



European Observatory on Plurilingualism



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Translations into [German](#), [English](#), [Bulgarian](#), [Croatian](#), [Spanish](#), [Greek](#), [Italian](#), [Portuguese](#), [Romanian](#) and [Russian](#) available online.

Europe will be plurilingual or will not be. Plurilingualism grows slowly but surely.
We can do better. Do not forget to support the EOP in clicking [Here](#).

The EOP just launch an international petition of the site d'Avaaz.org :

Save our languages!

Diversifying the teaching of languages from kindergarten to university, while making the level of education higher. To know more and sign the petition, please go [Here](#)

1. 5 victories for plurilingualism!
2. [Last updates from the website](#)
3. Change Brussels! Change the world!
4. [Announcements and publications](#)
5. [Read again the former newsletters](#)

1) 5 victories for plurilingualism

a) The all-in-English of the Instituto Politecnico di Milano was invalidated by the Italian law.

During the 2012 spring, the Instituto Politecnico di Milano decided to have its Masters and Doctorate Degrees in English in the name of internationalisation of studies and competition between Italian universities only.

[The administrative tribunal of Lombardy](#) concluded that the quality of studies does not depend on English as a teaching language, that the teaching of one single foreign language cannot be considered as a sign of internationalisation and that the latter implies at least the inclusion of the national language as teaching language.

The tribunal estimated as well that in forcing the teachers to teach in English, the Instituto Politecnico imposed an immoderate pressure regarding the aim to reach and was breaching the freedom of teaching. In the same manner, teaching Italian students the same courses than those offered in a foreign language is an infringement to the right to study, the right to teach and the right to study as protected constitutional rights.

b) [Germany is questioning the benefits of anglicising higher education](#).

In the run to anglicising higher education, Germany was ahead of France and Italy, followed for decades by Scandinavian countries and the Netherlands.

In fact, less than 10% of education at master level are in English, which is just a little more than in France.

All the more, German universities are realising the harmful effects of such a policy.

The most immediate consequence is the poor insertion of foreign students in the German economy which, because of the accelerated ageing of its population, needs immigrants with a high level of qualification. It is then necessary to impose the learning of German and reintroduce German as teaching language in the education curriculums which were 100% developed in English over the last 10 years – a great loss.

The other reason to stop abruptly the anglicising of higher education and research is simply the necessity to safeguard the quality of research in Germany. In many research fields, the knowledge of German is necessary. On the other hand, if it is possible to publish in English to increase the number of readers, this does not mean the research has to be done in English. Researching in one's own mother tongue, when it allows expressing all the scientific reality, is condition for scientific creativity.

c) English at the University in France: the Fioraso law is defeating the lobby of the “Grandes Écoles”

Later on the same matter, the “Grandes Écoles”, chaired by the former president of the Conference, Pierre Tapie, began to rival with the Universities and German Institutes in developing courses all in English at Master and doctorate levels. The official aim was to attract foreign students, mainly Indian, Chinese and Korean; a false motive when you know that the learning of French developed greatly in those countries over the last years. So, young people from these non-French-speaking countries do not mind learning French. The language does not stop the welcoming of foreign students. The real motive was mainly to legitimise the nearly 700 courses given all in English, mainly Masters, set up illegally in view of the Toubon law.

After converging votes at the National Assembly and then the Senate, the ‘Grandes Écoles’ which committed themselves in this point will have to review their politics and make their courses “partially in a foreign language” and, when students will not have a sufficient level in French, they will have to start their curricula in English and end them in French as Jacques Attali is suggesting in his last book *Urgences Françaises*.

The EOP is in favour of developing real international courses, on the model of the [Franco-German University](#) or the university.

d) The triumphant cultural exception of Brussels

We thought that since the unanimous adoption in 2005, less the United-States and Israel, of the “International convention on the safeguard and promotion of the diversity of cultural expressions” by the General Conference of the UNESCO, that culture and cultural belongings were considered as ordinary goods and that the cultural industries were definitively sheltered from the WTO and neoliberalism.

It was not the case. The United-States again tried to make Europe yield in the current negotiations on Europe-United States free-trade zone.

The main targeted sector was the cinema and the audio-visual field, first sector of exportation for the United-States.

Luckily, there is also in the United-States people of culture who are realistic enough to realise that the safeguard and promotion of the diversity of cultural expressions is a major worldwide stake. Hence, [Steven Spielberg](#) who chaired the 2013 Cannes Festival, underlined that more than half of the films presented got financial support thanks to co-productions from European funds and the French system, which is not a system of public funding, but

gets its funding for creation thanks to the audiences themselves via the costs of tickets and licenses of audio-visual operators.

This is how concretely you can protect the creation and quality of cinematographic and audio-visual world production.

e) The [program LRE](#), directed by the British Council, taking account of the domination of the English, concludes on the necessity of multilingualism and the fact that European programs support actions that are really in favour of linguistic diversity.

The LRE program (Language Rich Europe – L'Europe riche de ses langues), in which the EOP took part, ended with a report describing the situation of languages in Europe, in education from kindergarten to higher level, in companies, in audio-visual and the press, and in the public services.

No study of such magnitude had ever been done before. This study helped to make progress the knowledge in this field where there are a lot of biased ideas and clichés. In the [final meeting in Brussels](#), on 25 March 2013, the partners representing nineteen countries agreed on the recommendations to address to the European Commission – they can be read on the site of the LRE.

2) Among [the most recent updates of the website](#)

- [Quand les rois de Hollywood font l'apologie de l'exception culturelle française](#)
- [Exception culturelle : notre système est à la fois mutualiste et universaliste \(Radu Mihileanu\)](#)
- [Les CNC européens soutiennent l'exception culturelle](#)
- [Enseignement supérieur : la loi Toubon améliorée et consolidée par le Sénat !](#)
- [Enkvist: "la lengua columna vertebral de la educación"](#)
- [Les entreprises françaises malades de l'anglais \(Huff. Post\)](#)
- [Merkel wants more German spoken in EU \(Euractiv\)](#)
- [Contre la langue unique \(S. Halimi, Le Monde Diplomatique\)](#)
- [Die Bahn will Anglizismen vermeiden \(Die Zeit\)](#)
- [L'anglais, langue officielle de la Suisse: "une erreur"](#)
- [Plurilinguismo, più autonomia per nuova delegata Mariolini](#)
- [Suíços se interessam por línguas estrangeiras](#)
- [German 'should be a working language of EU', says Merkel's party](#)
- [Luistertaal werkt, een documentaire](#)
- [Arrêtons de croire que l'anglais est la langue naturelle du rock](#)
- [Artículo 2 del proyecto Fioraso : No habrá 'todo-inglés' en la universidad](#)
- ["Sauvons nos langues", une pétition de l'OEP lancée sur Avaaz](#)
- [In der Krise lernt alle Welt Deutsch \(Die Welt\)](#)
- [L'accord de libre-échange entre l'UE et l'Amérique du Nord](#)
- [Let. aperta di protesta dai lettori linguistici di lingua tedesca alle università italiane](#)
- [Les langues régionales inscrites dans la Loi de refondation de l'école](#)
- [A ONU quer ser uma Babel](#)
- [Is die taal van ver of van hier? Alles over talensensibilisering](#)
- [Las lenguas en la enseñanza superior: ¿se confirma la Ley Toubon!](#)
- [Article 2 : fin du premier acte et première victoire ! \(P. Amirshahi\)](#)
- [Anglais dans l'enseignement académique: le débat s'égare dans les clichés](#)
- [Diversité linguistique : "Les Confettis de Babel"](#)
- [Vielsprachigkeit ist Estlands Stärke](#)
- [Multilinguismo: la sfida quotidiana per gestire la babele europea](#)

- [Avoir honte de la langue de sa mère...](#)
- [Het inkomen van een zelfstandig vertaler?](#)
- [Contexte multilingue et langue nationale au Maroc](#)
- [Publicación: Ciudadanía democrática y multilingüismo](#)
- [Cours en anglais : l'Allemagne réintroduit l'allemand](#)
- [Pääkirjoitus Ranska, rakkauden kieli](#)
- [Finnisch ist die Sprache der Liebe \(euro/topics\)](#)
- [Corsi in inglese al Politecnico, ma i giudici del Tar li bocciano](#)
- [Politecnico di Milano, no a lezioni solo in inglese](#)
- [Diversité linguistique et langue française sont-elles condamnées à reculer dans l'Ue ?](#)
- [Plurietnia e plurilingüismo no Brasil:...](#)
- [Europees Hof van Justitie haalt Vlaams taaldecreet onderuit](#)
- [Nouvelles modalités de recrutement des profs : absence des langues étrangères ?](#)
- [Bilinguisme à l'Université et chez les nourrissons \(Emission radio\)](#)
- [Statistik: Schweizer lernen gerne Sprachen](#)
- [Printemps arabe et langue française : des chemins communs ?](#)
- [El boom de la enseñanza del chino en Francia](#)
- [Il Ministero: sì all'inglese al Politecnico \(SWAS\)](#)
- [L'anglais à l'université : jugement historique du tribunal administratif de Lombardie !](#)
- [Plurilinguismo/pluriculturalismo e educação intercultural na fronteira](#)
- [Le bilinguisme est-il un atout ? \(Sciences Humaines\)](#)
- [TST en taalleren in Zuid-Afrika](#)
- [¿Se debe descartar el inglés de la esfera europea?](#)
- [Politische Bildung künftig nur noch auf Deutsch \(Süddeutsche Zeitung\)](#)
- [Je parlais l'english fluettement, yes, yes ! \(Jean Quatremer\)](#)
- [No all'inglese come lingua esclusiva Il Tar ferma il Politecnico](#)
- [Des cours en "globish" ? Non, merci](#)
- [Une université française à l'international : Paris-Sorbonne](#)
- [Quand les traducteurs prennent la parole : préfaces et projets traductifs](#)
- [Federale ambtenaren leren en oefenen elkaars taal](#)
- [Le public appelé à l'aide pour la traduction en français de Jack Avarice](#)
- [Para Bruselas, algunos 'ciudadanos europeos' son más iguales que otros\[1\]](#)
- [Individuelle Sprachförderung in der Berufsschule](#)
- [Le résultat du festival de Cannes : hautement symbolique pour l'exception culturelle !](#)
- [Les langues à l'université : la loi Toubon confortée !](#)
- [Français, gardez votre langue à l'université !](#)
- [L'enseignement en anglais en France, une erreur historique](#)
- [Nuova App sul Plurilinguismo](#)
- [Assouplissement des conditions d'utilisation des langues régionales](#)
- [GLOBALIZARE LINGVISTICA – Engleza nu va deveni unica limba din lume](#)
- [Article 2 du projet Fioraso : Il n'y aura pas de tout-anglais à l'université](#)
- [Chinees wordt mogelijk examenvak](#)
- [C. Truchot sur les universités en anglais : les déboires européens](#)
- [Défense de la langue française : et si on commençait par le gouvernement ?](#)
- [Las Pruebas PISA a Examen: Educación Lingüística y Rankings Internacionales](#)
- [„Fremdsprache in den Alltag integrieren“](#)
- [Cours en anglais à la fac : "les examens se passeront en français" \(F. Hollande\)](#)
- [L'anglais à l'université, bientôt la fin de la récré !](#)
- [Enseigner en anglais dans les universités françaises, quels effets prévisibles ? \(C. Truchot\)](#)
- [Démographie, une chance pour la francophonie ?](#)
- [A promoção da competência multilíngue na escola](#)
- [Meer en meer leerlingen op Vlaamse scholen spreken thuis geen Nederlands](#)

- [Ausschreibung Workshop Europäische Übersetzerschmiede](#)
- [Língua\(s\) entre emigração e regresso](#)
- [La francophonie est une force \(Yamina Benguigui\)](#)
- [L'economia delle lingue \(F. Grin, 6 maggio\)](#)
- [Tweetalig onderwijs: 'Zwakke leerlingen worden beter'](#)
- [¿Traductor, traidor? Hablan catorce traductores](#)
- [Les langues, le CV et la fiche de paie \(Le Monde\)](#)
- [Pour Bruxelles, certains « citoyens européens » sont plus égaux que d'autres\[1\].](#)
- [The Joy of Language Barriers](#)
- [Technologie, innovation et multilinguisme](#)
- [English and Linguistic Imperialism – Time to move on? \(LRE\)](#)

3) Changing Brussels

We can wonder on the reasons why the European Institutions and mainly the Commission are so much disliked.

One of the main reasons is certainly that as all international institution, it is too distant from the citizens and despite commendable efforts done over the last years. It is not sufficient. The language question is the one which is solved worst.

When 9 general directorates out of 28 have their website only in English, when 50% of the executives agencies of the Commission also have a website only in English, with no other reasons than the set-up of the teams, when 90% of the texts written by non-Anglophone editors are written in English, and that we hear that it is an internal question which is only a matter for the civil servants, we can understand that with such a heavy liability it is difficult to start roll upward.

When 90% of the texts are written a first time in English by non-Anglophones, it is a false obligation and a negative symbol. It has not always been the case. To insure an acceptable quality of English, a department of 18 Anglophone translators proofread the texts which are given them.

We could reverse the logic. That the editors write in their mother tongue or their predilection language. Without changing the habits, the text can then be discussed in the working groups and translated in some languages, the languages called the procedure languages, German, English and French and then in the other languages. Thus a text written in Italian by an Italian will be translated in German, English and French and then the other languages when, now the text written in English by an Italian, corrected by the revision department, is then translated into German and French and then later the English is translated into Italian and the other languages.

This is a good point to reflect on: the manner the views the Europeans have on the Commission can be changed. But mainly the powerful symbol which would shake the strongest common belief that it is necessary to use English.

The learning of English, as an international language, but also as a cultural language, could not suffer from that – it is obvious.

5) Announcements and publications

- [Apprendre pour transmettre, L'éducation contre l'idéologie managériale](#), François Rastier, 256 p., coll. Souffrance et théorie, PUF, mai 2013, Paris
- [Le multilinguisme en contexte professionnel à Hambourg](#), soutenance de thèse d'Eve Lejot
- [Konferenz zum Thema Dialogdolmetschen Participez à la recherche sur les langues de l'immigration](#)
- [CV de traductrice Portugais-Français / Français-Portugais](#)
- [Le projet BabelMatrix au service des traducteurs littéraires \(CEATL\)](#)

- [New MA in Sociolinguistics and Multilingualism](#)
- [Publication : Traduction : histoire, théories, pratiques, Delphine Chartier, 2012, 181 p.](#)
- [Traduzionetradizione - Quaderni internazionali e plurilingüe di traduzione poetica, numero 8, 2013](#)
- [Les langues du monde au quotidien : l'éveil aux langues dès la maternelle](#)
- [Impacto do ensino precoce do inglês, Silva, Ana Paula Ferreira da, Lisboa 2012](#)
- [Languages of the World An Introduction , Asya Pereltsvaig, 293 p., March 2012, Stanford University, California](#)
- [Langage et contradiction, Paul Ghils](#)
- [Le langage est-il logique ? De la raison universelle aux diversités culturelles, Paul Ghils](#)
- [L'éthique dans l'enseignement des langues de spécialité, Cahiers de l'APLIUT, n°1 2013, 172 p.](#)
- [Multilinguisme et créativité littéraire, dir. Olga Anokhina, Editions Academia \(Editions\), 2012](#)

6) [Reading again the former Newsletters of the EOP in clicking here](#)



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O.E. P. - 4 rue Léon Séché F-75015 Paris, France –

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- mobile phone: ++33 (0)6 10 38 68 90