

Dialects of the past? The competence of German dialects in Hungary among kindergarten children

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Small languages, big ideas: the smaller Germanic languages
from a theoretical, general and comparative perspective

Oldenburg

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1. German dialects in Hungary: an overview
2. German in Hungary: a short introduction
3. Language using habits in change
4. Research: Findings
5. Conclusions

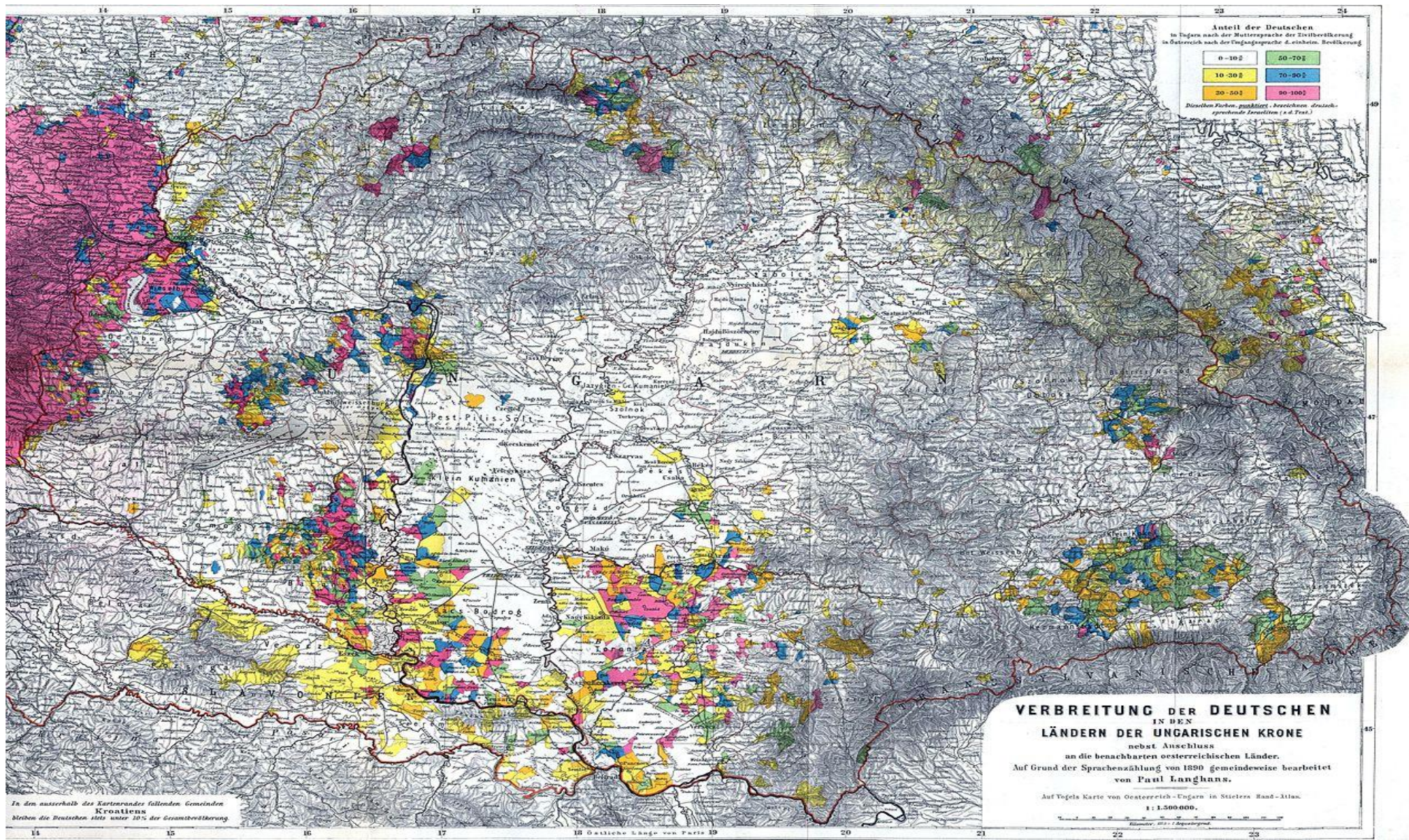
Content

Dialect: Criteria

- Area of use: family-intimate, oral use
- Language users: craftsmen, farmers
- Spatial extent: location-specific
- Communicative range: limited, minimal
- Linguistic criteria: less elaborate, but functionally everything present in the standard variety

Internal German: West
Hungary separated by border

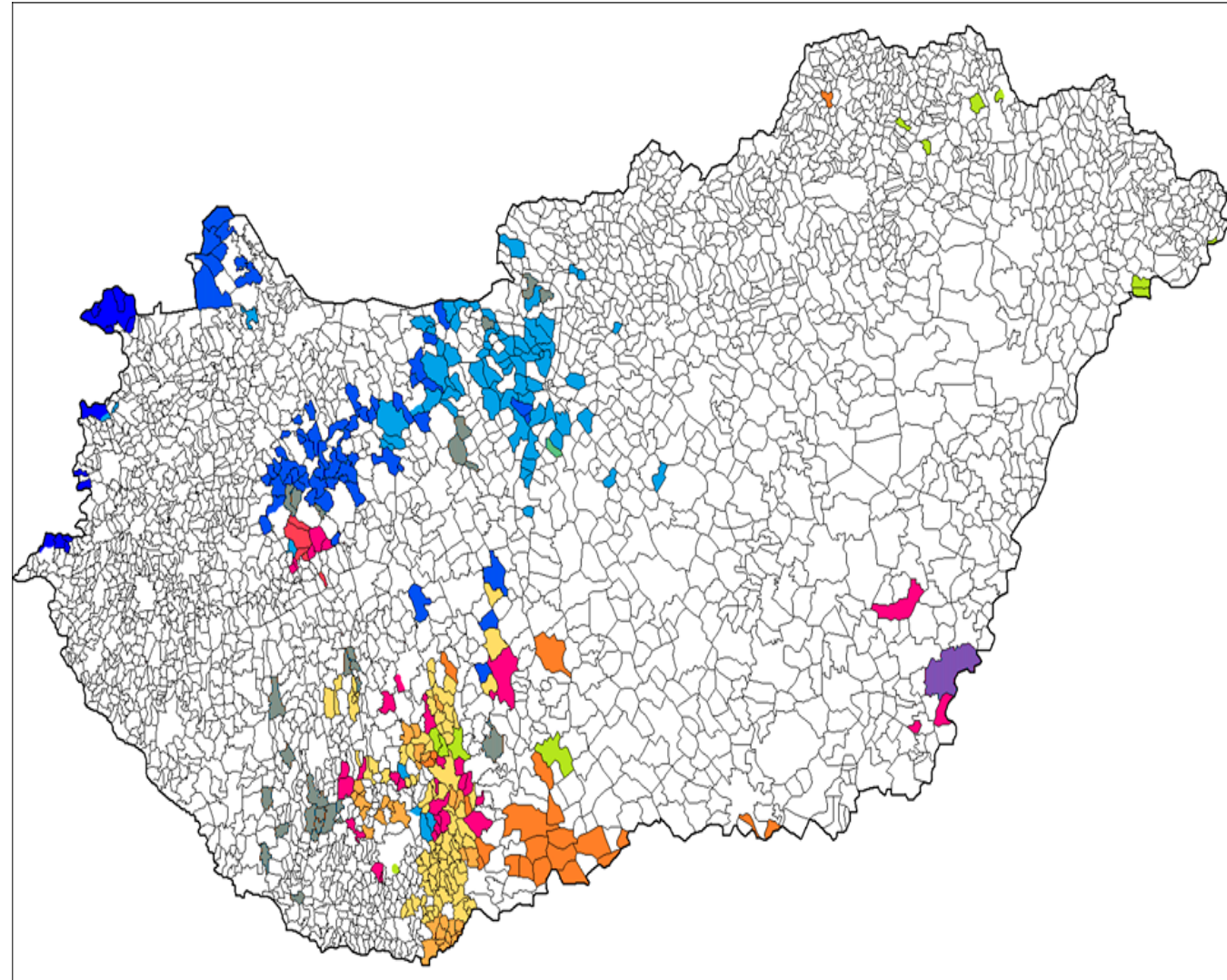
Language islands of modern times: 17th century –
Settlement of German farmers/craftsmen



Ungarndeutsche Dialekte

- Burgenländische "ui" Mundart
- Bayerische Mundarten
- Burgenländische-Bayrisch "ui" Mischmundarten
- Schwäbische Mundarten
- Schwäbische-Bayrische Mischmundarten
- Rheinfränkische Mundarten
- Bayrische-Rheinfränkische Mundarten
- Hessische-Fuldauerische Mischmundarten
- Hessische-Rheinfränkische Mischmundarten
- Oberfränkische Mundarten
- Oberfränkische-Rheinfränkische Mischmundarten
- Bayrische-Oberfränkische Mischmundarten

1. Central and southern german Dialects
(mixed dialects > so-called settlement dialects, which are identified as Bair., Franconian, Swabian etc. depending on the dominant features)
2. Regional dialects (compensation 2nd level > in "Swabian Turkey" a Hessian and a Fulda dialect area emerged)
3. Hungarian Central Mountains
Burgenland-Bavarian, Bavarian
4. North-West Hungary: Burgenland-Bavarian



Changes in the language use of the German Dialects in Hungary

- Dialects private
- officially as a transition but also Viennese German and high school language

before WW II

1945-1960

- German officially forbidden, tolerated
- Economic, social transformation
- private less and less

- officially available in the developed education system
- hardly there privately

After 1990

Ethnolinguistic Vitality

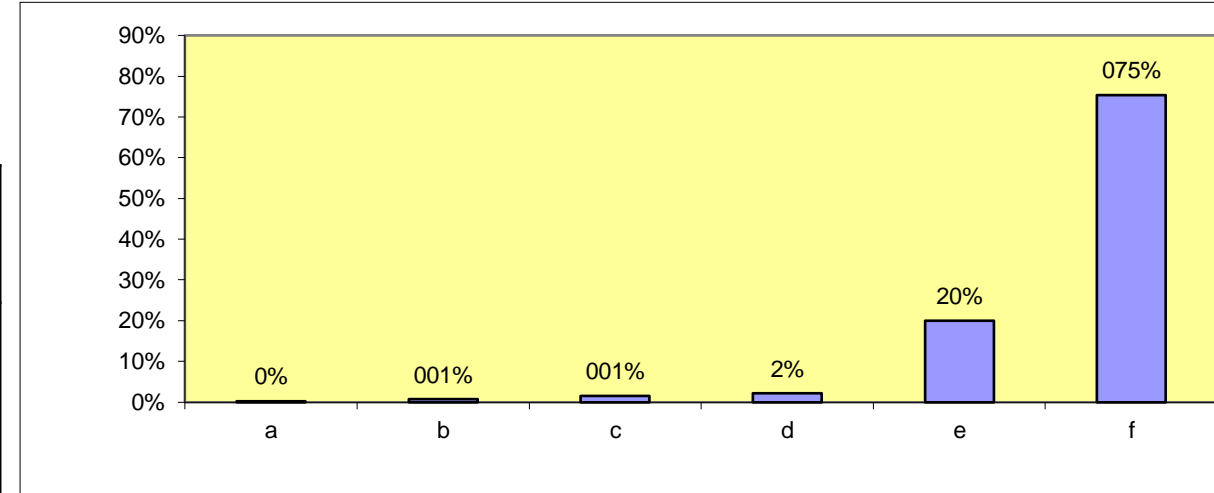
Most likely drives a group to view itself as a separate entity in intergroup situations

Status	Demography	Institutional Support
Economic, political In the society Social historical	Number of group members, their geographic concentration and distribution	Formally education rules, laws of the government
Linguistical - outer - inner	Number of endogamous marriages, birth rate, out-immigration index	Informally industry religion culture family

Language competences

Language competences of kindergarten children at the beginning of the kindergarten 2007.

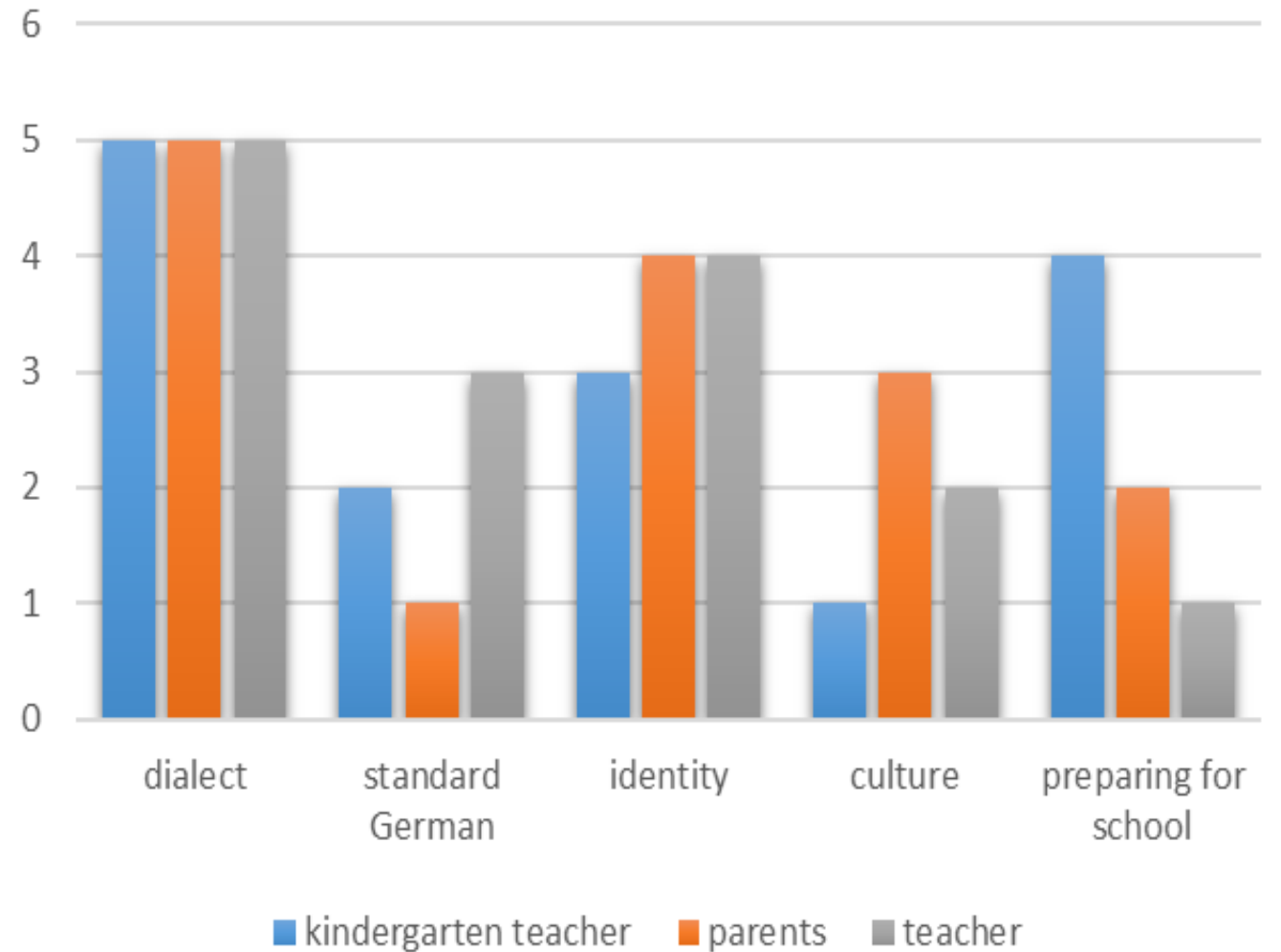
a	Dialekt as a Mother Tongue	14	0,25%
b	Standard Variety of German as a Mother Tongue	39	0,7%
c	Understand a German Dialect	84	1,5%
d	Understand the German Standard Variety	122	2,2%
e	German is not unknown	1128	20%
f	No Knowledge in German	4249	75,4%
		5636	100%



Successive change of language 1999.

Age	German as mother tongue
0–14	7,3 %
15–39	22,7 %
40–59	26,1%
60–	43,8 %

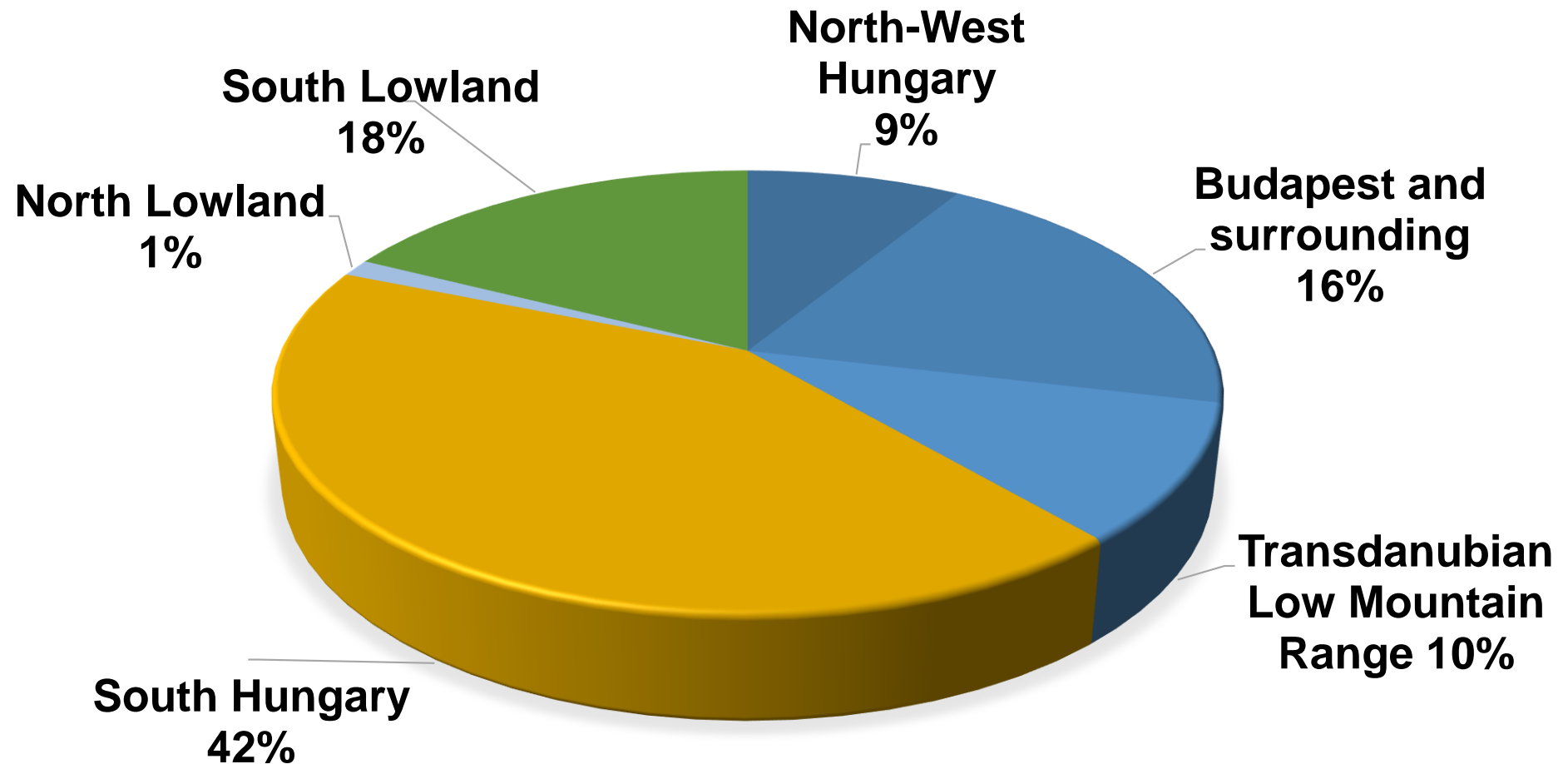
Priority list of the tasks of a German nationality kindergarten according to the opinion of the kindergarten teachers, parents and teachers



Methodology

- The study deals with the partial results of a large-sample self-administered questionnaire survey, which were processed with the SPSS program.
- The study was carried out with the participation of educators in day nurseries. The questionnaires were sent in electronic form using the snowball method. The data sheet was easy to read, with multiple choice questions and a few open-ended questions.
- Data collection: in kindergarten of regions inhabited by the German minority from 230 kindergarten 85 send the surveillance filled in back (37%)
- To have an in-depth understanding kindergartenteacher, parents and leader were involved in the study
- A total of 38 kindergartenteacher, 140 parents and 85 leader participated in the study.

Distributions of demographic variables: filled in samples in some regions

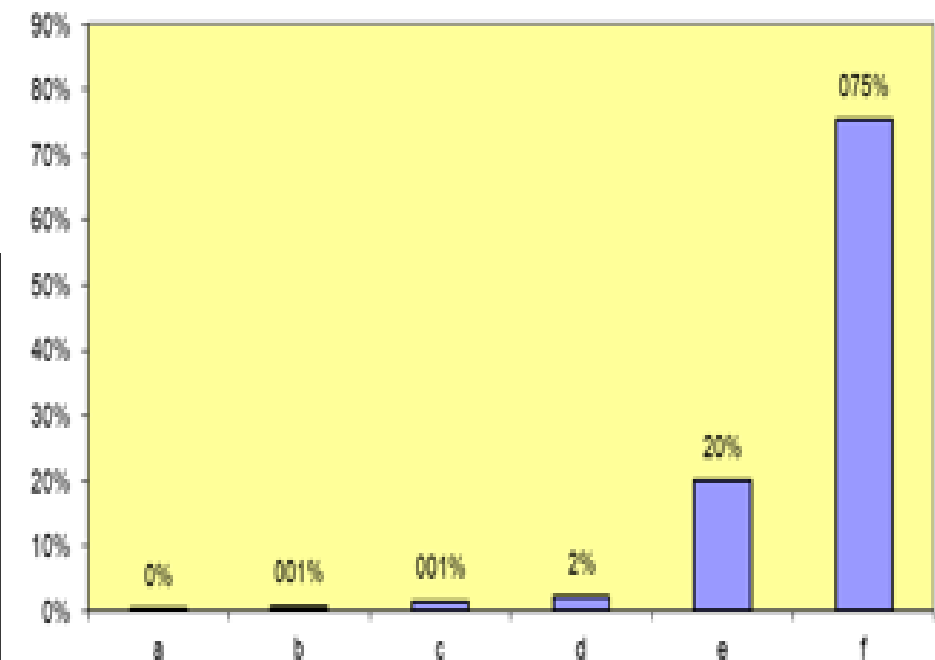
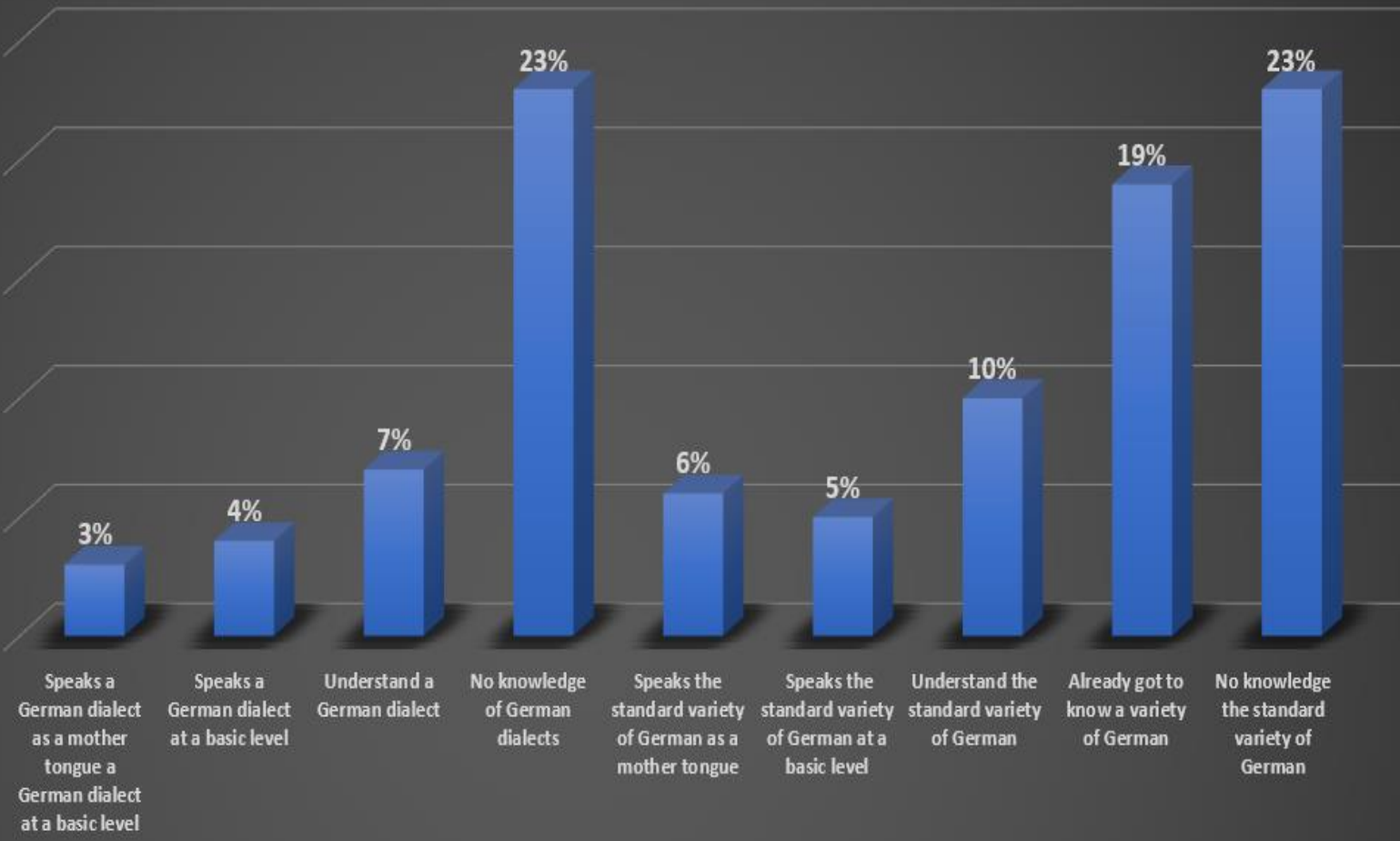


Number of groups and (N/kindergarten)

	Number of Children in the Kindergarten (N/kindergarten)									
N	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91 <
North-West Hungary 7								2		5
Budapest and surrounding 16	1	1	1				2	2	1	8
Transdanubian Low Mountain Range 8			2	1						5
South Hungary 34	1	3	9	2	2	5	1	1		10
North Lowland 1							1			
South Lowland 14						1	3	2		8
Σ	2	4	12	3	2	6	7	7	1	36

Comparison: 2007 and 2022

What German language competencies do children start kindergarten with?

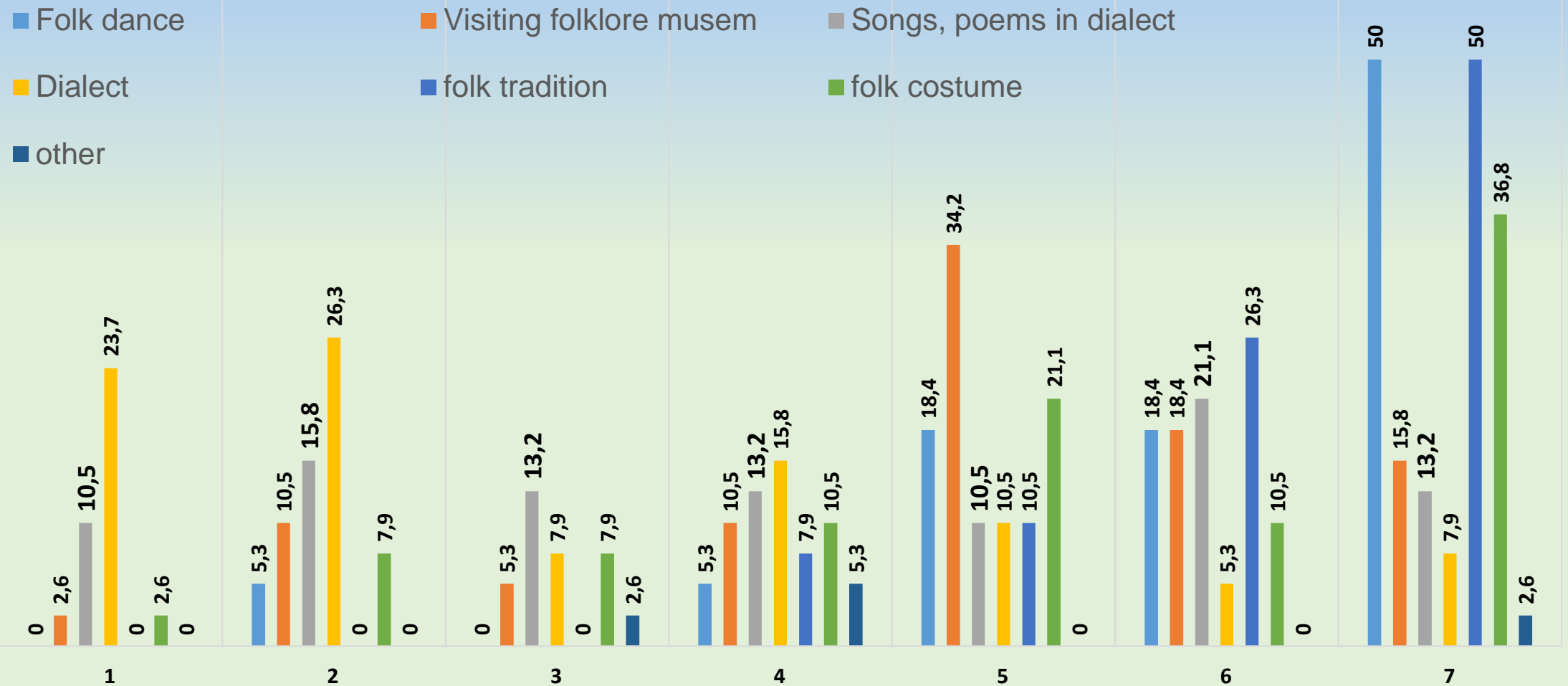


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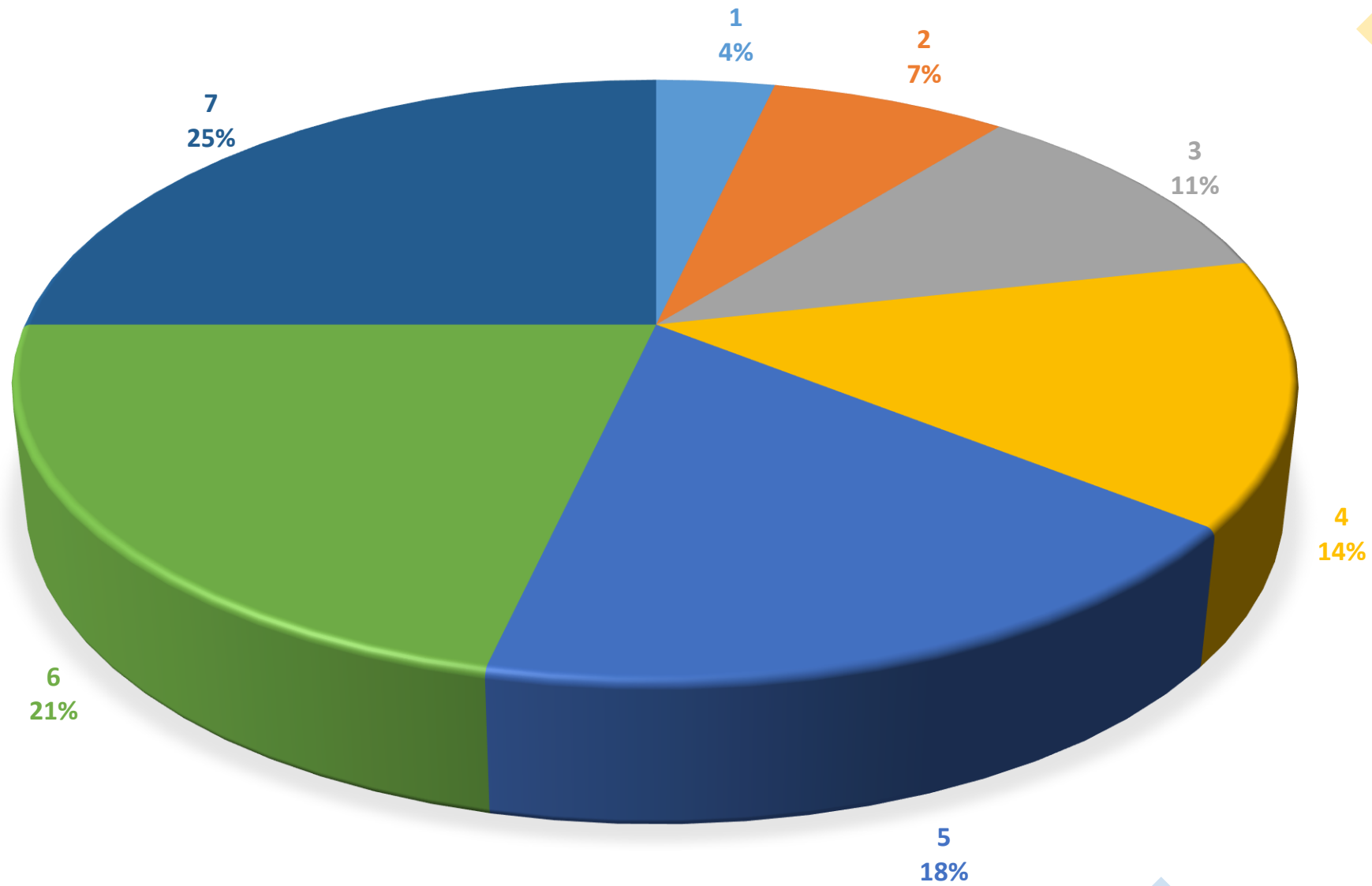
Kind and Importance of Cultural Traditions (%)

	1	2	3	4	5	6	7
Folk dance	0	5,3	0	5,3	18,4	18,4	50,0
Folklore museum	2,6	10,5	5,3	10,5	34,2	18,4	15,8
Poems, songs in the dialect	10,5	15,8	13,2	13,2	10,5	21,1	13,2
Getting know Dialect	23,7	26,3	7,9	15,8	10,5	5,3	7,9
Folk tradition	0	0	0	7,9	10,5	26,3	50,0
Folk costume	2,6	7,9	7,9	10,5	21,1	10,5	36,8
Other	0	0	2,6	5,3	0	0	2,6

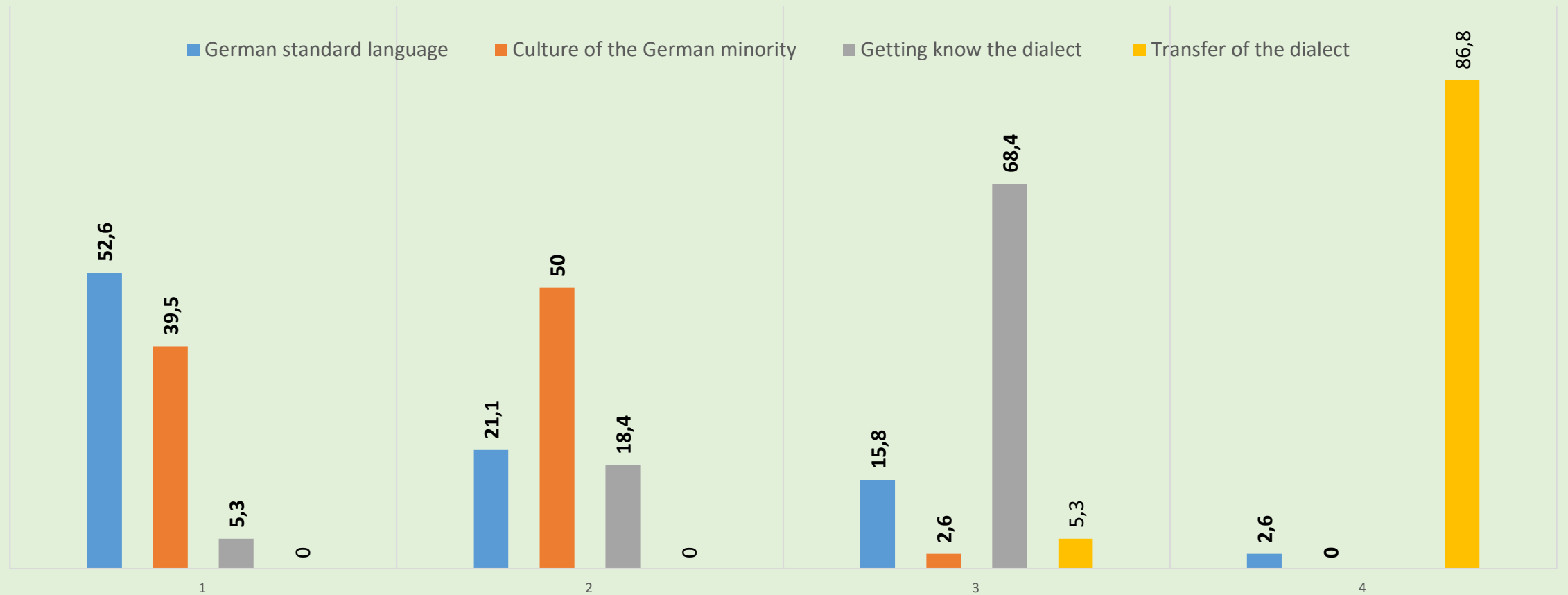
KIND AND IMPORTANCE OF CULTURAL TRADITIONS (%)



FOLK DANCE IN THE PEDAGOGICAL PROGRAMM



MOST IMPORTANT FIELDS IN THE EDUCATION IN THE OPINION OF THE KINDERGARTEN TEACHER %



Promotion of dialects

- Holistic approach (music, movement, art, literature, natural sciences),
- Collections (written and auditory),
- Practical, methodical examples lesson plans, tasks for dealing with dialect,
- Gain knowledge: the German language is a polycentric language,
- Not only a means of communication, but also a factor of identification, the attitude of Hungarian-Germans to the dialect is affective.

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Thank you for your attention!

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