



Terminology Planning of the Hungarian Language in Croatia on the Example of Educational Terminology

Ana LEHOCKI-SAMARDŽIĆ

Josip Juraj Strossmayer University of Osijek
Faculty of Humanities and Social Sciences
Department of Hungarian Studies
analehocki@gmail.com, alehocki@ffos.hr

*“Pluricentric languages are both unifiers
and dividers of peoples.”*

Michael Clyne

Abstract. Since the beginning of the 21st century, several strategic documents have been drafted and numerous procedures have been developed for systematizing terminology within the European Union as a basis for setting guidelines and terminology strategies in individual Member States. The aim of this paper is to point out the procedures for terminology planning within the Hungarian community in Croatia using examples from two large projects that are simultaneously coordinated and supported by the Hungarian Academy of Sciences in several countries neighbouring Hungary (in Croatia, the material is collected and processed at Glotta Language Institute in Osijek): the creation of Termini’s Hungarian–Hungarian Dictionary and the Hungarian Terminology Strategy Project TMNP2023-1/2023. Based on specific examples from the two projects mentioned, we will highlight the importance of normative procedures in the minority language, which can rely but to a certain extent on the terminology of the mother tongue when it comes to culturally specific terms or those that arise from differences in the educational, legal, and other systems and domains of the society in which minority communities live in relation to their home country. The paper will explore the methods of terminology planning in the language of the Hungarian national minority in Croatia, considering the differences in the Croatian and Hungarian educational systems, and how terminology planning within the majority influences terminology planning within the minority.

Keywords: terminology planning, language of Hungarians in Croatia, Termini Hungarian–Hungarian dictionary, terminological strategy of the Hungarian language in Croatia, Hungarian terminology of education in Croatia

1. Introduction

In the last two decades, and especially since the adoption of the Brussels Declaration for international cooperation on terminology¹ in 2002, the work has been done to meet the need for terminological harmonization among the Member States of the European Union and to promote the importance and correct use of terminology. This document was supplemented in 2005 by a document entitled *Guidelines for Terminology Policies: Formulating and Implementing Terminology Policy in Language Communities*.² The latter document contains a detailed description of the necessary activities and procedures for terminology planning at various social, linguistic, and economic levels. Although the Hungarian language can be considered a pluricentric language by many criteria (cf. <https://pluricentriclanguages.org/>), and some have explicitly proven this (see: Pete 1988 or Lanstyák 1995b, Vančo et al. 2020), this fact is still not fully accepted in Hungarian linguistics.

Minority communities are in many ways cut off from the everyday terminology of their mother tongue, which then remains petrified, often unusable in those aspects in which their current environment has not reflected the changes that have occurred in the home country or when the changes they experience as their everyday life are not in accordance with the linguistic standard of the home country. These processes lead to discrepancies in the use of language in minority communities compared to the majority in their environment. Perhaps the best example of this is the title of the Hungarian Education Act, which has had the following title in Hungarian since 2011: *2011. évi CXc. törvény a nemzeti köznevelésről* or, for short, *köznevelési törvény*, which literally translates into Croatian as: *Public Raising Act*, and this can cause misunderstandings in Croatian. Hungarians in Croatia use the older name, *közüktatási törvény* (Public Education Act), for this term because that is closer to the Croatian term used on an everyday basis, and it is also a good indicator of the causes that lead to differences in the terminology of the mother country and Hungarian dialects outside Hungary. In official communication and translations, the term *köznevelési törvény* is still used, which is in line with the norm of the modern Hungarian language but not with the regional name for this term, which confirms the need for terminology planning in minority communities.

1.1. Topic and goal of the research

When we talk about minority communities in this paper, we do not talk about diaspora and communities of economic migrants but about communities of the

1 <https://files.eaft-aet.net/declaration/en.pdf> (downloaded on 11. 6. 2025).

2 <https://www.hzn.hr/UserDocsImages/Publikacije/SmjTerPo.PDF> (downloaded on 11. 6. 2025).

indigenous population that nurture the culture specific to that area and often preserve archaic dialects of the Hungarian language that are considered rarities even in the home country (cf. Lehocki-Samardžić 2016a–b, Szabó 1990). It is vital for such communities to use their regional expression for the purposes of the survival of their community, and it is also important for them to know the standard of their mother tongue, which can then take on the role of an official means of communication in the public sphere, e.g. in education, the judiciary, politics, etc., where minority communities have the right to use their language. The concept of a standard is problematic in the context of the general³ Hungarian language, as Lanstyák (see: Lanstyák 1995a–b, 1996), a professor at the University of Bratislava, wrote extensively about. Although Pete (1988: 780) was the first to write about this topic, it was only with the involvement of linguists gathered in Termini, i.e. The Network of Hungarian Linguistic Research Centres (hereinafter: Termini), that serious discussion of the pluricentricity of the Hungarian language began.

The topic of this research is the education terms from the Termini Hungarian–Hungarian Dictionary (hereinafter: Termini Dictionary), a project that has been systematically and continuously implemented since 2007, led by Attila Benő, and the Hungarian Terminology Strategy Project TMNP2023-1/2023 launched in December 2023 (MTA TMNP MNYTS 2023 1/2023) led by Gábor Prószy (Director General of the Hungarian Research Centre for Linguistics in Budapest) (hereinafter: EDUTerm database).⁴ The examples from these two projects were selected thematically and focused on the terminology used in the advancement of teachers in primary and secondary education (Cro. *rješenje* and *izvršni savjetnik*; Eng. *decision* and *excellent advisor*).

Systematic language planning in Hungarian-speaking regions outside Hungary began with the formation of Termini in the early 2000s⁵ and the inclusion of linguists from seven regions neighbouring Hungary, in Austria, Slovakia, Ukraine, Romania, Serbia, Croatia, and Slovenia, when language institutes were also formed in large regions.⁶ These procedures primarily combined issues of

3 It refers to all its versions outside the borders.

4 EDUTerm is the internal name for a subproject of the terminology project within the circle of scientists at Termini participating in it, and it was created by Szilvia Szoták, President of the International Linguistic Research Network and Head of the Hungarian Educational Terminology subproject. (For more on the name, see: Szoták–Tamás 2024.).

5 Termini began its activities in the minority Hungarian-speaking regions outside the borders of Hungary (Romania, Slovakia, Serbia, and Ukraine) as early as the 1990s, working on collecting material for the Great Dictionary of the Hungarian Language, but it was not until the early 2000s that it formally came together as a research network. Orsolya Szentesi Žagar from the University of Zagreb was then working on the list of lexical material from Croatia.

6 In 2001, Szabó T. Attila Language Institute was founded in Romania, Antal Hodinka Linguistic Research Centre in Ukraine, and the Gramma Language Office in Slovakia. In Serbia, as one of the large regions, Verbi Linguistic Research Centre was established only in 2013. Small regions (Austria, Slovenia, and Croatia) centralized their work in 2007 by establishing Imre

bilingualism in the school systems of these regions, minority (monolingual and bilingual) education, issues of translation, onomastics, and terminology of specific professions. The aim of this paper is to show how terminology planning is carried out within Termini, more precisely Glotta Language Institute in Osijek, and what results have been achieved in this field within the Hungarian national minority in Croatia. By analysing examples from two currently active projects of the aforementioned research network (the creation of the Termini dictionary and the construction of the EDUTerm terminology database in education), we will demonstrate the need for descriptive and prescriptive procedures in the formation of educational terminology in the Hungarian language that is also in line with the educational system in the Republic of Croatia.

The network of Termini Institutes at the Hungarian Academy of Sciences outside the borders of Hungary has set as one of its goals the linguistic and, within that, terminological systematization, or as the researchers themselves named this process: the *erasure of linguistic boundaries* (Hungarian: *határtalanítás*).⁷ In their work, all institutes emphasize the advisory aspect of their work, within which linguistic advice is given to experts for whom accurate linguistic expression is of crucial importance in their work (teachers, lawyers, attorneys, business entities, translators, etc.) (more on the work of the Institute in Lehočki-Samardžić 2024). It was precisely the questions of teachers who are working on the project of translating textbooks from Croatian – within which into Hungarian under the coordination of the Educational and Cultural Centre of Hungarians in the Republic of Croatia in Osijek and under the auspices of the Ministry of Science, Education, and Youth, which has been implemented with several breaks since 2008 – that motivated the presentation of the strategic planning and systematization of Hungarian language terminology in Croatia.

1.2. Research questions, hypotheses, and methodology

As a good example of detecting the problem from which the research question arises, we will use examples from the aforementioned project of translating textbooks from Croatian into Hungarian. In the 5th-grade technical culture textbook, in which the section on materials discusses Styrofoam, it clearly demonstrates the importance and need for terminology planning in the use of the Hungarian language in Croatia. The name for this term in Hungarian is *polisztirol*; however,

Samu Language Institute based in Burgenland (Unterwart), Austria, from which Glotta Language Institute based in Osijek emerged in 2014, which since then coordinates linguistic research in Croatia within Termini.

7 This term was introduced into science by Professor István Lanstyák from the University of Bratislava and is currently in wide use and widely applied in national policy projects. It is little known that it was coined by Termini collaborators and was initially used only in linguistic projects of the Termini network of institutes.

in Hungarian speech in Croatia, this term is known as *sztíropor*,⁸ i.e. it exists as a foreign word through the medium of Croatian. Since *polisztirol* is poorly known as a term in Hungarian speech in Croatia, the collaborators of Glotta Language Institute, after oral consultations with teachers and expert services, offered the following procedure in such cases: state the term from the Hungarian standard and in parentheses give the regional name that will facilitate the understanding and correct use of the mentioned term. The following several examples are similar to the previous one with their regional expression also cited in the textbooks: Cro. *pumpa* (Eng. *pump*; Hungarian standard: *szivattyú*, Hungarian regional expression in Croatia: *pumpa*), Cro. *ventil* (Eng. *valve*; Hungarian standard: *szelep*, Hungarian regional expression in Croatia: *ventil*), Cro. *korektor* (Eng. *corrector*; Hungarian standard: *hibajavító*, Hungarian regional expression in Croatia: *korrektor*),⁹ etc. I would like to point out that it is extremely important in textbooks to achieve accurate transmission of information, that concepts evoke accurate meanings with their names, with the aim of better understanding the context (Fóris 2006: 79–88) for both students and teachers, taking into account the high degree of linguistic interference that can gradually lead to borrowing, where linguistic interference refers to individual and inconsistent code-mixing, and borrowing refers to adaptation into another language (Benő 2008: 13). Teachers and students are functionally bilingual individuals who think in multiple linguistic registers (cf. Lehocki-Samardžić 2014, Borbély 2014), so the occurrence of linguistic interference is completely expected and natural, and this must be considered in terminology and linguistic planning in general.

The main problem that arises when translating legal texts is that the native expression of bilingual and bicultural translators who come from the Hungarian national minority is one of the dialects of the Hungarian language with strong contact-linguistic features of the Croatian language in the Hungarian expression (cf. Lehocki-Samardžić 2014, Lehocki-Samardžić–Guelmino 2021). Frequent questions are related to the types of documents, such as whether we should translate the Hungarian term *határozat* or *végzés* as Cro. *rješenje* (Eng. *solution*) or Cro. *odluka* (Eng. *decision*), as Hungarians in Croatia use the terms *rjesenje*¹⁰ and *odluka*¹¹ and thus clearly convey a message that functions semantically in the circle of those speakers who, like those members of the minority, are

8 The term *sztíropor* appears in this form in both Vojvodina (in the dictionary with the Va code) and Slovenia (in the dictionary with the Mv code) long before the democratic changes, and in these regions few people know its standard version.

9 All examples are taken from the Termini dictionary. <https://termini.nytud.hu/htonline/htlista.php?action=modified&cimszoid=54612> (downloaded on 7. 5. 2025).

10 Cf. <https://termini.nytud.hu/htonline/htlista.php?action=modified&cimszoid=54612> (downloaded on 7. 5. 2025).

11 Cf. <https://termini.nytud.hu/htonline/htlista.php?action=modified&cimszoid=54613> (downloaded on 7. 5. 2025).

bilingual and understand the given terms in the Croatian language as well. In such cases, one cannot resort to the solutions that we have seen in the translation of textbooks. "Of course, professional language is used only in its standardized version, and in this field no compromise solution can be resorted to, not even the slightest deviation can be allowed, because codifying such deviations would lead to unpleasant consequences."¹² – concludes Lanstyák (1998: 112–113) and thus directs linguistic and terminology planning within the research network, which is why the two aforementioned projects of creating the Termini dictionary and building the EDUTerm terminology database were launched. This clearly establishes the position of Termini that by resolving the aforementioned language situations and problems in the field, the institute's associates do not encourage the standardization of linguistic interference phenomena in any way but rather solve specific linguistic situations using scientifically based procedures. In this way, the basic goal of the network of institutes of the Hungarian Academy of Sciences is fulfilled, which is to provide scientifically based support in the use of the standard version of their language, but also to place the importance of nurturing their regional expression as the guardian of the cultural wealth of the region. In the focus of their activities is to provide support to all experts and non-experts in the use of their mother tongue at all levels and without restrictions through an understanding of the issues, more precisely the differences between regional expression, dialect, and standard, which can ultimately lead to the preservation of the mother tongue or at least to a slowdown in assimilation processes.

Based on the problem described above, a question arises that will serve as the basic research question in this paper: Is terminology planning of the Hungarian language in Croatia being carried out, based on the examples of educational terminology, and at what levels, given the differences in the educational models of Croatia and Hungary and other European countries in which Hungarian is used in education? The first hypothesis (H1) is that terminology planning will be carried out in a targeted manner and limited to the current needs in education, which includes the terminology of teachers' and professional services' work in schools and the needs of the textbook translation project sponsored by the Croatian Ministry of Science, Education, and Youth. The second hypothesis (H2) implies that the level of terminology planning (clear strategies, plans, and procedures for implementing terminology planning) of the majority language (in this case, Croatian) greatly influences the terminology planning of the minority language in Croatia and the quality of the terminology work of minority scientists. The more stable the terminology is in the majority language as a starting point,

12 The translation of the original: „A szaknyelvek természetesen szintén csak a standard magyar nyelvváltozatban használhatók, e területen nem képzelhető el semmiféle kompromisszum, nem engedhető meg a legkisebb különfejlődés sem, mert itt az eltérések szentesítése nagyon kellemetlen gyakorlati következményekkel járna.”

the assumption is that this stability will also be reflected in the terminology of the minority language (H2). The chronological aspect is also extremely important. The “younger” a term is in the majority language as a consequence of frequent changes due to many reforms (H3), the greater the likelihood that it will exist in the speech of Hungarians in Croatia as a foreign word directly taken from the Croatian language (cf. Lehocki-Samardžić 2020b), which can also be considered an early stage of borrowing, because when the term enters wider use, then we no longer talk about linguistic interference (Benő 2008: 19). Since work has been underway since 2020 to systematize legal terminology in the Hungarian language in Croatia (see: Lehocki-Samardžić–Guelmino 2021, Lehocki-Samardžić–Palizs-Tóth 2021, Tamás–Szoták 2021), examples originating from the language of law and public administration, and which we also use in education (*rješenje*), will be an example of terminological stability as a result of terminology planning.

The examples from the two projects mentioned will be analysed contrastively, according to the degree of adaptation of the term in the target language (full, partial, or zero (non-existent) equivalent, functional equivalent (close terms), term proposal (creation of a new term), literal translation and paraphrase), the definitions of the target and source languages will be compared, and useful notes for proper use will be given. This method of analysis will show whether there is a need for systematic terminology planning at all, that is, the more terms in the Hungarian and Croatian standards that do not converge with the linguistic reality of the Hungarian community in Croatia, the greater the need for systematic terminology planning.

2. The language of Hungarians in Croatia with special reference to the issue of pluricentricity

Article 12 of the Constitution of the Republic of Croatia¹³ stipulates that the Croatian language and Latin script are official, and Article 10 of the Constitutional Law on the Rights of National Minorities¹⁴ states that persons belonging to national minorities have the right to freely use their language and script, privately and publicly. These two laws laid the foundation for the rights of national minorities in the Republic of Croatia. In practice, this is achieved through the use of the languages and scripts of national minorities, who, according to Article 12, paragraph (1) of the Constitutional Law on the Rights of National Minorities, may use their mother tongue as an official language in those areas where the number of members of a national minority reaches at least a third of the total population.¹⁵

13 https://narodne-novine.nn.hr/clanci/sluzbeni/2001_05_41_705.html (downloaded on 1. 5. 2025).

14 https://narodne-novine.nn.hr/clanci/sluzbeni/2002_12_155_2532.html (downloaded on 1. 5. 2025).

15 https://narodne-novine.nn.hr/clanci/sluzbeni/2002_12_155_2532.html (downloaded on 1. 5. 2025).

The largest number of Hungarians in Croatia live in the eastern part of the country, but they are present in smaller numbers throughout the country. Introducing Hungarian-language teaching in schools with Croatian as the language of instruction according to model C¹⁶ is one of the ways to preserve the language and culture of the Hungarian national minority in Croatia. There are currently 26¹⁷ such schools, only one of which uses model B,¹⁸ but there are also those with Hungarian as the language of instruction according to model A¹⁹ (total: 4), the biggest of which, with the largest number of students and educational programmes, is the Educational and Cultural Centre of Hungarians in the Republic of Croatia in Osijek. Since national minorities can also use their language in teaching, the use of modern terminology of individual scientific fields, areas, and branches is extremely important, also in oral communication, which is particularly important in teaching, but also when translating textbooks from Croatian into minority languages, as can be seen in the examples given in section 1.2. In addition to education, Hungarians in Croatia can also use their language in the judiciary, in politics, in preserving their customs, and in all other spheres of public and social life, which is why it is extremely important to use the terminology of both Croatian and Hungarian standards precisely.

The Hungarian language in Croatia is differentiated in dialects and regional and local expressions (see Lehočki-Samardžić 2016b). In this context, the area of Baranja and Eastern Slavonia stands out, where one third of the total Hungarian community lives. In southern Baranja, a form of the Hungarian Transdanubian southern dialect is spoken with pronounced contact phenomena from the Croatian language, which are also noticeable in terminology (cf. Lehočki-Samardžić 2014, Kolláth–Lehočki-Samardžić–Vukov Raffai 2021, Lehočki-

16 Model C: “teaching of minority language and culture – in addition to regular teaching in the Croatian language, teaching of the language and culture of the national minority is conducted in the minority language for two to five school hours per week and includes learning the language and literature of the national minority, geography, history, music and visual culture/art.” (<https://gov.hr/hr/predskolsko-osnovnoskolsko-i-srednjoskolsko-obrazovanje-na-jeziku-i-pismu-nacionalnih-manjina/1108>) (downloaded on 17. 6. 2025).

17 Data for the 2024/2025 school year was provided by the Forum of Hungarian Educators in Croatia (Hungarian: Horvátországi Magyar Pedagógusok Fóruma).

18 Model B: “bilingual teaching – teaching of the natural science group of subjects is conducted in the Croatian language and the social science group of subjects in the language of the member of the national minority. This model is implemented in special departments in a school institution teaching in the Croatian language.” (<https://gov.hr/hr/predskolsko-osnovnoskolsko-i-srednjoskolsko-obrazovanje-na-jeziku-i-pismu-nacionalnih-manjina/1108>) (downloaded on 17. 6. 2025).

19 Model A: “all teaching is conducted in the language and script of the national minority, with compulsory learning of the Croatian language for the same number of hours as the minority language. This teaching model is implemented in special school institutions where all teaching is in the language of the national minority or in special departments in institutions teaching in the Croatian language.” (<https://gov.hr/hr/predskolsko-osnovnoskolsko-i-srednjoskolsko-obrazovanje-na-jeziku-i-pismu-nacionalnih-manjina/1108>) (downloaded on 17. 6. 2025).

Samardžić, Szoták 2022). The area of southern Baranja can be further divided into three larger regions, which are primarily defined by contact influences, but also by dialectological differences (Lehocki-Samardžić 2016b: 457). Furthermore, in Slavonia, four villages can be distinguished as dialectological islands of the Hungarian language (Korođ–Laslovo–Hrastin–Vladislavci), which do not belong to the Transdanubian dialects but have the characteristics of some other dialects of the Hungarian language (Szabó 1990). It is particularly important to point out that the aforementioned dialects and local expressions are mostly relegated to the private sphere, therefore they often do not have a developed terminology for certain professions. As Szilvia Szoták states in her work (Szoták 2019: 248), “(...) the decomposition of the professional register of the Hungarian language, the absence and differences in the use of terms of some professions are the result of limiting the area of use, limiting education, and the decades-long isolation of Hungarian communities living in the surrounding regions”.²⁰ For this reason, it is important to take a serious approach to terminology planning in minority communities because in this way we will open them up to the majority with whom they share everyday life, but also to the home country with which they have living ties. So, with the aim of precise communication in this pluricentric context, it is extremely important to harmonize terminology with contemporary linguistic achievements in the home country.

According to Muhr (2016: 16), “A pluricentric language is a language that is used in at least two nations where it has an official status as state language, co-state language, or regional language with its own (codified) norms that usually contribute to the national/personal identity, making the nation a norm-setting centre by the deliberate use of the norms native to this specific nation.” Furthermore, Muhr gives a categorization of pluricentric languages according to which Hungarian can be classified as “type 4: Languages where the status of pluricentricity is denied by the dominant variety or by the language as a whole” (cf. Sebők 2016). The varieties of Hungarian outside the borders of the home country are currently still seen by many as Austrian German in the mid-1980s, when it was considered only a variant of the German language and was denied an independent position in relation to the “German” German language. Thanks to Michael Clyne and the works he published in 1984 and 1995, a wide-ranging discussion began about the pluricentricity of the German language. Pete did this for the Hungarian language in 1988, which scientists at Termini will continue to prove. Due to the still strong influence of the conservative current²¹

20 The translation of the original: „(...) a külhoni régiókban élő magyar nyelvközösségek több évtizedes elszigeteltsége, az anyanyelvi oktatás/képzés és a nyelvhasználati szinterek korlátozása eredményezte a magyar szaknyelvi regiszterek leépülését, a szaknyelvi terminusok hiányát és különbségeit.”

21 In Hungarian linguistics, the supporters of this trend are called *nyelvművelők* ‘language cultivators’, and they are Hungarian linguists who strongly advocate the thesis of a unified and

in Hungarian linguistics, Hungarian is currently in a position where its pluricentric status has been undoubtedly recognized with several regional expressions, but pluricentricity not fully because it is still considered that the standard of the Hungarian language is given by normative manuals prepared in Hungary based on the so-called “Hungarian” Hungarian expressions used in the territory of the central homeland and which excludes regional variants,²² which is also a confirmation of its status as a pluricentric language of type 4 according to Muhr (cf. Muhr 2016, Sebők 2016).

2.1. Terminology and linguistic planning in the language of Hungarians in Croatia

In large regions, as Hungarian linguistics calls them, which even have special names²³ in the Hungarian language, there are also normative manuals of a descriptive character that record regional expression (for a list and description of normative manuals in regions outside Hungary, see: Péntek 2004) in all its layers, including contact-linguistic phenomena. For this reason, the activities of linguists in the so-called large regions can contribute to the position of the Hungarian language as pluricentric (see: Vančo et al. 2020). There are four such “large” regions in total (in Slovakia, Ukraine, Romania, and Serbia), and three more are considered so-called small regions (in Croatia, Slovenia, and Austria). The attribute “large” or “small” in noun phrases is indicated according to the size of the community, i.e. the speaking area and the total number of inhabitants who declare themselves Hungarians in the given countries in relation to the number of inhabitants of that country. The Hungarian community in Croatia has 10,315²⁴ members, which is why it is considered a “small” region. Although it is a “small” region, due to the activities of linguists and Hungarian scientists in general, Glotta Language Institute of the Hungarian Academy of Sciences has been operating independently in Croatia since November 2014 and has since then continuously participated in all projects of the International Research Network Termini, being an integral part of it. Among all the projects undertaken over the years, the Termini Hungarian–Hungarian Dictionary project is particularly noteworthy. Initiated in 2011, it began with the editing of materials collected in Croatia by

single correct Hungarian language that is also the standard. The pluricentricity of the Hungarian language is not only spoken about by scholars outside the borders of Hungary, but it is still not a generally accepted and indisputable fact in Hungarian linguistics.

22 In the early 1990s, regional elements began to be included in normative manuals (see: 1.1. of this paper), but this has not become a permanent practice to this day.

23 Austria (Hun. Őrvidék), Slovakia (Hun. Felvidék), Ukraine (Hun. Kárpátalja), Romania (Hun. Erdély), Serbia (Hun. Vajdaság), Croatia (Hun. Drávaszög), Slovenia (Hun. Muravidék).

24 Data from the Central Bureau of Statistics from the last population census, in 2021. (<https://dzs.gov.hr/vijesti/objavljeni-konacni-rezultati-popisa-2021/1270>) (downloaded on 17. 6. 2025).

Katalin P. Márkus and Tibor M. Pintér, under the direction of Prof. Dr Sc. Orsolya Žagar Szentesi of the University of Zagreb. Since the establishment of the Glotta Institute in 2014, the dictionary has been edited by Assoc. Prof. Dr Sc. Ana Lehocki-Samardžić of the University of Osijek. This is the result of an agreement among those involved in the projects, according to which it was considered more effective to unify sociolinguistic research on the Hungarian language in eastern Croatia, where the largest number of members of the Hungarian national minority live. The dictionary is intended for everyone who wants to learn about the regional expressions of individual regions of the Hungarian-speaking area, and it can also be useful for those who use regional expression because it offers a definition of the term and an equivalent from the standard.

Another one-year project, carried out in cooperation with the State Agency for Translation and Certification of Translations, was important for terminology planning, and it marked the beginning of the systematization of legal terminology in regions outside Hungary. Glotta contributed to this project by creating a terminology database of about two hundred (193 to be exact) basic legal terms with Hungarian as the source language and their Croatian equivalents. The results of the research were published in the book *Terminológiastratégia és jogi alapterminusok* (Tamás–Szoták 2021), which can also be found in open access.²⁵ The material can be used by anyone who needs clarification of a term, even in the source Hungarian language, because it contains definitions in both the source and target languages, examples of use in both languages, the degree of equivalence with valuable additions and notes that can facilitate the understanding of the mentioned terms. A similar project was previously carried out by the Institute's collaborators in cooperation with the Association of Permanent Court Translators and Interpreters of Serbia under the coordination of the Association's President, Slađana Milinković, the results of which were collected in a multilingual lexicon (Milinković 2018) and a guidebook to legal systems (Milinković 2019), but they are only available in printed form. The latter work is distinguished by its detailed descriptions of the judicial systems of the given countries, which can also serve as additional explanations for individual terms. This work is intended for translators and students and is therefore more similar to multilingual dictionaries, but, just like the previously mentioned project, it contributes to the systematization of legal terminology in the Hungarian language in Croatia.

Language planning also includes terminology and name management. For the latter, I would like to highlight the activities of Glotta Language Institute, which, since February 2025, has been active in the Commission for the Standardization of Geographical Names of the State Geodetic Administration in the Republic of Croatia as part of its language-planning programme for the Hungarian language in Croatia.

25 <https://www.offi.hu/offi-akademia/kiadvanyok/terminologiastrategia-es-jogi-alapterminusok-a-szomszedos-orszagok-nyelven> (downloaded on 3. 7. 2025).

The need to systematize school terminology has already been explained earlier, and the opportunity for this opened up in December 2023 with the start of a large project to create a multilingual terminological database for school terminology launched in December 2023 (MTA TMNP MNYTS 2023 1/2023), led by Gábor Prószéky (Director General of the Hungarian Research Centre for Linguistics in Budapest). The project is part of the large National Science Programme for the Hungarian Language of the Hungarian Terminology Strategy subproject Educational Terminology²⁶ (EDUTerm). The aforementioned subproject of the Hungarian Academy of Sciences, which brings together scientists from eight countries of the Termini institute network, is a reaction to the terminology planning procedures that have been carried out in many European countries since the adoption of the aforementioned documents of the *Brussels Declaration for International Cooperation on Terminology* in 2002 and the *Guidelines for Terminology Policies: Formulating and Implementing Terminology Policy in Language Communities* in 2005. In Croatia, under the coordination of the Institute of Croatian Language and Linguistics and led by Dr Milica Mihaljević, work has been underway since 2008 to develop a terminological database of professional terminology, called Struna, and new terminology projects are being designed and implemented as a platform for the dissemination of the results of work on terminology projects in accordance with the *Guidelines for Terminology Policies: Formulating and Implementing Terminology Policy in Language Communities*,²⁷ while in Hungary there is still no publicly available terminology database.

“Struna is a terminological database of Croatian professional terminology, in which terminology from various professions is systematically collected, created, processed and interpreted in order to build and harmonize terminology in the Croatian language” (Hudeček–Mihaljević 2019: 77). Since 2025, Struna has been part of the Croatian Terminology Portal, which brings together searchable terminology publications in electronic format.²⁸ While several scientific and artistic fields have been covered in the development of the publicly accessible Struna database, the development of terminology databases in Hungary has been exclusively related to the work of translators at the State Agency for Translation and Certification of Translations²⁹ and the development of privately owned terminology databases that are not publicly available.³⁰

26 Original: Tudomány a Magyar Nyelvért Nemzeti Program „Magyar terminológiastratégia” alprogram Oktatásterminológiai alprojektje.

27 They are translated into Croatian by Lana Hudeček and Luka Vukojević. http://www.infoterm.info/pdf/activities/guidelines/SmjerniceZaTerminoskePolitike_hr.pdf (downloaded on 17. 6. 2025).

28 Početna - Hrvatski terminološki portal (downloaded on 17. 6. 2025).

29 From the fall of 2024, it has been called Magyar Közlönykiadó és Igazságügyi Fordítóközpont Zrt. (Publishing House of Hungarian Herald and Centre for Court Translations plc.).

30 OFFI Zrt. (since 2024: MKIFK Zrt.) has been operating as a closed joint-stock company, so from a business point of view it is justified that they do not share the results of their work with the

The lack of terminology planning and the construction of publicly available databases has been felt not only in the translation profession but also in science, especially in regions outside Hungary. Although in the last 20 years since the adoption of the Guidelines, many EU countries have come a long way in terms of harmonizing terminology and building publicly available databases, the processes of harmonizing terminology in the Hungarian language started beyond the borders of Hungary through the work of linguists and the Termini network, primarily to harmonize terminology with the home country, and once the relationship between regional expression and standard is systematized, then we can talk about harmonizing terminology with EU terminology in these regions. In order to meet the requirements of the Guidelines, it was necessary to set an institutional framework that would guide the creation of terminology databases, for which, like in many other EU countries, the Hungarian Research Centre for Linguistics in Budapest was designated, but the collection and processing of material and the construction of the database are carried out by the Termini network of institutes – hence the particularity and uniqueness of the work on creating a Hungarian terminology base that is unique in the EU, which also indisputably proves the pluricentricity of the Hungarian language by including regional expressions in separate bases of the education terminology base.

According to Fóris–Bölcskei (2019: 142), “The lack of access to terminology in Hungarian makes the work of administration, public administration, industry, trade, etc. more difficult and expensive; it is expensive for both the people and the state; in its absence, quality assurance is impossible.”³¹ Perhaps this is the best example of how important it is to harmonize terminology, not only in minority communities but also at the state level and then at the EU level. For the Hungarian language, systematizing the terminology of neighbouring countries and Hungary is of even greater importance because in this way “language borders will be erased”, and the communities of Hungarians in neighbouring countries will truly become bridges connecting neighbouring countries with Hungary, initiating economic and other ties. These procedures are currently being implemented within the framework of several smaller and two large projects, which are described in more detail in sections 3.1. and 3.2. of this paper.

public. Their terminology database is called IUSTerm, which gave the name to the terminology database EDUTerm.

31 The translation of the original: „A magyar nyelvű terminológia hozzáférhetőségének hiánya nehezíti és megdrágítja a közigazgatás, az ipar, a kereskedelem stb. munkáját, sokba kerül az egyéneknek és a nemzetnek is; hiányában akadályozott a minőségbiztosítás.”

3. Overview of two sources for terminology planning in the Hungarian community in Croatia

3.1. Termini Hungarian–Hungarian Dictionary

The need for the regulation of terminology in any language is not only considered an important issue by linguists, but it is a basic need for more efficient communication, which ultimately brings benefits in the field of economy, judiciary, and international communication. The importance of terminology is also supported by the statement of Karcsay (1978: 515), according to which the vocabulary of the average person consists of about 90% technical terms. It is, therefore, not surprising that the focus of the International Linguistic Research Network is exactly terminology planning and harmonization of the terminology dominant in the region where the Hungarian community lives with the terminology dominant in the home country.

The largest and the oldest project of the International Research Network Termini is called the Termini Hungarian–Hungarian Dictionary,³² which from the beginning has included the term database in its name as a semantic complement to its function. The material for the dictionary began to be collected in the early 1990s, which has been systematically organized since 2003 and has been available online since 2007 (Lanstyák–Benő–Juhász 2010, Váradi 2025). As a result of the editing of this dictionary, the lexical material of individual regions has entered three large dictionaries of the modern Hungarian language: *Helyesírási szótár* (Orthographic Dictionary) published by Osiris Könyvkiadó (2008), *Idegen szavak szótára* (Dictionary of Foreign Words) edited by Gábor Tolcsvai (2008), also published by Osiris Könyvkiadó, and *Értelmező szótár* (Great Dictionary of the Hungarian Language) edited by Vilma Eőry, published by Tinta Kiadó (2007). One of the added values of the Termini Hungarian–Hungarian Dictionary, as highlighted by Benő, Lanstyák, P. Márkus, and M. Pintér (2021: 383–384), is the indication of obsolete, jargon, and other stylistic terms that make it suitable for terminological research. “Struna is [also] a normative terminological database in which permitted, non-recommended, obsolete, jargon and proposed terms are distinguished” (Hudeček–Mihaljević 2019: 77), and thus this not-so-typical dictionary will also be suitable for the creation of terminological databases and the implementation of terminological research.

The goal of creating a dictionary within the so-called *határtalanítás* project was the creation of a “borderless dictionary” (Lanstyák–Benő–Juhász 2010: 37) or the creation of such a database that is at the same time a register of expressions that are known only outside the borders of Hungary and are in everyday use in certain regions while also being useful for the speakers in the home country who

32 <https://termini.nyttud.hu/htonline/htlista.php?action=browse> (downloaded on 7. 5. 2025).

are not familiar with regional expressions (Benő–Juhász–Lanstyák 2020). On 1 August 2025, there were 5,590³³ entries, 1,157³⁴ of which were marked Hv³⁵ as the designation of the Hungarian-speaking area in Croatia. The information in the entry article is divided into three basic parts: head, body, and footer (for more information, see: Váradi 2025: 175–176). In order to facilitate the understanding of the entered term, the dictionary also contains audio-visual elements in the form of images and authentic audio material from the databases of the institute's network, and each entry also has space for notes and bibliography that facilitate the understanding of the term. The special value of the dictionary is about 110,000 authentic contextual examples of words and terms in the dictionary in the form of sentences or shorter discourses with the source that is necessarily stated, and it also contains constructed examples from linguists or lay speakers that are continuously replaced by authentic sources from contemporary use (dialectological databases that are created in Termini institutes) or printed/electronic media.

The dictionary has been fully functional as a dictionary and online database since 2007, and its last interface update was in 2010, which is why it may seem outdated in many aspects, and work is currently underway to modernize the interface. Its online nature allows for the use of a complex search method (for more information, see e.g. Váradi 2025, Benő–Lanstyák–P. Márkus–M. Pintér 2021). The dictionary is constantly updated synchronously in eight countries,³⁶ which makes it a curiosity among lexicographic works not only in Hungary but also beyond. With its content, it simultaneously fulfils the requirements of a dictionary of foreign words, a general monolingual dictionary, a dictionary of the modern Hungarian

33 If we compare this number with the total number of entries in the Great Dictionary of the Hungarian Language, the mentioned number amounts to about 5% of the lexical material in the total currently recorded active vocabulary of the Hungarian language.

34 According to the number of words and expressions entered into the dictionary, the corpus collected in Croatia ranks fifth in terms of total entered examples, right behind the large regions (statistics compiled by: Váradi 2025: 173).

35 The labels for the countries of origin of loanwords are designed according to the initial letters of the Hungarian names for the regions where the Hungarian language is spoken: Austria (*Őr*), Slovakia (*Fv*), Ukraine (*Ka*), Romania (*Er*), Serbia (*Va*), Croatia (*Hv*), Slovenia (*Mv*), and there is also an abbreviation for Hungary (*Hu*) if something other than the standardized expression can be found in everyday speech.

36 The editorship of the dictionary with the international designation of the country and the name of the institute where the editors work: *Attila Benő*, editor-in-chief (RO, Szabó T. Attila Nyelvi Intézet), *Krisztina Sófalvi*, corpus editor from Romania (RO, Szabó T. Attila Nyelvi Intézet), *Anna Kolláth*, corpus editor from Slovenia (SI, Imre Samu Nyelvi Intézet), *Péter Gaál*, corpus editor from Slovenia (SI, Imre Samu Nyelvi Intézet), *Ana Lehocki-Samardžić*, corpus editor from Croatia (HR, Glotta Nyelvi Intézet), *Krisztián Váradi*, corpus editor from Ukraine (UA, Hodinka Antal Nyelvészeti Kutatóközpont), *László Molnár Csikós*, corpus editor from Serbia (RS, Verbi Nyelvi Kutatóműhely), *Szilvia Szoták*, corpus editor from Austria (AU, Imre Samu Nyelvi Intézet), *Zsuzsanna Sági*, corpus editor from Austria (AU, Imre Samu Nyelvi Intézet), *Katalin P. Márkus*, corpus editor from Slovakia (SK, Termini Magyar Nyelvi Kutatóhálózat), *Tibor M. Pintér*, corpus editor from Slovakia (SK, Termini Magyar Nyelvi Kutatóhálózat), *Orsolya Nádor*, corpus editor from Hungary (HU, Termini Magyar Nyelvi Kutatóhálózat).

language, and an online database. This feature allows it to be searched by various details of the description, including regions, but also by the so-called overlapping regions, so it can be seen that there are frequent examples of overlapping Croatian and Romanian entries, of which I highlight, for example, *kioszk* (Cro. *kiosk*; Eng. *stand-alone booth*), *procesz* (Cro. *proces*; Eng. *process*), and *hajtási engedély* (Cro. *vozačka dozvola*; Eng. *driving licence*) – these are examples that, according to the data in the dictionary, can only be found in these two regions. Cultural ties between Transylvania and the Pannonian part of the Croatian–Hungarian Kingdom have been recorded by historiography earlier (see, for example, Varga–Sokcsevit, 2022: 68), and this corpus confirms this at the linguistic level. This confirms the suitability of the dictionary for historiographical research because, in addition to the examples mentioned above, it also contains many archaisms that are present in the living language outside the homeland such as the example *hajtási engedély*, which was long mistakenly thought to be the result of translation in the speeches of Hungarians outside the borders and not an archaism that influenced the formation of professional expressions in neighbouring languages.

This dictionary can serve as a source for many linguistic research. It is primarily intended for lexicographic, lexicological, dialectological, corpus, sociolinguistic, and especially contact-linguistic research, but it can also serve as a basis for language and terminology planning and language management as a register of words and expressions of a certain region. “Since this lexicographic database is a general dictionary and therefore does not contain examples from only one language variant or elements of the register, it also contains a large number of professional expressions and terms, as well as lexemes that are not terms but can be considered regional colloquial names for specific concepts in certain areas (e.g. state administration, law, education)”³⁷ (Benő 2024: 27).

3.2. Terminology sub-project³⁸

In 2005, Fóris, speaking about the need for systematic strategic planning, warned that the common interest of Hungarians throughout the Carpathian

37 The translation of the original: „Mivel ez a lexikográfiai adattár általános jellegű szótár abban a tekintetben, hogy nem egyetlen nyelvváltozat vagy regiszter elemeit jeleníti meg, nagy számban tartalmaz szaknyelvi szavakat, kifejezéseket, valamint olyan lexémákat, amelyek nem terminus jellegűek, de egy-egy szakterület (pl. közigazgatás, jog, oktatás) fogalmainak regionális köznyelvi megnevezéseinek tekinthetők.”

38 The terminological subproject manager is Szilvia Sztók. The expert terminology advisor on the project is Dóra Mária Tamás. The collaborators on the project in 2024 were: AU: Zsuzsanna Sági, Mária Tóth, Szilvia Sztók; HR: Ana Lehocki-Samardžić, Nándor Csapó, Sonja Delatović; RO: Attila Benő, Krisztina Sófalvi, Sára Magyari, Boglárka Orsolya Domokos, János Péntek, Borbála Zsemlyei; RS: Éva Vukov Raffai, Emese Rajsli, Éva Dudás; SK: Veronika Dančo Jakab, Éva Zilahí; SI: Anna Kolláth, Annamária Gróf, Borut Šantak, Péter Gaál; UA: István Csernicskó, Kornélia Hires László, Krisztián Váradi, György Lengyel.

Basin is to collect terms from various terminological units in the Hungarian language, to build terminological systems, and to make them publicly available (for more information, see: Fóris 2005). Since then, a significant step forward can be noted with the launch of terminology studies at Károli Gáspár Reformed University, which was unfortunately discontinued a few years ago. Since 2006, the Terminology Research Group (TERMIK) has been active, originally founded in conjunction with the work of the Terminology Studies, and in addition to the above, the Council of Hungarian Terminology (MaTT) also achieves significant results in this field in an international context (for more information on the history of Hungarian language terminology planning, see: Fóris 2025). Within the Institute for Lexicology of the Hungarian Research Centre for Linguistics, the Terminology Research Group was established in 2021. Although the terminology of the Hungarian language was considered even in the pre-standard period (cf. Fóris 2025), terminology outside the borders of Hungary was only discussed with the stronger activity of the International Linguistic Research Network Termini, when serious negotiations began within the Academy on the terminology planning of the Hungarian language outside its borders.

The network of institutes was formally established in 2001, officially registered only in 2011, and the language institutes and offices that form it in all regions were finally founded in 2014, when Glotta Language Institute in Osijek, under the leadership of Ana Lehocki-Samardžić, was also established. The launch of significant projects was made difficult and dragged on for two decades due to the not always completely clear picture of the position of Termini within the Hungarian Academy of Sciences. So, the financing for the work of the network of institutes has not yet been resolved, and many do not have permanent premises for work, their activities being linked to other local institutions that provide them with the infrastructure for their activities, which are usually local universities or civil associations of similar interests. Only one of these institutes has permanent employees, but their jobs are financed from other sources. Despite all the problems mentioned, the institutes have provided significant results of their work, so at the end of 2022, at the instigation of academician Katalin É. Kiss, the circumstances were ready for such a huge project to be conceived, launched, and implemented.

The aim of the terminology sub-project, which is being carried out by the collaborators of the Termini network of institutes under the management of the Hungarian Academy of Sciences through the Hungarian Research Centre for Linguistics, is to create a terminology database for education in nine languages,³⁹ with Hungarian as the starting language. The aforementioned sub-project is part of the national terminology strategy project. The three-member team from Croatia, which has been working in the same composition since the beginning of the project, was brought together by the head of Glotta Language Institute,

39 Hungarian, English, German, Slovak, Ukrainian, Romanian, Serbian, Croatian, and Slovenian.

Ana Lehocki-Samardžić, professor at the University of Osijek, in the following composition: Ana Lehocki-Samardžić, team leader, Nandor Čapo, Head of the Directorate for National Minorities of the Ministry of Science, Education, and Youth, and Sonja Đelatović, PhD candidate at the Doctoral Study of Translation at the University of Budapest. The focus of the first year (2023/2024) of this four-year project was primary and secondary education. In the second year (2025), higher education was selected, and in the remaining two years, work will be carried out on the terminology of individual teaching subjects. After the first year of operation, 850 records were entered into the database in nine languages, with Hungarian as the starting language, and another 708 records⁴⁰ with German, Slovak, Ukrainian, Romanian, Serbian, Croatian, and Slovenian as the starting languages, which are also characteristic of the educational systems of the aforementioned countries in terms of education.

Table 1: *The plan and results of the first year of work of the four-year Terminology Project (listed according to Szoták–Tamás (2024))*

Year	Planned activities	Results for the first year of work (2023/2024)
2003–2007	1. search of professional registers in eight countries in nine languages 2. search of international educational databases, collection of good examples 3. selection of terms for primary and secondary education 4. search for equivalents, determination of the degree of equivalence 5. creation of definitions 6. creation of context 7. work of experts, validation of results	1. methodological manual created 2. results entered into the database in eight languages and in the Hungarian–Hungarian relation 850 + 708 terms = 1,558 terms 3. forming a new list of terms for the next cycle 4. participation in scientific conferences (apart from individual presentations, one scientific meeting was organized entirely on the topic of terminology planning, ⁴¹ two meetings had separate workshops) 5. publications 6. presentation and validation of results

4. Confirming hypotheses

Contrastive research has been conducted on the terminology of education in the dictionary even before (see: Kolláth–Lehocki-Samardžić–Vukov Raffai 2021, Szoták 2019, 2021), which has proven the instability of education terminology,

40 AU 150, SK 91, UA 101, RO 60, SR 121, HR 75, SI 110 (a total of 708 terms).
41 *Glotta 10 Scientific Conference, 10 Years in the Service of the Community*, a scientific conference held in the premises of the Pécs Regional Committee of the Hungarian Academy of Sciences on 8 November 2024, in honour of the 10th anniversary of Glotta Language Institute in Osijek.

which is a particularly pronounced phenomenon after democratic changes. Since 1920, the processes of stratification of the Hungarian language within other countries where Hungarian communities were located began. Since the democratic changes in the early 1990s, we have been talking about the linguistic, and thus terminological, rapprochement of regions outside Hungary, both among themselves and with the home country, but the differences in education systems are too great to find a complete equivalent for each term; therefore, it is important to carry out certain procedures of terminology planning. The Termini Institute network played a crucial role in this, operating under the motto *határtalanítás*, i.e. ‘erasing borders’, which unites many larger and smaller projects into three thematic units (for more on this, see: Lanstyák–Benő–Juhász 2010), literally erasing the borders between different varieties of Hungarian as a pluricentric language, recognizing all its varieties as equal.

4.1. Analysis of examples from the Termini Hungarian–Hungarian Dictionary

The analysis of dictionary examples was carried out in tables such as the one given here as an example (*Table 2*), with the regional Hungarian term as the starting point. This terminology table was adapted to the needs of this paper and is based on the tables used in the analysis of legal terminology (cf. Tamás–Szoták 2021). Terms from law, the judiciary, and the language of public administration served as examples of stable terminology (a total of 67 in the dictionary for all regions, including 22 terms for Croatia), while terms for education served as examples of unstable terminology (a total of 571 entries⁴² for all regions and 92 for Croatia). In Croatia, it is difficult to list all the processes that the education system went through during the war (1990s) and post-war times (since the mid-1990s). The first phase of the education reforms took place after the breakup of Yugoslavia, and the second was the period of the so-called Europeanization phase, as Žiljak calls it (for more information on reforms and processes of improving the education system, see: Žiljak 2013).

A total of 22 such tables were created for all terms from the Termini dictionary that have the content heading “law and public administration”; here we show the Hungarian (regional) term for the Croatian term *rješenje* (solution) as an example.

42 The large number of entries in the Termini dictionary with the thematic heading “education” is evidence of the high level of language contacts, or rather of the instability in the terminology of education, which has undergone many Europeanization reforms in the Eastern Bloc countries since the democratic changes.

Table 2: Example of analysis of the terminological description of the term *rjesenje* (Eng. *settlement*) from the *Termini Hungarian–Hungarian Dictionary*

Regional term	<i>rjesenje</i>
Term (source language) HR	<i>rješenje</i>
Term (target language) HU	<i>végzés</i>
Definition/definitional context and source (source language) HR	„Vrsta odluke u sudskom postupku, kaznenom, parničnom i pravosudnom u kojem se, u pravilu, odlučuje o nekim procesnim pitanjima, a samo iznimno i meritorno. U kaznenom postupku sud u obliku rješenja odlučuje o glavnoj stvari samo kada izriče odgojnu mjeru maloljetniku.“ (Vidaković Mukić 2015)
Definition/definitional context and source of definition (target language) HU	„Minden egyéb, peres eljárásban hozott vagy valamennyi nemperes eljárásban hozott alakszerű határozat” (Tamás – Szoták 2021: 205 prema Szabó 2016).
Degree of equivalence	Complete equivalence
Notes	In civil proceedings, the decision can be a verdict or a resolution. The delivery of the decision can be on paper or electronically, and it can also be read orally during discussions and hearings.

Out of 22 examples from the *Termini* dictionary for law and public administration terminology, only 4 appeared after the democratic changes (*odvjetnik*,⁴³ *oporuka*, *pravobranitelj*, *raszprava*; Eng. ‘lawyer’, ‘will’, ‘attorney’, ‘hearing’),⁴⁴ and they have not changed their form or meaning since then and are increasingly better fitting into the phonetic and morphological system of the Hungarian language, as evidenced by the increasing number of examples from the living language in the *Termini* dictionary. The above example is completely overlapping in terms of the degree of equivalence due to the very similar judicial systems, but the part of the term analysis “notes” indicates useful advice for users of the tables (translators and students). In legal terminology after the democratic changes, more information is provided in the notes.

For the terminology in education, 92 tables were created, of which I single out the one for *izvršni savjetnik* (Eng. ‘excellent advisor’) as an example of unstable terminology. This term was introduced into the terminology of education in 2018 with the creation of the Ordinance on promotion of teachers, expert associates,

43 In the everyday speech of Hungarians, the term *advokat* (Eng. ‘lawyer’) also exists, but it is spatially limited, which is why it is not mentioned in this analysis, and in Lehocki-Samardžić (2016a: 462) it is mentioned as a difference between the Vojvodina and Baranja versions of the Hungarian language.

44 The examples are given as they appear in the dictionary, i.e. in Hungarian spelling.

and headmasters in primary and secondary schools and student dormitories⁴⁵ and the possibility of promotion of teachers at three levels as the highest level with the highest recognition and salary coefficient within the education system. Since this is a term that has been present in the Croatian language for less than a decade, and which is in complete discrepancy with the modern Hungarian expression, Hungarians in Croatia use a foreign word for this term, which is also evidence for the so-called temporal factor of borrowing as stated in part 1.2. of this paper and which proves the third hypothesis (H3). Due to the zero degree of equivalence caused by the lack of the term in the Hungarian education system, Hungarians in Croatia use paraphrase for communication based on modern Hungarian language.

Table 3: *Example of analysis of the terminological description izvrsni savjetnik (Eng. ‘excellent advisor’) in education from the Termini Hungarian–Hungarian Dictionary⁴⁶*

Regional term	<i>izvrszni szávjetnik</i>
Term (source language) HR	<i>izvrsni savjetnik</i>
Term (target language) HU	<i>vezető szaktanácsadó</i>
Definition/ definitional context and source (source language) HR	U zvanje izvrsnog savjetnika može napredovati odgojno-obrazovni radnik koji uz odgovarajuću razinu i vrstu obrazovanja, ispunjava sljedeće opće uvjete: položen stručni ispit, najmanje petnaest godina rada u obavljanju poslova učitelja, nastavnika, odgajatelja, ravnatelja ili stručnog suradnika u školskim ustanovama, kontinuirani profesionalni razvoj u trajanju od najmanje 200 sati u posljednjih pet godina, najmanje pet godina provedenih u zvanju savjetnika, izvršene sve obveze vezane uz zvanje propisane ovim Pravilnikom. (EDUTerm)
Definition/ definitional context and source of definition (target language) HU	Vezető szaktanácsadónak olyan pedagógust lehet kinevezni, aki a megfelelő szintű és típusú végzettségen túlmenően megfelel az alábbi általános feltételeknek: szakvizsgával rendelkezik, legalább tizenöt éve van a pedagógus pályán, oktatói, nevelői, igazgatói vagy szakmunkatársi munkakörben, az elmúlt öt év alatt folyamatosan továbbképezte magát, mégpedig minimum 200 órás időtartamban, valamint minimum öt éves tapasztalat szaktanácsadói feladatok ellátásában. (Izvor: Autoročin prijevod prethodnog)
Degree of equivalence	paraphrase

45 Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima (downloaded on 1. 8. 2025).

46 Since the EDUTerm terminology database is not yet publicly available, I refer to its content, but I do not provide a link or source because the material is not yet available.

Notes	Since this term does not exist in the modern Hungarian standard, it is necessary to propose a term that will allow even those who are unfamiliar with the Croatian education system to know what it is about, and therefore a paraphrase is provided as a solution for the zero degree of equivalence and semantic discrepancy.
-------	---

The number of examples for education terminology in the Termini Dictionary is four times higher than the examples for legal terminology and terminology of law and public administration. The reason for this is the stability of legal terminology, which has not undergone major reforms since the democratic changes, except for the adaptation of existing terminology to the Croatian standard after the Homeland War and for the second time after 2013 following the accession of the Republic of Croatia to the EU.

4.2. Analysis of terms from the EDUTerm database

The project is currently in its second year of implementation, but only those from the first year that has been completed are listed here. Since the beginning of 2025, the Hungarian State Office of Education (Hungarian: *Oktatási Hivatal*) has also been involved in the development of the material, primarily in the development of definitions, since the starting version is the Hungarian standard, which means that many terms for which equivalents are sought will be unknown in regions outside Hungary, i.e. they will have a zero degree of equivalence. In registers with foreign languages as starting points, definitions are developed by members of the working groups from the particular countries, since these terms are more familiar to them. For more information on the description of the registers and the terminology base in preparation, and the preparation of the interface, see Szoták–Tamás (2024).

In the terminology project, terminology is listed in both directions, so the terms are divided into two registers: Register 1 lists examples in the direction of Hungarian standard – Croatian as the target language, and in Register 2 the Croatian term is the starting point, which also reflects the differences in the educational systems, so the level of equivalence is largely non-existent (functional equivalent, term proposal, literal translation, or paraphrase). A total of 74 terms with the Croatian language as a starting point were entered into the register, 54 of which are proposals for (new) terms, 19 are partial equivalents, and one is a paraphrase. There are only 6 notes with term equivalents, but there are 34 definitional contexts that additionally clarify the given term. The sources on which the definitions are based on are mostly laws, regulations, and decisions in 61 (82%) cases, and only 13 (18%) are scientific articles and other sources. The database is not yet publicly available, but work is already underway to create an

appropriate interface that meets the needs of complex multilingual searches of terminology databases.

From all of the above, it follows (H1) that terminology planning is currently carried out among Hungarians in Croatia in a targeted and limited way to meet the current needs in education, which includes the terminology covering work of teachers and professional services in schools and the needs of the textbook translation project under the auspices of the Croatian Ministry of Science, Education, and Youth. The terminology project is entirely focused on the terminology of education, which is currently the most important area in terminology planning due to the translation of textbooks in other regions, as well as interstate cooperation (mobility) in the field of education and the use of joint funds for financing. This supports the claim of Ágota Fóris (2025: 526) that the terminology planning of the Hungarian language is currently oriented towards communication needs, especially with sociological and translational aspects.

The project working group from Croatia relies heavily on materials developed with Struna (see, for example, the terminology manual Hudeček–Mihaljević 2012), and as a source of term descriptions it uses terminology databases (Struna, Jena, and the Croatian Terminology Portal) available in Croatia (H2). Since the foundations for the development of terminology databases have already been laid in Croatia, the working group had access to data that helped guide certain procedures in developing the methodology of work within the aforementioned project, such as the request that experts from Hungary (more precisely, the State Office for Education) develop definitions for Hungarian language terms that are not known in other regions. The example of *izvrsni savjetnik* (Eng. ‘excellent advisor’) is a proof that foreign words will gradually adapt as loanwords and that the instability of the terminological system and frequent changes in education terminology are the reason for the existence of so many entries in the Termini dictionary. It is likely that over time they will also adapt and become, remain in, or disappear from the active vocabulary of the region (H3).

5. Conclusions

Today, no one questions the legitimacy of the loanwords *péntek* [Cro. *petak*; Eng. ‘Friday’], *donga* [Cro. *duga*; Eng. ‘rainbow’], or *abroncs* [Cro. *obruč*; Eng. ‘hoop’] in the Hungarian language, which were adopted into the active lexicon before the 11th century, as evidenced by the remnants of the nasal vowel in them. For these words to enter the Hungarian language – at a time when there was a functional-communicative need for them –, a bilingual speaker first had to introduce them through linguistic interference, followed by the community’s acceptance and later its incorporation into the active lexicon of the community.

We see this phenomenon today on the periphery of the Hungarian-speaking area. Instead of considering it a deviation in speeches outside Hungary, it would be useful to observe these processes without pre-made judgments and qualifications and to study them as a process of live borrowing from the zero point of borrowing, which is about the same as a palaeontologist seeing a live dinosaur. We should not forget that some examples from the Termini dictionary have already been included in dictionaries of the modern Hungarian language, and we must not forget the fact that no one was too upset about borrowing words like *software* or *hardware*. Selectivity in scientific field is not desirable because it demonstrates censorship, so one should rightly ask why *software* is more acceptable than *sztíropor*, which can be heard in three countries and is part of the everyday speech of about 200,000 Hungarian speakers. Michael Clyne says, "Pluricentric languages are both unifiers and dividers of peoples.", but they are currently also dividing the scientific community. On the one hand, there are those scientists who look exclusively at the scientific aspect in the borrowing process, and, on the other hand, there are those who adapt this scientific aspect to the socio-political topics that are currently ongoing such as self-proclaimed language cultivators or language educators.

The expressions recorded in the Termini dictionary and in the EDUTerm terminology database are not examples of linguistic interference but rather loanwords that exist in the speeches of Hungarians abroad as a consequence of the description of various socio-political processes in the state systems in which they live. These are not attempts to codify linguistic interferences, and therefore these examples provide a legitimate basis for terminology planning in Hungary and the neighbouring countries. The causes of the negative attitude towards these terms should be sought in the redefinition of national interests in the interwar period, and especially after World War II, which was also reflected in the language policy of the countries of Europe at that time. Once natural, bilingualism and multilingualism – characteristic of large state formations –, in the period after the world wars is considered a remnant of some old bourgeois world and has been replaced by the idea of synthetic nations and languages and the need to create mono-national states using methods that are unimaginable today.

The example of the Hungarian community in Croatia and the activities of the Academy's Glotta Language Institute show that terminology planning is currently focused on the practical needs of the community (H1) and that the consistency in terminology planning and the development of terminological databases in Croatia for the Croatian language has significantly influenced the quality of the work of the working group from Croatia in the development of the EDUTerm database. (H2) Terminology that is aligned with the needs of the community, and which is also clear, applicable, aligned with the majority terminology and that of the EU, is a guarantee of the survival of minority communities, but also of economic

progress and successful diplomatic relations of the state in which they live and create living contacts with the parent community. This research also confirmed (H3) thesis, according to which the chronological aspect is an important factor in the existence of a foreign word in regional expression: the newer it is, the less it has succeeded to adapt (see example: ‘excellent advisor’ in 4.1.). The essence of communication lies in diversity (the use of various registers), globality (the openness of the linguistic system), and the acceptance of otherness (through vernacularity and interrogativeness), all of which reflect the universal linguistic theory rooted in the grammar of Port-Royal.

The essence of everything is, however, linguistic communities that exist in diversity, which was once understood by great rulers: Catherine II the Great commissioned a dictionary of 279 languages spoken in her empire or founding of the State Agency for Translation and Certification of Translations in Budapest in 1869, which still operates today as the only such institution in the EU countries. Today’s world, which swears by globalization and the need to know more than one language, views functional bilingual people (often minorities) as unicorns and language interference (especially in school children) as a deviation that is solved by speech therapists and psychologists, and it builds its language and educational policies on this. For this reason, it is essential to revisit the fundamental concepts of linguistics and communication, as well as the underlying definitions of people and language, and to initiate the reconstruction of a contemporary language policy – one that should long ago have relinquished prejudice, intolerance, and linguisticism. The aim is to *build* a linguistic system that is genuinely open to diversity, in which loanwords are not evaluated as “desirable” or “undesirable” solely on the basis of their languages of origin.

References

- Benő, Attila. 2008. *Kontaktológia* [Contact Linguistics]. Kolozsvár: Egyetemi Műhely Kiadó.
2024. A Termini-szótár hasznosíthatósága a terminológiai adatbázisok építésében. [The applicability of the Termini dictionary in the construction of terminological databases]. In: Baukó, János–Presinszky, Károly (eds), *Egyszerű és szervezett nyelvi menedzselés kétnyelvű környezetbe* [Simple and Organized Language Management in a Bilingual Environment]. Nyitra – Törökbálint: Nyitrai Konstantin Filozófus Egyetem Közép-európai Tanulmányok Kara, Termini Magyar Nyelvi Kutatóhálózat, 27–41.
- Benő, Attila–Juhász, Tihamér–Lanstyák, István. 2020. A Termini „határtalan” szótára [The Termini “borderless” dictionary]. In: *Magyar Tudomány* 181(2): 153–163.

- Borbély, Anna. 2014. *Kétnyelvűség* [Bilingualism]. Budapest: L'Harmattan.
- Eőry, Vilma (ed.). 2007. *Értelmező szótár* [Explanatory Dictionary]. Budapest: Tinta Könyvkiadó.
- Fóris, Ágota. 2005. *Hat terminológia lecke* [Six Lessons in Terminology]. Pécs: Lexikográfia Kiadó.
2006. A terminológiai szemlélet a tankönyvek minőségi megítélésében [The terminological approach in assessing the quality of textbooks]. *Iskolakultúra* 2006/5. Pécs: Pécsi Tudományegyetem, BTK, 79–88.
2025. Terminology in Hungary: From standard Hungarian to terms and scientific names (Chapter 24). In: Warburton, Kara–Humbley, John (eds), *Terminology throughout History: A Discipline in the Making (Terminology and Lexicography Research and Practice 24)*. Amsterdam–Philadelphia: Benjamins, 508–529. <https://doi.org/10.1075/tlrp.24.24for>.
- Fóris, Ágota–Bölcskei, Andrea. 2019. Ajánlások a magyar terminológiastratégiához. [Recommendations for the Hungarian terminology strategy]. In: Fóris, Ágota–Bölcskei, Andrea (eds), *Terminológiastratégiai kihívások a magyar nyelvterületen* [Terminology Strategy Challenges in the Hungarian-Speaking Region]. Budapest: L'Harmattan – OFFI Zrt.
- Hudeček, Lana–Mihaljević, Milica. 2012. *Hrvatski terminološki priručnik* [Croatian Terminology Manual]. Zagreb: Institut za hrvatski jezik i jezikoslovlje.
2019. Model izrade hrvatskog terminološkog nazivlja [A model for the development of Croatian terminological nomenclature]. *Bulletin of the Terminology Commission under ICSS* 2019/ 3: 73–86.
- Juhász, József–Szőke, István–O. Nagy, Gábor et al. (eds). 1992. *Magyar értelmező kéziszótár* [Hungarian Explanatory Dictionary]. Budapest: Akadémiai Kiadó.
- Karcsay, Sándor. 1978. Szakszöveg – szakfordítás [Technical text – Specialized translation]. *Tudományos és műszaki tájékoztatás* 25: 515–522.
- Kolláth, Anna–Lehocki-Samardžić, Anna–Vukov Raffai, Éva. 2021. Az oktatás terminológiája a Termini-szótárban – délszláv nyelvi kontaktusban [The terminology of education in the Termini dictionary – In the context of South Slavic language contact]. *Magyar Nyelvőr* 145(4): 389–401.
- Laczkó, Krisztina–Mártonfi, Attila (ed.). 2008. *Helyesírási szótár* [Orthographic Dictionary]. Budapest: Osiris Könyvkiadó.
- Lanstyák, István. 1995a. A magyar nyelv központjai [The Centres of the Hungarian Language]. *Magyar Tudomány* 10: 1170–1185.
- 1995b. Nyelvünk többközpontúságának néhány kérdéséről (különös tekintettel a Trianon utáni magyar nyelvre) [Some issues of the pluricentricity of our language (with particular regard to the Hungarian language after Trianon)]. *Magyar Nyelvőr* 119(3): 213–236.
1996. A magyar nyelv állami változatainak kodifikálásáról [On the Codification of the State Varieties of the Hungarian Language]. *Magyar Nyelvőr* 120(2): 125–151.

1998. Álom és valóság között. Gondolatok nyelvünk egységéről [Between dream and reality: Reflections on the unity of our language]. In: Kontra, Miklós (ed.), *Nyelvmentés vagy nyelvárulás. Vita a határon túli nyelvhasználatról* [Language Preservation or Language Betrayal: A Debate on Cross-Border Language Use]. Budapest: Osiris Kiadó, 103–124.
- Lanstyák, István–Benő, Attila–Juhász, Tihamér. 2010. A Termini magyar–magyar szótár és adatbázis [The Termini Hungarian–Hungarian dictionary and database]. *Regió* 2010/3: 37–58.
- Lehocki-Samardžić, Ana. 2014. A horvát nyelv hatása a drávaszögi magyar nyelvre [The Influence of the Croatian Language on the Hungarian of the Drava Region]. In: Gasparics, Judit–Ruda, Gábor (eds), *Drávaszög és Szlavónia* [The Drava Region and Slavonia]. Pilisvörösvár: Muravidék Baráti Kör Kulturális Egyesület, 30–43.
- 2015a. A kétnyelvűség előnyei és hátrányai a horvátországi magyar diákok példáján [The advantages and disadvantages of bilingualism: The case of Hungarian students in Croatia]. In: *Találkozások az anyanyelvi nevelésben 2* [Encounters in Mother Tongue Education 2]. Pécs: Pécsi Tudományegyetem Bölcsészettudományi Kar – Film–Virage Kulturális Egyesület, 96–101.
- 2015b. 2015. március 26–28. között Beregszászon a Nyelvi és kulturális sokszínűség Kelet-Közép-Európában értékek és kihívások című konferencián elhangzott előadások anyagai [Materials of the presentations delivered in Beregszász between 26 and 28 March 2015 at the conference entitled ‘Linguistic and Cultural Diversity in East-Central Europe – Values and Challenges’]. Ungvár: Autdor-Shark, 122–130.
- 2016a. A „baranyai beszéd” nyelvjárási sajátosságai [Dialectal features of the “Baranya Speech”]. In: Czetter, Ibolya–Hajba, Renáta–Tóth, Péter (eds), *VI. Dialektológiai szimpozium* [6th Dialectological Symposium]. Szombathely–Nitra: Nyitrai Konstantin Filozófus Egyetem Közép-európai Tanulmányok Kara, 455–464.
- 2016b. A magyar déli nyelvjárások nyomai a horvátországi magyarok nyelvhasználatában [Traces of southern Hungarian dialects in the language use of Hungarians in Croatia]. In: Gazdag, Vilmos–Karmacs, Zoltán–Tóth, Enikő (eds), *Értékek és kihívások, a május 2015. március 26–28. között Beregszászon a Nyelvi és kulturális sokszínűség Kelet-Közép-Európában értékek és kihívások című konferencián elhangzott előadások anyagai* [Values and Challenges: Proceedings of the Conference Linguistic and Cultural Diversity in East-Central Europe – Values and Challenges, held in Beregszász on 26–28 March 2015]. Ungvár: Autdor-Shark, 122–130.
2020. A horvátországi magyarság nyelvének helyzete a rendszerváltás után [The status of the Hungarian language in Croatia after the regime change].

- In: Pusztay, János (ed.), *Veszélyeztetett-e a magyar nyelv* [Is Hungarian an Endangered Language]. Budapest: Anyanyelvápolók Szövetsége, 90–109.
2024. *Glotta10. 10 éve a közösség szolgálatában* [Glotta 10. 10 years in Community Service]. Osijek: Institut za jezik Glotta.
- Lehocki-Samardžić, Ana–Guelmino, Szilvia. 2020. A hiteles fordítások problematikája a délszláv nyelvekben [The Issue of Certified Translations in South Slavic Languages]. In: Németh, Gabriella–Szoták, Szilvia (eds.), *A hiteles fordítás mint közfeladat* [Certified Translation as a Public Service]. Budapest: Országos Fordító és Fordításhitelesítő Iroda.
- Lehocki-Samardžić, Ana–Palizs-Tóth, Hajnalka. 2021. A magyar nyelvű jogi terminológia helyzete Horvátországban [The Status of Hungarian-Language Legal Terminology in Croatia]. In: Tamás, Dóra Mária–Szoták, Szilvia (eds.), *Terminológiastratégia és jogi alapterminusok a szomszédos országok nyelvén* [Terminology Strategy and Core Legal Terms in the Languages of Neighbouring Countries]. Budapest: Országos Fordító és Fordításhitelesítő Iroda, 175–185.
- Lehocki-Samardžić, Ana–Szoták, Szilvia. 2022. Oktatási terminusok és oktatási rendszerek: avagy mi konvergál és mi divergál? [Educational terms and educational systems: What converges and what diverges?]. In: Karmacsi, Zoltán–Márku, Anita–Máté, Réka (eds.), *A határ mint konvergáló és divergáló tényező a nyelvben. Tanulmányok a 21. Élőnyelvi Konferenciáról* [The Border as a Converging and Diverging Factor in Language: Studies from the 21st Sociolinguistic Conference]. Törökbálint: Termini Egyesület.
- Muhr, Rudolf. 2016. The state of the art of research on pluricentric languages: Where we were and where we are now. In: Muhr, Rudolf–Fonyuy, Kelen Ernesta–Zeinab, Ibrahim–Miller, Corey (eds.), *Pluricentric Languages and Non-dominant Varieties Worldwide. Volume 1: Pluricentric Languages across Continents – Features and Usage*. Vienna et. al.: Peter Lang Verlag, 9–32.
- Милинковић, Слађана (ed.). 2018. *Вишејезични лексикон правних и економских појмова*. Нови Сад: Удружење сталних судских преводилаца и тумача Србије [Milinković, Slađana. 2018. *Višejezični leksikon pravnih i ekonomskih pojmova* [Multilingual Lexicon of Legal and Economic Terms]. Novi Sad: Udruženje stalnih sudskih prevodilaca i tumača Srbije].
- (ed.). 2019. *Водич кроз правне системе региона. Бодич за судске тумаче/преводиоце и остале неправне струке*. Нови Сад: Удружење сталних судских преводилаца и тумача Србије [Milinković, Slađana. 2019. *Vodič kroz pravne sisteme regiona. Vodič za sudske tumače/prevodioce i ostale nepravne struke* [Guide to the Legal Systems of the Region: A Handbook for Court Interpreters/Translators and Other Non-legal Professions]. Novi Sad: Udruženje stalnih sudskih prevodilaca i tumača Srbije/ Association of Permanent Court Interpreters and Translators of Serbia.].

- Penavin, Olga. 1986. *Nyelvjárások és köznyelv* [Dialects and Everyday Language]. Nyelvművelő füzetek. Újvidék: Fórum Könyvkiadó.
- Péntek, János. 2004. A magyar nyelv szótárai, nyelvtanai, kézikönyvei és a határon túli magyar nyelvváltozatok [Dictionaries, grammars, and handbooks of the Hungarian language and the Hungarian language varieties beyond the borders]. *Magyar Tudomány* 165(7): 724–727.
- Pete, István. 1988. A magyar nyelv állami változatai (Kárpátukrán változat) [State varieties of the Hungarian language (Carpatho-Ukrainian variant)]. In: Kiss, Jenő–Szűcs, László (eds), *A magyar nyelv rétegződése* [The Stratification of the Hungarian Language]. Budapest: Akadémiai Kiadó, 779–789.
- Sebők, Szilárd. 2016. Language cultivation vs. pluricentricity: The debate on Hungarian language use outside of Hungary. In: Muhr, Rudolf–Fonyuy, Kelen Ernesta–Zeinab, Ibrahim–Miller, Corey (eds), *Pluricentric Languages and Non-dominant Varieties Worldwide: Pluricentric Languages across Continents – Features and Usage*. Vienna et. al.: Peter Lang Verlag, 359–369.
- Szabó, József. 1990. *Magyarországi és jugoszláviai magyar nyelvjárásszigetek* [Hungarian and Yugoslav Hungarian Dialect Islands]. Békéscsaba–Kecskemét–Szeged: Csongrád Megyei Levéltár.
- Szabó, Miklós (ed.). 2015. *A jog nyelvi dimenziója* [The Linguistic Dimension of Law]. Miskolc: Bíbor Kiadó.
- Szoták, Szilvia. 2019. Értjük egymást? Oktatásterminológiai különbségek a magyar–magyar kommunikációban [Do we understand each other? Educational terminology differences in Hungarian–Hungarian communication]. In: Szoták, Szilvia (ed.), *Diszciplínák találkozása – nyelvi közvetítés a 21. században* [The Meeting of Disciplines – Linguistic Mediation in the 21st Century.] Budapest: OFFI Zrt., 247–259.
2021. Országspecifikus oktatási terminusok terminológiai és szociolingvisztikai elemzése a Termini magyar–magyar szótár példái alapján (Ausztria) [Country-specific educational terms: A terminological and sociolinguistic analysis based on examples from the Termini Hungarian–Hungarian Dictionary (Austria)]. *Magyar Nyelvőr* 145(4): 402–417.
- Szoták, Szilvia–Tamás, Dóra Mária. 2024. Egy készülő oktatásterminológiai adatbázis módszertani elvei [Methodological principles of a developing educational terminology database]. In: Baukó, János–Presinszky, Károly (eds), *Egyszerű és szervezett nyelvi menedzselés kétnyelvű környezetben* [Simple and Organized Language Management in a Bilingual Environment]. Nyitra–Törökbálint: Nyitrai Konstantin Filozófus Egyetem Közép-európai Tanulmányok Kara – Termini Magyar Nyelvi Kutatóhálózat, 7–27.
- Tamás, Dóra–Szoták, Szilvia (eds). 2021. *Terminológiastratégia és jogi alapterminusok* [Terminological Strategy and Basic Legal Terms]. Budapest: Országos Fordító és Fordításhitelesítő Iroda.

- Tolcsvai Nagy, Gábor (ed.). 2008. *Idegen szavak szótára* [The Dictionary of Foreign Words]. Budapest: Osiris Kiadó.
- Vančo, Ildikó–Mühr, Roger–Kozmács, István–Huber, Máté. (eds). 2020. *Hungarian as a Pluricentric Language in Language and Literature*. Frankfurt am Main: Peter Lang D.
- Váradi, Krisztián. 2025. A Termini magyar–magyar szótár és adatbázis [The Termini Hungarian–Hungarian Dictionary and Database]. *Modern Nyelvoktatás* 31(1–2), 172–180.
- Váradi, Krisztián–Lehocki-Samardžić, Anna. 2025. The Word of the Week – A dissemination project of pluricentric Hungarian. *Acta Academiae Beregsasiensis, Philologica* 4(1): 9–25.
- Varga, Szabolcs–Sokcsevits, Dénes. 2022. A horvát szábor története [History of the Croatian Parliament]. Budapest: Országház Kiadó.
- Vidaković Mukić, Marta. 2015. *Opći pravni rječnik. II. izmijenjeno i dopunjeno izdanje* [General Legal Dictionary. 2nd revised and expanded edition]. Zagreb: Narodne novine.
- Žiljak, Tihomir. 2013. Dvije faze obrazovne politike u Hrvatskoj nakon 1990. godine [Two phases of educational policy in Croatia after 1990]. *Andragoški glasnik* 17(1): 7–24.

Web sources

- <https://files.eaft-aet.net/declaration/en.pdf> (downloaded on 29. 5. 2025).
- <https://www.hzn.hr/UserDocsImages/Publikacije/SmjTerPo.PDF> (downloaded on 29. 5. 2025).
- <https://termini.nytud.hu/htonline/htlista.php?action=modified&cimszoid=54612> (downloaded on 7. 5. 2025).
- https://narodne-novine.nn.hr/clanci/sluzbeni/2001_05_41_705.html (downloaded on 11. 6. 2025).
- https://narodne-novine.nn.hr/clanci/sluzbeni/2002_12_155_2532.html (downloaded on 11. 6. 2025).
- https://narodne-novine.nn.hr/clanci/sluzbeni/2020_07_83_1556.html (downloaded on 17. 6. 2025).
- <https://pluricentriclanguages.org/> (downloaded on 17. 6. 2025).
- <https://dzs.gov.hr/vijesti/objavljeni-konacni-rezultati-popisa-2021/1270> (downloaded on 17. 6. 2025).
- <https://termini.nytud.hu/htonline/htlista.php?action=browse> (downloaded on 17. 7. 2025).
- <https://gov.hr/hr/predskolsko-osnovnoskolsko-i-srednjoskolsko-obrazovanje-na-jeziku-i-pismu-nacionalnih-manjina/1108> (downloaded on 17. 6. 2025).

http://www.infoterm.info/pdf/activities/guidelines/SmjerniceZaTerminoloskePolitike_hr.pdf (downloaded on 17. 6. 2025).

Početna - Hrvatski terminološki portal (downloaded on 17. 6. 2025).

Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima (downloaded on 1. 8. 2025).