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## European Language Monitor (ELM): Interim Report

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### 0. Introduction

This report presents provisional data on the official linguistic situation in Europe as part of an ongoing survey called European Language Monitor (henceforth ELM) and conducted by a project group of the European Federation of National Institution for Language (EFNIL). This phase of the survey is coded ELM 2 and was carried out from August 2009 to August 2011. The survey instrument used for the collection of the data is a questionnaire sent to the member institutions of EFNIL across Europe and completed by twenty-three of them. The questionnaire is available on the website of EFNIL.<sup>2</sup>

EFNIL developed the ELM as its major collaborative research project in order to provide detailed up-to-date information on the linguistic situation and its development in the various member states of the European Union and possibly, also, in other European countries.

The main scope of this report is to tabulate in uniformly laid out tables and figures all available information based on respondents' answers to the ELM questionnaire. In light of this, the data collected and presented provide information on the current linguistic situation in member states of the EU and other European countries and, at the same time, constitutes an empirical battery of the *de jure* linguistic Europe.

The ELM questionnaire was designed by a project group and was made available in August 2009 in an online and in a printed form inviting the central language institutions of all EU member states and associated institutes from other European countries to contribute to the survey. The respondents assigned to fill in the questionnaire were all representatives of the different institutions of national languages in the participating countries.<sup>3</sup>

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<sup>1</sup> With the support of the ELM-Group: Sabine Kirchmeier-Andersen (coordinator), Cecilia Robustelli, Jennie Spetz, Gerhard Stickel, Nina Teigland. Also, Professor Bessie Dendrinis has contributed to the completion of this report by kindly granting permission to the author to work upon this project within his working time.

<sup>2</sup> See [www.efnil.org](http://www.efnil.org) > Projects > ELM.

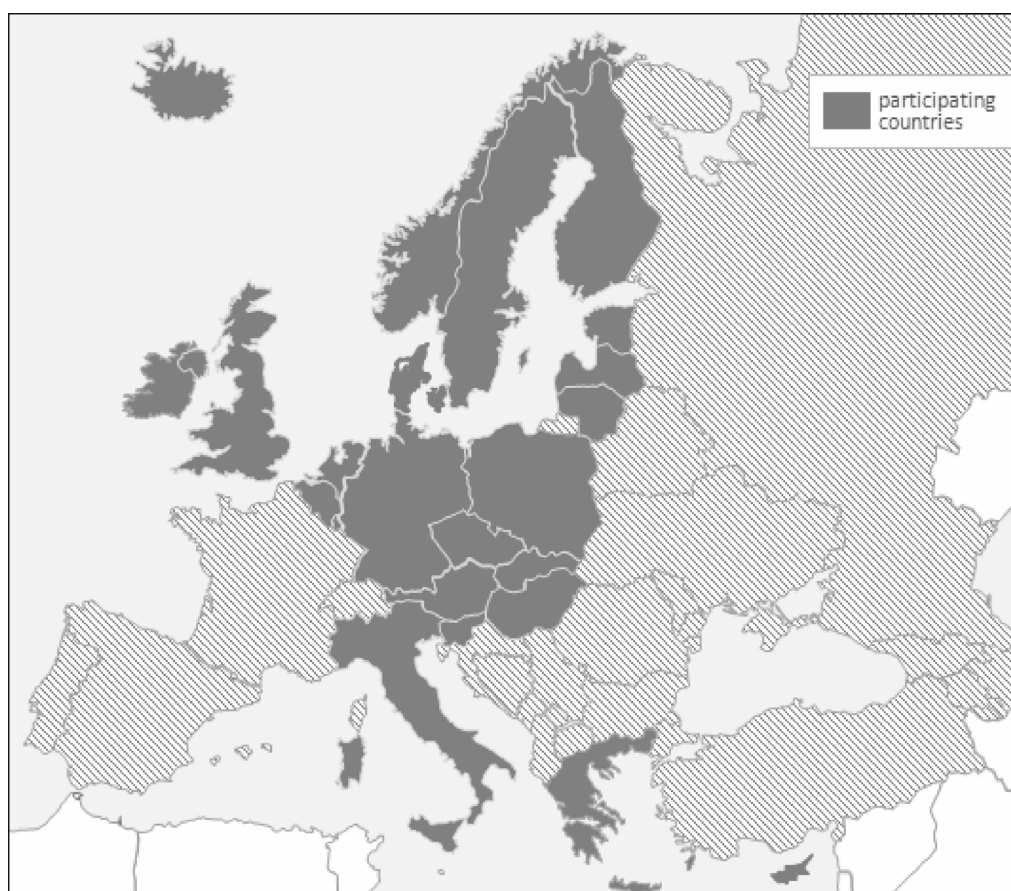
<sup>3</sup> For a more detailed description of the project and its aims, see the contribution of Sabine Kirchmeier-Andersen et al. in this volume.

The countries of the participating institutions that contributed to the survey are listed below, also in abbreviated form. These countries shall be noted as participating countries for the rest of the report.

Belgium <sup>4</sup>	BE	Italy	IT	Austria	AT
Czech Republic	CZ	Cyprus	CY	Poland	PL
Denmark	DK	Latvia	LV	Slovenia	SI
Germany	DE	Lithuania	LT	Slovakia	SK
Estonia	EE	Luxembourg	LU	Finland	FI
Ireland	IE	Hungary	HU	Sweden	SE
Greece	EL	Netherlands	NL	United Kingdom	UK
Iceland	IS	Norway	NO		

Other countries mentioned in the report (Table 1.1) in their abbreviated form

Aruba	AW	Liechtenstein	LI	Sint Maarten	SX
Switzerland	CH	Malta	MT	Turkey	TR
Curaçao	CW	San Marino	SM		
France	FR	Suriname	SR		



Map 1: Participating countries

<sup>4</sup> The respondent from Belgium comes from the Flemish region; therefore in some cases, her answers might reflect only the situation in Flanders.

As the map shows, not all member institutions of EFNIL participated in the survey, that is, data from several European countries were not made available. The ELM-group hopes that the planned new survey, called ELM 3, will provide a more complete picture of the linguistic situation in Europe.

The alphabetical order in which the participating countries appear in all sections of this report respects the interinstitutional style guide for the “Country listing order”<sup>5</sup> (*Europa interinstitutional style guide: countries, languages, currencies* 2012) suggested by the EU for usage in all documents. Namely,

- the two-letter ISO code is used (ISO 3166 alpha-2), except for Greece and the United Kingdom, for which the abbreviations EL and UK are usually recommended;
- the protocol order of the member states is based on the alphabetical order of their geographical names in the original language(s).

The presentation of the data unfolds in eight thematic sections which follow the same progression with the respective parts of the questionnaire. These sections investigate the following themes:

1. Official linguistic situation in the participating countries,
2. Legal regulations and official languages,
3. Instruction and use of languages in primary and secondary education,
4. Instruction and use of languages in tertiary education,
5. Media and languages,
6. Business and languages,
7. Dissemination of official languages abroad,
8. Language organizations.

The data collected from the questionnaire are organized in an appropriate format, that is, tables and/or figures in order to fulfill specific criteria that seek to optimize the presentation of the amount of information dealt within this survey. These criteria are summed up in the following:

- Integrated presentation of related themes and aspects, thus groups of related questions presented in the same table or figure;
- Comprehensive presentation, thus usage of symbols and colours denoting a particular status of the information;
- Synopsis of the data, thus usage of summary graphs, where applicable;
- Visualization of the data, thus usage of maps and data graphs.

However, we should bear witness to the fact that the data collected within the realm of this survey are subject to some limitations. Firstly, there are questions with missing answers: something that could be attributed either to lack of attention on behalf of

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<sup>5</sup> <http://publications.europa.eu/code/en/en-370000.htm>.

the respondent or to his/her lack of knowledge. Secondly, some logical inconsistencies were noticed and, when possible, corrected. Thirdly, the respondents' commentary on the questions revealed that in some cases there were different interpretations that might be related to ambiguous terminology or phrasing in specific questions. Such limitations will be weighted and taken into consideration by the project group in order to optimize the design and the implementation of the ELM's next survey phase.

Lastly, given that surveys are not infallible, the outcome of the present survey is determined by the fulfillment of its aim to provide up-to-date empirical information as an original depiction of the multifaceted linguistic Europe.

### **1. Official linguistic situation in the participating countries**

This section reports on the official linguistic situation in the participating countries which reveals the complex patterns formed from a mosaic of languages existing in the borders of each. The themes covered in this section are:

- the official languages and their usage in the participating countries, as well as, in which EU and non EU countries the concerned languages are also official languages;
- whether the laws of a country are written in the official language(s);
- the regional and minority languages in the participating countries;
- the autochthonous and immigrant languages;
- which countries have ratified the European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities.

As shown in Table 1.1, in most of the participating countries, one language has official status and the majority of the population speaks the official languages as first language while in some cases specific official languages are used by a minority of the concerned country's inhabitants. Certain languages, i.e., English, Dutch, German, French, are official languages in several EU member states as well as in other countries outside the EU.

The laws of the concerned countries are written originally in the country's official language, and, even in the countries where the status of official language is extended to more than one language, laws are still written in only one language – except for the UK. Hungary is the only country stating that its laws are written also in a language granted with no official status, which is English.

In many cases, respondents referred to the existence of regional languages granted with official status in a sole region of the concerned country's territory. Moreover, the existence of autochthonous languages (spoken by indigenous populations), which however lack any sort of official recognition, was indicated by some respondents. The European language scene is completed in this survey with the presentation of the immigrant languages which reflect the complex language patterns constituting modern European societies (Table 1.2).

However, attention should be drawn to the information regarding immigrant languages as the data report mainly on the ethnic background of the immigrant population in each

participating country and not necessarily the languages people use. In other words, data may show the national background but not always revealing the first language of the immigrants. Finally, the collection of the data concerning immigrant languages has shown that in some cases respondents mentioned the source from which their information came; others indicated that the data they provided are their personal estimations, and some others provided no commentary at all. The countries that made reference to their source were the following: Denmark, Germany, Ireland, Greece, and the Netherlands.

Among the twenty-three participating countries of this survey, fifteen countries have signed and ratified the Council of Europe's *European Charter for Regional or Minority Languages*; two countries have signed but not ratified it, and six have neither signed nor ratified it. Regarding the *Framework Convention for the Protection of National Minorities*, nineteen of the participating countries have signed and ratified it while the rest have only signed (Table 1.3).

Lastly, it should be mentioned that the comprehension of the terminology *official* and *regional* varies in different national contexts as drawn from the respondents' comments.

	Official language(s)	Usage	%	Also in EU countries	Also in non EU countries
BE	Dutch	R	50-75	NL	AW, CW, SR, SX
	French	R	25-50	FR, LU	CH
	German	R	<5	AT, DE, LU	CH, LI
CZ	Czech	N	>75		
DK	Danish	N	>75		
DE	German	N	>75	AT, BE, LU	CH, LI
EE	Estonian	N	>75		
IE	English	N	>75	UK, MT	*
	Irish	N	<5		
EL	Greek	N	>75	CY	
IS	Icelandic	N	>75		
IT	Italian	N	>75		CH, SM
CY	Greek	N	>75	EL	
	Turkish	R	10-25		TR
LV	Latvian	N	50-75		
LT	Lithuanian	N	>75		
LU	Luxembourgish	N	50-75		
	French	N	5-10	BE, FR	CH
	German	N	<5	AT, BE, DE	CH, LI
HU	Hungarian	N	>75		
NL	Dutch	N	>75	BE	AW, CW, SR, SX
NO	Norwegian**	N	>75		
AT	German	N	>75	BE, DE, LU	CH, LI
PL	Polish	N	>75		
SI	Slovene	N	>75		
SK	Slovak	N	>75		
FI	Finnish	N	>75		
	Swedish	N	5-10	SE	

	Official language(s)	Usage	%	Also in EU countries	Also in non EU countries
SE	Swedish	N	>75		
UK	English	N	>75	IE, MT	*
	Welsh	R	<5		

Table 1.1: The official languages and their usage; also official in EU and non EU countries

Explanatory notes:

**Official language(s):** language(s) used for legal and public administration purposes within a specified area of any given country.

**Usage of official language:** regionally (**R**) – limited to part of the country – or nationwide (**N**) – over its entire territory. [The percentage range extends over four levels: < 5%, 10-25%, 25-50%, 50-75%, > 75%.]

**Also in EU countries:** EU countries where the concerned official language is also an official language.

**Also in non EU countries:** non EU countries where the concerned official language is also an official language. [\* signifies that too many countries are listed. The English language is the most widely spoken in the world and the third in terms of native speakers.]

\*\*\*: the respondent stated Bokmål and Nynorsk as the official languages of Norway commenting that these are not two different languages, but two written standard variants of Norwegian. Thus; Norwegian is reported as the official language of Norway.

	Official	Law	Regional	Autochthonous	Immigrant
BE	Dutch	Y			Arabic, Italian, Turkish
	French	Y			
	German	Y			
CZ	Czech	Y	Slovak	German, Hungarian, Polish, Romany	Romany, Slovak, Ukrainian
DK	Danish	Y	German, Greenlandic, Faroese, Finnish, Icelandic, Norwegian, Swedish		Arabic, English, Slavonic languages, Somali, Turkish, Urdu*
DE	German	Y	Danish, Low German, North Frisian, SaterFrisian, Sorbian	Romany	Italian, Polish, Turkish*
EE	Estonian	Y			Belarusian, Russian, Ukrainian
IE	English	Y		Shelta, Ulster Scots/Ullans	Lithuanian, Polish, Yoruba*
	Irish	Y			
EL	Greek	Y		Armenian, Aromanian, Ladino, Pomak, Romany, Slavomacedonian, Turkish	Albanian, Bulgarian, Romanian*
IS	Icelandic	Y			English, Lithuanian, Polish
IT	Italian	Y	German, French, Slovene		Albanian, Arabic, Chinese

	Official	Law	Regional	Autochthonous	Immigrant
CY	Greek	Y		Cypriot Arabic, Kurbetcha,	Bulgarian, English, Filipino,
	Turkish	N		Western Armenian	Romany, Russian, Vietnamese
LV	Latvian	Y		Livonian	Polish, Russian, Ukrainian
LT	Lithuanian	Y		Belarusian, Polish, Russian	
LU	Luxembourgish	N			Italian, Portuguese
	French	Y			
	German	N			
HU	Hungarian	Y			
NL	Dutch	Y	Dutch Law Saxon, Frisian	Limburgish	Moroccan Arabic, Turkish*
NO	Norwegian	Y	Sami, Danish, Finnish, Icelandic, Swedish		Polish, Somali, Urdu
AT	German	Y	Czech, Croatian, Hungarian, Romany, Slovak, Slovene		Bosnian, Croatian, Serbian, Turkish
PL	Polish	Y	Belarusian, German, Kashubian, Lithuanian	Romany, Russian, Ruthenian, Ukrainian	Russian, Ukrainian, Vietnamese
SI	Slovene	Y	Italian, Hungarian		Albanian, Bosnian, Croatian, Serbian
SK	Slovak	Y	Bulgarian, Czech, Croatian, German, Hungarian, Moravian, Polish, Romany, Russian, Rusyn, Ukrainian, Yiddish		Czech, Romany
FI	Finnish	Y	Sami, Danish,	Finnish Romany, Karelian	Estonian, Russian, Somali
	Swedish	Y	Icelandic, Norwegian		
SE	Swedish	Y	Danish, Icelandic, Finnish, Norwegian, Meänkieli, Sami	Romany, Yiddish	Arabic, Finnish, Kurdish, Serbian, Serbocroatian
UK	English	Y	Irish, Scots, Scottish Gaelic,	Cornish	Bengali/Sylheti, Gujarati, Punjabi
	Welsh	Y	Ulster Scots		

Table 1.2: The official languages and their relation to law; the regional, the autochthonous, and the major immigrant languages

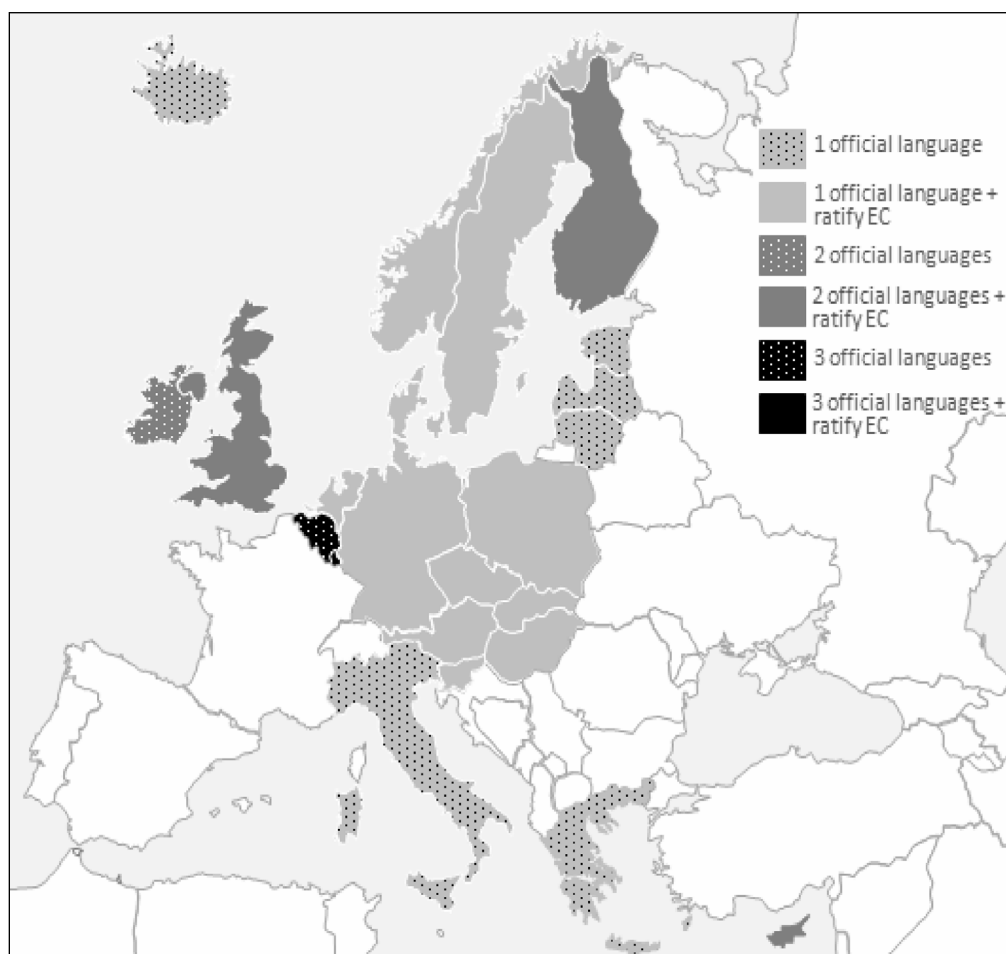
Explanatory notes:

**Law:** **Yes (Y)** when laws are written in the country's official language(s) and **No (N)** when not.

**Regional:** languages granted with official status within a specific region of a country's territory.

**Autochthonous:** indigenous languages without status of official recognition.

**Immigrant:** languages spoken by immigrant population. [\* signifies that source of information is mentioned by the respondent.]



Map 2: Official languages and regional or minority languages with official status

Note:

EC stands for *European Charter for Regional or Minority Languages*.

	Official language(s)	European Charter	Languages	Framework Convention
BE	Dutch, French, German	No		Sd
CZ	Czech	Rd	German, Polish, Romany, Slovak	Rd
DK	Danish	Rd	German	Rd
DE	German	Rd	Danish, Low German, Upper Sorbian, Lower Sorbian, North Frisian, Sater Frisian, Romany language of the German Sinti and Roma	Rd
EE	Estonian	No		Rd
IE	English, Irish	No		Rd
EL	Greek	No		Sd
IS	Icelandic	Sd		Sd
IT	Italian	Sd		Rd
CY	Greek, Turkish	Rd	Armenian, Cypriot Arabic	Rd
LV	Latvian	No		Rd
LT	Lithuanian	No		Rd



	Official language(s)	European Charter	Languages	Framework Convention
LU	Luxembourgish, French, German	Rd		Sd
HU	Hungarian	Rd	Armenian, Boyash, Bulgarian, Croatian, German, Greek, Polish, Romany, Romanian, Ruthenian, Serbian, Slovak, Slovene, Ukrainian, Hungarian Sign Language	Rd
NL	Dutch	Rd	Dutch Low Saxon, Limburgish, Romany, Yiddish, West Frisian	Rd
NO	Norwegian	Rd	Kven, Romany, Sami	Rd
AT	German	Rd	Austrian Sign Language, Czech, Croatian, Hungarian, Romany, Slovene, Slovak	Rd
PL	Polish	Rd	Belarusian, German, Kashubian, Lithuanian, Ukrainian	Rd
SI	Slovene	Rd	Italian, Hungarian	Rd
SK	Slovak	Rd	Bulgarian, Czech, Croatian, German, Hungarian, Polish, Romany, Ruthenian, Ukrainian	Rd
FI	Finnish, Swedish	Rd	Sami, Swedish	Rd
SE	Swedish	Rd	Finnish, Meänkieli (Finnish dialect), Romany, Sami, Yiddish	Rd
UK	English, Welsh	Rd	Cornish, Irish, Scots, Scottish Gaelic, Ulster Scots, Welsh	Rd

Table 1.3: European Charter for Regional or Minority Languages – Framework Convention for the Protection of National Minorities

Explanatory notes:

**European Charter:** countries **signed(Sd)**, **ratified(Rd)**, or **not(N)** the *European Charter for Regional or Minority Languages* (Council of Europe, 1992).

**Framework Convention:** countries **signed(Sd)**, **ratified(Rd)** or **not(N)** the *Framework Convention for the Protection of National Minorities* (Council of Europe, 1995).

**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; it is different from the state language(s) of that state” (definition based on *The European Charter for regional and minority languages*, 1992, Council of Europe).

## 2. Legal regulations and official languages

This section deals with aspects of language legislation and administrative language regulations including regulations for immigration and citizenship. More specifically, the themes covered in this section are:

- Whether the constitution of the participating countries' states the country's official language(s) and whether the concerned countries have enacted a language law or other legislation for the use of official language(s) in public administration and judiciary institutions.

- Whether the participating countries have established a regulatory framework with a compulsory test or examination as prerequisite for naturalization and permanent residency.
- Whether the participating countries offer instruction in the official language(s) that have to be mastered in order to obtain citizenship and permanent residency.

Figure 2.1 shows that the country's official language(s) is/are stated in twelve of the twenty-three constitutions and that the majority of the participating countries regulate the usage of their official language(s) in public administration and in judiciary institutions either with a language law or other legislation. Respondents from Estonia, Ireland, Latvia, Lithuania, Poland, Slovenia, Slovakia, and Finland reported that the official languages and their usage are determined by all three aspects of law covered in the questionnaire.

Figure 2.3 shows that the majority of the participating countries require a test or examination in their official language(s) as a prerequisite for those wishing to obtain the citizenship of the concerned country but as for a test or examination for permanent residency positive and negative answers were distributed equally. In both cases, the majority of the participating countries do not offer instruction in their official language(s) to those wishing to obtain citizenship or permanent residency.

The countries that require a language test but also offer instruction with regard to citizenship are Denmark, Germany, Latvia, Luxembourg, Norway, and Austria. With regard to permanent residency, the countries that require a language test but also offer instruction are Denmark, Germany, Greece, and Austria (Figure 2.4).

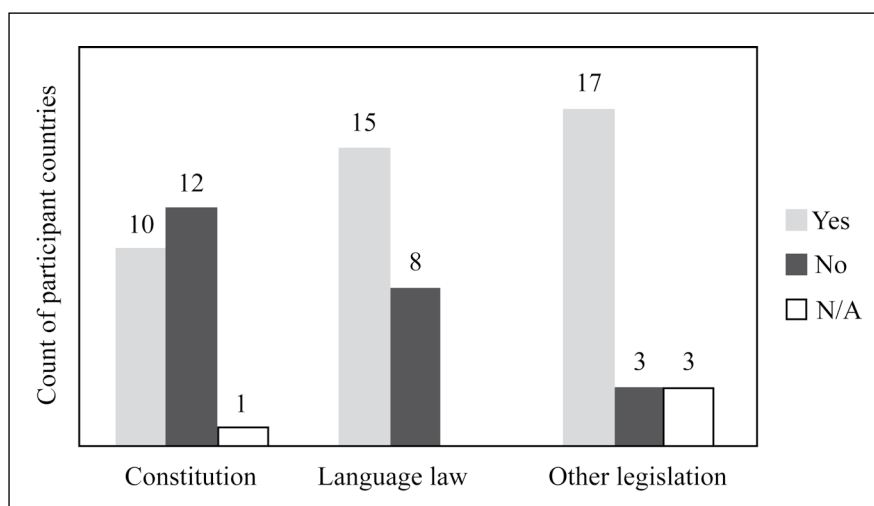


Figure 2.1: Provisions for the official language(s) in the constitution, in language laws and other legislation (summary graph)

Explanatory note:

N/A stands for **No Answer** and **Not Applicable**

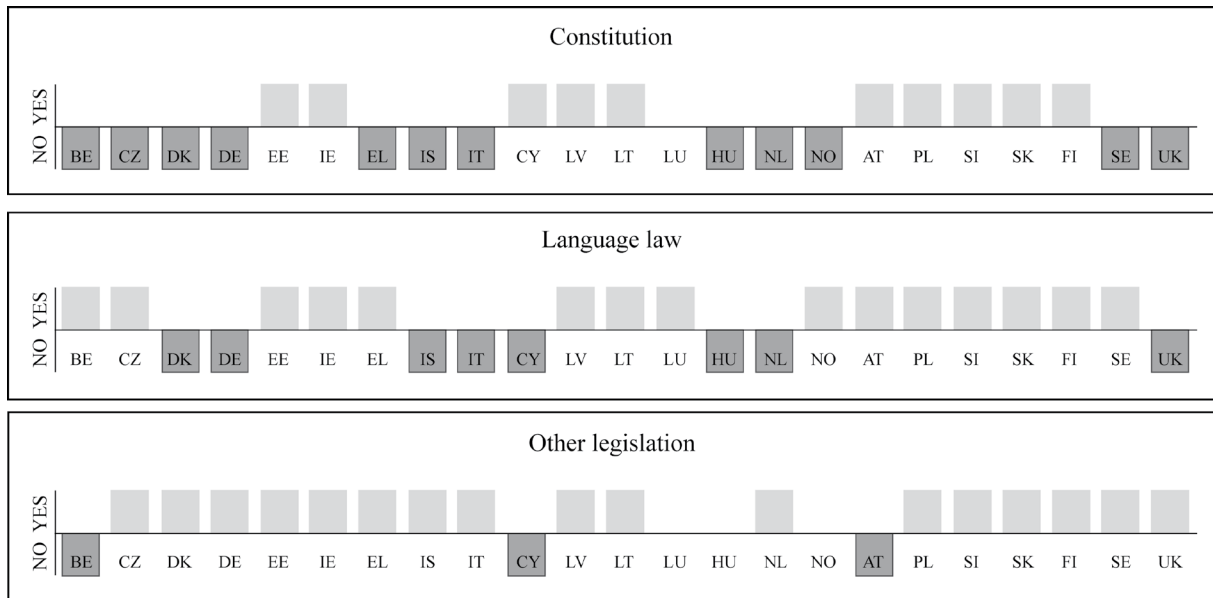


Figure 2.2: Provisions for the official language(s) in the constitution, in language laws and other legislation

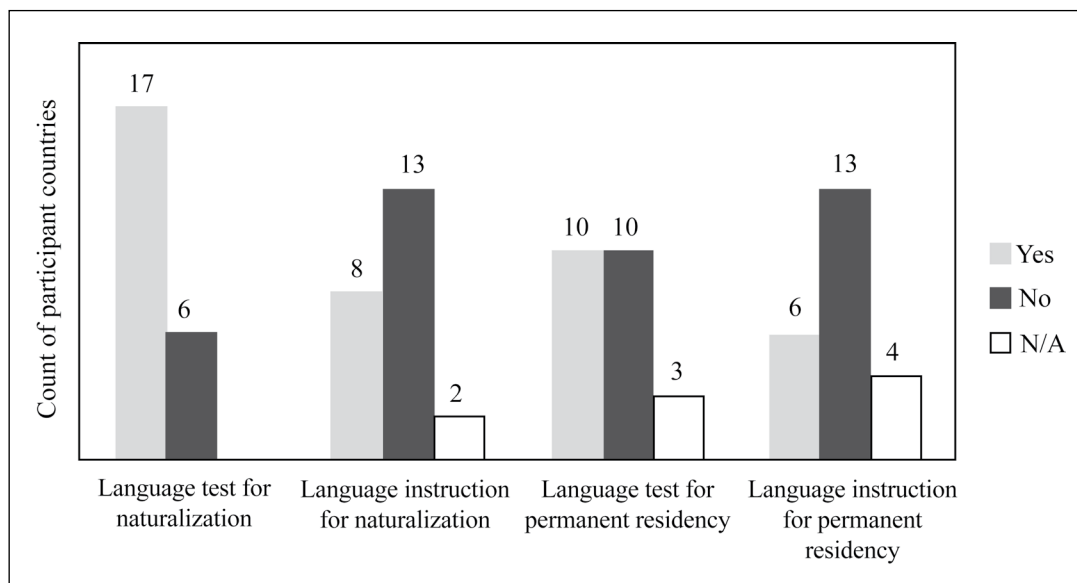


Figure 2.3: Test in the official language(s) for naturalization and permanent residency, instruction in the official language(s) for naturalization and permanent residency (summary graph)

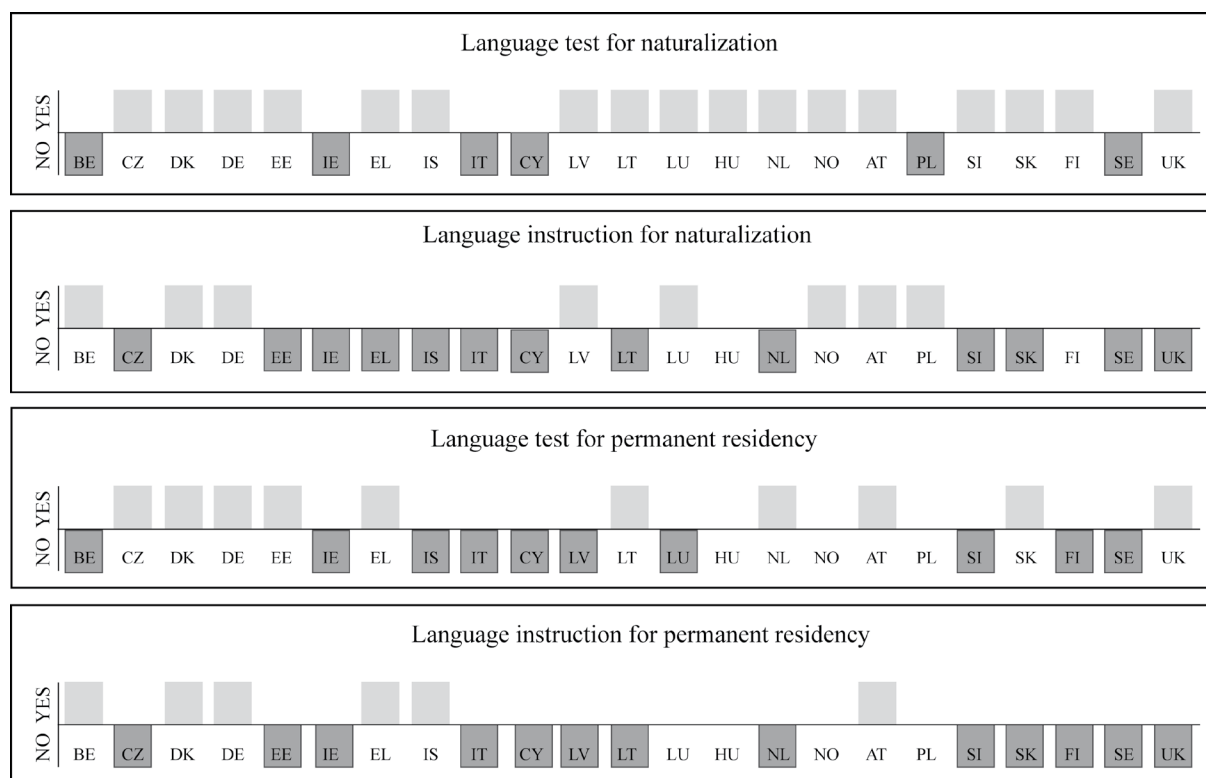


Figure 2.4: Test in the official language(s) for naturalization and permanent residency, instruction in the official language(s) for naturalization and permanent residency

### 3. Instruction and use of languages in primary and secondary education

This section reports on whether the participating countries have established a regulatory framework regarding the use and instruction of the official and/or regional/minority languages in primary and secondary education. The themes covered in this section are:

- Whether the official language(s) have a declared legal status as medium of instruction in the participating countries' primary and secondary education.
- Whether there are regulations concerning regional/minority or other languages in the participating countries' primary and secondary education.
- Figure 3.1 shows that most of the participating countries have enacted laws regarding the instruction and use of the official language(s) in both primary and secondary education. However, far fewer countries have established a regulatory framework concerning the instruction and use of regional/minority and other languages in education.

The countries that do not state any regulations at all concerning the instruction and use of the official and/or regional, minority, and other languages in primary and secondary education are Germany, Cyprus, and Sweden (Figure 3.2).

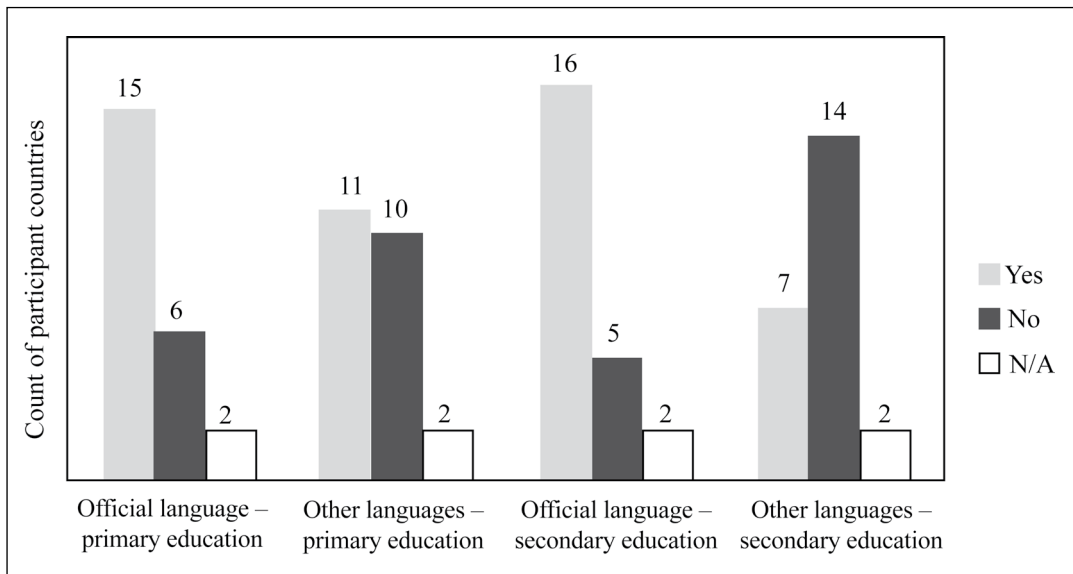


Figure 3.1: Regulations regarding the instruction and use of official language(s) and regional/minority and other languages in primary and secondary education (summary graph)

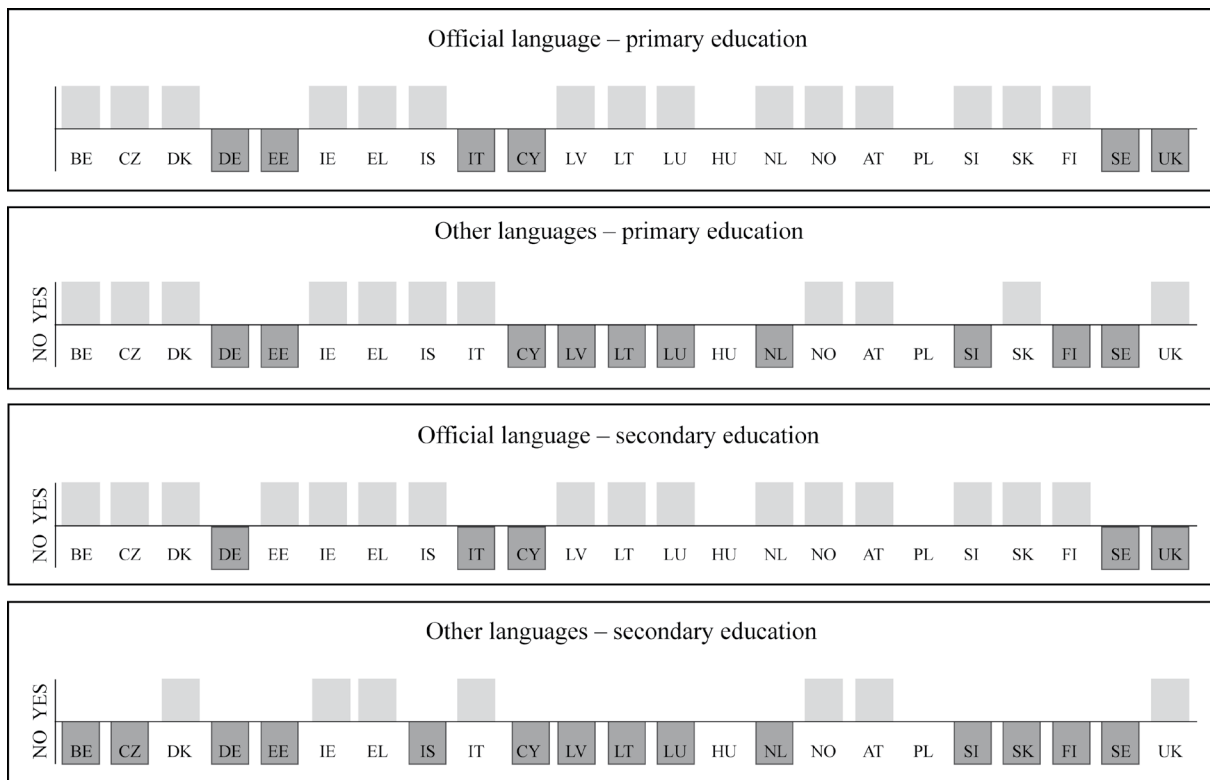


Figure 3.2: Regulations regarding the instruction and use of official language(s) and regional/minority and other languages in primary and secondary education

#### **4. Instruction and use of languages in tertiary education**

This section presents data on aspects of official regulations concerning the use and instruction of languages in tertiary education and research. The themes covered in this section are:

- Whether the official language(s) have a declared legal status as medium of instruction in the participating countries' universities.
- Whether there are regulations concerning the language(s) in which PhD courses should be taught.
- Whether there are regulations concerning the language in which dissertations should be written.
- The percentage of the masters programs taught in English in the participating countries.
- The percentage of the PhD dissertations written in English in the participating countries.
- Whether a summary in official language is required if dissertations are written in English.
- Whether scientific journals published in the participating countries are written in their official languages.
- Language requirements for foreign students.

Figure 4.1 shows that the number of countries that have established regulations concerning the instruction of the official language in universities is almost the same with the number of countries that have not.

Figure 4.2 shows that the majority of the participating countries make provisions neither for the language of instruction in PhD courses nor for the language in which PhD dissertations should be written.

Table 4.1 and Table 4.2 read in conjunction with each other give an overview of the overall percentage range of the masters taught in English and PhD dissertations written in English, and in particular, the relative percentage range in the academic fields of humanities, social sciences, and natural sciences. The tables highlight more usually a trend to larger percentages in the field of natural sciences and to a lesser extent to humanities and social sciences. Attention though should be given to the fact that many respondents did not provide an answer: Something that might be attributable to lack of access to any source of information regarding the concerned questions or to a consequently onerous search to gather the necessary information. In the majority of the educational systems in Europe, university autonomy is quite widespread; thus, central education agencies might not collect data related to university education programs or, if so, possibly not on a regular basis.

All participating countries except for Cyprus state that journals are published in the country's official language and almost in all cases the journals cover broadly all academic fields, that is, humanities, social sciences, and natural sciences (Table 4.3). How-

ever, many respondents stressed in their comments that it is more likely that journals published in the country's official language come from the fields of humanities and social sciences and less regularly from the field of natural sciences.

Figure 4.5 presents the countries in which universities have initiated their own compulsory language test or certificate (approved by public administration) for foreign students. The data show that language requirements seem not to be controlled officially. However, as mentioned in the respondents' commentary, individual universities normally specify language requirements for foreign students and these requirements may differ from course to course within a university.

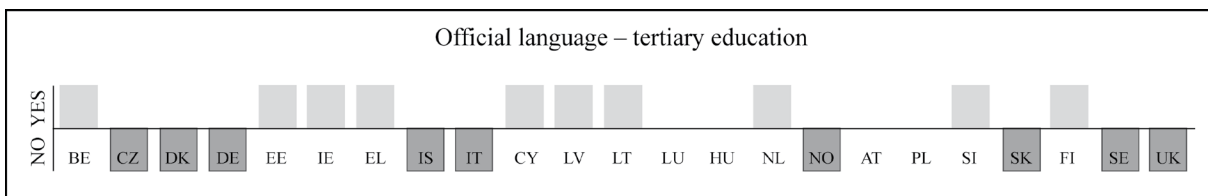


Figure 4.1: Regulations regarding the instruction and use of the official language(s) in tertiary education

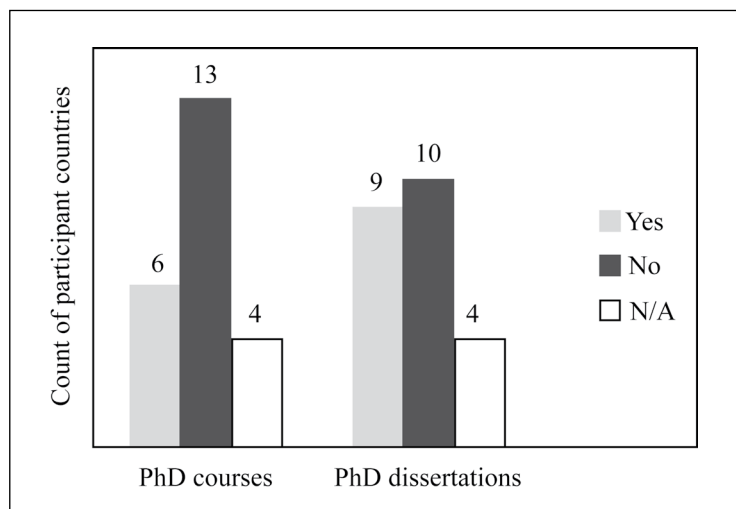


Figure 4.2: Language regulations regarding PhD courses and PhD dissertations (summary graph)

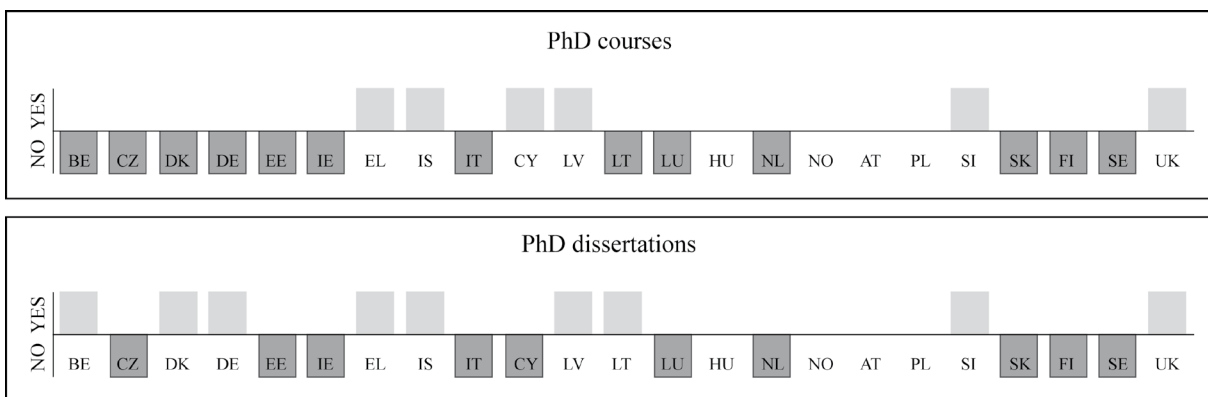


Figure 4.3: Language regulations regarding PhD courses and PhD dissertations

	Masters	Humanities	Social Sciences	Natural Sciences	Source
BE					
CZ					
DK	25-50	0-25	25-50	50-75	mentioned
DE	0-25	0-25	0-25	0-25	not mentioned
EE	0-25	0-25	0-25	0-25	not mentioned
IE	75-100	75-100	75-100	75-100	
EL					
IS	0-25	0-25	0-25	0-25	
IT	0-25	0-25	0-25	0-25	not mentioned
CY					
LV	0-25	0-25	25-50	25-50	mentioned
LT	0-25	0-25	0-25	0-25	not mentioned
LU	25-50	0-25	0-25	0-25	
HU					
NL	50-75	25-50	50-57	75-100	mentioned
NO					
AT					
PL					
SI	0-25	0-25	0-25	0-25	respondent's estimations
SK	0-25	0-25	0-25	0-25	not mentioned
FI	0-25	0-25	0-25	25-50	respondent's estimations
SE					
UK	75-100	75-100	75-100	75-100	

Table 4.1: Masters programs taught in English (percentage range)

	PhD	Humanities	Social Sciences	Natural Sciences	Source
BE					
CZ					
DK	75-100	25-50	50-75	75-100	mentioned
DE	0-25	0-25	0-25	50-75	mentioned
EE	0-75	25-50	50-75	75-100	not mentioned
IE	75-100	75-100	75-100	75-100	
EL	0-25	0-25	0-25	0-25	not mentioned
IS	75-100	0-25	75-100	75-100	not mentioned
IT	0-25	0-25	0-25	0-25	not mentioned
CY					
LV	0-25	0-25	0-25	25-50	mentioned
LT	0-25	0-25	0-25	0-25	not mentioned
LU	0-75	0-25	0-25	50-75	not mentioned
HU					
NL	50-75	50-75	75-100	75-100	mentioned



	PhD	Humanities	Social Sciences	Natural Sciences	Source
<b>NO</b>					
<b>AT</b>					
<b>PL</b>					
<b>SI</b>	0-25	0-25	0-25	0-25	not mentioned
<b>SK</b>	0-25	0-25	0-25	0-25	not mentioned
<b>FI</b>	50-75	0-25	0-25	75-100	not mentioned
<b>SE</b>				75-100	not mentioned
<b>UK</b>	75-100	75-100	75-100	75-100	

Table 4.2: PhD dissertations written in English (percentage range)

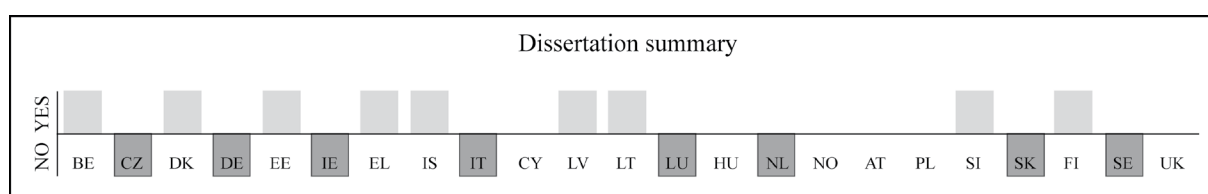


Figure 4.4: Requirement of a summary in the country's official language, if dissertation is written in English

	Journals	Humanities	Social Sciences	Natural Sciences
<b>BE</b>				
<b>CZ</b>				
<b>DK</b>	Y	Y	Y	Y
<b>DE</b>	Y	Y	Y	Y
<b>EE</b>	Y	Y	Y	N
<b>IE</b>	Y	Y	Y	Y
<b>EL</b>	Y	Y	Y	Y
<b>IS</b>	Y	Y	Y	Y
<b>IT</b>	Y	Y	Y	Y
<b>CY</b>	N	N	N	N
<b>LV</b>	Y	Y	Y	N
<b>LT</b>	Y	Y	Y	Y
<b>LU</b>	Y	Y	N	Y
<b>HU</b>				
<b>NL</b>	Y	Y	Y	N
<b>NO</b>				
<b>AT</b>				
<b>PL</b>				
<b>SI</b>	Y	Y	Y	Y
<b>SK</b>	Y	Y	Y	Y
<b>FI</b>	Y	Y	Y	Y
<b>SE</b>	Y	Y	N	N
<b>UK</b>	Y	Y	Y	Y

Table 4.3: Academic journals published in the official language(s)

Explanatory note:

Y stands for Yes and N stands for No.

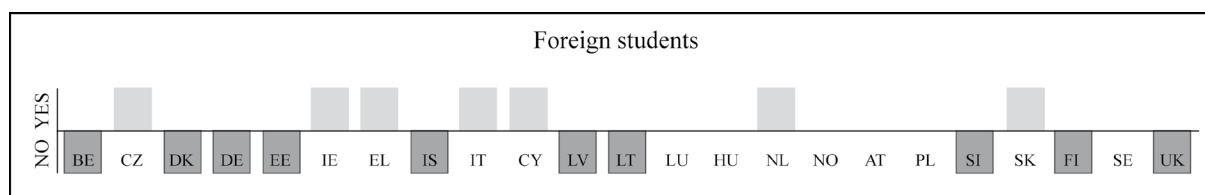


Figure 4.5: Requirement of a compulsory test or certificate in the country's official language(s) for foreign students

## 5. Media and languages

This section presents data on the use of languages in media. The term *media* entails a dazzling array of aspects not all of them investigated in the present survey. The main focus of this survey lies on the daily newspapers, TV/radio broadcasts and popular/folk music, as well as films from both the official and foreign languages perspective. More specifically, the themes covered here are the following:

- Whether there are daily newspapers written in a language other than the country's official language(s).
- Whether the official language(s) in the participating countries have a declared legal status as medium of communication in TV and radio broadcasts.
- Whether the amount of popular and folk music in the official language(s) broadcasted on radio is subject to specific regulations.
- How public service television and film distributors in the participating countries deal with languages other than the official when broadcasting films for adults.
- How public service television and film distributors in the participating countries deal with languages other than the official when broadcasting films for children.

Figure 5.1 shows that in most of the participating countries daily newspapers written in a language other than their official language are published. Also, most countries state that there is a regulatory framework concerning the broadcasting of official language(s) on radio and television, but the case is reversed when investigating the implementation of regulations for the amount of popular and folk music broadcast in the official language. In four countries, language regulations for both cases are stated. These are Denmark, Ireland, the Netherlands, and Slovenia.

Regarding the films produced in a language different from the country's official language, the respondents could choose on a scale of frequency a list of common broadcasting practices (voice over, dubbing, subtitles, dual channel) followed by television and film distributors in the participating countries. The investigation focuses on two broad age groups, adults and children. Read in conjunction with each other, summary graphs (Figure 5.2, Figure 5.3) and data tables (Table 5.2, Table 5.3), give an overall impression of the situation. The most common broadcasting practices seem to be *subtitles* for films targeting adults and *dubbing* for films targeting children.

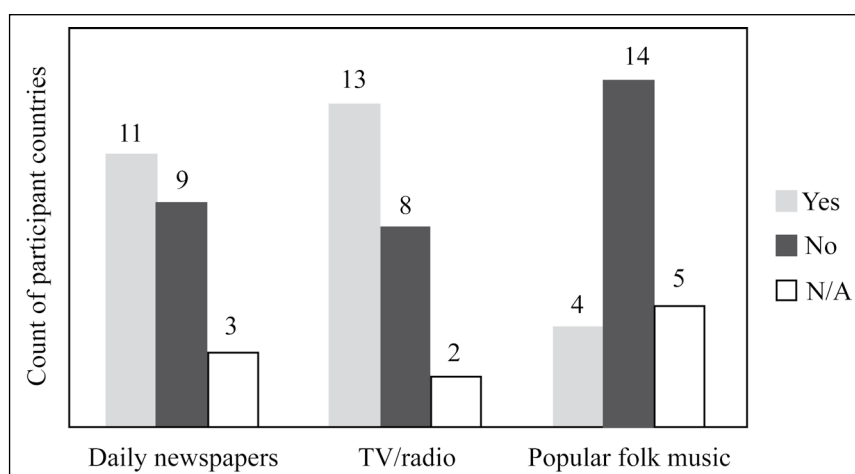


Figure 5.1: Daily newspapers written in a language other than the country's official language(s); official language(s) with declared legal status as medium of communication in TV and radio broadcasts; regulations regarding the amount of popular and folk music in the official language(s) broadcast on radio (summary graph)

	Daily newspapers	TV/radio	Popular folk music
BE	Y	N	N
CZ	Y	N	N
DK	Y	Y	Y
DE	N	N	N
EE	Y	N	N
IE	N	Y	Y
EL	Y	N	N
IS	N	Y	N
IT	Y	N	N
CY	Y	Y	N
LV	N	Y	N
LT	Y	Y	N
LU	N	Y	N
HU			
NL	N	Y	Y
NO		Y	
AT	Y	Y	
PL			
SI	N	Y	Y
SK	Y	Y	N
FI	N	Y	N
SE	N	N	
UK	Y	N	N

Table 5.1: Daily newspapers written in a language other than the country's official language(s); official language(s) with declared legal status as medium of communication in TV and radio broadcasts; regulations regarding the amount of popular and folk music in the official language(s) broadcast on radio

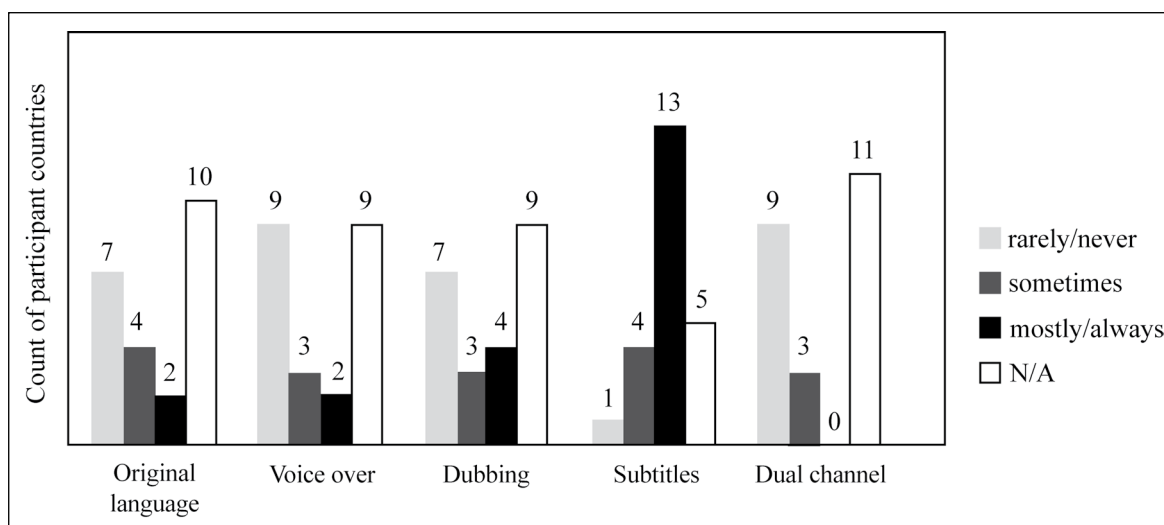


Figure 5.2: How public service television and film distributors deal with languages other than the official when broadcasting films for adults (summary graph)

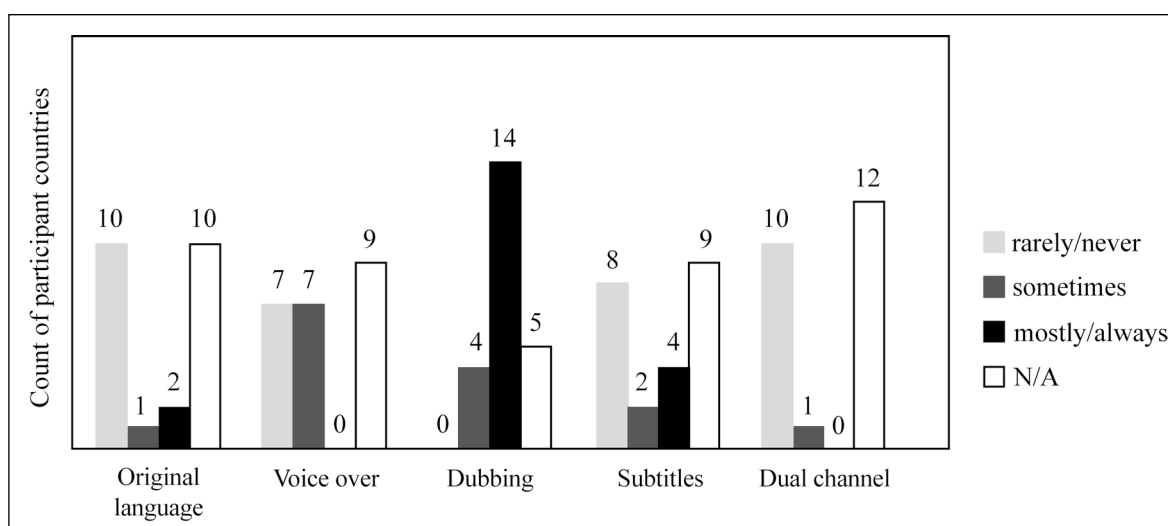


Figure 5.3: How public service television and film distributors deal with languages other than the official when broadcasting films for children (summary graph)

	Original language	Voice over	Dubbing	Subtitles	Dual channel
<b>BE</b>	sometimes	rarely/never	rarely/never	mostly/always	rarely/never
<b>CZ</b>	sometimes	rarely/never	mostly/always	mostly/always	rarely/never
<b>DK</b>	rarely/never	rarely/never	rarely/never	mostly/always	rarely/never
<b>DE</b>	rarely/never	rarely/never	mostly/always	sometimes	sometimes
<b>EE</b>	rarely/never	sometimes	rarely/never	mostly/always	
<b>IE</b>				mostly/always	
<b>EL</b>				mostly/always	
<b>IS</b>	N	N	N	Y	N
<b>IT</b>	rarely/never	rarely/never	mostly/always	rarely/never	rarely/never
<b>CY</b>	mostly/always	rarely/never	rarely/never	mostly/always	rarely/never
<b>LV</b>	rarely/never	mostly/always	sometimes	sometimes	sometimes
<b>LT</b>		mostly/always	sometimes	sometimes	sometimes

	Original language	Voice over	Dubbing	Subtitles	Dual channel
LU	Y	N	N	Y	N
HU					
NL	rarely/never	rarely/never	rarely/never	mostly/always	rarely/never
NO	sometimes	sometimes	rarely/never	mostly/always	
AT					
PL					
SI	mostly/always	sometimes	sometimes	mostly/always	rarely/never
SK	sometimes	rarely/never	mostly/always	sometimes	rarely/never
FI				mostly/always	
SE				mostly/always	
UK	rarely/never	rarely/never	rarely/never	mostly/always	rarely/never

Table 5.2: How public service television and film distributors deal with languages other than the official when broadcasting films for adults

Explanatory note:

In the online Questionnaire, it was asked whether the concerned broadcasting practices are used (Y) or not (N), instead of the frequency of their usage investigated in the printed form.

	Original language	Voice over	Dubbing	Subtitles	Dual channel
BE	rarely/never	rarely/never	sometimes	mostly/always	rarely/never
CZ	rarely/never	rarely/never	mostly/always	mostly/always	rarely/never
DK	rarely/never	sometimes	mostly/always	rarely/never	rarely/never
DE	rarely/never	sometimes	mostly/always	rarely/never	rarely/never
EE	rarely/never	sometimes	mostly/always	rarely/never	
IE			mostly/always		
EL			mostly/always		
IS	N	N	Y	Y	N
IT	rarely/never	rarely/never	mostly/always	rarely/never	rarely/never
CY		rarely/never	sometimes	mostly/always	rarely/never
LV	rarely/never	sometimes	mostly/always	rarely/never	sometimes
LT		sometimes	mostly/always		
LU	Y	N	Y	N	N
HU					
NL	rarely/never	sometimes	sometimes	sometimes	rarely/never
NO	mostly/always	sometimes	mostly/always	rarely/never	rarely/never
AT					
PL					
SI	sometimes	rarely/never	mostly/always	rarely/never	rarely/never
SK	rarely/never	rarely/never	mostly/always	rarely/never	rarely/never
FI			sometimes	mostly/always	
SE			mostly/always		
UK	rarely/never	rarely/never	mostly/always	sometimes	

Table 5.3: How public service television and film distributors deal with languages other than the official when broadcasting films for children

## 6. Business and languages

This section presents data concerning the existence of a regulatory framework for the use of official languages in business. The data provided by the respondents are taken from the ten largest – by the number of employees – national and international companies that have their location in the participating countries. However, it is important to note that not all respondents have managed to select ten companies with the criteria set in the questionnaire, thus, making comparisons between the participating countries might not be a fruitful way to read the data. More specifically, the themes covered are:

- Whether the participating countries have enacted a legal framework regulating the use of languages in industry, commerce, business, or other working environments.
- Which are the language(s) in which companies write their annual reports.
- Which are the languages used on the websites of large companies.

As shown in Figure 6.1, thirteen countries state that there are no official regulations regarding the use of official language(s) in business while nine state that there are.

As for the languages in which companies write their annual reports and the languages in which the companies present their products and services to the public in their websites, the most commonly used language is by far the English language. French and German appear more frequently than other languages but still to a lesser extent compared to English (Table 6.1).

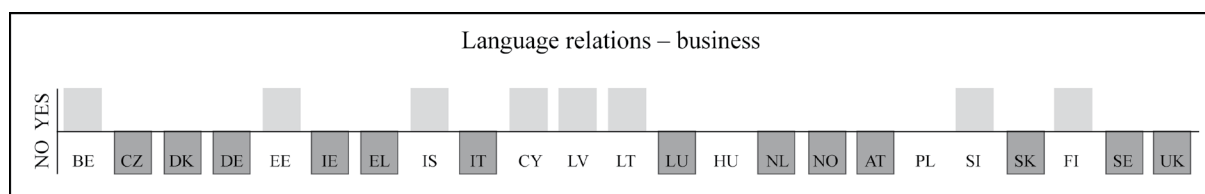


Figure 6.1: Regulations regarding the use of languages in industry, commerce, business, or other working environments

	Annual report languages	Website business languages
<b>BE</b>	Dutch, English, French	Dutch, English, French, German
<b>CZ</b>	German, English, Czech, French, Italian, Dutch, Spanish	German, English, Czech, French, Italian, Dutch, Spanish
<b>DK</b>	English, Danish	English, Danish, German, Chinese
<b>DE</b>	German, English	German, English
<b>EE</b>		English, Estonian, Russian
<b>IE</b>		
<b>EL</b>		
<b>IS</b>		
<b>IT</b>	Italian, English	Italian, English
<b>CY</b>		
<b>LV</b>		
<b>LT</b>	Lithuanian, English, Russian, Polish, Latvian	Lithuanian, Russian, English, Polish

	Annual report languages	Website business languages
LU	English, French	
HU		
NL	English, Dutch, German, French, Spanish	English, Dutch, German, Spanish, French, Portuguese, Bulgarian, Chinese, Czech, Danish, Italian, Japanese, Korean, Finnish, Greek, Malay, Norwegian, Pools, Russian, Romanian, Slovak, Swedish, Thai, Turkish, Ukrainian
NO	Norwegian, English	
AT		
PL		
SI		
SK	Slovak, German, English, French	Slovak, German, English, French
FI	English, Finnish	English, Finnish, many others
SE	Swedish, English	Swedish
UK	English, Chinese, Dutch	English

Table 6.1: Language(s) in which companies write their annual reports; languages used in the websites of large companies

## 7. Dissemination of official languages abroad

This section depicts the dissemination of a country's official language(s) abroad. The data presented below draw on respondents' intuition with respect to the themes investigated. These themes are:

- The number of foreign countries around the world (where a participating country's language is not the official language) in which a master's degree in a participating country's official language is offered as a field of study.
- The number of universities around the world (where a participating country's language is not the official language) in which a master's degree is offered as a field of study in a participating country's official language.
- The languages officially taught as *foreign languages* in the participating countries' primary and secondary schools.

As already noted, most of the data presented here derive from the respondents' personal estimations without having been verified from official sources. However, what could be deduced as a general trend is that languages spoken by a larger number of national populations or languages with official status in many countries seem to be offered in more foreign countries' universities as a field of study at master's level (Table 7.1).

The most commonly taught *foreign languages* in primary and secondary education level in the participating countries are English, French, German, and Spanish (Table 7.2).

	Countries	Universities
<b>BE</b>	25-50	100-250
<b>CZ</b>	25-50	50-100
<b>DK</b>	10-25	10-50
<b>DE</b>	>100	>250
<b>EE</b>	10-25	10-50
<b>IE</b>	0-10	0-10
<b>EL</b>	10-25	10-50
<b>IS</b>	0-10	0-10
<b>IT</b>	10-25	50-100
<b>CY</b>	>100	100-250
<b>LV</b>	0-10	0-10
<b>LT</b>	10-25	10-50
<b>LU</b>	0-10	0-10
<b>HU</b>		
<b>NL</b>	25-50	50-100
<b>NO</b>		
<b>AT</b>		
<b>PL</b>		
<b>SI</b>		50-100
<b>SK</b>	0-10	0-10
<b>FI</b>	10-25	10-50
<b>SE</b>	0-10	0-10
<b>UK</b>	50-100	100-250

Table 7.1: Number of countries and universities around the world (where the country's language is not an official language) in which a master's degree in the country's official language is offered as a field of study

	Primary education	Secondary education
<b>BE</b>	French	English, French, German, Spanish
<b>CZ</b>	English, French, German, Russian, Spanish	English, French, German
<b>DK</b>	German, English, French	Ancient Greek, Arabic, Chinese, German, English, French, Italian, Japanese, Latin, Russian, Spanish, Turkish
<b>DE</b>	English, French, Turkish	Chinese, Dutch, English, French, Italian, Polish, Russian, Spanish, Turkish
<b>EE</b>	English, French, Finnish, German, Russian, Swedish	Chinese, English, Finnish, French, German, Hebrew, Italian, Japanese, Latin, Russian, Spanish, Swedish
<b>IE</b>		Arabic, French, German, Hebrew, Greek, Italian, Japanese, Latin, Russian, Spanish
<b>EL</b>	English, French, German	English, French, German, Italian, Spanish
<b>IS</b>		Danish, English, French, German, Spanish
<b>IT</b>	English, French, German, Spanish	English, French, German, Spanish



	Primary education	Secondary education
CY	English	English, French, German, Italian, Russian, Spanish, Turkish
LV	Danish, English, Estonian, French, German, Japanese, Lithuanian, Polish, Russian, Spanish, Swedish	Danish, English, Estonian, French, German, Japanese, Lithuanian, Polish, Russian, Spanish, Swedish
LT	English, French, German, Russian	English, French, German, Russian
LU	Chinese, Dutch, English, French, German, Greek, Italian, Latin, Portuguese, Russian, Spanish	
HU		
NL	English, French, German, Spanish	Arabic, Chinese, English, French, German, Hebrew, Italian, Russian, Spanish, Turkish
NO	English	English, French, German, Italian, Japanese, Russian, Spanish
AT	English, French, Hungarian, Italian, Spanish, Turkish	English, French, Hungarian, Italian, Spanish, Turkish
PL		
SI	Croatian, English, French, German, Italian, Latin, Macedonian, Russian, Serbian, Spanish	English, French, German, Greek, Italian, Latin, Russian, Spanish
SK	English, French, German, Italian, Russian, Spanish	English, French, German, Italian, Russian, Spanish, Swedish
FI	English, French, German, Russian	English, French, German, Russian
SE	English, French, German, Spanish	Chinese, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Icelandic, Italian, Japanese, Latin, Polish, Portuguese, Russian, Spanish, Turkish, others
UK	Chinese, French, German, Italian, Japanese, Polish, Spanish	Arabic, Chinese, Dutch, French, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish, others

Table 7.2: Languages officially taught as *foreign languages* in primary and secondary schools

Additional notes:

A language viewed as *foreign* (or *modern*) in the curriculum laid down by the central (or top – level) education authorities. (Educationally based definition unrelated to political status of languages see: Eurydice, *Key Data on Teaching Languages at School in Europe*, 112, 2008).

In the online version of the questionnaire, there were not provided two different sections for the foreign languages officially taught in primary and secondary education; thus, respondents from Iceland and Hungary that filled in the online version did not differentiate the foreign languages taught in primary and secondary level.

## 8. Language organizations

This section lists the (major) language organizations in each participating country. English translation of the organizations is included, when provided by the respondent.

	Language organizations
BE	Nederlandse Taalunie [Dutch Language Union], Koninklijke Academie voor Nederlandse Taal – en Letterkunde [Royal Academy of Dutch Literature and Linguistics], Algemeen Nederlands Verbond

Language organizations	
<b>CZ</b>	
<b>DK</b>	Dansk Sprognævn [Danish Language Council], Det Danske Sprog – og Litteraturselskab (DSL) [Society for Danish language and literature], Modersmal – Selskabet [The Danish Language Society]
<b>DE</b>	Institut für Deutsche Sprache (IDS) [Institute of the German language], Goethe-Institut [Goethe Institute], Gesellschaft für deutsche Sprache [Society for the German Language], Deutsche Akademie für Sprache und Dichtung [German Academy of language and poetry], Verein Deutsche Sprache (VDS) [Association (for) German Language]
<b>EE</b>	Eesti Keele Instituut [Institute of the Estonian Language], Võro Instituut [The Võro Institute], Emakeele Selts [Mother Tongue Society], MTÜ Fenno – Ugria Asutus [NPO Fenno – Ugria], Eesti Regionaal – ja Vähemuskeelte Liit [Estonian Bureau for Lesser – Used Languages], Puškini Instituut [Pushkin Institute]
<b>IE</b>	Forasna Gaeilge, Conradh Na Gaeilge [The Gaelic League], Comhdháil Naisiúntana Gaeilge [The National Conference of Irish]
<b>EL</b>	Κέντρο Ελληνικής Γλώσσας [Centre for the Greek Language], Νεοελληνικών Σπουδών [Institute for Modern Greek Studies], Ινστιτούτο Επεξεργασίας Λόγου [Institute for Language and Speech processing]
<b>IS</b>	Íslensk málnefnd [Icelandic Language Council], Stofnun Árna Magnússonar í íslenskumfræðum [The Árni Magnússon Institute for Icelandic Studies], Samskiptamiðstöð fyrir heyrnarlausa og heyrnarskerta [The Communication Centre for The Deaf and Hard of Hearing]
<b>IT</b>	Accademiadella Crusca, Società Dante Alighieri
<b>CY</b>	Hki Fi Sanna [Speak our language], Kermia Zite “New Kermia”
<b>LV</b>	Valsts valodas komisija [State Language Commission], Latviešu valodas aģentūra [Latvian Language Agency], Valsts valodas centrs [State Language Centre]
<b>LT</b>	Valstybinė lietuvių kalbos komisija [The State Commission on the Lithuanian Language], Lietuvių kalbos draugija [Lithuanian Language Society]
<b>LU</b>	
<b>HU</b>	
<b>NL</b>	De Nederlandse Taalunie [The Dutch Language Union], Instituut voor Nederlandse Lexicologie (INL) [The Institute for Dutch Lexicology], Genootschap Onze Taal [Association Our Language]
<b>NO</b>	Noregsmållag, Språkligsamling, Riksmålsforbundet Bokmålsforbundet
<b>AT</b>	Volkgruppenbeirat, Österreichischer Gehörlosenbund
<b>PL</b>	

Language organizations	
SI	
SK	Jazykovedný ústav Ľudovita Štúra SAV [LudovítStur Institute of Linguistics SAV], Gramma, nyelviroda [Gramma, linguistic office]
FI	Kotimaisten kielientutkimus keskus/Forskningscentralen för de inhemska språken [Research Institute for the Languages of Finland]
SE	Språkrådet [Language Council of Sweden], Terminologacentrum TNC [The Swedish Centre for Terminology], Sametinget
UK	Bwrdd Yr Iaith Gymraeg [Welsh Language Board] Gaelic Language Board [Bòrdna Gàidhlig] Forasna Gaeilge [Institute of Irish], British Council, Oxford English Dictionary, CILT The National Centre for Languages

Table 8.1: Language organizations