

LINEE

Languages in a Network of European Excellence

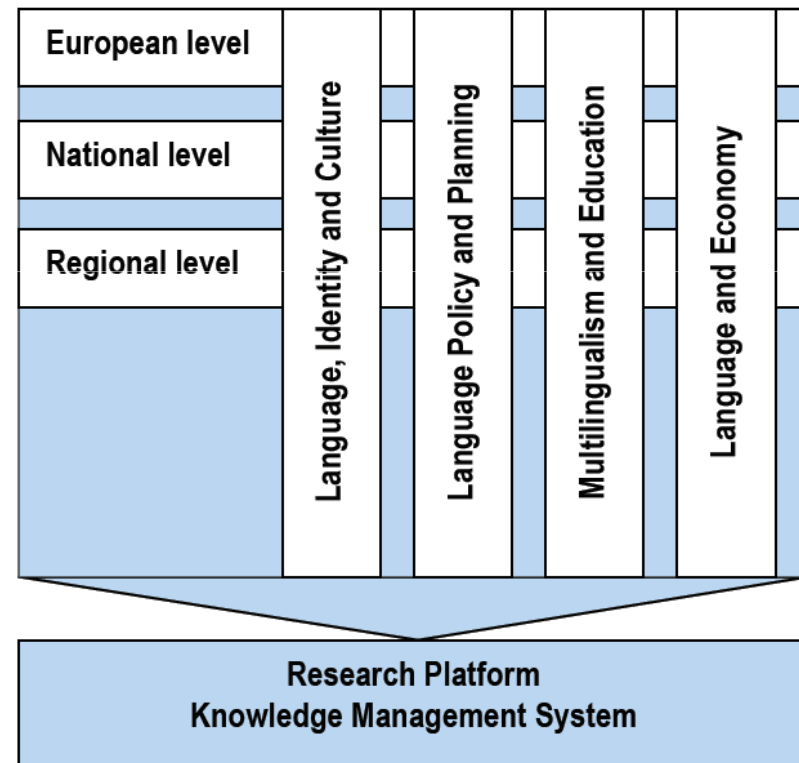
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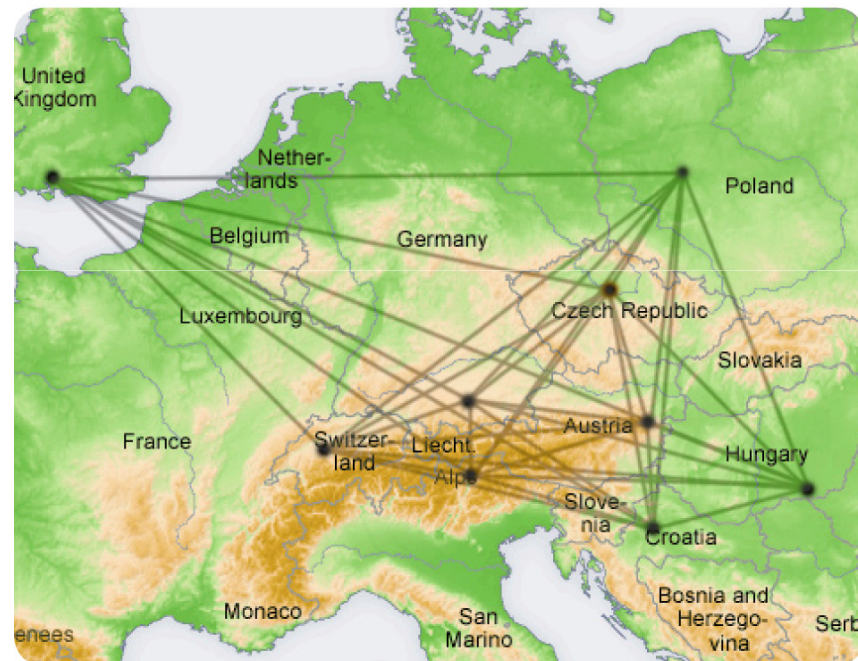
Project Overview

- Research network consisting of
 - 9 universities
 - 80 researchers
- Research in 4 Areas
 - Language, Identity and Culture
 - Language Policy and Planning
 - Multilingualism and Education
 - Language and Economy
- Co-funded by the European Commission



Partners of LINEE

- Adam Mickiewicz University (Poland)
- Charles University Prague (Czech Republic)
- Free University of Bozen - Bolzano (Italy)
- Institute for Anthropological Research (Croatia)
- University of Applied Languages (Germany)
- University of Bern (Switzerland)
- University of Southampton (England)
- University of Szeged (Hungary)
- University of Vienna (Austria)



Goals

- Investigate linguistic diversity in Europe in a coherent and interdisciplinary way
- Develop an innovative, visible and durable scientific network to overcome scientific fragmentation in Europe
- Serve as a world-wide quality- and knowledge-based reference framework

Scientific Objectives

- Restructure the scientific space through new theoretical platforms
- Reassess traditional research areas by linking them up with levels of analysis (i.e. European, national and regional levels)
- Raise the visibility of linguistic diversity as a key issue in European integration

Target Groups

- LINEE will be able to provide unbiased scientific expertise to several actors dealing with multilingualism and multiculturalism, for example:
- Policy-makers
- Practitioners
- Scientists
- Stakeholders addressing language diversity and multilingualism

Scientific Integration

- Training institutes for PhD students (annually)
- Research workshops for all network members (semi-annually)
- Joint empirical field research
- Virtual working environment
- Relocation of PhD-students and researchers
- Sharing of knowledge in an intercultural Knowledge Management System (KMS)

Linguistic diversity – "ideological" assumptions

- The creation of the EU: a new picture of Europe's diversity ("Unity in diversity")
- The ideology of the nation-state (one nation, one state, one territory, one language) is obsolete
- People are no longer seen as monolingual nationals: multilingualism is the natural state of humans
- "Multilingualism" is good *per se* and all languages are equal

Old Europe - monolingual nation states?

- The picture of "Old Europe" as consisting of sovereign nation states created essentially in the 19th century has to be revised – there are only few "nation states", France being the prototypical example.
- Eastern Europe was essentially part of the Habsburg, Ottoman and Romanov empires: "loosely integrated, polyethnic, polyreligious, and polylinguistic realms" (Brubaker 1996, 3).
- After the decline of all three of these empires (including the Soviet one) there was and is still a "nationalizing" movement in these regions (what we call "new nationalism")
- ^bNationalism is not obsolete - nationalizing ideologies are working

New nationalism - new national languages

- Nationalizing movements include LPP (Language Planning and Policy)- processes of national languages (my favourite example is Slovenian but there are many others which were neglected by LINEE)
- LPP-processes are directed to standardization, codification and against variation; they tend to maximize differences and to diminish similarities with other languages
- Speakers of non-national languages are "encouraged" to learn and to use national variants (see e.g. the Bulgarian constitution, Art 36,1 "The study and use of the Bulgarian language shall be a right and an obligation of every Bulgarian citizen")

Multilingualism - the natural state of human beings

- "more people are bilingual than monolingual" (current wisdom)
- 44% of interviewees know no other language than their "mother tongue" (Eurobarometer 64.3)
- The number of people indicating more than one language as their "mother tongue" is about 3% in a Swiss representative sample
- In practically all (monolingual) European countries the number of people speaking the state language as their mother tongue is higher than 90%(Eurobarometer 64.3)
- Educational systems are normally based on a monolingual habitus

"Multilingualism" is good *per se*

- Ideological discourses on multilingualism: positive evaluation
- Various forms of multilingualism and plurilingualism
- The famous 1+2 formula: individuals or political instances as target?
- When asking people why they think that it is good to learn foreign languages, they answer: to use it on holidays abroad (35%) and to use it in work (32%), but only 4% in order to feel more European.
- When asking people which languages are useful to be learnt additionally to their mother tongue, English (68%) comes before French (25%), German (22%) and Spanish (15%).

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Educated vs. wild multilingualism and their ideological evaluation

- Educated multilingualism - national language plus international L2 (mainly English, French and German) - positively evaluated.
- Wild multilingualism - any other form of language contact due to various forms of migration - negatively evaluated.
- The inherent contradiction of the EU multilingualism: officially additional model - English as Lingua Franca in everyday communication

Emerging questions (seen from LINEE)

- 'New' Mobilities, Migrants and Minorities and their impact on Multilingualism
- Best Practices: Learning from multilingual places all over the world
- Multilingualism - taking advantages and disadvantages seriously
- The rise of new nationalisms: nationalizing linguistic varieties, opting for monolingualism
- Power and Multilingualism: why learning Polish in UK?
- English as Lingua Franca: a question of language awareness?

Looking back on four recommendations (2008)

- Strengthen a coherent vertical policy collaboration in cultural and linguistic matters between the players on the supranational, national and regional levels.
- Replace monolingual purism by functional multilingualism.
- Encourage the recognition and promotion of the authenticity of non-native speaker English (English as Lingua Franca), including situations where English is taught as a foreign language.
- Be aware of contradictions and ideological implications of "New Multilingualism"