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DOES SOCIAL-ECONOMIC EU INTEGRATION REQUIRE  
AS WELL LINGUISTIC INTEGRATION?  
THE POSITION OF NATIONAL LANGUAGES IN A HIERARCHY OF  
CULTURAL VALUES IN THE EUROPEAN UNION

Many Europeans see the true wealth of Europe in its cultural and social diversity. And this cultural wealth is not possible without linguistic variety and diversity. This evokes reflections on the role of mother tongue from the perspective of the ideological hierarchy of values and the main fields of cooperation and integration in European Union. The paper presents also speculation about the necessity of linguistic integration in Europe and interferences between languages as well as reflections on chances of effective promotion of individual multilingualism of the Europeans.

*Key words:* linguistic integration, social-economic EU integration, language policy, national languages, cultural values

**The role of mother tongue (vernacular) as a factor integrating and bringing the nation together**

The first important question to think over in the perspective of European integration is what contemporary and modern people think of the role of their national language in their life. While reflecting on that issue it is worth to present an sample.

On the occasion of celebrating on the 21<sup>st</sup> of February International Mother Language Day which was proclaimed by UNESCO in 1999 to promote linguistic and cultural diversity and multilingualism, the Polish Public Opinion Research Centre on behalf of the Council for Polish Language carried out a survey. The aim of that survey was to check Polish attitudes to the mother language. Between 28<sup>th</sup>

January and 1<sup>st</sup> February 2005 answers were collected to a special questionnaire form given to 1133 adults. The questionnaire consisted of four questions and a few propositions of answers for each one, so it was a kind of multiple-choice test in which, for the first three questions, one could choose only one answer, and for the last question, there was the possibility of choosing more than one. The results of the survey look as follows (Międzynarodowy Dzień Języka Ojczystego [International Mother Language Day], *Bulletin of the Council for Polish Language*, 2005, nr 1, p. 1-2):

#### Question I

Why, in your opinion, should we care about the language that we use?

- 1) because the Polish language as such is a value that holds a nation together and should be cultivated – 35.4%,
- 2) because cultured, well-bred people should speak correctly – 19.5%,
- 3) because I was taught at home that one should care for his mother tongue – 19.4%,
- 4) because correct language helps in good communication – 12.3%,
- 5) it is just a necessity, but I can't justify why – 8.4%,
- 6) because when one speaks incorrectly others treat him worse than normally – 4.3%,
- 7) it is hard to say – 0.6%,
- 8) because our language is beautiful – 0.1%.

#### Question II

Who in your opinion decides about what is correct in the language?

- 1) well-known linguists or institutions focused on Polish language, for instance, the Council for Polish Language – 41.6%,
- 2) everyone speaking the Polish language – 22.8%,
- 3) people having real influence on public language, for instance, journalists – 20.7%,
- 4) the educated classes of society – 9.4%,
- 5) no one – 3.5%,
- 6) it is hard to say – 2.1%.

#### Question III

Can we judge somebody's level (his intelligence and culture) by his way of speaking and writing?

- 1) obviously yes because language is the basic indicator of one's intelligence and culture – 37.8%,
- 2) yes because well-mannered people always speak correctly – 24.3%,
- 3) rather yes because well-mannered people try to speak correctly – 14.4%,
- 4) maybe yes, however there are people who speak incorrectly because of their special circumstances and in fact they are not unintelligent or ill-mannered – 13.7%,

- 5) I can't see any close relationship between grammatical correctness and somebody's level – 9.4%,
- 6) it is hard to say – 0.4%.

#### Question IV

What is the most offensive, the grossest thing in contemporary Polish public language? (The question with possibility of choosing more answers than one – so partial percentages don't sum up to 100)

- 1) vulgarisms – 86.3%
- 2) mass borrowings from foreign languages – 51.4%,
- 3) sloppiness of speech – 44.7%,
- 4) poverty of vocabulary – 24.1%,
- 5) too many “wise” words – 23.7%,
- 6) too many colloquial words and expressions – 14.4%,
- 7) it is hard to say – 0.9%,
- 8) nothing is offensive for me – 0.4%.

The results of the survey seem to be pretty obvious and predictable by European standards and stereotypes of thinking. A thorough analysis of these results would be worth while in preparing a separate article or lecture, but for speaking of the role of mother language as a factor holding a nation together during the process of European integration some general reflections would seem to be sufficient.

Firstly, there is nothing strange that language is perceived as an important value which is a distinctive feature of a nation, and logically in consequence should be cultivated as a practical tool for communication (see the percentages for the 1<sup>st</sup> and 4<sup>th</sup> answers in question I). Beauty of language is not important at all (see the percentage for the 8<sup>th</sup> answer in question I). Manner of speaking also shows the linguistic competence of the speaker and is perceived as evidence of higher education and culture (see the percentage for the 2<sup>nd</sup> answer in question I, as well as the 1<sup>st</sup> and 2<sup>nd</sup> answers in question III). So it is an important indicator in judging other people and building attitudes toward them. In verbal communication people are first of all rational creatures with common sense. It is significant that every time, in every question, answers without any justification (which means answers of the type “it is hard to say”) were chosen extremely rarely.

Another interesting issue is that people want to have an institutional guarantee of the language policy (see the percentage for the 1<sup>st</sup> answer in question II). However it is very important for them to have a democratic way of influencing linguistic change (see the percentage for the 1<sup>st</sup> answer in question II) and role of people respect in these social processes (see the percentage for the 2<sup>nd</sup> and 3<sup>rd</sup> answers in question II).

And finally – the most interesting question for the topic of this article is the last one, concerning what is perceived by Polish people as the most offensive in contemporary public language. This is important because it seems to reflect the

main global tendencies in different languages all over the world. As it turns out, the basic offense is linguistic violence (see the percentage for the 1<sup>st</sup> answer in question IV) which isn't surprising because generally violent behavior is a global problem in different spheres of contemporary life. Nothing surprising is also the fact of lexical borrowings that annoy average adult speakers (see the percentage for the 2<sup>nd</sup> answer to question IV).

Based on the opinions of linguists from different countries one can put forward the hypothesis that the results of such a survey in other European countries would be similar. Well, people say that the vernacular (the mother language) is important for them. They generally want to speak correctly in their own language. Nevertheless, they realize the great importance of knowing other languages, especially English. This is why in communication in their national language they give in to the influence of borrowings (mostly English ones) and very often unconsciously surrender to it. And in this situation purist linguistic normativists in different countries raise the alarm and speak of the deterioration of the national languages.

What general conclusion can be drawn from the above? Despite functioning in one united state of the EU many common people don't want linguistic integration.

In this context it is important to ask ourselves the question what makes ordinary people in Europe learn foreign languages, especially English. Is it a matter of the existence of the European Union and the acceleration of European integration? Let's try to review that issue starting from some general aspects.

### **The European Union – the ideological hierarchy of values and the main fields of cooperation and integration**

If we look at the history of the creation of the European Union, we realize that this state organism was created for political-economic reasons, mainly because of the difficult situation after the Second World War. In 1946 at a speech at the University of Zurich Winston Churchill called for the creation of a United States of Europe. Then, as a result of negotiations on the 5<sup>th</sup> of May, 1949, in Strasbourg, the first European institution was established – the Council of Europe. A year after the Schumann Declaration was signed and then successive cooperation treaties were signed: the Treaty of Paris in 1951 (giving rise to the European Coal and Steel Community, ECSC), the Treaties of Rome in 1957 (two treaties giving rise to two additional communities apart from ECSC – the European Economic Community, EEC, and the European Atomic Energy Community, Euratom), and the Merger Treaty in 1967 (establishing the Single Council and the Single Commission of the European Communities). The aim of all these communities (ECSC, EEC, and EURATOM) was to integrate the markets for industrial resources necessary to reconstruct Europe ([http://europa.eu/abc/history/1945-1959/index\\_en.htm](http://europa.eu/abc/history/1945-1959/index_en.htm), [http://en.wikipedia.org/wiki/History\\_of\\_the\\_European\\_Union](http://en.wikipedia.org/wiki/History_of_the_European_Union)).

Nowadays the politics of the European Union, as earlier, primarily deal with the economy. However, it is said that the stated idea of European cooperation is to create an “area of justice, freedom and security” in Europe (the Treaty of Amsterdam, 1997, art. 1 § 3, <http://www.eurotreaties.com/amsterdamtreaty.pdf>). When the Maastricht Treaty finally established the European Union (on the 7<sup>th</sup> of February, 1992), the document stated that the EU would set itself the following objectives (the Treaty on the European Union. Official Journal C 191, 29 July 1992, Title I, Common provisions, art. B, <http://eur-lex.europa.eu/en/treaties/dat/11992M/htm/11992M.html>):

- “to promote economic and social progress which is balanced and sustainable, in particular through the creation of an area without internal frontiers, through the strengthening of **economic and social cohesion** [bolded – E.R.] and through the establishment of an **economic and monetary union** [bolded – E.R.], ultimately including a single currency in accordance with the provisions of this Treaty;
- to assert its identity on the international scene, in particular through the **implementation of a common foreign and security policy** [bolded – E.R.], including the eventual framing of a common defence policy, which might in time lead to a common defence;
- to strengthen the **protection of the rights and interests of the nationals** [bolded – E.R.] of its Member States through the introduction of a citizenship of the Union;
- to develop close **cooperation on justice and home affairs** [bolded – E.R.]”.

This clearly shows that the expansion of the EU has always been seen as a means of promoting and reinforcing security (also military security), peace and democracy (political aims) as well as increasing economic and financial prosperity on the European continent treated as a kind of counterbalance for the superpowers of the USA and the USSR (political and economic aims). Of course, there are a number of particular fields of co-operation ensuring free movement of people, goods, services and capital. This is connected with such specific fields of the EU’s interest in regional and general development within the range of industry, agriculture, energy and infrastructure. Apart from this, the supporters of European integration are of course conscious of the importance of condition of the environment in which people live (as in Europe there are some environmental problems – like acid rain, the thinning of the ozone layer, air quality, noise pollution, waste and water pollution, extinction of wildlife – which the EU’s institutions must cope with). Since the first European environmental policy was launched in 1972 many different programs have been conducted which show that the environment is also important in the EU’s hierarchy of aims.

Considering the above may lead to the conclusion that in the European Union there is a kind of dictatorship of economists and politicians. And in some measure this is hard to deny. In this context the linguistic issues presented by economists

and politicians are important. Unfortunately, for most members of these circles the highest value is speed of communication and as a consequence the use of a simple language. Some economists and politicians argue that many languages in Europe not only cause high costs but make effective communication difficult and thereby hamper economical, industrial and scientific progress. In their opinion one common language for all Europeans (which for them is English of course) would be less expensive and more efficient.

Considering all the above facts, the idea that social-economic EU integration in fact requires linguistic integration isn't groundless, just the opposite – it makes sense.

However, fortunately some European leaders oppose the domination of economic aspects, and focus on other matters like culture and language. They base on the European Union's guarantee of freedom to choose the language that the EU's citizens want to use, which is also taken into consideration in the project of the European constitution.

As concerns culture, European leaders often appeal to a shared European historical and cultural heritage, which typically means for them the culture of Ancient Greece and Rome, the culture of the feudalism of the Middle Ages, the Renaissance, the Age of Enlightenment, 19th century Liberalism, and sometimes such negative experiences as the World Wars. European values are assumed to be grounded on this shared heritage, so it is important to support different programs for the protection of the material documents of this common EU heritage. And, in fact, there is pretty much a cultural cooperation between member states. This cooperation has become a community competence since its inclusion in 1992 in the Maastricht Treaty (the Treaty on the European Union. Official Journal C 191, 29 July 1992, Title VIII, Social policy, education, vocational training and youth, art. 126 § 1, <http://eur-lex.europa.eu/en/treaties/dat/11992M/htm/11992M.html>). Actions taken in the cultural area by the EU include some several-year programs and some regularly organized events. There is a special Web portal dedicated to European culture with the intention of promoting a network of cultural information to enable all citizens to access European cultural content by the most advanced technological means ([http://ec.europa.eu/culture/portal/index\\_en.htm](http://ec.europa.eu/culture/portal/index_en.htm)). And, in addition to this, the EU gives grants to cultural projects. So this is also one of the important values in the hierarchy of EU values.

Another issue of concern is education and science. In this case the assumption was that education and science are areas where the EU support is limited. However, in education some policy was finally developed. This happened in the 1980s with programs supporting exchanges and mobility. The most visible of these has been of course the well known university exchange program ERASMUS which began in 1987.

So there is a chance that political and social-economic aspects will not dominate the general policy of the European Union. Cultural aspects are also seriously taken into consideration. And how about language?

Generally speaking, in the perspective of the EU's hierarchy of important aspects of life, the role of language and language policy is similar to that of culture, education and science. Let us follow through this more carefully.

### **The European Union – the main fields of cooperation and integration, the ideological hierarchy of values and the position of cultural heritage and vernaculars in this hierarchy**

As has been said the European Union guarantees freedom to choose a language. The basic principle underlying the general policy of the European Union is “unity in diversity” (<http://www.europeanunion.promotion.org.pl/>): diversity of cultures, customs, beliefs and languages. And everybody in the EU should be able to contribute to the building of it and should be provided with texts of EU law in a language he or she can understand (<http://europa.eu/languages/en/chapter/33>). The very first Council Regulation of 1958 (which has been amended after successive enlargements) lists the official languages of the Union and states when they must be used. Article 22 of the Chapter of Fundamental Rights of the European Union, adopted by EU leaders in 2000, says that the Union shall respect linguistic diversity, and Article 21 prohibits discrimination based on a number of grounds, including language, of course (Charter of Fundamental Rights of the European Union, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:303:0001:0016:EN:PDF>). So officially the Union uses not a single language or a few languages chosen by itself (which many people in the Union might not understand) but the languages chosen by its citizens' own national governments. The European Union's leaders state that the policy of official multilingualism as a deliberate tool of government is unique in the world (Kuhiwczak, 2007, [http://english.gdufs.edu.cn/Article\\_Show.asp?ArticleID=1377](http://english.gdufs.edu.cn/Article_Show.asp?ArticleID=1377)). The EU sees the use of its citizens' languages as one of the factors that make European functioning more legitimate, transparent and efficient.

Thus, despite having 27 state members, the European Union has 23 official languages which are: Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Irish, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish. The difference between the number of state members and the number of official languages is due to the fact that several national languages are shared by two or more countries as well as the fact that not all national languages have been accorded the status of official EU languages (Luxembourgish and Turkish for instance).

Considering these facts, the idea that social-economic EU integration requires as well linguistic integration seems to be groundless. There is no such necessity and in the light of the law no one has put any pressure on this process.

But, what is important, even though all legislation and documents of political importance are published in all 23 official EU languages, and the European Parliament provides translation into all languages for documents and its plenary ses-

Table 1. Languages of the European Union

Language	EU Countries	As Mother Tongue (% of EU Population)	As a language other than Mother Tongue (% of EU Population)	Can speak the language (% of EU Population)
English	UK, Ireland, Malta	13%	38%	51%
German	Germany, Austria, Luxemburg, Belgium	18%	14%	32%
French	France, Luxemburg, Belgium	12%	14%	26%
Italian	Italy	13%	3%	16%
Spanish	Spain	9%	6%	15%
Polish	Poland	9%	1%	10%
Dutch	Netherlands, Belgium	5%	1%	6%
Russian	none	1%	6%	7%
Swedish	Sweden, Finland	2%	1%	3%
Greek	Greece, Cyprus	3%	0%	3%
Czech	Czech Republik	2%	1%	3%
Portuguese	Portugal	2%	0%	2%
Hungarian	Hungary	2%	0%	2%
Slovak	Slovakia	1%	1%	2%
Catalan	Spain, France, Italy	1%	1%	2%



sions, other documents (e.g. communications with the national authorities, decisions addressed to particular individuals or entities, and correspondence) are translated only into the languages needed and for internal purposes, the EU institutions are allowed by law to choose their own language arrangements and use only a small number as internal working languages (<http://europa.eu/languages/en/document/59#5>). That is why documents that are not legally binding are usually prepared in English, French and German.

Besides, the EU does not have a common general language policy in the proper sense. In fact, what the European Union does is rather to follow a strategy, while the language policy is the responsibility of member states, and European Union institutions play only a supportive role in this field. They limit themselves to promoting cooperation between the member states and to supporting the idea of a European dimension in the member states language policies.

One of its vital activities is providing a special website where one can find whatever one wants to know about languages in the EU, a review of language skills in the Union today, the rules for use of the EU's own official languages, and the Union's activities to encourage linguistic diversity and language learning (<http://europa.eu/languages/en/home>). The aim of that activity is to enhance the quality of life and to promote a wider knowledge and use of all its official languages throughout the Union. But – what is significant – language learning means learning foreign languages, not improving speaking one's mother tongue.

So let us ask about the practical aspects of using different languages in the European Union. Table 1 is based on the “Special Eurobarometer 243” ([http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_243\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf)) by the European Commission, entitled “Europeans and their Languages”, published February 2006 with research (a special poll, not a census) carried out on November and December 2005 in the 25 member-states as well as in the countries which at the time of the survey were future member-states (Bulgaria, Romania) or the candidate- states (Croatia, Turkey). 28,694 citizens with a minimum age of 15 were asked. Of course only citizens, not immigrants, were asked.

Table 1 shows what proportion of citizens said that they could have a conversation in any language as their mother language and as a second or foreign language (only the languages with at least 2% of the speakers are listed).

The three most used mother language or foreign language in the EU are English, German and French. Having 18% of the total number of speakers, German is the most widely spoken mother tongue, but English is generally the most widely spoken language at 51%. English remains also the most widely spoken foreign language as 38% of EU citizens state that they have sufficient skills in English to have a conversation (apart from the citizens of the United Kingdom and the Republic of Ireland, the two English-speaking countries). And only 14% of Europeans indicate that along with their mother tongue they know also French. The same situation is with German.

Table 2. Popularity of English, German, and French as foreign languages in particular countries of the European Union

Country (EU25)	English as a language other than mother tongue	German as a language other than mother tongue	French as a language other than mother tongue
Austria	58%	4%	10%
Belgium	59%	27%	48%
Bulgaria	23%	12%	9%
Cyprus	76%	5%	12%
Czech Republik	24%	28%	2%
Denmark	86%	58%	12%
Estonia	46%	22%	1%
Finland	63%	18%	3%
France	36%	8%	6%
Germany	56%	9%	15%
Greece	48%	9%	8%
Hungary	23%	25%	2%
Ireland	5%	7%	20%
Italy	29%	5%	14%
Latvia	32%	14%	2%
Lithuania	39%	19%	1%
Luxemburg	60%	88%	90%
Malta	88%	3%	17%
Netherlands	87%	70%	29%
Poland	29%	20%	3%
Portugal	32%	3%	24%
Romania	29%	6%	24%
Slovakia	32%	32%	2%
Slovenia	57%	50%	4%
Spain	27%	2%	12%
Sweden	89%	30%	11%
United Kingom	7%	9%	23%
Candidate countries:			
Croatia	49%	34%	4%
Turkey	17%	4%	1%

Considering the popularity of these three languages in particular countries another table was prepared (Table 2). This table shows that English is known as a foreign language by more than 50% of citizens in 11 countries: Sweden (89%), Malta (88%), Netherlands (87%), Denmark (86%), Cyprus (76%), Finland (63%), Luxemburg (60%), Belgium (59%), Austria (58%), Slovenia (57%), and Germany (56%). German is known as a foreign language by more than 50% of citizens only in 4 countries: Luxemburg (88%), Netherlands (70%), Denmark (58%), Slovenia (50%), and French only in two: Luxemburg (90%), Belgium (48%). This evidently shows the indisputable predominance of the English language.

Looking at the hard data one unfortunately gets back to the conviction that social-economic EU integration requires linguistic integration after all as well. And the language of integration is English.

But the European Union's real claim is for a strategy of linguistic diversity. This strategy is designed to create an environment that is propitious to the full expression of all languages and in which the teaching and learning of a variety of languages is an important factor in creating "unity in diversity". This is why the EU encourages all its citizens to be multilingual, even though the EU has very limited influence in this area as the content of educational systems – as mentioned above – is the responsibility of individual member states. Nevertheless, a number of EU funding programs actively promote language learning and linguistic diversity (<http://europa.eu/rapid/pressReleasesAction.do?reference=IP/05/1451&format=HTML&aged=0&language=EN&guiLanguage=en>).

Recognizing the emergence of English as the most widely spoken language in Europe, the European Commission wants to make sure that this does not become, over time, a factor that reduces linguistic diversity within its frontiers. This is why European citizens are especially encouraged to speak a few languages apart from their mother language. The target that was set by the European Commission for Europeans' language skills is the strategy "Mother tongue-plus-two" (<http://www.euractiv.com/en/culture/language-use-eu/article-137663>; Orban L., 2007, Multilingualism: less a burden than an opportunity, <http://europa.eu/languages/en/document/94>; Figel J., 2006, <http://europa.eu/languages/en/document/90>).

According to the most recent figures from the "Eurobarometer 243" survey mentioned above, in answer to the question "which languages do you speak well enough to have a conversation apart from your mother tongue?" 56% of citizens of the EU state that they are able to hold a conversation in one language apart from their mother tongue, and around 26% of Europeans claim even to know their own language and two others. The same statistics show that 11% of the citizens of the European Union state that they can hold a conversation at least in three languages other than their mother tongue. This may sound optimistic. But – what is very important – to the same question 44% of Europeans gave the answer "none" ([http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_243\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf)). Let me recall

in this place the Polish survey and its conclusion that despite functioning in one united state many ordinary people don't want linguistic integration.

Still, it must be mentioned that young people, city dwellers (and mainly men) are more likely to speak a foreign language than are senior citizens and rural inhabitants (and mainly women) ([http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_243\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf)). Considering this, one can predict rapid change in this field, especially that in this situation the European Commission treats as a challenge to expand the idea of "Mother tongue-plus-two" solidly and effectively in as short a time as possible. This is one of the European Union's most ambitious aims in the field of linguistic strategy. Some examples of action taken to put this idea into practice are: the European Year of Languages in 2001, organized by the European Commission and the Council of Europe, or the European Day of Languages held on the 26<sup>th</sup> of September every year to help people appreciate the importance of language learning, raise awareness of all the languages spoken in Europe, improve the citizen's access to language learning opportunities and motivate them to lifelong language learning. Also such educational programs as *Socrates-Erasmus* or *Leonardo da Vinci* are part of these actions as the European Union tries to promote language learning through encouraging mobility and transnational partnerships, motivating participants of these programs (students, pupils and teachers) to learn languages, creating new language courses on CDs or on the Internet, etc.

However, we must remember that such projects are pretty expensive ones. For instance, according to the EU's English language website, the cost of maintaining the institutions' policy of multilingualism (i.e. the cost of translation and interpretation) is •1123 million (out of a •120 billion EU budget), or •2.28 per person per year, which is 1% of the annual general budget of the EU (<http://europa.eu/languages/en/document/59#8>; [http://en.wikipedia.org/wiki/Languages\\_of\\_the\\_European\\_Union](http://en.wikipedia.org/wiki/Languages_of_the_European_Union)). Particularly in *Lingua programme* (Socrates, Erasmus, Leonardo) the European Union invests more than •30 million a year. In this place let us remind ourselves about critical opinions on multilingualism by some economists. So a critic of multilingualism could say that it is in fact expensive.

And moreover – one critical about multilingualism could say that learning many languages deteriorates the level of perfect and pure knowledge of the mother language. And one could be right. But there is another interesting initiative, which seems to be all the more important as it is natural grass-roots academic initiative. What I mean is the institution called EFNIL, i.e. the European Federation of National Institutions for Language (<http://www.eurfedling.org/>). Officially, the Federation was founded in Stockholm in October, 2003, and brings together representatives of the central or national institutions for research, documentation and policy, or other major language organizations and national language bodies relating to the officially recognized standard languages within the states of the European Union. People who create that circle are representatives of the relevant academic fields.

Now in EFNIL each member state is represented by a maximum of two member organizations, with other bodies associated to the Federation as observers. All EFNIL members have a characteristic professional orientation and represent institutions with research or planning tasks concerning the dominant language or languages of the various countries. These are (<http://www.eurfedling.org/EFNILmembers1.htm>):

<b>Country, city</b>	<b>Organization</b>
<b>EFNIL member organizations</b>	
Belgium, Brussels	Service de la langue française, <a href="http://www.cfwb.be/franca">www.cfwb.be/franca</a> , Martine Garsou, Directrice Générale Adjointe
Denmark, Copenhagen	Dansk Sprognævn, <a href="http://www.dsn.dk">www.dsn.dk</a> , Niels Davidsen-Nielsen, Chairman
Estonia, Tallin	Eesti Keele Instituut (EK) – Institute of the Estonian Language, Tallin, <a href="http://www.eki.ee/index.html.en">www.eki.ee/index.html.en</a> , Urmas Sutrop, Director
Estonia, Tartu	Estonian Language Council, Birute Klaas, Chairman
Finland, Helsinki	Kotimaisten kielten tutkimuskeskus – Forskningscentralen för de inhemska språken – Research Institute for the Languages of Finland, <a href="http://www.kotus.fi">www.kotus.fi</a> , Pirkko Nuolijärvi, Director
France, Paris	Délégation générale à la langue française et aux langues de France, <a href="http://www.culture.fr/culture/dglf">www.culture.fr/culture/dglf</a> , Xavier North, Délégué general
Germany, Mannheim	Institut für Deutsche Sprache, <a href="http://www.ids-mannheim.de">www.ids-mannheim.de</a> , Ludwig M. Eichinger, Direktor
Germany, Darmstadt	Deutsche Akademie für Sprache und Dichtung, <a href="http://www.deutscheakademie.de">www.deutscheakademie.de</a> , Peter Eisenberg
Greece, Thessaloniki	KENTPO ΕΛΛΗΝΙΚΗΣ ΓΛΩΣΣΑΣ (ΚΕΓ), Kentro Ellenikis Glossas, <a href="http://www.greeklanguage.gr">www.greeklanguage.gr</a> , <a href="mailto:centre@komvos.edu.gr">centre@komvos.edu.gr</a> , Vassiliki Dendrinou
Hungary, Budapest	Research Institute for Linguistics, <a href="http://www.nytud.hu/eng/index.html">www.nytud.hu/eng/index.html</a> , István Kenesei, Director
Hungary, Budapest	Ministry of Education, Márta Fischer, Head of Secretariat
Ireland, Béal Feirste	Foras na Gaeilge, <a href="http://www.forasnagaeilge.ie">www.forasnagaeilge.ie</a> , Seán Mac an Fhailigh, Acting CEO
Italy, Firenze	Accademia della Crusca, <a href="http://www.accademiadellacrusca.it">www.accademiadellacrusca.it</a> , Francesco Sabatini, Presidente
Italy, Firenze	CNR Opera del Vocabolario Italiano, <a href="http://www.oivi.cnr.it">www.oivi.cnr.it</a> , Pietro Beltrami, Direttore
Latvia, Riga	Valsts valodas aģentūra – State Language Agency, <a href="http://www.valoda.lv">www.valoda.lv</a> , Janis Valdmanis, Director

Latvia, Riga	Daiga Joma – State Language Commission, Ina Druviete, Vice-Director of the State Language Commission
Lithuania, Vilnius	Lietuviu Kalbos Institutas – Institute of the Lithuanian Language, <a href="http://www.lki.lt/English">www.lki.lt/English</a> , Jolanta Zabarskaite, Direktor
Lithuania, Vilnius	Valstybine Lietuviu Kalbos Komisija – State Commission for the Lithuanian Language, <a href="http://www.vlkk.lt">www.vlkk.lt</a> , Irena Smetoniene, Chairperson
Netherlands/Belgium, Den Haag	Nederlandse Taalunie – Dutch Language Union, <a href="http://www.taalunie.org">www.taalunie.org</a> , Linde van den Bosch, General Secretary
Poland, Warszawa	Rada Języka Polskiego przy Prezydium Polskiej Akademii Nauk, <a href="http://www.rjp.pl">www.rjp.pl</a> , Walery Pisarek
Portugal, Lisbona	Instituto Camões, <a href="http://www.instituto-camoes.pt">www.instituto-camoes.pt</a> , Madalena Arroja, Director de Serviços de Língua Portuguesa e Intercâmbio Cultural
Slovenia, Ljubljana	Ministrstvo za kulturo – Sektor za slovenski bezik, <a href="http://www.kultura.gov.si">www.kultura.gov.si</a> , Janez Dular, Head of department
Spain, Madrid	Real Academia Española, <a href="http://www.rae.es">www.rae.es</a> , Victor García de la Concha, Director
Sweden, Stockholm	Språkrådet – Swedish Language Council, <a href="http://www.spraknamnden.se">www.spraknamnden.se</a> , Olle Josephson, Secretary General
United Kingdom, London	British Council, <a href="http://www.britishcouncil.org">www.britishcouncil.org</a> , Tony Buckby, Deputy Director English Language
United Kingdom, London	Oxford English Dictionary, John Simpson, Chief Editor OED
<b>EFNIL associated member organizations</b>	
Iceland, Reykjavik	Islensk Málnefnd – Icelandic Language Commission, <a href="http://www.lexis.hi.is">www.lexis.hi.is</a> , Gudrun Kvaran
Norway, Oslo	Norsk Språkrådet – Norwegian Language Council, <a href="http://www.sprakradet.no">www.sprakradet.no</a> , Sylfest Lomheim

Opening the first EFNIL's official conference in 13/14 October 2003 Gerhard Stickel from Institut für Deutsche Sprache – who has been the chairman of the Steering Committee from the beginning – recalled briefly the history of the Federation (Stickel Gerhard, 2003, <http://www.eurfedling.org/conf/files/opstockEN.pdf>). Firstly, beginning in 2000, there were some informal meetings in Brussels, Florence, Mannheim, and Munich during which an informal group of academics developed step by step into a network that grew into a strong organizational structure. Meeting in Brussels in 2002 the participating delegates from 14 member states of the European Union and the circle of linguists and

language planners was nearly completed. Then in Brussels they agreed to join together in a common organization. It was named “the European Federation of National Institutions for Language”, but the founding process of the Federation was completed in 2003 in Stockholm. All the academics felt the necessity of funding EFNIL because they thought that the real wealth of Europe does not consist in enormous mineral resources, energy or agricultural wealth. They believed that the true wealth of Europe is in its cultural and social diversity. And they were convinced that this cultural wealth is essentially based on linguistic variety, because cultural diversity is not possible without linguistic diversity. So that was the base of forming the official Federation’s goals and tasks which are first of all (<http://www.eurfedling.org/lp/lp-en.htm>):

- *promoting European linguistic diversity* as a mean of preserving and extending the richness of European culture and developing a sense of shared European identity,
- scientifically based analysis of cross-state language problems and questions of language policy, and the provision of expert advice about language policy in the EU,
- *supporting the European national languages as the best guarantors of linguistic opportunity within their respective member states,*
- *supporting the European language organizations in their roles as advisory bodies on language policy to relevant political institutions,*
- facilitating the exchange of information and the development and promotion of joint European linguistic research projects between language institutions, and most important,
- *supporting the teaching of proficiency in the use of the national language or languages at all educational levels in schools, in order to promote acquisition of oral and written competence. According to the EFNIL members, the teaching of both language and literature should include the critical analysis of linguistic standards and usage, as well as comparative and historical language study. And the purpose of this should be developing linguistic awareness to stimulate reflection over the universality and variety of language.*

The Federation also maintains an interest in the minority and regional languages of Europe, but this is a separate issue.

In taking such actions the EFNIL as an independent organization seeks to achieve these objectives through collaboration between the major language institutions within the Union, the language academies and comparable linguistic institutes. Each autumn the Federation holds its annual conferences. The conferences are thematic meetings during which the delegates discuss major topics concerning language planning and policy within the EU. Besides, during these meetings the General Assembly is held which deals with organizational matters (for instance, the approval of the budget) and the work program for the coming year. And this indeed works: the idea spreads throughout the EU.

Summing up, these two aspects of common European activity, first the initiatives of the European Commission and its strong promotion of the idea of multilingualism and second, the activity of the EFNIL in enforcing a national language policy, are very important. Thanks to the former different national languages (not only English) have the chance to gain popularity and be spoken by more people than native speakers, and thanks to the latter aspect, there is a chance that the level of correctness of a national language spoken by native speakers will not decline but will rise. And – most important – this means that in the current situation there is no threat that social-economic EU integration will force as well linguistic integration.

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