

WM 2009 Beijing - English Text Correction

Languages in the European Union.

The European Union has 27 Member States and 23 official languages. When it joins the Union, each Member State stipulates which language or languages it wants to

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have declared official languages of the ~~European Union~~. So the Union uses the languages chosen by its citizens' national governments, not a single language or languages chosen by itself and which

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~~several~~ people in the Union might not understand.

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Whatever you want to know about languages in the ~~EU~~, from the Union's policies to encourage learning language and linguistic

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diversity, by way of a review of language skills in the ~~European~~ Union today, to the rules ~~using~~ the EU's own official languages, you should find ~~all~~ the answers here.

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Our official multilingualism policy as a tool of government is unique in the world. The ~~EU~~ sees the use of its languages as one of the factors which make it more transparent, more legitimate and

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more efficient.

The EU works actively at the level of culture and of enhancing the quality of life, too, to promote the best knowledge and use of all its official languages

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throughout the Union. The European Union recognised the importance of its language policy by appointing a top official to champion the cause at the highest level. The

portfolio of Leonard Orban includes responsibility for multilingualism.

Linguistic Diversity

The EU is based on the principle of diversity of cultures, customs and

beliefs including languages. This is natural on a continent where so many languages are spoken.

The official languages of EU countries represent three language families:

Indo-European, Finno-Ugric and Semitic.

And compared to other continents, this is relatively few. Linguistic diversity has become much more visible because people now have a lot more contacts with

foreigners than ever before. They more and more face situations where they have to speak different languages, whether through student exchanges, migration and business in Europe's increasingly

integrated market, tourism or even general globalisation.

Article 22 of the EU's charter of fundamental rights, adopted in 2000, requires the EU to respect linguistic diversity and Article 21

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prohibits discrimination based on language.

Openness towards other cultures, tolerance for others, respect for linguistic diversity is a core EU value together with respect for individuals. This principle applies not only

to the ~~twenty three~~ official EU languages but also to the many regional and minority languages spoken by segments of its population. It is this that makes the EU what it is - not a 'melting pot' that reduces

differences, but a place where diversity can be celebrated as an asset.

According to the Treaty of Lisbon, signed by the Heads of State or Government of all EU Member States in December 2007, the EU shall

respect its rich cultural and linguistic diversity, and shall ensure that the cultural heritage of EU is safeguarded and enhanced.

Linguistic Diversity - Policies

While the EU is committed to European

integration, it is also a keen advocate of maintaining linguistic and cultural diversity. It does so by promoting language teaching and learning, as a way of enhancing mutual understanding among Europeans from different

countries and regions. This is why it has projects funded to protect and promote regional and minority languages.

While recognising the emergence of English as the most spoken language in Europe, the

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EU wants to ensure that this does not, over time, reduce diversity linguistic within its borders. This is why it wants as many European as possible to speak other languages in addition to their own of an ambitious goal that

is at the core of the Commission's policy on language skills. Some 28% of Europeans claim that they know their own language and two others according to the most recent figures on European language usage. The challenge for

the EU is to expand this base as quickly and sustainably as possible.

Linguistic Diversity - Services

The European Union as an entity operating in many official languages, generates a

number of language-related services - such as multilingual collections of reference material and databases in terminology - which it makes available for consultation by the public. This page will link you to them. These services are

not just useful to professional linguist but also, for example, to people who have to prepare a text in a foreign language, or to lawyers and researchers looking for official texts in particular languages.

Language Learning

The European Union encourages actively its citizens to learn all other European languages, for reasons of professional and personal mobility within its single economic

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market, and as a force for cross-cultural contacts and understanding. The Union also promotes the use of regional or minority languages ~~and dialects~~, which are not official ~~ly~~ EU languages but which are spoken

by up to 50 million people in the Member States, and as such ~~are integral~~ part of our cultural heritage. The ability to understand more than one language - already a daily reality for ~~most~~ of ~~the~~ people across the

globe - is a desirable skill for all European citizens. Other languages learning and speaking encourages us to become more open to others, their cultures and outlooks; it improves cognitive skills ~~in the~~ mother tongue

~~of the learners~~; it enables ~~EU citizens~~ to take advantage of the freedom to work or study in ~~all other~~ Member States. Half of the citizens of the European Union state that they can hold a conversation in at least one

language other than their mother tongue as a recent Eurobarometer survey shows. The ~~recorded~~ percentages vary between countries and social groups: 99% of Luxemburgers, 93% of Latvians and Maltese and 90% of Lithuanians

know at least one language other than their mother tongue, ~~but~~ a considerable majority in the countries of Hungary (71%), the ~~UK~~ (70%), Spain, Italy and Portugal (64% each) master only their mother tongue. Men, young people

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and city dwellers are more likely to speak a foreign language than women, senior citizens and rural inhabitants.

Language Learning - Activities

~~Language Learning~~

The European Commission launched an Action Plan for promoting language learning and linguistic diversity. In July 2003, with an eye to the European Union's enlargement to ~~twenty-five~~ members in 2004. The Commission ~~finally~~

recognised that with 450 million citizens from ~~countries with~~ diverse ethnic, cultural and linguistic backgrounds it is more important than ever to provide them with the ~~linguistic~~ skills to understand and communicate with each

other. The Action Plan ~~for~~ the period 2004-2006, aims to build on what is already done to promote language learning and linguistic diversity, with the emphasis on life-long language learning, better language

teaching and building a friendly language environment. Steps are being taken to promote all ~~the~~ languages ~~in the European Union~~, including regional and minority ones ~~and dialects~~, to provide more venues for learning

languages, to make greater use of the internet for teaching and learning languages, and to provide more subtitling on television and in the cinema. ~~Follow this link for further information.~~ The European Commission is

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convinced that the cost of promoting the use of a second language by EU citizens under the guidelines set out in the Action Plan is modest compared with the missed opportunities through lack of linguistic knowledge and the

negative effect on the EU economy of business lost due to lack of language skills.

Language Learning - Funding

Language Learning

European Union programmes are designed to

complement the national education policies of the Member States, because each member state is responsible for its own national education policies, including language teaching. People involved in teaching languages run up

against problems the everywhere same in Europe, and the EU programmes create links between countries and regions, helping them to learn from one another and to exchange information and best practice.

Language Learning - Bookshelf

Language Learning

Languages have an impact on a variety of matters in European Union policy areas. The institutions from time to time publish

reports, communications, booklets and other material with a bearing on languages. The links from this page will take you to them. You might also like to try EU Bookshop, which gives easy online access to EU publications,

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either as free downloads (PDF files) or print publications you can order, ~~many times~~ for a fee. ~~In the EU Bookshop you are also entitled to one free hard copy of certain publications, availability permitting.~~ And the "My EU

Bookshop" service will send you personalised alerts whenever publications that might interest you become available.

Language Learning - Services
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available for public consultation. ~~This page will link you to them.~~ These services are useful to professional linguists and also, for example, to people and writers who draft a text in a foreign language, or to lawyers and

researchers looking for official texts in particular language versions.

Language Learning - News
~~Language Learning~~

There is a lively interest in language-related

issues in the European Union. The theme of languages touches directly or indirectly on a variety of EU policy areas. The range can be very wide, from the latest initiatives to encourage EU citizens to learn languages, up

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to the addition of new official languages when new Member States join in.

Language Teaching

~~Language Teaching~~

Language teachers have a crucial role in

building a multilingual Europe. With the right combination of language knowledge and pedagogical skills the teachers can awaken in the learner an enthusiasm and a desire of learning languages that will last a lifetime.

In language learning the role of the school is more than simply teaching languages, and it involves more than just language teachers. Schools today need to prepare children to take part in a society that is open to other

cultures where they can come into contact with people from many different countries/ traditions and different ethnic groups. Schools also have a very wide remit to help children develop the full range of their

communicative skills, including their mother tongue, the language of instruction (if it is indeed different) and multiple languages other than their mother tongue, together with intercultural and other communicative skills.

Every school needs a coherent, unified policy, which takes as its starting point the linguistic, ethnic and cultural mix of the local community and in which knowledge about language(s), practical skills in using

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languages and skills in how to learn languages are given due weight.

Language Teaching - Policies

~~Language Teaching~~

The powers and responsibilities ~~of the~~

European Union in the field of education and training are laid down in the **founding Treaties**. Member States retain full responsibility for the structure and content of their education and training systems.

~~Essentially~~, the European Commission's role is to work ~~with~~ the Member States to promote cooperation, ~~and~~ the exchange of good practice and innovation with the ~~end scope~~ of improving the quality of education and training.

~~The~~ Commission's actions (including its education and training programmes) should complement, and not replace, ~~the~~ actions ~~taken~~ by ~~the separate programmes of~~ Member States. In March 2002 in Barcelona the Heads of State

and Government ~~of the~~ **European Union** recognised that the ~~EU~~ and the Member States need to take action. ~~The increased~~ cooperation and mobility within Europe, ~~together with~~ a knowledge of several languages offers an

important advantage. The ~~foreign language teachers/~~ **education** is of increasing importance because of their ~~role in improving~~ **learning languages** and awakening learners' interest in languages. Language teachers will

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play a major ~~role~~ in achieving the European Union's desired objective that all ~~citizens~~ ~~of~~ ~~Member States~~ become proficient in their mother tongue and two other languages.

While the European Commission recognises that

the goal of "mother tongue-plus-two" is ambitious, it is not beyond reach. An early start to language learning will only be of benefit if teachers are specially trained to teach languages to young children in

classes where enough time and attention can be devoted to language teaching. Teaching should start as early as possible, even at pre-school level, and should continue through school, higher education and adulthood. Schools also

need to respond to the challenge by offering as many languages as possible.

Language Teaching - Activities

~~Language Teaching~~

Under the European Union's Education and

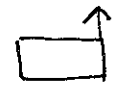
Training programmes a wide range of projects have been financed ~~starting and developing~~ new approaches to ~~sustainable~~ language teaching.

The language actions of the Socrates and Leonardo da Vinci programmes have helped to:

- * improve the training of language teachers,
- * provide thousands of language assistants in classrooms,
- * involve many pupils in language exchanges,

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- * create new language learning tools, and
- * raise awareness about the benefits of foreign language learning.

The many European Union joint projects with schools in other countries, culminating in

learning and exchanges of languages, can contribute greatly to pupils' motivation to learn other languages. These projects can target a language not normally on the curriculum and may involve direct contact with

young people who speak it as their mother tongue. Content and Language Integrated Learning (CLIL), in which pupils learn another subject such as history or geography through the medium of a foreign language, can provide

effective opportunities for students to use their second language skills and can greatly reduce the time needed in the school curriculum for lessons in that language.

The Commission promotes debate, innovation and

the exchange of good practices through strategic studies. Networks of academics from across the European Union have been commissioned to commence studying all the key aspects of language teaching policy, in

particular CLIL, the use of new technologies in the languages classroom, the teaching of languages to learners with special needs, and foreign languages in primary and pre-school education. The Commission has also partially

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funded a study called 'European Profile for Language Teacher Education - A Frame of Reference' which analyses the essential components of language teacher education in ~~the present~~ century Europe and provides a

reference frame for ~~European Union~~ policy makers and language-teacher instructors.

Following the recommendations of the 1995 White Paper Teaching and Learning the European Label for innovative projects in

language teaching and learning was created. It is intended to highlight local or national initiatives in the field of language teaching and learning, as ~~the~~ best practice to be further disseminated at European level.

Work on the European Indicator of Language Competence is already well advanced and will shortly enter the implementation phase in collaboration with Member States. ~~It~~ will gather reliable data about the actual foreign

language skills of young people and provide policy-makers with invaluable information.

Language Teaching - Funding

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complement the national education policies of the Member States, because ~~they are~~ responsible for ~~their~~ own national education policy, including language teaching. People ~~actively~~ involved in teaching languages run up

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against the same problems everywhere in Europe and the EU programmes ~~has~~ create links between countries and regions, helping them to learn mutually from one another and to exchange ~~teaching~~ information and best practice.

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Translation

What is translation? Translating and interpreting are often confused. A translator works on written texts (e.g. novels, user instructions, letters, subtitles, websites)

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while an interpreter renders the words spoken ~~by~~ someone else in another language.

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Most translations are "pragmatic" (manuals, official reports, financial reports, etc.) while others are broadly "literary" (poems,

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novels, essays, ~~newsprint articles~~, etc.).

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Depending on the type of text, the translation may call for technical knowledge of some kind, for instance in electronics, finance, medicine, chemistry or botany, or ~~it may~~

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~~call~~ for knowledge of stylistic factors (to be able to match a rhyme or word-play). Today, people learn foreign languages more ~~frequently~~ than in the past. The need for translation/
however, has not disappeared. On the contrary,

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phenomena such as globalisation and the pace rapid of technological development, with the related need for user guides for emerging new products, as well as increasing numbers of TV ~~and radio~~ channels, have ~~greatly~~ increased the

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amount of translation needed. ~~Concerning~~ the value of machine translation, it can give a rough idea of what is meant by a text written in a language ~~which you do not know~~ at all, but the risk of ~~extensive errors and~~

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misunderstanding is quite high. Proper translation must take account of context, structure and grammatical rules, style, and potential double ~~entendres~~ from synonyms and plays on words. This is why language-related

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technology should be seen ~~simply~~ as a tool for human translators, not a replacement for them. Translation in the European institutions concerns legislative, policy and administrative documents, which are complex

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and highly formal in form and content. In such translation, are signs of good practice ~~the~~ repetition and strict adherence to layout and stylistic rules. Electronic translation support tools are very useful for this.

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