



ORIGINAL PAPER

From Moldovian Dialect to Romanian Literary Language – Similarities and Differences

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Abstract:

The development of the Romanian language in various closed communities led to the emergence of regionalisms. These lexical units are sometimes incomprehensible by speakers from other regions of Romania.

The Romanian language is a paradise for borrowing and has adapted to all situations and overcome them all. The Romanian language will always be winning. Because, in a dictionary article, in etymology, sometimes five origins are given, because we had translations from French, German, Greek texts. They all influenced and this is known from phonetics. It was the language that chose the ideal form. Usual chose a form and the Romanian language did not drown due to too many sources. But the Romanian language will win, because it is very important that today's students use the terms according to the European norm. Not around our isolated corner of the world. No language stands still, it is constantly enriched by borrowings of any kind from other languages and in turn gives to other languages. It is a continuous movement, and it is natural for that to happen. Here we can give the example of words that for a period of time are accepted in specialized dictionaries with two or even more forms, all being considered correct.

The writer Nicolae Dabija said that the dialect spoken by the Bessarabians can easily enter in the Guinness Book - because the language spoken in Bessarabia has the most names in the world - the Moldavian language is called: state language, native language, language of the ancestors, language of instruction, Eminescu's language, Moldovan language, Vieru's language, only not to be called by name, and her name is one – Romanian language.

Keywords: *literary language; dialect; terminology; linguistic variations.*

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Introduction

The development of the Romanian language in various closed communities led to the emergence of regionalisms. These lexical units are sometimes incomprehensible by speakers from other regions of Romania.

The Romanian language is a paradise for borrowing and has adapted to all situations and overcome them all. The Romanian language will always be winning. Because, in a dictionary article, in etymology, sometimes five origins are given, because we had translations from French, German, Greek texts. They all influenced and this is known from phonetics. It was the language that chose the ideal form. Usually chose a form and the Romanian language did not drown due to too many sources. But the Romanian language will win, because it is very important that today's students use the terms according to the European norm. Not around our isolated corner of the world. No language stands still, it is constantly enriched by borrowings of any kind from other languages and in turn gives to other languages. It is a continuous movement, and it is natural for that to happen. Here we can give the example of words that for a period of time are accepted in specialized dictionaries with two or even more forms, all being considered correct. After a while, one form disappears and the other remains because it was the most used by the current speakers of that language. The present dictates the form of any language. We cannot use words whose object has disappeared in the 21st century.

There is only one good Romanian language. Instead, we can speak of four major dialects, in ancient branches of the Romanian language: the Daco-Romanian dialect (which we speak), the Aromanian or Macedonian-Romanian dialect spoken in the Balkan countries: Greece, Albania, Bulgaria and in some republics of the former Yugoslavia), the Megleno-Romanian dialect (in Romanian from the Meglen Plain, on the banks of the Vardar, north of Thessaloniki) and the Istro-Romanian dialect, spoken in the Istrian Peninsula, in the northern Adriatic Sea.

If we refer to the conversational level, it is obvious that the inhabitants of Romania and the inhabitants of the Republic of Moldova understand each other perfectly because they speak the same language. That Moldovans speak softer, gentler words, this is not necessarily related to the size of the language, but to a certain degree of kindness with which they were endowed.

Dialect – literary language

Linguistic analysis and research have always sought to eliminate all subjective variations from the study of language and map out each and every portion, catalogue every region of information transference as schematically as possible. From a linguistic standpoint, it is easy to scientifically quantify communication and language objectively. Letters form words, words form sentences, sentences form phrases and the origin of words can be scientifically explained and mapped out. The human factor, however, is highly unpredictable and prone to elusive subjectivity. It is for this very reason that linguistic research appealed to the merits of neuroscience in order to objectively understand and describe the synaptic connectivity behind the generation and proliferation of linguistic response. Michael Arbib et al. (2008) turned his attention towards connecting vocabulary to brain regions through what he called “schema theory”:

According Arbib “schema theory complements neuroscience's well-established terminology for levels of structural analysis (brain region, neuron, synapse)

with a functional vocabulary, a framework for analysis of behavior with no necessary commitment to hypotheses on the localization of each schema (unit of functional analysis), but which can be linked to a structural analysis whenever appropriate. Schemas provide a high-level vocabulary which can be shared by brain theorists, cognitive scientists, connectionists, ethologists and even kinesiologists, even though the implementation of the schemas may differ from domain to domain. [...] Schema-based modeling becomes part of neuroscience when constrained by data provided by, e.g., human brain mapping, studies of the effects of brain lesions, or neurophysiology. The resulting model may constitute an adequate explanation in itself or may provide the framework for modeling at the level of neural networks or below. Such a neural schema theory provides a functional/structural decomposition, in strong contrast with models which employ learning rules to train a single, otherwise undifferentiated, neural network to respond as specified by some training set". (Arbib et al., 2008:1459)

To regard the process of communication as a purely theoretical and objective undertaking can prove to be a substantial oversight on the side of specialised researchers. The subjective aspect of communication was investigated by Keyton et al. (2013) and she concluded that the process of information transference is indeed guided by "communication behaviors", and these subjective pillars of operation control the way we act or interact. The jungle of conversation around us is highly volatile, yet it is based on cooperation in the hope of achieving mutually beneficial harmonisation related to the way we talk and act:

According Keyton "Communication behaviors are composed of acts, interacts, and double interacts, or sets of them. Behaviors initiate a sequence of actions (or interactions) that work together to make progress (or regress) in reaching conversational goals. Thus, we assert that communication behaviors (a) are inherently social, (b) are used to engage in relationships with other members of the organization, and (c) link micro actions of individuals to macro communication patterns and collective structures. Indeed, communication scholars (e.g., Biesel, 2010) argue that communication is necessary for the organizing of any organization to take place and that we should not assume that more communication is equated with better communication. That is, communicating at work is an intersubjective sensemaking process as it occurs in a context bound by formal and informal workplace relationships and societal and organizational cultures". (Keyton et al., 2013:153-154)

Terminology is not just a reflection of our scientific progress, it is a tool that unites great minds who think alike, connecting specialists globally, allowing them to evade capricious cultural barriers and be brought together by the language of science whose ultimate objective is to be granted the status of universality. Specialised knowledge is not meant to be deceitful, its purpose is to promote not just truthfulness, but absolute truths. The honesty behind science is also connected to honesty of intention. It is never enough to just master human discovery; one must also desire to make it generally available and allow the merits of those new discoveries to act as a catalyst for the betterment of all mankind. Specialised communication is achieved among

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individuals, but its purpose, its supreme goal is the integrated and correlated transcendent advancement of species.

According Bărbuceanu “the world we live today does not resemble the world we grew up in, and the world today is undoubtedly not the world our children and future students will live in. The histrionic fluctuations our world has experienced, technologically speaking, the digital generation students are not the students our institutes and universities were planned for and are not the students present day teachers were skilled to teach”. (Bărbuceanu, 2021:177)

Standard linguistic variations are, of course, also bound to standard deviations of geography and cultural repositioning. Separation and distance will often lead to different paradigms of evolution or even dissolution. The evolution of communicative systems has produced a more stable linguistic product if we are to consider that topography has been all but annihilated through technology, transforming the world into one global village. Television and the internet have secured a standard global dissemination throughout the democratic world, functioning in synergy with the linguistic power of dominant cultures.

A dominant culture achieves this status based on powerful and irrefutable evolution in economics, science, manufacturing and the arts. The inventors of a concept will naturally have the right to name that term and that newly emergent term will successfully proliferate and even infiltrate other languages in the absence of a previously existent equivalent. The language is successful because those who speak it are powerful and bring forth innovation on an unprecedented scale in human history.

Through the embrace of specialised language, people have been able to use terminology to improve and disseminate not only scientific information but also strengthen social and cultural bonds by harnessing the power of communication to honour those positive common traits that can lead to the advancement and stability of humanity. The accuracy of language must work in harmony with a social sense of belonging that must not be allowed to overlook the importance of the individual. Language confirms that we are all stronger together, but the fuel behind our strong togetherness is provided by the individual’s ambition and assertiveness to achieve personal progress and prosperity. Those collective individual energies are brought together through terminology, through communication as a whole, unifying different but potentially complementary actions that can turn good thoughts into good deeds and allow the borderless dissemination of those good deeds across barriers and beyond prejudice for the ascension and cooperation of all mankind.

According Bărbuceanu “he might as well access online libraries, video trails on academic matters, teachers’ blogs or clouds, or even political blogs, networking concurrently with many, or with best few friends, writing on their walls, continually meeting each other and knowing one another, although having never met face to face, discussing, texting and posting what they think, in that moment”. (Bărbuceanu, 2020:139)

Transitioning from the components, the author is preoccupied with the manner in which that specialised lexicon is assembled. The ability to contextualise and conceptualise terminology is of great interest and, of course, syntax, discourse and semantics represent adequate methodologies that can manage specialised communication.

The synergic intersection of curiosity and limited knowledge can be interpreted as fuelling progress in a highly diverse array of human activity. These two elements are

paradoxically tributary to an infusion of meekness and humility, even modesty. Linguistic arrogance can lead to self-sufficiency and a subsequent lack of desire for further investigation and research, yet acknowledging there is a problem represents the first step towards remedying that problem. Modesty leads to ambition, to achieve not only personal evolution, but a collective positive transformation of society and of the species itself. Add pragmatism into the equation, in the sense that we actually need to be more competent in order to solve our problems and succeed, and we basically have the perfect recipe not only for linguistic success but also for adaptive evolution around the host of human activities, economic, cultural or otherwise.

According Bărbuceanu “these are the today students we encounter in the seminar rooms and try to teach them a second language, for example, a learning process that is not accepted by the brain promptly but through an extended period of practice and the acceptance of our surroundings and culture towards that language will also affect the way we learn it”. (Bărbuceanu, 2020:139)

A specialised teacher must not simply be a data bank for terminology but also a specialist who is able to understand and integrate that knowledge, both professionally and linguistically. With all these challenges in mind, it is clear that the effectiveness of specialised language teaching is put into question. The efficiency of this type of specialised language training remains unclear due to the relatively new nature of the practice, as well as the secrecy promoted by multinational companies who are either shy or disinterested in disclosing internal information regarding specialised language training, or simply there has been no interest in assessing the concrete results of that respective training due to cost concerns or issues with the internal allocation of manpower for assessments that are not ultimately essential for the lucrative interests of companies or multinational corporations.

According Bărbuceanu “visual literacy is the ability to distinguish and evaluate visual communications, and the capacity to contemplate and resolve problems in the visual field, to decode, read, inquire, produce, challenge and appraise texts that communicate with visual imageries rather than words”. (Bărbuceanu, 2021:178)

Referring to the differences and similarities between the Moldavian language and the Romanian literary language, it should be mentioned that it is not enough for the teacher to give only examples of words that belong to the Moldavian language.

In one of his speeches, Nicolae Dabija said that Moldovans who speak the correct language speak Romanian language, and Romanians who speak the crushed language, speak Moldavian language.

The greatest praise we can give to our language is to speak it correctly. There is no state outside the language and no language outside the state. And also, there is no people outside the language, there is no independence outside the language.

Over time, many linguists have agreed that the Moldavian and Romanian languages are identical. The Romanian language and the Moldavian language are identical, but different - this was the conclusion of other linguists.

The writer Nicolae Dabija said that the dialect spoken by the Bessarabians can easily enter the Guinness Book - “because the language spoken in Bessarabia has the most names in the world - the Moldavian language is called: state language, native language, language of the ancestors, language of instruction, Eminescu’s language, Moldovan language, Vieru’s language, only not to be called by name, and her name is one – Romanian language”. (<https://www.youtube.com/watch?v=Q-JhFBJP41Y>)

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According Nicolae Dabija “it is said that Stephen the Great spoke the Moldavian language. Dabija claims that all the documents written at the court of Stephen the Great are written in the Wallachian language. The Moldavian language, as another name for the Romanian language, is attested only over a hundred years after the death of Stephen the Great, around 1600”. (<https://www.youtube.com/watch?v=Q-JhFBJP41Y>)

So we speak and we spoke during the time of Stephen the Great, the Wallachian language, the Romanian language. The people of Bessarabia should be eternally grateful to the Romanian language they speak because it has lasted over time.

Although both the inhabitants of Romania and the Republic of Moldova speak the same language, there are variations of the same terms.

There are many specific terms in the area of Moldova. Let's look at some examples:

- The consonants "ș", "ț" are palatalized. For example, in the plural of words ending in "ș" or "ț": Two soldiers / Two soldiers (doi ostași – doi soldați- "E" mut is reduced to "i": girls - girls (fete-feti)- "Ă" opens in "a" - "forest" becomes "forests" (pădure-păduri) or "grill" becomes "grill" (grătar-gratar) - The group "what" (phonetically transcribed "č") is pronounced as a palatalized "and" - what do you want? = and do you want? (ce vrei? - și vrei). There are regionalisms that are found in different parts of the country. For example, "child" becomes "copchil" for both Moldovans and Maramureș residents. Emphasis is what makes the difference.
- From the vast list of regionalisms that belong to the Moldavian language, here are just a few:
 - harbuz = watermelon
 - barabule = potatoes
 - curechi = cabbage
 - blid = plate
 - păpusoi = corn
 - oghial = blanket
 - chisleag = whipped milk
 - perje = plum
 - pelinca = diaper
 - borta = today
 - chiparus = pepper

The first suggestion is to have specialised teachers actually integrate suggestions originating from students as a way of performing a full diagnosis of the entire educational milieu. The writing of questionnaires and the interpretation of the data can provide very important information that can help teachers filter through their system of knowledge and choose the exact informational packages that can generate a tailor-made experience when it comes to teaching.

It is very important that students know these differences and similarities. And the Romanian language teacher has a crucial role to play in making them understand that a language is not synonymous with the literary language, but this does not mean that that language should not be recognized. There could be no Romanian literary language without speeches, without dialects, without differences between one area and another. How could we even define literary language if we didn't have it all?

Conclusions

Teaching an advanced group of individuals using simplified or depleted materials represents not only de-calibrations terminological and methodological adaptations, but can also challenge the patrimony of trust between trainer and learner, draining confidence and enthusiasm, as well as determination.

Academic teachers can get a better grasp of the educational and cultural realities of the students and begin building early on a collaboratively bond that can have positive consequences in the long run. The job shadowing element is a new tactic in the teaching arsenal and it is based on highly innovative and courageous, if not visionary practices.

Teachers must seriously mention to the students that the Romanian literary language is one, but that its formation is based on centuries of history and linguistics, of movements of both peoples and languages, specific languages for each region. There is no language without region-specific languages, and no languages that are not an integral part of a language.

The Romanian literary language is a unitary whole. It took everything it needed from different regions, assembled, disposed of, put it together, borrowed, borrowed, and finally existed for centuries and still exists, improving day by day. The Romanian language is a treasure, an inexhaustible source of speeches and dialects.

Authors' Contributions

The authors contributed equally to this work.

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