



EuroLinguistics Newsletter

No. 3 (April 2007)

The EuroLinguistic Circle of Mannheim (ELAMA, e.V.) on behalf of The EuroLinguistic Association (ELA)

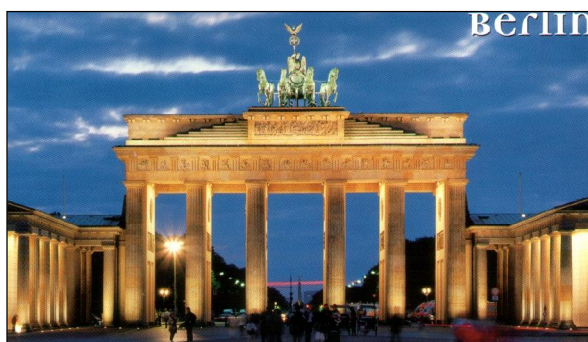
Editorial

Dear EuroLinguists,

In this issue we are concentrating on the 7th EuroLinguistics Symposium in Berlin.¹

The German capital was the location of last year's EuroLinguistics Symposium, which took place between Oct. 5-7, 2006. It was hosted by Prof. Jurij Kusmenko at Nordeuropa-Institut of the Humboldt-Universität and Prof. Sture Ureland, ELAMA, Universität Mannheim. The Nordeuropa-Institut is located in a newly renovated building where the participants met for papers and discussions. Michael Riessler was the organiser of this conference who saw to it that the participants found adequate accommodation and that the conference rooms had working technical equipment and who arranged a sight-seeing tour on Sunday morning.

With more museums than Paris, manifold shopping and recreational facilities and, not to forget, the various impressive historical sights, the three days of the conference were by far too short a time to really get an impression



of Berlin's vividness and complexity. However, it was enough to convince the symposium's guests that Berlin is a city worth returning to: "Ich habe noch einen Koffer in Berlin".

The opening of the symposium took place on Friday morning with Prof. Sture Ureland, acting chairman of ELAMA and the Europe-wide EuroLinguistic Association (ELA), greeted the audience welcome and introduced his paper "EuroLinguistics, citizenship and nationalism in the Baltic Sea Region". This was an overview of the European Enlargements and linguistic diversity, with special reference to the relationship between Eastern and Central Europe during the past century.

Sture Ureland's paper was followed in the plenary section by a discussion led by Leif Lagerstedt (Uppsala) who referred to a paper named "Sprachpolitik und der Europa-Gedanke" by Gerd Simon from Tübingen. Leif Lagerstedt took some of Simon's statements and confirmed or questioned them on the basis of his knowledge from his work for the Swedish foreign services.

After these most interesting descriptions and discussions, the audience had to choose between different sections of EuroLinguistics. After lunch, the sections continued with EuroLinguistics West, Centre, East and South. This made it sometimes hard to choose between the different speakers who came from all parts of Europe. This time there was even one guest from Texas (Prof. Weinstock, Austin).

Also this time, the number of Italian guests was large and impressive, of whom Giovanni Agresti (Teramo) spoke in the section on EuroLinguistics South about "La langue d'oc". Further papers on EuroLinguistics South were given on Friday afternoon when Mariapia D'Angelo (Teramo) described German linguistic minorities in Italy and Roland Bauer (Salzburg) presented the "Dolomiten-Ladinischer Sprachatlas (ALD-I)".

Veronika Kampf (Mannheim) spoke on EuroLinguistics South-East: "Bulgarische Diaspora in Südosteuropa" and Alexander Rusakov (St. Petersburg) from the same section on "Albanian between East and West".

Tatyana Kiso (Mannheim) spoke about her doctoral thesis on European phraseology and Christian Haas, also a PhD candidate, described the ethnic and linguistic diversity of the Austro-Hungarian Monarchy.

The section East was concluded by Jekaterina Grusdeva (Helsinki) describing "The impact of Russian on Nivkh" exemplifying Global EuroLinguistics.

Reminder

Finally, we want to remind all active participants to send in their contributions of the Berlin Symposium before May 1, 2007 to the following address:

Sture.Ureland@elama.de

With the best EuroLinguistic greetings,
Martina Müller and S. Ureland, 1st
Chairman of ELAMA

1. In Berlin: Languages and EuroLinguistics in Today's World

The Berlin wall served as a barrier for nearly three decades, preventing contact between people and the languages they spoke. Such artificial hindrances to

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¹ This issue is dedicated to my former teacher, Prof. Dr. Göran Hammarström, Victoria, New South Wales, Australia, who introduced me to structural linguistics at the Phonetics Seminar of the University of Uppsala, Sweden, in the late 1950s and early 1960s. Together with a number of other Swedish students I want to express our sincere thanks for his teaching and influence by sending these greetings on his 85th birthday: *Ad multos annos, Göran!* (SU)

communication come and go, usually with few lasting effects. So it was for the wall now gone some seventeen years. Berlin, more particularly the old East Berlin, was the venue recently for a EuroLinguistics workshop where contact was the prevailing metaphor: languages in contact today and in the past, people from inside the European Union and out in contact, scholars from disparate fields reaching out to one another, nation-states in contact in an ever expanding European Union. As Leif Lagerstedt (Uppsala) pointed out the EU is not a federation but a union of independent states. One of the purposes of the EU is to overcome the nationalism of individual states that has been the cause of much grief in the past. One way to achieve this is through contact, through unity in diversity. It is the nature of a symposium with parallel sessions that one cannot attend every presentation.

One paper I did not hear but which I have read is particularly apt for these opening lines: Vincenzo Merolle's "A Case For European Dictionaries." In it Merolle makes a modest but impassioned plea that will help to overcome the very nationalism just mentioned. He laments the passing of Latin as the lingua franca of scholars, the language of learning, "the common cement of European and western civilization." Yet Latin has survived in the sense that it has influenced all of the European languages. Merolle sees dictionaries of today as mainly bilingual and, hence, a reflection of individual nations and their relationships with other nations. In his survey of current dictionaries Merolle, a historian of political thought, finds few to praise. What the Western world of today needs are multilingual dictionaries that would render mutual understanding easier

and help to overcome the separation between nations.

Sture Ureland (Mannheim) opened the workshop at the Humboldt University by referring to some of the titans of nineteenth century linguistics such as Wilhelm von Humboldt (1767-1835) who founded the university in 1810. And the Austrian Hugo Schuchardt (1842-1927) who made important contributions in language contact and Creole studies. As other pioneers in the study of languages in contact he mentioned Uriel Weinreich (1926-67) who, born in Vilnius and immigrated to America wrote about contact between European languages, and Einar Haugen (1906-94) who studied Norwegian-American bilingualism. That contact linguistics has been making a comeback recently should come as no surprise in an expanding world where communication is fostered by the technological advances of recent decades. At the EuroLinguistics symposium the majority of the papers involved contact in one form or another. Emblematic of this was the collaboration with La Sapienza and the large contingent from Rome.

Language Contact Past and Present: Germanic

What form did contact between languages or language groups take, when did it occur and what was the outcome of this contact? In the past and even today, a number of scholars, while admitting that such contact existed, maintain(ed) a social Darwinian view that influence always proceeded from the "more advanced" societies to the less advanced. That certainly applied to the Sámi, the only indigenous people in Europe, with a long history of contact with Indo-European groups at various stages, especially speakers of the North Germanic dialects. Recently, though, a number of scholars have challenged this view and shown that influences go in both directions (e.g., articles by Bull, Kusmenko,



The Quadriga of the Brandenburger Tor in Berlin

Scandinavians: Aspects of 2000 years of contact, Hamburg, 2004 and articles by Kusmenko, Rießler and Svonni in Andrea Amft & Mikael Svonni (eds.) *Sápmi Y1K – livet i samernas bosättningsområde för ett tusen år sedan*, Umeå, 2006). For example, at the recent ELA symposium Kusmenko (Berlin) demonstrated convincingly that there is a close relationship between, on the one hand, the Scandinavian suffixed definite article (Norw. *mannen*, *mann + en* "the man") and compound prepositions (adverb + preposition such as Swed. *framåt* "toward"), and on the other hand, Sámi dialects in the contact area. A close parallel can be found in the Balkans where suffixed articles have developed through contact with Turkic. My own presentation on Sámi time and indigeneity showed that the Sámi and their forebears have been in more or less continuous contact with Indo-European groups, their trading partners, as far back as Proto-Indo-European times. This is apparent from the many words for time expressions borrowed by the Sámi languages from PIE and its descendants. See Lars Ivar Hansen and Bjørnar Olsen *Samenes historie fram til 1750*, Oslo, 2004 for a recent discussion of Sámi contact with outsiders (English edition coming).

Delving into Germanic substrate theory John Stewart (Heidelberg) examined the claims of some recent scholars that much of the Germanic lexicon (e.g., *apple* and Old Icelandic *skríða* "to ski"), as well as certain phonological features (Grimm's Law) and grammatical features (e.g., dental preterite) are not of Indo-European origin. Stewart then compared recent theories of Theo Vennemann and Kalevi Wiik, pointing out that Vennemann dealt primarily with lexical evidence whereas Wiik used phonological evidence. He concluded



Members of the 7th EuroLinguistics Symposium in front of Humboldt Universität

Mundal, Rießler and Scheller in Jurij Kusmenko (ed.) *The Sámi and the*

that the shift of stress to the first syllable had the most far-reaching impact on Germanic and that it was unlikely to have been a purely internal development. He added that a better theory is needed to distinguish internal change from externally induced change and that this theory must take into account archaeological and population genetic findings.

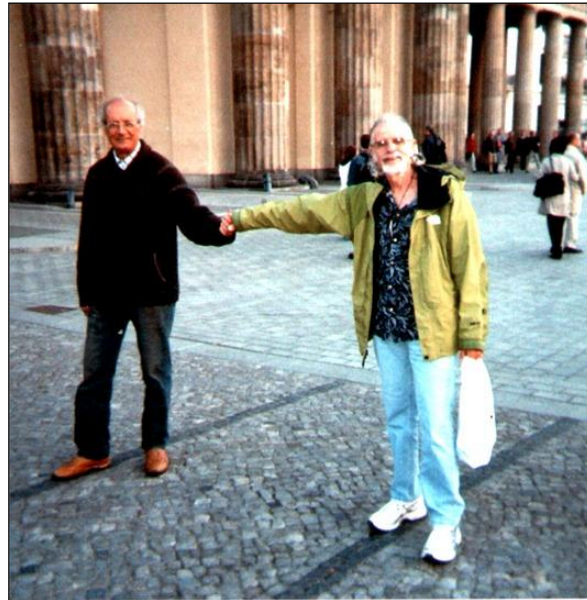
Ludger Kremer (Antwerp) looked at dialects of the same language in contact: Low German and High German in Westphalia in the twentieth century. He illustrated that the shift of Low German to High German was not brought about by the need for a lingua franca (High German); rather it was due to socio-psychological factors, viz. the decreasing prestige of Low German. A decisive role was played by "highly respected gentleman farmers (Großbauern, Schultenbauern) in stigmatizing LG"; they imagined that they belonged to the rural upper classes. He also concluded that refugees from East Germany and Eastern Central Europe after 1945 and the traumatic events of the postwar years (1945-48) helped speed up the language shift.

Language Contact Past and Present: Celtic

The recent history of the Celtic languages was Kenneth MacKinnon's subject. Contact and confrontation with English after the arrival of Anglo-Saxon in the fifth century generally meant a downward spiral for Celtic; however, rumors of the demise of these languages are greatly exaggerated as recent developments clearly show. MacKinnon (Scotland and SGRÜD Research) pointed to the successful reversal of language-shift for Welsh and for Manx of the Isle of Man. Cornish has been revived but its progress is uncertain. Prospects are much bleaker for the Irish of Northern Ireland and the Gaelic of Scotland, with both languages in an advanced stage of language-shift to English. In the case of Gaelic MacKinnon suggests that the measures that comprise 'Plan A' for the revival of the language are "highly unlikely to succeed" and wonders whether there is political will for a backup plan. MacKinnon's 'Plan B' involves "new ways of thinking and relating to language in society and of building new language realities – in the 'ecology' of language, new 'ecological niches'" and

it seems to offer a much better chance for Gaelic to survive in Scotland.

George Broderick (Mannheim) dealt with a problem of language contact between Indo-European languages and non-Indo-European languages in the British Isles in the distant past. John Morris-Jones in an 1899 study attempted to discover what kind of language was spoken in Britain before Celtic arrived by looking for syntactic features in Welsh that were not Indo-



Prof. Weinstock stretching across to Prof. Merolle over the demarcation line of the ex-Berlin Wall

European. He found parallels to many of these features in Berber and Coptic. In 1975 and 1980 G. B. Adams wrote about the Hamito-Semitic and pre-Celtic substratum in Ireland and Britain and came up with a chronological list of languages spoken in prehistoric times: "Larnian", followed by proto-Berber or proto-Basque, then a North-West Semitic language and finally pre-Celtic. Broderick then considered the work of more recent scholars on old place-names and other lexical items of Britain and Ireland. For example, many of the *p*- words such as Scottish Gaelic *partan* 'crab' have no satisfactory Indo-European etymology and, therefore, must have come from a non-Indo-European language that survived until 500 C.E., all in all a good demonstration of the prevalence of contact many centuries ago.

Language Contact Past and Present: World

Desmond Fennell (Rome and Dublin) spoke about the linguistic conquest of the North Atlantic by English, the so-called westward enterprise, and its rebound to Europe. Manifest destiny carried the English language across the North American continent, decimating the Native American languages and tribes on the way wherever they came into conflict. Though German was an important language in many American states it lost favor as a result of Germany's status as enemy of the US in WW I. According to Fennell Western Europe became a protectorate of the US after WW II and its version of the English language, American English, became a major supplier of loan words for the European languages including British English.

Olga Voronkova (Mannheim) and Elena Guseva-Lozinski (Moscow, not in attendance) looked at contact between Russian and the non-Indo-European languages of Eurasia. In particular they focused on glaciological terminology and the borrowing of many words by Russian and their

subsequent transfer into scientific English. Such expressions pertaining to various types of ice include snow cover, freezing of water, metamorphism of the ice, sea ice, firm and variants of glacial ice. The authors investigated two Russian glaciological dictionaries and found 2,070 expressions of various origins. Several of the more interesting items were Russian and English *zastrugi* "furrows formed in snow by the wind," Russ. *polynja*, Eng. *polynya* "hole in the ice," Russ. and Eng. *pingo* "conical hill with a layer of soil covering a core of ice" and *nunatak* "used in Greenland for a hill surrounded by an ice sheet," of Inuit origin.

Phraseology was the subject of Elisabeth Piirainen's presentation. Piirainen (Steinfurt) described an extensive project to collect widespread idioms and to determine whether they spread through language contact or were spontaneous coinages in different languages. For example, for the Eng. idiom *to take the bull by the horns*/Germ. *den Stier bei den Hörnen packen*/Ital. *prendere il toro per le*

cornu/Turk. *öküzü boynuzundan yakalamak* meaning “to grapple fearlessly or proactively with a problem” she provides nearly three score examples from the languages of Europe and neighboring language groups such as Finno-Ugric, Turkic, Caucasian, Semitic and even Esperanto. Most of them are quite similar; in Dutch, however, one can either take the bull or the cow by the horns. Piirainen welcomes interested collaborators.

Eric De Geer (Uppsala) talked about immigrants to Sweden from south of the Baltic. Using the results of extensive statistical surveys he was able to show in which areas immigrants tended to cluster and details of inter-language interference.

Some of the papers I was unable to hear involved languages in contact. They included Carmen Kämmerer (Lambsheim) on code switching between Middle Latin on the one hand and Early New High German, Old Italian and Old Spanish on the other; Muslimov Mehmed (St. Petersburg) on language contact in Western Ingermanland; Mariapia D'Angelo (Giulianova) on German-speaking linguistic minorities in Italy; Lelija Sočanac (Zagreb) on Croatian in contact with European languages; and Francesca Rosati (Teramo) and Francesca Vaccarelli (Roma) on the migration of languages: English in Africa. Clearly research in contact linguistics has come to the fore of late.

Conclusion

At the conclusion of the workshop Sture Ureland made a proposal to establish the EuroLinguistic Association (ELA), formerly ELAMA, to put this society of linguists from the EU and beyond on a more permanent basis. Already in 1999 when ELAMA activities began, the goals of the Pushkin Manifesto were formulated (involving such ideas as study of multilingualism, study of contacts between languages, study of European lesser-used languages in contact or conflict, European languages in a global context and promotion of multilingual programs for language learning and teaching). ELAMA aimed at a broad Europe-wide focus whereby researchers and institutes would cooperate on things of a linguistic, ethnic or cultural-historical nature. These aims have come to fruition and Ureland felt that the time was ripe to put a EuroLinguistic

association on a firm footing as ELA. Those in attendance enthusiastically received this proposal. Ureland presented a formal proposal for statutes/by-laws including adherence to the Pushkin Theses. Over the course of the coming twelve months these statutes will be polished and the new ELA will perhaps formally come into being at the meeting in France (Lille Univ.), Oct. 22-23, 2007.

Congratulations to the participants from outside of Germany for their excellent papers and to the organizers Jurij Kusmenko and Michael Rießler for a very successful and profitable symposium!

John Weinstock

University of Texas

2. In Rome: EuroLinguistics, Citizenship and Nationalism in the Baltic Sea Region²

Introduction

On behalf of the EuroLinguistischer Arbeitskreis Mannheim, the Chairman, Prof. P.S. Ureland, welcomed all friends of EuroLinguistics to the Tavola Rotonda EuroLinguistica, which was a great opportunity for presenting some aspects of EuroLinguistics in the framework of the *Giornata Europea delle Lingue* organized by colleagues of the Dipartimento di Lingue of “La Sapienza”, members of the Bureau of the European Parliament in Italy and the Embassy of the European Commission in Rome. In mentioning organizers and sponsors he also included other important contributors and colleagues and students from the Associazione EuroLinguistica Sud, Associazione Lend, Lingue Nuova Didattica.

2. Celebration of European Days and the EU-Enlargement in 2004

² Paper given at the *Convegno Internazionale Lingue e Cittadinanza Europea*, Università degli Studi di Roma, “La Sapienza”, Sept. 25-27, 2006.



Castel Sant'Angelo, Roma

Celebrations of European Days have an important purpose for all of us who are concerned with the cultural and linguistic future of Europe. The title of the Rome conference – *Lingue e cittadinanza Europea* – was an expression of such concerns. Two key concepts, ‘language’ and ‘European citizenship’, were focused upon. In order to understand the relationship between these two concepts, the enlargement of the European Union in May 2004 was a spectacular event when two southern (Malta and Cyprus) and eight central European states became new members of the EU. By becoming EU-members, the latter eight states returned to the old geopolitical designations for the Baltic States, i.e. Estonia, Latvia and Lithuania and “Mitteleuropa”/Central Europe, i.e. Poland, the Czech and Slovak Republics, Hungary and Slovenia. On Jan. 1, 2007, two additional states became members of the EU: Bulgaria and Rumania.

Beside this significant geopolitical re-naming of “Osteuropa”/Eastern Europe back to “Mitteleuropa”/Central Europe, the enlargement implied a considerable increase of the number of member states from 15 to 27 and also of the number of official EU-languages, which increased considerably with 11 new languages (cf. Table 1b). The augmentation of the “old” EU-language list of 12 official languages, once written Irish also had been accepted as a complete official late-comer among the EU-languages on Jan. 1, 2007, thus brought the new total up to 23 official EU-languages (cf. Tables 1a and 1b):

Table 1a: The “old” EU-Languages before 2004

EuroLinguistics South:
Italian

Portuguese
Spanish
French
Greek

Eurolinguistics North

Danish
Swedish
Finnish

Eurolinguistics West:

English
Dutch
German

Table 1b: The enlargement-languages of 2004-2007 in the Baltic States, Central Europe and South Eastern Europe

The Baltic States:

Estonian
Latvian
Lithuanian

Eurolinguistics Centre

Polish
Czech
Slovak
Hungarian
Slovenian

Eurolinguistics South:

Romanian (2007)
Bulgarian (2007)
Maltese (2004)
(Turkish on Cyprus)³

Eurolinguistics West:

Irish (2007)⁴

This political and linguistic enlargement to 27 EU-states and 23 official EU-languages will entail a fundamental enrichment of the European language mosaic, whereby the new Slavic language group (Polish, Czech, Slovak, Slovenian and Bulgarian) will be represented for the first time in the EU, mak-

³ Turkish can become an additional official EU-language as soon as the Turkish-occupied part of Cyprus will be reunited with the Republic of Cyprus. However, the overall position and problem of Turkish as an official language within the EU will have to be solved later.

⁴ Up to 2007, Irish had only the status of a "treaty language" and only certain fundamental documents were translated into Irish. Only in 2007, it became a fully recognized official language but a transitory period of adaptation will be necessary because of limited translation and interpreting resources within the EU.

ing Polish the most populous member of them (c. 40 million speakers).

Furthermore, for the completion of the linguistic map of Europe, the addition of the smaller ex-East-European languages such as Estonian beside Finnish (Finno-Ugric), Latvian, Lithuanian (Baltic), Hungarian (Uralic), Maltese (Semitic), and later possibly also Turkish (Altaic) are typologically a considerable enrichment of the linguistic repertoire and typology of the European Union. Thus, one of the more important mottos of the EU, *Unity in Diversity*, has been fulfilled linguistically. The accession of eleven new languages to the list of new official EU languages will mean that not only will these languages be accepted as official means of communication but also their cultures. They will, as acknowledged official EU-languages, all be guaranteed use and protection by the EU in equal co-existence with the larger EU-languages French, English, German, Italian, Spanish etc.

3. Enlargement, linguistic diversity and multilingualism in Europe

In the wake of the eastern enlargement, we will as Eurolinguists consequently be confronted with new and challenging tasks of preparing the populations of Europe for accommodating so many new languages and cultures within a Euro-linguistic framework. There will, after the accession of Romania and Bulgaria in 2007, be 23 official working languages with equal standing, schooling and the right of use together with their right of translation and interpreting in the EU administration – a gargantuan task!

For this task, a new type of linguistics will be a challenge involving Eurolinguistics, new language teaching/learning, multilingualism, translation and interpreting science. A trilingual language learning programme in the future schools of the EU is also being planned which requires trilingualism as a basic goal of linguistic education – a mother tongue plus two foreign languages depending on geographical proximity and cultural contacts, e.g. for the (Low) German speakers of Hamburg the choice between Danish/Swedish or

Dutch besides English should be an appropriate choice, whereas in Berlin the choice of Danish/Swedish and Polish/Czech besides English would be a more adequate choice.

The old monolingual type of early national language learning is outdated, which concentrated on the schooling of young children merely in the mother tongue up to the age of 10-12 years of age. We know today from child language studies that children are born with an inherent language acquisition device (LAD) which enables them at an early age to become multilingual (cf. Pushkin Thesis 1 in the Appendix). This innate gift should be put to use and expanded to meet the future needs of over-regional and international communication in Europe (cf. Pushkin Thesis 13)⁵.

The rise of Eurolinguistics to a Europe-wide academic and educational subject will therefore become a necessary complement to the monolingual language learning programmes of national schools and traditional teacher training colleges. The latter still suffer today from being too limited in their training of multilingual language teachers by not considering or neglecting the



Prof. Ureland and the Finnish Ambassador, Dr. Mäkelä, at the Eurolinguistics Conference, "La Sapienza", Rome, in September 2006

multilingual gift of children to learn multiple languages at an early age. Therefore, a one-sided monolingual language orientation in comprehensive schools is a waste of this multilingual capacity of early foreign language learning. As long as young children

⁵ Cf. Appendix and The Pushkin Manifesto with its 20 Theses published in Ureland (ed.) 2003: 25-27.



possess this innate linguistic capacity of learning different languages, they should be exposed to multilingualism because they are highly motivated in learning languages. Also recent research in fieldwork on bilingual or trilingual areas in Europe, e.g. the Irish Gaeltacht, the Grisons, Switzerland and South Tyrol, Italy and Lithuania show positive effects of such early exposure to multilingualism (cf. comparative studies of these minority languages in Ureland and Voronkova 2005: 248-255).

Furthermore, the EU-education programme recommends a better and much more sophisticated and general language-learning orientation on a Europe-wide scale, in which *European Diversity of Languages* should remain a central goal. Such a programme should be constructed along the lines of experience from multilingual research because the diversity thinking of the EU is in congruence with its ambition: *trilingualism*. It should cover the multilingual needs of international communication, especially regarding interethnic communication with immigrants, refugees, victims of persecution, asylum seekers, guest workers etc. (cf. Pushkin Thesis 19).

The alternative to such a multilingual programme would be *English only*, which is not in agreement with the multilingual goals of the EU and which leads to very limited registers and vocabularies of economics, natural science and technology and is also incapable of meeting the social and ethnic needs of a European unity in diversity. In other words, the *English only* alternative would seriously damage the proclaimed goals of the European Union in furthering and safeguarding the cultural heritage of Europe with its diversity of cultures, languages and ethnic groups. (cf. Pushkin Theses 5 and 6).

However, the right of use of the mother tongue in important organs of the EU is guaranteed, that is, in the European Parliament, the European Commission or the Council of Ministers, a Slovenian, Danish or Greek member of the European Parliament can speak on behalf of his voters in his own language in the same way as members from the larger countries (e.g. Great Britain, France, Germany, Italy etc.) or, to take another example, a member of the Council of Ministers from a small country has the same equal rights. In other words, the fundamental principle of language equality is proclaimed as a

cornerstone of Articles 17-22 in the EU Treaty of Maastricht (1993).⁶ In order to uphold the principles of such fundamental linguistic rights within the EU, an adequate educational learning and teaching programme towards multilingualism has to be developed in the near future.⁷

4. Small linguistic minorities and language equality

This linguistic freedom of language choice within the EU was guaranteed from the very beginning, also supported by the introduction of the translation and interpreting service which requires more than 60 per cent of all the administrative costs of the EU! However, this is the price which the EU-founding fathers were prepared to pay in order to safeguard the principle of language equality and the right of language use, independently of the size of the European language communities.

Such linguistic rights are now universally accepted for linguistic minority languages spoken outside the EU-administration as well and are regarded as part of Human Rights. *The Charter on Minority or Regional Languages* was passed by the Council of Europe in 1992, and improvements and confirmations were added later for individuals, minorities, nations and peoples by the Vienna Follow-up Meeting of 1986-89, the Copenhagen Meeting of 1990 and the Treaty of Maastricht in 1993. In this way, linguistic rights and linguistic equality are legally and politically firmly guaranteed within the European Union.

This general recognition of linguistics

⁶ Cf. Article 195: "Every citizen of the Union may write to any of the institutions or bodies referred to in this article (195) or in Article 7 in one of the languages mentioned in Article 314 and have an answer in the same language (These are the Council of Ministers, the European Parliament and the European Commission)."

⁷ In the top organs of the EU it is even considered to be negative if a non-English native speaker does not use his mother tongue. The EC Court of Justice, French is still the dominant language but elsewhere English is the dominating language of communication within the EU. Eighty percent of the proposals are worked out in English, followed by French and German. The use of the other recognized EU-languages is marginal, however. This was the situation also during the negotiations on the accession of Rumania to the EU which were initiated in French, but were changed rather quickly to be held in English.

tic rights by the great majority of members of the Council of Europe will thus include all the major 12 "old" and the 11 "new" enlargement languages mentioned in Tables 1a-1b plus later on possibly Turkish on Cyprus, to which we must also count the minority and regional languages. Through the accession of the nine new enlargement languages of 2004 together with the three additional languages in 2007, we will have a huge European language block of 23 languages with almost 500 million speakers who speak either major or minority languages. The number of the latter is estimated to 50 million. The great task is now how to promote and protect the cultural and linguistic use of the small national languages, and even more so that of the linguistic minority languages, in order to achieve the goals of linguistic equality. Such liberal legislation is very important for maintaining diversity because it requires freedom of speech and writing, whether it is a majority or minority language used by an individual or a group. Such linguistic freedom will hopefully create a completely new Europe-wide willingness among young people to learn other European languages for the benefit of mobility, because foreign language competence is a presupposition for a job abroad and also for the choice of education and services within the EU. Courses on language and culture are obligatory in most immigration countries. Multilingualism as an accepted goal of European education will thus foster European identity and a feeling of European togetherness (cf. Pushkin Theses 7 and 8).

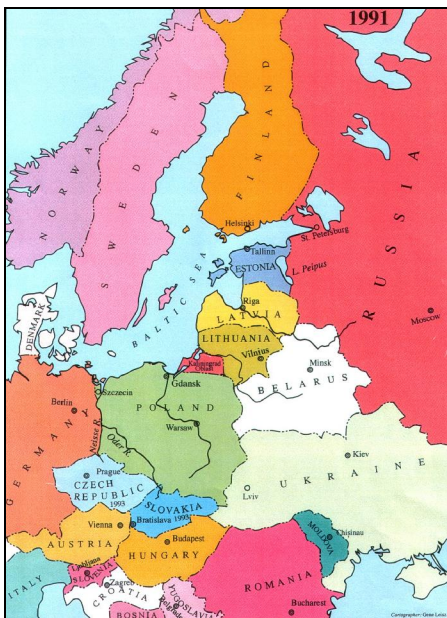
The openness and free choice of languages implied in the EU constitution and its conventions is a unique characteristic because each member state decides when it applies for EU-membership which language(s) shall be registered as official language(s). In the official EU-list of the member-state languages, at least one of the national languages is registered.

5.1. 'Eastern Europe' and 'Central Europe' as geopolitical concepts

After this survey of the rights of use and equality of major and minor European languages and the status of lesser-used-languages as safeguarded or protected minority or regional languages, we turn to the problem of language and citizenship in the eastern part of the Baltic Sea Region after the

end of the Second World War (cf. Map 1:1991). The political events of 1989-90 caused a veritable change of European identity in that the idea of Europe ceased to be only a political and economic concept limited to 'western Europe' as it was during the Cold War. It became a new *Mega-Europe* with its new Europe-wide exercise in political and economic engineering: the Coal and Steel Community (CECA) of 1951 and the European Economic Community (EEC) through the Rome Treaty of 1957. Another treaty, EURATOM, was signed in 1957, also called the "Second Rome treaty". And finally, EEC; CECA and EURATOM were united to form "The European Union" (EU) in 1993 through the Treaty of Maastricht. Then in 2002, the Coal and Steel Community (CECA) was dissolved so that the EU consists today only of EEC and EURATOM.

Map 1: 1991: The Baltic States and central Europe after the Fall of the Berlin Wall (1989)⁸



However, after the 1989-90 upheavals in Communist-ruled 'Eastern Europe' which can be classified as a true revolution – also in the classical Marxist sense – the political and ethnic map of eastern Europe had to be radi-

⁸ Geopolitical Maps of central and eastern Europe 1914-1991 (Maps 1-4 are reproduced from information material distributed at the Museum of Occupation in Riga, Latvia, Summer 2006).

cally redrawn after the declaration of independence of a number of East Block States: Estonia, Latvia and Lithuania (the Baltic States) in 1990-91, Belarus, the Ukraine and Moldova and finally the dramatic dissolution of the Soviet Union before Christmas 1991. Compare Map 1:1991 with Map 2:1945-1991.

5.2. The Cold War, lesser-used languages and linguistic domination in 'Eastern Europe'

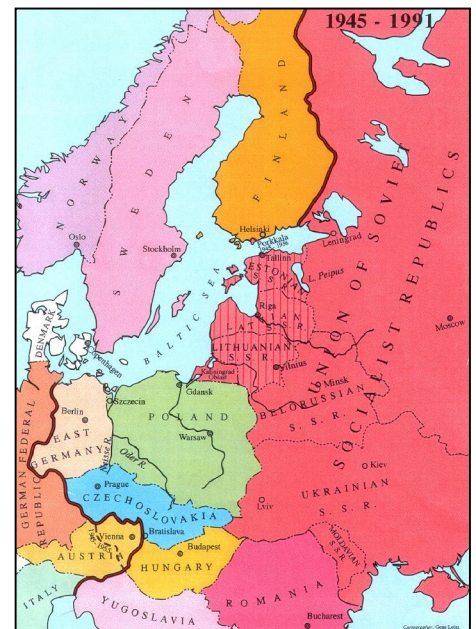
The Iron Curtain had fallen, and with the end of the Cold War a totally new political and economic situation in the Baltic Sea Region had arisen (cf. Map 1:1991), which also had ethnic and linguistic consequences for the peoples of 'Eastern Europe' behind the former Iron Curtain, running over sea and land through the Baltic and Adriatic Seas and from Lübeck in the north to Trieste in the south between 1945-1991. Suddenly the designation "Eastern Europe" became outdated and the old concept and name "Mitteleuropa" resurged as a ghost from pre-First World War times which was more associated with the peoples, languages and countries of the Old Austro-Hungarian Empire (cf. Map 4: 1914). The destruction of Eastern Europe after the two world wars was tremendous and there was a longing for a return of history, back to the pre-war geopolitical situation. The change from a universalist, anti-national Soviet Communism to a particularistic national ideology was the response among the populations of the Baltic States, Czechoslovakia and the states of ex-Communist Yugoslavia (e.g. Slovenia, Croatia etc.). The resurging old name "Mitteleuropa" for these states is a means of re-Europeanisation to reintroduce some of the values and aspirations eliminated by the Soviet system.⁹

Against the background of this geopolitical scenario caused by the 1989-91 Revolution in Europe, there was a wave of ethnolinguistic nationalism sweeping the new free Baltic and Central European countries which caused the political borders to be redrawn according to the dominant ethnolinguistic situation of pre-WW II Europe (cf. Map 1:1991 and Map 3:1921-1938). This second break-up in 1989-90 brought a new idea of Europe in its wake, and a new ethnolinguistic awakening similar

⁹cf. Schöpflin (1989: 27). It is to be noted that Prague is geographically situated even more to the West than e.g. Stockholm.

to the World War I break-up was the result. There arose new ethnic states with language as the defining characteristic so that the number of European states had almost doubled from 24 in 1924 to 44 in 2006.¹⁰ The nostalgia for the *ancien régime* of pre-war Europe saw the restoration of the name and concept "Mitteleuropa". The preceding designation "East Europe," prevalent from 1945-1991, became obsolete because of its smack of the Cold War division of Europe.

Map 2: 1945-1991: The Baltic States and Central Europe between the end of WW II and the Fall of the Berlin Wall



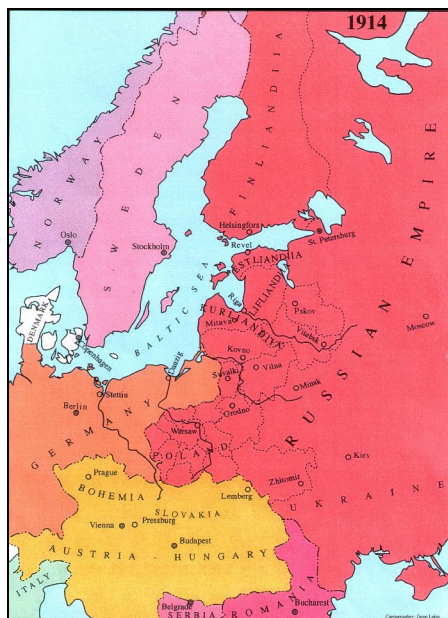
It was the Russian-speaking Red Army that had brought Communism to Central Europe, and with it Russian as a second state language (e.g. in Lithuania, Latvia and Estonia) or as a first foreign language at the expense of the smaller East European languages after 1945.

¹⁰ cf. Carr (1945:24) and *Taschen Atlas Erde* (2005: 180-1).

Map 3:1921-1939:The Baltic States and central Europe after WW I and before WW II



Map 4: 1914:The Baltic States and Central Europe before the out-break of World War I.



The linguistic domination of Russian in the East Block is thus a consequence of the political division of Europe into a reduced 'West Europe' under the American protective shield and an expanded 'East Europe' under Soviet-

Russian domination. The Cold War can thus be seen as a battle between two opposing civilisations: the Christian-Communist East, symbolised militarily by NATO (1949) and the Warsaw Pact (1955) respectively.

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APPENDIX

Pushkin Thesis 1: Departing from the insight that man is endowed with a *faculté du langage* that is not of a monolingual but a multilingual nature, Eurolinguistics places the multilingual individual in the centre of research.

Pushkin Thesis 5: Therefore to be described are the common linguistic characteristics of European languages, which have been the result of contacts between the peoples of Europe throughout the centuries of fusion.

Pushkin Thesis 7: Such insight into the common linguistic and cultural basis of European languages will foster a sense of European togetherness.¹¹

Pushkin Thesis 8: Such feeling of European belonging together, from ancient to modern times, will help create a European identity which is still lacking even among the younger generations.

Pushkin Thesis 13: Eurolinguistics as an integral part of a new interdisciplinary branch of the humanities – European studies (*Europäistik*) – with

the aim of promoting a European-minded programme in the education of young Europeans from primary schools to universities.

Pushkin Thesis 19: Research projects and possibly research centres on multilingualism and Eurolinguistics should be founded in European countries where such projects and institutions do not exist, and where the assimilation of immigrant minorities is an issue called for to foster a feeling of Europe as our "Heimat", especially among the younger generations of the migrated guest workers.

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Conclusion

In order to sum up the contents of this article, it is necessary to claim that European identity is trapped in a racial myth of origins derived from 19th-century romantic nationalism about race, language and culture. The prevailing ideas of assimilation of ethnic and linguistic minorities (immigrants, refugees, asylum seekers, stateless persons etc.) are mostly directed towards integration of such minorities into the majority matrix of the dominant cultures and languages of Europe. The attempt of such vast integration has turned out to be a failure (cf. e.g. the recent riots of 2005-2006 in the suburbs of Paris, Marseille, Lyon etc., the North African guest worker problems in southern Spain or the economic migrants from West Africa to the Canary Islands, and last but not least the endless stream of guest workers from Eastern Europe etc.). If you are an immigrant to the EU you have to become a national of the country where you land by chance. Thus, there is a very strong connection between nationality and citizenship. If we now try to look upon European citizenship as an international concept which transcends the particularist national assumptions of language, culture and birth, treating European citizenship as determined by residence/territory and not by birth or nationality, we will create a completely new situation for those 64 million already living as immigrants in Europe who are looking for a new *Heimat* (cf. the utterance above:

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"Europa ist unsere Heimat").

These masses of immigrants in an incessant stream to Europe since the 1960s are knocking on the doors of the European Union to be let in and to become Europeans. They are escaping from starvation, civil wars, poverty, political and religious persecution, illness, threat of brutality and torture. They have the ring of life, freedom, democracy, welfare etc. in their ears. They dare to risk their lives in crossing deserts, open seas and climbing fences of barbed-wire which separate their habitats from the "Fortress of Europe". With their feet they vote for a new life in Europe by leaving their home countries, languages and cultures to become Europeans. Since the nation-state and nationality is the basis of European citizenship, they are forced to apply for national membership within the European countries where they are legal or illegal guest workers, asylum seekers or normal immigrants. Although they are normal human beings, they can only be accepted as equal human beings and Europeans after they have applied for national membership in the nation-states and can thus only indirectly become European citizens. That is, only

after having received a stamp of nationality in their passports can they indirectly obtain European citizenship. This is a vicious nationalistic circle of discrimination against the civil rights of immigrants to Europe and between European countries. Delanty 1995 suggests that the present-day practice of membership application via the nation-states should be replaced by a much more open concept for obtaining European citizenship, that is, not applying via national membership but as free individuals directly to the higher administration of the European Union. He calls this European membership POST-NATIONAL CITIZENSHIP, which is unrestrictive in the sense of the Revolutionary French concept of "citoyen". The post-national citizenship can thus be linked to cultural pluralism and block the racist concept of nationality. Such a step will create a new European identity which will open the gates to immigrants to enjoy the right to life, freedom, democracy and civil rights. Only in this way can they as individuals obtain European citizenship and become members of a new "Heimat": Europa.