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SUMMARY

The habilitation thesis entitled *Language in Diachrony* includes two chapters: the first one describes my scientific activity, research interests, and the connection between research and teaching activities; the second one covers my plans and ideas for further career development, teaching and institutional management.

I have been teaching at the Faculty of Letters of the Babeş-Bolyai University since 1997, initially as an associate professor, then as a teaching assistant from 1998 to 2003, as an assistant professor between 2003 and 2008, and since 2008 as a senior lecturer. I earned my Ph.D. degree in Humanities in 2005.

The first chapter – I. Scientific activity, research and education: from language usage in the past to Hungarian as a foreign language – presents my scientific contribution closely related to teaching activity, since I consider that a teacher is most effectively able to transmit his/her knowledge and to arouse the students' interest in the field that he/she is researching. Thus, in the first part of the chapter, I present my research across different disciplines and my teaching activities associated with them. Each subchapter contains a general, very short introduction of the given sub-field the purpose of which is to show how my scientific activity is related to the results, methods, paradigms of the respective discipline. Within each subchapter, I tried to deal separately with the studies written and research conducted in the period that precedes my doctoral thesis defence from those from the period that followed it. I considered necessary to cover the period before 2005 in order to highlight how I developed as a researcher, how I reached the results, gained current ideas and appointed targeted research projects. The studies are not always discussed chronologically: I chose thematic grouping because it shows better the path I followed in my research, what influenced my commitment to one or another topic, and what progress I have made.

Reviews of my work and citations are given in footnotes, thus separating them from the main text, yet easily consultable. These references are not listed in the selected bibliography at the end of the thesis.

In the first subchapter (*1. History of language: from verbal prefixes to code switching*), I firstly wrote about contemporary research on the history of (Hungarian) language, emphasizing the interdisciplinary nature of this field, and outlining the tendencies that characterize it. I talked about my own research in two major subsections: *1.1. Analysis of the markers of spatial relations*, *1.2. Language in use: semantic field, (specialised) vocabulary, taboo, bilingualism, and naming processes*.

I presented the analysis of the markers of spatial relations into three subsections: studies of the period preceding the completion of my dissertation, the doctoral thesis, and the results of the period following 2005. These researches are closely related in their subject: mainly by the fact that they are based on the analysis of verbal prefixes, prefixed verbs of the Hungarian language. Preparing my Ph.D. thesis, I selected three semantically related verbal prefix (*fel* ‘up’, *le* ‘down’, *alá* ‘down, under’) in order to conduct a diachronic research. Although verbal prefixes have attracted the interest of many researchers, and there are many studies in the literature, these results did not or only partially answered my questions. My aim was to answer the questions: how were/are these verbal prefixes used; why do verbal prefixes connect to the verbs they were/are attached to; why has a verb changed its prefix in time while the meaning has remained the same. The data which constituted the basis of this research was gathered from the volumes of the *Historical Dictionary of Hungarian Language in Transylvania (Erdélyi magyar szótörténeti tár /SZT./)*, from the *Historical Dictionary of Hungarian Language (Nyelvtörténeti szótár /NySz./)*, and from old texts (*Missiles of the Middle Ages until 1541 – Középkori leveleink 1541-ig* /ed. ATTILA HEGEDŰS and LAJOS PAPP/, and the codices of 15th and 16th centuries). One of the novelties of the research is the chosen method: the theoretical framework of cognitive linguistics was chosen for the analyses. Thus, I was the first linguist working on Hungarian historical material with cognitive linguistic methods. I worked with the theoretical and methodological background of the Cognitive School of Cluj, which – like other research centres – examines language in close unity with cognition, however “we built our theoretical conclusions much more organically on the biological and implicitly on the evolutionary background (...), thus on a background that defines language structure” (SZILÁGYI 2002). That is why the terminology used in the doctoral thesis (and in other studies as well) is determined by the theories of this school, and is partially different from the one used in the international literature.

In my first studies (see subchapter 1.1.1 of Chapter I) I dealt with the application of cognitive linguistics in analysing historical data (2003a), with the changes in progress in prefixed verbs (2001b, 2007b), synchronic and diachronic analyses of some prefixed verbs

(2003b, 2005a), as well as with some issues that – at the time of finalising my doctoral thesis – did not prove to have much importance: the place of verbal prefixes in the system of parts of speech, and the possibility to attach suffixes to them (2001a, 2002a).

In my doctoral thesis (*The Hungarian Verbal Prefixes in the 15th–19th century and in the Contemporary Language. Cognitive and Diachronic Analysis of Hungarian Verbal Prefixes fel ‘up’, le ‘down’, alá ‘underneath’*, see subsection 1.1.2., chapter I) I discussed the three verbal prefixes in parallel, grouping them according to different criteria that determined their usage, and I did so in order to highlight the changes that occurred in the coding of the analysed relations. In addition to the fact that I was the first scholar to apply the method of cognitive linguistics on historical data analysis, I could mention the clarification of the concept of vertical dimension (reflected in language): I had to separate the primary FEL–LE (UP–DOWN) direction and the FEL–LE relation resulting from the FELETT–ALATT (ABOVE–UNDER) relation in order to see and point out more clearly what became and becomes important for speakers while linguistically mapping a relation. This is because “the use of verbal prefixes is in fact determined by the perceived direction or relation, and changes in the use of verbal prefixes are based on a rearrangement of the conditions for perceiving relations” (2007a: 262). In addition, analysing the prefixed verbs denoting concrete movements, I had been able to distinguish between two separate *alá* lexemes that behave differently in diachrony: the first one, initially denoted a downward movement along the vertical axis, thus it was linked to the primary direction, and it was used as a synonym of the verbal prefix *le* ‘down’, and – by gradually losing its productivity till the end of the 16th century – its place had been taken over by *le* (e.g. *alámegegy – lemegegy* ‘to go down’); the second one was and is linked to the derived relation, where the direction of the movement is not important from the speaker’s perspective, thus this does not play a role in using the *alá* lexeme, but *alá* indicated and indicates the result of the movement, and today it is a prototypical marker of the ALATT (UNDER) relationship (e.g. *alátámaszt* ‘support, shore up’, *aláaknáz* ‘undermine’).

There were also – in the analysed material – pairs of verbs that were and are used with different prefixes while referring to similar movements (e.g. *ledől* ‘fall (over)’ – *feldől* ‘fall (down)’, *lecsuk* ‘shut down’ – *becsuk* ‘shut down, close (in)’, *felnyit* ‘(break) open’ – *kinyit* ‘open’ etc.). Then, I could not give an adequate explanation to the reason for their parallel usage, as it required the examination of other relations as well, not included in the research.

Within the analysis of non-concrete movements, I delimited two major groups: the value-senses organized around spatial dimensions (in the international literature: space metaphors) and the metaphorical conceptualisation of abstract notion (in the international

literature: structural metaphors). In the conclusion I could state that the most important changes occurred (besides in the case of concrete movements) in the case of metaphors organised around value-senses, thus the expressions showing markers of certain dimensions in the old Hungarian language, nowadays are used with different markers.

These results prompted me not to abandon the researched area, but to try to find answers to the questions raised.

In the following period (see subsection 1.1.3., chapter I), additional linguistic data were collected and analysed using similar methods and criteria. My main goal was to get a better look on the shifts in the system. At the same time, I observed some overlap or closeness, even shifts in coding, marking of some relations, the almost synonymous use of verbal prefixes which is usually due to the different perspective while seeing, perceiving a movement, a relation, furthermore, these phenomena depend on the purpose of communication. Thus, I started to analyse each relation separately or in pairs: *ÁT* 'through, over', *KERESZTÜL* 'trans-, across, through', *KÖRÜL* 'around', *EGYBE* 'co-, in-, whole', *ÖSSZE* 'in-, co-, together', *SZÉT* 'apart', *BENN* 'in, interior', *KINN* 'out, exterior' (see 2007c, 2010a, 2011a, 2012a, 2013a, 2014a, 2014b, 2015a). To conduct a research on the prefixed verbs and related relations, I won research grants on several occasions from the Hungarian Academy of Sciences, and as a result I was able to publish a book (*A magyar igekötőrendszer változása a 15. századtól napjainkig hét térviszony szemantikai struktúrájának alapján* [Changes within the system of verbal prefixes since the 15th century based on the analysis of semantical structure of seven spatial relations] 2015b). On the pages of this book I described the semantical structure of seven spatial relations, their connections and changes in time by analysing the following verbal prefixes: *be* 'in', *bele* 'in', *ki* 'out', *el* 'away, aside', *egybe* 'co-, in-, whole', *meg* (it has the role of changing the aspect of the verbs it is attached to, and also denotes approaching sth), *össze* 'in-, co-, together', *szét* 'apart', *keresztül* 'across, through', *át* 'through, over', *körül* 'around', *rá* 'on' and *vissza* 'back, re-'. While analysing prefixed verbs denoting concrete movements, I could clarify the causes of parallel usage, the stages of disappearance of certain functions, and their takeover by other suffixes. I could show how the prototypical markers of some relations have changed, and what is important to the speaker when perceiving and coding a relation (e.g. the PATH schema; direction of movement; the type of the path; characteristics of the basic elements that constitute a relation: the stable and mobile element /partly corresponding to landmark and trajector/). This allowed me to shed more light on the motives that governed and still govern changes within the system of Hungarian verbal prefixes. I could also show those changes that occurred over time in

metaphorical conceptualisation of abstract notions, and in the group of the expressions organised around value-senses. Amongst the group of figurative expressions, more changes occurred in the system of value-senses related to spatial dimensions.

In the next subchapter (*1.2. Language use: semantic field, (specialised) vocabulary, taboo, bilingualism and naming processes*) I firstly outlined some aspects of Hungarian diachronic research (diachronic semantics, language and vocabulary in diachrony), on the one hand because my research activities are partly a continuation of the traditions represented by linguists of Cluj, on the other hand because my scientific activity is also related to the contemporary researches on the history of Hungarian language. The aim of my articles in the field of semantics and lexicology (2015c, 2015d, 2015e, 2017a, 2019b) is to show semantic changes and shifts in usage of words, expressions within a semantic field, such as: music, culinary art, the process of writing. The analysed data were collected from the already mentioned *Historical Dictionary of Hungarian Language in Transylvania*, but in many cases I used other relevant sources as well. However, for my 2019b study, these data served as comparison, since the main text to focus on was a cookbook published at the end of the 17th century, in Cluj. Reflecting over some semantic changes, I interpreted as a type of iconicity (2015f) the phenomenon named phonemic resemblance by Hadrovics (1992), and besides old Hungarian examples and contemporary slang expressions, English, French, Dutch and Romanian examples were used. In conclusion, I could show that – although it is mostly governed by the convergence of the meaning of two words – the semantic shift influenced by phonemic resemblance can occur even when the original meaning of two words are not similar, contrary to the results of some scholars.

The colour perception may vary from person to person, as colour names fall into the category of adjectives with degrees of comparison (e.g. *kékebb* ‘bluer’, *zöldebb* ‘greener’ etc.). Analysing words and expressions denoting colours and hues in old Hungarian (2020a, 2020b, 2021a), I was curious to find out what words, expressions were interpreted in the same way by every member of the language community. In this sense, I came to the conclusion that, when it is necessary to name a shade as precisely as possible, one uses more complex, even pleonastic phrases (e.g. *vadgalambszín szürke* ‘wild pigeon-gray colour’). The aim of the study, based on the data from the same Historical Dictionary, was to establish the reasons and procedures of naming these hues, and the causes of some semantic changes. In order to give adequate answers to my questions, I included not only the results of historical semantics, but I also used the possibilities given by cognitive linguistics. In addition, there were phenomena

that indicated linguistic interferences due to bi- and multilingual character of the geographical region that provided the data. Since I was also interested in whether a loanword or loan expression was already in the source language used to denote colours, hues, or this meaning was developed by the Hungarian community, I had to recourse to the cultural, social and even economic background of the studied era.

Changes in language use depend even on changing attitudes and changing community standards. Therefore, one cannot always rely on his/her linguistic competences and knowledge about contemporary language, but one has to study the data in their historical and social context. By studying the appearance, the usage of Latin apologetic phrases *salva venia* and *salvum sit* in 17th and 19th century Hungarian texts, I could establish how our attitude and view over some animals, actions, objects, even professions has changed in the past centuries (2014c). As we cannot draw proper conclusions from the phenomena encountered in old texts just based on the knowledge of contemporary language and language use, we cannot use for every corpus the criteria and/or taxonomy determined by other researchers (see the reinterpreted taxonomy in 2014c). An example of this could be the study of emerging the terminology, of a specialised vocabulary and a specialised language use. Specialised vocabulary, language use is usually defined in relation to common, standardised language, however, in the centuries when we cannot speak of a common language, besides the texts with a particular subject area, one has to resort to the analyses of other types of texts. In my study about the Hungarian laws in Transylvania in the 16th–17th centuries (2019a), I talked not only about the emerging legal terminology, but also about the Latin-Hungarian bilingualism reflected in these texts.

In addition to topics presented, working with the texts of the Historical Dictionary of Hungarian Language in Transylvania, my attention was drawn by phenomena of linguistic interference in old Hungarian depositions of 16th and 19th centuries due to Hungarian-Romanian bilingualism (2015G, 2016a). In these studies, I analysed Romanian words and phrases that appeared in the texts of Hungarian-language testimonies given by Romanians living in Transylvania, thus interferences connected to mother tongue elements in a foreign language text. The most difficult challenge was to collect the data: firstly I had to select those texts that were spoken by Romanian-speaking persons; secondly I had to analyse words and phrases that were not or are not part of the Hungarian language as regional borrowings; or if they were adopted or having been used by Hungarian speakers, the analysed data should not contain variants adapted to Hungarian phonotactic rules but the phonetic variants identical or similar to the Romanian dialectal or standard variant (e.g. *kláka* ‘corvee, group work’, *szkutár*

‘shepherd’ vs *kaláka, eszkotár ~ oszkotár ~ iszkotár*, etc.). In order to explain as accurately as possible these phenomenon and to choose the right texts, I needed to study historical and social facts, as well.

Linguists, especially those dealing with historical data, nowadays collect their data from texts introduced into database, published in printed books or dictionaries. Being one of the editors of the Historical Dictionary of Hungarian Language in Transylvania, and having at hand the most complex historical thesaurus, I chose to work first of all with its data. However, it may also happen that some errors slipped into texts, and – if one has any doubt in the correctness of any data – one has to go back to the source. That is how I proceeded with one of the data dealing with the 16th and 19th centuries horse and dog names (2019c) and, by showing the error and correcting it, I could easily determine the process of the naming. In addition, while writing this study, having knowledge on the historical and social facts, I was able to reinterpret one of the explanations found in the literature.

In conclusion, in the case of dealing with historical data, one has to take into consideration several aspects: there are cases when it is necessary to use the results of other disciplines, and not analysing only language data; contemporary linguistic competence should not be imposed on the language usage of earlier centuries, but one has to draw conclusions having knowledge of the social, cultural and/or historical background of the given age; sometimes the printed data or those introduced in a database must be checked, and the taxonomy determined already in the literature has to be changed depending on the analysed texts, or previous research results – sometimes – need to be reinterpreted.

In the last part of this subchapter (*1.3. The history of language: teaching activities*), I was primarily talking about the three course-books written in order to facilitate the study of diachronical linguistics and history of Hungarian language, books that are in accordance with our curriculum (2007f, 2008, 2017b). Each chapter of the specified course-books contains further bibliography including articles and books written for non-specialists, as well. In addition, students can find exercises and further research topics which might help in broadening their knowledge and which may encourage them to conduct further research. At the end of this subchapter – as a result of my work with the students – I presented the written theses in this field.

The next subchapter (*2. Lexicography: from bilingual (specialised) dictionaries to the thesaurus of old Hungarian language*) presents my lexicographic work: the dictionaries to which I contributed as an editor and/or editor-in-chief, and the studies tackling with the

difficulties encountered while editing lexicographic work. As a young scholar, I have been already involved in the work of three different types of dictionaries. At the Institute of Linguistics and Literature Sextil Pușcariu (where I worked as a researcher between 1995 and 1998), I began to learn the editing of bilingual dictionaries through updating and correcting the data of the Hungarian-Romanian dictionary. In parallel, I joined the editorial team of our richest and most complex historical dictionary of Hungarian language (*Erdélyi magyar szótörténeti tár – Historical Dictionary of Hungarian Language in Transylvania*) in the autumn of 1995, and from 1996 I worked on a synonym and antonym dictionary (*Magyar szókincstár. Rokon értelmű szavak, szólások és ellentétek szótára – Hungarian Thesaurus. Dictionary of synonym word, proverbs and antonyms*) with an editorial board from Hungary. In the first section (2.1 *Hungarian Thesaurus*), I presented briefly the dictionary and my tasks as a unique editor outside Hungary. In the second section (2.2 *Specialised dictionaries*) the bilingual specialised dictionaries I worked on between 2000 and 2015 (2000a, 2002b, 2005c, 2008b, 2009a, 2015h) are presented. The main purpose of these lexicographic works was to approach the different terminology (of public administration, economic and educational) used by Hungarian speaking specialists and non-specialists from Romania and Hungary, thus they constituted a step towards standardisation of specialised registers. The next section (2.3. *About specialised dictionaries*) presents two articles with the same subject: experiences accumulated while editing bilingual specialised dictionaries enumerated in 2.2. The first article (2013b) highlights those aspects that might interest Romanian readers: the importance of mother tongue in learning and studying specialised languages; the circumstances by which the terminologies used in Romania by Hungarian speaking specialists became different from the standards used in Hungary; and, due to this process, the problems and difficulties in planning and editing such bilingual dictionaries. The second study (2017c), besides the general difficulties of dictionary writing, highlights the problems encountered in editing bi- or multilingual dictionaries especially for minority communities, and shows the errors detected in lexicographic works of the last 30 years.

The next longer subsection (2.4. *Erdélyi magyar szótörténeti tár – Historical Dictionary of Hungarian Language in Transylvania*) comprises a general presentation of the dictionary, on the one hand to highlight its complexity and the rich possibilities of its use, on the other hand to illustrate – if possible – the huge work that my former teachers and editor colleagues had already done when I joined the editorial board. I contributed to volume 10 with a modest number of 170 pages (from 1094), then with 230 pages to the 11th (from 1066). While editing volume 12, I did not participate only as an editor of entry-words (I wrote 240

pages of 1010), but also, with professor János Zsemlyei, I helped the work of the editor-in-chief Ferenc Kósa. And for the last two volumes, I was the editor-in-chief: I coordinated the work, looked through the work of my colleagues, corrected and completed it where it was needed. In addition, I contributed with 520 pages to volume 13 (from 1210 pages) and 373 pages to 14th (from 798 pages). I received several prizes individually and with the editorial board of the dictionary (see subchapter 7, chapter I).

The first study (2007d) of the next subsection (*2.5 Studies on editing the Historical Dictionary of Hungarian Language in Transylvania*) deals with a general presentation of this monumental work, the process of editorial work, and the second one (2016b) focuses on a single aspect: the entry-word types and the difficulties that editors encountered. At the end of the article, I also wrote about the importance of elaborating an index. About the work already done and the task of completing the index, I wrote in the subchapter 1.1. of chapter II. Although I consider the editorial work and my contribution in completing the Historical Dictionary of Hungarian Language in Transylvania to be the most important and significant lexicographic work of mine, I consider that it is not finished yet, the elaboration of an index to it represents a further task.

Although I have never taught lexicography, I have always encouraged students to use dictionaries in their research, not only the latest, but the older ones as well, especially when working with old texts. I gave a lecture on dictionary editing within the framework of the Gyula Márton Students' College (see subchapter 5.1. of chapter I).

The third subchapter (*3. History of Linguistics: Linguists from Transylvania and a Mathematician*) has, as well, a brief introduction followed by two subsections: *3.1. Studies published in the period preceding the completion of doctoral thesis: from a five-lingual dictionary to the polymath Brassai*; *3.2. Published articles after obtaining the Ph.D. degree: from a genius mathematician to the short history of Hungarian lexicography*. My first articles (1998a, 2001c, 2004, 2005e) are the written versions of my conference presentations in which I dealt with a single aspect of a scholar's work: Faustus Verančić, János Apáczai Csere and Sámuel Brassai. Then, my attention was drawn on János Bolyai, the mathematician who developed the non-Euclidian geometry. Studying his linguistic manuscript at the Teleki-Bolyai Library in Tg-Mures, I could write about his ideas on Hungarian language, ideas influenced on the one hand by the logical-mathematical way of thinking, on the other hand by linguistical theories of 19th century (2007c, 2012b). My other articles related to the history of linguistics presented the following topics: Transylvanian scholars' research in the 17th–19th centuries (2012b), Transylvanian linguists' research in the last hundred years (2011b),

paradigms in the historical study of Hungarian language (2014d), the beginning of Hungarian lexicography (2021b). The subchapter is closed by a section about my teaching activities (3.3. *History of linguistics in education*), in which I wrote about the topics we focus on during courses and seminars, and presented the M.A. theses wrote on related topics.

The fourth subchapter (4. *Hungarian as a foreign language: research and education*) comprises three subsections. I presented the published articles (4.2 *Studies, conference attendance*) two of which are based on the experiences I gained teaching Hungarian as L2: methods offered by cognitive linguistics (2003c), and incorporation of cultural elements into foreign language teaching (2015i). In the 2016c article, after a brief history of teaching Hungarian as L2 to Romanian speakers at Babes-Bolyai University, I presented the steps taken in developing teaching materials, and the work with M.A. students. In fact, by its very nature, this is an area that is more closely related to education than the disciplines discussed above. Therefore, I put more emphasis on education and presentation of teaching materials. After a brief presentation of teaching Hungarian as foreign language (4.1. *Teaching materials, research projects*), I wrote about the research grants that helped me developing teaching materials, and a training course at the end of which I could prepare a methodological guide for students interested in teaching Hungarian as L2. This guide and the work with M.A. students are described in the following section (4.3. *Teaching methods for of Hungarian as a foreign language*). I detailed the activities within the course offered to M.A. students, the M.A. and B.A. theses written on this topic.

The following subchapter (5. *Other activities related to education*) has two parts. In the first one (5.1. *Activities in higher education*), I described on the one hand, how my teaching position has changed since 1997, and on the other hand, the subjects taught (except the already presented ones): the course on cognitive linguistics (Faculty of Letters, Ist and IInd year B.A. students), cultural anthropology and linguistics (Faculty of Psychology and Educational Sciences, M.A. program). I stressed that I suggested and introduced the subject Methodology of Hungarian as a foreign language to the M.A. program (Faculty of Letters), and reintroduced subject history of linguistics (firstly to IVth year B.A. students, than to IInd year M.A. students). I enumerated the theses and master's dissertations coordinated so far, papers presented by my students at the Transylvanian Scientific Student Conference (ETDK). I talked about my several committee memberships at ETDK, and at the National Scientific Student Conference (OTDK) organized in Hungary as a member and chairperson of the

committee. I also discussed my lectures held in Gyula Márton Students' College, summer universities, doctoral students' conferences. I described my activity in the preparatory committee of several doctoral students, and listed the doctoral theses for which I was a reviewer. I also mentioned that in 2016 I received the Excellent Teaching Activity Award (Babes-Bolyai University).

The following part (5.2. *Activities in public education*) describes activities that are not or are partially related to higher education: introducing a training course for Hungarian language and literature teachers; instructor at several training courses (see Bolyai Summer Academy); participant at a training course as I considered it important to gain new competences and to develop the already existing ones; activities under the Ministry of Education (reviewing school books, member in the National Curriculum Committee; president of the National Specialised Committee for Hungarian Language and Literature); elaboration of tests for national exams; supervising methodological-scientific theses; invited lecturer at various competitions and summer schools organised for Hungarian high-school students.

In chapter 6 (*Implication in academic life and promoting science*), I listed the professional organizations and editorial boards to which I am a member, and my implication in some volume editing. I enumerated conferences that I organised and attended; however I named only those which I considered to be most important. I also talked about the presentations held as an invited guest lecturer at universities and the Hungarian Society of Linguistics. I listed the reviews I published, my peer-review activity, translations. At the end of the chapter, there are the lectures held in order to promote science within different communities.

The subsequent subchapter (7. *Research grants, academic recognition*) deals with the research projects in which I participated as a member or coordinator, and my individual research grants. I would like to mention here as well the research scholarship János Bolyai offered by the Hungarian Academy of Sciences, one of the most important research grants that a young researcher can obtain, and at the end of which the Board of Trustees qualified my work as excellent. I enumerated the awards won alone and with fellow editors.

In the last subchapter (8. *Implication in academic management*), I listed the tasks and roles I had in academic management since 2006: membership in the Council of the Faculty, in the University Senate, vice-dean of Faculty of Letters, ERASMUS coordinator.

The second major chapter of my habilitation thesis refers to future plans, ideas in developing scientific, didactic and academic career (II. *Continuation of research and didactic activities, implication in academic management: plans and ideas*). In the first subchapter (1. *Continuation of research activities: index of Historical Dictionary of Hungarian Language in Transylvania and Language Use*) I described my future research plans in two parts. As I have already indicated in the presentation of my research work (see subchapters 2.4 and 2.5, chapter I), it became clear that the elaboration of an index to the Historical Dictionary is very important to facilitate researchers' work. In the first subsection (1.1. *Index of the Historical Dictionary of Hungarian Language in Transylvania: preliminary work and its completion*) firstly I brought arguments for the necessity of it, secondly I described the preliminary work already done and the tasks we are facing. In the second part of this subchapter (1.2. *From colours to historical bilingualism*) I presented the article- and book-plans already prepared in a certain way, and which are related to my previous research: the diachronical lexico-semantic study of colours, shades, changes into the semantic field of music, the history of development of Hungarian legal terminology and language, historical bi- and/or multilingualism in Transylvania. The historical data for the first two topics are already gathered from the Historical Dictionary of Hungarian Language in Transylvania and I wish to consult other sources as well, and to broaden my knowledge on the history, economy and social life of the chosen period. In order to study in a more detailed manner the development of Hungarian legal language, I already made notes of the Transylvanian laws edited in the 17th century, but I have to consult other sources (see *Corpus Iurici Hungarici*) and an adequate bibliography. Contrary to my previous studies on bilingualism (see 2015g, 2016a), I would like to analyse these phenomenon on the Hungarian speakers' testimonies. To reach my goal, first of all I had to transform into a database a manuscript left by Hungarian linguists from Cluj, and make some modifications on it based on the last 30 years literature on it.

The chapter ends with the presentation of my planned activities related to education and implication in academic life (2. *Perspective on didactical activities and academic management*). I emphasized the involvement of M.A. and B.A. students in scientific activities. I plan to elaborate a compiled course-book of old texts, analysis-models and articles on different methods and theories, and proposed research topics. In addition, with my M.A.

students, I continue to elaborate curricula, teaching materials for teaching Hungarian as L2 in order to publish a book for those Romanian speakers who wish to learn Hungarian. As I consider important not only to keep up with the novelties in my research field, but I wish to improve my teaching skills, I plan to participate on training courses, especially on those that can offer me more knowledge about using ICT-tools more efficiently in teaching. As an Erasmus coordinator, I will help students and colleagues, and, if the Department and/or the Faculty needs my experience and knowledge, I will contribute to academic management, as I did before.

The thesis is completed by a selection of bibliographic list and (for easier retrospect) the list of my own studies and books.