

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 four different perspectives:

- the high number of participating countries and regions - 25
- 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
- the publication and access-free dissemination of the outcomes of this study in 20 languages, including Turkish and Arabic as major languages of migration in Europe

3. The EC Communication (2008: 4) aims to achieve a qualitative shift in mindset 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.
- 175 nationalities vs. 175 migrant languages in EC memo on FAQs (2012)

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
• 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%

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	Type A countries	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	Type B countries	Largest city	City in region 2	City in region 3	Official language(s)
15	Bosnia & Herzegovina	Sarajevo	Banja-Luka	Mostar	Bosnian/Serbian Croatian
16	Switzerland	Zürich	Genève	Lugano	German/French/Italian
17	Spain: Madrid/Valencia/Sevilla 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	Sheffield Swansea Edinburgh -	- Newport Aberdeen -	English Welsh/English Gaelic/Scots/English Irish/Ulster Scots/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)
5	Languages in further and higher education	<ul style="list-style-type: none">• Largest institution for vocational education and training (VET) with language provision• Largest public and general university
6	Languages in the media	<ul style="list-style-type: none">• Language provision in radio and TV programmes as described in the best-selling newspaper• Language provision in press at the largest train station and city kiosk
7	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
8	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. 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.

18. 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.

19. 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	VÕRU 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</i> in Friesland only	1
Poland	<i>Armenian, Belarusan, 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>Belarusan, 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 19 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 19, 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.

20. 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.

21. 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	Main language + 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 on main language in terms of: *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.

22 Languages in official documents and databases

- The largest numbers of officially provided R/M languages in education emerge in South-Eastern and Central Europe. In Western Europe, Italy (12) and France (10) are the clearest exceptions to this general rule (LRE 2012: 32).
- Few countries emerge with official policy documents on promoting the learning and teaching of immigrant languages: Catalonia/Spain at large, France, Switzerland (LRE 2012: 29).
- Empirical validity of home language question vs. mother tongue or native language question in nation/region-wide language data collection mechanisms (LRE 2012: 33). Effects of questions are visible in Canadian census data.
- UK first EU country with *inclusive* question on languages other than the national language (in casu LOTE) in its 2011 Census.
- Sub-optimal focus in 2011 UK Census on *main* language spoken at home will predictably lead to a serious underestimate of languages other than English spoken in the home (Extra 2010: 119).
- Five out of 24 countries/regions have no language data mechanisms at the national level at all: Austria (recently terminated), Bosnia & Herzegovina (in spite of its many R/M languages in education), Denmark, Greece and the Netherlands (only for Frisian).
- Towards Harmonising European Statistics On Language Diversity (THESOLD) as long-term and large-scale EU project ambition.



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23 Languages in primary and secondary education

- Need for updating the EC's trilingual formula:
from *mother tongue plus two* to *national language plus two*
- National language increasingly learnt and taught as L2
- Increase of English as international language of prestige across Europe (cf. LRE data and Eurydice/Eurostat 2012 key data on teaching languages at school in Europe)
- Third language of personal adoption: *not* to be offered in competition with English (cf. substituting effects of language choice in secondary education) and need for *diversification of offer* resulting from diversification of demand



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24 Pioneering policies and practices in Victorian School of Languages (VSL) in Melbourne/Australia (LRE 2012: 38)

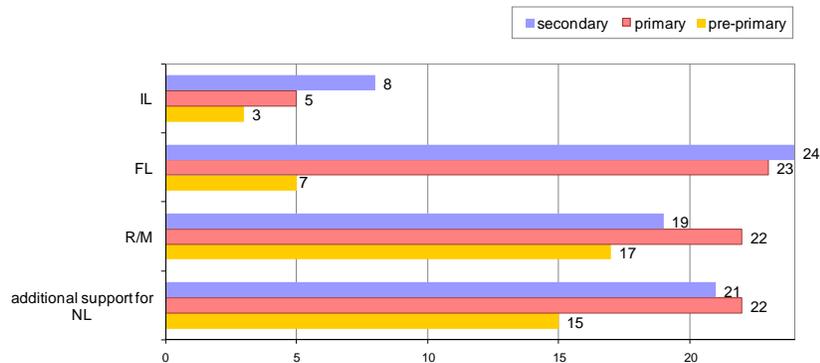
- Break-through in *directionality*: all pupils learn English as L1 or L2 plus one LOTE
- Break-through in *provision*: more than 60 languages of personal adoption on offer, provided according to demand and funded through government



25

Language types offered in education

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



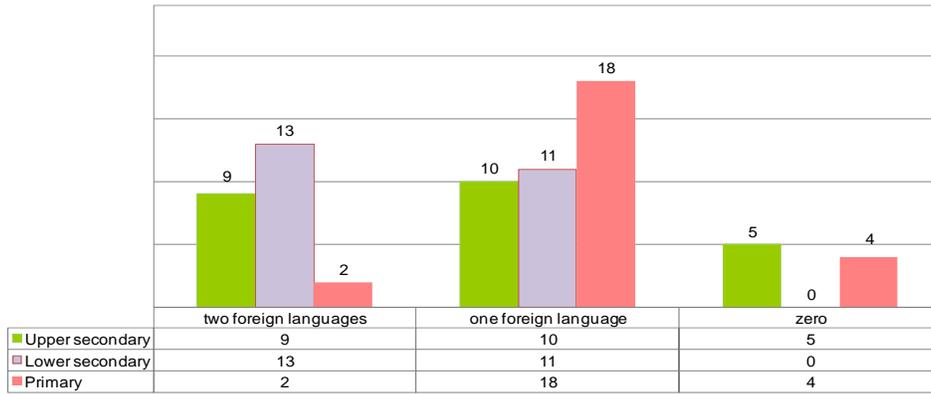
- FL in pre-primary: Bulgaria in top range position of widest choice
- IL in pre-primary: Switzerland in top range position, followed by Denmark and Spain
- IL in primary: Switzerland again in top range position, followed by Denmark, Spain, Austria and France



26

N of compulsory foreign languages in education

(Value = N of countries out of 24)



Denmark and Greece make two foreign languages compulsory in primary education



27

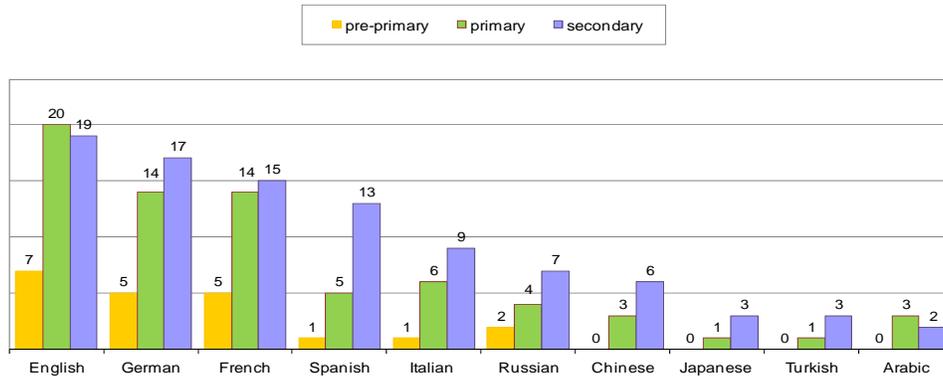
N of compulsory foreign languages in secondary education	Two languages	One language	No language
Lower secondary education	Austria, Denmark, Estonia, France, Friesland, Greece, Italy, Lithuania, Netherlands, Poland, Portugal, Romania, Ukraine	Basque Country, Bosnia & Herzegovina, Bulgaria, Catalonia, 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



28

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)



Top 5 in education vs. top 5 in newspapers (15)



29 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

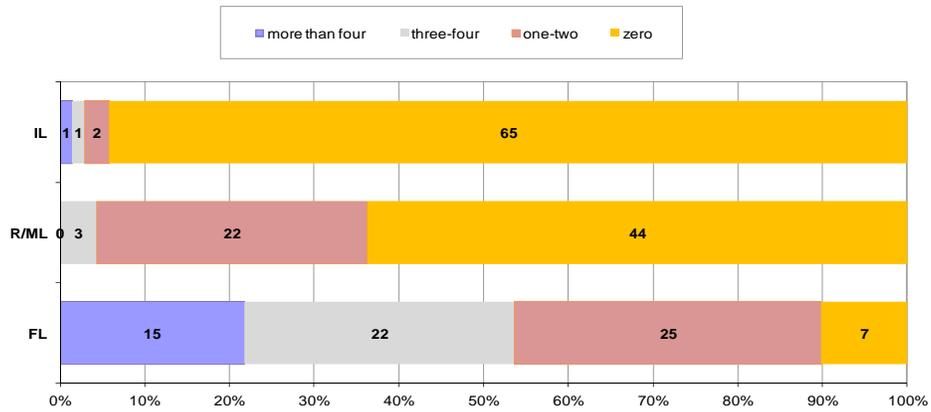
Offer of Turkish and Arabic vs. demand in the Netherlands



30

N of languages taught in VET institutions

(Value = N of institutions out of 69 total)



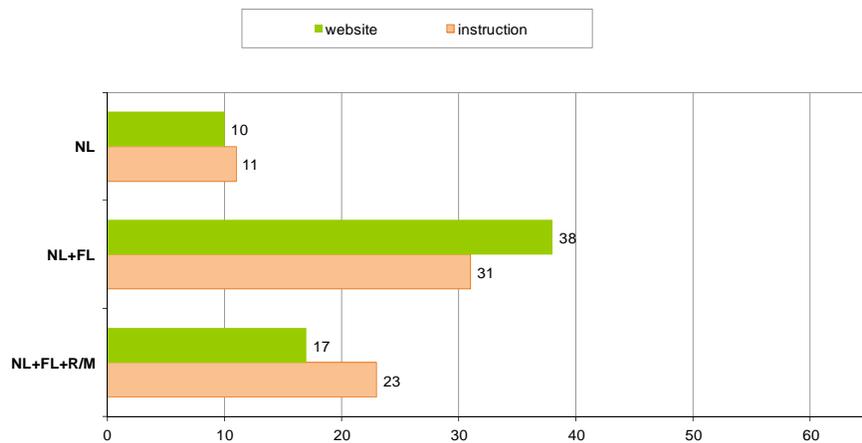
Offer of immigrant languages vs. regional/minority languages



31

Use of languages for communication in universities

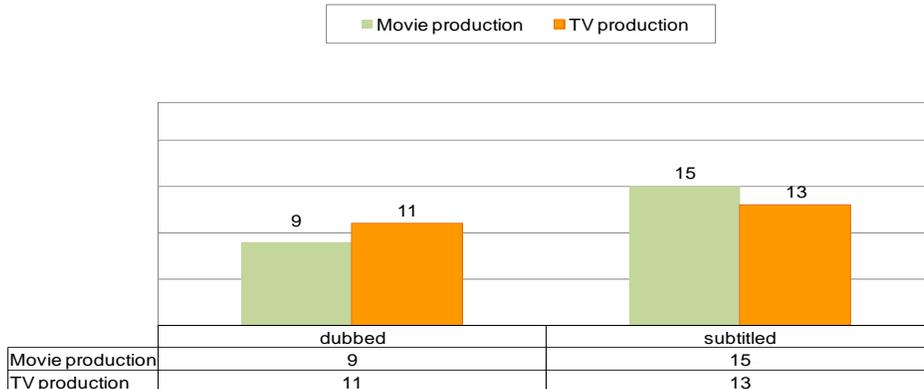
(Value = N of universities out of 65 total)



32

Subtitling vs. Dubbing on TV and at the cinema

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



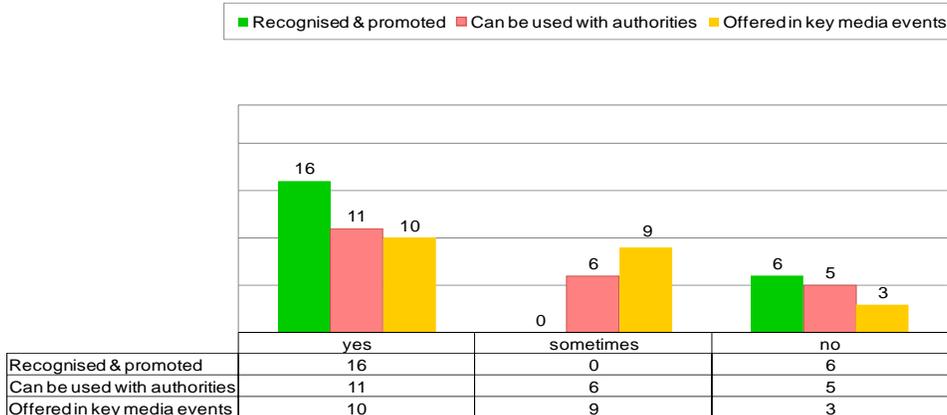
Dubbed TV production in Austria, Bulgaria, France, Hungary, Italy, Lithuania, Poland, Spain



33

Sign language provision in Europe

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



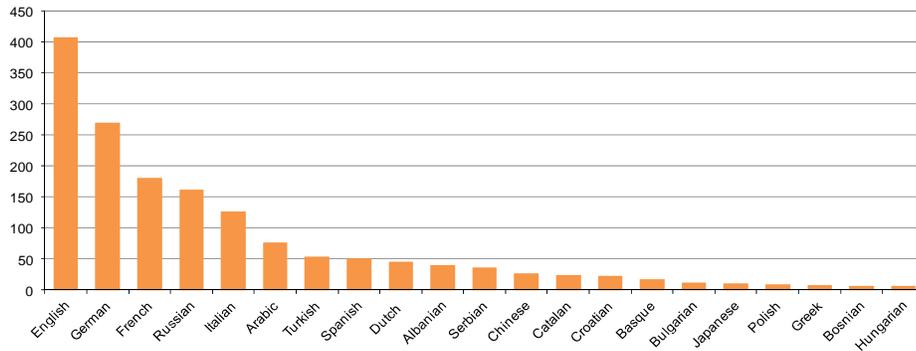
Leading role of Hungary in terms of good practices



34

Top 20 languages of newspapers in 64 European cities

(Value = total N of newspapers)



- Linguistic landscaping methodology, providing a snapshot of languages on offer at a *given* time and place (major train stations plus major city kiosks)
- Russian in top 5 of newspaper languages



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35 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

- Top 2 vs. bottom 2 services
- Top 5 cities with the most developed policies in the most languages, in ranked order: Vienna, Barcelona, London, Milan, Kraków

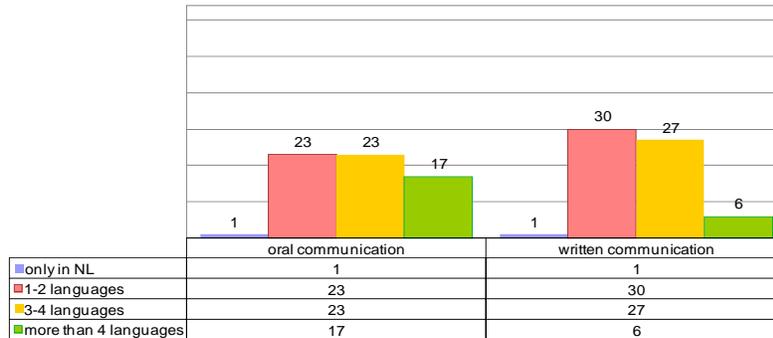


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36

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

(Value = N of cities out of 64)



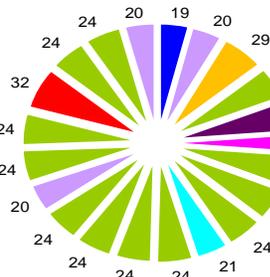
- Top 5 cities with the most oral communication strategies in the most languages, in ranked order: London, Aberdeen, Glasgow, Madrid, Valencia
- Top 5 cities with the most written communication strategies in the most languages in ranked order: London, Glasgow, Aberdeen, Belfast, Valencia



37

Distribution of companies across different countries/regions

(Value = N of business companies out of 484)



Rather even distribution, with two extremes (Switzerland 32 vs. Denmark 12)



38

Distribution of companies across different sectors

(Value = N of business companies out of 484)



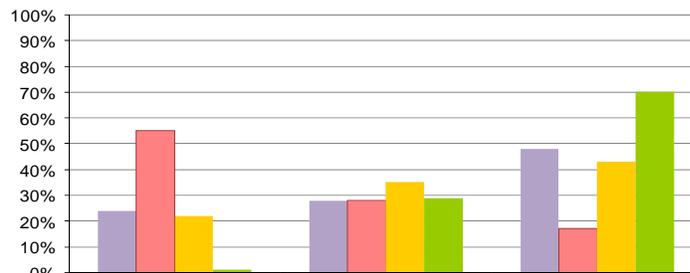
Rather even distribution at the European level



39

Companies reporting policies and practices for multilingualism

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



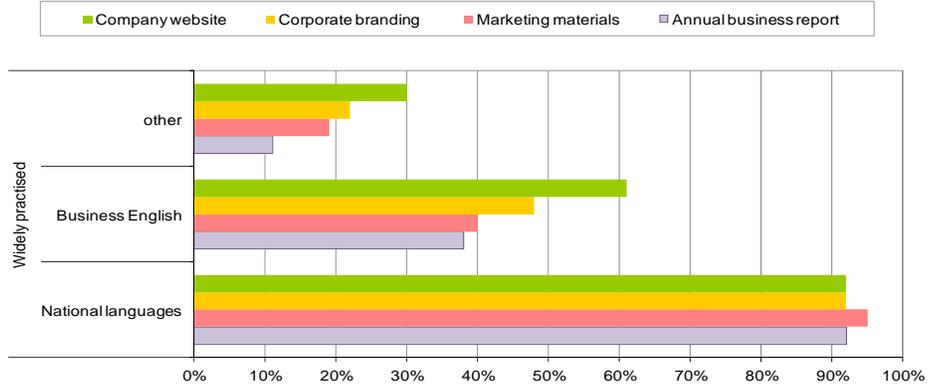
	Widely practised	Occasionally practised	Not practised
■ Languages strategy	24%	28%	48%
■ Language skills in recruitment	55%	28%	17%
■ Use of external translators/interpreters	22%	35%	43%
■ Staff records of language skills	1%	29%	70%



40

Companies' language practices in external communications

(Value = % of business companies out of 484)



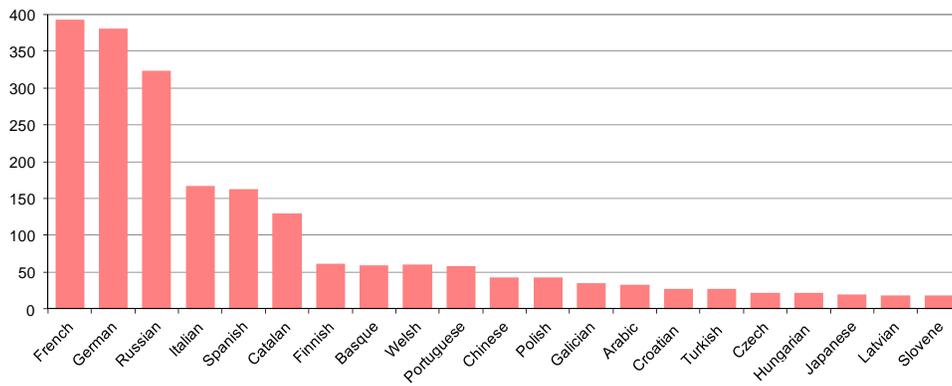
Ranking order: national languages, business English, other languages



41

Top 20 languages other than English in companies

(Value = N of mentions)



42 Few remarks on the outcomes

1. While some countries/regions have highly developed language policies and practices in specific domains, others need to develop further if they wish to align 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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43 Status of R/M languages in primary and secondary education Target groups in all cases: both L1 and L2 speakers

Languages in primary education	Curriculum	CLIL	Minimum group size	Monitoring	Level to be achieved
Welsh	general	widespread	-	school norms	regional norms
Gaelic	coherent/explicit	localised	-	regional norms	school norms
Irish	coherent/explicit	widespread	>10	school norms	not specified
Catalan	coherent/explicit	widespread	-	regional norms	regional norms
Basque	coherent/explicit	widespread	-	regional norms	regional norms
Frisian	general	localised	-	absent	regional norms
Languages in secondary education					
Welsh	coherent/explicit	widespread	-	regional norms	not specified
Gaelic	coherent/explicit	localised	5-10	regional norms	regional norms
Irish	general	localised	>10	regional norms	regional norms
Catalan	coherent/explicit	widespread	-	regional norms	regional norms
Basque	coherent/explicit	widespread	-	regional norms	regional norms
Frisian	general	localised	-	school norms	regional norms



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44 R/M languages as subject or medium of instruction

Languages in primary education	Pre-primary education	Primary education	Secondary education
Welsh	>550 playgroups with Welsh medium for two year olds (=17%)	<ul style="list-style-type: none"> Welsh subject for all children Welsh medium for >20% 	<ul style="list-style-type: none"> Welsh subject for all children Welsh medium for >17%
Gaelic	Offered in few institutions (approx. 2000 children)	<ul style="list-style-type: none"> Gaelic subject for some Gaelic medium for >2300 children 	<ul style="list-style-type: none"> Gaelic subject for few Gaelic medium in only 36 schools, mainly in first two years
Irish	44 Irish medium pre-schools	<ul style="list-style-type: none"> Irish subject in >80 schools Irish medium for <2% children 	<ul style="list-style-type: none"> Irish subject for few Irish medium for <0.5% children
Catalan	Catalan medium for all children	Bilingual/biliterate education for all children throughout primary	Catalan for all children
Basque	Basque medium for all children	Bilingual/biliterate education for all children throughout primary	60% Basque medium 22% bilingual education 18% Basque subject
Frisian	>60 bilingual playgroups	<ul style="list-style-type: none"> Frisian subject for all (less than 1 hour p/w) Frisian medium for many 	<ul style="list-style-type: none"> Frisian compulsory subject in grades 1/2 Few exam candidates (<50)



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45 R/M languages in their own region of reference

Languages	Surveyed cities	Newspapers	Public services/ spaces	Business
Welsh	3: Cardiff, Swansea, Newport	4	76	17
Gaelic	3: Glasgow, Edinburgh, Aberdeen	0	17	0
Irish	1: Belfast	0	10	0
Catalan	3: Barcelona, Tarragona, L'Hospitalet	24	77	91
Basque	3: Bilbao, San Sebastian, Vitoria-Gasteiz	16	85	49
Frisian	1: Leeuwarden	0	21	10

Comments

- Strong appearance of Catalan and Basque
- No equal sampling across regions
- No separate profile for language in business in Friesland



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46 The Netherlands as special case

- Focus on Dutch as language of learning and schooling
- Deficit perspective on immigrant languages in education: focus on Dutch “to combat language deficiencies and delays in language development” (LRE report 2012: 163)
- Status of Frisian in and beyond education
- Language data collection mechanisms on Frisian vs immigrant languages



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47 Breaking news in The Netherlands

- Source: *De Volkskrant*, 22 November 2012
- Topic: Introduction of Polish as subject in upper secondary education in 2012/2013
- Location: Aloysius College in The Hague
- Target group: *All* pupils of *all* upper secondary schools in The Hague, independent of visiting school and home language background
- Rationale: To attract pupils of large community of Polish parents in The Hague



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