

LANGUAGE RICH EUROPE

MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES



Language Rich Europe is a project co-financed by the British Council and the European Commission, which promotes knowledge sharing about good policy and practice in language learning and teaching across Europe. It encourages Europeans to learn more languages at all stages of their lives.

It is a networking project which will bring together over 1,200 policy makers and practitioners from 24 countries and regions to discuss and develop better policies and practices for multilingualism. Network members are drawn from the fields of education, business, public services and the media.

Through our network of experts and partners we have conducted an analysis of language policies and practices in Europe, comparing them against selected European Commission and Council of Europe recommendations. The results of this research have been published in *Language Rich Europe – Trends in Policies and Practices for Multilingualism in Europe*, available for download from www.language-rich.eu

Eight language domains are covered by the LRE survey. As the first domain, we include a meta-domain which looks at the availability of official national/regional documents and databases on language diversity. Given the key role of language learning in education, four domains focus on the main stages of publicly funded education from pre-school to higher education. In addition, three language domains outside and beyond education are addressed, in order to capture levels of multilingual services in society and business. All in all, the eight domains of the questionnaire are covered by a total of 260 questions, distributed across these domains as outlined in the following table:

N	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 public spaces	31
8.	Languages in business	18
Total of questions		260



This questionnaire (domain 1) explores the availability of nationwide or regionwide official documents and databases on language diversity in each of the participating countries/regions. The availability of such documents and databases may contribute significantly to the awareness of multilingualism in a given country/region and can inform language education policy. The division of this domain into official documents and databases is closely related to the common distinction in studies on language planning between *status* planning and *corpus* planning. In our study, the section on documents refers to efforts undertaken *to regulate* the use and function of different languages in a given society, and the section on databases refers to efforts undertaken *to map* the distribution and vitality of the spectrum of languages in a given society.

We hope that this questionnaire will serve as a valuable tool for self-evaluation and the gathering of additional data, leading to further discussions on language policy and practice.

The questionnaires for the other domains can be downloaded from our website www.language-rich.eu/materials-media.html.

LANGUAGES IN OFFICIAL DOCUMENTS AND DATABASES

Languages in official documents and databases: Official language documents

1	Is there national or regional/ federal legislation which contains articles on language(s)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	If yes, on which languages?	<input type="checkbox"/> On the national language. <input type="checkbox"/> On foreign languages. <input type="checkbox"/> On regional/minority languages. <input type="checkbox"/> On immigrant languages.	
2	Do official language policy documents exist aimed at promoting language learning and teaching <i>in your country or region</i> ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	If yes, for which languages?	<input type="checkbox"/> For the national language. <input type="checkbox"/> For foreign languages. <input type="checkbox"/> For regional/minority languages. <input type="checkbox"/> For immigrant languages.	



3 Is there an official body responsible for coordinating language policy for one or more of the languages referred to in questions 1 and 2?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, which body and for which language(s)?			
4 Do official language policy documents exist aimed at promoting language learning and teaching <i>abroad</i> , where there is demand?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, for which languages?	<input type="checkbox"/> Both on the national language and on regional/minority languages.	<input type="checkbox"/> On the national language.	<input type="checkbox"/> On regional/minority languages.
5 Does your country (co-)fund the learning and teaching of your national language <i>abroad</i> for children <i>originating</i> from your country?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, in which countries?			



<p>6 Do official language policy documents exist aimed at promoting the learning and teaching of immigrant languages funded or co-funded on the basis of bilateral agreements between your country and particular countries of origin?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>If yes, with which countries of origin and for which immigrant languages?</p>			
<p>7 Are existing regional/ minority languages recognised, protected and/or promoted by official country documents or legislation?</p>	<input type="checkbox"/> Recognised <input type="checkbox"/> Protected <input type="checkbox"/> Promoted	<input type="checkbox"/> No	
<p>If yes, which languages?</p>			
<p>8 Which of the regional/ minority languages mentioned in question 7 are officially taught in nation- or region-wide education?</p>			
<p>9 Has the <i>European Charter for Regional or Minority Languages</i> been ratified or signed by your country?</p>	<input type="checkbox"/> The ECRML has been ratified. <input type="checkbox"/> The ECRML has been signed only. <input type="checkbox"/> No, although not forbidden by law. <input type="checkbox"/> No, forbidden by law.		



<p>If yes, for which languages? (see website of ECRML)</p>			
<p>10 Is there official education provision of the regional/ minority languages mentioned in the ECRML?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>If yes, for which languages? (see website of ECRML)</p>			
<p>11 Do official language policy documents exist in which <i>Sign Language(s)</i> is/are officially recognised or promoted?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>If yes, is there a legal right for Deaf people to make use of Sign Language in official interactions with the authorities?</p>	<input type="checkbox"/> Always	<input type="checkbox"/> Only in some cases	<input type="checkbox"/> No

Languages in official documents and databases: Official language databases			
<p>12 Are there official nation-/ region-wide data collection mechanisms in place on language diversity in the country?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No, although not forbidden by law.	<input type="checkbox"/> No, forbidden by law.



	<p>If yes, in which way are language databases collected and updated? (see Poulain 2008 on <i>register</i> data, <i>census</i> data and <i>survey</i> data)</p>	<input type="checkbox"/> Continuously updated and nationally/regionally collected municipal register data.	<input type="checkbox"/> Nation-/region-wide census data at intervals of 5-10 years.	<input type="checkbox"/> Periodically updated survey data at certain intervals.
13	<p>Which language varieties are addressed in these data collection mechanisms?</p>	<input type="checkbox"/> National, regional/ minority and immigrant languages.	<input type="checkbox"/> National and regional/ minority languages.	<input type="checkbox"/> The national language only.
14	<p>Which major language question(s) is/are asked? (see Extra 2010 on <i>types</i> and <i>effects</i> of language questions in large-scale databases)</p>	<input type="checkbox"/> Language(s) spoken at home or with family members.	<input type="checkbox"/> Main language spoken.	<input type="checkbox"/> Mother tongue.
15	<p>Is there a question on language proficiency in data collection mechanisms?</p>	<input type="checkbox"/> Yes, phrased in terms of 'How well can you speak/ understand/ read/write this language?'	<input type="checkbox"/> Yes, phrased in terms of 'Can you speak/ understand/read/write this language?'	<input type="checkbox"/> No



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