



LANGUAGE RICH EUROPE

MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES



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Contents

Part I: European Perspectives on Language Policies and Practices

1. Towards European indicators of language policies and practices
Guus Extra and Kutlay Yağmur
2. Cross-national analysis of the Language Rich Europe outcomes
Kutlay Yağmur, Guus Extra and Marlies Swinkels



LANGUAGE RICH EUROPE
MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

Part II: Country Profiles and Commentaries

1. Austria
2. Bosnia and Herzegovina
3. Bulgaria
4. Denmark
5. Estonia
6. France
7. Greece
8. Hungary
9. Italy
10. Lithuania
11. Netherlands
 - 11.1 Netherlands at large
 - 11.2 Friesland
12. Poland
13. Portugal
14. Romania
15. Spain
 - 15.1 Spain apart from Catalonia and Basque Country
 - 15.2 Catalonia
 - 15.3 Basque Country
16. Switzerland
17. Ukraine
18. United Kingdom
 - 18.1 England
 - 18.2 Wales
 - 18.3 Scotland
 - 18.4 Northern Ireland

Appendix: Glossary



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MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

Overall objectives of the LRE project

- to facilitate the exchange of good practice in promoting intercultural dialogue and social inclusion through language teaching and learning
- to promote European cooperation in developing language policies and practices across several education sectors and broader society
- to raise awareness of the European Union and Council of Europe (henceforward EU and CoE) recommendations for promoting language learning and linguistic diversity across Europe



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Results beyond the current state of our knowledge with regard to language policies and practices in Europe from three different perspectives

- the high number of participating countries and regions – 24
- the spectrum of chosen language varieties in the constellation of languages in Europe – we look at foreign, regional or minority, immigrant and national languages, the latter with a special focus on support for newcomers
- the range of chosen language domains within and beyond education to include business, public services and spaces in cities, and the media



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EC Communication (2008: 4)

The EC Communication (2008: 4) aims to achieve a qualitative shift by presenting a policy that goes beyond education to address multilingualism in a wider context:

Today's European societies are facing rapid change due to globalisation, technological advances and ageing populations. The greater mobility of Europeans – currently 10 million Europeans work in other Member States – is an important sign of this change. Increasingly, people interact with their counterparts from other countries while growing numbers live and work outside their home country. This process is further reinforced by the recent enlargements of the EU. The EU now has 500 million citizens, 27 Member States, 3 alphabets and 23 EU official languages, some of them with a worldwide coverage. Some 60 other languages are also part of the EU heritage and are spoken in specific regions or by specific groups. In addition, immigrants have brought a wide range of languages with them: it is estimated that at least 175 nationalities are now present within the EU's borders.



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Promoting trilingualism and the trilingual formula

'Valuing all languages' (EC 2008):

In the current context of increased mobility and migration, mastering the national language(s) is fundamental to integrating successfully and playing an active role in society. Non-native speakers should therefore include the host-country language in their 'one-plus-two' combination.

There are also untapped linguistic resources in our society: different mother tongues and other languages spoken at home and in local and neighbouring environments should be valued more highly. For instance, children with different mother tongues – whether from the EU or a third country – present schools with the challenge of teaching the language of instruction as a second language, but they can also motivate their classmates to learn different languages and open up to other cultures.

With a view to allowing closer links between communities, the Commission's advisory Group of Intellectuals for Intercultural Dialogue (2008) developed the concept of a 'personal adoptive language', which should usefully benefit from further reflection.



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High Level Group on Multilingualism

High Level Group on Multilingualism (2007: 6):

An increasingly large number of people living in the Union are multilingual or even multiliterate because they (i) speak an autochthon regional or minority language in addition to the (major) national language, (ii) speak a migrant language in addition to the language of the host country, or (iii) grew up in mixed-language families or other multilingual environments (the Erasmus phenomenon). For a considerable number of people in Europe, the notion of "mother tongue" has lost its meaning; it would probably be more appropriate to speak of people's first language or even first languages, as the case may be.



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Overview of EU and CoE documents used to develop the LRE Questionnaire

European Union documents

Council of Europe documents



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Attitudes towards multilingualism in Europe

(Source: Special Eurobarometer Report 243: 53, European Commission 2006)

Statements	Tend to agree	Tend to disagree	Do not know
• Everyone in the EU should be able to speak one additional language	84%	12%	4%
• All languages spoken within the EU should be treated equally	72%	21%	7%
• Everyone in the EU should be able to speak a common language	70%	25%	5%
• The European institutions should adopt one single language to communicate with European citizens	55%	40%	5%
• Everyone in the EU should be able to speak two additional languages	50%	44%	6%



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Addressed language varieties and definitions in the LRE project

- *National languages*: Official languages of a nation-state
- *Foreign languages*: Languages that are not learnt or used at home but learnt and taught at school or used as languages of wider communication in non-educational sectors
- *Regional or minority languages*: Languages that are traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state's population
- *Immigrant languages*: Languages spoken by immigrants and their descendants in the country of residence, originating from a wide range of (former) source countries



Language varieties and language learning modalities

Four language varieties	National languages	Regional/ minority languages	Immigrant languages	Foreign languages
First language learning	++	++	++	-
Additional language learning	+(+)	+(+)	+	++
++ = common phenomenon across European countries				
+ = rare phenomenon across European countries				



Composition of LRE Questionnaire across language domains

Nr	Language domains	N questions
1	Languages in official documents and databases	15
2	Languages in pre-primary education	34
3	Languages in primary education	58
4	Languages in secondary education	60
5	Languages in further and higher education	30
6	Languages in audiovisual media and press	14
7	Languages in public services and spaces	31
8	Languages in business	18
Total of questions		260



Rationale for focus on cities for primary data collection

- Multilingualism is most prevalent in urban settings as long-term residents and newcomers tend to congregate there in search of work
- Cities reinforce national dynamics in responding to language diversity
- Large further and higher education institutions are present in cities (domain 5)
- The international press, cinemas and TV stations are concentrated in cities (domain 6)
- As a result, city administrators and urban planners need to create local policies on multilingualism (domain 7)
- The headquarters of many businesses are located in cities (domain 8).



Data collection

- Domains 1-4 are based on *official/secondary* data and reflect policies and common practices at the national level
- Domains 5-8 are based on *collected/primary* data in cities
- Small samples and experimental methodology for domains 5-8. Impossible to generalise to whole country level. Framework can be used for more in-depth studies at the micro-level



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Three-cities approach for all participating countries/regions (N total = 67 cities)

Nr	Countries with one national language	Largest city	Second/Third largest city	Additional city	Dominant regional/minority language in additional city
1	Austria	Vienna	Graz	Klagenfurt	Slovene
2	Bulgaria	Sofia	Plovdiv	Shumen	Turkish
3	Denmark	Copenhagen	Aarhus	Aabenraa	German
4	Estonia	Tallinn	Tartu	Narva	Russian
5	France	Paris	Marseille	Corte	Corsican
6	Greece	Athens	Thessaloniki	Xanthi	Turkish
7	Hungary	Budapest	Debrecen	Pécs	German
8	Italy	Rome	Milan	Trieste	Slovene
9	Lithuania	Vilnius	Kaunas	Klaipeda	Russian
10	Netherlands	Amsterdam	Rotterdam	Leeuwarden*	Frisian
11	Poland	Warsaw	Krakow	Gdansk	Kashubian
12	Portugal	Lisbon	Oporto	Miranda do Douro*	Mirandese
13	Romania	Bucharest	Iasi	Cluj	Hungarian
14	Ukraine	Kiev	Kharkiv	Lviv	Russian
Nr	Other countries	Largest city in region/country	City in region 2	City in region 3	Official language in 1 / 2 / 3
15	Bosnia & Herzegovina	Sarajevo	Banja-Luka	Mostar	Bosnian/Serbian Croatian/Bosnian
16	Switzerland	Zürich	Genève	Lugano	German/French/Italian
17	Spain Catalonia Basque Country	Madrid Barcelona Bilbao	Valencia Tarragona San Sebastian	Sevilla L'Hospitalet Vitoria-Gasteiz	Spanish Catalan Basque
18	UK: England Wales Scotland N. Ireland	London Cardiff Glasgow Belfast	Manchester Swansea Edinburgh -	Sheffield Newport Aberdeen -	English Welsh/English English/Scottish-Gaelic English



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Domains and targets for primary data collection per city

Nr	Language domain	Targets per city (3x)
4	Languages in further and higher education	<ul style="list-style-type: none">• Largest prototypical institution for vocational education and training (VET) with language provision• Largest public and general university
5	Languages in the media	<ul style="list-style-type: none">• Language provision in radio and TV programmes as described by the best-selling newspaper• Language provision in press at the largest train station and city kiosk
6	Languages in public services and spaces	<ul style="list-style-type: none">• Institutionalised language strategies, oral communication facilities and written information facilities at the central city level
7	Languages in business	<ul style="list-style-type: none">• Small-/medium-sized and large multi-/international, national and regional/local supermarkets, businesses in building construction, hotels and banks



Methodological prerequisites for constructing LRE questions

- each question should yield rateable data
- rateable data should be weighted, leading to differentiation of reported policies and practices
- yes/no-questions where one of the answers would predictably lead to 100% scores should be avoided
- the questions should be robust enough for repeated measurement over time



Validity perspectives

Internal validity

- Is the LRE Questionnaire sufficiently *comprehensive* in its conceptual construct and scope and therefore fit for its aims?
- Is the LRE Questionnaire sufficiently *explicit and transparent* in its formulation?
- Is the LRE Questionnaire sufficiently *practical* as a tool for data collection in terms of intelligibility and administrative workload?

External validity

- Is the LRE Questionnaire sufficiently *valid* in its linkage to European benchmarks that guide its scoring?

Cross-national comparability

- Is the LRE Questionnaire sufficiently *fair* in representing the four key language varieties that are taken into account: national, foreign, regional/minority and immigrant languages?
- Is the LRE Questionnaire based on *equal questions* across countries/regions?
- Is the LRE Questionnaire based on *equal scoring* procedures across countries/regions?



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MIPEX and LRE Indicators in comparative perspective

MIPEX 2011	LRE Indicators 2012
<ul style="list-style-type: none">• Seven strands	<ul style="list-style-type: none">• Seven language domains plus one meta-domain
<ul style="list-style-type: none">• Four dimensions per strand	<ul style="list-style-type: none">• Four language varieties per strand
<ul style="list-style-type: none">• Multiple indicators per dimension	<ul style="list-style-type: none">• Multiple indicators per language variety
<ul style="list-style-type: none">• Total number of indicators: 148	<ul style="list-style-type: none">• Total number of questions: 260
<ul style="list-style-type: none">• Total number of countries: 26	<ul style="list-style-type: none">• Total number of countries or regions: 24



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Language legislation and official language policy documents in 24 countries/regions surveyed

(Table 18)

- Is there national or regional/federal legislation which contains articles on language(s)?
- Do official language policy documents exist aimed at promoting language learning and teaching in your country or region?



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Official recognition, protection and/or promotion of R/M languages in 18 countries

(Table 19)

- IN CAPITALS: by official country documents only
- *In italics*: by official country documents as well as by ECRML



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R/M languages officially provided in nation- or region-wide education in 18 countries

(Table 20)

IN CAPITALS: educational provision mentioned by official country documents only

In italics: educational provision mentioned by official country documents as well as by ECRML



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Official nation-/region-wide data collection mechanisms on national, R/M and immigrant languages in 24 countries/regions

(Table 21)

- Census data
- Municipal register data
- Survey data



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Language questions in official data collection mechanisms in 24 countries/regions

(Table 22)

Major language question(s) asked:

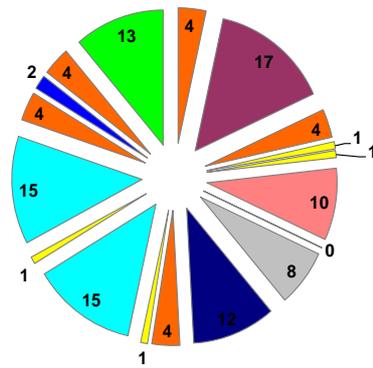
- Home language
- Main language
- Mother tongue

Question(s) asked on language skills (X)
speaking/understanding/reading/writing:

- Can you X?
- How well can you X?



N of R/M languages officially provided in education in 18 countries

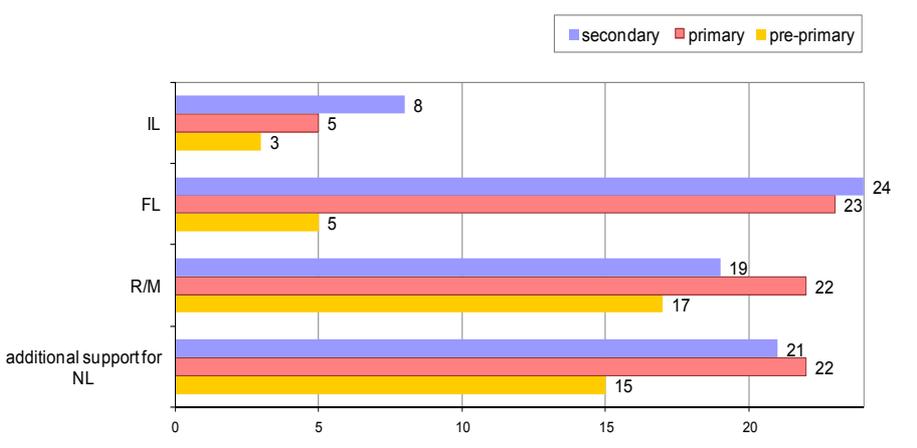


	N of R/M languages	N of R/M languages reported in education		
		pre-primary	primary	secondary
Austria	4	6	6	6
Bosnia & Herzegovina	17	0	3	3
Bulgaria	4	0	4	4
Denmark	1	1	1	0
Estonia	1	0	0	0
France	>50	0	10	6
Greece	0	0	1	1
Hungary	8	10	11	11
Italy	12	11	12	12
Lithuania	4	4	4	4
Netherlands	1	1	1	1
Poland	15	0	1	1
Portugal	1	1	1	1
Romania	15	11	12	12
Spain	12	4	4	4
Switzerland	2	0	3	3
UK	4	3	3	3
Ukraine	13	7	13	13



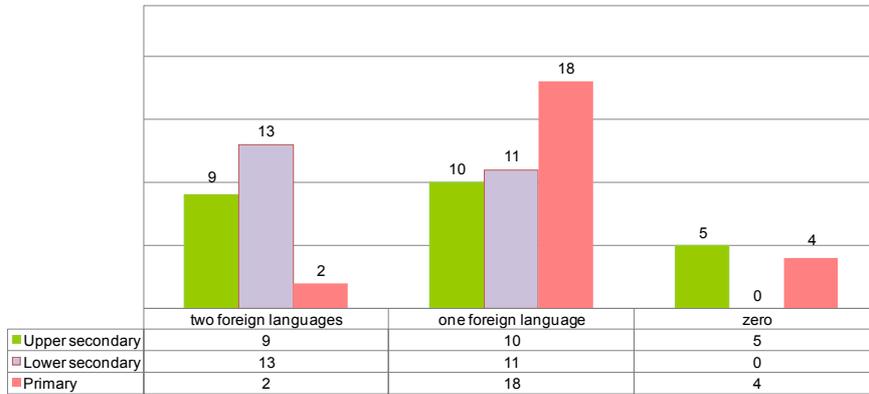
Language types offered in education

(Value = N of countries/regions out of 24)



N of compulsory foreign languages in education

(Value = N of countries out of 24)

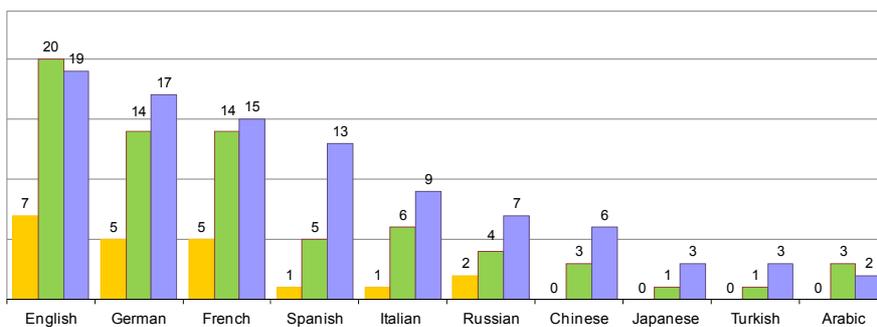


N of compulsory languages	Two languages	One language	No language
Lower secondary education	Austria, Denmark, Estonia, France, Friesland, Greece, Italy, Lithuania, Netherlands, Poland, Portugal, Romania, Ukraine	Basque Country, Bosnia & Herzegovina, Bulgaria, Catalonia, England, Hungary, N.Ireland, Scotland, Spain, Switzerland, Wales	
Upper secondary education	Austria, Bulgaria, Estonia, France, Hungary, Poland, Portugal, Romania, Switzerland	Basque Country, Bosnia & Herzegovina, Catalonia, Denmark, Friesland, Italy, Lithuania, Netherlands, Spain, Ukraine	England, Greece, N.Ireland, Scotland, Wales



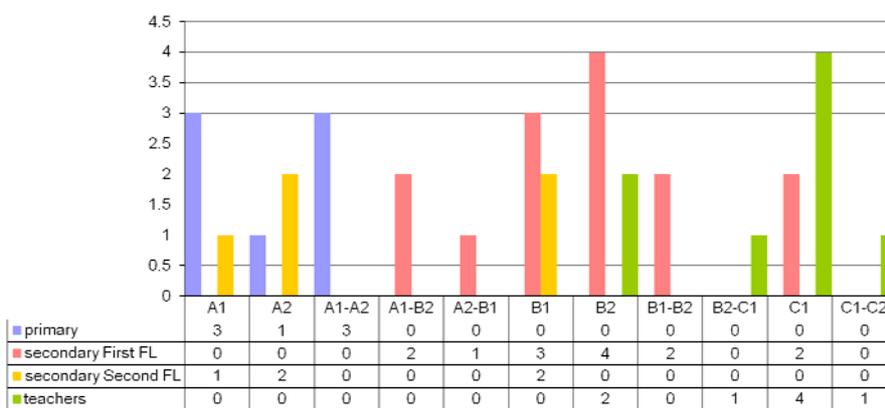
Top 10 foreign languages in secondary education compared to FL offer in pre-primary and primary

(Value = N of countries/regions offering these languages out of 24)



Requirements for FL level: CEFR

(Value = N of countries/regions out of 24)



Immigrant language provision

Pre-primary education	Primary education	Secondary education
Denmark	Austria	Austria
Spain	Denmark	Denmark
Switzerland	France	England
(Cantons Zürich & Geneva)	Spain	Estonia
	Switzerland	France
	(Cantons Zürich & Geneva)	Netherlands
		Scotland
		Switzerland

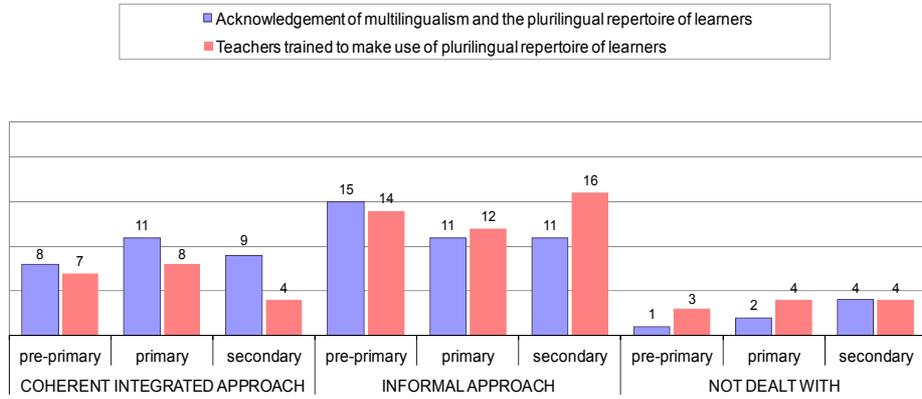


	Proficiency level required of FL teachers in secondary education
Austria	C1
Basque Country	B2
Bulgaria	B2-C1
Catalonia	C1-C2
Estonia	B2
Hungary	C1
Romania	C1
Switzerland	C2 in Canton of Zürich



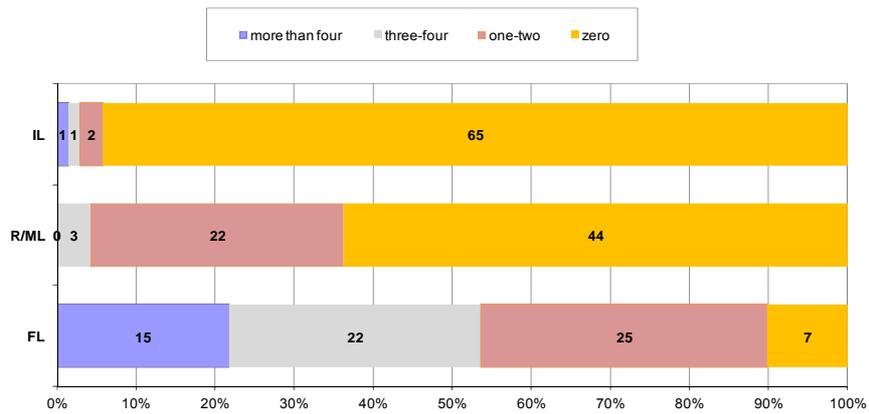
Recognition of plurilingual repertoire of learners in European schools

(Value = N of countries/regions out of 24)



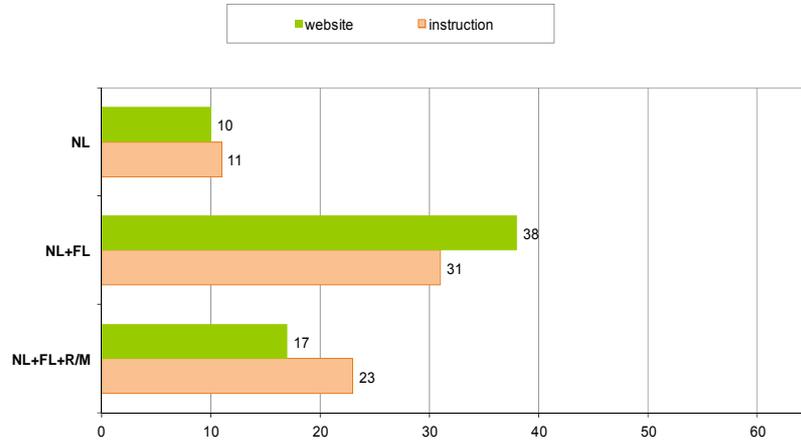
N of languages taught in VET institutions

(Value = N of institutions out of 69 total)



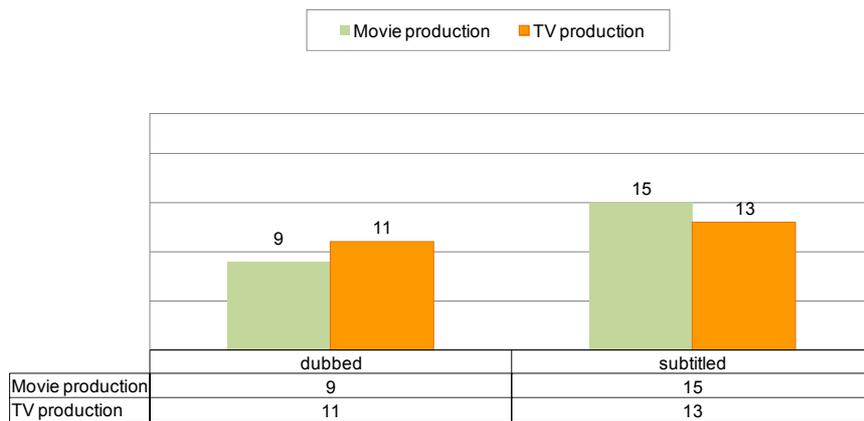
Use of languages for communication in universities

(Value = N of universities out of 65 total)



Subtitling vs. Dubbing on TV and at the cinema

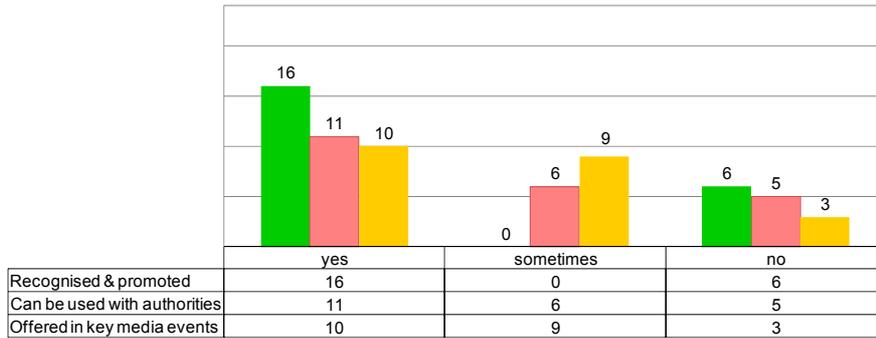
(Value = N of countries/regions out of 24)



Sign language provision in Europe

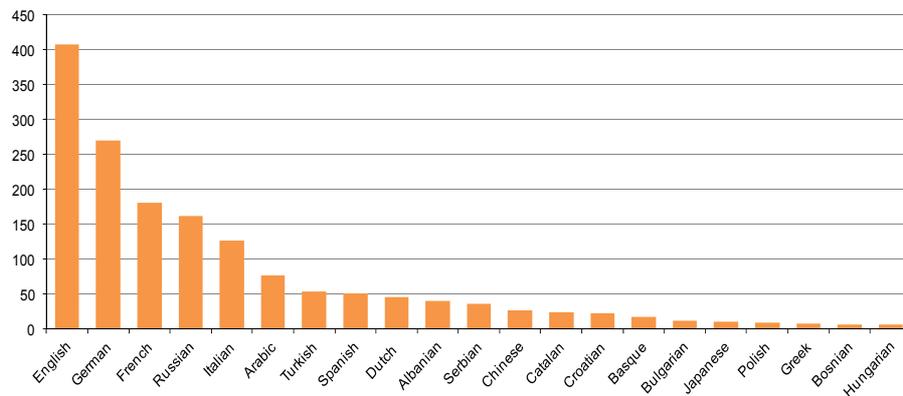
(Value = N of countries/regions out of 24)

■ Recognised & promoted ■ Can be used with authorities ■ Offered in key media events



Top 20 languages of newspapers in 64 European cities

(Value = total N of newspapers)



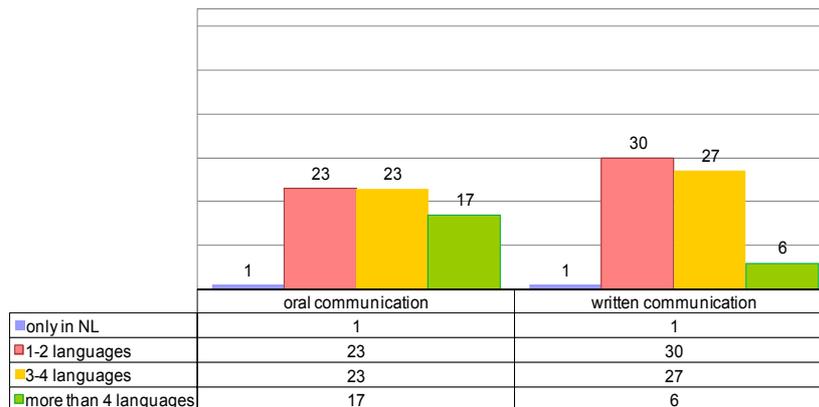
**Public services ranked
according to multilingual communication facilities offered
in 64 European cities**

	Oral communication	Written communication
1	Tourism services	Tourism services
2	Immigration & integration services	Immigration & integration services
3	Legal services	Transport services
4	Health services	Health services
5	Social services	Emergency services
6	Emergency services	Social services
7	Education services	Legal services
8	Transport services	Education services
9	Theatre programmes	Theatre programmes
10	Political debates & decision-making processes	Political debates & decision-making processes



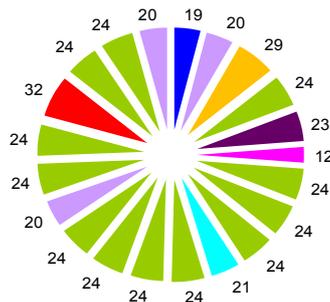
**Distribution of European cities:
oral & written communication in public services**

(Value = N of cities out of 64)



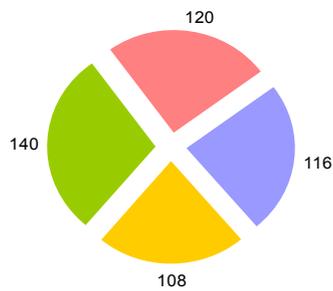
Distribution of companies across different countries/regions

(Value = N of business companies out of 484)



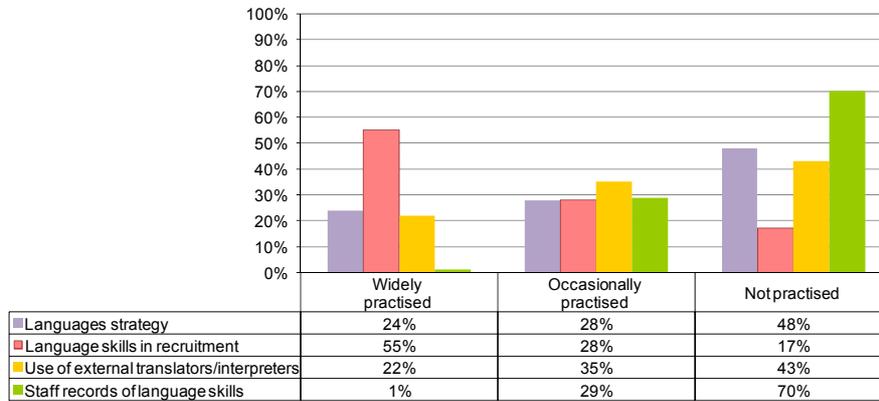
Distribution of companies across different sectors

(Value = N of business companies out of 484)



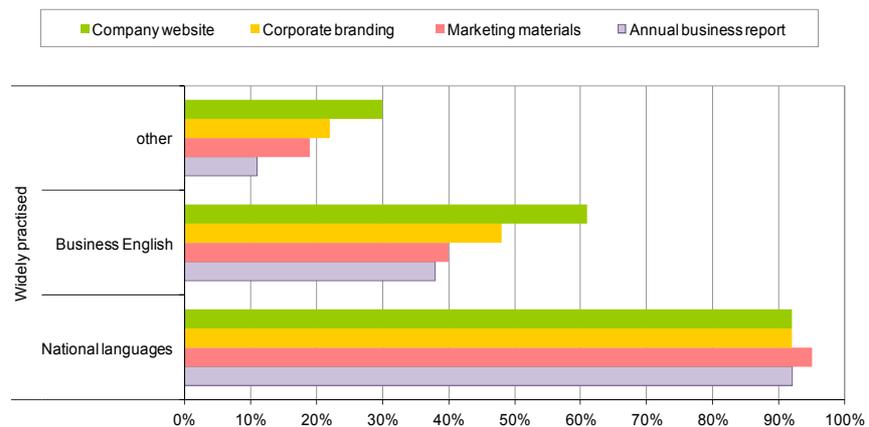
Companies reporting policies and practices for multilingualism

(Value = % of business companies out of 484 total)



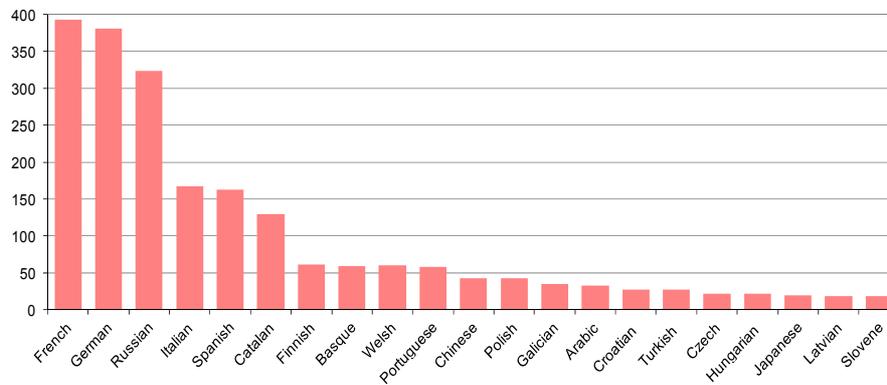
Companies' language practices in external communications

(Value = % of business companies out of 484)



Top 20 languages other than English in companies

(Value = N of mentions)



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Few remarks on the outcomes

1. While some countries/regions have highly developed policies and practices in specific domains, others need to develop further if they wish to align themselves more closely with European recommendations and create more language-rich societies.
2. Of all the language domains researched, it is in primary and secondary education where most efforts are being made to promote multi/plurilingualism.
3. In early language learning, and in the sectors of further and higher education, the media, public services and business much more needs to be done to align with European recommendations.
4. Of all the non-national language varieties researched, immigrant languages are the least recognised, protected and/or promoted, in spite of all affirmative action at the European level.



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