, és ösztönzi őket a nyelv használatára?

- Nincsenek gyermekeim. Kérjük, lépjen tovább a 37. kérdéshez.
- Vannak gyermekeim. Tanítom őket magyarul, és ösztönzöm őket a nyelv használatára.
- Nem.
- Igen. Kérjük, fejtse ki, hogyan teszi ezt:
- 
-



### Kijelentések különböző csoportok magyar nyelvhasználatáról

**37** Gyakran előfordul, hogy egyes emberek (nemtől és kortól függően) egy adott nyelv használatát előnyben részesítik egy másik nyelvvel szemben. Kérjük, jelölje meg azokat a kijelentéseket, amelyek leginkább kifejezik az Ön véleményét.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
A fiúktól elvárják, hogy magyarul beszéljenek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lányoktól elvárják, hogy magyarul beszéljenek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A felnőtt férfiaktól elvárják, hogy magyarul beszéljenek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A felnőtt nőktől elvárják, hogy magyarul beszéljenek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**38** Néhány kijelentés következik a magyar nyelvet beszélő emberekről. Kérjük, jelölje meg azokat a kijelentéseket, amelyek leginkább kifejezik az Ön véleményét.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
A magyar nyelvet beszélő emberekkel könnyű barátságot kötni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A magyar nyelvet beszélő emberekkel könnyű megismerkedni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A magyar nyelvet beszélő emberekkel könnyű házasságot kötni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A magyar nyelvet beszélő emberekkel könnyű együtt dolgozni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A magyar nyelvet beszélő emberekkel könnyű a szabadidőt eltölteni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### A magyar nyelv használata

**39** Mi a véleménye a magyar nyelv nyilvános használatáról (olyan területeken, ahol magyarul is beszélnek)? Kérjük, jelölje meg azokat a kijelentéseket, amelyek leginkább kifejezik az Ön véleményét.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
A tévéműsoroknak magyarul kellene lenniük.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A rendőrségen magyarul kellene beszélni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A parlamentben magyarul kellene beszélni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A kórházakban magyarul kellene beszélni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A bíróságon magyarul kellene beszélni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az internetes oldalak magyar nyelvűek legyenek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az oktatás nyelve a magyar legyen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### A különböző nyelvek jövője

**40** Mit gondol: mekkora lesz a következő nyelvek jelentősége az elkövetkező 10 évben? Kérjük, jelölje meg azokat a kijelentéseket, amelyek leginkább kifejezik az Ön véleményét.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
A magyar nyelv jelentősége nőni fog az elkövetkező 10 évben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A szlovén nyelv jelentősége nőni fog az elkövetkező 10 évben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az angol nyelv jelentősége nőni fog az elkövetkező 10 évben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A német nyelv jelentősége nőni fog az elkövetkező 10 évben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A/Az _____ nyelv jelentősége nőni fog az elkövetkező 10 évben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### A nyelv sajátosságai

A következőkben próbálja meg leírni a lent megadott szópárok segítségével, hogy mit gondol vagy érez a következő nyelvekkel kapcsolatban. Kérjük, választát jelölje meg az 1-től 5-ig terjedő skálán. Például:

	1	2	3	4	5	
gyönyörű	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	csúnya

### 41 A magyar nyelv:

	1	2	3	4	5	
lány	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	kemény
nem biztonságos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	biztonságos
közeli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	távoli
megbízható	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	megbízhatatlan
határozott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	határozatlan
modern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionális
erőtlen/tehetetlen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	erős
szórakoztató	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	unalmas
csúnya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	szép
férfias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nőies
barátságtalan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	kedves
gazdag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	szegény
sikertelen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sikeres
idős	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fiatalos
intelligens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	buta
tapintatos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tolakodó
tanulatlan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tanult
passzív	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktív

### 42 A szlovén nyelv:

	1	2	3	4	5	
lány	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	kemény
nem biztonságos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	biztonságos
közeli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	távoli
megbízható	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	megbízhatatlan
határozott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	határozatlan
modern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionális
erőtlen/tehetetlen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	erős
szórakoztató	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	unalmas
csúnya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	szép
férfias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nőies
barátságtalan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	kedves
gazdag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	szegény

sikertelen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sikeres
idős	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fiatalos
intelligens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	buta
tapintatos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tolakodó
tanulatlan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tanult
passzív	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktív

### 43 Az angol nyelv:

	1	2	3	4	5	
lány	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	kemény
nem biztonságos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	biztonságos
közeli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	távoli
megbízható	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	megbízhatatlan
határozott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	határozatlan
modern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionális
erőtlen/tehetetlen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	erős
szórakoztató	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	unalmas
csúnya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	szép
férfias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nőies
barátságtalan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	kedves
gazdag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	szegény
sikertelen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sikeres
idős	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fiatalos
intelligens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	buta
tapintatos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tolakodó
tanulatlan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tanult
passzív	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktív

### Nyelvi jogszabályok

### Törvényhozás és az ezzel kapcsolatos elképzelések

44 Véleménye szerint a törvényhozás az Ön országában támogatja a magyar nyelv használatát?

Nem.       Igen.       Részben.       Nem tudom.

Ha a válasza „Igen.” vagy „Részben.”, kérjük, fejtse ki, miért gondolja így:

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**45** Véleménye szerint a törvényhozás az Ön országában gátolja a magyar nyelv használatát?

- Nem.                       Igen.                       Részben.                       Nem tudom.

Ha a válasza „Igen.” vagy „Részben.”, kérjük, fejtse ki, miért gondolja így:

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**46** Véleménye szerint a törvényhozás az Ön országában sok olyan nyelvnek az ismeretét és használatát támogatja, amelyeket az Ön környezetében használnak?

- Nem.                       Igen.                       Részben.                       Nem tudom.

Ha a válasza „Igen.” vagy „Részben.”, kérjük, fejtse ki, miért gondolja így:

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**47** Ilyen törvények léteznek magyar nyelven is?

- Nem.                       Igen.                       Részben.                       Nem tudom.

Ha a válasza „Igen.” vagy „Részben.”, kérjük, fejtse ki, miért gondolja így:

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**48** Létezik olyan jogszabály, amely a magyar nyelven történő oktatást szabályozza az iskolákban?

- Nem.                       Igen.                       Részben.                       Nem tudom.

Ha a válasza „Igen.” vagy „Részben.”, kérjük, fejtse ki, miért gondolja így:

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**49** Létezik olyan jogszabály, amely azt szabályozza az iskolákban, hogy a magyar nyelvről mit kell tanítani?

- Nem.                       Igen.                       Részben.                       Nem tudom.

Ha a válasza „Igen.” vagy „Részben.”, kérjük, fejtse ki, miért gondolja így:

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50 Az Ön környezetében és országában használt különböző nyelvekkel és nyelvhasználókkal hasonlóképpen bánnak?

Nem.  Igen.  Részben.  Nem tudom.

Ha a válasza „Igen.” vagy „Részben.”, kérjük, fejtse ki, miért gondolja így:

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### Nyelv és a munkaerőpiac

51 Létezik-e bármilyen szabályozás az Ön országában, amely támogatja a különféle nyelvek ismeretét a munkaerőpiacon?

Nem.  Igen.  Nem tudom.

Ha a válasza „Igen.”, kérjük, fejtse ki részletesebben:

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52 Hogyan vélekedik Ön a magyar nyelv szerepéről a munkaerőpiacon? Kérjük, jelölje meg azokat a kijelentéseket, amelyek leginkább kifejezik az Ön véleményét.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
A magyar nyelv ismerete megkönnyíti az első munka megtalálását.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A magyar nyelv ismerete hozzásegít a jobb keresethez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A magyar nyelv ismerete megkönnyíti a karrierépítést.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A magyar nyelv ismerete megkönnyíti a munkahelyváltást.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**53** Kérjük, jelölje be, mennyire ért egyet a következő kijelentésekkel, amelyek a szlovén nyelv munkaerőpiacon betöltött szerepére vonatkoznak.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
A szlovén nyelv ismerete megkönnyíti az első munka megtalálását.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A szlovén nyelv ismerete hozzásegít a jobb keresethez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A szlovén nyelv ismerete megkönnyíti a karrierépítést.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A szlovén nyelv ismerete megkönnyíti a munkahelyváltást.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**54** Kérjük, jelölje be, mennyire ért egyet a következő kijelentésekkel, amelyek az angol nyelv munkaerőpiacon betöltött szerepére vonatkoznak.

	Teljes mértékben egyetértek	Egyetértek	Nem tudom eldönteni	Nem értek egyet	Egyáltalán nem értek egyet
Az angol nyelv ismerete megkönnyíti az első munka megtalálását.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az angol nyelv ismerete hozzásegít a jobb keresethez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az angol nyelv ismerete megkönnyíti a karrierépítést.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Az angol nyelv ismerete megkönnyíti a munkahelyváltást.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Nyelvművelés és nyelvi helyesség**

**55** Vannak olyan intézmények vagy személyek az Ön országában, amelyek/akik a magyar nyelvet művelik (fejlesztik, támogatják és szabályozzák)?

- Nem.  Igen.  Nem tudom.

Ha a válasza „Igen.”, kérjük, fejtse ki, melyek azok az intézmények, vagy kik azok a személyek.

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**56** Vannak olyan intézmények vagy személyek az Ön országában, amelyek/akik a szlovén nyelvet művelik (fejlesztik, támogatják és szabályozzák)?

- Nem.  Igen.  Nem tudom.

Ha a válasza „Igen.”, kérjük, fejtse ki, melyek azok az intézmények, vagy kik azok a személyek.

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**57** Létezik a magyar nyelvnek egy tiszta/helyes változata?

- Nem.  Igen.  Nem tudom.

Ha a válasza „Igen.”, kérjük, fejtse ki, kik és milyen helyzetben beszélnek ezt. \_\_\_\_\_

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**58** Ön szerint szükség van a magyar nyelv fejlesztésére, hogy megfeleljen a társadalmi szükségleteknek?

- Nem.  Igen.  Nem tudom.

**59** Ön szerint könnyű a magyar nyelvet az élet legtöbb területén használni?

- Igen.
- Nem. Kérjük, válaszolja meg a következő kérdést is. Milyen esetekben érzi azt, hogy a magyar nyelv nem alkalmas bizonyos dolgok kifejezésére?

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## F. NYILVÁNOS NYELVHASZNÁLAT – EGYÉNI NYELVHASZNÁLAT

### Nyelvhasználat és revitalizációs tapasztalatok

60 Voltak már próbálkozások a magyar nyelv megmentése érdekében?

- Nem tudom.       Nem.       Igen. Fel tudná sorolni ezeket, vagy tudna ismertetni egyet/néhányat közülük? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

61 Használják a magyar nyelvet a következő helyeken (az Ön országában/régiójában)?

	Igen	Nem	Nem tudom
Parlamentben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rendőrségen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adóhivatalban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egészségbiztosítási hivatalban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Munkaügyi Központban (segélyező)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kórházban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bíróságon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minisztériumokban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regionális és községi irodákban (pl. a község házában)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oktatásban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nyomtatott médiában (pl. újság)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rádióban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tévében	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reklámokban (nyilvános helyeken)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reklámokban (a médiában)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## G. MÉDIAFOGYASZTÁS ÉS A NYELVEK AKTÍV HASZNÁLATA A (MODERN) MÉDIÁBAN

62 Milyen gyakran olvas/néz/hallgat Ön (elektronikus) médiát az Ön által használt nyelveken?

### A. Magyarul

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha	Ezen a nyelven nem elérhető
Újságokat olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyveket olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színházba járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Koncertekre járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rádiót hallgatok (híradó, beszélgetések stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tévét nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenét hallgatok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filmeket nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes oldalakat olvasok/hallgatok/nézek (weboldalakat, híroldalakat, blogokat stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Számítógépes szoftvereket használok, amelyek erre a nyelvre vannak lefordítva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-maileket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szöveges üzeneteket (SMS) írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes közösségi oldalakat használok (Facebook, Twitter, chatszobák, internetes társalgási fórumok stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaktív játékokat játszom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogo(ka)t írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**B. Szlovénul**

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha	Ezen a nyelven nem elérhető
Újságokat olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyveket olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színházba járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Koncertekre járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rádiót hallgatok (híradó, beszélgetések stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tévét nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenét hallgatok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filmeket nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes oldalakat olvasok/hallgatok/ nézek (weboldalakat, híroldalakat, blogokat stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Számítógépes szoftvereket használok, amelyek erre a nyelvre vannak lefordítva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-maileket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szöveges üzeneteket (SMS) írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes közösségi oldalakat használlok (Facebook, Twitter, chatszobák, internetes társalgási fórumok stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaktív játékokat játszom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogo(ka)t írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ha soha nem használ más nyelveket, kérjük, lépjen tovább a 63. kérdéshez.

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## C. Angolul/ \_\_\_\_\_ nyelven

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha	Ezen a nyelven nem elérhető
Újságokat olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyveket olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színházba járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Koncertekre járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rádiót hallgatok (híradó, beszélgetések stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tévét nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenét hallgatok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filmeket nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes oldalakat olvasok/hallgatok/ nézek (weboldalakat, híroldalakat, blogokat stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Számítógépes szoftvereket használok, amelyek erre a nyelvre vannak lefordítva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-maileket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szöveges üzeneteket (SMS) írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes közösségi oldalakat használlok (Facebook, Twitter, chatszobák, internetes társalgási fórumok stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaktív játékokat játszom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogo(ka)t írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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D. \_\_\_\_\_ nyelven

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha	Ezen a nyelven nem elérhető
Újságokat olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Könyveket olvasok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színházba járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Koncertekre járok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rádiót hallgatok (híradó, beszélgetések stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tévét nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenét hallgatok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filmeket nézek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes oldalakat olvasok/hallgatok/ nézek (weboldalakat, híroldalakat, blogokat stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Számítógépes szoftvereket használok, amelyek erre a nyelvre vannak lefordítva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-maileket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szöveges üzeneteket (SMS) írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internetes közösségi oldalakat használlok (Facebook, Twitter, chatszobák, internetes társalgási fórumok stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaktív játékokat játszom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogo(ka)t írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### 63 A nyelvek aktív használata (szövegírás) és a „kulturális termékek”

#### A. Magyarul

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha
Levelet írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naplót vezetek vagy jegyzeteket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irodalmi szövegeket írok (verseket, történeteket stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saját zeneszövegeket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Énekelek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szavalok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színjátszó csoportokban veszek részt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### B. Szlovénul

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha
Levelet írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naplót vezetek vagy jegyzeteket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irodalmi szövegeket írok (verseket, történeteket stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saját zeneszövegeket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Énekelek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szavalok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színjátszó csoportokban veszek részt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ha soha nem használ más nyelveket, akkor Ön a kérdések végére ért. Nagyon köszönjük a részvételét és a segítségét!

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**C. Angolul/ \_\_\_\_\_ nyelven**

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha
Levelt írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naplót vezetek vagy jegyzeteket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irodalmi szövegeket írok (verseket, történeteket stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saját zeneszövegeket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Énekelek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szavalok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színjátész csoportokban veszek részt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D. \_\_\_\_\_ nyelven**

	Naponta	Hetente többször	Hetente	Havonta	Ritkán	Soha
Levelt írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naplót vezetek vagy jegyzeteket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irodalmi szövegeket írok (verseket, történeteket stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saját zeneszövegeket írok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Énekelek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szavalok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Színjátész csoportokban veszek részt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyéb: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Nagyon köszönjük a részvételét és a segítségét!**

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6 A) Kaj ste po poklicu? \_\_\_\_\_

B) Katera trditev najbolj natančno opisuje vaš trenutni zaposlitveni status?

- Hodim v službo/v šolo.
- Delam doma (npr. gospodinja, kmetovalec).
- Upokojenec.
- Iskalec zaposlitve/brezposelni.
- Drugo, prosimo, navedite: \_\_\_\_\_

7 Označite najvišjo stopnjo izobrazbe vašega očeta:

- Brez formalne izobrazbe.
- Osnovna šola: \_\_\_\_\_ let.
- Srednja šola (gimnazija, poklicna, strokovna šola): \_\_\_\_\_ let
- Strokovno spopolnjevanje ali visoka/višja šola/univerza: \_\_\_\_\_ let. Pridobljena stopnja izobrazbe/naziv \_\_\_\_\_
- Ne vem.

8 Označite najvišjo stopnjo izobrazbe vaše matere:

- Brez formalne izobrazbe.
- Osnovna šola: \_\_\_\_\_ let.
- Srednja šola (gimnazija, poklicna, strokovna šola): \_\_\_\_\_ let
- Strokovno spopolnjevanje ali visoka/višja šola/univerza: \_\_\_\_\_ let. Pridobljena stopnja izobrazbe/naziv \_\_\_\_\_
- Ne vem.

## B. OSNOVNI PODATKI O RABI JEZIKA/JEZIKOV

9 Kateri jezik/katere jezike (jezikovne različice) imate za svoj materni jezik ali prvi jezik?

\_\_\_\_\_

10 Ali je/je bil generaciji Vaših staršev in starih staršev nekdo, ki govori/je govoril še kateri drugi jezik razen slovenskega?

- Ne vem       Ne       Da. Navedite, kateri jezik:

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**Jezik, ki ga uporabljate s svojim zakoncem/partnerjem:**

Če nimate zakonca/partnerja, prosimo, da nadaljujete z vprašanjem 12.

**11 V katerem jeziku/katerih jezikih se pogovarjate s sedanjim zakoncem/partnerjem?**

Če uporabljata več kot en jezik, prosimo, navedite, v katerih okoliščinah uporabljata določeni jezik:

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**Uporaba jezika z otroki****12 Ali je pomembno, da se vsi otroci v času šolanja učijo svoj prvi/materni jezik?**

Ne vem       Ne       Da

**13 Ali v današnjem času obstajajo stališča o tem, da naj bi se/naj se ne bi govorilo z otroki v določenih jezikih?**

Ne vem       Ne       Da. Prosimo, navedite nekaj primerov (komentarjev) na to temo, kdo izraža ta stališča in kako:

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**C. JEZIKOVNA KOMPETENCA**

Prosimo, navedite, katere jezike obvladate in v kolikšni meri. Označite okence, ki po Vašem mnenju najbolje odraža Vašo jezikovno kompetenco, zmožnost razumevanja, govora, branja in pisanja.

**14 (Govorno) razumem naslednje jezike:**

	Tekoče	Dobro	Nekoliko	Slabo	Sploh ne
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**15** Govorim naslednje jezike:

	Tekoče	Dobro	Nekoliko	Slabo	Sploh ne
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16** Berem v naslednjih jezikih:

	Tekoče	Dobro	Nekoliko	Slabo	Sploh ne
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17** Pišem v naslednjih jezikih:

	Tekoče	Dobro	Nekoliko	Slabo	Sploh ne
Slovenski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angleški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madžarski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italijanski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemški	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**D. RABA JEZIKA**

**18** Prosimo, označite, v kolikšni meri uporabljate jezike, ki jih obvladate, v sledečih situacijah (v svoji državi).

**A) Slovenski jezik**

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Lahko dodate več dejavnosti po lastni presoji.

Če nikoli ne uporabljate drugih jezikov, prosimo, da nadaljujete z vprašanjem 19.

**B) Angleški jezik**

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Lahko dodate več dejavnosti po lastni presoji.

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C) Jezik: \_\_\_\_\_

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno *					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Lahko dodate več dejavnosti po lastni presoji.

D) Jezik: \_\_\_\_\_

	Zmeraj	Pogosto	Včasih	Redko	Nikoli
Doma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sorodniki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V službi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S prijatelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S sosedi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V trgovini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na cesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V knjižnici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V cerkvi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z uradnimi organi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo, če je bistveno *					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Lahko dodate več dejavnosti po lastni presoji.

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## E. ODNOS DO JEZIKA IN ŽELJA PO UPORABI JEZIKOV

19 Sledi nekaj trditev v zvezi z jeziki. Označite okence, ki odraža Vaše mnenje.

	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Sprejemljivo je, da ljudje, ki živijo v tej državi, govorijo slovenski jezik nepopolno.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Za otroke, s katerimi se starši pogovarjajo madžarsko, je (v tej državi) pomembno, da je tudi njihov učni jezik madžarščina.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Za otroke, s katerimi se starši pogovarjajo italijansko, je (v tej državi) pomembno, da je tudi njihov učni jezik italijanščina.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Od ljudi, ki iščejo zaposlitev v tej državi, se zahteva preveliko znanje slovenskega jezika.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Vrednost slovenščine, madžarščine in italijanščine

20 So se Vaši straši z Vami pogovarjali o pomenu znanja slovenskega, madžarskega in italijanskega jezika?

Ne

Da. Razložite na kakšen način za vsak posamezni jezik:

a. slovenski jezik: \_\_\_\_\_

b. madžarski jezik: \_\_\_\_\_

c. italijanski jezik: \_\_\_\_\_

### Trditve o rabi slovenskega, madžarskega in italijanskega jezika z različnimi posamezniki

21 V naši državi lahko ljudi, ki govorijo različne jezike, razločimo po zunanosti.

Ne

Da. Navedite, za kateri jezik to velja:

a. slovenski jezik: \_\_\_\_\_

b. madžarski jezik: \_\_\_\_\_

c. italijanski jezik: \_\_\_\_\_

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**22** Sledi nekaj trditev o govoricah madžarskega in italijanskega jezika. Označite, v kolikšni meri se strinjate z njimi.

<b>a) Madžarski jezik</b>	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Z ljudmi, ki govorijo madžarski jezik, je enostavno skleniti prijateljstvo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, se je enostavno spoznati.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, je enostavno skleniti zakonsko zvezo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, je enostavno delati.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo madžarski jezik, se enostavno preživlja prosti čas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>b) Italijanski jezik</b>	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Z ljudmi, ki govorijo italijanski jezik, je enostavno skleniti prijateljstvo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo italijanski jezik, se je enostavno spoznati.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo italijanski jezik, je enostavno skleniti zakonsko zvezo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo italijanski jezik, je enostavno delati.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z ljudmi, ki govorijo italijanski jezik, se enostavno preživlja prosti čas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Raba madžarskega in italijanskega jezika

**23** Kako se opredeljujete glede rabe madžarskega in italijanskega jezika na javnih mestih v svoji državi? Označite trditve, ki najnatančneje opisujejo Vaše mnenje.

<b>a) Madžarski jezik</b>	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Televizijske oddaje bi morale biti v madžarskem jeziku.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na policijski postaji bi morali govoriti v madžarskem jeziku.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V parlamentu bi morali uporabljati madžarski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V bolnišnicah bi morali uporabljati madžarski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na sodišču bi morali uporabljati madžarski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na spletu naj bi se uporabljal madžarski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šolstvu naj bi se uporabljal madžarski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>b) Italijanski jezik</b>	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Televizijske oddaje bi morale biti v italijanskem jeziku.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na policijski postaji bi morali govoriti v italijanskem jeziku.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V parlamentu bi morali uporabljati italijanski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V bolnišnicah bi morali uporabljati italijanski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na sodišču bi morali uporabljati italijanski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na spletu naj bi se uporabljal italijanski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V šolstvu naj bi se uporabljal italijanski jezik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Prihodnost različnih jezikov

24 Kaj menite: v kolikšni meri se bo pomen naštetih jezikov spremenil v naslednjih desetih letih? Označite, s katero od trditev se najbolj strinjate.

	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Pomen slovenskega jezika bo v prihodnjih 10 letih naraščal in jezik bo pridobil več govorcev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen angleškega jezika bo v prihodnjih 10 letih narašča in jezik bo pridobil več govorcev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen madžarskega jezika bo v prihodnjih 10 letih naraščal in jezik bo pridobil več govorcev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen italijanskega jezika bo v prihodnjih 10 letih naraščal in jezik bo pridobil več govorcev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomen nemškega jezika bo v prihodnjih 10 letih naraščal in jezik bo pridobil več govorcev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Značilnosti jezikov

V nadaljevanju poskusite s pomočjo spodaj podanih besednih dvojic opisati, kaj mislite ali čutite v zvezi z izbranim jezikom. Svoje odgovore označite na lestvici od 1 do 5, na primer:

	1	2	3	4	5	
lep	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	grd

### 25 Slovensčina zveni:

	1	2	3	4	5	
mehko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trdo
negotovo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	varno
blizu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	oddaljeno
zanesljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nezanesljivo
odločno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neodločno
moderno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionalno
nemočno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	močno
zabavno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dolgočasno
grdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prikupno
moško	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	žensko
neprijazno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prijazno
bogato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	revno
neuspešno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uspešno
starinsko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mladostno

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inteligentno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neumno
obzirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vsiljivo
neuko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	učeno
pasivno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktivno

## 26 Angleščina zveni

	1	2	3	4	5	
mehko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trdo
negotovo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	varno
blizu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	oddaljeno
zanesljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nezanesljivo
odločno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neodločno
moderno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionalno
nemočno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	močno
zabavno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dolgočasno
grdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prikupno
moško	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	žensko
neprijazno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prijazno
bogato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	revno
neuspešno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uspešno
starinsko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mladostno
inteligentno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neumno
obzirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vsiljivo
neuko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	učeno
pasivno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktivno

## 27 Madžarščina zveni

	1	2	3	4	5	
mehko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trdo
negotovo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	varno
blizu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	oddaljeno
zanesljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nezanesljivo
odločno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neodločno
moderno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionalno
nemočno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	močno
zabavno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dolgočasno
grdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prikupno
moško	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	žensko
neprijazno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prijazno
bogato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	revno
neuspešno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uspešno
starinsko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mladostno
inteligentno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neumno
obzirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vsiljivo
neuko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	učeno
pasivno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktivno

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**28 Italijanščina zveni:**

	1	2	3	4	5	
mehko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trdo
negotovo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	varno
blizu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	oddaljeno
zanesljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	nezanesljivo
odločno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neodločno
moderno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tradicionalno
nemočno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	močno
zabavno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dolgočasno
grdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prikupno
moško	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	žensko
neprijazno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prijazno
bogato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	revno
neuspešno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uspešno
starinsko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mladostno
inteligentno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	neumno
obzirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vsiljivo
neuko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	učeno
pasivno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	aktivno

**Zakonodaja**

**29** Menite, da zakonodaja Vaše države podpira rabo madžarščine?

Ne                       Da                       Deloma                       Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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**30** Menite, da zakonodaja Vaše države podpira rabo italijanščine?

Ne                       Da                       Deloma                       Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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**31** Menite, da zakonodaja Vaše države preprečuje rabo madžarščine?

Ne  Da  Deloma  Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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**32** Menite, da zakonodaja Vaše države preprečuje rabo italijanščine?

Ne  Da  Deloma  Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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**33** Menite, da zakonodaja Vaše države podpira znanje in rabo več jezikov na območju, kjer živite?

Ne  Da  Deloma  Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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**34** Ali v Vaši državi obstaja zakonodaja, ki ureja pouk madžarščine v šoli?

Ne  Da  Deloma  Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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**35** Ali v Vaši državi obstaja zakonodaja, ki ureja pouk italijanščine v šoli?

Ne  Da  Deloma  Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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**36** Ali so v Vašem okolju oz. državi govorci različnih jezikov in različni jeziki na splošno obravnavani na podoben način?

Ne  Da  Deloma  Ne vem

Če ste odgovorili "Da" ali "Deloma", Vas prosimo, da razložite, v kolikšni meri:

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### Jezik in trg dela

**37** Ali v Vaši državi obstaja zakonodaja oz. predpisi, ki podpirajo znanje različnih jezikov na trgu dela?

Ne  Da  Ne vem

Če ste odgovorili "Da", Vas prosimo, da razložite, v kolikšni meri:

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**38** Kakšno je Vaše mnenje o vlogi slovenščine na trgu dela v Sloveniji? Označite, v kolikšni meri se strinjate z navedenimi trditvami:

	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Govorcem slovenščine kot maternega jezika je olajšano iskanje prve zaposlitve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Govorcem slovenščine kot maternega jezika je olajšano pridobivanje višje plače.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Govorcem slovenščine kot maternega jezika je lažje zgraditi uspešno kariero.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Govorcem slovenščine kot maternega jezika je lažje dobiti novo, drugo službo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**39** Označite, v kolikšni meri se strinjate z naslednjimi trditvami o vlogi angleščine na trgu dela v Sloveniji:

	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Znanje angleščine olajša iskanje prve zaposlitve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje angleščine olajša pridobivanje višje plače.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje angleščine omogoča lažje napredovanje v karieri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje angleščine olajša menjavo službe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**40** Označite, v kolikšni meri se strinjate z naslednjimi trditvami o vlogi madžarščine na trgu dela v Sloveniji:

	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Znanje madžarščine olajša iskanje prve zaposlitve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje madžarščine olajša pridobivanje višje plače.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje madžarščine omogoča lažje napredovanje v karieri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje madžarščine olajša menjavo službe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**41** Označite, v kolikšni meri se strinjate z naslednjimi trditvami o vlogi italijanščine na trgu dela v Sloveniji:

	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Znanje italijanščine olajša iskanje prve zaposlitve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje italijanščine olajša pridobivanje višje plače.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje italijanščine omogoča lažje napredovanje v karieri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Znanje italijanščine olajša menjavo službe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Pogledi na jezik

**42** Ali obstaja jezik oz. ali obstajajo jeziki, za katere velja, da se jih je izredno lahko naučiti?

Ne       Da, naslednje jezike se da hitro naučiti:

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**43** Ali obstaja jezik oz. ali obstajajo jeziki, za katere velja, da se jih je izredno težko naučiti?

Ne       Da, naslednje jezike se je težko naučiti:

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**44** Označite, kako pestra je po Vašem mnenju družba, v kateri živite:

	Popolnoma se strinjam	Se strinjam	Težko se odločim	Se ne strinjam popolnoma	Se sploh ne strinjam
Dobro bi bilo, če bi naša družba bila bolj pestra.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lepo je slišati več različnih jezikov na ulicah mojega domačega kraja.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rad/a bi, da bi v moji soseščini živeli govorci madžarskega jezika.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rad/a bi, da bi v moji soseščini živeli govorci italijanskega jezika.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Menim, da država porabi preveč davkoplačevalskega denarja za podporo madžarskega jezika.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Menim, da država porabi preveč davkoplačevalskega denarja za podporo italijanskega jezika.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Jezikovna kultura in jezikovna pravilnost

**45** Ali obstajajo v Vaši državi ustanove ali osebe, ki gojijo madžarski jezik (skrbijo za njegov razvoj, napredek in urejenost)?

Ne  Da  Ne vem

Če ste odgovorili »Da«, Vas prosimo, da poimenujete te ustanove oz. osebe:

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**46** Ali obstajajo v Vaši državi ustanove ali osebe, ki gojijo italijanski jezik (skrbijo za razvoj, napredek, urejenost)?

Ne  Da  Ne vem

Če ste odgovorili »Da«, Vas prosimo, da poimenujete te ustanove oz. osebe:

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**F. KONZUMIRANJE MEDIJEV IN AKTIVNA RABA JEZIKOV V (MODERNIH) MEDIJIH**

47 Kako pogosto uporabljate (elektronske) medije v naslednjih jezikih?

**A) V slovenskem jeziku**

	Vsako-dnevno	Večkrat tedensko	Tedensko	Mesečno	Redko	Nikoli	Ni dostopno v tem jeziku
Berem časopise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem knjige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodim v gledališče	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obiskujem koncerte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam radio (poročila, pogovorne oddaje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam televizijo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam glasbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam filme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem, gledam, poslušam internetne vsebine (prebiram domačo stran, novice, bloge ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam programsko opremo v tem jeziku (uporabniški vmesnik: ukaze, menije)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem e-maile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedilna sporočila (SMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam socialne medije (Facebook, Twitter, klepetalnice, spletne forume za razpravljanje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Igram interaktivne igre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem bloge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Če nikoli ne uporabljate drugih jezikov, se za Vas vprašalnik tu zaključí. Zahvaljujemo se Vam za sodelovanje.

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**B) V angleškem jeziku**

	Vsako- dnevno	Večkrat tedensko	Tedensko	Mesečno	Redko	Nikoli	Ni dostopno v tem jeziku
Berem časopise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem knjige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodim v gledališče	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obiskujem koncerte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam radio (poročila, pogovorne oddaje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam televizijo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam glasbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam filme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem, gledam, poslušam internetne vsebine (prebiram domačo stran, novice, bloge ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam programsko opremo v tem jeziku (uporabniški vmesnik: ukaze, menije)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem e-maile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedilna sporočila (SMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam socialne medije (Facebook, Twitter, klepetalnice, spletne forume za razpravljanje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Igram interaktivne igre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem bloge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**C) V madžarskem jeziku**

	Vsako- dnevno	Večkrat tedensko	Tedensko	Mesečno	Redko	Nikoli	Ni dostopno v tem jeziku
Berem časopise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem knjige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodim v gledališče	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obiskujem koncerte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam radio (poročila, pogovorne oddaje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam televizijo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poslušam glasbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gledam filme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berem, gledam, poslušam internetne vsebine (prebiram domačo stran, novice, bloge ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam programsko opremo v tem jeziku (uporabniški vmesnik: ukaze, menije)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem e-maile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem besedilna sporočila (SMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uporabljam socialne medije (Facebook, Twitter, klepetalnice, spletne forume za razpravljanje ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Igram interaktivne igre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pišem bloge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugo: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Hvala lepa. Za sodelovanje v naši raziskavi smo Vam zelo hvaležni.**

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