

LANGUAGE RICH EUROPE

MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES



TRENDS IN POLICIES AND PRACTICES FOR MULTILINGUALISM IN EUROPE

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Appendix: Glossary

1. 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

2. 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

3. 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.

4. Promoting trilingualism and the trilingual formula

The EC (1995) in a so-called Whitebook opted for trilingualism as a policy goal for all European citizens. Apart from the 'mother tongue', each citizen should learn at least two 'community languages'. This policy goal was followed up by the Council of the EU Resolution of 2002 in Barcelona. At this stage the concept of 'mother tongue' was being used to refer to the official languages of Member States and overlooked the fact that for many inhabitants of Europe 'mother tongue' and 'official state language' do not coincide (Extra and Gorter 2008: 44). At the same time, the concept of 'community languages' was used to refer to the official languages of two other EU Member States. In later EC documents, reference was made to one foreign language with high international prestige (English was deliberately not referred to) and one so-called 'neighbouring language'. This latter concept referred to neighbouring countries, rather than to the language of one's real-life next-door neighbours. More recently the EC's thinking has developed in this area and paragraph 4.1 of the 2008 Communication is entitled 'Valuing all languages':

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.

5. 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.

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

European Union documents	Council of Europe documents
<p>Council Resolutions/Conclusions</p> <ul style="list-style-type: none"> • Decision of the European Parliament and of the Council on the European Year of Languages 2001 (2000) • Presidency Conclusions of the Barcelona European Council (2002) • Conclusions on multilingualism (May 2008) • Resolution on a European strategy for multilingualism (November 2008) • Conclusions on a strategic framework for European cooperation in education and training ET 2020 (2009) • Conclusions on language competencies to enhance mobility (2011) 	<p>Conventions</p> <ul style="list-style-type: none"> • European Cultural Convention (1954) • European Charter for Regional or Minority Languages (ECRML) (1992) • Framework Convention for the Protection of National Minorities (1995)
<p>European Parliament Resolutions</p> <ul style="list-style-type: none"> • Resolution to promote linguistic diversity and language learning (2001) • Resolution on European regional and lesser-used languages (2003) • Resolution on multilingualism: an asset for Europe and a shared commitment (2009) 	<p>Recommendations of the Committee of Ministers</p> <ul style="list-style-type: none"> • Recommendation N° R (82) 18 concerning modern languages (1982) • Recommendation N° R (98) 6 concerning modern languages (1998) • Recommendation CM/Rec (2008) 7 on the use of the CEFR and the promotion of plurilingualism
<p>Communications by the European Commission</p> <ul style="list-style-type: none"> • Communication 2005: A new framework strategy for multilingualism • Communication 2008: Multilingualism: An asset for Europe and a shared commitment • Green Paper 2008: Migration and Mobility: Challenges and opportunities for EU education systems 	<p>Recommendations of the Parliamentary Assembly</p> <ul style="list-style-type: none"> • Recommendation 1383 (1998) on linguistic diversification • Recommendation 1539 (2001) on the European Year of Languages 2001 • Recommendation 1598 (2003) on the protection of sign languages in the Member States of the Council of Europe • Recommendation 1740 (2006) on the place of mother tongue in school education
<p>External reports</p> <ul style="list-style-type: none"> • Final Report of the High Level Group on Multilingualism (2007) • Languages mean business: companies work better with languages, Business Forum for Multilingualism (2008) 	<p>External reports</p> <ul style="list-style-type: none"> • From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe: Beacco and Byram (2007) • Guide for the development and implementation of curricula for plurilingual and intercultural education, Beacco <i>et al.</i> (2010)
	<p>Tools for Teaching and Learning</p> <ul style="list-style-type: none"> • Common European Framework of Reference for Languages (CEFR) (2001) • European Language Portfolio (ELP) (2001)

7. Attitudes towards multilingualism in Europe

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

Statements	Tend to agree	Tend to disagree	Do not know
<ul style="list-style-type: none"> Everyone in the EU should be able to speak one additional language 	84%	12%	4%
<ul style="list-style-type: none"> All languages spoken within the EU should be treated equally 	72%	21%	7%
<ul style="list-style-type: none"> Everyone in the EU should be able to speak a common language 	70%	25%	5%
<ul style="list-style-type: none"> The European institutions should adopt one single language to communicate with European citizens 	55%	40%	5%
<ul style="list-style-type: none"> Everyone in the EU should be able to speak two additional languages 	50%	44%	6%

8. 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

9. 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				

10. 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

11. 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

12. 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).

13. 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	Iași	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

* Absence of university leading to absence of university-based data

14. 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

15. 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

16. 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?

17. MIPEX and LRE Indicators in comparative perspective

MIPEX 2011	LRE Indicators 2012
Seven strands	Seven language domains plus one meta-domain
Four dimensions per strand	Four language varieties per strand
Multiple indicators per dimension	Multiple indicators per language variety
Total number of indicators: 148	Total number of questions: 260
Total number of countries: 26	Total number of countries or regions: 24

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

Country/Region	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?			
	nat	for	r/m	imm	nat	for	r/m	imm
Austria	√		√		√		√	
Basque Country	√		√		√	√	√	
Bosn & Herz	√		√		√	√	√	
Bulgaria	√	√	√	√	√	√	√	
Catalonia	√		√		√	√	√	√
Denmark	√	√	√	√	√			
England			√		√	√	√	
Estonia	√	√		√	√	√		
France	√	√	√		√	√	√	√
Friesland	√	√	√		√	√	√	
Greece	√				√	√		
Hungary	√	√	√		√	√	√	
Italy			√		√	√	√	
Lithuania	√	√	√		√	√	√	
Netherlands	√	√	√		√	√	√	
Northern Ireland	√	√	√		√	√	√	
Poland	√		√					
Portugal	√		√		√	√		
Romania	√	√	√		√	√	√	
Scotland	√	√	√	√	√	√	√	
Spain	√	√	√	√	√	√√	√	√
Switzerland	√		√		√	√	√	√
Ukraine	√	√	√		√	√	√	
Wales	√	√	√			√	√	

This table provides the answers for two major questions on language legislation and official language policy documents in all 24 countries/regions surveyed, according to our researchers' reports. Legislation on national and R/M languages is provided in almost all countries/regions, on foreign languages in 14 countries/regions, and on immigrant languages in only six countries/regions. Official language policy documents on national and foreign languages are available in almost all countries/regions, on R/M languages in 18 countries/regions and on immigrant languages in only four countries/regions.

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

IN CAPITALS: by official country documents only

In italics: by official country documents as well as by ECRML

Country	R/M languages recognised, protected and/or promoted by official country documents/ legislation or in the ECRML
Austria	<i>Croatian (in Burgenland), Czech (in Vienna), Hungarian (in Burgenland and in Vienna), Romani (in Burgenland), Slovak (in Vienna), Slovene (in Carinthia and Styria)</i>
Bosn. & Herz.	<i>Albanian, Czech, German, Hungarian, Italian, Jewish languages (Yiddish language and Ladino language), Macedonian, Montenegrin, Polish, ROMANI, Rusyn, Serbo-Croatian, Slovak, Slovene, Turkish, Ukrainian</i>
Bulgaria	ARMENIAN, HEBREW, ROMANI, TURKISH
Denmark	<i>German</i> (ESKIMO-ALEUT AND FAROESE PROTECTED BY THE LAWS ON HOME RULE)
Estonia	THE NEW LAW OF LANGUAGES (2011) CONSIDERS IT IMPORTANT TO PROTECT ALL ESTONIAN REGIONAL LANGUAGES
France	BASQUE, BRETON, CATALAN, CORSICAN, GERMAN DIALECTS IN THE ALSACE AND MOSELLE REGIONS (ALSACIEN AND MOSELLAN), WESTERN FLEMISH, FRANCO-PROVENÇAL, LANGUE D'OÏL ('LANGUAGES OF THE NORTH': FRANCCOMTOIS, WALLON, CHAMPENOIS, PICARD, NORMAND, GALLO, POITEVIN-SAINTONGEAIS, LORRAIN, BOURGUIGNON-MORVANDIAU), OCCITAN ('LANGUAGES OF THE SOUTH': GASCON, LANGUEDOCIEN, PROVENÇAL, AUVERGNAT, LIMOUSIN, VIVARO-ALPIN), PARLERS LIGURIENS (FROM THE VALLEY OF ROYA IN THE ALPES-MARITIMES AND BONIFACIO IN CORSICA). (The list does not include languages from overseas territories)
Greece	Promoted, but no languages specified
Hungary	<i>Armenian, Bulgarian, Greek, Polish, Rusyn, Ukrainian, Croatian, German, Romani/ Boyash, Romanian, Serbian, Slovak, Slovene</i>
Italy	ALBANIAN, CATALAN, CROATIAN, FRANCO-PROVENÇAL, FRENCH, FRIULAN, GERMAN, GREEK, LADIN, OCCITAN, SARDINIAN, SLOVENE
Lithuania	BELARUSAN, HEBREW, POLISH, RUSSIAN
Netherlands	<i>Limburgish, Low Saxon, Romani, Yiddish: protected & recognised. Frisian: promoted</i>
Poland	<i>Armenian, Belarusan, Czech, German, Hebrew, Karaim, Kashubian, Lemko, Lithuanian, Romani, Russian, Slovak, Tatar, Ukrainian, Yiddish</i>
Portugal	MIRANDESE
Romania	<i>Albanian, Armenian, Bulgarian, Croatian, Czech, German, Greek, Hungarian, Italian, Macedonian, Polish, Romani, Russian, Rusyn, Serbian, Slovak, Tatar, Turkish, Ukrainian, Yiddish</i>
Spain	<i>Basque, Catalan, Galician, Valencian, Arabic, Aranese Occital, Asturian/Bable, Berber languages, Caló, Fable Aragonese, Portuguese, Romani</i>
Switzerland	<i>Italian at the federal level and in the cantons of Grisons and Ticino, Romansch, French in the canton of Berne, German in Bosco-Gurin and Ederswiler and the cantons of Fribourg and Valias, Walser, Yenish, Yiddish</i>
UK	<i>Cornish</i> in England, <i>Irish</i> and <i>Ulster-Scots</i> in Northern Ireland, <i>Scottish-Gaelic</i> and <i>Scots</i> in Scotland, <i>Welsh</i> in Wales
Ukraine	<i>Belarusan, Bulgarian, Crimean Tatar, Gagauz, German, Greek, Hungarian, Moldovan, Polish, Romanian, Russian, Slovak, Yiddish</i>

The Charter has been *ratified by Parliament* in 11 out of the 18 countries surveyed, although not by Bulgaria, Estonia, France, Greece, Italy, Lithuania and Portugal. The Charter has been *signed by Government* but not ratified by Parliament in France and Italy. One reason for non-ratification is that in some countries ratification would be in conflict with the national constitution. Table 2 shows which languages are recognised, protected and/or promoted in each country in terms of national country documents only or in terms of both national documents and the ECRML. For more detail, we refer to the CoE website on the Charter which is updated continuously.

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

IN CAPITALS: educational provision mentioned by official country documents only

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

Country	R/M languages officially taught in nation- or region-wide education	N Total
Austria	<i>Burgenland: Croatian, Hungarian, Romani; Slovene in Carinthia</i>	4
Bosn. & Herz.	<i>Albanian, Czech, German, Hungarian, Italian, Jewish languages (Yiddish and Ladino), Macedonian, Montenegrin, Polish, Romani, Romanian, Rusyn, Slovak, Slovene, Turkish, Ukrainian</i>	17
Bulgaria	ARMENIAN, HEBREW, ROMANI, TURKISH	4
Denmark	<i>German</i>	1
Estonia	VÖRU LANGUAGE	1
France	BRETON, BASQUE, CATALAN, CORSICAN, CREOLE, FRENCH SIGN LANGUAGE, GALLO, OCCITAN, REGIONAL LANGUAGES OF ALSACE, REGIONAL LANGUAGES OF THE MOSELLE DEPARTMENT	10
Greece	–	–
Hungary	<i>Croatian, German, ROMANI/BOYASH, Romanian, Serbian, Slovak, Slovene</i>	8
Italy	ALBANIAN, CATALAN, CROATIAN, FRANCO-PROVENÇAL, FRENCH, FRIULAN, GERMAN, GREEK, LADIN, OCCITAN, SARDINIAN, SLOVENE	12
Lithuania	BELARUSAN, HEBREW, POLISH, RUSSIAN	4
Netherlands	<i>Frisian in Friesland only</i>	1
Poland	<i>Armenian, Belarusian, German, Hebrew, Kashubian, Lemko, Lithuanian, Russian, Slovak, Ukrainian, Czech, Karaim, Romani, Tatar, Yiddish</i>	15
Portugal	MIRANDESE in the region of Miranda do Douro	1
Romania	<i>Bulgarian, Croatian, Czech, German, Greek, Hungarian, Italian, Polish, Romani, Russian, Serbian, Slovak, Tartar, Turkish, Ukrainian</i>	15
Spain	<i>Aranese-Occital, Basque, Catalan, Galician, Valencian</i>	4
Switzerland	<i>Italian, Romansch</i>	2
UK	<i>Cornish, Irish, Scottish-Gaelic, Welsh</i>	4
Ukraine	<i>Belarusian, Bulgarian, Crimean Tatar, Gagauz, German, Greek, Hungarian, Moldovan, Polish, Romanian, Russian, Slovak, Yiddish</i>	13

Recognition and/or protection of languages by the ECRML does not necessarily imply promotion of languages in education. Table 3 shows the languages officially provided by each country in national or region-wide education, either according to official national documents or the ECRML. As can be seen from Table 3, there is significant variation in the number of officially provided languages in education. In general, the largest numbers of officially provided R/M languages in education emerge in South-Eastern and Central European countries. In Western Europe, Italy and France are the clearest exceptions to this general rule. The concepts of ‘regional’ or ‘minority’ languages are not specified in the ECRML but immigrant languages are explicitly excluded from the Charter (Extra and Gorter 2008: 31). In Western European countries, immigrant languages often have a more prominent appearance than R/M languages but are less recognised, protected and/or promoted. Greece is the only participating LRE country in which no specific R/M language is officially recognised or taught, although Turkish is actually provided for Turkish-speaking children at primary schools in the region of Thrace. On the other hand, not all languages officially provided according to documents are actually offered in schools.

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

Country/region	Official nation/region-wide data collection mechanisms on national languages, R/M languages and immigrant languages
Austria	Census data on national, R/M and immigrant languages
Basque Country	Census data and survey data on national and R/M languages
Bosn. & Herz.	–
Bulgaria	Census data on national, R/M and immigrant languages
Catalonia	Municipal register data, census data, and survey data on national and R/M languages
Denmark	–
England	Municipal register data, census data, and survey data on national, R/M and immigrant languages
Estonia	Census data on national, R/M and immigrant languages
France	Census data and survey data on national, R/M and immigrant languages
Friesland	Survey data on national and R/M languages
Greece	–
Hungary	Census data on national and R/M languages
Italy	Survey data on national and R/M languages
Lithuania	Census data on national, R/M and immigrant languages
Netherlands	–
N. Ireland	Census data on national, R/M and immigrant languages
Poland	Census data on national, R/M and immigrant languages
Portugal	Census data on the national language only
Romania	Census data on national, R/M and immigrant languages
Scotland	Census data on national, R/M and immigrant languages
Spain	Census data and survey data on national, R/M and immigrant languages
Switzerland	Municipal register data and survey data on national, R/M and immigrant languages
Ukraine	Census data and survey data on national and R/M languages
Wales	Census data and survey data on national, R/M and immigrant languages

Both in Europe and beyond, there is variation in the types of databases for the definition and identification of population groups in multicultural societies. These databases may include language data derived from a variety of single or multiple language questions. In the European context, Poulain (2008) makes a distinction between nationwide censuses, administrative registers, and statistical surveys. Censuses take place at fixed intervals (commonly five or ten years) and result in nationwide databases. Administrative registers are commonly built up at both the municipal and the central level, and they are commonly updated every year or even on a monthly base (for example in the Netherlands). Statistical surveys may be carried out at regular intervals among particular subsets of population groups. All three types of data collection may take place in various combinations. Table 4 gives an overview of policies and practices in our 24 participating countries/regions.

From the table we can see that most countries/regions are familiar with language data collection mechanisms and most of them address three types of languages: national languages, R/M languages and immigrant languages. Only four out of 24 countries/regions have no language data mechanisms at all: Bosnia & Herzegovina (in spite of its many R/M languages in education as referred to in Table 2), Denmark, Greece and the Netherlands. Portugal only collects data on the national language.

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

Country/region	Major language question(s) asked	Question(s) asked on language skills (X) speaking/understanding/reading/writing
Austria	Home language	–
Basque Country	Home language + Main language + Mother tongue	Can you X? How well can you X?
Bosn. & Herz.	–	–
Bulgaria	Mother tongue	–
Catalonia	Home language + Main language + Mother tongue	Can you X? How well can you X?
Denmark	–	–
England	Home language + Main language	Can you X? How well can you X?
Estonia	Mother tongue	How well can you X?
France	Home language	Can you X?
Friesland	Home language	Can you X? How well can you X?
Greece	–	–
Hungary	Home language + Mother tongue	Can you X?
Italy	Home language	–
Lithuania	Mother tongue	–
Netherlands	–	–
N. Ireland	Main language	Can you X? How well can you X?
Poland	Home language	–
Portugal	Mother tongue	–
Romania	Mother tongue	–
Scotland	Home language + Main language	Can you X?
Spain	Home language	Can you X? How well can you X?
Switzerland	Language thought in and known best + Home language + Language at school/work	–
Ukraine	Mother tongue	–
Wales	Home language + Main language	Can you X? How well can you X?

This table shows the major language question(s) asked in large-scale or nationwide population research. There is variation in the major language question(s) asked. Extra (2010) goes into the validity of nationwide or large-scale questions on mother tongue, main language spoken and home language. Derived from international experience, in particular in the non-European English-dominant contexts of Australia, Canada and the USA, he argues that the mother tongue question has the lowest empirical validity and the home language question has the highest one. Europe seems to agree with this, and over half of the countries/regions surveyed ask the home language question. The language questions asked in Switzerland are most remarkable, in particular the first one: *Which language do you think in and know best?* One final remark should be made: additional questions on language skills are asked in only 11 out of all 24 countries/regions, that is in yes/no terms of *Can you...?* and/or in scaled terms of *How well can/do you....?*

In conclusion, the availability of official databases and data collection mechanisms shows strong variation across European countries/regions. Taken from a European perspective, there is room for further development and knowledge exchange in this domain in order to raise further awareness of multilingualism, to provide evidence-based data for language planning and education provision, and to carry out comparative European research.

BRITISH COUNCIL **LANGUAGE RICH EUROPE**
MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

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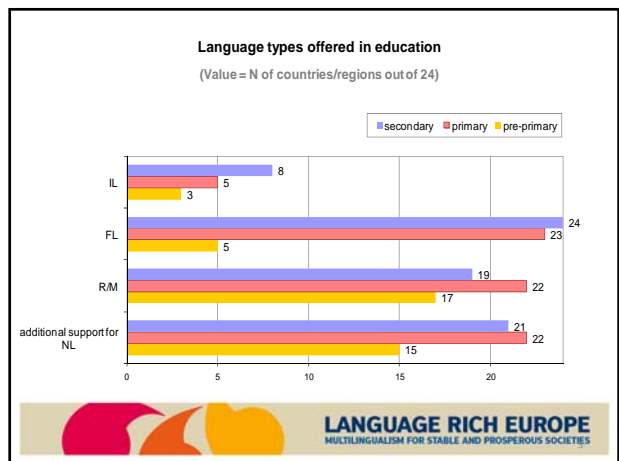
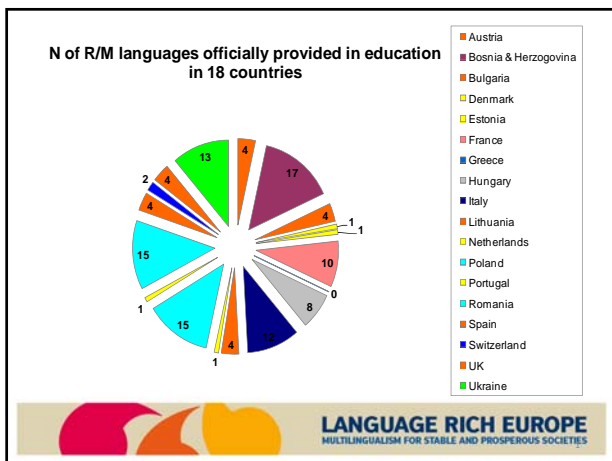
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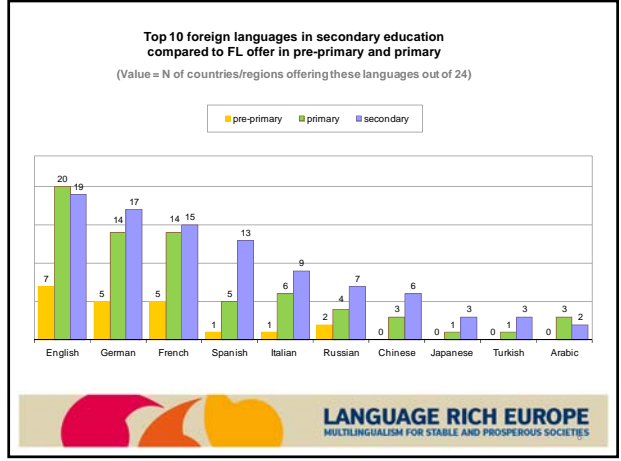
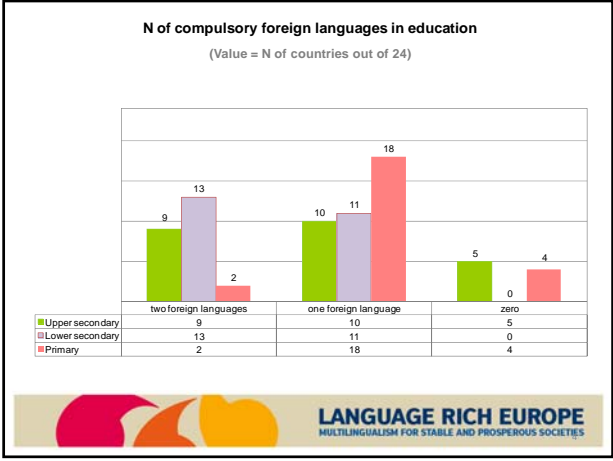
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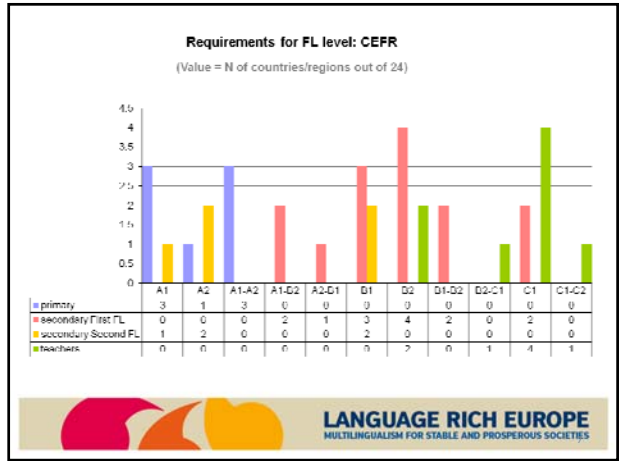
	N of R/M languages	N of R/M languages reported in education		
		pre-primary	primary	secondary
Austria	4	6	6	6
Bosnia & Herzegovina	17	0	3	3
Bulgaria	4	0	4	4
Denmark	1	1	1	0
Estonia	1	0	0	0
France	>50	0	10	6
Greece	0	0	1	1
Hungary	8	10	11	11
Italy	12	11	12	12
Lithuania	4	4	4	4
Netherlands	1	1	1	1
Poland	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

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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



Immigrant language provision

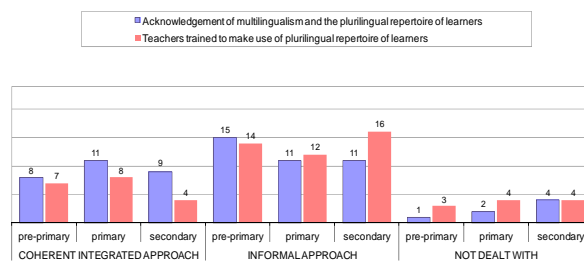
Pre-primary education	Primary education	Secondary education
Denmark	Austria	Austria
Spain	Denmark	Denmark
Switzerland (Cantons Zürich & Geneva)	France	England
	Spain	Estonia
	Switzerland (Cantons Zürich & Geneva)	France
		Netherlands
		Scotland
		Switzerland



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Recognition of plurilingual repertoire of learners in European schools

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



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MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

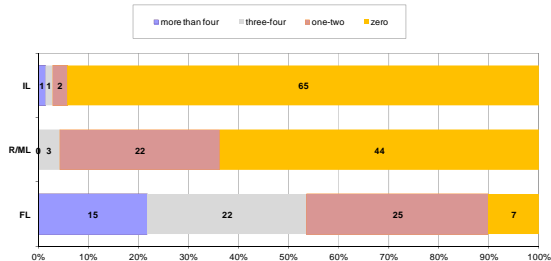
	Proficiency level required of FL teachers in secondary education
Austria	C1
Basque Country	B2
Bulgaria	B2-C1
Catalonia	C1-C2
Estonia	B2
Hungary	C1
Romania	C1
Switzerland	C2 in Canton of Zürich



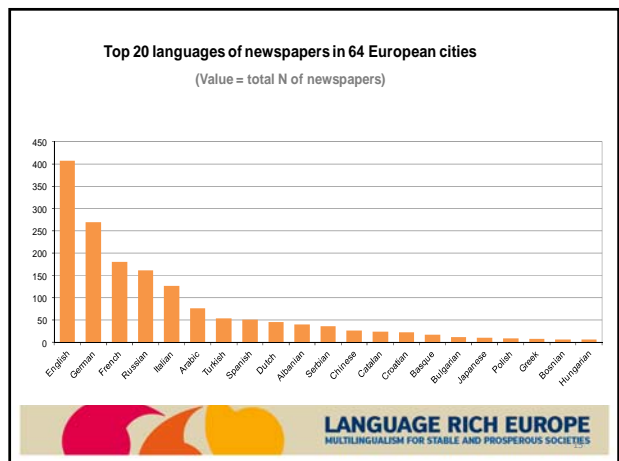
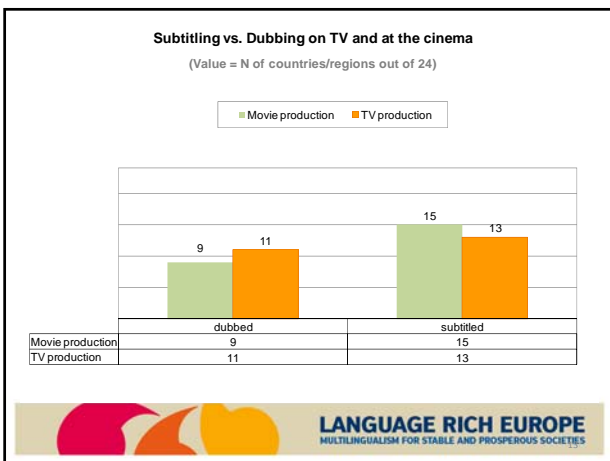
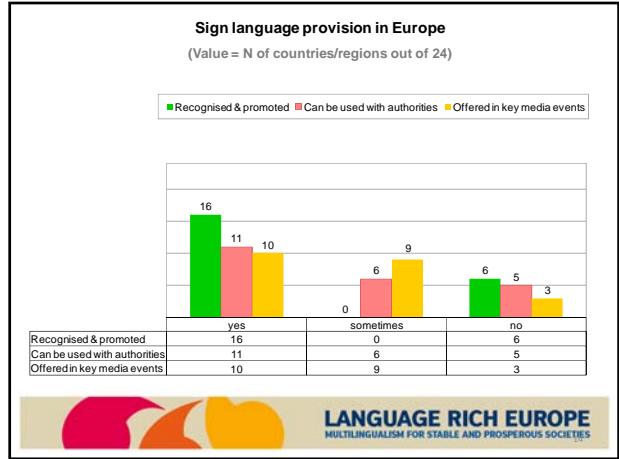
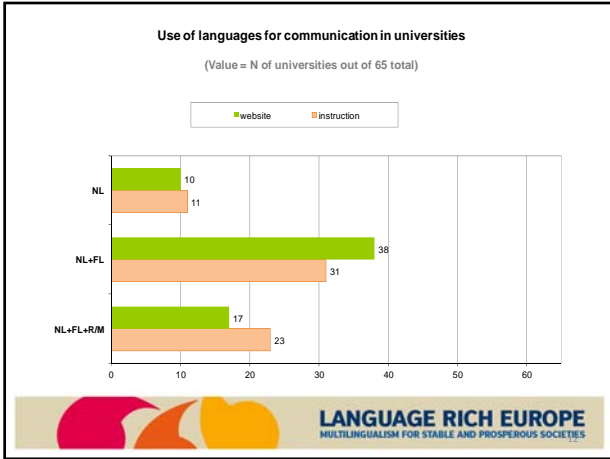
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N of languages taught in VET institutions

(Value = N of institutions out of 69 total)



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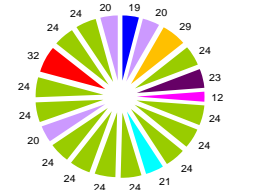
Public services ranked according to multilingual communication facilities offered in 64 European cities

	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



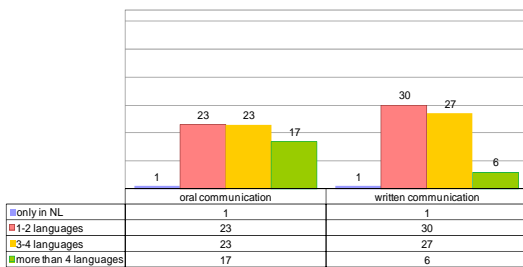
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Distribution of companies across different countries/regions
(Value = N of business companies out of 484)



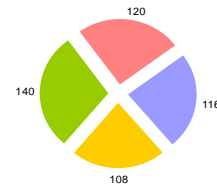
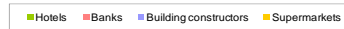
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MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

Distribution of European cities: oral & written communication in public services
(Value = N of cities out of 64)



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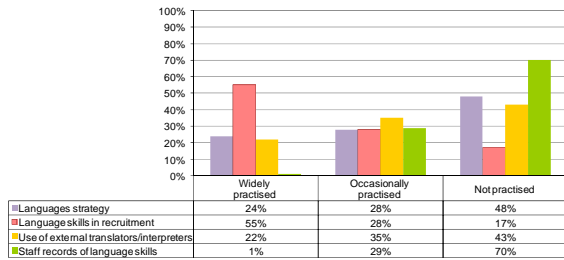
Distribution of companies across different sectors
(Value = N of business companies out of 484)



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MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

Companies reporting policies and practices for multilingualism

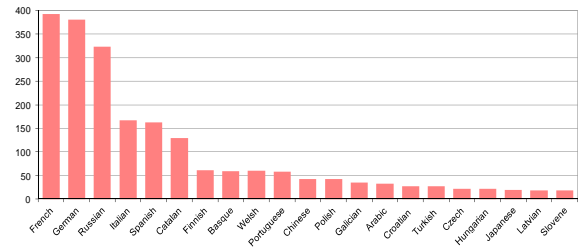
(Value = % of business companies out of 484 total)



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Top 20 languages other than English in companies

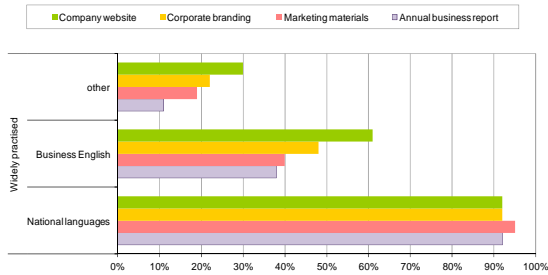
(Value = N of mentions)



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Companies' language practices in external communications

(Value = % of business companies out of 484)



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MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES

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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