

Ministry of Education and Science of Ukraine
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**GUIDELINES TO THE EUROPEAN UNION
LANGUAGE POLICY**

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*Рекомендовано до друку кафедрою прикладної лінгвістики
Східноєвропейського національного університету імені Лесі Українки
(протокол № 8 від 24.01.18);
вченою радою факультету іноземної філології
Східноєвропейського національного університету імені Лесі Українки
(протокол № 6 від 24.01.18)*

Біскуб І. П.

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Реалізація курсу передбачає поєднання теорії та практики. Слухачі отримають теоретичні знання та практичні навички стосовно історії та структури ЄС, багатомовності та мультикультурності, мовної політики та мовного планування у ЄС, комунікативних стратегій ЄС. Окрім відвідування лекцій, семінарів, проведення аналізу європейських комунікативних стратегій, взаємодії культур, білінгвізму та мультилінгвізму у країнах ЄС, вивчення комунікативного середовища веб-сайтів ЄС, тенденцій щодо демократизації, ведення відкритого діалогу серед країн-членів ЄС. Учасники отримають відповідні дидактичні та презентаційні матеріали, що також будуть у відкритому доступі на веб-сторінці Східноєвропейського національного університету імені Лесі Українки, кафедри прикладної лінгвістики, та у соціальних мережах.

Аудиторія курсу включає не лише студентів та молодих науковців, а й вчителів англійської мови, що навчаються на курсах підвищення професійної кваліфікації, представників працівників державних, громадських, політичних інституцій та інших зацікавлених осіб.

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Annotation of the course

The objective of the course “EU Language Policy” is to provide students with the needed and comprehensive knowledge and essential skills of EU Language Policy including the aspects of EU communication policy.

The target group is composed of graduate students, postgraduate students, young researchers of the LUEENU.

The course will introduce students and postgraduates students to the EU language policy and planning, providing them with the necessary for cooperation and mutual understanding knowledge. General information about EU history, structure and demographics will broaden their vision of the EU and aid better understanding of the EU communication policy. The outcomes will encourage students` better integration into EU academic and research communities, multicultural cooperation and mobility.

Анотація курсу

Реалізація курсу передбачає поєднання теорії та практики. Слухачі отримають теоретичні знання та практичні навички стосовно історії та структури ЄС, багатомовності та мультикультурності, мовної політики та мовного планування у ЄС, комунікативній стратегій ЄС. Окрім відвідування лекцій, семінарів, проведення аналізу європейських комунікативних стратегій, взаємодії культур, білінгвізму та мультилінгвізму у країнах ЄС, вивчення комунікативного середовища веб-сайтів ЄС, тенденцій щодо демократизації, ведення відкритого діалогу серед країн-членів ЄС. Учасники отримають відповідні дидактичні та презентаційні матеріали, що також будуть у відкритому доступі на веб-сторінці Східноєвропейського національного університету імені Лесі Українки, кафедри прикладної лінгвістики, та у соціальних мережах.

Мета та завдання курсу

Метою проведення курсу «Мовна політика Європейського Союзу» в рамках програми Еразмус+ за напрямом Жана Моне є формування у студентів знань та навичок стосовно мовного планування та мовної політики ЄС, підготовка їх до комунікації в

академічному та культурному середовищі ЄС з урахуванням принципів мультикультурності, взаємоповаги, наукового та культурного співробітництва, тематики Європейської політики сусідства, включаючи сферу управління проектами ЄС. Буде також запропонований загальний огляд історії, структури та демографічних аспектів ЄС з метою інтегрування слухачів до сучасного комунікативного простору ЄС. Реалізація курсу сприятиме поширенню інформації про ЄС, відкриватиме можливості для наукової та дослідницької співпраці, крос-культурної комунікації та академічної мобільності.

В процесі досягнення мети вирішуються наступні завдання:

- набуття слухачами загальних знань про ЄС;
- оволодіння ключовими принципами мовної політики ЄС;
- специфікація ролі англійської мови, національних мов, мов національних меншин у ЄС;
- встановлення особливостей мовної політики ЄС у сфері освіти, науки, політики, професійної діяльності, міжкультурної комунікації;
- вивчення інтернет-комунікації у ЄС;
- формування навичок е-демократії, політкоректності, поваги до мультикультурності.

В результаті формуються наступні компетенції:

- формування європейського світогляду та системи цінностей;
- використання теоретичних та практичних знань про історію, структуру, мовну політику ЄС для інтегрування у європейське освітнє, наукове, академічне та професійне середовище;
- застосування практичних навичок для роботи з інформаційним багатомовним середовищем ЄС;
- уміння працювати з терміносистемою ЄС;
- імплементація стандартів ЄС у власну наукову, професійну та культурну діяльність.

В результаті вивчення курсу слухачі повинні знати:

- основні історичні етапи формування та розвитку ЄС;
- структуру, демографію та принципи функціонування ЄС;
- особливості взаємодії мов та культур ЄС;
- ключові принципи мовної політики ЄС;

- аспекти застосування мов країн-членів ЄС у політичному, академічному та культурному просторах;
- базові засади е-демократії, полікультурної комунікації та політкоректності.

Вміти:

- застосовувати загальні знання про ЄС у власній освітній, науковій та професійній діяльності;
- володіти термінологічним апаратом ЄС;
- користуватись веб-порталами, сайтами, електронними репозитаріями, освітніми та науковими ресурсами ЄС;
- пропагувати принципи рівності, взаємоповаги, політкоректності у власному професійному середовищі.

Знання та вміння, отримані слухачами під час вивчення цього курсу, використовуватимуться в подальшому при їх навчальній, професійній та громадській діяльності.

Цільова аудиторія курсу

Цільова аудиторія курсу включає не лише студентів та молодих науковців, а й вчителів англійської мови, що навчаються на курсах підвищення професійної кваліфікації, представників працівників державних, громадських, політичних інституцій та інших зацікавлених осіб.

Зміст роботи курсу

Навчальний матеріал курсу структурований за модульним принципом і складається з двох класичних навчальних модулів.

Модуль 1

Лекції:

Тема I. General Introduction to EU Studies:

1. European Union: History and Geography.
2. Structure and Institutions of the EU.
3. Demographics of the EU.
4. Cultures and Languages of the European Union.

Тема II. Basics of EU Language Policy:

5. EU Language Policy: Official and Working Languages.
6. Multilingualism and Language Initiatives. EUROPA language portal.
7. English in the EU.
8. Regional, minority and other EU languages.
9. Languages in Education and Research.
10. Languages for Growth and Jobs.
11. Effective Cross-Cultural Communication and Political Correctness.

Тема III. EU Communication Strategy:

12. EU Communication Policy and Strategy.
13. EU Public Webpages.
14. Democracy, Dialogue, Debate.
15. EU External Communication: Ukrainian issues.

Модуль 2

Семінари:

1. Seminar 1. EU History and Structure.
2. Seminar 2. EU Cultural Diversity.
3. Seminar 3. EU Language Policy and Planning.
4. EU Communication Strategy.
5. EU Communication strategy in Ukraine.

Навчальний план

Загальний обсяг навчального навантаження – 40 годин на рік.

Система контролю

Тестовий контроль.

General Introduction to EULP Studies:

European Union: History and Geography

Europe is one of the world's continents¹. It stretches from the Arctic Ocean in the north to the Mediterranean Sea in the south and

¹ Europe in a nutshell, https://europa.eu/teachers-corner/age-ranks/ages-12-15_en

from the Atlantic Ocean in the west to the Ural Mountains in the east. More than 700 million people live in Europe. We Europeans do not only share a continent, we share a common history. New ways of living, thinking and believing have always spread throughout Europe. They have shaped the way we feel and behave to this day. Ancient Greece and Rome, for example, have strongly influenced European culture.

If you want to prevent war, you have to work together. A first step is to control jointly the things needed for war: steel for weapons and energy for factories and transport... That's why six European countries (Belgium, France, Germany, Italy, Luxembourg and the Netherlands) agreed to unite their coal and steel industries. They set up the European Coal and Steel Community. The six countries got on so well that they decided to go a step further and to set up the European Economic Community (EEC). The main idea was to create a 'common market'. That means getting rid of all national obstacles to free trade, such as border checks and customs duties, as if Europe were one country. Over the years, more and more countries joined the EEC. They started working together in many more areas, for example, to protect the environment and to build better roads and railways across Europe. That's why the EEC decided to change its name to the 'European Union'. In 1989, countries from central and eastern Europe broke free from Communist rule. The unnatural separation between the eastern and western parts of Europe, the 'Iron Curtain', ceased to exist. The countries that had regained their freedom reformed their laws and economies and joined the EU. The EU now has 28 member countries.

European values Have you ever heard the phrase 'United in diversity'? It is the EU's motto and it represents what the EU's values are all about. While each EU country has its own culture, language and traditions, they all share the same common values and must respect them if they want to be part of the European Union. One fundamental value that unites all the Member States is democracy. This means that only democratic countries can be members of the EU. The other values of the EU that are common to all Member States are human dignity, freedom, equality, the rule of law and respect for human rights, including the rights of people belonging to minority groups. These values are set out in an important legal text, called a treaty, which all Member States have approved and must therefore respect. The Lisbon

Treaty is the most recent treaty. It was signed in the Portuguese capital in 2007.

The EU is recognisable by several symbols, the most well-known being the circle of yellow stars on a blue background.

The symbols of the European are: anthem, motto and flag

Structure and Institutions of the EU

EU consists of 28 Members. The main objectives of EU are: peace and sustainability in Europe, quality of life, establish common values and democracy, equality, human rights, over time to make a bigger.

Feature of the EU: EU budget, common policies, institutions, treaties, social, political, economic Union, pooled sovereignty.

Institutions of EU:

1. The Commission
2. The Parliament
3. The Council of European Union

The European Commission is made up of 28 Commissioners, one from each member state. Their job is to think about what would be best for the EU as a whole. They propose laws and make sure that the EU treaties are respected. European Commission Roles:

1. Propose new policies for the EU
2. Implement policies
3. Executive management body
4. Civil service
5. Political leadership, manage finance

The European Parliament represents all people in the EU. Its members are chosen in an election every five years. All adult citizens in the EU have the right to vote. European Parliament Role:

1. Represent the citizens of the EU
2. Protect peoples right
3. Regulate other institutes
4. Amend proposed laws
5. Monitor the budget

In the Council, ministers of EU Member States meet to discuss EU matters, take decisions and pass laws. 26 In the European Council all the leaders of the EU countries (Presidents, Prime Ministers or

Chancellors) get together to set Europe's general strategy. The Council of European Union Roles:

1. Pass laws
2. Decide future development
3. Sets objective
4. Provide leadership for the EU project that grew up
5. Co-cooperation and trust between member states

Court of Justice of the European Union² in the last 60 years, EU countries have drawn up many EU laws together. Understandably, there can be some dispute over the interpretation of these laws when it comes to putting them into practice in each EU country. If a national court is in doubt about the interpretation of an EU law, it can ask the Court of Justice for clarification. Likewise, individual EU countries do not always apply EU laws correctly. In this case, the Commission or another EU country can bring the matter before the Court. The Court is based in Luxembourg and consists of one judge per EU country. It ensures that EU legislation is interpreted and applied in the same way in each EU country.

Demographics of the EU

The demographics of the European Union show a highly populated, culturally diverse union of 28 member states. As of 1 January 2017, the population of the EU is about 511.5 million people³.

Population by country

The most populous member state is Germany, with an estimated 82.8 million people, and the least populous member state is Malta with 0.4 million. Birth rates in the EU are low with the average woman having 1.6 children. The highest birth-rates are found in Ireland with 16.876 births per thousand people per year and France with 13.013 births per thousand people per year. Germany has the lowest birth rate in Europe with 8.221 births per thousand people per year. The European Union has a significant number of global cities. It contains 13 of the

² EU and me, <https://publications.europa.eu/en/publication-detail/-/publication/6fcd304-b542-11e7-837e-01aa75ed71a1/language-en/format-PDF/source-50252916>

³ Eurostat – Population on 1 January 2017. Retrieved 7 January 2018.

60 cities which compose the 2008 Global Cities Index,⁴ as well as 16 of the 41 “alpha” global cities classified by Globalization and World Cities (GaWC) Research Network (including London, Paris, Milan, Amsterdam and Brussels among others)⁵.

Religion

The EU has significant religious diversity, mirroring its diverse history and culture. The largest religious group professes Christianity and accounts for 72 % of the EU population⁶, predominantly Roman Catholicism, Protestantism and Eastern Orthodoxy. Several EU nations do not have a Christian majority and for example in Estonia and the Czech Republic the majority have no religious affiliation.

Migration

The movement of people within the Union i.e. internal migration, remains limited; it has traditionally followed two patterns:

- Younger workers from less economically developed regions and countries of the EU tend to move to more prosperous regions in their country or to EU countries with good economic prospects (i. e. UK, Ireland, Germany, Netherlands, France, Italy, Portugal, Spain, Poland),
- Retirees from wealthier places with colder weather (i. e. Benelux, Britain and Germany) tend to move to the sun belt in southern Europe – i. e. Spain, Portugal, Southern France, Italian peninsula and Greece.

Citizens from the European Union make up a growing proportion of immigrants in Spain. They mainly come from countries like the UK and Germany, but the British migration case is of particular interest due to its magnitude. The British authorities estimate that the real population of British citizens living in Spain is much higher than Spanish official figures suggest, establishing them at about 1,000,000 and about 800,000 being permanent residents⁷.

⁴ The 2008 Global Cities Index. Archived from the original on 20 April 2010. Retrieved 27 April 2010.

⁵ GaWC – Inventory of World Cities 2008. Retrieved 27 April 2010.

⁶ Discrimination in the EU in 2012 (PDF), Special Eurobarometer, 383, European Union: European Commission, p. 233, 2012, archived from the original (PDF) on 2 December 2012, retrieved 14 August 2013

⁷ Special Reports | Brits Abroad. BBC News. 6 December 2006. Retrieved 25 January 2011.

EU Official Languages:

- Bulgarian,
- Croatian,
- Czech,
- Danish,
- Dutch,
- English,
- Estonian,
- Finnish,
- French,
- German,
- Greek,
- Hungarian,
- Irish,
- Italian,
- Latvian,
- Lithuanian,
- Maltese,
- Polish,
- Portuguese,
- Romanian, Slovak,
- Slovenian,
- Spanish,
- Swedish.

European Parliament resolution of 11 September 2013 on endangered European languages and linguistic diversity in the European Union (2013/2007(INI)):

• A. whereas the objective of safeguarding and promoting each and every facet of the European Union's cultural and linguistic heritage has been bolstered under the Lisbon Treaty;

• B. whereas linguistic and cultural diversity is one of the fundamental principles of the European Union, as enshrined in Article 22 of the Charter of Fundamental Rights, which reads: 'The Union shall respect cultural, religious and linguistic diversity';

• C. whereas linguistic diversity is acknowledged as a citizen's right in Articles 21 and 22 of the Charter of Fundamental Rights, which means that trying to establish the exclusivity of a language is a restriction and a violation of the fundamental values of the Union;

• D. whereas endangered languages should be conceived as part of the European cultural heritage, and not as a vehicle for political, ethnic or territorial aspirations;

• E. whereas all of Europe's languages are equal in value and worthiness, form an integral part of its cultures and civilisations and contribute to the enrichment of humanity;

• F. whereas cohesive multilingual societies that manage their linguistic diversity democratically and sustainably help to foster plurality and are more open and better placed to form part of the richness that linguistic diversity represents;

• G. whereas all languages, including those which are endangered, reflect historical, social and cultural knowledge and skills, and a mentality and a style of creativity, that form part of the richness and diversity of the European Union and the basis of the European identity;

thus the linguistic diversity and the presence of endangered languages within a country should be seen as an asset instead of burden, and so should be supported and promoted;

Erasmus+ for Language Learners

Through **Erasmus+** and some other programmes the EU supports language learning because:

a. better language skills enable more people to study and/or work abroad, **improve their job prospects** and enhance their career opportunities;

b. speaking other languages helps people from different cultures understand one another – essential in a **multilingual, multicultural** Europe;

c. to trade effectively across Europe, businesses need multilingual staff;

d. the language industry – translation and interpretation, language teaching, language technologies, etc. – is among the fastest growing areas of the economy.

Council of the European Union

Conclusions on multilingualism and the development of language competences

EDUCATION , YOUTH, CULTURE and SPORT Council meeting (Brussels, 20 May 2014)

AGREES THAT

- The EU and the Member States should assess progress in developing language competences, with each country contributing to this progress in accordance with its national context and circumstances.

- Assessment of language competences could help to promote multilingualism and the effective teaching and learning of languages in school.

- Such assessment could be conducted on the basis outlined in the Annex hereto and should cover all four language skills: reading, writing, listening and speaking.

Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)

The result of over twenty years of research, the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) is exactly what its title says it is: a framework of reference.

It was designed to provide

- a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines,
- the design of teaching and learning materials,
- the assessment of foreign language proficiency.

It is used in Europe but also in other continents.

- The CEFR is available in 40 languages.

The main objectives of CEFR:

- promoting plurilingualism and **diversification** in the choice of languages in the curriculum supporting the development and demonstration of the **plurilingual profile** of individual learners;
- developing and reviewing the content of **language curricula** and defining positive ‘can do’ descriptors adapted to the age, interests and needs of learners;
- designing and developing **textbooks** and teaching material;
- supporting **teacher education** and cooperation among teachers of different languages;
- enhancing **quality** and success in learning, teaching and assessment;
- facilitating **transparency in testing** and the comparability of certifications.

EU context for intercultural communication:

1. Economic integration;
2. Single Market 1993;
3. Political integration;
4. Cultural integration.

Individual intercultural competence is the result of:

1. the motivation to communicate effectively with someone from a different culture;

2. being prepared to learn the skills needed for effective communication;
3. the ability to put this knowledge into use.

Principles of intercultural communication and political correctness:

1. The need to allow one's attitudes to be challenged by recognising that the other has the freedom and the right to be different, whatever one's own opinion is;
2. Both partners in the exchange are experts of their respective cultures and should treat each other with mutual respect;
3. The practitioner is responsible for the process. S/He has to enable the different experiences and viewpoints to be identified properly and related to the problem they are talking about;
4. Being non-judgemental. Be aware of the fact that you are making an interpretation of what is being communicated and that you will never have the full picture.

EU language context and the challenge of multilingualism:

1. High level of competence needed
2. Diversity exceeds capability
3. English as international language
4. Communication is more than language
5. The problem of linguistic diversity in the EU (24 languages)
6. The solution of language education;
7. The Barcelona objective: 1 + 2 (Mother tongue plus two other languages)

Four underlying intercultural communication assumptions:

1. The smaller the similarities between two cultures, the more problematic intercultural communication is;
2. Intercultural interaction offers the possibility of social change arising from new ideas and insights that will not always be immediately apparent;
3. Only if you operate as *partners* from different cultures action on an equal basis will be ensured;
4. These plans for action will be more successful if a high degree of cultural awareness, i.e. of intercultural competence is available.

10 Fundamentals of effective intercultural communication & political correctness:

1. detection of the own ethnocentrism;
2. dealing with things that appear strange;
3. laying the bases for tolerance;
4. accepting the ethnic differences;
5. talking about racism, xenophobia, sexism;
6. stressing things in common;
7. encouraging solidarity;
8. training of reasonable conflict-solving-techniques - dealing with cultural conflicts and cultural relativism;
9. getting aware of the possibility to learn from each other and to enrich the life through the cultural contact;
10. getting rid of frontiers by understanding the global responsibility of everybody.

Plan D – Democracy, Dialogue, Debate, 2005

The Commission believes that the debate must not be limited to the political leaders and traditional stakeholders. The debates should involve “*civil society, social partners, national parliaments and political parties*” but also believes that there would be an added value in listening to specific target groups, such as young people or minority groups, that were not reached during the referendum campaigns. Finally, the debates can only be a success if the mass media and internet are engaged in the process for stimulating the debate.

White Paper on a European Communication Policy, 2006

1. Communication is essential to a healthy democracy
2. Different countries living in different ways
3. Citizens know little and decide little
4. Brussels affairs vs decentralized approach
5. One-way communication vs dialogue
6. Institution-centered vs citizen-centered communication
7. Debating Europe, involving people

Defining common EU communication principles:

The right to information and freedom of expression are at the heart of democracy in Europe. References to these principles are included in the EU Treaty and in the European Charter of Fundamental Rights.

These must be the starting point in a process aimed at defining common principles and a shared vision for an EU Communication Policy. Article 11 of the Charter of Fundamental Rights of the European Union states:

(1) Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers;

(2) The freedom and the pluralism of the media shall be respected.

EU Inclusiveness:

All citizens should have access in their own language to information about matters of public concern. This means that information should be made widely available through a wide range of channels, including the mass media and new technologies such as the Internet. It also means that people from all walks of life in all EU countries should be helped to develop the skills they need to access and use that information. This is particularly important in the case of minorities, disabled citizens and other groups that might systematically be excluded from participation in the public sphere.

EU Diversity:

European citizens come from widely diverse social and cultural backgrounds and hold a wide variety of political views. EU communication policy must respect the full range of views in the public debate.

EU Participation:

Citizens should have a right to express their views, be heard and have the opportunity for dialogue with the decision-makers. At EU level, where there is an added risk that institutions are remote from the citizens, this principle is of particular importance.

European communication policy should encourage public bodies at European, national and regional level to:

1. supply the media with high-quality news and current affairs material;
2. work more closely with broadcasters and media operators;
3. establish new links with regional and local communication systems;
4. pro-actively use new technologies.

The European Union is a common project shared by all levels of government, all types of organisations and people from all walks of life. Citizens have a right to information about Europe and its concrete projects, a right to express their views about Europe and to be heard. This is the challenge of communication – to facilitate this exchange, the learning process, the dialogue.

For Europe to rise to the challenge, all the actors involved need to have an agreed set of objectives and a shared ‘toolbox’ of measures they can take. It means working together in innovative ways.

Strategic vision for 2016–2020 Directorate-General for Communication

Listen – Advise – Engage

DG COMM, as a corporate communication service, brings Europe closer to its citizens. Communication can only be successful if the Commission speaks with one voice, reflecting the principle of collegiality.

DG COMM will continue to work on aligning communication action across the Commission to the 10 political priorities, focusing on:

1. **Prioritising** through more efficient governance of the communication domain under the steer of DG COMM, notably through the Corporate Communication Steering Committee (meeting at senior management level).

2. **Professionalising** the communication function, including the establishment of communities of expertise/competence in key areas such as online communication, audio visual and media monitoring and analysis.

3. **Performance measuring**, so as to show a communication budget focused on results, which is also an essential element of accountability. Over the long term, the indicator of “positive image of the EU” (Eurobarometer) is at best a proxy for measuring the impact of this work.

DG COMM provides 3 types of services for its three client groups (executive communication, corporate communication, citizens communication):

1. Listen: As an executive service, DG COMM ensures that high quality country specific information and analysis are fed into the College’s decision making process.

2. Advise: As a corporate service, DG COMM ensures that all relevant Commission's services contribute to a coherent and effective corporate communication on the Commission's priorities.

3. Engage: As a communication service, DG COMM ensures that a simple, clear and understandable message focussed on Commission's priorities is communicated to the media and other multipliers and to EU citizens and engages with them.

EU – Ukraine

Relations between the European Union (EU) and Ukraine are shaped through the Ukraine–European Union Association Agreement and also by the Eastern Partnership and the European Neighbourhood Policy (ENP) of the EU. Ukraine is a priority partner within the ENP and forms a Deep and Comprehensive Free Trade Area (DCFTA) with the EU. The Association Agreement (AA), including its Deep and Comprehensive Free Trade Area (DCFTA), is the main tool for bringing Ukraine and the EU closer together, promoting deeper political ties, stronger economic links and respect for common values.

Since spring 2014, Ukraine has embarked on an ambitious reform programme, aiming to stabilise its economy and improve the livelihoods of its citizens.

Priority reforms include:

1. the fight against corruption;
2. the judiciary, constitutional and electoral reforms;
3. improvement of the business climate and energy efficiency;
4. reform of public administration, including decentralization.

The EU has pledged a package of €12.8 billion for the next few years to support the reform process, with strong conditionality on continued progress.

EU–Ukraine Association Agreement

1. Enhanced EU–Ukraine cooperation on human rights, fundamental freedoms and the rule of law; political dialogue and reforms; movement of persons; and strengthened cooperation in a number of sectors, including, energy; the environment and climate action; transport; financial services; public finances, including anti-fraud;

agriculture and rural development; fisheries and maritime policies; consumer protection and civil society.

2. The Agreement entered into force on 1 September 2017. The state of implementation of the Association Agreement is reported on annually. The latest report (2017) is available online.

Visa Liberalisation

Visa-free travel for Ukrainian citizens with biometric passports entered into force on 11 June 2017, following the fulfilment by Ukraine of the benchmarks that were contained in the visa liberalisation action plan. The purpose of the short-term visa-free travel regime for Ukrainian citizens with biometric passports is to facilitate people-to-people contacts and strengthen business, social and cultural ties between the EU and Ukraine.

Education and People-to-People Contacts

1. The EU supports the integration of Ukraine into the European Higher Education Area and major reforms in the country to restructure and modernise the education system in order to deliver globally-recognised, quality education, to enhance the relevance of the educational offer and expand its internationalisation.

2. Ukraine participates actively in EU capacity-building and academic mobility schemes of Erasmus+, leading to international and intercultural experiences of students and staff, familiarisation with new learning and teaching methods, and strengthening of competences and networks.

3. Over 7,200 academic exchanges have been granted in 2015–2017: 5,270 incoming from Ukraine to Europe and 1,960 from Europe to Ukraine. This represents 43 % of the ‘mobilities’ granted for the entire Eastern Partnership region.

4. 132 Erasmus+ scholarships have been awarded to Master students and 13 to doctoral candidates from Ukraine to follow Erasmus Mundus Joint Degree programmes since 2014.

5. The EU supports key competences and skills of young people, their active citizenship, social inclusion and solidarity through specific actions in the field of youth. Ukraine takes an active role in Erasmus+ projects promoting youth exchanges and volunteering, cooperation, networking and peer-learning activities.

6. 6,500 young people and youth workers from Ukraine participated in joint Erasmus+ Youth projects (exchanges, policy debate, volunteering).

Tasks for independent work:

1. Analysis of the latest EUROBAROMETER surveys;
2. Work with the official EU website www.europa.eu.

Credit Questions

EULP Final Test

Section 1

	Question	Answer 1	Answer 2	Answer 3
2	The term 'EEC' stands for...	"Europe Economic Community"	"European Eco Community"	"European Economic Community"
3	What is the purpose of the European Economic Community common market?	"Goods, travels, capital"	"Goods, workers, services, capital"	"Goods, services, capital"
5	What is the motto of the EU?	"Champions are not born, they are made"	"No official motto"	"United in diversity"
6	What is the anthem of the EU?	"Our Land"	"Land of Freedom"	"Ode to Joy"
7	'Eurozone' is the term for the group of countries which...	"Belong to the EU"	"Are in Europe"	"Use the Euro"
8	How many countries are currently part of the EU?	"27"	"28"	"29"
9	What is the capital of the European Union?	"Brussels"	"Strasbourg"	"Luxembourg"

	Question	Answer 1	Answer 2	Answer 3
1	Which Treaty formally established The European Union?	“Lisbon”	“Nice”	“Maastricht”
1	Which one isn't an European Institution?	“European Parliament”	“European Commission”	“Council of Europe”
1	What is the executive body of the European Union?	“the European Parliament”	“The Council of the Union”	“the Court of Auditors”

Section 2

1. In 2005, the EU Commission has proposed a *Plan D* aimed to stimulate a wider debate between the European Union’s democratic institutions and citizens. *Plan D* stands for:

- A. Democracy, Dialogue and Debate;
- B. Democracy, Dialogue and Doubt;
- C. Dialogue and Debate;
- D. Democracy and Dialogue.

2. EU communication policy must respect the full range of views in the public debate. European citizens come from different social and cultural backgrounds and hold a wide variety of political views, this is known as:

- A. Inclusiveness;
- B. Civic education;
- C. Diversity;
- D. Assimilation.

3. A series of public opinion surveys conducted regularly on behalf of the European Commission since 1973. These surveys address a wide variety of topical issues relating to the European Union throughout its member states and are known as:

- A. EU Survey Service;
- B. Eurobarometer;
- C. Eurothermometer;
- D. Europe by Satellite.

4. Europe by Satellite is:
 - A. A series of public opinion surveys;
 - B. An EU training program in public communication;
 - C. A TV information service of the European Union which consist of 2 TV channels: EbS and EbS+;
 - D. A research program funded by the EU Commission.
5. Directorate-General for Communication starts its Strategic Vision 2016-2020 with a mission statement:
 - A. Democracy – Dialogue – Debate;
 - B. Listen – Advise – Engage;
 - C. Communicating your visions;
 - D. EU – 28.
6. The European Communication Monitor is the largest trans-national study on strategic communication worldwide. It has been conducted since 2007 with more than 30,000 participating communication professionals. Results of the Monitor are released:
 - A. Monthly;
 - B. Annually;
 - C. Biannually;
 - D. Every four years.
7. _____ act as the Commission’s voice and monitor public opinion in their host country. They provide information on the EU through events and the distribution of brochures, leaflets and other materials.
 - A. The Commission representation offices;
 - B. The Spokes Person’s Service;
 - C. National parliaments of the Member States;
 - D. The EU parliament.
8. The Ukraine–European Union Association Agreement is a European Union Association Agreement between the European Union (EU), Euratom, Ukraine and:
 - A. The EU’s 28 member states;
 - B. EU’s 22 member states;
 - C. The Netherlands;
 - D. The Schengen Area.
9. The Ukraine – European Union Association Agreement entered into force in:
 - A. 2014;

- B. 2015;
- C. 2017;
- D. 2018.

10. The purpose of the short-term visa-free travel regime for Ukrainian citizens with biometric passports is to facilitate people-to-people contacts and strengthen business, social and cultural ties between the EU and Ukraine. Visa-free travel for Ukrainian citizens with biometric passports entered into force in:

- A. 2014;
- B. 2015;
- C. 2017;
- D. 2018.

Section 3

1. CEFR was introduced by:

- A. “Cambridge University Press”;
- B. “The Council of Europe”;
- C. “The US Government”;
- D. “Teachers of English”.

2. In the past the following scale of levels was used:

- A. “Beginner-intermediate-advanced”;
- B. “Beginner-medium-advanced”;
- C. “Elementary-medium-advanced”;
- D. “Beginner-intermediate-proficient”.

3. CEFR levels are:

- A. “Elementary-independent-proficient”;
- B. “Basic-independent-proficient”;
- C. “Beginner-intermediate-proficient”;
- D. “Basic-proficient-independent”.

4. The total number of CEFR sub-levels is:

- A. 3;
- B. 2;
- C. 5;
- D. 6

5. CEFR provides the assessment of the following skills:

- A. Listening, reading, writing;

- B. Listening, speaking, reading, discussion;
- C. Listening, speaking, reading, writing;
- D. Speaking, reading, writing, communication.

6. "Tourist" level is:

- A. B2;
- B. Pre-A;
- C. A1;
- D. C1.

7. The main ideas of difficult texts are understood at level:

- A. B2;
- B. A2;
- C. C1;
- D. C2.

8. CEFR was published in:

- A. 2000;
- B. 2005;
- C. 2002;
- D. 2001.

9. CEFR results are now recognized:

- A. Only in Europe;
- B. Across the world;
- C. Only in the English-speaking countries;
- D. At language schools.

10. The main value of CEFR is that:

- A. It's not expensive;
- B. Helps to get a good job;
- C. It gives common language to describe proficiency levels;
- D. Does the assessment of speaking skills.

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