



L'OEP vous souhaite une bonne année 2026
Gutes neues Jahr 2026 Felice anno nuovo 2026 Feliz año nuevo 2026 Un an nou fericit 2026 Happy new year 2026

The OEP Newsletter N°105 – (January-February_2026)

www.observatoireplurilinguisme.eu/en

Editorial: Promote multilingualism at university! (A fund for ongoing initiatives)

European universities have a duty to promote both European identity and the diversity of languages and cultures in Europe.

Under the guise of international education, university courses taught exclusively in English have developed throughout Europe, which amounts to a form of economic and cultural hegemony whose long-term consequences could be disastrous. The circulation of knowledge is obviously a key issue, but monolingualism is a major risk. Fruitful research cannot be satisfied with a single language. Defending and promoting languages is one thing, but establishing monolingualism in education and research is quite another.

Against pseudo-international education

In France, since the first international schools were established, the benchmark being the International Secondary school of Saint-Germain-en-Laye, international openness has never meant the eclipse of the French language. In this type of education, whose the European sections and, more generally, CLIL (Content and Language Integrated Learning) classes are the heirs, subjects are divided between two languages and are supplemented by the learning of one or two other foreign languages. This has nothing to do with teaching exclusively in English, which is wrongly described as international education.

One might wonder why higher education has not drawn on the decades of experience developed in pre-baccalaureate education.

There was one example. The Franco-German University, created in 1997 by agreement between France and Germany in application of the 1963 Élysée Treaty, was a precursor to the European Higher Education Area then in its infancy.

In 1998, the Bologna Process was launched with the following ambitions:

- Harmonisation of education systems
- Interoperability of degrees
- Enhancing Europe's attractiveness compared to the United States and Asia

The linguistic challenge was considerable but fraught with ambiguity. ...- >

Direction and writing : Christian Tremblay, Jean-Claude Beacco, Anne Bui.

The EOP Newsletter is presently translated by volunteers in [German](#), [Arabian](#), [Spanish](#) and [Italian](#). The texts can be read on-line. Thanks to the translators. You can add other languages. [Contact us](#).

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In this issue

- Edito – **It's culture that gives Europe meaning!**
- Articles not to be missed
- Announcements and publications

-> Already, in the Sorbonne Declaration of 25 May 1998, an appeal by the French, German, Italian and British governments to other European countries, the place of languages was marginal: It stated that 'In the cycle leading to a bachelor's degree, students should be offered sufficiently diverse programmes, including the possibility of pursuing multidisciplinary studies, acquiring proficiency in modern languages and using new information technologies.'

A year later, the Bologna Declaration of 19 June 1999 remained a statement of principle that was confusing in its timidity: 'With this declaration, we commit ourselves to achieving these objectives - within the framework of our institutional competences and with full respect for the diversity of cultures, languages, national education systems and the autonomy of universities.' Clearly, cultural and linguistic diversity are not among the objectives. This represents a step backwards from ...- >

-> the European Cultural Convention of 19 December 1954, whose main objective was 'the study of the languages, history and civilisation of the other Contracting Parties, as well as their common civilisation.' "

Certainly, the inspiration of the European Cultural Convention can be found in the speech given on 26 September 2017 at the Sorbonne by Emmanuel Macron, then a young president with lyrical accents: "The strongest cement of the Union will always be culture and knowledge. For this Europe, where every European recognises their destiny in the profile of a Greek temple or the smile of the Mona Lisa, which has been able to experience emotions throughout Europe by reading MUSIL or PROUST, this Europe of cafés, of which STEINER speaks... instead of lamenting the proliferation of our languages, we must make it an asset! Europe must be a place where every student will have to speak at least two European languages by 2024.

Where are we today in France?

In France, the law of the fourth of August 1994 (the Toubon law) had anticipated the extension of the exclusive use of English in higher education by imposing strict restrictions that were difficult to apply. With the law of 17 July 2013 on higher education and research (Fioraso law), Parliament relaxed the Toubon law and, while promoting international openness, decided to regulate such teaching by prohibiting the exclusive use of English.

This law (now Article 121-3-II of the Education Code) stipulates in particular that when courses are taught in a foreign language,

- such courses may only be offered partially in a foreign language and on condition that the relevant accreditation specifies the proportion of courses to be taught in French.

- Foreign students benefiting from these courses must take French language classes if they do not have sufficient knowledge of the language. Their level of proficiency in French is assessed for the purposes of obtaining their degree.

The law defines, in a way, what is meant by international education in higher education. It should be noted that in Italy, in 2018, the Constitutional Court upheld a ruling by the Lombardy Administrative Court condemning the Milan Polytechnic Institute for excluding Italian from its courses from a certain level onwards, pointing out that international education worthy of the name must include at least two languages.

Despite the Fioraso law, courses taught in English and excluding French have continued to develop slowly but surely, to the point where they now account for nearly 10% of master's level courses in France.

The OEP is closely monitoring the development of these English-only courses in higher education.

Here are the results:

	2014	2015	2016	2017	2018	2019	2020	2022	2023/2024	2025
Exclusively in English	5,51 %	6,74 %	8,10 %	8,31 %	7,26 %	7,79 %	8,16 %	9,44 %	9,71 %	9,84 %
Partially in English	1,53 %	2,71 %	2,69 %	2,75 %	2,39 %	2,45 %	1,72 %	2,20 %	2,08 %	1,88 %

Over ten years, we have therefore seen a doubling.

And in Europe?

In Germany, the trend is even more pronounced, and according to our census, the current rate of Master's degrees taught entirely in English is 15.6%, while that of Bachelor's degrees remains below 5% (3.56%).

In the Netherlands: 65-70% of bachelor's degrees are taught in English (the highest in Europe), and 75-80% of master's degrees (almost systematic in research universities), compared to 10-15% in 2010, to the point that since 2021, the Dutch government has been limiting the number of bachelor's degrees taught in English in order to preserve access for local students.

In Denmark, 67% of Master's degrees are taught in English (one of the highest rates in Europe), but Bachelor's degrees in English are booming at 23%.

... ->

-> In Sweden, with 10% of Bachelor's degrees, priority still remains with the Swedish language, but Master's degrees are highly anglicised at 67%.

In Finland, with 12% of bachelor's degrees and 50% of master's degrees in English, the situation is only slightly less dire than in Sweden.

In contrast, in Italy, Spain and Austria, the rates have remained relatively low, between 5% and 10% for master's degrees and less than 5% for bachelor's degrees. In Italy, the brake applied by the Constitutional Court probably has something to do with this.

We are therefore a long way from the ideal situation in Europe, where 'every student will have to speak at least two European languages by 2024 (in addition to their mother tongue)'.

We are therefore witnessing a powerful trend towards Anglicisation which began in the 1990s, and the development of European university alliances, which has been part of the Bologna Process since 2019, is only amplifying this trend. According to Emmanuel Macron's wishes, these networks of universities from several European countries were to enable the establishment of courses where each student would study abroad and take classes in at least two languages.

Unfortunately, most courses seem to be taught in a single language, namely English.

European universities: pitfalls or leverage?

To gain a clearer picture, the OEP conducted a survey.

In 2025, there were 73 university alliances, bringing together 664 universities and higher education institutions. Of these 73 university alliances, we found that only 14 had multilingual websites, or 19%. We examined their visions, missions and objectives and found that 29, or 40%, of them had a multilingual and intercultural intention. For example, UP University, whose website is in English, states that 'Together, we offer a full range of programmes from associate degree up to bachelor, master and PhD, in 13 different languages in addition to English'. Therefore, this intention is not yet reflected in practice.

After consulting all 73 alliance websites, we found only 14 multilingual sites. In the survey conducted in the summer of 2025, in which 46 universities responded out of the 66 alliances contacted, 26, or 57%, considered that having multilingual websites would be a good thing. There is undoubtedly a contrast between the desire expressed and the technical response provided. Given that a few hundred euros would be enough to transform a monolingual website into a multilingual one, it is difficult to understand such inertia.

Furthermore, 24 of the universities that responded provide language preparation for their students going abroad. Twenty-five also provide language preparation for welcoming foreign students. For 18 (43%) of them, the courses offered are considered to be evenly divided between English and another language, in 10 cases (24%) the courses are mainly in English, but 14 (33%) did not respond. Assuming that the absence of a response means that courses are taught entirely in English, 57% of courses offered within the alliances would be taught solely in English. This is much less than what we calculated for France, where courses taught entirely in English account for more than 80% of courses taught entirely in English and courses taught partially in English.

Therefore, given the widespread nature of bachelor's and master's degrees taught entirely in English in the Netherlands, Denmark, Sweden and Finland, and more generally in Northern Europe, European university alliances would not be a hotbed for the spread of English in universities, but would rather reflect existing balances or imbalances. The fact is that there is a strong minority of European universities that aspire to plurilingualism. Hence the importance of the idea of using European alliances to strengthen plurilingualism rather than marginalise it. Some of them have understood this.

For example, members of the EUniWell and ERUA university alliances, whose websites are in English, met in Paris on 10 and 11 October 2024 at the inter-alliance symposium 'Living Language Policies – Lived plurilingualism' to work together on the implementation of language policies in European universities. This meeting was also an opportunity to present EUniWell's declaration on 'Culture, plurilingualism and Well-being' and ERUA's language policy. The aim of this work is to promote linguistic and cultural diversity in higher education and research, and in society as a whole.

France is fortunate to have clear legislation on this subject. We must support courses that combine French and foreign languages, which are the only ones that deserve to be legally described as 'international', ... ->

-> and combat the use of English alone, which is a deviation from this.

A challenge for the OEP

This is why the OEP, in the name of a different, genuinely European vision of cultures and European identity, has decided to take legal action against randomly selected universities with a view to establishing case law that will ensure that the law, as an expression of the national will, is finally enforced.

The OEP is currently before the Administrative Court of Appeal of Lyon against the University of Burgundy, following a negative ruling by the Administrative Court of Dijon. Hoping to win its case, the OEP has incurred legal fees in addition to the costs of managing a large website, which is a veritable knowledge base on plurilingualism around the world. If the appeal is unsuccessful, the OEP is determined to take the case to the Court of Cassation.

However, legal costs are not part of the OEP's primary mission.

Having had to borrow money, it has set up a fund to enable it to repay the euros it has spent and to be in a position to go to the Court of Cassation and initiate other proceedings if necessary.

This action is clearly part of a struggle with fundamental, even civilisational, implications.

In recent years, there has been a proliferation of statements, recommendations, studies and meetings demonstrating the limitations and excesses of monolingual research. Some claim that English has replaced Latin as the language of research. This is not true. Its use was restricted to the world of scholars, who are now called researchers. Let us remember that Descartes published his Discourse on Method in French to free himself from the influence of the Church and then translated it into Latin. Similarly, Leibniz wrote in French, Latin or German, depending on his audience. It is one thing for researchers to communicate with each other in a common language. It is quite another for the language of publication to be a criterion for evaluating the quality of scientific work and its eligibility for publication in the most prestigious international journals. Ignoring work produced in other languages on the grounds that it is not published in English is not insignificant. It is a crime against humanity. Research should be produced in the author's own language and translated as needed. With AI, there is no longer any obstacle to bringing plurilingualism back into science. This is called 'open science'. We will talk about this again.

Thank you for contributing to the fund:

<https://www.helloasso.com/associations/observatoire-europeen-du-plurilinguisme/collectes/faire-un-don-a-l-oep>

You can also join the OEP, where you will be most welcome:

<https://www.observatoireplurilinguisme.eu/adherer-a-l-observatoire>

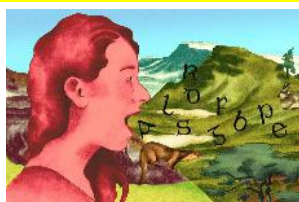
Christian Tremblay

The end... ->/

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Articles not to be missed



En Écosse, une langue traditionnelle au secours des forêts (Reporterre)

Deux luttes se rencontrent en Écosse : la promotion des langues indigènes, et la protection de l'environnement. Retrouver de vieux toponymes en gaélique permet de tracer la mémoire d'une faune et flore disparues.

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L'anglais est-il trop présent dans la recherche scientifique ? (ilPost.it, trad. post éditée par Jean-Claude Beacco)



Article publié dans Il Post (Italie) le 13 novembre 2025

L'anglais est-il trop présent dans la recherche scientifique ?

Le fait que la diffusion d'une recherche dépende souvent de la langue dans laquelle elle est rédigée est considéré comme un risque de biais et une forme d'inégalité.

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C'è troppo inglese nella ricerca scientifica? (ilPost.it)

<https://www.ilpost.it/2022/05/01/barriera-linguistiche-ricerca-scientifica/> (photo :



Un fotogramma del film del 2003 "Lost in translation") Il fatto che la diffusione di uno studio spesso dipenda dalla lingua in cui è scritto è ritenuto un rischio di distorsioni e disparità. In diverse parti del mondo, nell'ambito della ricerca scientifica, gli autori e le autrici che...

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Promouvoir une science multilingue grâce à la science ouverte et à l'IA



Les progrès technologiques en matière de traduction automatique de textes ouvrent un nouvel éventail de possibilités quant à l'utilisation d'autres langues que l'anglais dans la recherche

D'après les chercheurs et chercheuses, la langue de diffusion des publications scientifiques influence la communauté et le lectorat auquel elles sont adressées

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Ciencia abierta e IA para impulsar el multilingüismo en la ciencia



El avance de las nuevas tecnologías en traducción automatizada de textos abre un nuevo abanico de oportunidades para el uso de lenguas autóctonas en la investigación.

Según los investigadores, la lengua de las publicaciones científicas influye en la comunidad y en los lectores en que se quiere incidir.

La iniciativa de Helsinki recomienda asegurar el acceso igualitario al conocimiento científico en diferentes lenguas (foto: unsplash.com)

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IA, technologies linguistiques et neurosciences

¿Por qué la IA no habla igual todos los idiomas? La brecha lingüística que esconden los algoritmos



Cuando usamos una inteligencia artificial para traducir un texto, responder una pregunta o escribir un correo, tendemos a imaginar que funciona igual en cualquier idioma. La idea resulta lógica: si es "inteligente", debería manejar todas las lenguas con la misma soltura. Sin embargo, la realidad es bien distinta. Los modelos no rinden igual en inglés que en español, ni en español que en...

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L'acquisition des langues

Podcast «Ade merci, Schweiz»: Von der Fremdsprache zur zweiten Muttersprache – das sind die Tricks



Swissinfo.ch, 9. Dezember 2025 In der dritten Episode des Podcasts «Ade merci, Schweiz» tauchen wir ein in die Welt der Mehrsprachigkeit. Wie lernt man die neue Sprache am besten? Und welchen Einfluss hat ein mehrsprachiges Leben auf unser Denken, Fühlen oder sogar Träumen? Eine Schweizerin im Ausland und

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eine Linguistin erzählen. [Mehr lesen...](#)



Langues et développement durable

[Le climat, catalyseur des droits coutumiers et de l'environnement \(Benoist Mallet Di Bonto, Afrive, magazine africain de l'environnement, de l'économie verte et de la croissance durable\)](#)

La crise climatique constitue aujourd'hui l'un des défis les plus pressants pour la communauté internationale. Elle met à l'épreuve nos modèles de développement, nos systèmes de solidarité et nos cadres juridiques. Plus que jamais elle impose une réponse collective, fondée sur la coopération, l'équité et la reconnaissance de la diversité des savoirs et des cultures. ...

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Langues, sciences et philosophie



[Parler plus d'une langue protégerait durablement votre cerveau \(nationalgeographic.fr\)](#)

Une nouvelle étude suggère que les habitudes multilingues quotidiennes (parler avec ses voisins, réapprendre une langue d'enfance) pourraient préserver la mémoire et la flexibilité du cerveau en vieillissant. De Tatyana Woodall, Publication 11 déc. 2025, 09:08 CET. Photo : Kateryna Kon, SCIENCE PHOTO LIBRARY. L'illustration montre le gyrus de Heschl, ici en vert pour sa...

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Langues, sciences et philosophie

[Comment l'écriture inclusive s'est transformée en naufrage, par Julia de Funès \(L'express\)](#)



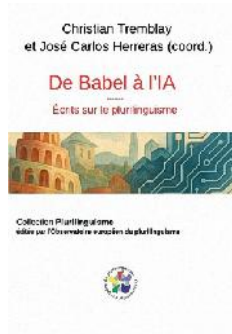
Les mots du management (5/5). A travers une série vidéo en cinq épisodes, la philosophe revient sur ces termes qui, sous couvert de modernité, compliquent parfois l'essentiel. Le dernier épisode est consacré au langage inclusif. L'écriture inclusive s'est imposée dans beaucoup de secteurs. Elle prétend rendre la langue plus égalitaire, plus représentative de toutes les...

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Announcements and publications



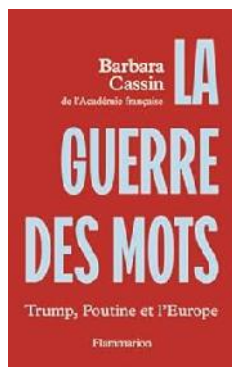
De Babel à l'intelligence artificielle - Ecrits sur le plurilinguisme coord. Christian Tremblay et José Carlos Herreras, Collection Plurilinguisme

Ce recueil de textes portant sur le plurilinguisme dans les plus diverses formes n'est pas un manuel scolaire. C'est un outil proposé au public pour mesurer que la gestion des langues dans nos sociétés modernes n'est pas quelque chose d'anodin. Que ce soit au niveau régional, national, européen, ou mondial, les choix politiques qui seront faits concernant les langues dans les différents domaines auront

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des répercussions dans nos vies.

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La guerre des mots (Barbara Cassin, Flammarion)

Trump et Poutine inventent chacun leur novlangue. Et moi, j'ai peur qu'un jour on ne puisse plus dire : ceci est un mensonge. B.C.

[Barbara Cassin](#), philologue, s'intéresse à la langue. Face à la novlangue déployée par Trump et Poutine, elle examine dans cet essai ses rouages, et évoque des pistes de résistance pour dépasser la sidération provoquée par la langue de ces Chefs d'État narcissiques et virilistes. du côté de Trump, le lexique et la grammaire sont équivalents à celui et à celle d'un enfant de 10-11 ans, les mots choisis sont flous, grossiers souvent, les enchaînements ...

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Langues et développement durable

Langues africaines et professionnalisation - Nouvelles contributions en linguistique du développement

(Léonie Tatou-Métangmo, Amélie Leconte)

Comment les langues africaines peuvent-elles contribuer à un développement socioéconomique durable en Afrique ? Voici la question centrale traversant l'ensemble de cet ouvrage qui constitue les actes du premier colloque international de l'Observatoire du plurilinguisme en Afrique (OPA), tenu à l'Université de Dschang au Cameroun en décembre 2023. Réunissant seize contributions, ce volume...

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Quand la chine parle

(sous la direction de Gilles Guiheux et Llu- Shi, Les Belles lettres)

Par Renaud Lambert - Le Monde Diplomatique.

La Commission nationale de la langue et de l'écriture chinoises recense chaque année mille nouveaux mots, lorsque Le Petit Robert en accueille cent cinquante dans son édition 2026. Cette « vitalité de la langue », aujourd'hui alimentée par l'essor des réseaux sociaux et les efforts de la population pour contourner la censure, avait déjà marqué le XXe siècle...

[En savoir plus](#)



Plurilinguisme dans la recherche

[English Is the Language of Science. That Isn't Always a Good Thing \(Ben Panko January 2, 2017\)](#)

How a bias toward English-language science can result in preventable crises, duplicated efforts and lost knowledge

[Ben Panko](#), January 2, 2017. Photo : The journals that scientists consider most prestigious are often in English. MShieldsPhotos / Alamy Stock Photo

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Didactique des langues

Essai de méthodologie de lecture-écriture Sous-titre Tome I - Partie théorique (Martine Boudet)

L'Essai de méthodologie de lecture-écriture présente l'intérêt d'être un conservatoire des traditions didactiques et critiques, avec une ouverture sur les perspectives en construction. Sont transposés les principaux acquis de la linguistique de la communication, de la sémiotique et de l'anthropologie culturelle.

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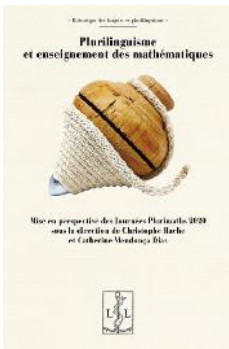


Langues et cultures

Revista Criação & Crítica n. 42 (2025)

De uma língua à outra: o plurilinguismo literário na cultura contemporânea - Espaços literários entre línguas

[Saber mais...](#)



Langues, sciences et philosophie

Plurilinguisme et enseignement des mathématiques

Les linguistes et didacticiens du plurilinguisme affirment la richesse du travail plurilingue pour l'apprentissage des langues, mais aussi pour l'apprentissage des disciplines dites non linguistiques, telles que les mathématiques. Au cœur de cet ouvrage porté par le groupe Plurimaths, plurilinguisme et mathématiques se rencontrent, se racontent, s'entremêlent. On s'intéresse aux langages pour agir-parler-penser les mathématiques d'une part, on s'intéresse aux mathématiques qui se font et se transmettent par les langues.

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IA, technologies linguistiques et neurosciences

Intelligence artificielle et didactique des langues et des cultures

Alsic, Vol. 28, n°1, 2025



Les articles du présent numéro tendent à démontrer que les intelligences artificielles constituent des leviers à l'innovation en didactique des langues et des cultures. Les recherches initiées à la suite de la démocratisation de leurs usages ouvrent de nouvelles pistes de réflexion sur l'enseignement et l'apprentissage des langues, tout en laissant inexplorés certains pans de ce domaine.

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Les projets de la Maison pour les langues en Lorraine. Qu'est-ce qu'une Maison pour les Langues ?

La Maison pour les langues en Lorraine est une structure portée par l'Institut National Supérieur du Professorat et de l'Éducation (INSPÉ de Lorraine) – la faculté de l'Université de Lorraine en charge de la formation des futurs enseignants, qui se donne pour objectifs de visibiliser, structurer et renforcer la formation des (futurs) enseignants en langues et cultures par des synergies avec tous les acteurs des langues et de l'éducation.

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IA, technologies linguistiques et neurosciences

L'IA générative augmente la productivité des chercheurs. Au détriment de la qualité de leurs travaux? (Le Temps)

Une nouvelle étude parue dans la revue "Sciences" montre que les scientifiques qui ont recours à des outils tels que ChatGPT produisent plus d'articles. Toutefois, l'introduction de l'Intelligence artificielle pose de nombreux problèmes au monde de la recherche. Les chercheurs auteurs de cette étude ont analysé plus de 2 millions de preprints, pour arriver à la conclusions que la qualité...

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