BUILDING THE ROMANIAN DICTIONARY OF SOCIOLINGUISTICS: STEPS AND TERMINOLOGICAL ENDEAVOURS / L'ÉLABORATION DU DICTIONNAIRE ROUMAIN DE SOCIOLINGUISTIQUE: AXES ET DÉFIS TERMINOLOGIQUES / ELABORAREA DICȚIONARULUI ROMÂN DE SOCIOLINGVISTICĂ: ETAPE ȘI PROVOCĂRI TERMINOLOGICE[1]

Abstract*: This paper presents part of the problems and difficulties encountered in the elaboration of the first Romanian dictionary of sociolinguistic terminology. The presentation starts with the steps we have taken in accomplishing this work to eventually evoke some of the terminological endeavours imposed by several entries of the dictionary.*

Key words*: dictionary, sociolinguistics, definition, terminology, translation.*

Résumé*: Cet article présente une partie des problèmes et des difficultés rencontrées dans l'élaboration du premier dictionnaire roumain de terminologie sociolinguistique. Seront d'abord exposés les premiers axes sur lesquels le travail a été accompli, pour finalement exposer quelques-uns des défis terminologiques imposés par plusieurs entrées de ce dictionnaire.*

Mots-clefs*: dictionnaire, sociolinguistique, définition, terminologie, traduction.*

1. Introduction

The elaboration of the terminological dictionary of sociolinguistics is a running project[2], which proposes to achieve, for the first time in the Romanian language, a synthetic image of the entire sociolinguistic field. Our purpose is to create a working instrument for Romanian students and researchers (since in Romania, sociolinguistics is not highly developed and there is not much significant research in the field), facilitating their access to the existing knowledge and contributing at the same time to the creation of the Romanian meta-language necessary to the development of research in Romanian.

In any field of activity, there is usually a vocabulary used by people to more efficiently communicate ideas, concepts and to facilitate the understanding of the topics under discussion. From this point of view, sociolinguistics does not differ at all. Terms such as depidginization, decreolization or vernacularization confuse those who make the first steps in this direction.

Besides, we try to disambiguate the many terms which - given the increasing heterogeneity of sociolinguistic research - are used with different meanings in different academic traditions. In what follows we present the steps we have taken to achieve the terminological dictionary and some of the problems we faced when deciding translations /adaptations of terms or the coinage of new terms, or when trying to harmonize definitions.

2. Conception of Dictionary

2.1. Sources and Resources

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[2] The project has partially been financed by the SCIEX Program, and it represents a collaboration between the University of Piteşti (Romania) and the University of Neuchâtel (Switzerland). My gratitude goes towards the two mentors of the Home and Host Institutions: Sanda-Marina Bădulescu (University of Piteşti) and Andres Kristol (University of Neuchâtel).

The first step to take in our endeavour was to focus on all the existing dictionaries/ glossaries of sociolinguistics in order to build a clear and comprehensive perspective of the dictionary under discussion. This required the exploration of the following three territories:

a) the Romanophone territory: *Sociolingvistica/Mic Dicționar Terminologic* (Colesnic-Codreanca 2002), the only sociolinguistic dictionary published in the Republic of Moldova (76 terms without any specification of the source);

b) the Francophone territory: *Sociolinguistique: les concepts de base (*Moreau 1997); *Sociolinguistique du contact: Dictionnaire des termes et concepts* (Simonin and Wharton 2013);

c) the Anglophone territory: *A Glossary of Sociolinguistics* (Trudgill 2003); *A Dictionary of Sociolinguistics* (Swann et al. 2004).

Besides these dictionaries we also consulted linguistic encyclopedias (Ammon et al. 2004, Goebl et al. 1996, Holtus, Metzeltin and Schmitt 1996), monographs and journals, and articles in several languages (Romanian, English, French, German, Spanish, Italian). The main objective was to identify the existing terminology in Romanian and to supplement it according to different research available in other languages.

2.2. Definitions: lexicography versus terminology

Since our dictionary is a terminological one, we decided to make a distinction from the very beginning between lexicological and terminological definitions. Terminology encodes concepts, i.e. identifies their name, whereas lexicography decodes words, i.e. explains their meaning (Dubuc 1997:3).

In contrast to the general language definitions, where a word is defined by its synonyms and their overlapping meanings, in terminological definitions the term can be defined by the concepts surrounding it in the specialized field it appears (Sager / Dungworth / McDonald 1980:75).

Vézina et al. (2009:6) consider that "*la définition terminologique s'attache à décrire, à énoncer un concept (ou notion) désigné par un terme et à le caractériser par rapport à d'autres concepts à l'intérieur d'un système organisé (appelé système conceptuel), tandis que la définition lexicographique cherche à décrire le ou les sens (signifié) d'une unité lexicale*".

2.3. How entries are organised

All the nomenclature is managed by the FileMaker Pro 12 database, which facilitates the automatic creation of the dictionary at completion. Each record consists of six fields in principle (see illustration below): *Romanian lemma* with the corresponding *English* and *French lemma*, the *definition* itself, *bibliographic references* and *cross-referencing*.

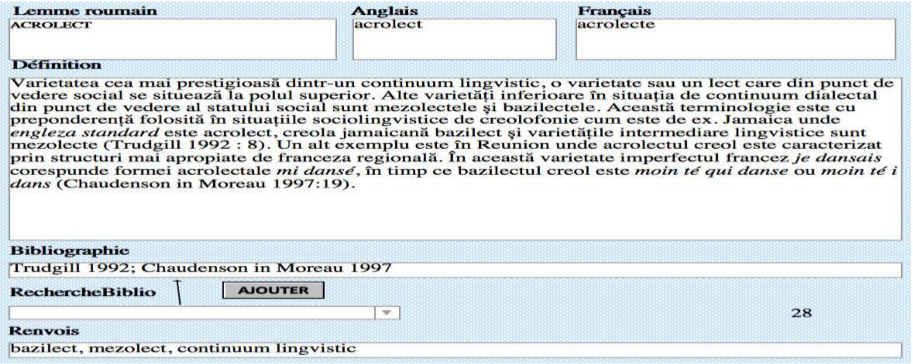
Definitions vary widely in length: in some cases, a brief and simple definition is entirely sufficient; in other cases, the concept needs to be studied in a more nuanced and elaborated way. However, we have tried to make most entries complete in themselves.

The *Bibliography* field provides in a brief form all bibliographical references used in the definition while a detailed bibliography section will gather at the end of the book all the bibliographic information presented within the entries. The last field of each entry consists of cross-referencing, which should help readers track related terms and better understand a set of concepts.

Items are strictly in alphabetical order and each entry discusses one term. Thus, *diglossia*, *microdiglossia*, *macrodiglossia* or *heteroglossia* are treated separately as four separate entries. Most lemmas are transparent, or are explainable through definition. Very rarely have we provided some etymological information useful to the understanding of meaning.

We also included a small number of names of theoreticians who laid the foundation of sociolinguistics or who had major contributions to the field development (e.g. Labov, Gumperz, Ferguson, Fishman, Hymes, etc.). In what follows we present the models of entries and of bibliographical references offered by the Filemaker Pro 12 application.

Model of an entry



Lemme roumain
ACROLECT

Anglais
acrolect

Français
acrolecte

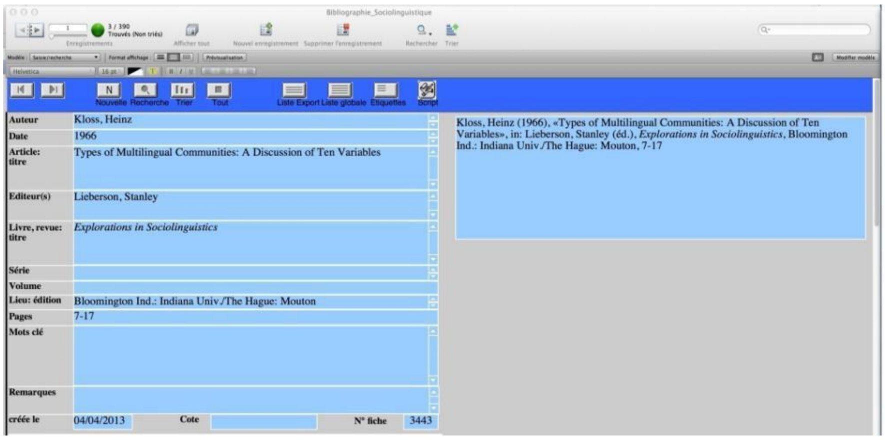
Définition
Varietatea cea mai prestigioasă dintr-un continuum lingvistic, o varietate sau un lect care din punct de vedere social se situează la polul superior. Alte varietăţi inferioare în situaţia de continuum dialectal din punct de vedere al statului social sunt mezolectele şi bazilectele. Această terminologie este cu preponderenţă folosită în situaţiile sociolingvistice de creolofonie cum este de ex. Jamaica unde *engleza standard* este acrolect, creola jamaicană bazilect şi varietăţile intermediare lingvistice sunt mezolecte (Trudgill 1992 : 8). Un alt exemplu este în Reunion unde acrolectul creol este caracterizat prin structuri mai apropiate de franceza regională. În această varietate imperfectul francez *je dansais* corespunde formei acrolectale *mi dansé*, în timp ce bazilectul creol este *moin té qui danse* ou *moin té i dans* (Chaudenson in Moreau 1997:19).

Bibliographie
Trudgill 1992; Chaudenson in Moreau 1997

RechercheBiblio

Renvois
bazilect, mezolect, continuum lingvistic

Model of a bibliographical reference



Auteur Kloss, Heinz
Date 1966
Article: titre Types of Multilingual Communities: A Discussion of Ten Variables
Editeur(s) Lieberson, Stanley
Livre, revue: titre *Explorations in Sociolinguistics*
Série
Volume
Lieu: édition Bloomington Ind.: Indiana Univ./The Hague: Mouton
Pages 7-17
Mots clé
Remarques
créée le 04/04/2013 **Cote** **N° fiche** 3443

Kloss, Heinz (1966), «Types of Multilingual Communities: A Discussion of Ten Variables», in: Lieberson, Stanley (éd.), *Explorations in Sociolinguistics*, Bloomington Ind.: Indiana Univ./The Hague: Mouton, 7-17

At the present moment, the dictionary contains 570 entries, more than 600 bibliographical references, and its degree of accomplishment is 95%.

3. Delimitation of sociolinguistic entries

Developing and building a clear and comprehensive perspective of the fundamentals is related to several questions. Some of the issues questioned are as follows:

- To what extent do the sociolinguistic terminologies reflect national research traditions (or specific to different linguistic communities, English, French, etc.)?
- Do some concepts exist only in English, or only in French?
- Moreover, to what extent do the same terms express the same concepts in different languages and different research traditions?
- How can these different traditions be reconciled in a third language, namely Romanian?

The dictionary includes technical terms which are popular in sociolinguistics and that the readers are likely to encounter in academic texts. It thus includes common terms, but also a sharper terminology likely to interest researchers specialized in sub-fields of sociolinguistics. In terms of contemporary approaches, the dictionary adopts a broad coverage. It includes various approaches to the study of language variation and change, language contact phenomena, including bilingual language use, language in interaction, intercultural communication, applied areas such as language policy, planning and language in education, etc.

Delimitation is not strict, but goes beyond the boundaries of sociolinguistics towards dialectology, anthropology, psychology, sociology and linguistics, based on terminology overlap between these disciplines.

4. Terminological Endeavours

In what follows we are going to give some details about the process of coining new terms and also about the difficulties in rendering some notions in the target languages. Here are some examples***:***

a. *translanguaging*: A sociolinguistic term developed by Ofelia García (2009) to designate multiple discursive practices from the perspective of multilingual speakers, often in an educational context in language teaching; the concept includes that of code-switching. To our knowledge, no Roman language has succeeded in providing an equivalent term; the concept has created a debate among several participants of the Congress of the Francophone Network of Sociolinguistics (RFS), Corsica (July 31 to July 5, 2013), the discussion with whom yielded no result. After analyzing the proposed notions of "translinguisme", "translanguer" and "translanguage", we realized that they did not meet the translational criteria, therefore we opted for the structure _communication translangagière‘ _comunicare translangajieră‘ (noticing also the advantage of semantic transparency).

b. Another question we have been trying to answer is what to do with the terms defining specific educational programs that are not transferred to other states. For example, one of the entries is occupied by *side-by-side model*. It is a two-way immersion program introduced only within the elementary school system and based on one-day English / one day Spanish. It is a program in which students travel from a Spanish classroom to an English classroom. How does one render this concept in Romanian or French, when these two educational systems lack this kind of educational bilingual program? Our definition follows Garcia‘s explanations:

> Presupune separarea lingvistică a spațiului și a persoanelor; modelul conform căruia 2 profesori în clase separate acționează ca profesori monolingvi într-una sau cealaltă limbă, asigurând elevilor experiențe de „imersiune‖ în limbă: ex. X furnizează experiența de limbă în engleză și Y doar în spaniolă, iar copiii schimbă clasele cel puțin de două ori pe zi (Garcia in Potowski / Rothman 2011:41).

The definition is clearly transferred but what about the term? Shall we translate it or shall we preserve the original structure? For the time being, we are considering to resort to the Anglicism *modelul side-by-side* since it evokes a different reality completely unknown to the Romanian people.

c. *alolingv*: a specific technical term attested in Romanian, coined in the Republic of Moldova for a person who does not have Romanian as a mother tongue or does not commonly speak Romanian. As the term refers to a specific sociolinguistic situation, we did not want to translate the concept, with *alloglo*t. Our option was to leave the Romanian lemma without correspondence in French or English.

d. *langue seconde*: In the Anglo-Saxon sociolinguistics, any language is second from the moment it is acquired chronologically after the first language (Rafoni 2007:16). Swann et al. (2004:272) give the following definition:

> A second language (frequently abbreviated to L2) is the language of an individual or a community that is not acquired from birth, but at some stage subsequent to the first (or native) language. The term often refers to contexts in which the second language is available as a medium of communication (e.g. English learnt by Punjabi speakers in the UK, or Zulu by speakers of other languages in South Africa.

In situations of migration and language contact as is the case in France, the L2 comes to take over as the first language (as a language of communication, education, social interaction inside and outside the family daily): « *le français (...) prend une position dominante et entame l'ensemble des fonctions qui, pour l'unilingue, relève de la langue dite maternelle* » (Lüdi et Py 2002:44).

And then we ask ourselves: do we have such a language in Romania that meets the daily requirements in order to be qualified as a second language? Or a language that is learned in school and that is as a language of instruction as well?

On the one hand, an answer could be in the foreign language that people learn, this concept really overlapping with that of a second language. In fact, Mackey in Moreau (1997:185) suggests that for a long time there had been no distinction between second language and foreign language: « *depuis les années 60, dans le contexte du bilinguisme officiel, on a eu tendance à réserver le terme langue seconde à une langue qui bien que n'étant pas langue première, possède une ou plusieurs fonctions dans le milieu à titre de langue véhiculaire, langue de culture, langue scolaire ou deuxième langue officielle* ». Romanians normally experience two realities: Romanian as their mother tongue and foreign languages that are taught in the school system. In this cntext, we speak of the first foreign language (French) and the second language (English). This order having been reversed, today we speak about English as the first foreign language.

On the other hand, the use of Romanian as a second language is identified only among ethnic minorities in Romania and the Republic of Moldova. In Romania, there are 10 minority languages which enjoy general protection (Albanian, Armenian, Greek, Yiddish, Macedonian, Polish, Romanian, Ruthenian, Tatar, Italian) and 10 languages which enjoy greater protection because of their impact on Romanian culture (Bulgarian, Czech, Croatian, German, Hungarian, Russian, Serbian, Slovak, Turkish, Ukrainian) (Saramandu / Nevaci 2009:30-41).

The explanation found on the internet is that "*o limbă secundară înseamnă învăţată ulterior şi folosită în educatie sau societate*". At the same time we find in the small glossary of sociolinguistic terminology developed by Colesnic-Codreanca (2002:32) the definition of the second language (we notice a difference in translation between the Romanian spoken in Moldova and the Romanian spoken in Romania: *Limba Secundă vs Limba secundară): "o altă limbă decât cea maternă învăţată şi folosită în diverse împrejurări; de obicei o limbă străină cu drept de cetăţenie în numeroase domenii ale vieţii publice*". Thus, there is similarity to the basic idea that the second language is for the Romanians a foreign language.

e. *baby talk*: For the time being, we have not found an equivalent for this structure. In French a possible equivalent would be *langage enfantin*, but as in Romanian it does not express the same thing. Coulmas (2005:233) gives two significations: (1) A simplified speech form used by adults to young children. (2) The speech of young children characterized by limitations on choices due to incomplete language acquisition.

f. Other cases: language shift – In the Romanian language we often find this English structure. We propose *schimbare de limbă;* change from above – *schimbare de deasupra (in the literature)* - we propose *schimbare conștientă;* change from below - *schimbare de jos (in the literature)* - we propose *schimbare inconștientă;* code-switching situațional – *alternanță codică situațională*; varietatea H / L – *varietate înaltă / joasă,* intraspeaker variation - *variație intralocutorială, interspeaker variation - variație interlocutorială,* etc.

5. Conclusions

This paper presented only some of the difficulties encountered during the process of creating a dictionary. A dictionary should constitute a reliable guide and preceptor. By elaborating ours we want to offer the reader a useful and efficient tool without avoiding the open-ended questions, signaling therefore the difficulties encountered in terms of untranslatability or impossibility of homogenization of different notions (even if sociolinguistics is characterized by increased heterogeneity, it is sometimes a minefield, with similar terms, used differently in different academic tradition). At the same time we wanted to shed light on the notions that did not pose major definitional problems.

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