

Studies in European Language Diversity 30

ESTONIAN IN GERMANY

ELDIA Case-Specific Report

Kristiina PRAAKLI



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Studies in European Language Diversity is a peer-reviewed online publication series of the research project ELDIA, serving as an outlet for preliminary research findings, individual case studies, background and spin-off research.

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Publisher

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Funded under Socio-economic Sciences & Humanities

Cover design: *Minna Pelkonen & Hajnalka Berényi-Kiss*

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ISSN 2192-2403

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Foreword

This Case-Specific Report, part of the research project ELDIA, deals with the situation of the Estonian language in Germany and the multilingual community of Estonian-speakers in Germany. Estonian-speakers in Germany are recent migrants or persons with migration background. They are not officially recognised as an ethnic group.

The report consists of six chapters. Chapter 2 introduces the socio-historical and linguistic context of Estonian in Germany; it is followed by chapters on methodology (Chapter 3 on the questionnaire survey and interviews, and the principles of data analysis (3.5), written by Anneli Sarhimaa and Eva Kūhhirt), the findings and results of the study (Chapter 4, including section 4.1 by Sarah Stephan on the legal and institutional framework) and conclusions (Chapter 5). The empirical field work for this case study, consisting of a questionnaire survey (with the assistance of Evelin Laaniste), interviews, and analysis of this new data, was conducted by Kristiina Praakli (University of Tartu). All ELDIA case-specific reports have the same structure and have been written following the template designed by Kadri Koreinik, Kristiina Praakli, Karl Pajusalu and Helle Metslang (University of Tartu).

(Editor's note: The first version of this report was finished in 2013. This final version, as well as its parallel versions in Estonian and German, has been reedited and updated by the author and finally submitted for publication in 2016.)

1 Introduction: What is ELDIA about?

ELDIA (European Language Diversity for All) is an interdisciplinary research project for reconceptualising, promoting and re-evaluating individual and societal multilingualism.

The empirical research was conducted with selected multilingual communities which covered practically the whole spectrum of different political and socioeconomic circumstances of linguistic minorities in Europe. The communities investigated speak endangered and often only recently literarised minority languages (e.g. Karelian, Veps, Seto) or languages with a vigorous standard variety (e.g. Hungarian). Included are both autochthonous (e.g. Meänkieli/Tornedal Finnish speakers) or indigenous minorities (e.g. Sámi) and more recent migrant groups (such as the Estonians in Germany and Finland). All these minority languages belong to the Finno-Ugric language family which is seriously underrepresented in internationally accessible sociolinguistic literature. The results of the research project, however, will be generalisable beyond this internally highly diverse language group: they will contribute to the study of multilingualism and the development of language policies in other multilingual contexts as well, in and outside Europe.

The project provides

- more detailed knowledge about multilingualism and the interaction of languages in Europe, in the form of context analyses, case-specific and comparative reports, practical information and recommendations
- data and corpora for further research
- means of communication and networking between researchers (workshops, publications, etc.)
- the European Language Vitality Barometer (EuLaViBar) – a checklist/handbook for policy-makers and other stakeholders.

ELDIA was funded by the 7th Framework Programme of the European Commission. Note that the views expressed in this research report are the sole responsibility of the authors and do not necessarily reflect the views of the European Commission.

More information about ELDIA can be found on the project website www.eldia-project.org. All our electronic publications can also be downloaded directly from the PHAIDRA permanent file repository: <http://phaidra.univie.ac.at/o:80789>. The main results of ELDIA have been summarized and analysed in the monograph *Towards Openly Multilingual Policies and Practices: Assessing Minority Language Maintenance Across Europe* (Laakso et al. 2016).

2 Socio-historical and Linguistic Contexts

2.1 Introduction

The following chapter introduces the socio-historical and linguistic context of Estonian-speaking communities in Germany.

Estonians in Germany represent an allochthonous language minority group which has come into being relatively recently. The formation and evolution of Estonian communities have first and foremost resulted from political factors and economic reasons. According to the results of the Federal Statistical Office of Germany (Statistisches Bundesamt) there were 6,023 Estonian citizens (*ger. Staatsangehörigkeit Estland*) living in Germany in 2014 (Destatis 2015: 37). However, the number of people who define themselves as Estonian or who are native speakers of Estonian is not known. It is quite likely that the number of those residents of Germany who were born in the Republic of Estonia also includes representatives of other ethnic groups and speakers of other languages.

The evolution of Estonian-speaking communities in Germany dates back to the period of World War II (1939–1945). The massive flight of Estonians to the West continued in waves throughout the war. Various sources have estimated the total number of Estonian refugees as about 70,000 people. Especially in 1944, thousands of Estonians, anticipating the return of the Soviet occupation forces, left for the West, by sea to Sweden or by land towards Germany. There were considerable numbers of intellectuals, artists and scientists among the refugees.

On 1 October 1946, there were 31,221 Estonians in “displaced persons” (DP) camps in the Western-occupied zones of Germany: 16,688 in the US zone (including Berlin), 13,698 in the British zone and 835 in the French zone (Ernits 1966: 24). The largest camp of Estonians was situated in Geislingen (the US zone in southern Germany, 4500 inhabitants). As it became evident that many displaced persons did not wish to return to their homelands because of the unfavourable political situations, on 1 July 1947 the International Refugee Organization (IRO) started to resettle war refugees from Germany. 27,096 Estonian refugees emigrated from Germany in 1947–1951 with the support of the IRO: 10,992 to the US, 4118 to Canada, 3418 to the UK, 1089 to Sweden, 5958 to Australia etc. (in detail Maasing et al. 1966: 188; Raag 2005: 357). It is estimated that approximately 4000–6000 Estonians remained in Germany (Raag 2005: 357; Ernits 1966: 8). The largest Estonian community was in Bavaria (Bayern), while the others were dispersed throughout other regions.

Most Estonians currently living in Germany, however, are more recent immigrants: they have left Estonia after the collapse of the Soviet Union (1991). The reasons for immigrating to Germany vary: some Estonians have come to Germany because of their university studies or research work or jobs in international companies, some have family-related reasons (e.g.

marriage to or family relations with a German citizen). One very typical pattern for Estonian women currently aged between 25 and 40 was to take a job as an *au pair* for a year or two in a German family and to continue their university studies in Germany afterwards.

One could claim that the Estonian community in Germany is a relatively young and viable language minority and its sustainability is supported by the continuing emigration from Estonia. Based on the results of the survey's research it can be stated that Estonians living in Germany have integrated into society and they are hired at jobs that correspond to their professional qualification. Estonians living in Germany are characterised by their very good command of German across all modes of language use and also by very good command of other foreign languages (English and Scandinavian). In terms of their professional activities, the Estonians who participated in the survey are engaged in teaching, business, health care and law.

2.2 Sociohistory

2.2.1 The context of the investigated language community

Germany is one of the most populous and multicultural countries in Europe. The total population in Germany was recorded at 81,2 million people in 2015 (Bevölkerung auf Grundlage des Zensus 2011 ...). Immigrants and Germans with a migrant background (*Migrationshintergrund*) constitute a considerable proportion of the country's population¹. In 2013, the number of people with a migrant background who were living in Germany amounted to roughly 16,5 million. The vast majority of the population with a migrant background (9,7 million) held a German passport, while slightly more than 6,8 million were foreigners (Microcensus 2013). At the end of 2014, a total of nearly 8,2 million people holding a foreign citizenship were registered in the Central Register of Foreigners (AZR) (Statista 2016b).

The foreign population and people with immigrant backgrounds in Germany have developed under the influence of various factors (in detail Extra and Gorter 2001). The largest ethnic group of non-German origin are the Turkish. In December 2014, the ten largest immigrant groups came from the following countries (Statista 2016b).

¹ The term "people with a migrant background" covers German citizens who have immigrated to Germany after 1950, their descendants, and foreign nationals.

Country of origin	Number
Turkey	1 527 118
Poland	674 152
Italy	574 530
Rumania	355 343
Greece	328 564
Croatia	263 347
Russia	221 413
Serbia	220 908
Kosovo	184 662
Bulgaria	183 263

Table 1. The 10 largest immigrant groups in Germany, 2014

In comparison with other ethnic minorities, Estonians constitute a very marginal minority group in Germany. As one of the informants of this study said, the Estonians in Germany are too few to be called a minority. By way of comparison, it should be noted that there are for instance 27,752 Latvians, 39,001 Lithuanians and 14,019 Finns living in Germany (Destatis 2015: 99). Citizens of Argentina, the Republic of South Africa, Iceland, Cyprus, Malta and Liechtenstein form smaller minority groups than Estonians.

Official language. The German language is the official language of administration and the judiciary of Germany, as stipulated in the Administrative Procedure Act (*Verwaltungsverfahrensgesetz*). It is spoken by more than 69,800,000 people in Germany (Ethnologue). German is also the official language or one of the official languages in Austria, Belgium, Liechtenstein, Luxembourg and Switzerland. As a foreign language, German is learned worldwide by an estimated 15,46 million people (Statista 2016a).

Regional or minority languages in Germany. Germany ratified the **European Charter of Regional or Minority Languages** on 16 September 1998. The regional or minority languages covered under the Charter in Germany are Danish, Upper Sorbian, Lower Sorbian, North Frisian, Sater Frisian, Low German and Romani (European Charter 1998). As it is stated in the Charter, regional or minority languages are languages traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population; these languages must also be different from the official language(s) of that State. The languages covered by the Charter benefit from various rights in the *Bundesländer* where those languages are spoken: right to education in regional or minority languages, language of judicial authorities, language of administrative authorities and public services, language of media, language of cultural activities and facilities, language of economic and social life and transfrontier exchanges. These types of protection are not applied for the new minorities, and there are no language laws or regulations concerning their languages.

The Framework Convention on the Protection of National Minorities was signed in 1995 (FCNM 1995). These two Conventions will only protect the officially recognised minorities

and do not cover the languages of immigrants and of “Germans with an immigrant background”.

Majority and minority varieties. The languages used by Estonians in Germany are Standard Estonian and Standard German and local varieties of those. Most members of the Estonian community in Germany are multilingual. Estonian and German are generally used as vehicular languages in the community. In communication with other minorities, German or other languages (mostly English) are used.

Self-identification of Estonians living in Germany. There is no previous research on the self-identification of Estonians living in Germany. However, based on the interviews carried out during the ELDIA project, one could claim that most informants identify themselves as “an Estonian living in Germany” (*Saksamaal elav eestlane*), not as “German-Estonian” or “Estonian of Germany” (*Saksamaa eestlane*), some younger informants also consider themselves *cosmopolites* and (*northern*) *Europeans*.

The vast majority of our informants do not define themselves as expatriate Estonians (*väliseestlane*, lit. “external Estonian”) either. (The term *väliseestlane* was widely used after WWII and is still often associated with those large Estonian refugee communities which came into being in the West after 1944.)

2.2.2 Previous research on the Estonian minority in Germany

The Estonian-speakers in Germany have received very little attention until now (as of 2016) and have not been subject of any sufficiently comprehensive study. No earlier reports or international studies on the Estonian minority in Germany exist.

Research on Estonians in Germany concentrates mainly on World War II: the flight of Estonians to Germany and their daily life in Germany after the war until their emigration from Germany (e.g. Purga 1954; Sibul 1954; Peterson 1956; Maasing et al. 1966; Järvesoo 1991; Kulu 1992; Stille 1994; Kool 1999; Raag 1999, 2001, 2005; Rahi-Tamm 2004; Pletzing and Pletzing 2007; Kumer-Haukanõmm, Rosenberg and Tammaru 2009; Tammaru, Kumer-Haukanõmm and Anniste 2010; Kumer-Haukanõmm 2012; Maddisson and Vesilind 2013).

The most exhaustive study so far about Estonians in Germany is the extensive historic material collected by journalist Ferdinand Kool (1999). The work contains valuable archive data about refugee camps in Germany and presents an overview of Estonians’ educational and cultural lives in refugee camps. Several reviews about literature in exile, about the Estonian press, theatre and schools in Germany have also been published, presenting an overview of the years 1944–1960 (see Maasing et al. 1966; Kruuspere et al. 2008). There are also a lot of bibliographies that mostly concentrate on literature about the exodus to Germany during World War II, emigration to other countries, the founding of Estonian schools and theatres in Germany, as well as overviews of Estonian literature, music and art in Germany from the period after World War II until 1960. Very little attention has been paid to

the research of Estonian-speaking groups formed in Germany after the Republic of Estonia regained its independence. A review article by Tiina Kälisaar (2010) is the only one that can be mentioned.

2.3 Territorial and political context

Geographical territory. Centres of Estonians in Germany have changed in the course of time. While during and after World War II the majority of Estonians assembled in Southern Germany (due to Estonians settling in Geislingen, the site of the most important DP camp), now most of the Estonian citizens live in or near large cities (Düsseldorf, Stuttgart, Hamburg, Munich, Berlin).

A sudden increase in emigration is clearly evident immediately after Estonia's accession to the European Union (2004). However, as opposed to the emigration to Finland, emigration of Estonian citizens to Germany has not been very intensive since the enlargement of the EU. It has been limited by the transition period imposed by Germany (until 1 May 2011) on citizens of the countries that acceded to the European Union in 2004. However, Germany has made exceptions with certain categories of workforce. Moreover, foreign graduates of German establishments of higher education may enter the German labour market in their field of specialisation without any restrictions.

According to Statistics Estonia (see RVR04), the dominant destination of Estonian citizens emigrating is Finland, followed by Sweden, Germany and the United Kingdom. Table 2 below shows the migration of Estonian citizens to Germany, Finland and to the United Kingdom in the years 2004–2014.

Year	Germany	Finland	UK
2004	136	1960	45
2005	148	3513	87
2006	145	4451	125
2007	206	3163	164
2008	203	2743	409
2009	214	2733	409
2010	228	3475	260
2011	282	3597	779
2012	185	4883	365
2013	213	5120	394
2014	196	3051	366

Table 2. Emigration of Estonian citizens to Germany, Finland and to the United Kingdom, 2004–2014

As the Estonian minority in Germany is a relatively young minority group, it is not possible at present to assess the geographical stability or mobility of the language group. Considering the migration behaviour of Estonians throughout history and in different periods, it can be said that Estonians more characteristically favour fixed settlement.

2.4 Cultural context

The organised cultural and educational activity of Estonians in Germany began in refugee camps during the 1940s (for more information, see Maasing et al. 1966; Raag 1999, 2001, 2005). However, when the majority of Estonians left Germany in the beginning of the 1950s, the small community of Estonians remaining in Germany could not go on with Estonian cultural activities as before and Germany gradually lost its role as a centre of expatriate Estonians. After that, Sweden (Stockholm), Canada (Toronto) and the U.S.A. (New York) became the most essential centres of expatriate Estonian culture.

In 1952, the core of the Estonians remaining in Germany established a Germany-wide organisation called the Estonian Society in the Federal Republic of Germany (*Eesti Ühiskond Saksa Liiduvabariigis*; <http://www.eüsl.de/>). The main objective of the activity of the EÜSL is to support and promote Estonian culture in Germany. Traditional events that are celebrated and organised by the EÜSL are Estonian culture festivals, Christmas, St. John's Day (Midsummer) and the anniversaries of the Republic of Estonia.

2.4.1 Language use in different domains

Media. There are no Estonian TV programmes or radio broadcasts in Germany². The main Estonian information channels for Estonians in Germany are the websites of Estonian associations such as www.eestlased.de and www.eüsl.de. Internet environments such as Facebook and Skype are the main Internet channels used for communication.

The tradition of publishing Estonian newspapers in Germany dates back to the period of World War II when Estonian cultural activities started in Estonian refugee camps. The first printed newspapers were issued in the autumn of 1944, e.g. *Võitleja* ('Fighter') and *Eesti Rada* ('Estonian Path'). At this moment, *Eesti Rada* is the only newspaper published in Estonian in Germany.

To the best of my knowledge, no previous research has been conducted about the use of the new media by Estonians in Germany. There is no previous data available about this issue except research carried out during the ELDIA project.

² During the period after World War II when Estonia was occupied by the Soviet Union, the most important information channels for expatriate Estonians were Radio Free Europe (*Vaba Euroopa*) and The Voice of America (*Ameerika Hääl*). Radio Free Europe (www.rferl.org), founded in 1950 as an international radio broadcasting station financed by the US Congress, was an alternative information channel for Eastern European countries occupied by the Soviet Union. During the years 1975–2004, RFE also broadcast in Estonian. RFE was located in Munich up to 1995, after that in Prague. The Voice of America (www1.voanews.com/english/news), the official foreign radio of the US government, has been operative since 1942, broadcasting in 44 languages. Between 1951 and 2004, The Voice of America regularly broadcast in Estonian as well. In addition to New York and Washington, Estonian broadcasts were also produced in Munich.

The possibilities for learning Estonian in Germany. The German school system does not offer any teaching of Estonian either as mother tongue or as a foreign language.

The first Estonian schools in Germany were founded in refugee camps during World War II (for more details, see Kool 1999). After the closure of the refugee camps, the activity of Estonian schools was terminated. In some countries (Sweden, U.S.A, Germany), additional Estonian-language schools (Est. *täienduskoolid*) were established. In Germany, however, these schools terminated their activities in the 1960s.

Teaching Estonian in Germany (outside the curricula of the regular school system) restarted in 2005 when the Hamburg Estonian School was opened. In 2007, the Munich Estonian School became operative, in 2012 in Frankfurt, in 2013 in Cologne (see in detail <http://www.eüsl.de/ekool.html>). These schools were founded through the initiative of the local Estonians. They are partly financed by the Estonian state: the Ministry of Education and Research and the Estonian Institute in Tallinn.

Higher education and research. Estonian language and culture are taught at some universities (Greifswald, Göttingen, Munich). Academic teaching outside Estonia is supported by the Council of Teaching Estonian Language and Culture Abroad (see Estonian Studies Abroad; <http://ekkm.estinst.ee/sisu/akadeemiline-valisope/>).

Administration, court, public institutions. There is no information about using Estonian in judicial procedures.

Intra-group communication. To the best of my knowledge, no previous research has been conducted about intragroup or intergroup communication and on language choices of Estonians at the working place.

The use of languages in publications and at conferences in Germany depends first and foremost on the type of event. Estonian researchers tend to use German or English in those events, and at international academic conferences English is used almost exclusively. Use of Estonian in those events is rare, only if the topics are Estonia or Estonian-related or organised for local Estonians. Estonian can also be used in unofficial meetings or outside the events.

2.4.2 Gender aspects of every-day language policies

To the best of my knowledge, no previous research has been conducted into gender aspects of every-day language policies among the Estonian minority in Germany. The only data on gender patterns originates from the Federal Statistical Office of Germany (Statistisches Bundesamt; Destatis). According to the Destatis (2015: 36–37), most residents with Estonian citizenship are women (see table 3 below).

Year	Total Amount	Men	Women	Percentage of women
2004	3 775	1 137	2 638	69,9
2005	3 907	1 151	2 756	70,5
2006	3 970	1 173	2 797	70,5
2007	4 065	1 168	2 897	71,3
2008	4 003	1 157	2 846	71,1
2009	4 108	1 213	2 895	70,5
2010	4 394	1 368	3 026	68,9
2011	4 840	1 559	3 281	67,8
2012	5224	1674	3550	68%
2013	5780	1962	3818	66,1%
2014	6023	2096	3927	65,2%

Table 3. Gender distribution of Estonian citizens in Germany, 2004–2014

There is also no previous research on gender structures in minority representation nor research on mixed marriages, nor official information on the position of Estonian women in the labour market in Germany. However, the official database of Statistisches Bundesamt includes data on the ethnic structure of marriages (see Destatis 2015: 65–67).

2.5 Demographic context

2.5.1 Statistics and basic demographic information

The demography of Germany is monitored by the Federal Statistical Office of Germany (Statistisches Bundesamt; Destatis). According to the Destatis (2015: 37), by the end of 2014, there were 6,023 residents in Germany who hold Estonian citizenship. In the statistics of foreigners, foreigners residing in Germany are shown by country of citizenship, gender, duration of residence, age, place of birth (Germany/abroad), marital status, etc.

To the best of our knowledge, no earlier research on the demographic developments of the Estonian communities in Germany is available. Throughout centuries, German was the most important language of education and culture in Estonia, which probably facilitated a small-scale migration of professionals and students. Before WWII, a few hundred Estonians lived in Germany (Kulu 1992). More detailed information can be found on those Estonians who lived in DP camps during World War II and also on the emigration of Estonians from Germany to other countries (see Maasing et al. 1966; Kulu 1992; Kool 1999; Raag 1999, 2005).

However, it should be noted that the German statistics do not include such indicators as native language or first language, which would help specify the number of ethnic Estonians. The citizenship-based (*Staatsangehörigkeit*) statistics very probably include Estonian citizens of other ethnic backgrounds such as Russians, Ukrainians, etc. It is also unclear how many people of Estonian origin or former Estonian citizenship are German citizens.

The Estonian Statistical Office. The population statistics database is accessible via the Statistical Office website (<http://pub.stat.ee/px-web.2001/dialog/statfile2.asp>). External migration of Estonian citizens can be analysed based on the following parameters: 1) migration by gender, age group and type of migration; 2) external migration by gender, age group and country of destination; 3) external migration based on country and gender; and 4) external migration by age group, gender and citizenship. The quality of migration data has improved since 2006: in the summer of 2007 the European Parliament passed a regulation that obligates all the Member States to present immigration and emigration statistics based on common methodology from the year 2009 (for more details Anniste 2009: 50–51).

2.5.2 The basic shortcomings of existing demographic data

The number of Estonian citizens was first presented in the database in 1992. Since 1992 the number of Estonian citizens in Germany has increased gradually (see table 4 below).

Year	Estonian citizens
1992	614
1992	1036
1993	1834
1994	2069
1995	2509
1996	2881
1997	3173
1998	3348
1999	3429
2000	3649
2001	3880
2002	4019
2003	4220
2004	3775
2005	3907
2011	4840
2012	5224
2013	5780
2014	6023

Table 4. Number of Estonian citizens in Germany, 1992–2014

Age and gender structure of Estonians in Germany. Estonian citizens in Germany are fairly young people: most of them are 25–35 years of age (1868 persons), the next largest age groups are 35–45 years (1465 persons) and 45–55 years (634 persons). Women form the majority in all the age groups of working-age people (20–65 years). The age group 25–35 includes 661 men and 1207 women, while the age group 35–45 includes 379 men and 1086 women (Destatis 2015: 36–37; 42–44).

Age groups	Men	Women	Total
–5	94	93	177
5–10	119	102	221
10–15	126	115	241
15–20	112	128	240
20–25	232	356	588
25–35	661	1207	1868
35–45	379	1086	1465
45–55	202	432	634
55–65	98	266	364
65–75	38	90	128
75–85	21	37	58
85–95	11	20	31
95–	3	5	8

Table 5. Age and gender structure of Estonians in Germany, 2014

Numbers of Estonian citizens across *Bundesländer*. Most of the Estonian citizens in Germany live in or near large cities (Düsseldorf, Stuttgart, Hamburg, Munich, Berlin). The largest Estonian community (1069 persons) is in North Rhine-Westphalia, followed by 949 in Baden-Württemberg, 1038 in Bavaria, 527 in Hesse, and 360 in Hamburg. Berlin is home to 396 Estonian citizens (Destatis 2015: 99–101).

<i>Bundesländer</i>	Number of Estonian citizens
Baden-Württemberg	949
Bavaria	1038
Berlin	396
Brandenburg	90
Bremen	73
Hamburg	360
Hesse	527
Mecklenburg-Vorpommern	70
Lower Saxony	446
North Rhine-Westphalia	1116
Rhineland-Palatinate	261
Saarland	50
Saxony	180
Saxony-Anhalt	72
Schleswig-Holstein	326
Thuringia	63
Total	6032

Table 6. Number of Estonian citizens in Germany by *Bundesländer*, 2014

As of 31 December 2014, an average Estonian citizen living in Germany has been a resident of Germany for 8,9 years (men 7,6 years and women 9,5 years); the average age of Estonian citizens is 33,9 years (men 31,5 and women 35,8). Data are also available on marital status:

of the 6023 Estonian citizens, 3050 are single, 1907 are married (700 to German citizens). (Destatis 2015: 65–67.)

2.6 Languages in contact and language maintenance

General description of the languages at issue: Estonian and German. Estonian and German are genealogically completely unrelated. Typologically Estonian is an agglutinating language but more fusional and analytic than the northern Finnic languages (for example, Finnish). German, along with English, Dutch and Frisian, is a member of the West Germanic group within the Germanic branch of Indo-European languages (see in detail Harbert 2007).

Estonian as a Finno-Ugric Language. Estonian belongs to the Finnic (Baltic-Finnic) language group of the Finno-Ugric (Uralic) language family. The Finnic group is now usually divided into 12 languages: Finnish, Karelian, Ludian, Vepsian, Ingrian, Votian, Estonian, Livonian, Võro and Seto, Meänkieli (Tornedal Finnish) and Kven. These languages are or were spoken east of the Baltic Sea (around the Gulf of Finland), in the territory of Russia (eastern coast of the Gulf of Finland and around Lakes Onega and Ladoga), Finland, Norway, Sweden, Estonia and Latvia (in the north of the Courland Peninsula). Võro and Seto are spoken in south-eastern Estonia, Seto also in adjacent areas on the Russian side of the border. Compared to all other Finno-Ugric branches, the Finnic languages are historically and structurally considerably closer to one another than to any other branch.

The relatedness of the Finnic languages and their position in the Uralic language family have been thoroughly researched since the 19th century, but many details of prehistoric developments, such as the geographic origins, localisation and dating of the diverse proto-language stages are still open to some debate. For a detailed overview of the linguistic background of Estonian, see, e.g. Viitso (2003).

The present-day literary language of Estonian is based on the Northern Estonian dialect. Within the Estonian language area, two main dialect groups (North and South) are distinguished (in detail see Viitso 2003). The written cultivation of Estonian began in the 16th century in the form of two emerging literary languages: Northern Estonian (or the Tallinn language) and Southern Estonian (or the Tartu language). From the 18th century on, the Northern variety gradually ousted the Southern one and served as a basis for the new standard language, which experienced intensive reforms in the early 20th century. These reforms made it possible to use Estonian in all of its modern functions, also as the language of science and higher education (in detail Laanekask and Ereht 2003; Laanekask 2004).

One of the most important contact languages to influence Estonian is German. Due to historic reasons, the (Baltic) German nobility has had long-term influence—from the 13th until the early 20th centuries, i.e. for 700 years—on Estonian culture and language. The most clearly visible signs of German influence are hundreds of German loanwords in Estonian, usually divided into the Low German (from the 13th to the mid-16th centuries) and High

German (mid-16th century onwards) strata (see Hinderling 1981; Hasselblatt 1990; Rätsep 2002; Hinderling and Hasselblatt 2004; Ariste 1981; Ariste 2010).

2.6.1 Monolingualism, bilingualism and multilingualism

As stated above, there is no earlier research on multilingualism and attitudes towards multilingualism by Estonian-speakers in Germany. There is also no previous research on the command of foreign languages among Estonian-speakers in Germany.

Monolingualism and multilingualism among Estonians in Germany. Estonians in Germany use Standard Estonian as their literary language and have no significant problems in defining the language they use. Estonian and German are generally used as vehicular languages in the community. In communication with other minorities, German or other languages (mostly English) are used.

The multilingual behaviour of Estonians in Germany has been described by Tiina Kälisaar (2010). According to her results, Estonians use German as their usual language of communication; it is also used at home when one of the spouses is German or of another nationality. However, there is no detailed research in this field.

2.6.2 Results of language contact

Describing the stability of the language contact situation is complicated at the moment. There are no previous data that would enable conclusions to be made about changes in the language contact situation, for instance issues related to structural and lexicon changes or to the sustainability of Estonian (language maintenance and language shift) in Germany.

Research on code-switching and code-mixing among Estonian-speakers in Germany. The bilingual language use of Estonians in Germany has been briefly described by Tiina Kälisaar. According to the study of Kälisaar (2010) the influence of German is felt mostly distinctly in the use of nouns and verbs which are taken over from German and inflected with Estonian grammatical endings (and, if needed, a linking vowel as in the following examples), e.g. *Autobahn+i+l* [adessive case] ‘on the motorway’ (*auf der Autobahn*), *U-Bahn+i+ga* [comitative case] ‘with the underground’ (*mit der U-Bahn*); *kas sul on reis juba puhh+i+tud* [passive past participle] ‘have you already booked (German *buchen*) your trip?’; *ma meld+i+n end* ‘I register [1sg] myself, I let know of myself’, cf. German ‘*ich melde mich*’). The data of Kälisaar also indicate that Estonian-German bilingual children’s written Estonian is influenced by German orthography. For instance, they do not always indicate long vowels with the doubling of the letter (*põsas* instead of *põõsas* ‘bush’, *ramat* instead of *raamat* ‘book’), or they may use German letters or letter combinations which are not used in Estonian (*wanaema* instead of *vanaema* ‘grandmother’, *lechl* instead of *lehm* ‘cow’).

Language data collected during the ELDIA project. The oral language use of the informants is characterised by the intense use of discourse particles from both spoken Estonian (such as

nagu, noh and *vot*) and German (such as *naja, also, klar*), also the use of the exclamation *was soll das!* (expression of indignation: ‘what’s that supposed to be?!’) and some politeness phrases. In the case of some informants the strong influence of German in pragmatics and the transfer of German pronunciation patterns to Estonian is also notable.

The occurrence of code-switching is relatively marginal. As expected, when it comes to word types, code-switching is most prominent with nouns (*Fragebogen* ‘questionnaire’), in some instances also with adverbs (e.g. *natürlich* ‘naturally’). Switching to German occurs in connection with certain themes, e.g. German place-names and the names of educational and public institutions. Code-switching has different pragmatic-conversational functions, e.g. quoting a third person, expressing attitudes, but it is also used for metalinguistic purposes (such as searching for words or commenting on what was said). Moreover, speakers may use code-switching as a conversational strategy to fill the lexical gaps in their native language.

Another typical feature due to the influence of German is the occurrence of (German) internationalisms instead of native Estonian words (e.g. German *Figur* instead of Estonian *figuur* or *kuju*). These words are often pronounced as in German, not as in the Estonian practice, e.g. [o: pɛ:r] for *au pair* (instead of the Estonian “orthographic” pronunciation).

2.6.3 Perception of learnability and willingness to use the language

Prior to the ELDIA project, there has been no research on how the Estonians in Germany learn and are willing to learn other languages.

3 Data sampling and methods

3.1 Sample survey

This section describes the design and the practicalities of gathering new empirical data. The fieldwork was conducted following the ELDIA Fieldwork Manual which was prepared by Jarmo Lainio in cooperation with Karl Pajusalu, Kadri Koreinik and Kristiina Praakli (all from the University of Tartu). Due to various problems which finally led to the University of Stockholm leaving the project, the planning of the fieldwork and especially the questionnaire (see section 3.1.2) was severely delayed, which affected all the following work phases.

The other ELDIA case studies included an empirical study with a “control group” representing the majority population of the country at issue. In the case of Estonian in Germany, no control group study was conducted: the Estonians are so few and dispersed that investigating the German majority’s attitudes towards them would hardly have brought any relevant results.

3.1.1 Minority language speakers’ survey

There were several factors hindering and affecting the organisation of and conducting the survey research in Germany, e.g. the strict German Data Protection Act, simultaneous collection of language data for other research projects, long geographical distances and the lack of accurate data on the number of people in Germany who are native speakers of Estonian.

To find participants for the survey, the project researchers contacted Estonian societies in Germany and asked for their help and cooperation, but their possibilities of offering their assistance were limited. The German Data Protection Act did not allow Estonian societies to disclose the socio-demographic data (age, gender, education level and marital status) and personal data (names, addresses and/or phone numbers) of their Estonian members to the project researchers. (On the other hand, there is no reason to assume that all Estonians living in Germany have become organised and belong to Estonian societies and thus all native speakers of Estonian did not have equal possibilities for being selected to the sample.)

To find participants for the survey research and interviews, the project researchers finally resorted to the so-called **snowball method** and used local Estonian societies, social media (Facebook) and personal contacts. Using social media and the researchers’ personal contacts can be considered the most effective way of finding respondents in the context of this survey. However, the use of the snowball method may raise a justified question of how representative the results of the survey are, given the fact that not all Estonians in Germany had equal chances to be included in the sample. Because of the way of finding respondents,

it is not possible to measure the accuracy of the results or make generalisations beyond the sample.

The description of the research project with a proposal to participate in the survey was sent to five Estonian societies and with the consent of their contact persons also to different events of Estonians. Unfortunately the project researchers could not control the distribution of questionnaires; they did not have a clear overview of how the questionnaires were handed out and they did not get any feedback on the survey. As the project researcher had to rely on their contact persons and mediators in finding respondents, the period of fieldwork took longer than planned. The most time-consuming and labour-intensive project stages were constant communication and correspondence with the societies, briefing and interaction with people who were willing to participate.

3.1.2 The survey questionnaires

The ELDIA survey questionnaires were centrally planned for all case studies (and only slightly modified for the case studies conducted by the ELDIA team at the University of Oulu). Unfortunately, due to the problems which finally led to the withdrawal of the University of Stockholm from the project, this work phase was severely delayed. The questionnaires could not be properly tested before use, and they had to be finalised under extreme time pressure (by Kari Djerf and Ulriikka Puura of the University of Helsinki). Some minor technical errors remained, and the questionnaire as a whole was often experienced as too lengthy and challenging. Nevertheless, it fulfilled its main purpose and provided the data for this case-specific report. (A revised version of the questionnaire has been published as part of the *EuLaViBar Toolkit*, downloadable at <http://phaidra.univie.ac.at/o:301101>.)

The minority-language questionnaire was distributed in both Estonian and German, and the respondents were instructed to freely decide which version they wanted to use. Both questionnaires were translated from an English-language master version by Kristiina Praakli and Kadri Koreinik. Both questionnaires can be found in Appendix 2.

The target group survey questionnaire consisted of 63 questions. More precisely, they were question sets because many questions had a number of alternatives that increased the actual number of questions to 373. These included 31 open-ended questions, some of them as alternatives. The control group survey questionnaire consisted of 47 question sets, while the total number of questions was 305 and the number of open-ended questions, 20.

The target group questions were divided into the following thematic categories:

1. Basic information about the informant (Q1–6)

This section covered the personal information of the anonymous respondents: age, birth place (country, rural or urban), education and profession. These are the sociological basic variables that were compared to other variables in the data analysis.

2. Background of language usage (Q 7–27)

This extensive section mapped the stage at which the informant had learned the minority and majority language(s) at issue, the information about language usage with family members and relatives such as spouses, children, parents and grandparents, sisters and brothers and other family members. Language usage during school age was inquired about separately.

3. Language skills (Q 28–32)

This section outlined the language skills of the informants in the minority language, majority language, English and eventually in another language. The questions included variables in the private and public sphere, such as home, work, school, street, shopping, library, church, authorities and local activities.

4. Attitude towards different languages and desire to use them (Q33–59)

This was the largest and most complex section of the questionnaire. The respondents were asked to evaluate various statements about the usage and mixed usage of the minority and majority language. Furthermore, several variables were used to cover the informant's attitude towards language usage in various contexts. The respondents had to characterise the relevant languages by means of various adjectives and comment on their usefulness. The last part of this section dealt with the role of language planning and the ideas of correct language usage.

5. Language usage in public and private sphere (Q60–61)

This brief section completed the points of the two preceding sections by asking a more detailed question on the presence of the minority language in public sphere.

6. Culture, media and social media in different languages (Q62–63)

The last section sought to find out how the informants use media in different languages. The same selection that was applied earlier was repeated here: minority language, majority language, English, another language. Both sets of questions focused on reading and writing.

There were problems with some questions. Some respondents did not find the questions 22–27 relevant for the Estonian minority in Germany. Questions 37, 38, 41–43 also provoked negative or ironic comments from the respondents.

3.1.3 Data collecting modes

The survey was carried out as a mail survey in spring 2011. A total of 420 questionnaires were mailed; 71 correctly filled in questionnaires were returned (69 of them in Estonian and two in German). Of all respondents, 48 Estonians expressed their wish to take part in individual and focus group interviews.

3.1.4 Target population, sampling frame and sample size

In any survey research, the key prerequisite for setting up an appropriate sample is the existence and accuracy of the sample frame, i.e. target population. As a rule, quantitative studies are based on population registers, which are used for setting up a random sample from the entire population. For reasons beyond the project researchers, they did not have access to the data on the target population, i.e. on the actual size of the Estonian-speaking community in Germany and primarily on the number of people who are native speakers of Estonian in this population.

Response rate. The target amount of filled-in responses was 200. In the case of Estonians in Germany, due to various reasons, the target amount of filled-in responses was difficult to reach.

Survey outcome. 420 questionnaires were sent out all over Germany. The final sample data set consisted of 71 respondents (63 females and 8 males). 69 of respondents filled in the questionnaire in Estonian, two in German (see table 7 below).

Survey outcome	N	%
Completed questionnaire	71 from 420	16%
Partial questionnaire (more than 50% completed)	0	
Out of scope: CG questionnaire was used		
Out of scope: survey not carried out		
Non-contact: correct address not found	2	
Non-contact: Contact attempts failed	82 (contacted through Facebook) 18 (contacted through E-Mails) NO ANSWERS	
Refusal: by the respondent	4 (contacted through Facebook) 4 (contacted through E-Mails)	
Refusal; by the respondent's family member	0	
Refusal due to e.g. incapability	0	
Technical problems	0	
TOTAL	71 completed questionnaires of 420	

Table 7. Survey outcome in Germany

3.2 Individual interviews

Selecting and contacting interviewees. The Individual interviews were planned according to the Fieldwork Manual with eight interviewees in the age groups of 18–29 (female), 18–29 (male), 30–49 (female), 30–40 (male), 50–64 (female), 50–64 (male), 65– (female) and 65– (male). Out of the respondents, 48 Estonians (from different regions of Germany) consented to participate in individual and focus group interviews. Individual Interviews were conducted in February and May 2011 by Kristiina Praakli in Karlsruhe, Frankfurt, Berlin and Munich.

Background information form. For the sociodemographic data of interviewees the common background information form of the research project was used. The background information form for the individual interviews contained only a few pieces of information on the respondents' age, gender, education, occupation and the number of years spent in Germany. All other information, for instance, on mother tongue(s) or family background, was gathered during the interviews.

Recording device(s). With permission of each participant, all of the interviews were recorded with a Handy Portable Stereo Recorder ZoomH2 and transported to the computer as well as transcribed to be analyzed in full.

Interview template. The interview template was based on the common interview frame of the ELDIA project and included ca 40 questions. However, considering the gaps in previous research, some further questions and discussion themes were added, pertaining to the background and history of Estonian minorities, cultural and ethnical symbols etc. The subject matter of the interview contains in-depth discussions on the cultural activities, cultural symbols, ethnic identity and self-determination of Estonians in Germany. These issues were raised with all participants in individual interviews with the aim of complementing the research results of previous stages (WP2) and collect additional information on Estonian communities in Germany. The informants' discussions on the term "expatriate Estonian", self-identification and personal concepts of multilingualism, the issues of multilingualism, migration and cosmopolitanism will provide valuable material for further studies. Some informants described in detail the activities of Estonian societies, their cooperation, funding possibilities, organising the learning of Estonian, etc. The subject matter of the interview provides also an ample linguistic material for studying bilingual language use and contact-induced language changes at the level of idiolect.

All individual interviews followed the thematic template below.

I. Mother tongue:

- What is/are your mother tongue(s)/your parents' language(s)? Is it easy or difficult to determine your mother tongue? Why?
- Who is a speaker of your mother tongue? Who else in your family/in your neighbourhood uses your mother tongue?

- What does your mother tongue mean to you? What kind of advantages have you had because of your mother tongue?
- What do you think yourself: is your mother tongue strong/vital in general? Who is responsible for your mother tongue? Why?
- What should be done for your mother tongue to develop it? What are the best ways to ensure the future of your mother tongue(s)? Should the language(s) be preserved or maintained? Who should be in charge of saving the language? (Speakers? Society, by way of taxes, etc.?)

II. Other languages

- What languages have been important for you during your lifetime? Why?
- What languages do you master at an everyday level? Where do/did? you learn them?
- Would you like to master more languages? What further languages? Why?
- What in your opinion makes other languages attractive / ugly or useless?
- Should people acquire other languages than their own mother tongue? Why?

III. Attitudes towards multilingualism

- Do you need to use more than one language in your everyday life? With whom do you speak different languages? In what circumstances? Why?
- What languages would it be good to know? Why?
- Are multilingual persons valued higher than monolingual in your society? If so, in what ways?
- Whose responsibility is it to teach different languages?
- Do you think that your society should be more multilingual? Less multilingual?

IV. Languages and modernization

- How has the modernization of life (e.g. technological change, increased mobility, new communication modes, etc.) influenced the use of languages in your society / for you at home?
- Do you use new media? What languages do you use in new media (internet)? Do you use some language more/less than earlier because of new media languages?
- Is language teaching efficient in school? What should be done to make it more effective?
- What do you think about the future of languages? How do you feel, are there more or less languages used in the world / in your country after ten years?
- How would you describe the future of your mother tongue?
- Which are the important steps to achieve a better understanding between different ethnic groups /nations?

3.3 Focus group interviews

Selecting and contacting interviewees. Altogether 48 persons had consented to be interviewed, out of them 12 interviewees participated in Focus groups. Due to the small number of the target population and the unequal distribution in terms of gender and age, it was not possible to conduct focus group interviews with the age groups of 18–29 and 50–64 years nor with the male group aged 30–49. The recruitment into the focus groups was hindered by great geographical distances in Germany. As most of the respondents were either from Hamburg or Munich, it was decided to organise the focus group interviews in the two cities, although forming full groups there also turned out to be problematic. Both in Hamburg as well as in Munich, conducting the research was affected by the fact that another study involving fieldwork with Estonians in Germany was organised at the same time.

Background information form. For the sociodemographic data of interviewees the common background information form of the research project was used.

Recording device(s). With permission of each participant, all of the interviews were recorded with a Handy Portable Stereo Recorder ZoomH2 and transported to the computer as well as transcribed to be analyzed in full. Interviews taking place in a public place excluded the use of video cameras.

Interview template. The interview template was based on the common interview frame of the ELDIA project and included ca 20 questions. However, considering the gaps in previous research on Estonian minority in Germany, some questions and discussion themes related to Estonian minority (background and history, cultural and ethnical symbols etc.) were added to the template.

Main topical fields:

- How did you learn Estonian?
- Are you bilingual/multilingual? Why/why not?
- How do you use different languages in your every-day life?
- Is it an asset or a problem in your case?
- Is it necessary to speak Estonian in order to belong to Estonian minority group?
- What do you think of the word minority? Are you minority?
- What do you count yourself as? What do you identify as? How important is language for that identity?
- What do you think others/the Majority think of Estonian and its speakers?
- Diversity in society – is it increasing? Should it increase or decrease?
- Were there attempts to prohibit learning Estonian when you were a child or was it supported? By whom?
- Should the public/society, for example school have a responsibility to support Estonian, for example providing instruction in or about it?
- How do you think the Estonian language is good for your society?

- Do you think the Estonian language has any use in the modern society?
- What do you think will be the fate of the Estonian language in 10 years?

3.4 Sociodemographic distributions

Representativeness of the sample. The representativeness of the sample in relation to the target population means an adequate reflection of the demographic, regional and social structure in the sample. As regards the survey conducted among Estonian communities in Germany, it is important to take into account that the sample is not random, nor does it represent the target population (i.e. all native speakers of Estonian living in Germany), as all objects of the target population did not have equal opportunities for being selected to the sample. For this reason there are some validity issues concerning the quantitative data analysis in this study, because the sample does not represent all potential respondents and it does not reflect the entire target population (i.e. Estonian-speaking community in Germany).

Although the sample is not representative in respect of the Estonian community in Germany as a whole, it can under certain conditions be considered representative in respect of the so-called activists living in major German cities (Munich, Hamburg and Berlin) and belonging to Estonian societies. Considering the methods of conducting the survey, this sample should be taken as the sample of Estonian activists and in analysing the results of the survey and making conclusions, it should be borne in mind that the results reflect the opinions of these activists. (By activists the project researchers mean people who are actively involved in promoting and maintaining the Estonian identity, language and culture in Germany on a daily basis).

The final sample consists of 63 (i.e. 88.7%) female respondents and eight (i.e. 11.3%) male respondents. The survey also shows a remarkable female predominance in all age groups. The age distribution showed that this female predominance was highest among respondents aged 30–49 where of total amount of 44 respondents only two were men. The proportion of male respondents is small in all age groups: there was only one male respondent aged 18–29; two respondents aged 50–64 and three respondents aged 65+.

Most respondents belong to the age group 30–49, which comprises 62% of the total sample. Age groups 30–49 and 65+ were almost equally represented: 11 (15.5%) respondents belong to the oldest age group while ten (14.1%) respondents belong to the youngest age group. The least represented age group was 50–64, consisting of six respondents (8.5%).

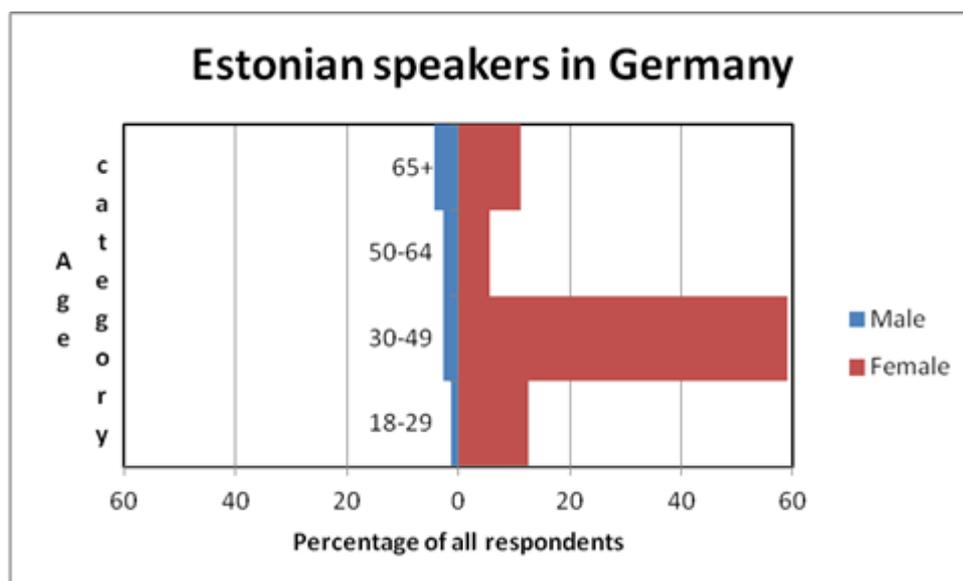


Figure 1. Estonian respondents in Germany by gender and age

According to the place of birth of the respondents, the following groups will be considered:

- respondents whose parents were born in Estonia and who emigrated to Germany during WWII in early childhood before reaching school age; (currently aged 65+);
- respondents who were born in Germany (their parents emigrated to Germany during WWII); (currently aged 50+);
- respondents who were born in Estonia and who emigrated to Germany after the collapse of the Soviet Union (1991); (currently aged 30–49);
- respondents who were born in Estonia and who emigrated to Germany after the accession of new EU member states in 2004; (currently aged 18–29 and 30–49).

The vast majority of respondents (88.7) are first-generation migrants who were born in Estonia. Thus, most of the respondents of this study grew up in Estonia, they speak Estonian as a native language, German as a second or foreign language, and they have attained primary and secondary education (in some cases higher education as well) in Estonia and in the Estonian language. Only six respondents were born in Germany and two elsewhere in Europe (in Sweden and Latvia, respectively). Six respondents born and raised in Germany (i.e. in Berlin, Hamburg, or Munich) had never lived in other countries. Three respondents have been living and working at some point during their lives in different countries in Europe, for instance in Sweden, the United Kingdom, Lithuania or the Netherlands.

Respondents' places of residence in Germany. The vast majority of the respondents are geographically concentrated in four regions or *Bundesländer* (Bayern, Hamburg, Berlin, Baden-Württemberg) and almost all of them live in metropolitan areas: 21 in Munich, seven in Hamburg, six in Berlin, six in Karlsruhe, three in Cologne, two in Frankfurt-am-Main, two in Trier. The rest of the respondents live in rural areas or small towns.

Educational level of respondents. The majority of the respondents (79%) had achieved a higher level of education, holding a master's degree, and some respondents a doctoral degree. 13 respondents have attained secondary education, whereas only two respondents had primary education.

Educational level of parents of respondents. Most parents of the respondents have achieved at least secondary education. However, there are significant differences in the educational level of the respondents' parents, and it seems that mothers have a higher educational level than fathers. The results show that 41% of fathers had attained secondary while 22.9% of fathers had primary school education. In contrast, a bit more than a half of the mothers (56%) had attained secondary education while 9% of mothers had completed primary education. The percentage of parents who had tertiary education was 56% for mothers and 34% for fathers. One respondent reported that his father had no formal education at all.

The household composition shows that half of the respondents (50%) were living with a spouse/partner and with children. A relatively large number of the respondents (32.4%) lived with a spouse/partner but without children. Three respondents (4.4%) were single parents, while nine respondents (13.2%) were currently living in a single-person household.

Main activity. Half of the respondents (52.3%) indicated that they work or study outside home while almost a quarter of the participants (23.1%) reported working at home. Less than a 10% were retired while one respondent was currently unemployed. Nine respondents (13.9%) selected "other situation" such as writing a master's or doctoral thesis or other scientific work or designing, private enterprise/self-employment, teaching languages, working as a freelance translator, etc.

Frequency of commuting. Most respondents (70.4%) selected "other" situation while only some respondents indicated "on a daily basis" (11.1%), "on a weekly basis" (14.8%) and "on a monthly basis" (3.7%).

3.5 The principles underlying the ELDIA data analyses

by *Anneli Sarhimaa and Eva K uhhirt*

The new materials that were collected by means of the questionnaire survey and the interviews were systematically analysed within ELDIA Work Package 5 (WP5). In order to enhance the comparability of the results obtained in the different case studies, the analyses of all datasets, including that which is discussed in this report, were conducted in the same way. The analyses followed the ELDIA WP5 Manual and the WP5 Manual Sequel, which were compiled by Anneli Sarhimaa and Eva K uhhirt (University of Mainz, Germany) with the support of Sia Spiliopoulou  kermark ( land Islands Peace Institute) and the project researchers involved in the various case studies. The instructions were confirmed by the ELDIA Steering Committee.

3.5.1 Minority languages as part of multilingualism in modern societies

At its most general level, the goal of the data analyses was to provide new information on a selection of central sociolinguistic, legal and sociological aspects of modern European multilingualism. In contrast to most other studies concerned with (European) minority languages, the ELDIA research agenda stresses the necessity of assessing minority language vitality in relation to a much wider multilingual context than that of a particular minority language and the local majority language. Like speakers of majority languages, speakers of minority languages in Europe use different languages in different contexts, although there are also cases where members of an economically disprivileged minority do not have equal access to the entire range of languages, e.g. by way of education. It is our belief that the vitality of a minority language depends not only on its relationship with the local majority language but also on the position which it occupies within the matrix of all the languages that are used in that particular society, and sometimes even of languages spoken in the neighbouring countries, as is the case with, for example, Northern Sami, Meänkieli, Karelian and Seto.

In ELDIA, new data were methodically collected from minority-language speakers and control group respondents, relating not only to the use of and attitudes towards the minority language in question but also to the use of and attitudes towards the relevant national languages and international languages (English, German, French, and, in some cases, Russian). Thus, one of the aims of the data analyses was to identify patterns of multilingualism and try to determine whether local multilingualism patterns favour or threaten the maintenance of a particular minority language. Instructions on how to analyse and report on the central issues pertaining to multilingualism were developed jointly under the supervision of Sia Spiliopoulou Åkermark, the leader of the ELDIA Work Package within which the Comparative Report of all the case studies will be produced.

3.5.2 The operational goal of ELDIA

As stated in the Introduction of this report, the operational goal of the ELDIA-project is to create a European Language Vitality Barometer (EuLaViBar). This will be a concrete tool, easily usable for measuring the degree of vitality of a particular minority language or indeed any other type of language.

The EuLaViBar will be created in two steps. First, the analyses conducted on the data gathered during the project will be summarised in case-specific language vitality barometers, i.e. individual vitality barometers will be created for each of the minority languages investigated. The Language Vitality Barometer for Estonian in Germany is presented in Chapter 5 of this Case-Specific Report. Then, during WP7 (Comparative Report), a generalisable EuLaViBar based on the comparison of these individual-language barometers will be created by an interdisciplinary group of senior researchers from the fields of linguistics, sociology and law.

The EuLaViBar will be the main product of ELDIA. It will be submitted to the European Council and made public at the end of the project in August 2013. Consequently, the specific methodological steps involved in creating a vitality barometer for any particular language cannot be spelled out in the current report. The full rationale behind the preparation of the survey questionnaire data by the linguists for the statistical analyses, as well as the instructions on classifying the questionnaire data in a manner which allows for calculating the case-specific barometer, will be discussed in detail in the Comparative Report.³ Instructions for creating a language vitality barometer will be given in the EuLaViBar Handbook. These open-access documents can be downloaded from the ELDIA website (www.eldia-project.org, download links) or directly at <http://phaidra.univie.ac.at/o:301101>.

The following Section briefly introduces the ELDIA concept of language vitality and how it can be measured. The other Sections then describe the scope and aims of the data analyses and how they were made.

3.5.3 Defining and measuring language vitality

According to the ELDIA research agenda, the vitality of a language is reflected in and should be measurable in terms of its speakers being willing and able to use it, having the opportunity to use it in a wide variety of public and private contexts, and being able to develop it further and transfer it to the following generation. The definition is solidly based on what is currently known about the factors that promote or restrict language vitality and/or ethnolinguistic vitality in general. In this respect, the ELDIA approach has significantly benefited from work by Joshua Fishman, Leena Huss, Christopher Stroud and Anna-Riitta Lindgren. It also draws greatly on UNESCO reports on language vitality and endangerment (2003; 2009).

ELDIA aims at studying and gaining access to the full range of critical aspects of language diversity, use and maintenance in the language communities investigated, including economic aspects. Consequently, the methodological approach, which has been developed gradually during the different project phases, combines revitalisation, ethnolinguistic vitality research and the findings of diversity maintenance research and economic-linguistic studies. In brief, the EuLaViBar is the result of a novel practical application of ideas by two prominent language-economists, viz. François Grin and Miquel Strubell. In our analyses we have systematically operationalised, firstly, Grin's concepts of "capacity", "opportunity" and "desire" (see, e.g. Grin 2006, Gazzola & Grin 2007), and, secondly, Strubell's idea of language-speakers as consumers of "language products" (see, especially, Strubell 1996). We have also developed a language vitality scale and operationalized it over the entire ELDIA survey questionnaire data. As can be seen further below in this Section, our scale draws on but is not identical with Joshua Fishman's Graded Intergenerational Disruption Scale (GIDS)

³ An abridged version of the Comparative Report can be downloaded from <http://phaidra.univie.ac.at/o:304815>.

which, since the 1990s, has served as the foundational conceptual model for assessing language vitality (Fishman 1991).

On the basis of the operationalisations described above, all the information that was gathered via the ELDIA survey questionnaire was analysed for each case study individually. The results are summarised in the case-specific Language Vitality Barometer (see Chapter 6). As mentioned, the principles of the operationalisations and the underlying theoretical and methodological considerations will be discussed and explained in detail in the Comparative Report. In sum, the EuLaViBar, and thus the data analyses, involve constitutive components on four different levels: Focus Areas (level 1) which each comprise several Dimensions (level 2), the Dimensions being split into variables (level 3) and the variables into variants (level 4).

The four Focus Areas of the EuLaViBar are Capacity, Opportunity, Desire and Language Products. In the ELDIA terminology, these are defined as follows (the ELDIA definitions are not fully identical with those by Grin and Strubell):

- **Capacity** as a Focus Area of the EuLaViBar is restricted by definition to the subjective capacity to use the language in question and refers to the speakers' self-confidence in using it. The objective abilities to use a language are related to factors such as education and patterns of language use in the family, which are difficult to measure and impossible to assess reliably within ELDIA; they are thus excluded from the definition.
- **Opportunity** as a Focus Area of the EuLaViBar refers to those institutional arrangements (legislation, education etc.) that allow for, support or inhibit the use of languages. The term refers to actually existing regulations and does not, therefore, cover the desire to have such regulations. Opportunities to use a given language outside institutional arrangements are also excluded from the Focus Area *Opportunity*: the opportunities for using a given language in private life do not count as "opportunity" for the EuLaViBar, neither does the opportunity to use it in contexts where institutional and private language use intertwine or overlap (e.g. "private" conversations with fellow employees during the coffee break).
- **Desire** as a focus area of the EuLaViBar refers to the wish and readiness of people to use the language in question; desire is also reflected via attitudes and emotions relating to the (forms of) use of a given language.
- **Language Products** as a Focus Area of the EuLaViBar refers to the presence of or demand for language products (printed, electronic, "experiential", e.g. concerts, plays, performances, etc.) and to the wish to have products and services in and through the language in question.

In addition to the Focus Areas, the ELDIA methodological toolkit consists of four main Dimensions along which each of the four Focus Areas is described and evaluated with regard to language vitality. These are Legislation, Education, Media, and Language Use & Interaction, and they are defined as follows:

- **Legislation** as a dimension of the EuLaViBar refers to the existence or non-existence of legislation (supporting or inhibiting language use and language diversity) and to public knowledge about and attitudes towards such legislation.
- **Education** as a dimension of the EuLaViBar refers to all questions concerning formal and informal education (level of education, language acquisition, the language of instruction, opinions/feelings/attitude towards education, etc.).
- **Media** as a dimension of the EuLaViBar refers to all questions regarding media, including media use, the existence of minority media, language in media production, language in media consumption, majority issues in minority media and minority issues in majority media.
- **Language Use and Interaction** as a dimension of the EuLaViBar includes all aspects of language use (e.g. in different situations / with different people, etc.).

In the case-specific data analyses, the Dimensions were described in terms of pre-defined sets of language-sociological variables which were used, survey question by survey question, to describe and explain the statistical data. The variables include, in alphabetical order:

- Community members' attitudes towards their language and its speakers
- Community members' attitudes towards other languages and their speakers
- Cross-generational language use
- Domain-specific language use
- The existence of legal texts in the minority language in question
- The existence of media
- Inter-generational language use
- Intra-generational language use
- Language acquisition
- Language maintenance
- The language of teaching in schools
- Legislation concerning education
- Media use & consumption
- The mother tongue
- The role of languages in the labour market
- Self-reported language competence
- Support/prohibition of language use.

The variants of the variables were defined in the above-mentioned WP5 Manuals. They were chosen so that they allowed for scaling each possible type of survey response along the following ELDIA language maintenance scale:

- 0 **Language maintenance is severely and critically endangered.** The language is "remembered" but not used spontaneously or in active communication. Its use and transmission are not protected or supported institutionally. Children and young people are not encouraged to learn or use the

language.

→Urgent and effective revitalisation measures are needed to prevent the complete extinction of the language and to restore its use.

- 1 **Language maintenance is acutely endangered.** The language is used in active communication at least in some contexts, but there are serious problems with its use, support and/or transmission, to such an extent that the use of the language can be expected to cease completely in the foreseeable future.
→**Immediate** effective measures to support and promote the language in its maintenance and revitalization are needed.
- 2 **Language maintenance is threatened.** Language use and transmission are diminishing or seem to be ceasing at least in some contexts or with some speaker groups. If this trend continues, the use of the language may cease completely in the more distant future.
→Effective measures to support and encourage the use and transmission of the language must be taken.
- 3 **Language maintenance is achieved to some extent.** The language is supported institutionally and used in various contexts and functions (also beyond its ultimate core area such as the family sphere). It is often transmitted to the next generation, and many of its speakers seem to be able and willing to develop sustainable patterns of multilingualism.
→The measures to support language maintenance appear to have been successful and must be upheld and continued.
- 4 **The language is maintained at the moment.** The language is used and promoted in a wide range of contexts. The language does not appear to be threatened: nothing indicates that (significant amounts of) speakers would give up using the language and transmitting it to the next generation, as long as its social and institutional support remains at the present level.
→ The language needs to be monitored and supported in a long-term perspective.

As pointed out earlier, in the same way as with the Focus Areas, the scale was systematically operationalised all through the ELDIA survey questionnaire data. A systematic scale of all the possible types of answers to a certain question in the ELDIA survey questionnaire was developed, so that, on the basis of the statistical results, it is possible to draw conclusions concerning the current language-vitality state of affairs with regard to what was asked. As will be shown in the ELDIA Comparative Report, by employing this knowledge it is ultimately

possible to draw conclusions about the relative language-maintaining effect of such matters as the language-educational policies implemented in the society in question.

3.5.4 Practical procedures in the data analyses

The analyses of the survey questionnaire data and the interview data were conducted by linguists. In order to achieve the ultimate operational goal, the analyses focused on those features that are fundamental for the EuLaViBar in general. Consequently, they concentrated on a relatively restricted selection of the dimensions of the gathered data, and it was often not possible to include in the unified analysis method every feature that might have been deemed relevant in the individual cases.

Analyses conducted on survey questionnaire data

The ELDIA statisticians provided the linguists with one-way tables (frequencies and percentages of the different types of responses for each item, i.e. response options for each question) and with scaled barometer scores for each individual question. The linguists then analysed all the statistical data and wrote a response summary of each question. The summaries consisted of a verbal summary (i.e. a heading which expresses the main outcome of the question) and a verbal explanation presenting and discussing the main results that can be read from the tables. As part of their data analyses, the linguists also created the graphic illustrations inserted in Chapter 4.

Both the minority survey questionnaire and the Control Group questionnaire contained many open-ended questions and other questions that could not be analysed automatically with statistical analysis programs. All such questions were analysed questionnaire by questionnaire, in order to document how often each particular open-ended question was answered and how often it was answered in a particular way. In the open-ended questions, and in many of the closed questions, the respondents were given the option of commenting on their answer or adding something, e.g. the name of another language. When going through the questionnaires manually, the researchers made notes on such additions and comments, summaries of which have been used in writing Chapter 5 of the current report. In order to make the open-ended questions suitable for the required statistical analyses, the results of the manual analyses were manually entered in tables provided in the WP5 Manual Sequel, which offered options for categorising the answers along the language vitality scale in the required, unified manner.

Analyses conducted on interview data

The interviews conducted in WP4 were transcribed and analysed in WP5 as well. The transcriptions of the audio and the video files were prepared with Transcriber, which is a computer software designed for segmenting, labeling and transcribing speech signals. Transcriber is free and runs on several platforms (Windows XP/2k, Mac OS X and various

versions of Linux). In ELDIA, the software was used to create orthographic interview transcriptions with basic and speech-turn segmentations. The transcription principles were jointly developed by researchers involved in the data analyses of the various case studies; the set of transcription symbols was discussed and confirmed at an ELDIA workshop in Oulu in August 2010. The transcription principles are summarised in Attachment 3.

In the next step, the orthographic transcriptions were imported into the ELAN (EUDICO Linguistic Annotator) software which is a multimedia annotation tool developed at the Max Planck Institute for Psycholinguistics (<http://www.lat-mpi.eu/tools/elan/>). In the ELDIA analyses, ELAN was used for coding the interview data for content and, to a modest extent, linguistic analyses. ELAN, too, is available as freeware and runs on Windows, Mac OS X and Linux. The user can select different languages for the interface (e.g. English, French, German, Spanish or Swedish). In ELDIA, the same ELAN settings were used throughout all the data sets: the transcription tier(s) are followed by three main (= parent = independent) tiers, viz. Status of Language (StL), Discourse Topics (DT) and Linguistic Phenomena (LP).

When conducting the ELAN analyses, the researchers examined all their interview transcriptions and marked the places where the language or discourse topic changed. Tagging the discourse was conducted at the level of so-called “general” category tags for the discourse theme. Due to the tight project schedule, a clear focus was kept on the central issues; the researchers who did the tagging had the possibility of creating new tags for coding other phenomena for their own use. The scheme tagging the discourse topics is shown in Table 8.

Category tag for discourse theme	Description of the phenomena which will be tagged with the category tag in question
Language use	Mother tongue, interaction, language skills (comprehension, speaking, reading, writing), level of language proficiency, support for language use, MajLg/MinLg, language competition, secondary language
Language learning	Language acquisition, mode of learning language X/Y/other languages; mother tongue, MinLg/MajLg, transmission
Education	Level of education, labour market, occupation, language of instruction, mother tongue
Mobility	Level of mobility (highly mobile, mobile, non-mobile), commuting, translocalism
Attitude	Pressure (pressure, non-pressure, indifferent), language mixing, mother tongue, language learning, multilingualism, societal responsibility, nationalism, minority activism, ethnicity, correctness, identity, conflicts, historical awareness/ experiences, legislation
Legislation	Level of knowledge (knowledge/non-knowledge), attitude towards legislation, quality and efficiency of legislation, language policy, labour market, support/prohibition of language use, language policy
Media	Use of media, sort of media (social, local, national, cross-border, MajLg, MinLg, multi/bilingual)
Sphere	Public, semi-public, private
Dialogue partner(s)	Self, father, mother, grandparents, children, spouse, relatives, friends, co-worker, neighbours, boss, public officials, others
Place	School, home, work place, shops, street, library, church, public authorities, community events
Stage of life	Childhood, adolescence, adulthood, seniority; pre-school, school, university/higher education, professional life, retirement, today
Gender	male, female
Mother tongue	Competition, communicative value, attachment (social/cultural), visions of normativity/correctness, maintenance, identity, importance on labour market, current state, historical awareness, conflicts

Table 8. Tagging of the discourse topics

Having coded the discourse topics with the respective tags, the researchers analysed each interview, discourse topic by discourse topic. In order to make the interview data maximally usable in the Case-Specific Reports, they were asked to write brief half-page descriptions of

each interview, paying attention to the following variables: e.g. age, gender, level of education (if known), profession/occupation (if known), first-acquired language, mobility, language use in the childhood home, language use with parents and siblings today, language use with spouse, language use with their children, language use with their grandchildren. The researchers were also asked to provide a fairly general discourse description of each interview, summarising their observations on the following issues:

- how the information obtained from the interviews relates to the results of the questionnaires, i.e. to what extent what the informant(s) say supports them and when/to what extent it contradicts them;
- any new problems, attitudes, or viewpoints which come up in the interviews
- comments on what still remains unexplained
- comments on the fruitfulness of the interview data, i.e. make a note of well-expressed views which gave you an 'aha'-experience when you were working on the interviews

The results of all the data analyses described above were submitted to the Steering Committee in the form of a project-internal WP5 Report. These were saved on the internal project website; they will not be published as such or made available to the public after the project ends but their authors will use them for post-ELDIA publications. Alongside the Case-Specific Reports, WP5 reports also will feed into the Comparative Report.

4 New data on legislation, education, language use and interaction

Chapter 4 includes two sub-chapters: the first chapter, a concise report based on the Legal and Institutional Analysis, which analyses the legal institutions in their political context, and the sub-chapter 4.2 which draws on the latest survey and interview data from 2011 and is based on the unpublished work report which summarises the results of Work Package 5.⁴

4.1 Legal and Institutional Analysis

Written by Sarah Stephan (2011)

Language legislation is a concept alien to the legal and political systems of the Federal Republic of Germany as it is today. Nevertheless, the legal framework relevant for the description of the position of languages in Germany in general is broad, although fragmented. The Federal Republic of Germany has no official state language by virtue of its constitution and the constitution does not make reference to minorities or minority languages. Language is mentioned exclusively in Article 3 of the constitution (*Grundgesetz*), which prohibits discrimination based on language. Nevertheless, German is widely regarded as the *de facto* state language and is accorded the status of administrative language.

The languages spoken by Germany's autochthonous minorities, i.e. Danish, Romany, Upper and Lower Sorbian, West Frisian and Saterland Frisian, are given special status in legislation on the *Länder* level and by international agreements such as the Framework Convention for the Protection of National Minorities and the European Charter of Regional or Minority Languages. Estonian-speakers are not among the autochthonous minorities in Germany and cannot avail themselves of the protection of an explicit minority rights regime. Rather, Estonian-speakers in Germany are recent migrants or persons with migration backgrounds for whom Estonian is their language of origin or a heritage language. Such languages do not enjoy a special legal status in the Federal Republic of Germany.

Today close to one-fourth of Germany's population are migrants or their descendants. However, irrespective of the factual linguistic diversity of Germany's present population, policy and lawmakers have not dealt with language in a cohesive manner. Beyond the right to use translators and interpreters in administrative procedures and court proceedings, migrants have no entitlements as to the use of their native languages in the public realm. Nonetheless language strongly features in immigration, citizenship and in education

⁴ Most ELDIA case studies were accompanied by a media-sociological analysis investigating the image of the minority at issue in majority and minority media and the role of media in reflecting and reproducing power relations in society. In this case study, however, because the Estonians in Germany are too small and dispersed a minority to be visible in German public discourse, no media analysis was conducted.

legislation. Language, or rather language learning, has evolved to be an important component of the national policy on integration and is largely framed within an integration debate. Germany's integration policy is preoccupied with the desire to increase German proficiency among migrants, children and adults alike, in order to secure the position of German as the prime vehicular language in the public sphere. In contrast to German language learning, native language education resides in a rather "shadowy existence" as it has once been termed. In practice, rather scattered regulations in the *Länder* provide for complementary native language education.

Multilingualism and language diversity proper have remained of marginal interest to legal and political thinking. Humble advances for a deeper public and political discourse on multilingualism and the potential benefits for Germany of multilingual resources represented by migrants have been made, not least in the Federal Integration Programme. Multilingualism features strongest in education legislation and is increasingly, although far from widely, being discussed with regard to public services such as health care.

The German legal framework has proven not to be particularly accessible, adaptable or efficient, neither when it comes to the recognition of linguistic needs nor with regard to the utilisation of the wealth of linguistic resources available. The accommodation of languages spoken by big groups of migrants, first and foremost Turkish, possibly in the provision of public services such as health care is certainly perceived as a more pressing need than the accommodation of the smallest migrant languages, such as Estonian.

Remark by Kristiina Praakli: At the time of producing the current report in July 2010 there was no Estonian-specific legislation/jurisprudence. According to the representatives of the Estonian community in Germany, there are also no bills regarding language issues, (bilingual) education or citizenship, nor any other formal or informal legal initiatives on language legislation proposed by the Estonian minority group or related to the Estonian minority group or ongoing parliamentary discussions on the legal status of Estonians in Germany.

4.2 Language Use & Interaction

This section summarises the findings related to informants' self-reported language use patterns and language competencies drawn both from quantitative and qualitative data. Issues of mother tongue and cross- and intergenerational language use are discussed with particular attention dedicated to language transmission within the family. Finally, the analysis of questions related to language maintenance, support and prohibition as well as language attitudes are presented.

4.2.1 Mother tongue

Based on the questionnaire survey carried out among the Estonian community in Germany, it can be concluded that almost all participants in the survey (70 out of 71, i.e. 98.6%)

consider Estonian their native language or one of their native languages. Of the 71 individuals there were only two respondents who consider German to be their sole native language (one respondent) or one of their native languages besides Estonian (one respondent).⁵

Four respondents out of 71 listed more than one language besides Estonian as their native language: both Estonian and Russian (one respondent); Estonian and Võro (one respondent); Estonian and German (one respondent). One respondent speaks four languages as her native language or first language: Estonian, Lithuanian, Swedish and French. Although these respondents define their linguistic identity through several native languages (e.g. Estonian and Russian, Estonian and Võro, Estonian and German), they still rank Estonian as their primary language. Estonian is also the native language of all the informants who participated in the individual and focus group interviews (in detail see below), and it was the first language of their parents and grandparents as well.

For the majority of the respondents and informants the definition of their native language is very clear as most of the participants (88.7%) were born and raised in Estonia, in a natural Estonian language environment and acquired Estonian from parents who were both native speakers of Estonian. German is for these informants the second language after Russian and/or English or the third foreign language they have acquired after migrating to Germany and at adult age either at language courses (mainly in Germany), language schools (mainly in Germany) or university (in Estonia and/or in Germany). As almost all respondents consider Estonian their native language and have been raised by Estonian-speaking parents, they, as could be expected, rated their language skills in Estonian very highly. The respondents' self-assessed language command will be described in more detail in section 4.2.3 below.

The seven informants who were born outside Estonia (in Germany, Sweden or Poland) had acquired their Estonian either from their parents or Estonian-speaking social networks. Although they state that their strongest language is the language of their country of residence (German or Swedish, respectively), they all consider Estonian their native language. Informants all agree that although their most fluent language is Swedish or German, they relate their linguistic identity with Estonian. For them Estonian is the essential basis of their identity:

- (1) *Eesti keelega ma näitan, et ma olen eestlane, kuigi minu rootsi keel on palju tugevam.*
'By speaking Estonian I show that I'm an Estonian, although my Swedish is much stronger.' AG5F

Participants were also asked what kind of a language a native language could be. The informants were unanimous when defining their native language: a native language is seen as the language "that was acquired from parents as the first language in early childhood"

⁵ The informant was born and raised in Germany (their parents fled to Germany during WWII) and despite being actively engaged in the cultural life of the Estonian community in Hamburg and Berlin, the informant identifies themselves as a German and as a native speaker of German, but speaks Estonian at conversation level.

and “the language that people are emotionally connected with”. Emotional connection as the most important factor in defining a native language is underlined both in the answers given to the questionnaire (Q7 and Q8) as well as in the interviews. Here are some selected quotes from focus group interviews to illustrate the definition of a native language:

- (2) *Emakeel on tunnete keel.*
'A native language is the language of emotions.' AG4F
- (3) *Emakeel on minu ema keel, keel, mida ma räägin oma emaga.*
'A native language is my mother's language, the language I speak with my mother.'
AG4F
- (4) *See terve lugu mida ma kannan omaga kaasas.*
'(My native language is my) whole story that I carry with me everywhere.' AG4F
- (5) *Emakeele defineerimine on raske. See on nagu vikerkaar, läheb üle ühest värvist teise.*
'It's not easy to define a native language. It's like a rainbow in which one colour transforms to another colour.' AG2m

It can also be stated that the informants born outside Estonia have made it very clear for themselves what the definition of a native language is and how language, identity and nationality are connected. However, for AG5M, defining the native language is more complicated:

- (6) *Kuna mul pole õiget koduriiki, pole mul ka koduriiki oma keele jaoks, kuid ma ei saa ka öelda, et minu emakeel oleks saksa keel.*
'As I don't have a real homeland, I don't have a homeland for my language either, but still I cannot say that German would be my native language.' AG5M

What does native language mean to informants? Every single Estonian who participated in interviews finds that the Estonian language is the cornerstone of Estonian identity and the base for the subsistence of the nation:

- (7) *Kui keelt ei ole, siis saab ka laste eestlus olema sümboolne.*
'Without language, the Estonian identity of children will only be symbolic.' AG3F
- (8) *Minu teine elukutse on eestlaseks olemine ja see on seotud ka keelega.*
'My second profession is to be an Estonian and this is also related with the language.'
AG4F
- (9) *Eesti keelega ma näitan, et ma olen eestlane, kuigi minu rootsi keel on palju tugevam.*
'By speaking Estonian I show that I am an Estonian, although my Swedish is much better.' AG5F

The informants also associate the existence of Estonian with the strength of the nation and are proud that the language has survived despite the fact that the country has been ruled by Danes, Swedes, Germans and Russians:

(10) *Eesti keel on mitusada aastat üle elanud, kõik halvad ajad, see on tõesti ainult eesti rahva enda teha, kas ta tahab, et eesti keel jääks elujõuliseks või tahab ta [rahvas] lihtsalt alla anda ja oma identiteedi kaotada.*

‘Estonian has survived for many hundred years, all the bad times, it’s truly up to Estonians themselves whether they want the language to remain viable or they [the people] would like to simply give in and lose their identity.’ AG5M

(11) *Kui keel kaob, kaob ka rahvas.*

‘When the language disappears, the nation will also disappear.’ (AG4F)

As a rule, the native language is seen as unchanging. In the opinion of the informants it is not possible to change one’s native language at an adult age, as the native language is the language that is obtained in early childhood and people have the closest and most emotional relations with it. On the other hand, informants consider it possible that their children speak both German and Estonian as their native language. All informants agree that the time spent in Germany has not changed their attitude towards their native language and that their native language and its meaning to them have not changed. For instance, the informant AG3F3 finds that Estonian as the native language has become even more important to her, mainly because of her children, as preserving their knowledge of the Estonian language makes her pay more attention to her own command of the language:

(12) *Meie keel on väga haruldane ning seda ei räägi just paljud.*

‘Our language is very unique and not spoken by many.’ AG3F3

4.2.2 Cross-generational and intra-generational language use

This sub-section gives an overview of the languages of communication between informants and their parents, grandparents, siblings, spouse and children.

A clear-cut Estonian-based language identity of the respondents emerges from their answers on inter- and intra-generational languages of communication, reflecting generational consistency in the use of Estonian: the majority of the respondents interacted with their **parents** (mothers: 91.5%; fathers: 87.7%), **paternal** (89.8%) **and maternal grandparents** (93.2%) and with **siblings** in childhood (91%) and at the time of the survey (88%) predominantly in Estonian only (see Figure 2 below). The use of other (native) languages or multilingual communication patterns is rare.

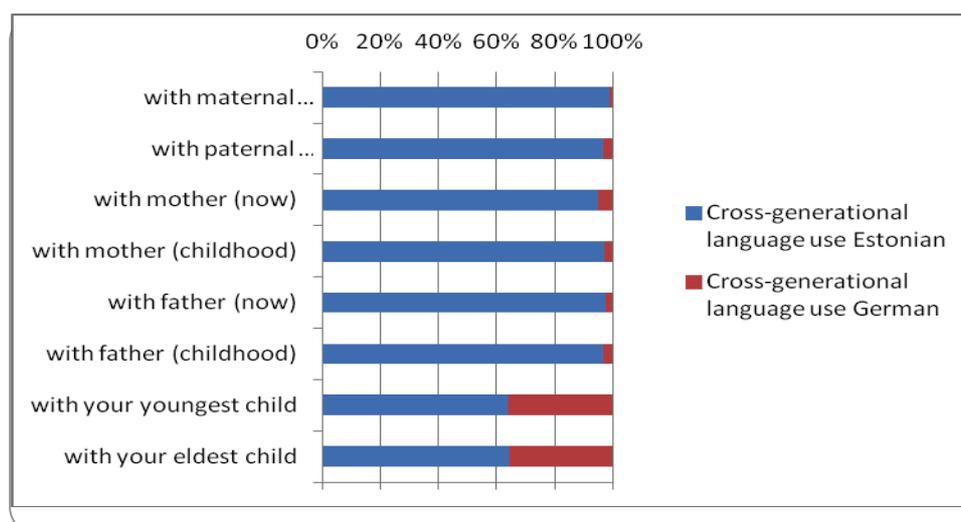


Figure 2. Cross-generational language use

Likewise, the respondents' language choices regarding communication with their **child/children** are characterised by the predominant use of Estonian, i.e. the majority use Estonian to interact with their younger as well as older children. Various comments were made regarding the choice of language:

- *Estonian in childhood, now mostly German.*
- *Estonian, but sometimes I use German when in a hurry.*
- *Mainly Estonian, sometimes German.*
- *Estonian. Rarely a few expressions in German.*
- *Estonian, but German in German-speaking company.*
- *(German) Estonian, German rarely, when the situation requires it.*
- *We speak generally Estonian, but sometimes German, so that others present in the conversation can understand, or in case of a command, for instance "Nein".*

Language use with respondents' spouses/partners. The respondents' everyday language use varies according to their spouse's/partner's native language and ethnicity (see Figure 3). The number of the respondents who speak solely Estonian with their spouse is very small—only eight respondents out of 64 (i.e. 12.5%) reported that Estonian was the only language of everyday communication between them and their spouse. Nearly half of the respondents (42.2%) stated that they communicate with their spouse or partner solely in German, while one respondent reported communicating only in English. A similar proportion of the respondents (43.8%) reported the use of more than one language as the language of everyday communication: in most cases German and Estonian (12 respondents) and German and English (12 respondents). Other languages mentioned by respondents were Estonian and Swedish and English (one), English and Spanish (one), German and French (one) and German and Hebrew. An analysis of the respondents' answers to questions regarding the use of two languages reveals that German is used as the main language of everyday communication between spouses, and Estonian is used in particular functions and for specific purposes, and also that the use of Estonian depends on the person being spoken to, the

topic under discussion, other persons present during the conversation and the location of the conversation (Estonia vs. Germany). From the comments appended to the question, one can conclude that the respondents are conscious of their linguistic behaviour and are able to take notice of linguistic choices. Below are a few of the respondents' comments concerning the choice of the language of everyday communication:

- We speak *generally German, but also frequently Estonian in the children's presence.*
- We speak *German, but if I do not know or cannot remember a word in German (which happens very rarely), then I say it in English or Estonian.*
- We speak *German, to a lesser extent in Estonian when performing simpler everyday activities.*
- We speak *German (main language), Estonian when visiting Estonia and in simpler everyday situations.*
- We speak *mainly German. If there is a more complicated situation, I will use English, because my English is better than my German.*
- [We speak] *German, and a little Estonian (a little, because my spouse does not speak Estonian, but is trying to learn it, although not very successfully).*

The figure 3 below illustrates the results given to questions related to intragenerational language use.

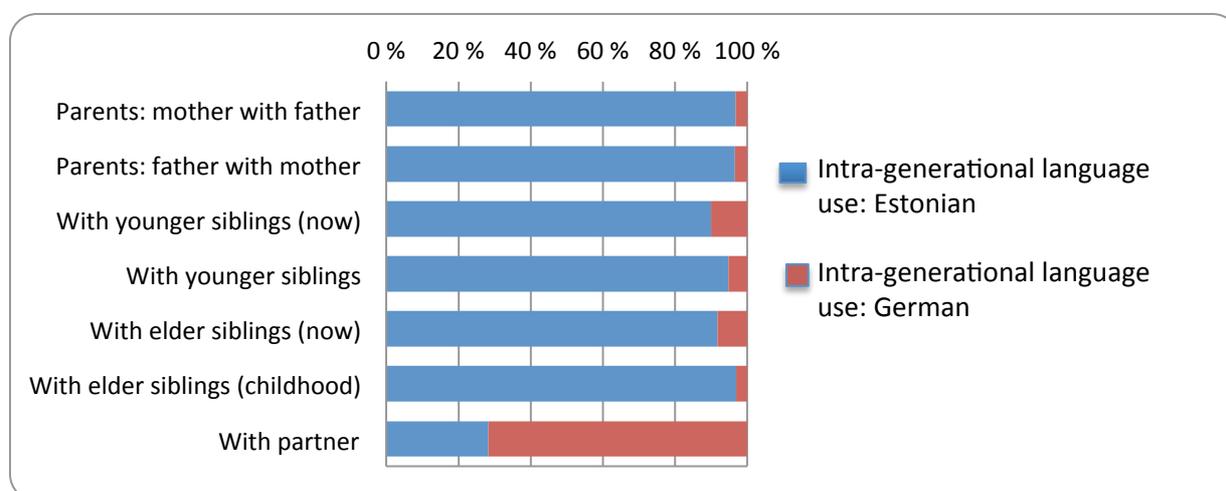


Figure 3. Intra-generational language use

4.2.3 Self-reported language competence

Respondents were asked to assess their language competence in understanding, speaking, reading and writing in Estonian, German, English, Russian, Finnish, and French and in other languages on the scale as follows: *fluently, well, fairly, poorly* and *not at all*.

Self-reported competence in Estonian. Although the majority identify Estonian as their mother tongue (roughly 94%), they reported very good skills both in German and English.

Almost all respondents assessed their knowledge of Estonian very highly in all categories of language competence: 67 respondents out of 71 (i.e. 94.4%) can understand Estonian *fluently*, 66 (i.e. 94.3%) can speak and read Estonian *fluently*, and 59 (i.e. 84.3%) can write *fluently* in Estonian. Of the different categories of language competence, respondents assess their writing ability in Estonian to be lowest: 59 respondents out of 70 (i.e. 84.3%) assess their writing ability to be *fluent*, while nine respondents (i.e. 12.9%) assess their ability as *well*, and two respondents (i.e. 2.9%) as *poorly*.

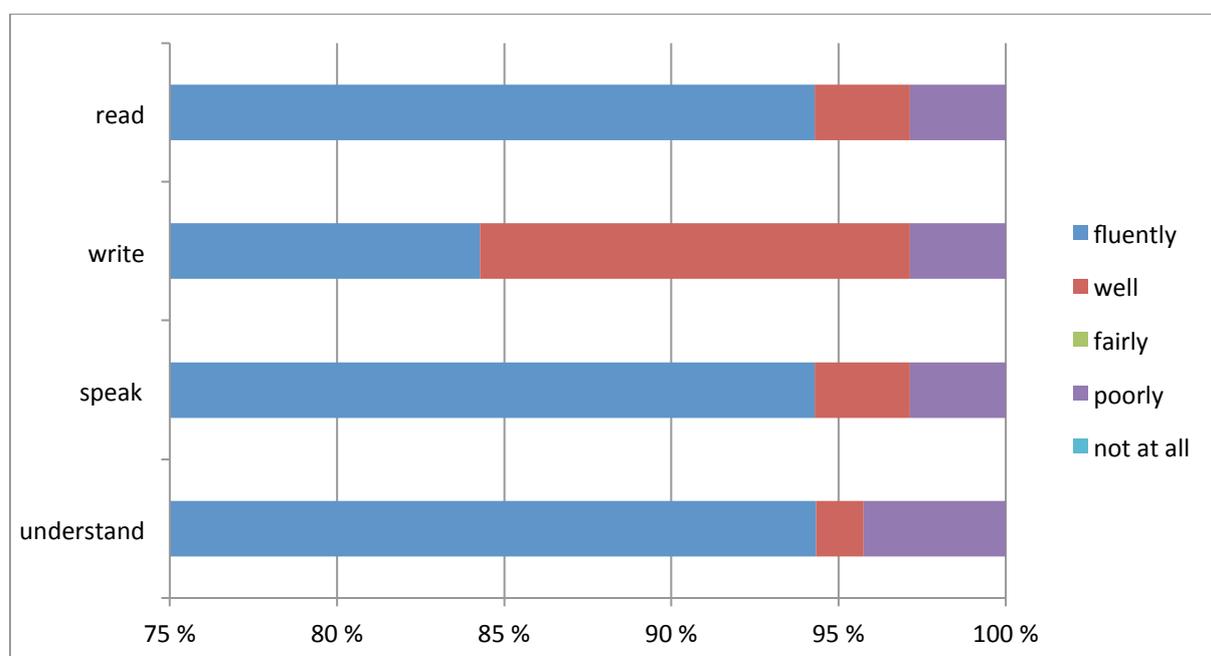


Figure 4. Self-reported language competence in Estonian

Self-reported competence in German. The respondents assessed their reading ability to be highest (63 respondents, i.e. 88.7% could read *fluently*), followed by verbal ability (54 respondents, i.e. 77.1% could speak *fluently*) and ability to understand German (54 respondents, i.e. 76.1% understand *fluently*). The respondents give their writing ability the lowest assessment, although more than half of the respondents (45 respondents, i.e. 63.4%) believed that they wrote *fluently* in German. One respondent was completely unable to write in German.

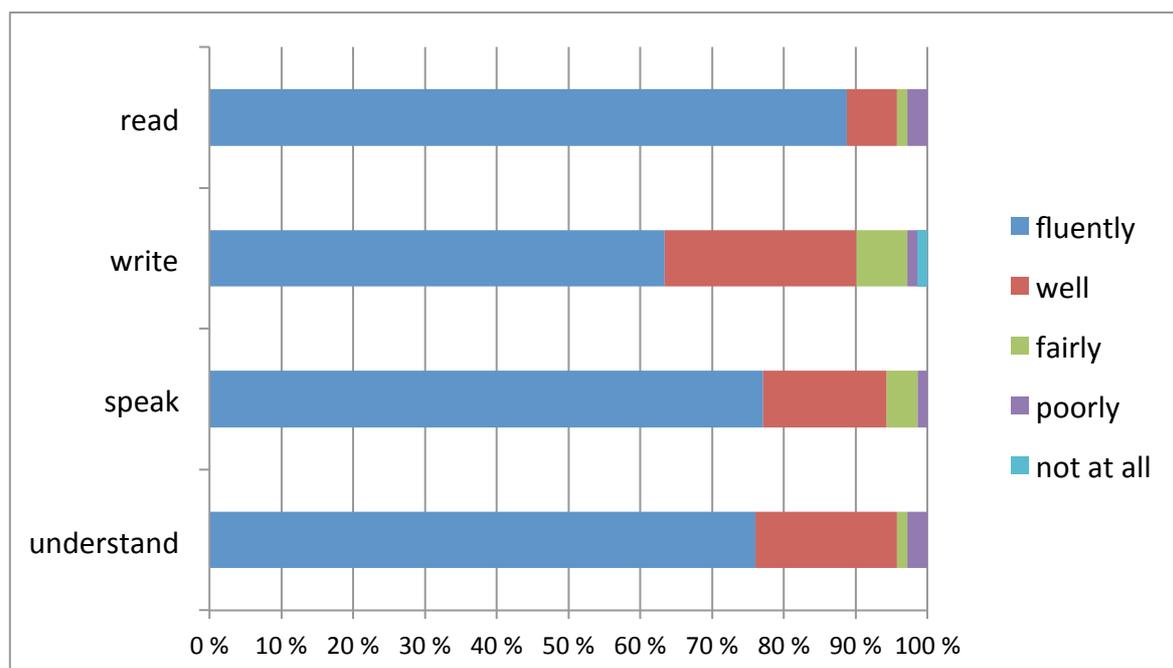


Figure 5. Self-reported language competence in German

Self-reported competence in English. Examining respondents' language knowledge in all levels of language use, it appears that respondents gave the highest assessment to their understanding of English: the majority of the respondents (50, i.e. 72.5%) understand English *fluently* (21, i.e. 30.4%) or *well* (29, i.e. 42.4%). This is followed by the ability to read and speak: 53 respondents (i.e. 77.9%) read English *fluently* (22, i.e. 32.4%) or *well* (31, i.e. 45.6%), and 46 respondents (i.e. 67.7%) speak English *fluently* (16, i.e. 23.5%) or *well* (30, i.e. 44.1%). The lowest assessment was assigned to writing: 40 respondents (i.e. 58.8%) can write *fluently* (15, i.e. 22.1%) or *well* (25, i.e. 36.8%) in English. Not all respondents could speak English, however. One respondent could not understand or read in English, two respondents were unable to speak English and four respondents were unable to write in English.

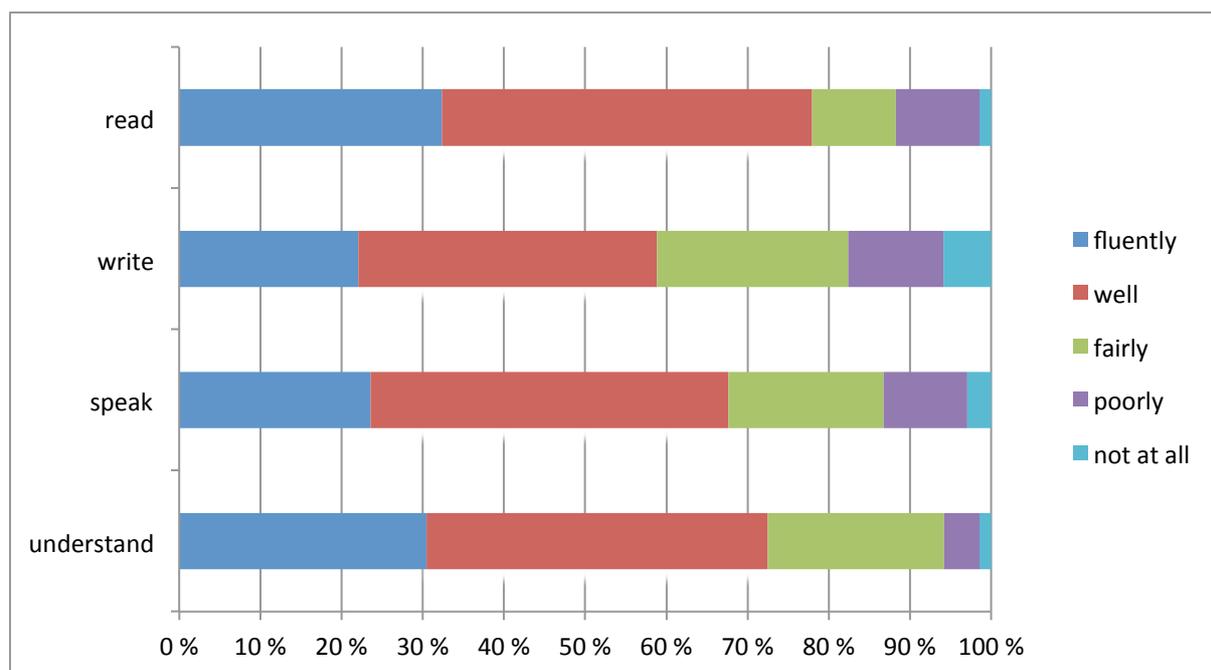


Figure 6. Self-reported language competence: English

Self-reported competence in Russian. The respondents' self-reported competence in Russian differs greatly from one respondent to another. Of all levels of language knowledge, respondents give the highest rating to their ability to understand Russian. Only four respondents out of 63 (i.e. 6.4%) understand Russian *fluently*, only two of 63 (i.e. 3.2%) are able to speak Russian *fluently*, four respondents out of 63 (i.e. 6.4%) can read Russian *fluently*, and only one respondent out of 63 (i.e. 1.6%) writes *fluently* in Russian. Six respondents (i.e. 9.5%) cannot understand Russian at all, nine respondents (i.e. 14.3%) are unable to speak in Russian at all, 12 respondents (i.e. 19.1%) cannot read Russian at all, and (22, i.e. 34.9%) cannot write Russian at all.

The relatively limited knowledge of Russian in the Estonian community in Germany is to be expected and matches the background of most respondents: many of them went to school in Estonia in the period around the restitution of independence, when Russian had lost or was losing its former position as the most important foreign language in Estonian educational institutions. As expected, respondents born outside Estonia do not know Russian nor experience any need to know or study the language.

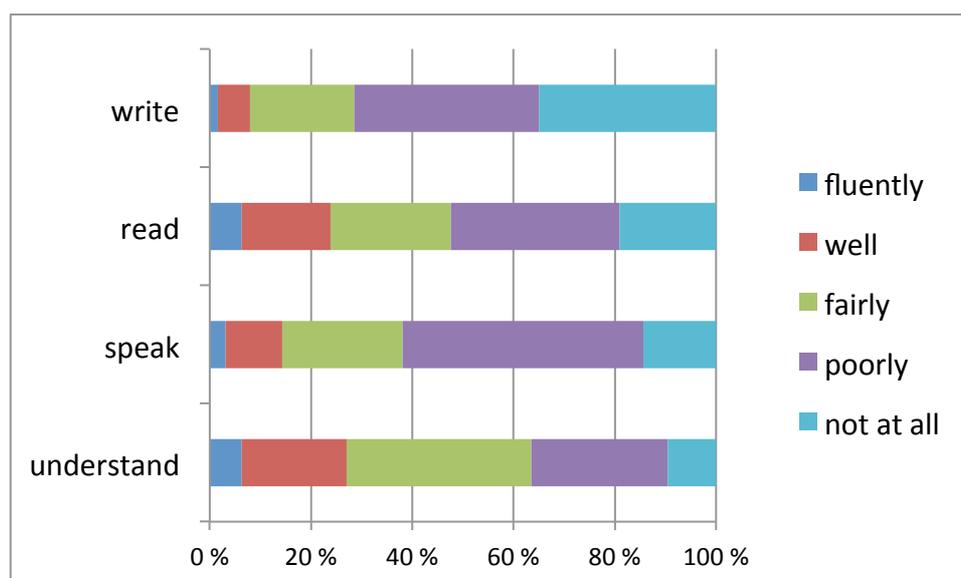


Figure 7. Self-reported language competence: Russian

Self-reported competence in Finnish. Since Estonian and Finnish are closely related, it is to be expected that most respondents have a high confidence in their ability to understand Finnish, but are unable to speak or write in Finnish. According to the results, about 8.5% speak Finnish *fluently* or *well* while about a quarter of all respondents (26.2%) understand Finnish *fluently* or *well*. Only a few respondents (6.7%) are able to write *fluently* or *well* in Finnish. The respondents born outside Estonia lack any knowledge of Finnish whatsoever.

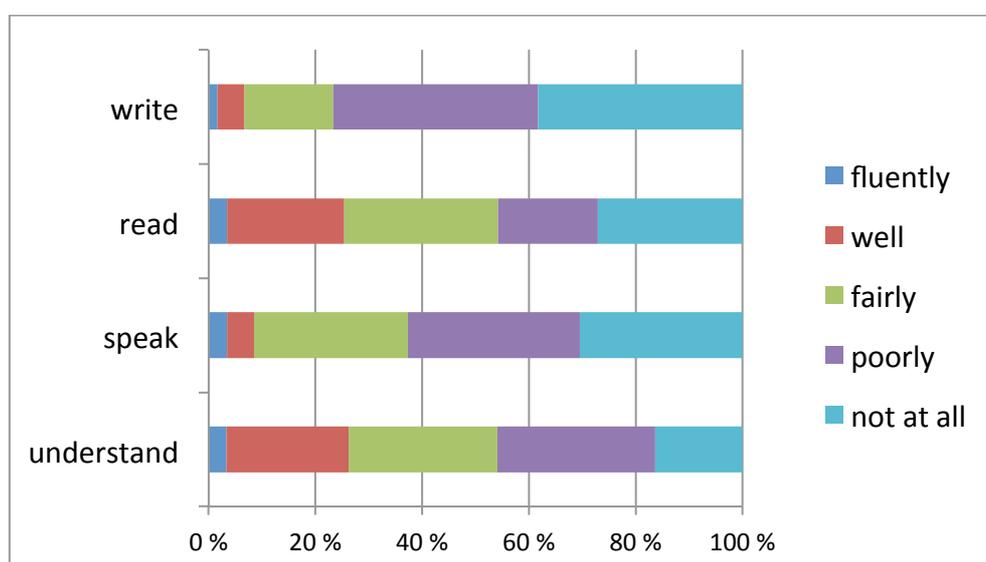


Figure 8. Self-reported language competence: Finnish

Self-reported competence in French. The majority of the respondents (64.8%) do not understand French, and more than a half of the respondents (65.5%) cannot speak the language, 66.7% of the respondents cannot read it while 79.6% cannot write in French. No respondents assessed their knowledge of French at any level of language proficiency as *fluent*. Only three respondents can understand, speak, read and write French *well*.

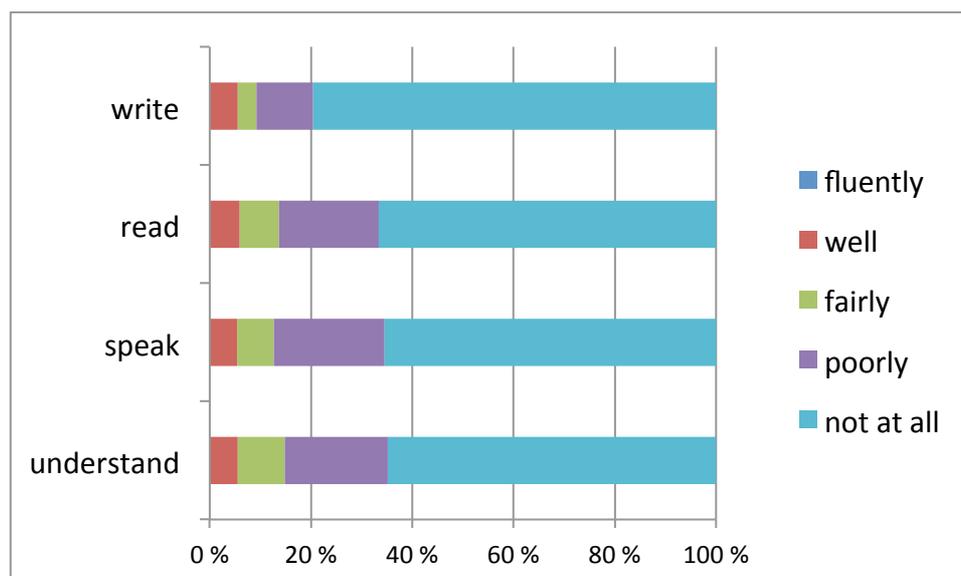


Figure 9. Self-reported language competence: French

Self-reported competence in another foreign language. The respondents were asked to assess their language proficiency in another foreign language of their own choice at different levels of language knowledge.

- 41 respondents can understand a further foreign language at various levels, six of them *fluently* and eight *well*. The following foreign languages were mentioned: Swedish (15), Spanish (six), Italian (five), Norwegian (three), Dutch (three), Hebrew (two), Hungarian (two), French (one), Lithuanian (one), Latvian (one), Luxembourgish (one), and Czech (one).
- 32 respondents speak a further foreign language at various levels, six of them *fluently*, five *well*. The following foreign languages were mentioned: Swedish (12), Spanish (six), Italian (four), Dutch (three), Norwegian (three), Hebrew (two), Lithuanian (one), and Hungarian (one);
- 32 respondents can read a further foreign language at various levels, nine of them *fluently* and eight *well*. The following foreign languages were mentioned: Swedish (14), Dutch (three), Lithuanian (one), Italian (four), Spanish (six), Hebrew (two), Hungarian (one), Norwegian (three), Danish (one) and Czech (one).
- 32 respondents can write in a further foreign language at various levels, five of them *fluently*, and four *well*. The following foreign languages were mentioned: Swedish (14), Dutch (three), Lithuanian (one), Italian (three), Spanish (five), Hebrew (two), Hungarian (one) and Norwegian (three).

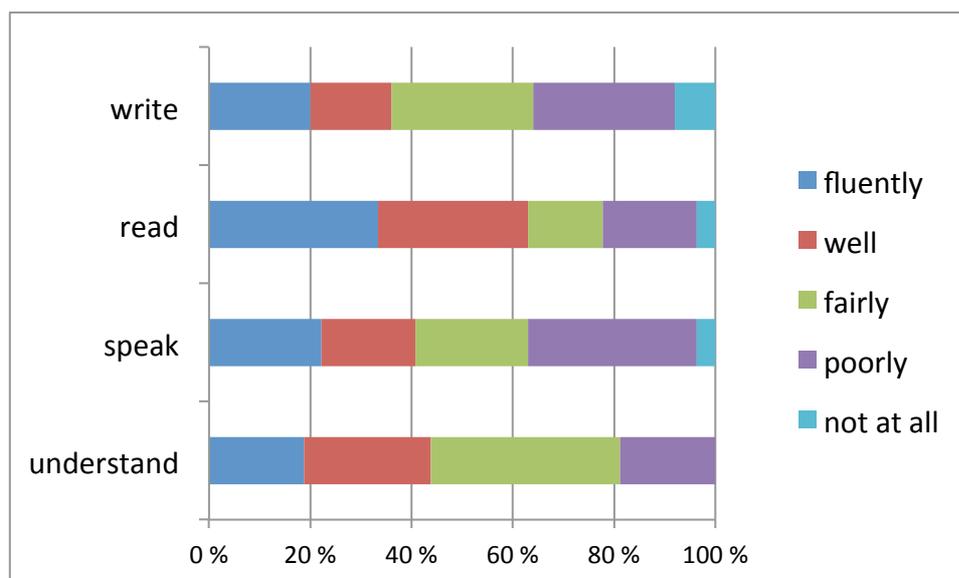


Figure 10. Self-reported language competence: another foreign language

According to the interviews, informants' everyday lives are very multilingual. All informants communicate in several languages on a daily basis in addition to Estonian (first and foremost informant AG3F1, who speaks at least four languages every day):

- AG3M's native language and home language are Estonian. The informant speaks fluent English, Finnish and Russian, and German at the communicational level.
- AG1F's native language is Estonian. The informant speaks and writes fluently in German (has acquired higher education in Germany). Of other foreign languages, she speaks English at a conversational level, and a little Russian.
- AG3F's native language is Estonian, and the home language is German. The informant speaks and writes fluently in German (has acquired higher education in Germany) and in English. Of other foreign languages she speaks Finnish and Russian at a conversational level, she has also studied Esperanto and French.
- AG4F's native language and home language are Estonian. The informant speaks and writes fluently in German. Of other foreign languages she speaks and writes fluently in Russian, speaks some English and knows a little Finnish.
- AG5F's native language is Estonian, and the home language is German. The informant speaks and writes fluently in German and Russian (has graduated from a university in St. Petersburg); at a conversational level Finnish; also a little Italian and French.
- AG5M's and AG5F's native language and home language are Estonian. Both informants speak and write fluently in Swedish (second language for them, both had acquired secondary and higher education in Sweden).
- AG4M's native language and home language are Estonian. The informant speaks and writes fluently in Swedish (his second language; had acquired secondary and higher education in Sweden), German and English.
- Informant AG1M's native language is Estonian, and the home language is German. The informant speaks and writes fluently in German (has acquired both secondary and higher education in Germany) and in English (second language at work); he has also studied Russian and Latin in school.

4.2.4 Domain-specific language use

The next sub-section covers the respondents' language choices. The minority group was asked to indicate how often (on a five-point scale from *always* to *never*) they use Estonian, German and English in various areas of life. As the results indicate, the opportunities that the minority group has to use Estonian in Germany are quite limited. The data indicate that Estonian is mainly used in private domains (i.e. at home and in the family circle) and oral communication, while German is dominant in the public sphere. In the public sphere there is little opportunity to use languages other than German.

Language use at home. About half of the respondents (42.7%) reported using Estonian at home all the time (*always*), 51.5% to varying extents (i.e. *often*, *sometimes* or *seldom*) while 5.9% *never* use Estonian at home. However, the data indicate that language use patterns for Estonian and German partly overlap: an examination of respondents' assessments of their use of German at home reveals that about 40.6% of the respondents *always* or *often* (36.2%) use German. Only 8.7% would *never* use German at home. The use of English is rare: only 2% of the respondents reported using English or some other language at home. The results are summarized in table 9 below.

	Estonian (%)	German (%)	English (%)
Always	42.7	40.6	2
Often	35.3	36.2	8
Sometimes	8.8	5.8	16
Seldom	7.4	8.7	26
Never	5.9	8.7	48

Table 9. Use of Estonian, German and English at home

Language use with relatives. Similarly to the home domain, Estonian is also the primary language of communication with friends. In total 94.2% of the respondents reported speaking Estonian *always* or *often* with their relatives. However, one must take into account that the respondents probably understood the question as pertaining to relatives of Estonian descent (not, for example, German in-laws). German and English are rarely used with relatives – 45.7% of the respondents never use German or English (66%) with their relatives.

Language use with friends. Estonian is also frequently used with friends. About 55.7% of the respondents reported speaking Estonian *always* or *often* while 31.4% *sometimes* when interacting with friends. Only 1.4% would *never* use Estonian with their friends. However, the data indicate that the primary language of communication with friends is German: the vast majority of the respondents (73.9%) *always* or *often* use German. Only about 7.3% of the respondents claimed *never* to speak Estonian with their friends. Almost a half of the respondents (47.1%) reported using English *frequently* or *sometimes*. The results are summarized in table 10.

	Estonian (%)	German (%)	English (%)
Always	18.6	29	---
Often	37.1	44.9	15.7
Sometimes	31.4	17.4	31.4
Seldom	11.4	1.5	23.5
Never	1.4	7.3	29.4

Table 10. Use of Estonian, German and English with friends

German is the predominant language of everyday communication also with **neighbours**: the overwhelming majority of the respondents (82.6%) *always* speak in German while only a few respondents have opportunity to interact in Estonian with their neighbours. The vast majority of the respondents never use Estonian (92.7%) or English (79.6%) with their neighbours.

Language use at work and in various public domains. Estonian is mainly used in private domains, while German is dominant in the public sphere. In the public sphere there is little opportunity to use languages other than German. In all other areas of language use, the prevailing language of communication is German. Across all above-mentioned public domains, only a small minority (roughly 4–5% of the respondents), claims to use Estonian *always, often* or *sometimes* (see table 11 below).

Frequency: always	Estonian	German	English
at work	5%	73.9%	5.7%
in shops	2.9%	85.7%	2%
at school	9.1%	71.7%	---
in the street	4.4%	80%	2%
in the library	2.9%	86.6%	---
at church	4.7%	72.9%	---
with public authorities	2.9%	78.6%	2%
in community events	4.6%	67.2%	---

Table 11. Domain-specific language use in Estonian, German and English

Only some respondents reported using English in their work environment. The explanations for this were either that these individuals' work language was English or they were involved with academic research requiring the use of English (reading specialised literature, communication with colleagues, composition of e-mails related to their profession). As one would expect, respondents' opportunities to use Estonian in the workplace in Germany are limited and most respondents *never* use Estonian at work. However, there some respondents who are able to use Estonian at work. This is made possible by the nature of the respondents' work: several respondents work as interpreters or translators or as language teachers in Estonian schools in Hamburg or Munich.

Meanwhile, in other domains or situations in contrast—respondents understand this to mean various Estonian events—*always* (80.7%) or *often* (12.9%) use Estonian. Other situations that have been mentioned include children’s Saturday schools, Estonian gatherings, electronic communication, the use of Estonian sites on the Internet and various gatherings of Estonians in Germany (*Stammtisch*, cultural events, etc.).

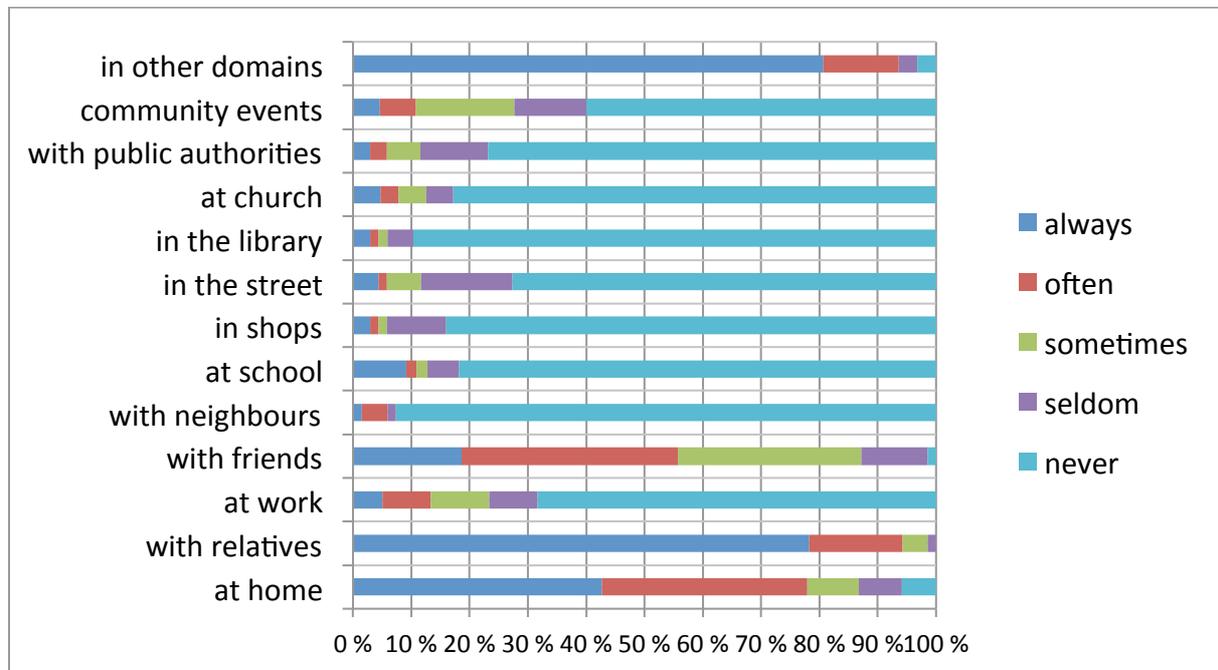


Figure 11. Use of Estonian in various domains

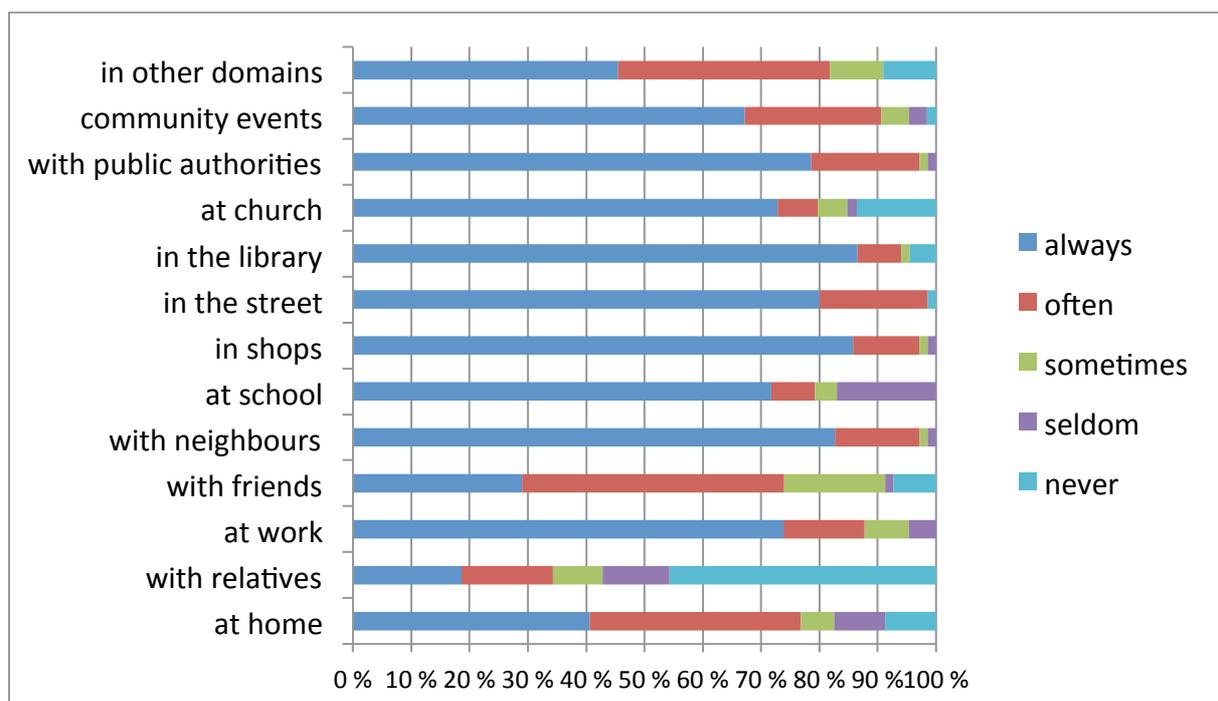


Figure 12. Use of German in various domains

Interview data. The results of the interviews show that all informants communicate in several languages on a daily basis. The main area for the use of Estonian in Germany is an informant's circle of friends and acquaintances. The vast majority of informants use Estonian every day: as one language at home or in communicating with their Estonian-speaking friends and promoting Estonian educational and cultural life:

- Informant AG3F's home language is Estonian; she speaks English at work, German outside of her home and English with her friends.
- Informant AG1F uses mostly German in everyday life. She speaks German at work, Estonian with local Estonians (at their gatherings) and with her mother (over Skype).
- Informant AG1M uses mostly German in everyday life. He speaks German at home (his partner's native language is German). Outside of his home, he mainly communicates in German and speaks German and English at work. He uses Estonian when speaking with his mother (she lives in Germany) and relatives in Estonia (mainly over the phone and Skype).
- Informant AG4F uses Estonian, German and English in everyday life. The informant's home language is German, although her husband knows some Estonian (can read professional texts in Estonian). In the informant's words, they use Estonian in communicating with each other as a secret language or as a form of language play. Outside of her home, she mainly communicates in German and speaks German and English at work (language of her research). She uses Estonian when speaking with her mother (she lives in Estonia, by phone) and with local Estonians.
- Informant AG4F uses Estonian and German in everyday life. She speaks Estonian to her son (lives in Germany) and to local Estonians, also when "promoting Estonia". With her German friends she socialises in German. She speaks German at work; in addition she also uses Russian with one co-worker (a Latvian).
- Informant AG5F uses mainly German on a daily basis (her husband is a German and they speak German at home); in addition, the informant also speaks German with her two closest female friends. Estonian is in second place; the informant communicates in Estonian with local Estonians.
- Informants AG5M and AG5F use Estonian, German and Swedish in everyday life. Their home language both in Sweden and Germany has always been Estonian. Outside of home, they communicate in Estonian, German and Swedish. He speaks German at work (with customers) and Estonian (with his colleagues); she speaks German only.
- Informant AG4M uses Estonian, German and Swedish in everyday life. His home language both in Sweden and Germany has always been Estonian. Outside of home, his communicate in Estonian, German and Swedish: in Estonian with his family and relatives, and with local Estonians, in German and English at work.

Opinions and knowledge about language use across domains

Use of Estonian in various public domains (Q39). Respondents were also asked to express their opinions on whether Estonian should be used in various public domains in Germany (i.e. on television, in police stations, parliament, hospitals, and court, on the Internet and in the education system), by indicating their endorsement (on a five-point scale from *I do not agree at all* to *I totally agree*) of the statements in the form *Estonian should be used in ...* Their opinions on the need to use Estonian are negative, i.e. an overwhelming majority is clearly against the use of Estonian in public domains (i.e. selected the option *I do not agree at all* or *I do not quite agree*). Of the statements listed above and below in Figure 13,

respondents are most in agreement with the statement that Estonian should be used in internet (28.8%) and in the education system (25,4%) while the fewest agreed with the statement that Estonian should be used in the German parliament (89,7%), police departments (86,7%), in TV (84,9%) and hospitals (82,4%), also in court (73,1%).

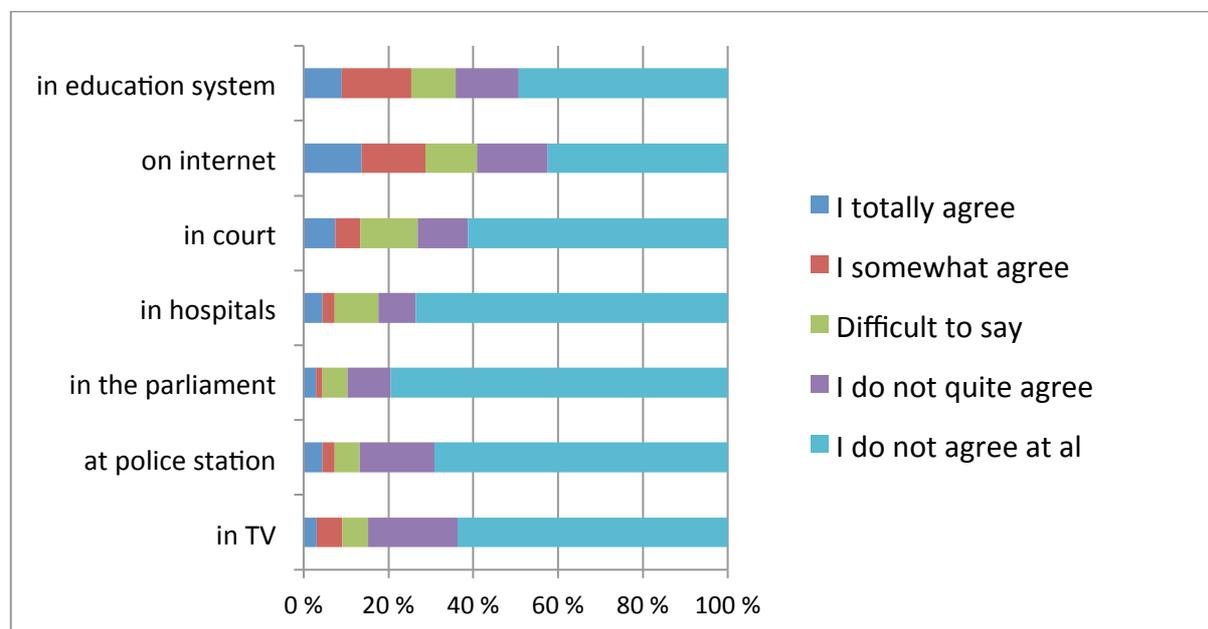


Figure 13. Respondents' opinions on whether Estonian should be used in certain public domains

Usability of Estonian (Q59). The respondents were also asked whether Estonian is easy to use in most everyday situations in Germany. One must take into consideration that this question has been understood in various ways. Several respondents interpreted the question in a broader sense, pertaining to the Estonian language in general, and answered that there is a lack of specific scientific terms in Estonian, as well as computer and banking vocabulary. However, the vast majority of the respondents (75%) are of the opinion that Estonian is easy to use in most everyday situations while 25% answered the question in the negative, commenting that it is not possible to use Estonian in Germany and other foreign countries, because Germans (and other nationalities) simply do not speak Estonian.

Knowledge about the use of Estonian in public domains (Q61). Respondents were also asked to express their opinion about the use of Estonian in various institutions (such as the parliament, police stations, tax offices, health insurance offices, and employment offices, etc.). In the opinion of the vast majority of the respondents (75-91.3%), Estonian is not used in these domains or they had no knowledge about it. The responses are given in the figure 14 below.

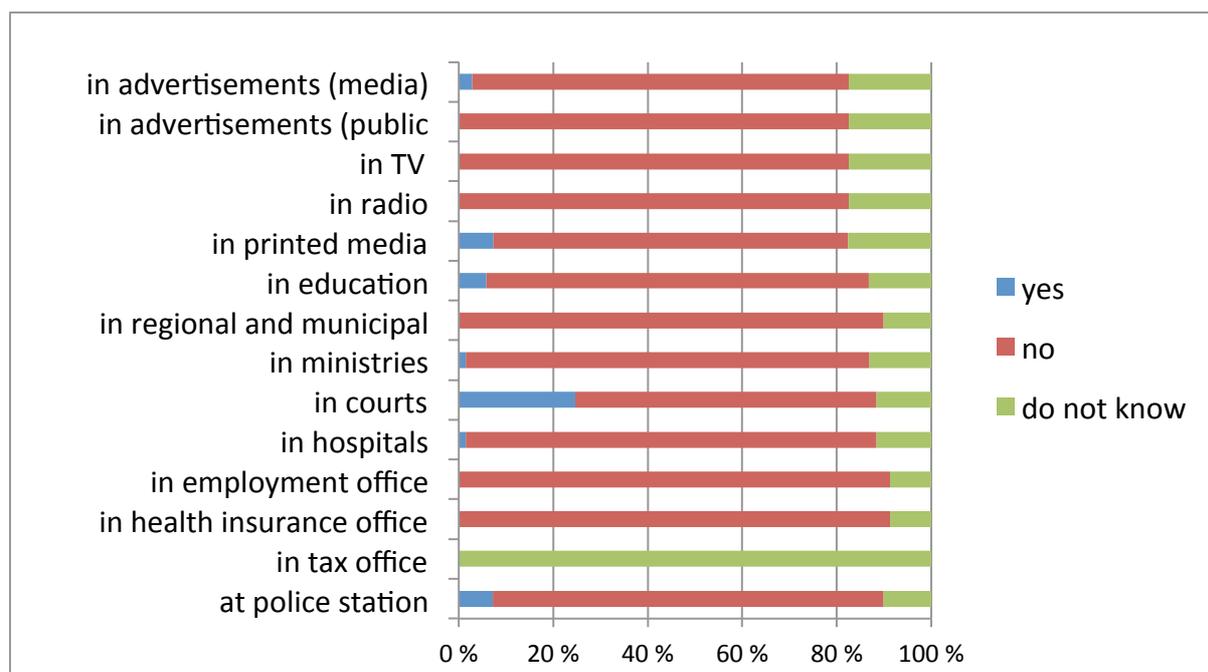


Figure 14. Reported use of Estonian in public domains

4.2.5 Languages and labour market

This sub-section provides an overview of the minority group respondents' assessments of the importance of Estonian, German and English on the German labour market. Respondents were asked to rate the following claims on a five-level scale (from *I do not agree at all* to *I do not quite agree*): proficiency in Estonian/German/English facilitates 1) finding one's first job, 2) earning a higher salary, 3) career advancement and 4) changing jobs.

Importance of German on the labour market (Q53). According to the respondents, the most important language on the German labour market is German, i.e. German competence on the labour market is absolutely essential. More than 90% of the respondents agree or strongly agree with the statement that knowledge of German makes it easier to find a first job (94.2%), makes it possible to obtain higher pay (69.1%), facilitates career advancement (92.8%) and shifting jobs (91.2%). Only a few respondents did not agree with the statements about the usefulness of German. The respondents were least in agreement with the statement that knowledge of German makes it possible to obtain higher pay (69.1%).

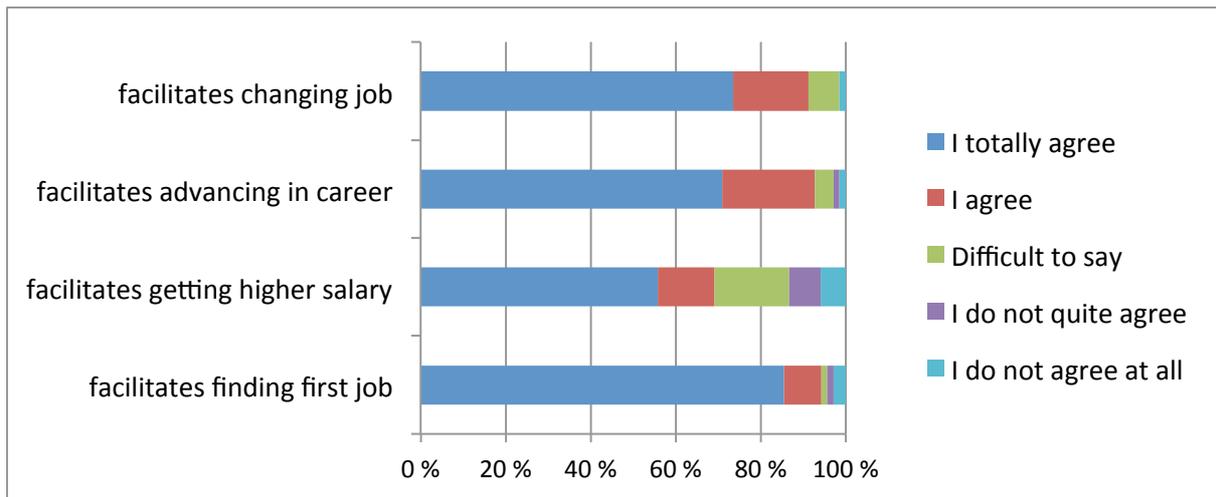


Figure 15. The perceived importance of German competence on the labour market

The majority of the respondents agree also with the statements that knowledge of English makes it easier to find a first job (82.3%), makes it possible to obtain higher pay (76.1%), facilitates career advancement (89.6%) and changing jobs (85.1%).

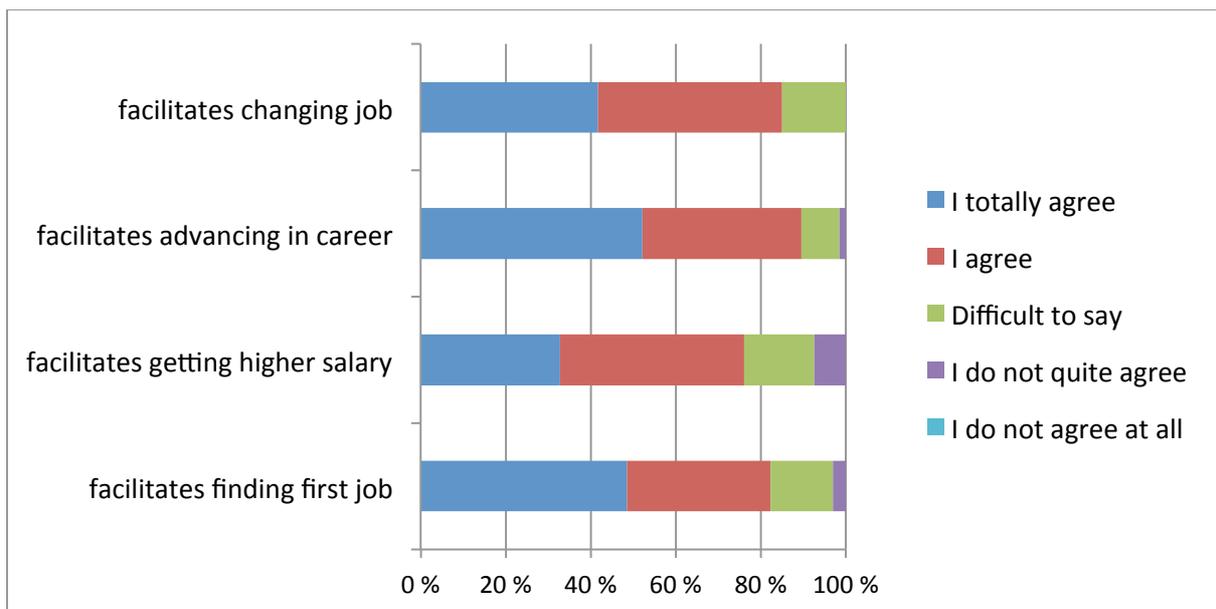


Figure 16. The perceived importance of English competence on the labour market

The Estonian language is seen as the least valuable language after German and English: in the opinion of the respondents Estonian has no value whatsoever in terms of the previously mentioned functions (see Figure 17).

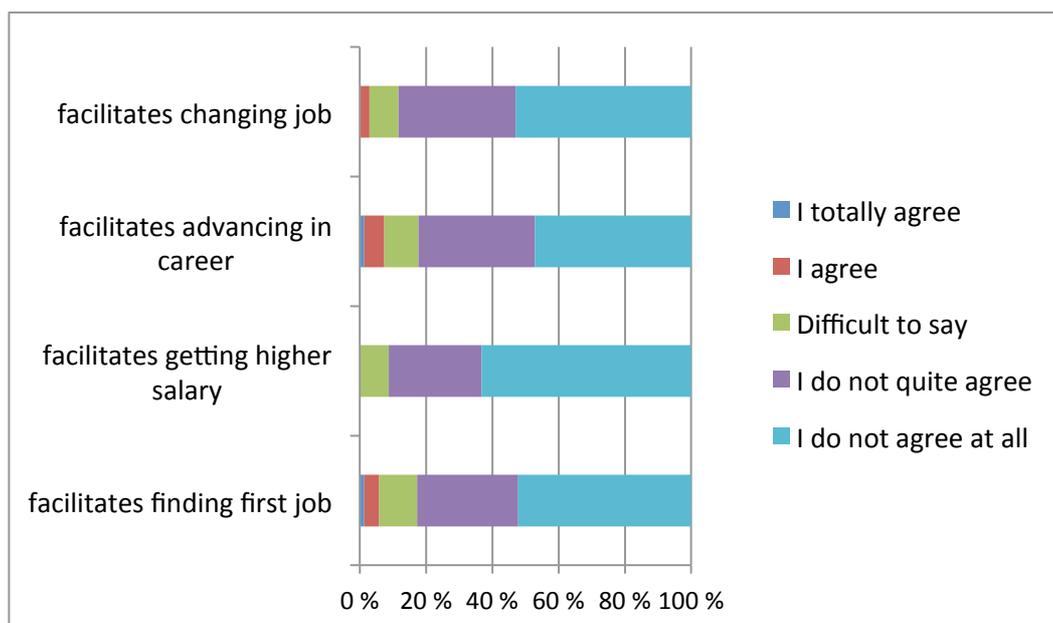


Figure 17. The perceived importance of Estonian competence on the labour market

The interview data also support respondents' statements about the negligible role of Estonian in the market place. The vast majority of informants find that they had never benefitted from their knowledge of Estonian in Germany or got any advantages because of their Estonian background but on the other hand speaking Estonian as a native language has never caused them any problems. For instance, in AG4F's and 4F's opinions, they have not directly benefitted from their Estonian in Germany, and if at all, speaking Estonian has enabled them to do translations and to promote and organise Estonian cultural life. Informant AG3F, in contrast, claims that he has not benefitted directly from his command of Estonian in Germany, but has benefitted from his nationality. AG4M also finds that cultural activities and organising minority events in the native language are not only essential within the minority group, but also in a broader sense, as they demonstrate individuals' social activeness:

- (14) *Iga asi mis keeles iganes (.) ee ja üleüldse kõik need aktiviteetid mida sa teed see on igas see vees tähtis seepärast iga tööandja ju näeb ka et see inimene ei ole ainult oma erialal (.) ütleme aktiivne vaid ta on ka oma vabal ajal aktiivne.*
 'Whatever, in whatever language... eh, and in general, all those activities you engage in, it's important in any CV, because any employer will see that this person is not only, let's say, active in his/her speciality but also in his/her spare time.' AG4M

4.2.6 Language planning and maintenance

Next, an overview is given of the respondents' awareness of language planning and maintenance issues. The survey questions helped to map the respondents' awareness of institutions in Germany which are active in the fields of Estonian and German language planning and maintenance. Respondents were also asked whether a "pure" variety of Estonian exists

and who speaks it. It can be concluded on the basis of the survey results that the awareness of Estonians as well as Germans of language planning issues, relevant institutions, associations, advocates and their activity is rather poor, i.e. half of the respondents have no knowledge whatsoever of matters related to language planning and maintenance.

Institutions cultivating the Estonian language (Q55). Slightly more than half of the respondents (53%) know that there are institutions/organisations or individuals that are actively involved with the cultivation of Estonian, while 36.4% do not know or are not informed whether such organisations or persons exist; 10.6% answered the question in the negative. The institutions that were named were mostly Estonian cultural associations such as *Eesti Ühiskond Saksa Liitvabariigis*, the Estonian Society in the Federal Republic of Germany), schools in Hamburg, Munich or Berlin, language schools, universities, community colleges (*Volkshochschulen*), *EÜSLi Hamburgi Eestlaste Akadeemiline Selts*, *Hamburg Estonian Academic Society*) and children’s gatherings in different cities.

Level of agreement	%
Do not know	36.4%
No	10.6%
Yes	53%

Table 12. Are there institutions which cultivate the Estonian language?

Institutions cultivating the German language (Q56). The respondents were asked the same question regarding institutions for German language planning and cultivation. Answers indicate that although the level of awareness of respondents varies, around half of them (56.5%) are familiar with the subject and able to name various societies. The institutions that were named were for instance *Institut für Deutsche Sprache*, *Gesellschaft für Deutsche Sprache*, *Zentralinstitut für Sprachwissenschaft* and the *Rat für Deutsche Rechtschreibung*, *Bundesrepublik Deutschland* (the Federal Republic of Germany) in a broader sense, comprehensive schools, universities, community colleges (*Volkshochschulen*) and foundations.

Level of agreement	%
Do not know	40.6%
No	2.9%
Yes	56.5%

Table 13. Are there institutions which cultivate the German language?

The existence of the pure/correct version of Estonian (Q57). The respondents were also asked to express their opinion on whether there is a pure or correct version of the Estonian language. Nearly half of the respondents (40.6%) did not know or did not have an opinion. About 30.4% of the respondents believes that that there is no such thing as a pure/correct form of Estonian while 29% believe that a pure form of Estonian exists.

Level of agreement	%
Do not know	40.6%
No	30.4%
Yes	29%

Table 14. Is there a pure/correct version of the Estonian language?

In case of a “yes” answer, respondents were also asked to specify where and by whom this language variety is spoken. Several respondents associate a pure form of the language with the standardised written language, written Estonian or official language, and its users are seen as educated Estonians both in Estonia and throughout the world. Some respondents are also of the opinion that this form of language is used by linguists, professors of Estonian or Estonian teachers in schools. One respondent believes that the pure form of the language is spoken by Estonians who have Estonian ancestors and live in Estonia. In the context of the Estonian community in Germany, two respondents consider people who have arrived in Germany in the last 20 years to be speakers of the pure form of Estonian.

Is there a need to develop Estonian to fit social and public needs? (Q58) The overwhelming majority (75,4%) expressed a strong need to develop Estonian while about 20% chose the option “don’t know”. Three respondents were of the opinion that there is no need to develop the Estonian language.

Level of agreement	%
Do not know	20.3%
No	4.4%
Yes	75.4%

Table 15. Is there a need to develop Estonian to fit social and public needs?

Attempts to save the Estonian language (Q60). Despite the generally acknowledged need for language planning, most respondents (63.4%) are not aware of whether attempts have been made to save Estonian in Germany; only 32.4% of the respondents agreed that there were attempts to save the Estonian language. The question has been commented differently. Most respondents see the activities of the EÜSL, the Estonian Society in the Federal Republic of Germany) and the other various societies that operate under its umbrella as attempts to save Estonian, as well as any other gatherings of Estonians in Germany. Many comments also emphasised the establishment of Estonian schools and their operations. Of these, the Estonian School in Munich, as well as those in Hamburg and Berlin, were specifically mentioned.

Level of agreement	%
Do not know	63.4%
No	4.2%
Yes	32.4%

Table 16. Are there attempts to save the Estonian language?

4.2.7 Support and prohibition of language use: Should children learn Estonian?

The following sub-section analyses the respondents' attitudes toward supporting and obstructing the use of Estonian and German. The questions asked of the respondents helped to map attitudes prevalent in the respondents' childhood (e.g. at home and at school) as well as their current attitudes toward using Estonian and German.

As most of the respondents and informants were born in Estonian families in Estonia, the Estonian language was a self-evident part of respondents' everyday life, forming an integral part of their linguistic and ethnic identity, and nobody in their childhood had prevented them from using or learning it Estonian. Thus, unlike the respondents in many other ELDIA case studies involving "old" minorities, the vast majority of the respondents (87.5%) had never experienced any attempts to prevent their parents from using Estonian. However, there are some respondents who had experienced prevention of use of Estonian at home or at school. Five of these respondents were born in Germany or Sweden or had emigrated to Germany in early childhood. According to a respondent born in Sweden, views against the use of Estonian were voiced outside the home: *Why learn Estonian when Estonia is an occupied country?* A respondent born in Germany experienced prevention of the use of Estonian both at home and at school: *My father was jealous and I was mocked at school.* The third respondent interpreted the question either as a question about language choice or as a question of the different functions of different languages.

The question of whether there are similar views expressed today, whether one should/should not use Estonian with children was ambiguously formulated; it remained unclear to some respondents, or it was perceived as not significant in the context of the Estonian community in Germany.

Support of parents for speaking Estonian. The question whether the respondents' parents also supported the use of Estonian was understood in different ways: some respondents defined this as speaking correct Estonian in the childhood home, while others took it to mean their parents' assistance in raising their children in Germany. Only one respondent spoke of parents' support for speaking Estonian during her childhood in Sweden. The results are summarized in table 17 below.

Level of agreement	%
No	7.2%
Yes	92.8%

Table 17. Parental support in using Estonian

Support of parents for speaking German. The respondents' comments to these questions indicate that they did not understand "support for German" in the sense of practical support in the use and study of the German language; rather, they seem to have understood this question in relation to their life choices (e.g. emigration to a foreign country) and in a financial sense (e.g. paying for private German lessons and study in language schools). In most respondents' opinions (66.2%), their parents have not supported the respondents' use of German. Several respondents commented on the question by saying that since their parents did not speak German, they were unable to support the respondent's language studies (see table 18 below). For the majority of the respondents German is a second or third foreign language, and few of the respondents' parents speak German. (Note: only one respondent out of 71 considers German to be her native language.) 33.82% of the respondents indicated that their parents supported the respondents' use of German in the meaning of respondents' choices in a broader sense (e.g. emigration to Germany).

Level of agreement	%
No	66.2%
Yes	33.8%

Table 18. Parental support in using German

Finally, respondents were asked whether they themselves try to make their children learn and use Estonian (see table 19 below). The vast majority of the respondents (88.4%) support their child/children's learning and using Estonian. Only six respondents (11.5%) gave a negative answer.

Level of agreement	%
No	11.5%
Yes	88.5%

Table 19. Respondents' support to their own children in learning Estonian

Below are a few comments that illustrate this answer:

- *I speak Estonian with them, read Estonian books to them, and we watch films and visit the www.lastekas.ee web page.*
- *I speak only Estonian with her, I've purchased a subscription to an Estonian newspaper for her and want her to join an Estonian academic organisation. She has also had many Estonian friends ever since she was little.*
- *Identity can be equated with language, and it was important to us for her to know who she was, where she came from and where her roots were.*

- *We read Estonian books and children’s films, we always write labels in Estonian, send texts in Estonian, and Estonian is also our home language.*
- *I only speak Estonian with my child (except in the case of schoolwork or if she does not understand), I read books to her in Estonian only, and I try to create a positive image of Estonia.*
- *I spoke Estonian for the first four years, but her father, who was German, could not tolerate it any longer than that.*

Comparing the results with the answers given in the interviews, it can be said that all informants have a positive view on the attitudes towards Estonian: they seem to be convinced that local Estonians appreciate their language and strive to preserve it (“everyone speaks good Estonian”). All informants seem to agree that families with children should definitely support their children in learning and using Estonian and pass Estonian on to their children. For instance, in AG5F’s opinion, preserving and passing on the native language is a matter of “pride, honour and the best gift to a child”. She believes that Estonian is highly recognised and valued by Estonian communities in Germany and families with children put every effort into preserving it:

- (15) *On nii tähtis, et eesti keel on olemas ja et me seda ei häbene ning edasi arendame. Minu jaoks on see väga tähtis.*

‘It’s so important that the Estonian language exists and that we are not ashamed of it and develop it further. For me it’s very important.’ AG5F

Informant AG3F3 comments on this issue as follows:

- (16) *Ma ei kujuta ette, kui on kaks erinevat kultuuri, need saavad kokku ja hakatakse elama ainult ühe kultuuri traditsioonide järgi. See on selgelt teise kultuuri maha surumine, ega poleks aus.*

‘I can’t imagine that if there are two different cultures, they meet and then people start living only according to the traditions of one culture. It means suppressing the other culture, and that wouldn’t be fair.’ AG3F3

AG4M believes that preserving the native language depends first of all on the unity in the family. Whether a minority language is passed on depends on how parents handle this together; when it comes to communicating in a native language, both parents have to agree to this and support multilingualism:

- (17) *Kui lapsed saavad aru sellest [et vanemad pole samal arvamusel], siis võib see mõjutada valikuid, mida lapsed teevad.*

‘When children see that their parents disagree, it might affect the children’s choices [of languages].’ (AG4M)

In AG5M's and AG5F's opinions in the case of mixed couples, both languages must be represented and treated as equal. Both informants believe that in preserving the language, women play a key role, especially in mixed couples:

- (18) *Naised on need, kes jäävad tavaliselt koju, kasvatavad lapsi ja annavad keele edasi.*
 'Women are the ones who normally stay at home, raise kids and pass the language on.' AG5M, AG5F

In the informants' opinions not preserving the native language would be conceivable only if it were difficult for a child to acquire two languages, if they objected or their overall development had stopped. The informants recognise, however, that raising a child bilingually is not very easy, as people are forced to give up many things for it and reorganise their life (as a rule, Estonian classes take place only on Saturdays, children may have to be transported across long distances, self-funding expenses must be paid, etc.).

4.2.8 Language attitudes

This sub-section provides an overview of the respondents' attitudes to Estonian, the correct and "pure" way of speaking the language, the use of Estonian among different groups (distribution by age and gender), social interaction with speakers of Estonian (e.g. is it easy to get acquainted, become friends and spend time with speakers of Estonian), the need to use Estonian in the German public sphere and the future of various languages in Germany.

In Q37, respondents were asked to indicate their endorsement of statements concerning different speaker groups: whether adults or young people, men or women are expected to use Estonian. As for assessments of the language use of different age-groups, no clear-cut tendencies emerge. However, the conclusion emerges that speaking Estonian in a multi-lingual setting is first and foremost expected of adult women (34.9% of respondents).

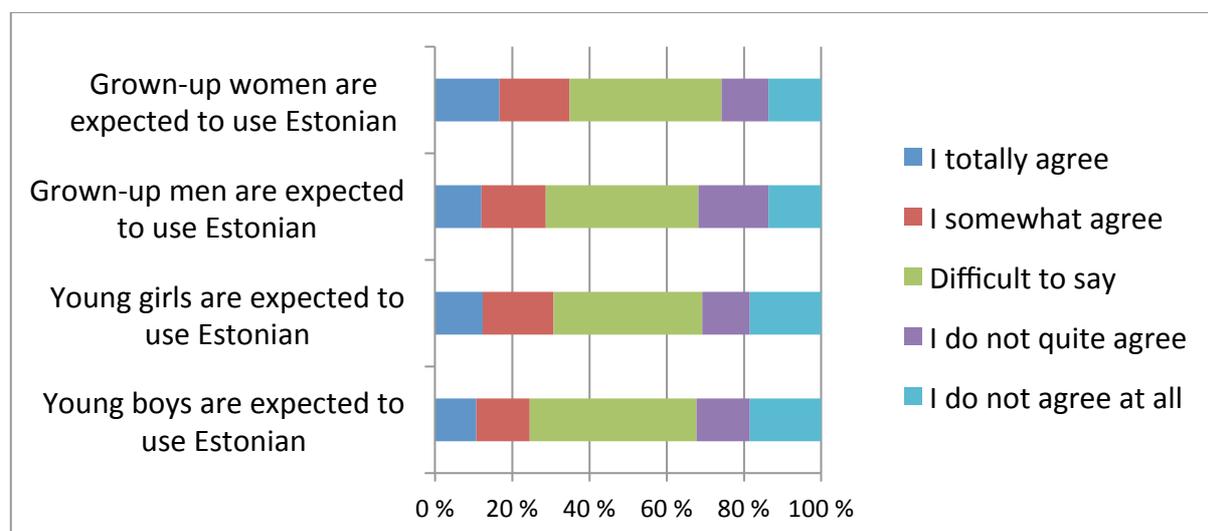


Figure 18. Expectations on language use by age and gender

In Q38, respondents were asked to express their opinion on the “easiness” of various social contacts with Estonian speakers. Respondents’ opinions on different kinds of social contacts with their compatriots indicate that they agree most with the statements that it is easy to get acquainted (27.9%), to spend time (26.5%) and become friends (23.5%) with Estonians. The results are summarized in figure 19 below.

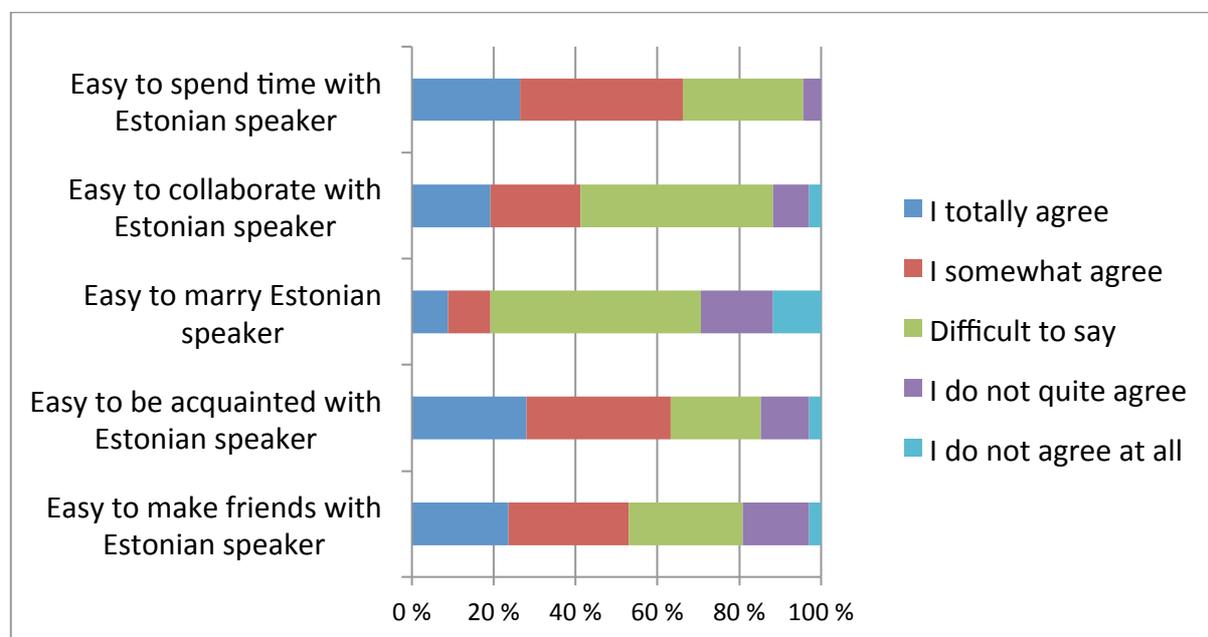


Figure 19. Statements about social contacts with speakers of Estonian

4.2.9 Multilingualism issues

This section examines the conditions of and attitudes towards multilingualism and on the future of different languages.

Opinions on mixing languages (Q33). In Q33, respondents were asked to express their opinion on the statements concerning “mixing languages” (i.e. code-switching between Estonian and German; the term “mixing languages”, *keelte läbisegi kasutamine*, was not defined in more detail) in oral communication on a scale from *totally agree—do not agree at all*. The majority of the respondents (65.3%) believe that mixing languages is widespread and accepted (50%) among Estonian communities in Germany. Nevertheless, the majority of them (74.6%) do not associate mixing languages with a low level of education, but instead with the speaker’s age: 60.6% of the respondents agreed with the statement that young people in particular mix Estonian with other languages while 55.1% of the respondents believed that older people speak Estonian properly. (The respondents most strongly (34.9%) agree with the statement that the use of Estonian is expected of adult women). Slightly over half of the respondents (51.5%) also do not agree with the statement that mixing languages is indicative of good knowledge of the different languages.

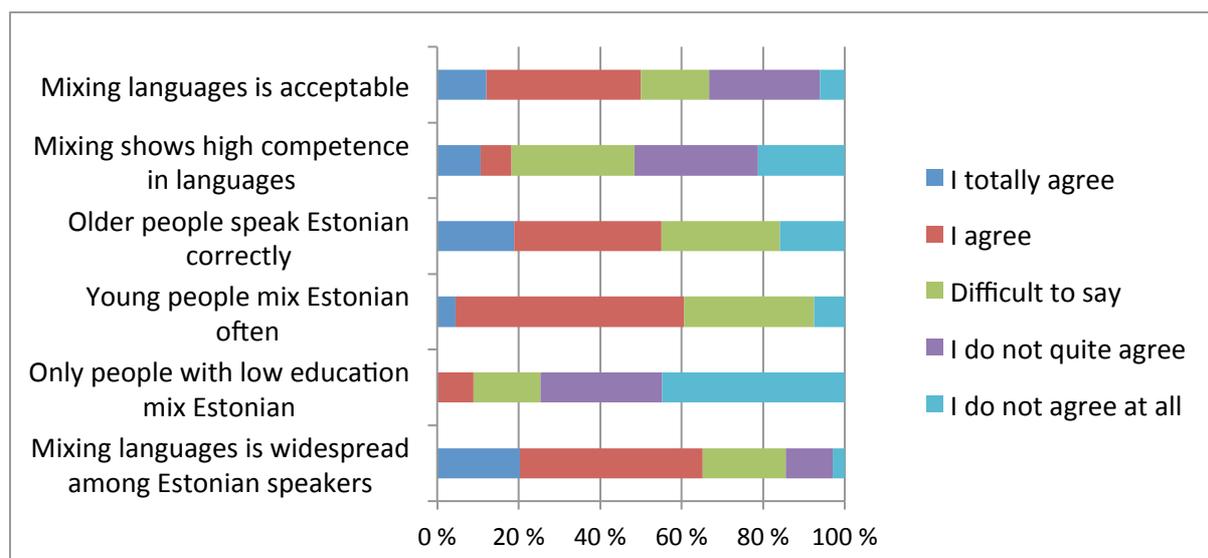


Figure 20. Attitudes towards mixing languages

Similar attitudes came up almost in every interview. Although there are different views related to bilingual language use and mixing languages, the majority of informants strongly disapprove of mixing German into Estonian (“Unbelievable, half of it is in German!”). However, one could state that those Estonians who were born in Estonia are more tolerant of the use of code-switching; yet, in their opinion one should avoid code-switching while speaking with children.

The future of various languages in Germany (Q40). The respondents were also asked to assess the increase in the importance of Estonian, German, English, Russian and another language over the next ten years. The results indicate that the growing importance of English is considered most probable (78.3%). Second to English, Russian according to 47.1% of the respondents (“agree” or “strongly agree”) is likely to increase in importance while 40.6% of the respondents agree or strongly agree that German will become more important. The respondents are least in agreement with the statement that Estonian will increase in importance over the next ten years. Only (17.4%) of all respondents agree or strongly agree with the statement concerning the increase in the importance of Estonian.

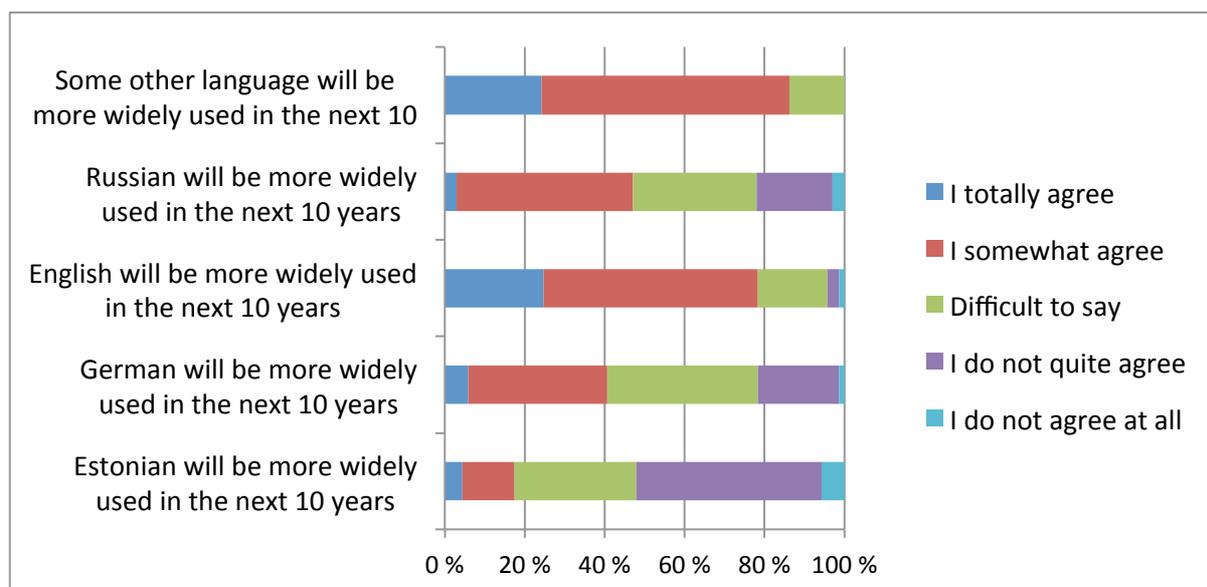


Figure 21. Statements about the future of diverse languages

Informants both from the individual and focus group interviews have different opinions about the future and viability of Estonian in Germany. One could claim that in the informants' opinion Estonian in Germany is not endangered and Estonian will be spoken in Germany as long as there are Estonians in Germany. However, the survival of the language depends first and foremost on the attitudes in the family and their goals.

Characteristics of languages (Q41–43). In the question set 41–43, respondents were asked to indicate their impressions of how Estonian, German and English sound on five-point scales between diverse pairs of adjective antonyms (for instance: *soft – hard*, *unsafe – safe*, *close – remote* ect.). The questions consisted of a series of 5-point scales between contrasting adjective pairs and the respondents had to select an option on the scale: for instance, whether the language at issue sounds *very pretty*, *pretty*, *neither pretty nor ugly*, *ugly* or *very ugly*. When characterising Estonian, typically, positive qualities were selected (*close*, *pretty*, *reliable* etc.) Most of the respondents believed that Estonian is *very close* (80.3%), *very pretty* (72.7%), *very reliable* (55.2%) as well as *very soft* (36.4%) or *soft* (40%), *very safe* (42.4%) and *fun* (47%) while the clearly negative options (*boring*, *ugly*, *mean*, *unsuccessful*, *stupid*) were chosen by very few respondents or not at all. The results are summarized in table 20 and the highest value is indicated with colour.

	very (1)	2	(3) neither	4	(5) very	
soft	36.3	40.9	13.6	9.1		hard
unsafe	4.6	4.6	25.8	22.7	42.4	safe
close	80.3	9.1	9.1	1.5		remote
reliable	55.2	23.9	19.4	1.5		unreliable
decisive	20.9	28.4	41.8	6	3	indecisive
modern	4.6	21.2	43.9	13.6	16.7	traditional
powerless	1.5	7.6	60	19.7	12.1	powerful
fun	22.7	47	28.8	1.5		boring
ugly		3	7.6	16.7	72.7	pretty
male	1.5	3	62.1	27.3	6.1	female
mean	3	7.6	33.3	33.3	22.7	kind
wealthy	30.8	24.6	33.9	7.7	3.1	poor
unsuccessful	1.6	9.4	46.9	28.1	14.1	successful
old	9.1	10.6	50	27.3	3	young
intelligent	27.7	32.3	35.4	4.6		stupid
considerate	20.3	32.8	40.6	6.3		intrusive
uneducated	1.5	7.7	26.2	33.9	30.8	educated
passive	4.6	13.6	28.8	22.7	30.3	active

Table 20. Characteristics of Estonian

On the contrary, German was described as *very decisive* (42.4%), *hard* (43.3%), *wealthy* (43.1%), *powerful* (39.1%), *intelligent* (38.5%) and *safe* (33.9%). However, around a half of the respondents selected the “neither” option for the adjective pairs *mean–kind* (58.5%), *considerate–intrusive* (57.8%), *ugly–pretty* (50.8%), *fun–boring* (49.2%), *modern–traditional* (43.1%) or *old–young* (43.1%). The results are given in table below, the highest figures are highlighted.

	very (1)	2	(3) neither	4	(5) very	
soft	1.5	3	20.9	43.3	31.3	hard
unsafe	1.5	4.6	33.9	33.9	26.2	safe
close	16.7	30.3	31.8	16.7	4.6	remote
reliable	28.8	28.8	40.9	1.5		unreliable
decisive	42.4	37.9	19.7			indecisive
modern	3.1	20	43.1	18.5	15.4	traditional
powerless		1.6	21.9	39.1	37.5	powerful
fun	3.1	24.6	49.2	18.5	4.6	boring
ugly	6.2	16.9	50.8	20	6.2	pretty
male	18.5	41.5	36.9	3.1		female
mean	12.3	58.5	24.6	4.6		kind
wealthy	26.2	43.1	29.2	1.5		poor
unsuccessful		1.6	37.5	35.9	25	successful
old	16.9	26.2	43.1	13.9		young
intelligent	29.2	38.5	32.3			stupid
considerate	9.4	23.4	57.8	9.4		intrusive
uneducated		4.6	32.3	35.4	27.7	educated
passive	1.5	1.5	40	30.8	26.2	active

Table 21. Characteristics of German

In the same question about English, many respondents described it as *safe* (48.4%), *reliable* (42.6%), *kind* (41.7%), *pretty* (38.5%), *very modern* (35.5%), *very successful* (35%) and *very active* (33.3%). More than a half of the respondents also chose the “neither” option for the adjective pairs *male–female* (69.4%) and *considerate–intrusive* (57.4%). The results are given in table below, the highest figures are highlighted.

	very (1)	2	(3) neither	4	(5) very	
soft	19.4	38.7	32.3	8.1	1.6	hard
unsafe	3.2	9.7	27.4	48.4	11.3	safe
close	8.1	29.1	27.4	27.4	8.1	remote
reliable	9.8	42.6	34.4	11.5	1.6	unreliable
decisive	8.2	36.1	37.7	13.1	4.9	indecisive
modern	35.5	33.9	21	3.2	6.5	traditional
powerless	1.6	6.5	45.2	32.3	14.5	powerful
fun	16.1	33.9	41.9	8.1		boring
ugly	1.6	4.8	32.3	38.7	22.6	pretty
male	3.2	4.8	69.4	14.5	8.1	female
mean		3.3	41.7	41.7	13.3	kind
wealthy	23	32.8	26.2	16.4	1.6	poor
unsuccessful		1.7	26.7	36.7	35	successful
old	9.7	8.1	40.3	29	12.9	young
intelligent	11.7	38.3	43.3	6.7		stupid
considerate	6.6	31.2	57.4	3.3	1.6	intrusive
uneducated		3.3	38.3	31.7	26.7	educated
passive	1.7	1.7	33.3	30	33.3	active

Table 22. Characteristics of English

The informants' attitudes towards languages were in some detail also dealt with in the interviews. For instance, informant AG4F described Estonian through different adjectives and nouns such as "warm" and "secure". Some informants characterised languages in the context of language competence and language learning using phrases such as "Estonian is the most beautiful language", while Danish and Russian were named as the ugliest ones.

4.3 Legislation

4.3.1 Support and prohibition of language use

This chapter focuses on the respondents' opinions on the institutional support for multilingualism and the use of Estonian in Germany in general. The questions concerning legislation can be summed up by stating that the respondents are in general not aware of the acts governing the activities of language minorities, educational and language issues.

Support of multiple languages (Q46). The vast majority of the respondents (87.1%) either does not know whether German legislation supports the use of Estonian in Germany (40%) or does not believe that such support exists (47.1%). Only four respondents (5.7%) answered the question in the affirmative, commenting on the answer as follows:

- *One is entitled to an interpreter in various situations.*
- *One can establish Estonian organisations, there is an Estonian newspaper, and after the war, when there were many Estonian refugees, they were permitted to*

establish Estonian schools, publish Estonian literature, etc.

- *One is entitled to interpretation in Estonian in court.*
- *The activities of clubs are permitted in minority languages.*
- *Minorities are entitled to culture and interpreters in their own language, but there is no active support from the government.*

These respondents understand legislative support in terms of the right to use an interpreter or the right to organise cultural activities (societies, schools, publications) in one’s native language.

Level of agreement	%
Yes	---
No	32.4%
Yes	21.1%
Partly	9.9%
Do not know	36.6%

Table 23. Does legislation support the use of many languages?

Treatment of different speakers (Q50). When asked whether speakers of different languages and the languages themselves are treated equally in Germany, more than a half of the respondents either claimed not to know (27.5%) or gave a negative answer (31.9%), while only 40,6% answered the question in the affirmative. In additional comments on this question, respondents in general emphasise the general tolerance and multiculturalism in today’s Germany (*“Germany is very open to all languages”; “Germans are very impressed when someone knows several foreign languages”*). Some respondents nevertheless see Germany as a “very monolingual state” (*“Behind that ostensible multiculturalism, and behind ostensible tolerance the preferring of the majority”* or *“All foreigners remain foreigners. Germans are tolerant, but I have the impression that behind one’s back they prefer their compatriots”*). Some respondents opine that in Germany, the majority indeed look upon different languages and cultures equally, but in actual fact the majority’s attitude is largely influenced by the language or group of languages in question (*“In name yes. I think it depends to a great deal on the language itself. A French accent, for instance, is considered very charming everywhere, whereas Arabic, Turkish and languages of Slavic origin are not particularly favoured”*) or other non-linguistic factors come into play (Comment: *“Of course it depends on the person, their appearance, behaviour, etc.”*).

Level of agreement	%
Yes	---
No	31.9%
Yes	21.8%
Partly	18.8%
Do not know	27.5%

Table 24. Are users of different languages treated in the same way in Germany?

Legislation concerning languages on labour market (Q51). The respondents were asked whether there are laws that govern the command of different languages on the labour market. The clear majority (68.6%) chose the option “do not know”. Some respondents also commented on this question at greater length and acknowledged that *There certainly are laws for more important languages but that does not concern Estonian* or that *Foreign language courses are paid for by the employer*. One of the respondents commented on this question as follows: *I thought there were, but it turned out there aren't. Naturally knowing different languages is beneficial in the labour market, but no law endorses it. The section on human rights only states that everyone is entitled to freedom and other constitutionally prescribed rights regardless of race, colour, gender, language or religion.*

The issues on multilingualism were treated in detail both in the individual and focus group interviews. Generally speaking, most informants' opinions are that linguistic and cultural uniqueness and small languages and cultures are valued highly in Germany and that Germans are tolerant towards foreigners (*Germans do not have anything against minorities*). Informants also believe that linguistic and cultural diversity makes society as a whole “a lot more interesting”. All informants agree that multilingualism and multiculturalism are assets and should be supported. However, informants also stress that one should definitely speak German if they live in Germany and the people who wish to immigrate to another country should first learn the language of this country:

(19) *Kui ma elan siin [Saksamaal], ma olen kohustatud rääkima selle rahva keelt kus ma olen (.) ma=olen kohustatud ja see=n (.) mulle auasi rääkida saksa keeles kes on ka kultuurrahvas? see ei ole nisugune (.) kuu=pealt kukkunud.*

‘While living here [in Germany], it’s my duty to speak the language of the nation I live with... I’m obliged, and it’s... a matter of honour for me to speak German, because Germans are a cultured nation? not just something like... fallen from the moon (= ignorant, out of place).’ AG5F

Level of agreement	%
Yes	---
No	20%
Yes	11.4%
Do not know	68.6%

Table 25. Is there legislation supporting different languages on the labour market?

Support of Estonian (Q44). When asked whether there are laws in Germany supporting the use of Estonian, almost a half of the respondents answered “no”, while a considerable part had no knowledge. Respondents’ answers are shown in table 26.

Level of knowledge	%
Yes	---
No	47.1%
Yes	5.7%
Partly	7.1%
Do not know	40%

Table 26. Does legislation support the use of Estonian?

Prohibition of Estonian (Q45). At the same time, the majority of the respondents (63.4%) are of the opinion that German legislation does not directly prevent the use of Estonian. Only two respondents (i.e. 2.8%) answered this question in the affirmative, and further two respondents are of the opinion that German legislation partially prevents the use of Estonian. Three respondents elaborated on their position: in one respondent’s opinion, legislation partially prevents the use of Estonian because *“Films, for instance (and all other possible things) are translated to German”*; at the same time, this respondent noted that *“This is probably not a matter of legislation”*); the second respondent understands the prevention of the use of Estonian to mean, for instance, a case in which a mother speaking Estonian with her child is asked to speak German in a school situation (*“On several occasions I have witnessed a mother speaking to her child in her own language, and the school’s staff ask her to continue the conversation in German.”*).

Level of knowledge	%
Yes	---
No	63.4%
Yes	2.8%
Partly	2.8%
Do not know	31%

Table 27. Does legislation prevent the use of Estonian?

Support of multilingualism in general (Q46). In question 46, the same issue was formulated more generally: the respondents were asked whether the legislation in the region where they live supports the use of many languages. Here, as well, the vast majority (69%) of the respondents either does not know of or does not believe in the existence of such legislation. Several respondents have also commented on the question at greater length. In their opinion Germany is not against foreign cultures and languages (*“One can pursue various endeavours in Estonian—no one will prevent it”*) and linguistic and cultural diversity are relatively well supported in Germany. Some respondents also stressed the good opportunities to learn German as well as opportunities to speak and use English (*“If necessary, one can also get by with English”*). The existence of multilingual schools in the federal school

system is also seen as a way of supporting multilingualism. However, some respondents are of the opinion that Turkish and Russian-speaking communities are more supported.

4.3.2 Existence of law texts

In question 47, as a follow-up question to Q46, the respondents were asked whether such laws – i.e. laws supporting the use of many languages – are available in Estonian. The overwhelming majority either did not know of this (44.3%) or explicitly did not believe in the existence of such translations (54.3%). The issue whether such legislation should be available also in Estonian was not treated in detail in interviews. However, some informants from the focus group interviews were familiar with German legal acts concerning minorities and the funding opportunities for the cultural activities of minorities in Germany. Some informants (e.g. AG4F) were of the opinion that even though they do not have any information on the legislation concerning minorities, they do believe that as Germany is a democratic society and tries to introduce multiculturalism, such legislation exists, and it is probably possible for linguistic minorities to get state support for the development of cultural activities in their native language. However, both believe that German politicians and experts do not have any ideas about the existence of Estonians and Estonian in Germany, as the Estonian minority is very marginal among others in Germany (*Estonians are such a minute and inconspicuous language minority in Germany that only Estophiles and the people interested in Estonia or the Baltic countries know that it exists*).

Level of knowledge	%
Yes	---
No	54.3%
Partly	1.4%
Do not know	44.3%

Table 28. Is legislation supporting multilingualism available in Estonian?

4.3.3 Education and law

In questions 48 and 49, the respondents were asked whether they knew of any legislation concerning instruction in Estonian or about Estonian in Germany. Most of the respondents are not aware of such legislation concerning Estonian as the medium of teaching (52.9%) or do not believe that it exists (34.3%; see table 29 below). However, some respondents elaborated on their response, stating that they believed that corresponding legislation regulates the use of Estonian in the so-called European Schools of European Union institutions, but not in comprehensive schools of the Federal Republic of Germany. One respondent believes that such legislation exists, because otherwise Estonian schools could not exist in Germany.

Level of agreement	%
No	34.3%
Yes	5.7%
Partly	7.1%
Do not know	52.9%

Table 29. Is there any legislation regulating the use of Estonian as a language of instruction in schools?

As for the teaching of Estonian as a subject, similarly, the vast majority of respondents either do not know whether it is regulated by legislation (56.5%) or explicitly claim that such legislation does not exist (36.2%). Three respondents elaborated on their answers, opining that there are laws regulating the teaching of national languages in international schools (one respondent) and laws regulating the teaching of Estonian at universities (two respondents).

Level of agreement	%
No	36.2%
Yes	4.4%
Partly	2.9%
Do not know	56.5%

Table 30. Is there any legislation regulating instruction about Estonian in schools?

4.4 Media

4.4.1 Consumption of culture and media

Respondents were also asked to assess their consumption of media and cultural products in Estonian, German and English (Q62 and Q63). Different types of media and language-related cultural activities were listed, print media as well as audio-visual (radio, television, music and films) and social media and the Internet. For each of these, the respondents were asked to estimate their frequency of use on a seven-level scale (*every day, once a week, several times a week, once a month, less than once a month, never, not available in this language*).

The survey on the consumption of native-language culture and media by Estonians in Germany gave quite expected results. Almost all respondents (and also all informants who participated in the interviews) used Estonian mostly on the Internet and in electronic communication. Other instances of consuming Estonian-language culture outside of one's home, such as visiting Estonian-language concerts or theatre performances, are not very common due to limited possibilities.

Newspaper consumption. The results reveal that German-language print media dominates in this respect: the vast majority of the respondents (90.2%) read German newspapers either on a *daily basis* (47.9%) or *weekly* (42.3%) while around half of the respondents (61.1%)

consume Estonian print media as often. The consumption of English print media is marginal: only about 15% of respondents read English newspapers more often than once a week.

Frequency:	Estonian (%)	German (%)	English (%)
Daily	32.8%	47.9%	1.7%
Once a week, many times a week	28.3%	42.3%	13.3%
Every month	7.5%	5.6%	13.3%
More seldom	26.9%	2.8%	41.7%
Never	---	---	28.3%
Not available in this language	4.5%	1.4%	1.7%

Table 31. Reading newspapers in Estonian, German and English

Reading books. Most of the respondents (67.6%) read books regularly in German, on a daily (23.9%) or weekly basis (43.7), while about 32.9% of the respondents read books in Estonian as often as in German. Reading English-language books is less frequent, only about 13% of respondents reported reading books in English *every day, many times a week* or *every week* (see table 32 below).

Frequency:	Estonian (%)	German (%)	English (%)
Daily	10.5%	23.9%	5.1%
Once a week, many times a week	22.4%	43.7%	8.5%
Every month	23.9%	18.3%	13.6%
More seldom	38.8%	9.9%	47.4%
Never	3%	4.2%	23.7%
Not available in this language	1.5%	---	1.7%

Table 32. Reading books in Estonian, German and English

Audio-visual media consumption. Great differences can be noted in the consumption of audio-visual media, in which the consumption of German-language audio-visual media prevail. Although Estonian-language radio and TV programmes can be accessed via the Internet, the habit of using these online media outlets is probably not very widespread, which is also manifest from the relatively small number of respondents who use these means. (It is possible to watch the programmes produced by Estonian Public Broadcasting online in real time; the programmes of commercial channels and internationally featured programmes in original languages and with subtitles in Estonian are re-run via the Internet.)

The overwhelming majority of the respondents watch German television (70%) and listen to German radio stations (62.3%) on a daily basis. Watching Estonian television programmes is

not very common either. Only some respondents (6.1%) watch Estonian TV-programmes daily, about 15.2% on a weekly basis while about 31.8% less than once a month, 7.6% never. About 33.3% chose the option “not available in Estonian”.

Frequency:	Estonian (%)	German (%)	English (%)
Daily	6.1%	70%	3.6%
Many times a week, once a week	15.2%	14.3%	8.9%
Every month	6.1%	1.4%	16.1%
More seldom	31.8%	11.4%	42.7%
Never	7.6%	2.9%	25%
Not available in this language	33.3%	---	3.6%

Table 33. Watching TV in Estonian, German and English

Listening to Estonian radio is not particularly relevant for the respondents: only six respondents (9.1%) stated that they listen to Estonian radio on a daily basis, about 16.7% do so on a weekly basis (i.e. *every week* or *many times a week*) or *monthly* (15.2%) while 33.3% *more seldom* or *never* (10.6%). About half of the respondents (52.6%) never listen to the English-language radio.

Frequency:	Estonian (%)	German (%)	English (%)
Daily	9.1%	62.3%	3.5%
Many times a week, once a week	16.7%	27.5%	3.5%
Every month	15.2%	1.5%	1.8%
More seldom	33.3%	5.8%	35.1%
Never	10.6%	2.9%	52.6%
Not available in this language	15.2%	---	3.5%

Table 34. Listening to the radio in Estonian, German and English

The overwhelming majority regularly (i.e. *every day*, *many times a week* or *every week*) listens to German- (85.5%) and English-language music (65.5%). Listening to music in Estonian is less frequent: about 44% reported listening to Estonian music as often (see table 35 below).

Frequency:	Estonian (%)	German (%)	English (%)
Daily	4.4%	47.8%	22.4%
Many times a week, once a week	39.7%	37.7%	43.1%
Every month	19.1%	7.3%	15.5%
More seldom	32.%	5.8%	12.1%
Never	---	1.5%	3.5%
Not available in this language	4.4%	---	3.5%

Table 35. Listening to music in Estonian, German and English

Similar results are displayed in the category of films, dominated by German and English (80% and 36.8% respectively). In contrast to the consumption of Estonian music, watching Estonian films is not significant: 18.2% of respondents watch Estonian-language films on a daily or weekly basis while over half of the respondents (53%) watch Estonian films rarely, i.e. less often than once a month.

Culture consumption. As for language-related cultural products, theatre and concert attendance are of marginal importance. Although theatre performances and concerts are predominantly attended to in German, the activeness of respondents in visiting these cultural events is quite modest. The attendance of Estonian theatre productions was marginal as expected, because there are no Estonian theatres in Germany. (Estonians in Germany do not have their own theatre companies; theatre performances and concerts in Estonian are being offered by theatres and music groups who give regular guest performances and concerts in Germany with financial support from the Estonian government.) Accordingly, the majority of the respondents either selected the option *“this is not possible in Estonian”* (48.4%) or stated that they visited Estonian theatre performances very rarely (43.8%). Analogous responses were received regarding the attendance of Estonian concerts. More than half of the respondents (63.5%) either very rarely (i.e. less often than once a month) or never attend Estonian concerts.

Likewise, attending German-language theatre performances and concerts is of marginal importance: the overwhelming majority (roughly 72-79%) more seldom (less often than one a month) go to German-language theatre performances or concerts. The vast majority of respondents never visit theatre performances and concerts.

Internet consumption. In contrast to traditional audio-visual media, the use of the Internet both in Estonian and German is very frequent. A vast majority of the respondents (more than 85%) visit both Estonian-and German-language websites on a daily or weekly basis. Internet use in English is less common than in the other two languages, but still popular among around half of the respondents (55.2%). More than half of the respondents are also very active users of social media in Estonian (56.9%) and in German (43.1%), less frequently in English (28.1%). The use of German-language computer software prevails over Estonian-

language software and the majority of the respondents (85.1%) use German computer software on a daily or weekly.

Interactive games and blogging. The most marginal activities are writing blogs and playing interactive games: the overwhelming majority (more than 83%) of the respondents never play interactive games and never write blogs (more than 84%) in Estonian, German or English.

Electronic communication. The mapping of language choices indicates that the share of e-mail and text message communication in Estonian and German is equal, i.e. the overwhelming majority of the respondents writes e-mails both in Estonian (83.6%) and German (79.1%) on a daily and/or weekly basis; 50.8% write text messages in Estonian and 63.1% in German. Using English-language e-mails and text messages is not widespread among Estonians, being more common among those whose professional duties require using English or who work in an English-language setting. However, 31% respondents reported writing e-mails, 10.3% writing text messages on a daily and/or weekly basis in English.

The use of English is first and foremost related with how the respondents spend their free time and consume the Internet. The answers indicate that the respondents intensely listen to English-language music, consume English-language online environments, and watch films in English. However, the activities which presume writing in English are relatively marginal, and writing e-mails in English, for instance, is relevant only for those respondents for whom English is one of their working languages. Although the respondents' command of English is very good, they only rarely read books in English. Other low-intensity activities in English include reading printed media in English and consuming audio-visual media, such as watching TV and listening to the radio, but also visiting cultural events outside of one's home – theatre performances and concerts.

The survey results about the use of media and cultural products in Estonian, German and English are illustrated below.

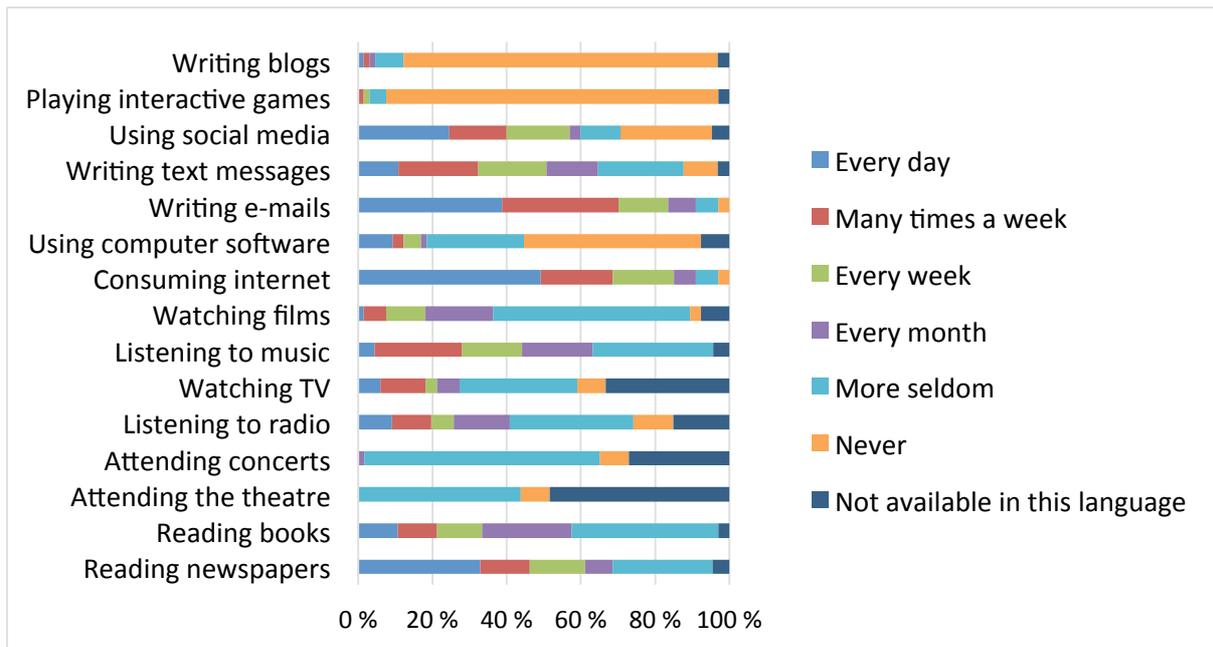


Figure 22. Consumption of cultural products and media in Estonian

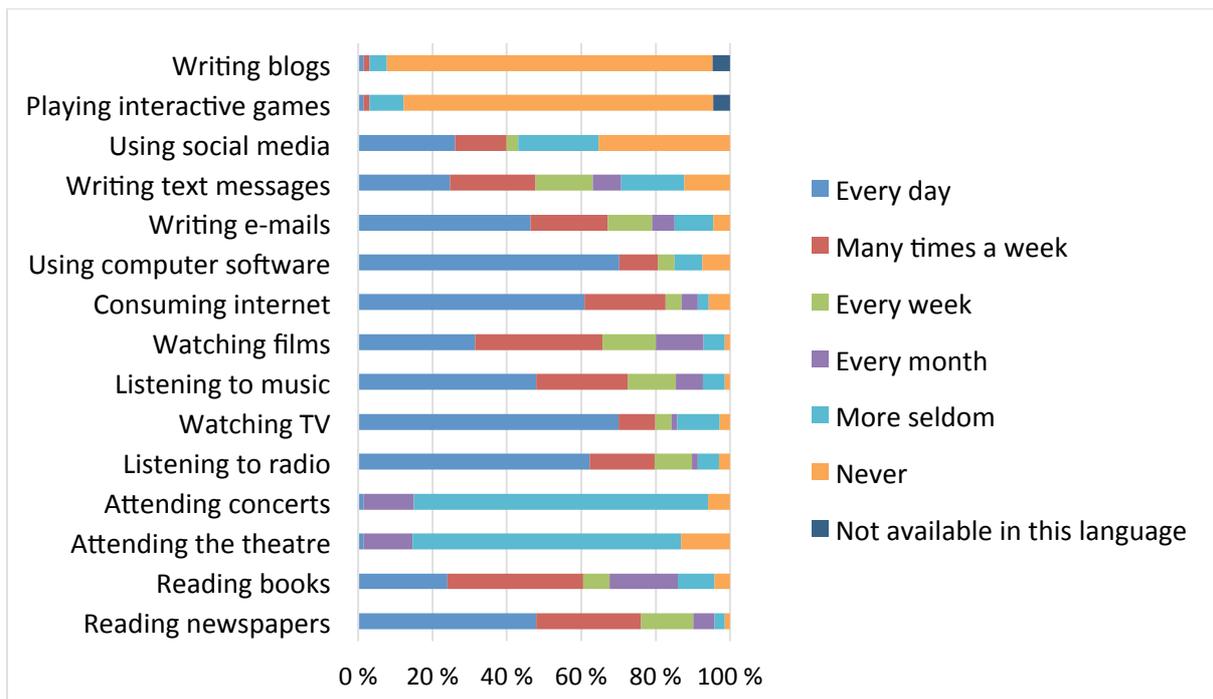


Figure 23. Consumption of media and cultural products in German

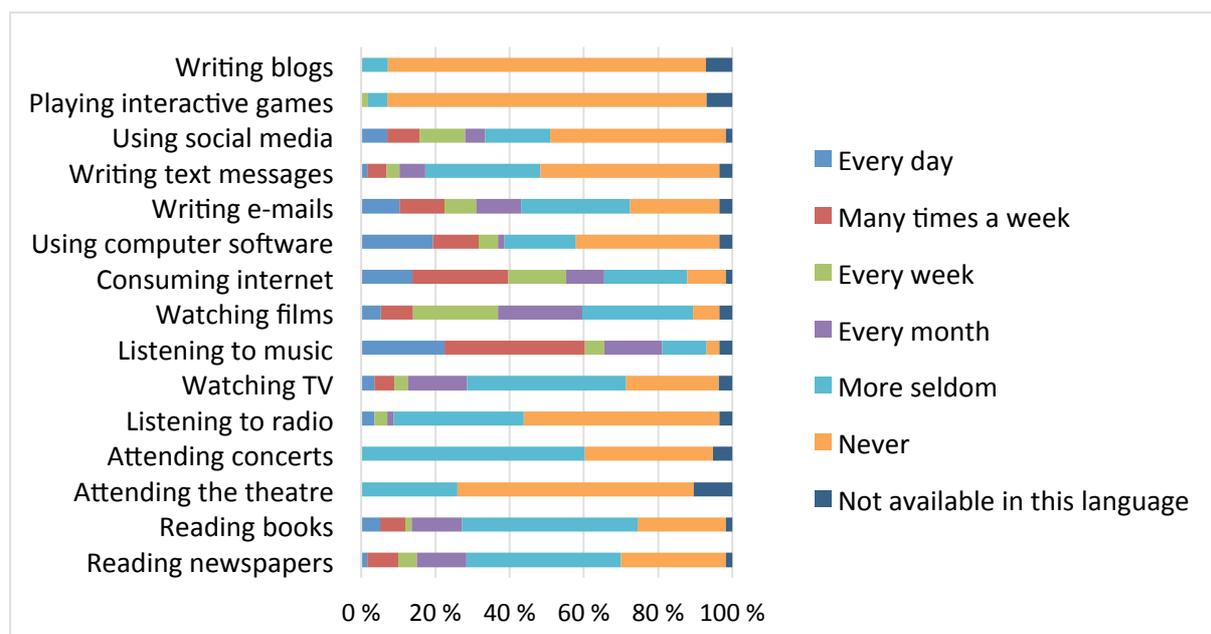


Figure 24. Consumption of media and cultural products in English

Interview data. The survey respondents' assessments of their consumption of Estonian-language media and culture coincide with the attitudes expressed during interviews. To sum up, it can be said that the informants consume Estonian-language culture and media mostly online or by way of other electronic means. According to the respondents, Estonian-language online environments are indispensable information and communication channels in their daily life. Most informants watch the news and cultural and political programmes broadcast by Estonian Public Broadcasting on a weekly basis. Estonian-language online environments perform multiple tasks: on the one hand they offer relevant and real-time information on what is going on in Estonia, and on the other hand Estonian-language online environments are considered to be the main means and the key channel for maintaining the native language and enriching the (relevant) vocabulary. The Internet is also the main connecting link with Estonia and other Estonians. Moreover, informants believe that their active use of Estonian-language social media has improved their written expression skills in Estonian and has supported the development of the command of Estonian.

As might be expected, younger informants are active users of social media (Facebook and Skype) and they interact both in German and Estonian. Moreover, in the opinion of younger informants, electronic information channels (the Internet, Facebook, Skype) are also more important than printed media in the native language.

Active use of languages (text production) and cultural products in Estonian, German and English (Q63). In question 63, minority respondents had to indicate, in the same way as in the preceding question, how often they engage in various forms of self-expression in Estonian, German and English.

Out of written and oral activities relating to Estonian, the respondents write letters in Estonian most often (they have probably meant writing e-mails, which is in turn related to

intense consumption of the Estonian-language Internet). Out of other activities requiring written use of Estonian, keeping diaries in Estonian is quite common among the respondents, writing fictional texts in Estonian is on the other hand a marginal activity. Writing music in Estonian and being involved in native-language theatrical activities are the ones that respondents are least engaged in.

Nearly half of the respondents (46.4%) write letters in Estonian *every day* (13%), *many times a week* (20.3%) or *every week* (13%). The majority of the respondents (77.9%) also keep a diary in Estonian, however with differing degrees of intensity: about 33.8% more than once a week while four respondents (5.9%) every day. The composition of literary texts in Estonian is marginal: more than half of the respondents (66.7%) never write or write more seldom (25.8%) texts in Estonian. The majority of the respondents (92.5%) do not compose songs in Estonian. In contrast to creating songs themselves, singing songs in Estonian is more relevant: nearly half of the respondents (44.3%) reported singing songs in Estonian on a daily or weekly basis. In comparison with Estonian songs, the recital of poetry in Estonian is more marginal. More than half of the respondents (58.8%) never recite poetry in Estonian or do so very seldom (29.4%), i.e. less often than a month. Only three respondents (4.4%) indicated that they recite poetry in Estonian every week. No respondents mentioned active participation in the work of an Estonian theatre group (94.1%).

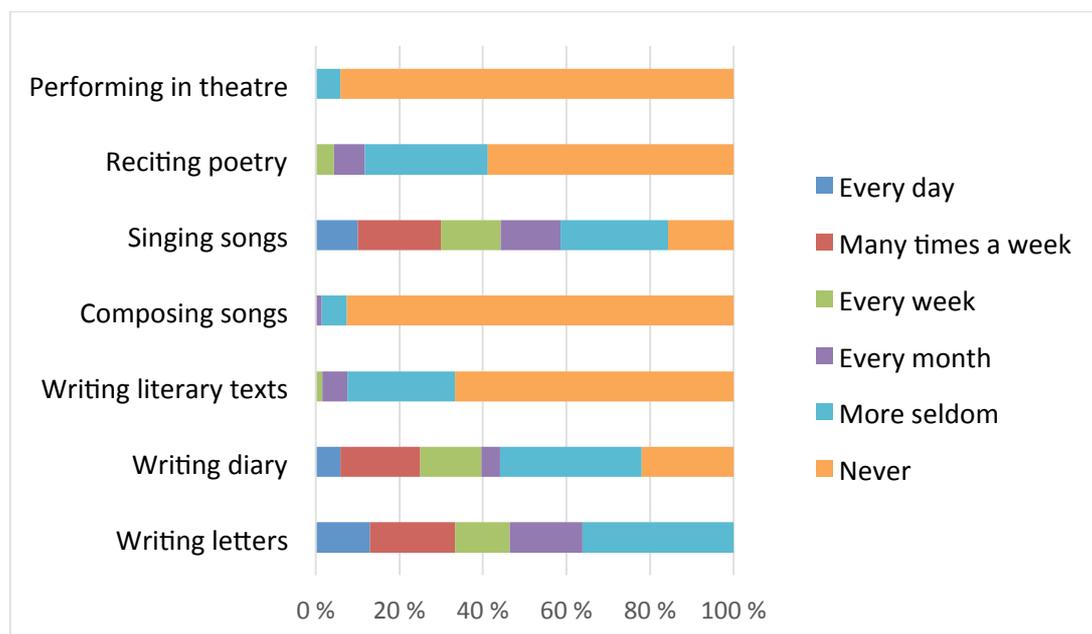


Figure 25. Active use of languages (text production) and cultural products in Estonian

Out of the activities in German, the activities requiring written expression skills in German also come first, e.g. writing letters and keeping a diary. Being involved in German-language theatrical activities and writing music or fiction in German are the activities that the respondents are least engaged in. In analysing the answers given to the same questions regarding the use of German, it becomes clear that about half of the respondents (50.7%) use German every day or more than once a week in writing letters. Almost a half of the respondents (44.1%) answered in the affirmative regarding keeping a diary in German—of

these, 11.8% keep a diary in German *every day*, 16.2% *many times a week*, and 4.4% do so on a weekly basis. However, the majority of the respondents (83.3%) never write fictional texts in German. Almost no respondents are involved with composing songs in German (95.5%), reciting poetry (79.1%) and performing in theatre (97.1%) in German.

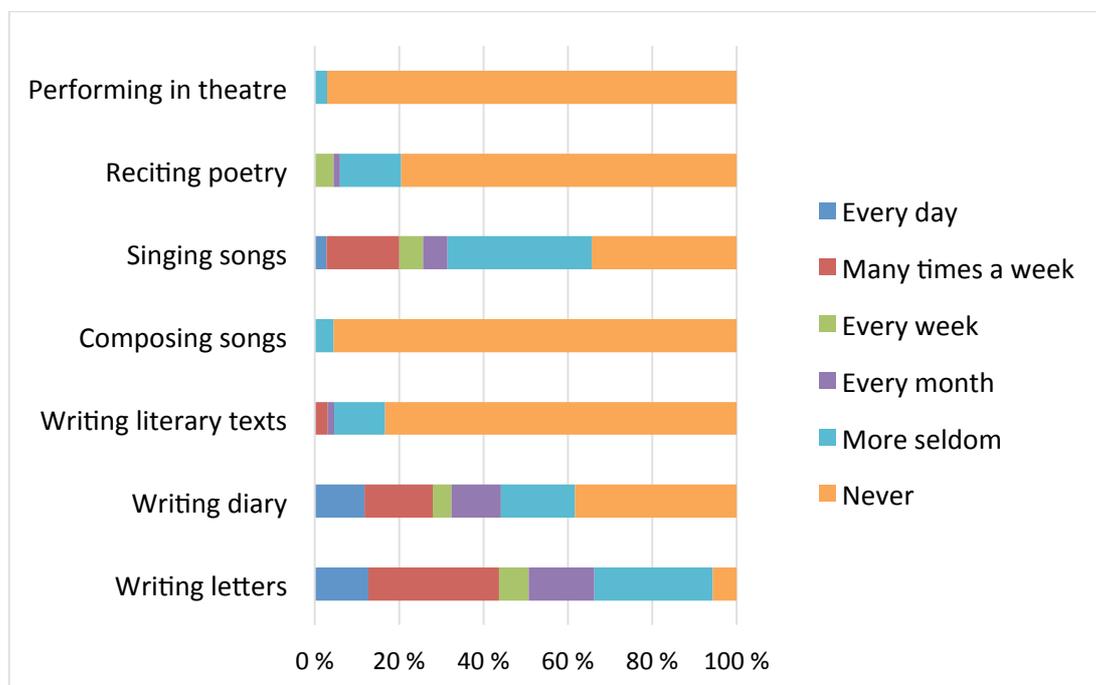


Figure 26. Active use of language (text production) and cultural products in German

Likewise, among activities in English, writing e-mails and keeping a diary were mentioned most often, but some respondents also said that they write fictional texts; the most widespread way of oral self-expression is to perform music in English.

The vast majority of respondents do not write diary (61.7%) and literary texts (88.9%) in English, they do not compose songs (95.7%) or sing songs (42.6%), recite poetry (89.4%) or perform in theatre (100%) in English.

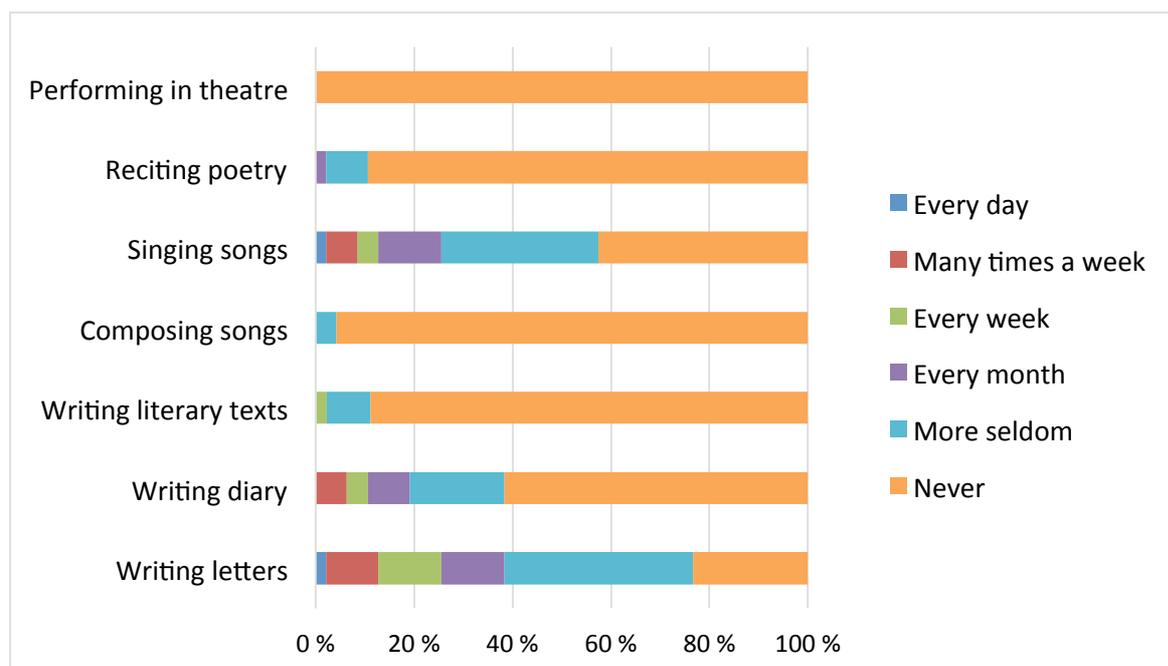


Figure 27. Active use of language (text production) and cultural products in English

4.5 Language acquisition and learning

Learning Estonian. The vast majority of the respondents (88.7%) were born and raised in Estonia, they were educated in Estonian educational institutions, and many of them have also received a degree from an institution of higher education in Estonia. Thus, the overwhelming majority of the respondents have acquired Estonian in Estonia informally in the natural language environment, first at home, mostly from their parents and their surroundings, living and growing up in a natural Estonian environment. Nobody has prevented them from learning it. The eight respondents born outside Estonia have acquired Estonian informally in their early childhood from their parents and from an Estonian-speaking circle of friends and acquaintances, for instance, in expatriate “Estonian schools” or informal (usually weekend) Estonian classes organised in Germany and Sweden.

Learning German. The vast majority of respondents had learned German formally and speaks German as a first or second foreign language. Different answers were given regarding the place and manner of study of German and the conveyor of the language. In brief, one can state that almost all respondents (69 out of 71) speak German as a second or foreign language. They have studied German either in language courses (mainly in Germany), at a language school (mainly in Germany), at university (in Estonia and/or Germany) or have acquired German in a natural German environment in Germany. The majority of the respondents studied German purposefully and consistently at educational institutions that are involved with the professional teaching of German or educational institutions that offer instruction in German.

Two respondents out of 71 consider German to be their only native language or second native language besides Estonian. These respondents have acquired German from their

parents (however, in both cases one of the parents was an Estonian-speaker) and their surroundings, living and growing up in a natural German environment.

The majority of respondents (77.1%) were taught only in one language at school: most of them (83%) in Estonian in Estonia, five respondents (10%) in German in Germany and three respondents (5%) in Swedish in Sweden. Almost a quarter of the respondents (22.9%) reported studying in more than one language. In this case, however, one should keep in mind that respondent's answers indicate that they have understood the question as referring to the study of foreign languages in school.

Thus, the overwhelming majority of the respondents had attained an education in all school levels in their native language, in Estonian.

5 Case-Specific Language Vitality Barometer

The final product of the ELDIA project, the *European Language Vitality Barometer (EuLaViBar)*, was created on the basis of the case-specific reports and analyses. For this purpose, the vitality of the language at issue in each case study was illustrated with a radar chart. The idea and design of the barometer and the radar chart are the result of a continuous discussion and collective effort involving many members of the ELDIA consortium. (The barometer planning was initiated by Jarmo Lainio, the radar chart design was first suggested and sketched by Sia Spiliopoulou Åkermark, and the radar charts in their present form, in particular, the quantification of the questionnaire survey results, are largely based on the data analysis design developed by Anneli Sarhima and Eva Kühhirt.)

The following radar chart, created by Kari Djerf and Eva Kühhirt on the basis of the questionnaire results, illustrates the vitality of Estonian in Germany in terms of the four focus areas – **Capacity, Opportunity, Desire, and Language Products** – and the four dimensions: **Language Use, Education, Legislation, and Media**. Each relevant question of the questionnaire was assigned to one or more focus areas and dimensions and the answers were given a value on the ELDIA language maintenance scale from 0 to 4 (cf. Chapter 3.5.3):

- 0 **Language maintenance is severely and critically endangered.** The language is “remembered” but not used spontaneously or in active communication. Its use and transmission are not protected or supported institutionally. Children and young people are not encouraged to learn or use the language.
→Urgent and effective revitalisation measures are needed to prevent the complete extinction of the language and to restore its use.
- 1 **Language maintenance is acutely endangered.** The language is used in active communication at least in some contexts, but there are serious problems with its use, support and/or transmission, to such an extent that the use of the language can be expected to cease completely in the foreseeable future.
→**Immediate** effective measures to support and promote the language in its maintenance and revitalization are needed.
- 2 **Language maintenance is threatened.** Language use and transmission are diminishing or seem to be ceasing at least in some contexts or with some speaker groups. If this trend continues, the use of the language may cease completely in the more distant future.
→Effective measures to support and encourage the use and transmission of the language must be taken.

- 3 **Language maintenance is achieved to some extent.** The language is supported institutionally and used in various contexts and functions (also beyond its ultimate core area such as the family sphere). It is often transmitted to the next generation, and many of its speakers seem to be able and willing to develop sustainable patterns of multilingualism.
→ The measures to support language maintenance appear to have been successful and must be upheld and continued.
- 4 **The language is maintained at the moment.** The language is used and promoted in a wide range of contexts. The language does not appear to be threatened: nothing indicates that (significant amounts of) speakers would give up using the language and transmitting it to the next generation, as long as its social and institutional support remains at the present level.
→ The language needs to be monitored and supported in a long-term perspective.

On the basis of these values, the mean scores as shown in the chart were calculated.

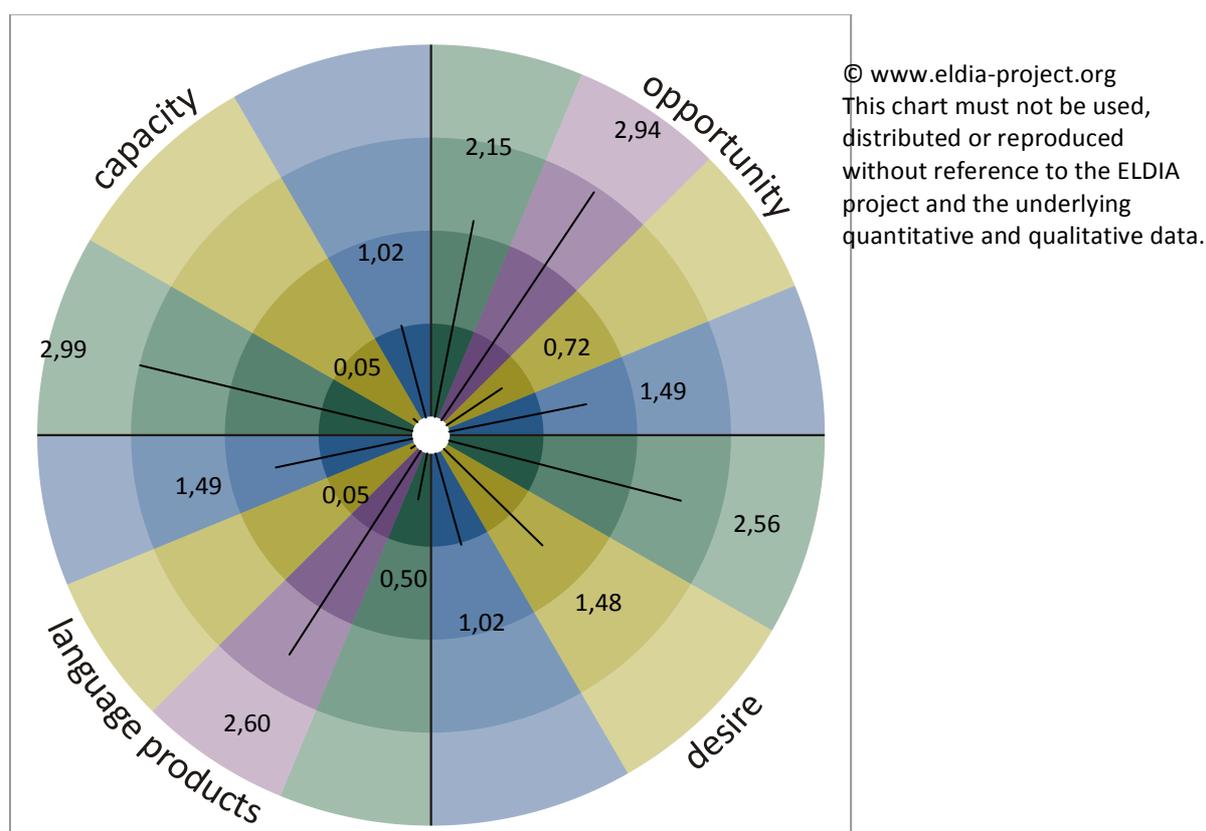


Figure 28. Radar chart illustrating the vitality of Estonian in Germany in the light of the ELDIA survey results

There are four different colors to depict the four dimensions – language use & interaction, education, legislation, media. Note that in the quadrants *capacity* and *desire* you will find only three focus areas (no education). The legend below shows the colours used for each

dimension and the shades indicating the grade of endangerment (lighter shades indicate stronger vitality).

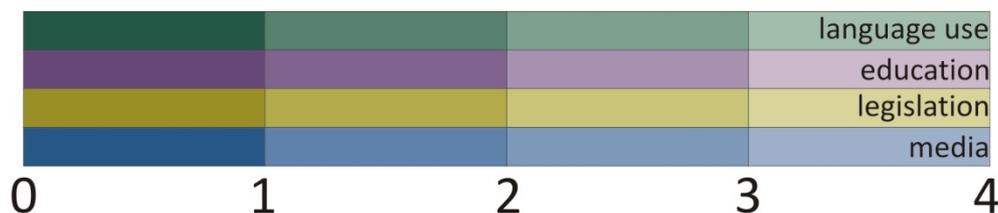


Figure 29. Legend explaining the colours and shades of the EuLaViBar diagram

5.1 Capacity

Capacity as a Focus Area of the EuLaViBar is restricted by definition to a speaker's subjective capacity to use the language in question and refers to their self-confidence in using the language. The focus area Capacity displays diverse results in the dimensions of language use (mean score: 2.99), legislation (mean score: 0.05) and media (mean score: 1.02). The questions taken into account were the question about the mother tongue (Q7), the cross-generational (Q10, Q11, Q15-18, Q21) and intra-generational language use (Q14, Q19, Q20) as well as the questions regarding the self-reported language competence (Q28A-31A) and the question about the use of Estonian in different (public and private) domains (Q32A) as well as the questions Q34-Q36 (whether the parents supported the use of Estonian or encouraged their children to learn Estonian), Q47 (availability of legislation in Estonian), Q59 (usability of Estonian in diverse situations), Q62 (media consumption) and q63 (active use of media).

The barometer, which was based on the results of a questionnaire, gave the capacity of Estonian speakers to communicate in the above-mentioned dimensions in their mother tongue a relatively high overall grade of 2.67. This indicates that the speakers have a good capacity to use Estonian in different situations if opportunities to do so are created.

The following is a summary of the results of the analysis of the variables marking the capacity of Estonian speakers to use the language.

Language use and interaction (score: 2.99). The **language use and interaction** dimension and the variables therein (mother tongue, cross-generational language use, intra-generational language use, self-reported competence, domain-specific language use and support for/prohibition of language use) cover a wide range of aspects of language use.

The first variable indicative of the sustainability of a small language is identification of a mother tongue and the level at which it is spoken and understood (variable: *mother tongue*). Those who took part in the survey have a very clear linguistic identity: the overwhelming majority (69 respondents from a total of 71) define Estonian as their mother tongue. The next key aspect is self-reported competence in the language identified as the mother tongue. According to their own evaluations, the majority of those who completed the

questionnaire speak Estonian at the level of a native speaker: 94% of respondents understand, speak and read Estonian fluently, and 84.3% also rated their writing skills as fluent. The assessments provided by the respondents of their Estonian language skills were also higher than the other languages they were asked to assess in the questionnaire (see section 4.3). German, the dominant language of the respondents' country of residence, is for most survey respondents a foreign language which they have learned in their adulthood, even only after migrating to Germany. More than three quarters of the respondents (77–88%) read, speak and understand German *fluently*; 63.4% also write in the language *fluently*. **The respondents seem to have all of the prerequisites they need to communicate in Estonian and to make use of the language in any communication situation.**

At the same time, it should be borne in mind that the majority of the respondents are first generation immigrants who arrived in Germany in early adulthood, having lived in the country at the time of the survey for around ten years on average. As such, the results illustrate the language skills of Estonian speakers who were born, raised and educated in an Estonian-speaking environment; they do not tell very much about the role of the German society in supporting the maintenance of language capacity in Estonian.

The third key aspect is the respondents' capacity and desire to speak Estonian within the family (*cross-generational language use* and *intra-generational language use*). Their responses regarding their choice of language for communication show that for almost half of them (44%), communication within the family is in fact multilingual – i.e. making use of more than one language – the predominant combination being German + Estonian, although there are also other language choice patterns (English + Spanish, English + French, German + Swedish and German + Hebrew). In only 12% of respondents' families is Estonian used as the language of communication between spouses/partners; 44% communicate with their spouse/partner exclusively in German or another language.

As an indicator of the sustainability of Estonian, one of the most important factors is linguistic continuity between generations and transmission of the language within the family. The survey results show a clear contradiction between the respondents' attitudes and their actual language behaviour. Although the majority (88.4%) claim to support the use of Estonian by their children, the actual language choices and language use strategies of the respondents indicate that in almost half (48%) of their families communication solely in Estonian is marginal and that multilingualism dominates in their choice of language. At the same time, only very few respondents (6 out of 71) do *not* consider it necessary to support their children's skills in and use of Estonian and their language maintenance.

As the results of the questionnaire revealed, half (52%) of the respondents communicate with their children in Estonian alone; around a third (36.5%) use both Estonian and German. If we add the tenth who communicate with their children exclusively in German, we could say that in the language choices of almost half of the respondents we can see signs of a potential *language shift* and transition within the family to German or the families' willingness to also use German as the language of communication.

The Estonians who took part in the study have very limited opportunities to use Estonian outside of their homes. As may be expected, German is the dominant language in all domains outside of the home, including social networks. Those with the best chances of using their mother tongue outside of the home domain are Estonians living in large cities.

Legislation (score: 0.05). The legislation-dimension refers to the existence or non-existence of legislation (supporting or inhibiting language use and language diversity) and to people's knowledge of and attitudes towards such legislation. The low scores for **legislation** reflect the poor availability of German laws in Estonian – or the ignorance of many respondents. Estonian has no application as a language of legislation (in the view of the respondents) as a small, marginal language in the context of Germany, and opportunities to use it in institutions are limited or non-existent. German Estonians do not have their own political unions and are not politically active, as a result of which Estonian communities have fewer opportunities to improve the situation.

Media (score: 1.02). The low barometer score is indicative of the low subjective capacity of the Estonian community to consume and itself produce media and culture in its mother tongue, even though members of the community have all of the linguistic prerequisites they need to do so. The results of the barometer measurements can be agreed with to some extent, but not in all spheres of media and culture.

Although the language skills of the respondents enable them to consume media and cultural products in both languages, the results of the study suggest overwhelming consumption of German-language media and culture. (See section 4.3 for more on these results.)

The bulk of Estonian-language media consumption is presumably Internet-based; the majority of respondents use the Estonian-language Internet on a weekly basis, and 49% of them every day. Likewise, in the case of home-based cultural activities (e.g. reading books, watching films and listening to music) consumption is dominated by German: for example, 32.8% of respondents read books in Estonian on a weekly basis, compared to 67.6% who do so in German. Consumption of Estonian-language culture outside the home is marginal in both languages: for example, the majority of respondents attend German-language plays or concerts less than once a month or not at all.

5.2 Opportunity

Opportunity as a Focus Area of the EuLaViBar refers to institutional arrangements (legislation, education etc.) that allow for, support or inhibit the use of languages. The term refers to existing regulations and thus does not cover the wish for such.

The **opportunities** open to Estonian speakers to use their mother tongue were measured in four dimensions: 1) *language use and interaction*; 2) *education*; 3) *legislation*; and 4) *media*. These dimensions form the variables which together are referred to as 'opportunities' to use and support the Estonian language. The focus area Opportunity entails the dimensions of

language use (mean score: 2.14), education (mean score: 2.94), legislation (mean score: 0.71), and media (mean score: 1.48). The questions taken into account were the questions about language acquisition (Q8–9), support and prohibition of language use (Q22–23), Q25–27 (languages of education and language instruction), Q55, 58, 60 (language planning and institutional support), Q44–45, 47–49 (legislation) and Q59, 61, 62A (easiness and opportunities of using Estonian in diverse situations and domains).

The EuLaViBar general score for the focus area Opportunity is low, 1.89, reflecting a lack of opportunities to use Estonian. This problem may threaten its sustainability as a language in Germany and lay the foundations for the process of language shift.

As expected, opportunities to use Estonian are better in the dimension *Language use and interaction* (score: 2.14), whereas there are only limited opportunities or none at all in legislation (score: 0.71) and consumption of media and culture (score: 1.48). The measurement results of the barometer can be agreed with in general, with the exception of the ‘Education’ dimension.

Language use and interaction (score: 2.14). The majority of Estonians who live in Germany have encountered no obstacles to communicating in their mother tongue at home or outside of it. They consider it necessary to support the use of Estonian by their children at home, and more broadly, they are of the opinion that in a strictly linguistic sense Estonian is easy to use in most life situations. Nevertheless, there are generally no opportunities to use the language in domains outside of the home or in institutional contexts. At the same time, the majority of respondents (68-93%, depending on the domain) do not feel that the use of Estonian in any domain outside of the home is necessary. In their view, their mother tongue is only of marginal importance in comparison with other languages spoken in Germany, and because of their very good skills in German, they have no compelling reasons to use Estonian in public. Furthermore, the respondents feel that demanding or expecting state officials to speak Estonian would be odd, despite the fact that Estonian is an official language of the European Union. Examining different domains, the court system is the domain in which the respondents see the greatest need for the use of Estonian; the majority do not consider it necessary to be able to use Estonian in other institutions.

In the view of the majority of respondents, the Estonian language needs to be developed in order to better meet the needs of modern society. While people are aware of the language planning activities of institutions, organisations and individuals in Estonia and in Germany, the respondents were not aware of whether steps had been taken (and if so, which steps) to promote and preserve the use of Estonian specifically in Germany. The analyses of our interview material suggest that although most of those who took part in the survey are themselves involved in promoting the use of Estonian in Germany in one way or another, such actions remain at the level of individual relations or local groups.

Education (score: 2.94). Although the barometer score for the opportunities in education is relatively high, this result cannot be taken into consideration in the German context as the

majority of respondents (63 of 71) obtained their education in Estonia. In fact, Estonians living in Germany have very few opportunities – or none at all – to use their mother tongue within the education system (with the exception of children’s groups and ‘Sunday schools’ that use the language; for a detailed description see section 2.3) or to obtain an education in the language. Children whose parents work in European Union institutions are able to study Estonian at the European School in Munich. In addition, the children of Estonians living in Munich can study the language as an extracurricular activity (on Saturdays). Lessons are held twice a month, with classes in three age groups (2-3, 4-5 and 6-8). Estonian study groups following a similar arrangement also operate in Berlin and Hamburg. The schools are funded by the Estonian Ministry of Education and Research, the Estonian Institute, the German-Estonian Society in Berlin and the parents themselves. In all of the schools the classes are designed for children up to the age of 10, with enrolment in each school of around 40-50 students. There are no opportunities to study Estonian or for Estonian-language support studies in general education schools in Germany.

Legislation (score: 0.71) and Media (score: 1.48). The results for legislation indicate poor opportunities for the use of Estonian and the limited consumption of Estonian-language media and culture by the respondents.

5.3 Desire

Desire as a focus area of the EuLaViBar refers to the will and willingness of people to use the language in question. Desire is also reflected in attitudes and emotional responses to the [forms of] use of a given language.

The questions included in the calculations pertained to self-reported mother tongue (Q7), cross-generational language use (Q10-11, 15-18, 21), intra-generational language use (Q14, 19-20), support and prevention of language use (Q21-24, 34, 36B, 44-45, 60), self-reported language skills (Q28-31A), self-reported language use in diverse domains (Q32A, 62A, 63A), attitudes towards speakers (Q38) and use and usefulness of Estonian in public domains (Q39, 52, 58, 59, 61).

For the dimension of language use, the mean score was fairly high (score: 2.56) showing willingness among the speakers to use their language in different dimensions. Although the majority of respondents are of the view that Estonian is simple to use in most life situations, they do not consider it necessary or even possible to use Estonian outside the Estonian language space. The attitudes of the respondents towards the use of Estonian in Germany are somewhat contradictory: its use within the home and the continuity of the language between generations are considered very important, but at the same time respondents seem to think that as a small language, Estonian is already from the outset excluded from public use. Estonian is considered an insignificant language within Germany and one which, figuratively speaking, drowns within the sea of other languages spoken there. According to the respondents, the ability to speak Estonian plays no role whatsoever on the German

labour market. Furthermore, the majority of those surveyed do not believe that the importance of the language will grow in the country in future (e.g. within the next decade).

At the same time, the attitude of the respondents to Estonian, to speakers of the language and to its preservation is highly positive. The language is considered one of the foundations of Estonian identity and a symbol of Estonian nationhood. None of those who took part in the study doubted the need for the preservation of the language, despite the fact that opportunities to use it in Germany are marginal. The majority of respondents also consider community activities and communication amongst themselves in Estonian important for the preservation of the national language and culture, although multilingual patterns of language use (including language mixing between Estonian and German) are accepted within the community.

Legislation (score: 1.47). The low mean score for legislation reflects the lack of any factual knowledge of legislation regulating the use of minority languages and discrimination of minority groups. While most of the respondents are of opinion that German legislation does not obstruct the use of Estonian, they also feel that speakers of different languages and the languages themselves are not treated equally in the country. Comparing the results of analysis of the questionnaire with qualitative data we can see that the respondents tend to be doubtful or lack any desire in terms of the need for Estonian-language legislation, also considering their very good skills in German, in which all laws are available.

Media (score: 1.02). For Estonian-language media and culture, the mean score was very low, which would indicate a lack of desire to consume or produce media and culture. Although the survey results confirm the dominant consumption of German-language media and culture products, the interview materials do not justify the claim that the members of the community lack a collective desire or need for media and cultural products in their mother tongue. Rather, it is the lack of opportunities and human and financial resources which restricts the promotion of Estonian-language cultural activities. Joint activities are also thwarted by factors independent of the respondents' wishes, such as the geographic dispersion of the Estonian community in Germany and the physical distances which restrict the opportunities for shared cultural activities.

The attitudes of the survey respondents, especially younger ones, towards Estonian media and the need of it are somewhat controversial: the Estonian-language newspaper published in Germany is considered a potent symbol of 'Estonianness', but at the same time discounted as an information channel given the availability of websites in the language (such as www.eesti.de).

5.4 Language products

Language Products as a Focus Area of the EuLaViBar refers to the presence or the demand of language products (printed, electronic, "experiential", e.g., concerts, plays, performances, etc.) as well as to the wish of having products and services in and through the language at

issue. The questions used in the calculations pertained to education (Q25-27), use of Estonian in public domains (Q39, 61), availability of legislation in Estonian (Q47) and media consumption in Estonian (Q62A).

For all dimensions, the scores were low: language use and interaction (score: 0.49), legislation (score: 0.05), media (score: 1.48) and education (score: 2.59), i.e. there is a lack of Estonian-language ‘products’ in these dimensions. German law is not available in Estonian and there is no Estonian-language print media or radio/television series. At the same time, there are limited opportunities in Germany for use of Estonian outside of the home. Although the measurement results of the barometer give opportunities for the use of Estonian within the German education system a relative high grade, this result cannot be taken into consideration in the German context as the majority of respondents (63 of 71) obtained their education in Estonia. In fact, Estonians living in Germany have very few opportunities – or none at all – to use their mother tongue within the education system (for a detailed description see section 2.3).

5.5 The vitality of the Estonian language in Germany

Overall assessment of EuLaViBar regarding sustainability of Estonian in Germany: speakers of Estonian are characterised by a high linguistic capacity (score: 2.67) and desire (score: 2.40) to use their language, but limited opportunities to do so (score: 1.89); there is also a lack of significant ‘Estonian language products’ in Germany (score: 1.49) which would support the use of the language in education, legislation, media and public spheres.

In the light of these calculations, the overall barometer scores in regard to the situation of the Estonian language and its sustainability are very low in all dimensions, remaining within Grades 1 and 2. This study thus indicates that Estonian in Germany is endangered at least to some extent. The sustainability of the language in Germany is potentially endangered, and support measures are necessary in order to avoid a language shift in favour of German among speakers of Estonian.

In no dimension for any of the measured variables do the barometer scores reach the highest grade (4) marking the stability of the linguistic situation. For several variables the barometer in fact gives the lowest possible grade (score: 0.05), indicating that in these dimensions the language is neither used nor protected (for example, in legislation). Of all of the dimensions, EuLaViBar gives the highest grade (score: 2.99) to Estonian speakers’ linguistic capacity to communicate in their mother tongue in ordinary situations (e.g. at home and among their family); the lowest grade is given to the existence of Estonian-language ‘products’ and laws in Germany and to the opportunities open to and desire of Estonian speakers to use their language in public spheres and institutions.

5.5.1 Evaluation of EuLaViBar results

Although there is reason to view the measurement results of the barometer with both caution and criticism in regard to the dimensions of education and media, in the other aspects its representation of the situation of the Estonian language and its speakers in Germany is fairly accurate. The results also match those of the interview materials analysed; as such, there is no reason to doubt the grade given by EuLaViBar to language sustainability (with the exception, again, of the education and media dimensions; this problem is described below).

Although the barometer does not assess the situation of Estonian as stable and indicates a potential language shift, the results highlight three key aspects: 1) speakers of Estonian are characterised by the linguistic capacity (score: 2.67) and 2) desire (score: 2.40) to use their language, but also 3) limited opportunities to do so (score: 1.89), particularly in public spheres. In other words, the Estonians residing in Germany who took part in the study have the ‘linguistic instruments’ they need to communicate in their mother tongue; they have a positive attitude and the desire to use the language at least in communication within the family; but they have relatively few chances to make use of Estonian in domains outside of the home. The lowest grade is given by EuLaViBar to the existence of Estonian-language ‘products’: German law is not available in Estonian (score: 0.05) and there is no Estonian-language print media or radio/television series (score: 1.48). It is the view of the majority of respondents that Estonian cannot be used in any domain outside the home; at the same time, they also consider that Estonian, being a “small” language, does not even “need” to be used in the public sphere.

5.5.2 Problem areas

Education: Although the measurement results give opportunities to use Estonian within education a very high grade compared to other dimensions (Opportunity 2.94; Language products 2.59), these should be viewed critically, since the majority of respondents obtained their general education in Estonia (i.e. before migrating to Germany). In fact, Estonians living in Germany have very few opportunities – or not at all – to use their mother tongue within the education system (with the exception of children’s groups and ‘Sunday schools’ that use the language. Estonian is (1) not used as a language of instruction in general education schools in Germany, (2) nor is it used as the language of instruction for any subject; and (3) no teaching of Estonian is offered at any level of the German education system – kindergarten/pre-school, elementary school, secondary school or vocational schooling. Not even voluntary optional teaching of Estonian, to support the maintenance of the heritage language, is offered at any general education school in Germany.

Media: The EuLaViBar gives the media consumption of Estonians in Germany a very low grade in all dimensions (Capacity 1.02; Opportunity 1.48; Desire 1.02; Language products 1.48), although this may not accurately reflect the intensity of their media consumption. In

order to assess the actual Estonian-language media consumption of the survey respondents, it would be important to take a detailed look at Internet-based media and culture consumption and to more precisely define their typology. (According to the results of the study, 89% of Estonians in Germany browse the Estonian-language Internet on a weekly basis, while 49% do so every day.) Detailed mapping of Internet-based activities in Estonian and measuring the intensity of their frequency of use would produce a more accurate picture of the actual Estonian-language media consumption of the Estonians living in Germany (for example, watching TV shows in real time or afterwards; distinguishing between the kinds of programmes watched – news and culture; children’s shows; ongoing series; films; etc.). In a broader sense this would also contribute to a better understanding of the functions and tasks of Internet use in Estonian among the diaspora.

How well does the barometer describe or outline the sustainability of the Estonian language? In general, the results of the barometer in regard to the situation of the Estonian language and its speakers and the state of the language in terms of its sustainability can be agreed with. Estonians living in Germany can communicate in any situation in Estonian at the level of a native speaker (dimension: Capacity). The survey respondents and interviewees consider the preservation of the language and its transmission to their children important (dimension: Desire). The language is considered to be one of the foundations of Estonian identity and a symbol of Estonian nationhood. At the same time, there are limited opportunities in Germany for use of Estonian outside of the home (dimension: Opportunity). There is also a lack of Estonian-language ‘products’ in media, culture and legislation (dimension: Language products).

Although the survey results present Estonian as an endangered language in Germany, the speakers of the language who took part were characterised by a positive attitude towards it, a wish to preserve it, a strong sense of belonging to their community and a readiness to find and create opportunities for the preservation of their language and culture.

In interpreting the results of the study it is important to take into account the following aspects:

- The majority of the respondents are first generation immigrants who arrived in Germany in early adulthood following the restoration of Estonian independence (1991) and/or the eastward expansion of the European Union (2004).
- Accordingly, the results of the study – the linguistic capacity, language choices, attitudes towards Estonian and vehicular languages and their speakers and the multilingual language behaviour in the broader sense – reflect the situation of Estonians who were born and educated in Estonian language space and migrated to Germany in early adulthood.
- Due to the principles guiding the fieldwork and the selection of respondents, the conclusions drawn on the basis of the sample cannot be generalised to all

Estonians living in Germany, since the sample does not represent all potential subjects or reflect the target population as a whole.

The ELDIA consortium stresses that the language vitality barometer must never be used to conclude that some language is not “worth” institutional and/or financial support. The barometer cannot and should not be used for predicting the fate of an individual language. The barometer helps policy-makers and stakeholders in identifying conditions that threaten the maintenance of a given language, those that promote its maintenance, and those that need to be improved in order to support the maintenance of language diversity. With the help of the barometer, special support can be directed to areas indicated by low vitality scores.

5.6 Conclusions

This final section summarises main findings presented and discussed above.

- Estonians in Germany can be considered multilingual, and most of the respondents speak several languages. Almost all respondents (94%) consider Estonian as their mother tongue which they speak, read, understand and write with a high level of proficiency. For most of the Estonians German is a foreign language which generally has been acquired in adulthood after emigrating to Germany. Approximately 75% of the respondents use German *fluently* both in speech and writing.
- The Estonian language in Germany has a clear function as an identity marker for respondents. They attach high value to the Estonian language and culture. However, some respondents also regard multilingualism and multiculturalism as a part of their identity.
- Estonian speakers generally wish to maintain their language and ethnic identity and to transmit it to the next generations. However, in the families, particularly in everyday communication between spouses, different strategies and patterns of multilingual language use are practiced.
- Estonians in Germany have little or no opportunities to use Estonian outside home. Opportunities to communicate in Estonian outside home are better for Estonians living in large cities, such as Berlin, Munich or Hamburg.
- The use of German dominates in all relevant fields of media and culture except in internet environments. German is also prevalent in cultural practices at home (e.g. reading books, watching films, listening to music etc.). However, one cannot conclude that there is no wish or need for media and culture consumption and production in Estonian among Estonians in Germany. Most of the Estonians attach importance to different community activities for maintaining Estonian language and culture.

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Appendix 1: Recommendations

Recommendations for policy-makers and stakeholders on general level.

The Estonians in Germany expect their efforts (teaching the Estonian language abroad, cultural activities for promoting Estonia ect.) to be more recognised and valued by the Estonian State authorities. In general, the informants lack the financial security for educational and cultural activities in Germany. The key problem in opinion of focus group informants (i.e. Estonian activists) is the fact that so far all cultural activities have been project-based, which makes it more complicated to sustain them.

Appendix 2: Questionnaires

The questionnaires presented here are translations of the Finnish and English master versions of the MinLg and CG questionnaires which were developed within Work Package 3 of ELDIA. The final layout was created by Katharina Zeller.

As described in section 3.1.2, due to various problems (which finally led to the project partner in charge withdrawing from the project) the planning of the questionnaires was critically delayed and they had to be finalised under extreme time pressure. For this reason, the questionnaire remained overlong and was generally experienced as challenging, and the formulations of some questions or their translations were difficult to understand or misleading.

A revised version of the questionnaire has been published as part of the *EuLaViBar Toolkit*, downloadable at <http://phaidra.univie.ac.at/o:301101>.

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5 Haridustase. Palun nimetage Teie kõrgeim haridustase:

- haridus puudub/pole koolis käinud
- põhiharidus _____aastat
- kutseharidus/keskharidus: _____aastat
- kõrgharidus:
_____aastat _____teaduskraad

6 A) Mis on Teie amet? _____

B) Mis on Teie praegune põhitegevusala:

- töötan või õpin väljaspool kodu
- töötan kodus (nt koduperenaine, talupidaja)
- olen pensionil
- otsin tööd või olen töötu
- muu, mis? _____

C) Kas töötate sellises kohas, kust tööle sõiduks ühes suunas on üle 50 kilomeetri?

- iga päev
- iga nädal
- iga kuu
- muu, mis? _____

B. KEELEKASUTUST PUUDUTAV TAUSTATEAVE

7 Mis on Teie emakeel(ed)või see keel, mille õppisite esimesena?

8 Kus ja kellelt Te õppisite eesti keele?

9 Kus ja kellelt Te õppisite saksa keele?

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Teie vanavanemad (kui nad on/olid elus Teie eluajal):

10 Mis keelt/keeli kasutasid Teie emapoolsed vanavanemad Teiega suheldes?

11 Mis keelt/keeli kasutasid Teie isapoolsed vanavanemad Teiega suheldes?

Teie vanemate taustaandmed

12 Palun nimetage Teie isa kõrgeim haridustase:

- haridus puudub/pole koolis käinud
- põhiharidus: _____aastat
- kutseharidus/keskharidus: _____aastat
- kõrgharidus:
_____aastat _____teaduskraad
- ma ei tea

13 Palun nimetage Teie ema kõrgeim haridustase:

- haridus puudub/pole koolis käinud
- põhiharidus: _____aastat
- kutseharidus/keskharidus: _____aastat
- kõrgharidus:
_____aastat _____teaduskraad
- ma ei tea

Teie vanemate keelekasutus:

Kui üks Teie vanematest ei olnud elus või ei elanud Teie perega koos, palun märkige "ei saa vastata".

14 Mis keelt/keeli räägivad/rääkisid Teie vanemad omavahel:

- ei saa vastata, sest isa ja ema ei elanud koos, üks neist oli surnud vms
- mõlema vanema olemasolu korral palun täpsustage.

Isa emaga: _____ Ema isaga: _____

15 Mis keeles/keeltes rääkis Teie ema Teiega Teie lapsepõlves?

- ei saa vastata, sest ema ei olnud, oli surnud vms
- Palun nimetage see keel/need keeled. Kui keeli oli rohkem, palun nimetage, millistes olukordades neid keeli kasutati:

16 Mis keeles/keeltes räägib Teie ema Teiega praegu?

- ei saa vastata, sest ema ei ole, on surnud vms
- Palun nimetage see keel/need keeled. Kui keeli on rohkem, palun nimetage, millistes olukordades neid keeli kasutatakse:

17 Mis keeles/keeltes rääkis Teie isa Teiega Teie lapsepõlves?

- ei saa vastata, sest isa ei olnud, oli surnud vms
- Palun nimetage see keel/need keeled. Kui keeli oli rohkem, palun nimetage, millistes olukordades neid keeli kasutati:

18 Mis keeles/keeltes räägib Teie isa Teiega praegu?

- ei saa vastata, sest isa ei ole, on surnud vms
- Palun nimetage see keel/need keeled. Kui keeli on rohkem, palun nimetage, millistes olukordades neid keeli kasutatakse:

Teie keelekasutus Teie õdede-vendadega (kaasa arvatud kasuõdede või -vendadega):

Kui Teil pole (olnud) õdesid ja/või vendi, jätkake küsimusega 20!

19 Mis keelt/keeli kasutate või kasutasite oma õdede ja/või vendadega kõige sagedamini?

a. kes on vanemad kui Teie:

lapsepõlves _____

praegu _____

b. kes on nooremad kui Teie:

lapsepõlves _____

praegu _____

Teie keelekasutus Teie abikaasaga/elukaaslasega:

Kui Teil ei ole abikaasat/elukaaslast, palun jätkake küsimusega 21!

20 Mis keelt või keeli Te kasutate oma praeguse abikaasaga/elukaaslasega?

Kui Te kasutate rohkem kui ühte keelt, palun täpsustage, millistes situatsioonides Te erinevaid keeli kasutate?

Teie keelekasutus Teie lapsega/lastega:

Kui Teil ei ole lapsi, jätkake küsimusega 22.

21 Mis keeles/keeltes räägite Te oma lapsega/lastega?

Mul on _____ laps/last.

Täpsustage, mis keeles/keeltes räägite Te oma vanima ning noorima lapsega:

a. vanima lapsega: _____

b. noorima lapsega: _____

Väikeste laste keelekasutuse ja kasvatusega seotud seisukohad

22 Kas Teie lapsepõlves esines katseid mitte kasutada lastega rääkides eesti keelt?

Ma ei tea Ei Jah

Kui Te vastasite "ei" või "ma ei tea", palun jätkake küsimusega 24!

23 Kui vastasite "jah", palun täpsustage, kus neid seisukohti rakendati (palun märkige kõik võimalikud variandid):

Kodus (täpsustage kuidas) _____

Koolis (täpsustage kuidas) _____

Mujal (kelle poolt ja kuidas) _____

24 Kas sellised seisukohad on levinud ka praegu (tänapäeval), et lastega peaks/ei peaks eesti keelt kasutama?

Ma ei tea Ei Jah. Palun täpsustage, kes selliseid seisukohti avaldab ja kuidas:

Keelekasutus koolis

Mis keelt/keeli kasutati koolis õppekeel(t)ena, kui Teie koolis käisite?

PS: küsimus ei puuduta keelekasutust keeletundides, vaid ka seda keelt/neid keeli, mida õpetajad kasutasid teiste ainete õpetamisel.

25 Mind on õpetatud kõikides koolides ühes õppekeeles

- Jah, täpsustage, mis keeles _____
ja jätkake küsimusega 27
- Ei, jätkake järgmise küsimusega.

26 Mis keelt/keeli kasutati õppekeel(t)ena muude õppeainete puhul (v.a keeletunnid)?

	Eesti keel	Saksa keel	Teised keeled	
			_____	_____
Lasteaias/eelkoolis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Põhikoolis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keskoolis või kutseõppeasutuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27 Kas Teie koolis võimaldati haridust Teie emakeeles (eesti keeles)?

Lasteaias/eelkoolis	<input type="checkbox"/> Ei	<input type="checkbox"/> Jah, mitu tundi nädalas?	_____ tundi
Põhikoolis	<input type="checkbox"/> Ei	<input type="checkbox"/> Jah, mitu tundi nädalas?	_____ tundi
Keskoolis või kutseõppehariduses	<input type="checkbox"/> Ei	<input type="checkbox"/> Jah, mitu tundi nädalas?	_____ tundi

C. TEIE KEELTEOSKUS

Järgmisena palume Teil hinnata Teie keeleoskust. Märkige iga keele ja iga osaoskuse (arusaamine, rääkimine, lugemine, kirjutamine) puhul, kuidas Te oma keeleoskust nendes keeltes hindaksite.

28 Ma saan aru järgmistest keeltest:

	vabalt	hästi	mõnevõrra	halvasti	üldse mitte
eesti keel	<input type="checkbox"/>				
saksa keel	<input type="checkbox"/>				
inglise keel	<input type="checkbox"/>				
vene keel	<input type="checkbox"/>				
soome keel	<input type="checkbox"/>				
prantsuse keel	<input type="checkbox"/>				
muu: _____	<input type="checkbox"/>				

29 Ma räägin järgmisi keeli:

	vabalt	hästi	mõnevõrra	halvasti	üldse mitte
eesti keel	<input type="checkbox"/>				
saksa keel	<input type="checkbox"/>				
inglise keel	<input type="checkbox"/>				
vene keel	<input type="checkbox"/>				
soome keel	<input type="checkbox"/>				
prantsuse keel	<input type="checkbox"/>				
muu: _____	<input type="checkbox"/>				

30 Ma loen järgmistes keeltes:

	vabalt	hästi	mõnevõrra	halvasti	üldse mitte
eesti keel	<input type="checkbox"/>				
saksa keel	<input type="checkbox"/>				
inglise keel	<input type="checkbox"/>				
vene keel	<input type="checkbox"/>				
soome keel	<input type="checkbox"/>				
prantsuse keel	<input type="checkbox"/>				
muu: _____	<input type="checkbox"/>				

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31 Ma kirjutan järgmistes keeltes:

	vabalt	hästi	mõnevõrra	halvasti	üldse mitte
eesti keel	<input type="checkbox"/>				
saksa keel	<input type="checkbox"/>				
inglise keel	<input type="checkbox"/>				
vene keel	<input type="checkbox"/>				
soome keel	<input type="checkbox"/>				
prantsuse keel	<input type="checkbox"/>				
muu: _____	<input type="checkbox"/>				

D. KEELEKASUTUS

32 Märkige ristiga, mil määral Te kasutate keeli järgmistel puhkudel. Tehke rist vastavasse kastikesse.

A. eesti keel

	alati	sageli	mõnikord	harva	mitte kunagi
kodus	<input type="checkbox"/>				
sugulastega	<input type="checkbox"/>				
tööl	<input type="checkbox"/>				
sõpradega	<input type="checkbox"/>				
naabritega	<input type="checkbox"/>				
koolis	<input type="checkbox"/>				
poes	<input type="checkbox"/>				
tänaval	<input type="checkbox"/>				
raamatukogus	<input type="checkbox"/>				
kirikus	<input type="checkbox"/>				
ametnikega	<input type="checkbox"/>				
kohalikel üritustel*	<input type="checkbox"/>				
muudes situatsioonides, kus?*** _____	<input type="checkbox"/>				

* Kohalike ürituste all peame silmas valla, küla, linna või linnaosa üritusi ja sündmusi, nt klubiõhtud, rahvapeod jms.

** Võite lisada midagi omal valikul.

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B. saksa keel

	alati	sageli	mõnikord	harva	mitte kunagi
kodus	<input type="checkbox"/>				
sugulastega	<input type="checkbox"/>				
tööl	<input type="checkbox"/>				
sõpradega	<input type="checkbox"/>				
naabritega	<input type="checkbox"/>				
koolis	<input type="checkbox"/>				
poes	<input type="checkbox"/>				
tänaval	<input type="checkbox"/>				
raamatukogus	<input type="checkbox"/>				
kirikus	<input type="checkbox"/>				
ametnikega	<input type="checkbox"/>				
kohalikel üritustel*	<input type="checkbox"/>				
muudes situatsioonides, kus?*** _____	<input type="checkbox"/>				

* Kohalike ürituste all peame silmas valla, küla, linna või linnaosa üritusi ja sündmusi, nt klubiõhtud, rahvapeod jms.

** Võite lisada midagi omal valikul.

Kui Te ei kasuta kunagi muid keeli, jätkake küsimusega 33!

C. inglise keel / muu keel _____

	alati	sageli	mõnikord	harva	mitte kunagi
kodus	<input type="checkbox"/>				
sugulastega	<input type="checkbox"/>				
tööl	<input type="checkbox"/>				
sõpradega	<input type="checkbox"/>				
naabritega	<input type="checkbox"/>				
koolis	<input type="checkbox"/>				
poes	<input type="checkbox"/>				
tänaval	<input type="checkbox"/>				
raamatukogus	<input type="checkbox"/>				
kirikus	<input type="checkbox"/>				
ametnikega	<input type="checkbox"/>				
kohalikel üritustel*	<input type="checkbox"/>				
muudes situatsioonides, kus?*** _____	<input type="checkbox"/>				

* Kohalike ürituste all peame silmas valla, küla, linna või linnaosa üritusi ja sündmusi, nt klubiõhtud, rahvapeod jms.

** Võite lisada midagi omal valikul.

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D. _____ keel

	alati	sageli	mõnikord	harva	mitte kunagi
kodus	<input type="checkbox"/>				
sugulastega	<input type="checkbox"/>				
tööl	<input type="checkbox"/>				
sõpradega	<input type="checkbox"/>				
naabritega	<input type="checkbox"/>				
koolis	<input type="checkbox"/>				
poes	<input type="checkbox"/>				
tänaval	<input type="checkbox"/>				
raamatukogus	<input type="checkbox"/>				
kirikus	<input type="checkbox"/>				
ametnikega	<input type="checkbox"/>				
kohalikel üritustel*	<input type="checkbox"/>				
muudes situatsioonides, kus?***	<input type="checkbox"/>				
_____	<input type="checkbox"/>				

* Kohalike ürituste all peame silmas valla, küla, linna või linnaosa üritusi ja sündmusi, nt klubiõhtud, rahvapeod jms.

** Võite lisada midagi omal valikul.

E. KEELEHOIAKUD JA SOOV KEELI KASUTADA**Keelte läbisegi kasutamine**

33 Mida Te arvate järgmistest väidetest keelte läbisegi kasutamise kohta? Tehke rist vastavasse kastikesse.

	nõustun täiesti	nõustun	raske öelda	pigem ei nõustu	ei nõustu üldse
Keelte läbisegi kasutamine on eesti keele rääkijate hulgas laialt levinud.	<input type="checkbox"/>				
Üksnes madala haridustasemega inimesed kasutavad eesti keelt teiste keeltega läbisegi.	<input type="checkbox"/>				
Noored kasutavad sageli eesti keelt teiste keeltega läbisegi.	<input type="checkbox"/>				
Vanemad inimesed räägivad eesti keelt korralikult.	<input type="checkbox"/>				
Keelte läbisegi kasutamine viitab erinevate keelte heale oskusele.	<input type="checkbox"/>				
Keelte läbisegi kasutamine on aktsepteeritud.	<input type="checkbox"/>				

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Eesti ja saksa keele väärtustamine ning toetamine

34 Kas Teie vanemad püüdsid Teid toetada eesti keele kasutamisel?

- Ei Jah

Palun kommenteerige

35 Kas Teie vanemad püüdsid Teid toetada saksa keele kasutamisel?

- Ei Jah

Palun kommenteerige

36 Kui Teil on endal lapsi, kas püüate toetada nende eesti keele õppimist ja kasutamist?

- Mul ei ole lapsi, jätkake küsimusega 37!

- Jah, mul on laps(i). Kas toetate tema/nende eesti keele õppimist ja kasutamist?

- Ei

- Jah, palun täpsustage, kuidas:

Väiteid eesti keele kasutamise kohta erinevate rühmade puhul

37 Tavaliselt eelistavad erinevast vanusest või soost inimesed ühte keelt teisele. Märkige, mil määral Te nõustute järgnevate väidetega:

	nõustun täiesti	nõustun	raske öelda	pigem ei nõustu	ei nõustu üldse
Poistelt eeldatakse eesti keele kasutamist.	<input type="checkbox"/>				
Tüdrukutelt eeldatakse eesti keele kasutamist.	<input type="checkbox"/>				
Täiskasvanud meestelt eeldatakse eesti keele kasutamist.	<input type="checkbox"/>				
Täiskasvanud naistelt eeldatakse eesti keele kasutamist.	<input type="checkbox"/>				

38 Järgmisena esitatakse mõned väited eesti keele rääkijate kohta. Märkige, mil määral Te nõustute järgnevate väidetega:

	nõustun täiesti	nõustun	raske öelda	pigem ei nõustu	ei nõustu üldse
Eesti keele kõnelejaga on lihtne sõbruneda.	<input type="checkbox"/>				
Eesti keele kõnelejaga on lihtne tutvuda.	<input type="checkbox"/>				
Eesti keele kõnelejaga on lihtne abielluda.	<input type="checkbox"/>				
Eesti keele kõnelejaga on lihtne koos töötada.	<input type="checkbox"/>				
Eesti keele kõnelejaga on lihtne koos aega veeta.	<input type="checkbox"/>				

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Eesti keele kasutamine

39 Mida Te arvate eesti keele kasutamise kohta avalikus sfääris selles riigis, kus Te elate? Märkige, mil määral Te nõustute järgnevate väidetega:

	nõustun täiesti	nõustun	raske öelda	pigem ei nõustu	ei nõustu üldse
Eesti keelt peaks kasutama televisioonis.	<input type="checkbox"/>				
Eesti keelt peaks kasutama politseijaoskonnas.	<input type="checkbox"/>				
Eesti keelt peaks kasutama parlamendis.	<input type="checkbox"/>				
Eesti keelt peaks kasutama haiglates.	<input type="checkbox"/>				
Eesti keelt peaks kasutama kohtus.	<input type="checkbox"/>				
Eesti keelt peaks kasutama internetis.	<input type="checkbox"/>				
Eesti keelt peaks kasutama haridussüsteemis.	<input type="checkbox"/>				

Erinevate keelte tulevik

40 Kuidas muutub Teie hinnangul järgmiste keelte tähtsus järgmise 10 aasta jooksul? Märkige, mil määral Te nõustute järgnevate väidetega:

	nõustun täiesti	nõustun	raske öelda	pigem ei nõustu	ei nõustu üldse
Eesti keele tähtsus kasvab järgmise 10 aasta jooksul.	<input type="checkbox"/>				
Saksa keele tähtsus kasvab järgmise 10 aasta jooksul.	<input type="checkbox"/>				
Inglise keele tähtsus kasvab järgmise 10 aasta jooksul.	<input type="checkbox"/>				
Vene keele tähtsus kasvab järgmise 10 aasta jooksul.	<input type="checkbox"/>				
_____ keele tähtsus kasvab järgmise 10 aasta jooksul.	<input type="checkbox"/>				

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Keelte iseloomustamine

Järgmisena püüdke alljärgnevate sõnapaaride abil kirjeldada, mida Te iga keele puhul tunnete või mõtlete. Märkige vastused skaalal 1-5, näiteks

	1	2	3	4	5	
ilus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	inetu

41 Eesti keel tundub:

	1	2	3	4	5	
pehme	<input type="checkbox"/>	kange				
ebaturvaline	<input type="checkbox"/>	turvaline				
lähedane	<input type="checkbox"/>	kauge				
usaldusväärne	<input type="checkbox"/>	ebausaldusväärne				
otsustav	<input type="checkbox"/>	ebakindel				
moodne	<input type="checkbox"/>	traditsiooniline				
jõuetu	<input type="checkbox"/>	jõuline				
lõbus	<input type="checkbox"/>	igav				
inetu	<input type="checkbox"/>	ilus				
mehelik	<input type="checkbox"/>	naiselik				
õel	<input type="checkbox"/>	lahke				
rikas	<input type="checkbox"/>	vaene				
edutu	<input type="checkbox"/>	edukas				
vana	<input type="checkbox"/>	noor				
arukas	<input type="checkbox"/>	rumal				
hooliv	<input type="checkbox"/>	hoolimatu				
harimatu	<input type="checkbox"/>	haritud				
passiivne	<input type="checkbox"/>	aktiivne				

42 Saksa keel tundub:

	1	2	3	4	5	
pehme	<input type="checkbox"/>	kange				
ebaturvaline	<input type="checkbox"/>	turvaline				
lähedane	<input type="checkbox"/>	kauge				
usaldusväärne	<input type="checkbox"/>	ebausaldusväärne				
otsustav	<input type="checkbox"/>	ebakindel				
moodne	<input type="checkbox"/>	traditsiooniline				
jõuetu	<input type="checkbox"/>	jõuline				
lõbus	<input type="checkbox"/>	igav				
inetu	<input type="checkbox"/>	ilus				
mehelik	<input type="checkbox"/>	naiselik				
õel	<input type="checkbox"/>	lahke				
rikas	<input type="checkbox"/>	vaene				

edutu	<input type="checkbox"/>	edukas				
vana	<input type="checkbox"/>	noor				
arukas	<input type="checkbox"/>	rumal				
hooliv	<input type="checkbox"/>	hoolimatu				
harimatu	<input type="checkbox"/>	haritud				
passiivne	<input type="checkbox"/>	aktiivne				

43 Inglise keel tundub:

	1	2	3	4	5	
pehme	<input type="checkbox"/>	kange				
ebaturvaline	<input type="checkbox"/>	turvaline				
lähedane	<input type="checkbox"/>	kauge				
usaldusväärne	<input type="checkbox"/>	ebausaldusväärne				
otsustav	<input type="checkbox"/>	ebakindel				
moodne	<input type="checkbox"/>	traditsiooniline				
jõuetu	<input type="checkbox"/>	jõuline				
lõbus	<input type="checkbox"/>	igav				
inetu	<input type="checkbox"/>	ilus				
mehelik	<input type="checkbox"/>	naiselik				
õel	<input type="checkbox"/>	lahke				
rikas	<input type="checkbox"/>	vaene				
edutu	<input type="checkbox"/>	edukas				
vana	<input type="checkbox"/>	noor				
arukas	<input type="checkbox"/>	rumal				
hooliv	<input type="checkbox"/>	hoolimatu				
harimatu	<input type="checkbox"/>	haritud				
passiivne	<input type="checkbox"/>	aktiivne				

Keeleseadusandlus

Keeleseadusandlus ja inimeste arusaam sellest

44 Kas Teie hinnangul Saksamaa seadusandlus toetab eesti keele kasutamist?

Ei Jah Osaliselt Ma ei tea

Kui märkisite "jah" või "osaliselt", palun täpsustage:

45 Kas Teie hinnangul Saksamaa seadusandlus takistab eesti keele kasutamist?

Ei Jah Osaliselt Ma ei tea

Kui märkisite "jah" või "osaliselt", palun täpsustage:

46 Kas Teie hinnangul Saksamaa seadusandlus toetab mitme keele oskamist ja kasutamist piirkonnas, kus Te elate?

Ei Jah Osaliselt Ma ei tea

Kui märkisite "jah" või "osaliselt", palun täpsustage:

47 Kas selline seadusandlus on kättesaadav ka eesti keeles?

Ei Jah Osaliselt Ma ei tea

Kui märkisite "jah" või "osaliselt", palun täpsustage:

48 Kas Saksamaal on olemas seadusi, mis reguleerivad eesti keele kasutamist õppekeelena koolides?

Ei Jah Osaliselt Ma ei tea

Kui märkisite "jah" või "osaliselt", palun täpsustage:

49 Kas Saksamaal on olemas seadusi, mis reguleerivad seda, kuidas koolides antakse teadmisi eesti keele kohta?

Ei Jah Osaliselt Ma ei tea

Kui märkisite "jah" või "osaliselt", palun täpsustage:

50 Kas eri keelte rääkijaid ja keeli koheldakse Teie piirkonnas Saksamaal võrdselt?

Ei Jah Osaliselt Ma ei tea

Kui märkisite "jah" või "osaliselt", palun täpsustage:

Keel ja tööturg

51 Kas Saksamaal on seadusi või muid regulatsioone, mis toetavad eri keelte oskust tööturul?

Ei Jah Ma ei tea

Kui märkisite "jah", siis palun täpsustage:

52 Milline on Teie hinnangul eesti keele roll tööturul? Märkige, mil määral Te nõustute järgnevate väidetega:

	nõustun täiesti	nõustun	raske õelda	pigem ei nõustu	ei nõustu üldse
Eesti keele oskamine lihtsustab esimese töökoha leidmist.	<input type="checkbox"/>				
Eesti keele oskamine võimaldab saada kõrgemat töötasu.	<input type="checkbox"/>				
Eesti keele oskamine hõlbustab karjääri edenemist.	<input type="checkbox"/>				
Eesti keele oskamine hõlbustab töökoha vahetust.	<input type="checkbox"/>				

53 Milline on Teie hinnangul saksa keele roll tööturul? Märkige, mil määral Te nõustute järgnevate väidetega:

	nõustun täiesti	nõustun	raske öelda	pigem ei nõustu	ei nõustu üldse
Saksa keele oskamine lihtsustab esimese töökoha leidmist.	<input type="checkbox"/>				
Saksa keele oskamine võimaldab saada kõrgemat töötasu.	<input type="checkbox"/>				
Saksa keele oskamine hõlbustab karjääri edenemist.	<input type="checkbox"/>				
Saksa keele oskamine hõlbustab töökoha vahetust.	<input type="checkbox"/>				

54 Milline on Teie arvates inglise keele roll tööturul? Märkige, mil määral Te nõustute järgnevate väidetega:

	nõustun täiesti	nõustun	raske öelda	pigem ei nõustu	ei nõustu üldse
Inglise keele oskamine lihtsustab esimese töökoha leidmist.	<input type="checkbox"/>				
Inglise keele oskamine võimaldab saada kõrgemat töötasu.	<input type="checkbox"/>				
Inglise keele oskamine hõlbustab karjääri edenemist.	<input type="checkbox"/>				
Inglise keele oskamine hõlbustab töökoha vahetust.	<input type="checkbox"/>				

Keelehoole ja õigekeelsus

55 Kas Saksamaal on institutsioone/organisatsioone või isikuid, kes tegutsevad aktiivselt eesti keele hooldega (arendamise, kasutuse edendamise, korraldamisega)?

Ei Jah Ma ei tea

Kui vastasite "jah", palun täpsustage. Millised institutsioonid või kes?

56 Kas Saksamaal on institutsioone/organisatsioone või isikuid, kes tegutsevad aktiivselt saksa keele hooldega (arendamise, kasutuse edendamise, korraldamisega)?

Ei Jah Ma ei tea

Kui vastasite "jah", palun täpsustage. Millised institutsioonid või kes?

57 Kas on olemas puhas/korrektne eesti keele kuju?

Ei Jah Ma ei tea

Kui vastasite "jah", kes seda räägib ja millal? _____

58 Kas eesti keelt tuleks arendada, et see vastaks paremini ühiskonna ja avalikkuse vajadustele?

Ei Jah Ma ei tea

59 Kas eesti keelt on kerge kasutada enamikus eluolukordades?

Jah

Ei. Palun vastake, mis olukordades ei ole Teie hinnangul eesti keeles võimalik ennast väljendada.

F. AVALIK JA INDIVIDUAALNE KEELEKASUTUS

Keelekasutus ja keele elavdamise (revitalisatsiooni) kogemus

60 Kas on tehtud katseid eesti keele elavdamiseks Saksamaal?

Ma ei tea

Ei

Jah. Palun kirjeldage mõningaid nendest katsetest. _____

61 Kas eesti keelt on võimalik kasutada järgnevates kohtades Saksamaal?

	jah	ei	ei tea
parlamendis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
politseijaoskonnas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maksuametis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
haigekassas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tööhõiveametis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
haiglates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kohtutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ministeeriumides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kohalikes ja maakondlikes asutustes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
haridusasutustes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
trükimeedias (ajalehed jne)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
raadios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
televisioonis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
välireklaamides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kommertsreklaamides meedias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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G. AKTIIVNE KEELEKASUTUS MEEDIAS JA KULTUURIS

62 Kui sageli Te tarbite kultuuri või kasutate aktiivselt elektroonilist meediat?

A. eesti keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi	eesti keeles puuduvad selleks võimalused
Ma loen ajalehti	<input type="checkbox"/>						
Ma loen raamatuid	<input type="checkbox"/>						
Ma käin teatris	<input type="checkbox"/>						
Ma käin kontserdil	<input type="checkbox"/>						
Ma kuulan raadiot (uudiseid, jutusaateid jne)	<input type="checkbox"/>						
Ma vaatan televiisorit	<input type="checkbox"/>						
Ma kuulan muusikat	<input type="checkbox"/>						
Ma vaatan filme	<input type="checkbox"/>						
Ma kasutan internetti (nt loen veebilehti, uudiseid, blogisid jne)	<input type="checkbox"/>						
Ma kasutan eestikeelset arvutitarkvara	<input type="checkbox"/>						
Ma kirjutan e-kirju	<input type="checkbox"/>						
Ma kirjutan tekstisõnumeid (SMS)	<input type="checkbox"/>						
Ma kasutan sotsiaalmeediat (Facebook, Twitter, jututoad, foorumid)	<input type="checkbox"/>						
Ma mängin interaktiivseid mänge	<input type="checkbox"/>						
Ma kirjutan blogisid	<input type="checkbox"/>						
Muu: _____	<input type="checkbox"/>						

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B. saksa keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi	saksa keeles puuduvad selleks võimalused
Ma loen ajalehti	<input type="checkbox"/>						
Ma loen raamatuid	<input type="checkbox"/>						
Ma käin teatris	<input type="checkbox"/>						
Ma käin kontserdil	<input type="checkbox"/>						
Ma kuulan raadiot (uudiseid, jutusaateid jne)	<input type="checkbox"/>						
Ma vaatan televiisorit	<input type="checkbox"/>						
Ma kuulan muusikat	<input type="checkbox"/>						
Ma vaatan filme	<input type="checkbox"/>						
Ma kasutan internetti (nt loen veebilehti, uudiseid, blogisid jne)	<input type="checkbox"/>						
Ma kasutan saksakeelset arvutitarkvara	<input type="checkbox"/>						
Ma kirjutan e-kirju	<input type="checkbox"/>						
Ma kirjutan tekstisõnumeid (SMS)	<input type="checkbox"/>						
Ma kasutan sotsiaalmeediat (Facebook, Twitter, jututoad, foorumid)	<input type="checkbox"/>						
Ma mängin interaktiivseid mänge	<input type="checkbox"/>						
Ma kirjutan blogisid	<input type="checkbox"/>						
Muu: _____	<input type="checkbox"/>						

Kui Te ei kasuta kunagi muid keeli, jätkake küsimusega 63!

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C. inglise keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi	inglise keeles puuduvad selleks võimalused
Ma loen ajalehti	<input type="checkbox"/>						
Ma loen raamatuid	<input type="checkbox"/>						
Ma käin teatris	<input type="checkbox"/>						
Ma käin kontserdil	<input type="checkbox"/>						
Ma kuulan raadiot (uudiseid, jutusaateid jne)	<input type="checkbox"/>						
Ma vaatan televiisorit	<input type="checkbox"/>						
Ma kuulan muusikat	<input type="checkbox"/>						
Ma vaatan filme	<input type="checkbox"/>						
Ma kasutan internetti (nt loen veebilehti, uudiseid, blogisid jne)	<input type="checkbox"/>						
Ma kasutan ingliskeelset arvutitarkvara	<input type="checkbox"/>						
Ma kirjutan e-kirju	<input type="checkbox"/>						
Ma kirjutan tekstisõnumeid (SMS)	<input type="checkbox"/>						
Ma kasutan sotsiaalmeediat (Facebook, Twitter, jututoad, foorumid)	<input type="checkbox"/>						
Ma mängin interaktiivseid mänge	<input type="checkbox"/>						
Ma kirjutan blogisid	<input type="checkbox"/>						
Muu: _____	<input type="checkbox"/>						

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D. _____ keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi	puuduvad selleks võimalused
Ma loen ajalehti	<input type="checkbox"/>						
Ma loen raamatuid	<input type="checkbox"/>						
Ma käin teatris	<input type="checkbox"/>						
Ma käin kontserdil	<input type="checkbox"/>						
Ma kuulan raadiot (uudiseid, jutusaateid jne)	<input type="checkbox"/>						
Ma vaatan televiisorit	<input type="checkbox"/>						
Ma kuulan muusikat	<input type="checkbox"/>						
Ma vaatan filme	<input type="checkbox"/>						
Ma kasutan internetti (nt loen veebilehti, uudiseid, blogisid jne)	<input type="checkbox"/>						
Ma kasutan _____ keelset arvutitarkvara	<input type="checkbox"/>						
Ma kirjutan e-kirju	<input type="checkbox"/>						
Ma kirjutan tekstisõnumeid (SMS)	<input type="checkbox"/>						
Ma kasutan sotsiaalmeediat (Facebook, Twitter, jututoad, foorumid)	<input type="checkbox"/>						
Ma mängin interaktiivseid mänge	<input type="checkbox"/>						
Ma kirjutan blogisid	<input type="checkbox"/>						
Muu: _____	<input type="checkbox"/>						

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63 Kui sageli Te tegelete järgmiste tegevustega nendes keeltes?

A. eesti keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi
Ma kirjutan kirju	<input type="checkbox"/>					
Ma pean päevikut või teen märkmeid	<input type="checkbox"/>					
Ma kirjutan ilukirjanduslikke tekste (luuletusi, jutte)	<input type="checkbox"/>					
Ma teen laule	<input type="checkbox"/>					
Ma laulan laule	<input type="checkbox"/>					
Ma esitan luulet	<input type="checkbox"/>					
Ma osalen teatritrupi töös	<input type="checkbox"/>					
Muu: _____	<input type="checkbox"/>					

B. saksa keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi
Ma kirjutan kirju	<input type="checkbox"/>					
Ma pean päevikut või teen märkmeid	<input type="checkbox"/>					
Ma kirjutan ilukirjanduslikke tekste (luuletusi, jutte)	<input type="checkbox"/>					
Ma teen laule	<input type="checkbox"/>					
Ma laulan laule	<input type="checkbox"/>					
Ma esitan luulet	<input type="checkbox"/>					
Ma osalen teatritrupi töös	<input type="checkbox"/>					
Muu: _____	<input type="checkbox"/>					

Kui Te ei kasuta kunagi muid keeli, on küsitlus Teie jaoks lõppenud. Täname Teid küsitluses osalemise eest!

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C. inglise keeles / _____ keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi
Ma kirjutan kirju	<input type="checkbox"/>					
Ma pean päevikut või teen märkmeid	<input type="checkbox"/>					
Ma kirjutan ilukirjanduslikke tekste (luuletusi, jutte)	<input type="checkbox"/>					
Ma teen laule	<input type="checkbox"/>					
Ma laulan laule	<input type="checkbox"/>					
Ma esitan luulet	<input type="checkbox"/>					
Ma osalen teatritrupi töös	<input type="checkbox"/>					
Muu: _____	<input type="checkbox"/>					

D. _____ keeles

	iga päev	mitu korda nädalas	iga nädal	iga kuu	harvem	mitte kunagi
Ma kirjutan kirju	<input type="checkbox"/>					
Ma pean päevikut või teen märkmeid	<input type="checkbox"/>					
Ma kirjutan ilukirjanduslikke tekste (luuletusi, jutte)	<input type="checkbox"/>					
Ma teen laule	<input type="checkbox"/>					
Ma laulan laule	<input type="checkbox"/>					
Ma esitan luulet	<input type="checkbox"/>					
Ma osalen teatritrupi töös	<input type="checkbox"/>					
Muu: _____	<input type="checkbox"/>					

Suur tänu Teile osalemise ning vastamisele pühendatud aja ja vaeva eest!

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GER

A. HINTERGRUNDINFORMATIONEN

1 Geschlecht:

- männlich
- weiblich

2 Alter (bitte ankreuzen):

- 18–29 Jahre
- 30–49 Jahre
- 50–64 Jahre
- 65 + Jahre

3 In meinem Haushalt lebe(n):

- Ich lebe allein.
- Mein(e) Kind(er) und ich
- Mein(e) (Ehe-)Partner(in) und ich
- Mein(e) (Ehe-)Partner(in), mein(e) Kind(er) und ich
- Meine Eltern / ein Elternteil und ich
- Andere Situation. Bitte erklären Sie: _____

4 Ich wurde geboren in:

Land: _____ Gemeinde / Stadt / Bezirk: _____

Derzeit lebe ich in (Gemeinde / Stadt / Bezirk): _____,

seit _____ Jahren

Haben Sie mindestens 6 Monate an weiteren Orten gelebt, geben Sie diese bitte an:

5 Geben Sie bitte Ihre höchste abgeschlossene Ausbildung an:

- Keine abgeschlossene Ausbildung
- Pflichtschule _____ Jahre
- Mittelschule (z.B. Realschule/Gymnasium/Gesamtschule): _____ Jahre
- Höhere berufliche oder akademische Ausbildung (z.B. Kolleg/Lehrgang/FH/Studium): :
_____ Jahre, erworbener Titel: _____

6 A) Was ist Ihr Beruf? _____

B) Was beschreibt Ihre derzeitige Berufssituation am besten?

- Ich arbeite / studiere außerhalb meines Zuhauses.
- Ich arbeite zu Hause (z.B. Hausfrau, Landwirt, etc.).
- Ich bin Pensionär(in).
- Ich bin arbeitssuchend.
- Andere Situation. Bitte erklären Sie: _____

C) Falls Sie mehr als 50 km von zu Hause arbeiten: Pendeln Sie zwischen Ihrem Zuhause und Ihrer Arbeitsstelle / Studienstelle?

- täglich
- wöchentlich
- monatlich
- Andere Situation. Bitte erklären Sie: _____

B. HINTERGRUNDINFORMATIONEN ZUM GEBRAUCH VON SPRACHEN

7 Welche Sprache/ Sprachen bezeichnen Sie als Ihre Muttersprache(n) / oder erste Sprache(n)?

8 Wo und von wem lernten Sie zuerst Estnisch?

9 Wo und von wem lernten Sie zuerst Deutsch?

Informationen über Ihre Großeltern (falls sie zu Ihren Lebzeiten am Leben sind / waren):

- 10** Welche Sprache(n) verwenden / verwendeten Ihre Großeltern mütterlicherseits im Gespräch mit Ihnen?

- 11** Welche Sprache(n) verwenden / verwendeten Ihre Großeltern väterlicherseits im Gespräch mit Ihnen?

Hintergrundinformationen zu Ihren Eltern

- 12** Geben Sie die höchste abgeschlossene Ausbildung Ihres Vaters an:

- Keine abgeschlossene Ausbildung
- Pflichtschule: _____Jahre
- Mittelschule (z.B. Realschule/Gymnasium/Gesamtschule): _____Jahre
- Höhere berufliche oder akademische Ausbildung (Kolleg/Lehrgang/FH/Studium): _____Jahre, erworbener Titel: _____
- Ich weiß es nicht

- 13** Geben Sie die höchste abgeschlossene Ausbildung Ihrer Mutter an:

- Keine abgeschlossene Ausbildung
- Pflichtschule: _____Jahre
- Mittelschule (z.B. Realschule/Gymnasium/Gesamtschule): _____Jahre
- Höhere berufliche oder akademische Ausbildung (Kolleg/Lehrgang/FH/Studium): _____Jahre, erworbener Titel: _____
- Ich weiß es nicht

Sprachgebrauch Ihrer Eltern:

Falls nicht bestimmbar, z.B. wenn ein Elternteil verstorben oder nicht Teil Ihrer Familie ist / war, kreuzen Sie bitte "Nicht zutreffend" an.

14 Welche Sprache(n) verwenden / verwendeten Ihre Eltern untereinander?

- Nicht zutreffend
- Zutreffend, bitte erklären Sie:

Vater mit Mutter? _____ Mutter mit Vater? _____

15 Welche Sprache(n) verwendete Ihre Mutter mit Ihnen in Ihrer Kindheit?

- Nicht zutreffend
- Zutreffend, bitte geben Sie an, welche Sprache(n) und in welcher Situation (falls mehr als eine Sprache verwendet wurde):

16 Welche Sprache(n) verwendet Ihre Mutter jetzt mit Ihnen?

- Nicht zutreffend
- Zutreffend, bitte geben Sie an, welche Sprache(n) und in welcher Situation (falls mehr als eine Sprache verwendet wird):

17 Welche Sprache / Sprachen verwendete Ihr Vater mit Ihnen in Ihrer Kindheit?

- Nicht zutreffend
- Zutreffend, bitte geben Sie an, welche Sprache(n) und in welcher Situation (falls mehr als eine Sprache verwendet wurde):

18 Welche Sprache(n) verwendet Ihr Vater jetzt mit Ihnen?

- Nicht zutreffend
- Zutreffend, bitte geben Sie an, welche Sprache(n) und in welcher Situation (falls mehr als eine Sprache verwendet wird):

Sprachgebrauch mit Ihren (Stief-)Geschwistern:

Falls Sie keine (Stief-)Geschwister haben, gehen Sie bitte zu Frage 20.

19 Welche Sprache(n) verwenden/verwendeten Sie hauptsächlich mit Ihren Geschwistern?

a. die älter sind als Sie:

in der Kindheit _____

jetzt _____

b. die jünger sind als Sie:

in der Kindheit _____

jetzt _____

Sprachgebrauch mit Ihrer/Ihrem (Ehe-)Partner(in):

Falls Sie keine(n) (Ehe-)Partner(in) haben, gehen Sie bitte zu Frage 21.

20 Welche Sprache(n) verwenden Sie mit Ihrer/Ihrem aktuellen (Ehe-) Partner(in)?

Wenn Sie mehr als eine Sprache verwenden, geben Sie bitte an, in welchen Situationen die verschiedenen Sprachen verwendet werden:

Sprachgebrauch mit Ihren Kindern:

Falls Sie keine Kinder haben, gehen Sie bitte zu Frage 22.

21 Welche Sprache(n) sprechen Sie mit Ihren Kindern?

Ich habe _____ Kind(er).

Geben Sie an, welche Sprache(n) Sie mit ihrem ältesten und Ihrem jüngsten Kind verwenden:

a. Mit Ihrem ältesten Kind: _____

b. Mit Ihrem jüngsten Kind: _____

Erziehung und Ansichten über die Sprachverwendung mit kleinen Kindern

22 Können Sie sich an Situationen aus Ihrer Kindheit erinnern, in denen versucht wurde, Erwachsene daran zu hindern, mit Kindern Estnisch zu sprechen?

Ich weiß nicht. Nein Ja

Falls Sie "Nein" oder "Ich weiß es nicht" geantwortet haben, gehen Sie bitte zu Frage 24.

23 Falls „Ja“, erklären Sie, wo diese Ansichten vertreten wurden (Bitte beachten Sie: Es ist möglich, mehr als ein Kästchen anzukreuzen):

Zu Hause (bitte erklären Sie, inwiefern) _____

In der Schule (bitte erklären Sie, inwiefern) _____

Woanders (bitte erklären Sie, von wem und inwiefern) _____

24 Gibt es heutzutage ähnliche Ansichten, ob man mit Kindern Estnisch sprechen / nicht sprechen sollte?

Ich weiß nicht. Nein Ja. Bitte erklären Sie, wer diese Ansichten vertritt und inwiefern?

Sprachverwendung in der Schule

Welche Sprache wurde zu Ihrer Schulzeit als Unterrichtssprache verwendet?

Beachten Sie: Diese Frage bezieht sich nicht auf den Sprachunterricht, sondern auf die Sprache, die die Lehrer im Unterricht verwenden (z.B.: in Mathematik, Biologie).

25 Ich wurde nur in einer Sprache unterrichtet.

Ja, bitte geben Sie an, in welcher Sprache: _____

und gehen Sie zu Frage 27.

Nein (gehen Sie zur nächsten Frage).

26 Die Unterrichtssprache(n) außerhalb des Sprachunterrichts waren:

	Estnisch	Deutsch	andere Sprachen:	
			_____	_____
Kindergarten / Vorschule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volksschule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mittelschule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27 Hatten Sie Sprachunterricht in Ihrer Muttersprache (Estnisch) in der Schule?

Im Kindergarten / Vorschule: Nein Ja ,wie viele Stunden pro Woche? _____ Std.

Im Kindergarten / Vorschule: Nein Ja ,wie viele Stunden pro Woche? _____ Std.

In der Mittelschule: Nein Ja ,wie viele Stunden pro Woche? _____ Std.

C. SPRACHKOMPETENZ

Bitte geben Sie an, welche Sprachen Sie in welchem Ausmaß beherrschen. Kreuzen Sie das zutreffende Kästchen für Ihre Kompetenzen in Verstehen, Sprechen, Lesen und Schreiben der Sprachen an.

28 Ich verstehe folgende Sprache(n), wenn sie gesprochen wird / werden:

	Sehr gut	Gut	Mittelmäßig	Wenig	Überhaupt nicht
Estnisch	<input type="checkbox"/>				
Deutsch	<input type="checkbox"/>				
Englisch	<input type="checkbox"/>				
Russisch	<input type="checkbox"/>				
Finnisch	<input type="checkbox"/>				
Französisch	<input type="checkbox"/>				
Andere: _____	<input type="checkbox"/>				

29 Ich spreche folgende Sprachen:

	Sehr gut	Gut	Mittelmäßig	Wenig	Überhaupt nicht
Estnisch	<input type="checkbox"/>				
Deutsch	<input type="checkbox"/>				
Englisch	<input type="checkbox"/>				
Russisch	<input type="checkbox"/>				
Finnisch	<input type="checkbox"/>				
Französisch	<input type="checkbox"/>				
Andere: _____	<input type="checkbox"/>				

30 Ich kann folgende Sprachen lesen:

	Sehr gut	Gut	Mittelmäßig	Wenig	Überhaupt nicht
Estnisch	<input type="checkbox"/>				
Deutsch	<input type="checkbox"/>				
Englisch	<input type="checkbox"/>				
Russisch	<input type="checkbox"/>				
Finnisch	<input type="checkbox"/>				
Französisch	<input type="checkbox"/>				
Andere: _____	<input type="checkbox"/>				

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31 Ich kann folgende Sprachen schreiben:

	Sehr gut	Gut	Mittelmäßig	Wenig	Überhaupt nicht
Estnisch	<input type="checkbox"/>				
Deutsch	<input type="checkbox"/>				
Englisch	<input type="checkbox"/>				
Russisch	<input type="checkbox"/>				
Finnisch	<input type="checkbox"/>				
Französisch	<input type="checkbox"/>				
Andere: _____	<input type="checkbox"/>				

D. SPRACHVERWENDUNG

32 Bitte geben Sie an, wie oft Sie die angegebene Sprache in den folgenden Bereichen verwenden. Kreuzen Sie nur an, was auf Sie zutrifft:

A. Estnisch

	Immer	Oft	Manchmal	Selten	Nie
Zu Hause	<input type="checkbox"/>				
Mit Verwandten	<input type="checkbox"/>				
In der Arbeit	<input type="checkbox"/>				
Mit Freunden	<input type="checkbox"/>				
Mit Nachbarn	<input type="checkbox"/>				
In der Schule	<input type="checkbox"/>				
In Geschäften	<input type="checkbox"/>				
Auf der Straße	<input type="checkbox"/>				
In der Bücherei	<input type="checkbox"/>				
In der Kirche	<input type="checkbox"/>				
Bei Behörden	<input type="checkbox"/>				
Bei Feiern der örtlichen Gemeinschaft*	<input type="checkbox"/>				
Andere relevante Bereiche** _____	<input type="checkbox"/>				

* Unter „Feiern der örtlichen Gemeinschaft“ verstehen wir z.B. Clubabende oder kulturelle Feste an Ihrem Wohnort.

** Hier können Sie Bereiche nach eigener Wahl ergänzen (z.B. Sport, Freizeitbeschäftigungen).

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B. Deutsch

	Immer	Oft	Manchmal	Selten	Nie
Zu Hause	<input type="checkbox"/>				
Mit Verwandten	<input type="checkbox"/>				
In der Arbeit	<input type="checkbox"/>				
Mit Freunden	<input type="checkbox"/>				
Mit Nachbarn	<input type="checkbox"/>				
In der Schule	<input type="checkbox"/>				
In Geschäften	<input type="checkbox"/>				
Auf der Straße	<input type="checkbox"/>				
In der Bücherei	<input type="checkbox"/>				
In der Kirche	<input type="checkbox"/>				
Bei Behörden	<input type="checkbox"/>				
Bei Feiern der örtlichen Gemeinschaft*	<input type="checkbox"/>				
Andere relevante Bereiche** _____	<input type="checkbox"/>				

* Unter „Feiern der örtlichen Gemeinschaft“ verstehen wir z.B. Clubabende oder kulturelle Feste an Ihrem Wohnort.

** Hier können Sie Bereiche nach eigener Wahl ergänzen (z.B. Sport, Freizeitbeschäftigungen).

Falls Sie ansonsten keine Sprachen verwenden, gehen Sie bitte zu Frage 33!

C. Englisch/Sprache: _____

	Immer	Oft	Manchmal	Selten	Nie
Zu Hause	<input type="checkbox"/>				
Mit Verwandten	<input type="checkbox"/>				
In der Arbeit	<input type="checkbox"/>				
Mit Freunden	<input type="checkbox"/>				
Mit Nachbarn	<input type="checkbox"/>				
In der Schule	<input type="checkbox"/>				
In Geschäften	<input type="checkbox"/>				
Auf der Straße	<input type="checkbox"/>				
In der Bücherei	<input type="checkbox"/>				
In der Kirche	<input type="checkbox"/>				
Bei Behörden	<input type="checkbox"/>				
Bei Feiern der örtlichen Gemeinschaft*	<input type="checkbox"/>				
Andere relevante Bereiche** _____	<input type="checkbox"/>				

* Unter „Feiern der örtlichen Gemeinschaft“ verstehen wir z.B. Clubabende oder kulturelle Feste an Ihrem Wohnort.

** Hier können Sie Bereiche nach eigener Wahl ergänzen (z.B. Sport, Freizeitbeschäftigungen).

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D. Sprache: _____

	Immer	Oft	Manchmal	Selten	Nie
Zu Hause	<input type="checkbox"/>				
Mit Verwandten	<input type="checkbox"/>				
In der Arbeit	<input type="checkbox"/>				
Mit Freunden	<input type="checkbox"/>				
Mit Nachbarn	<input type="checkbox"/>				
In der Schule	<input type="checkbox"/>				
In Geschäften	<input type="checkbox"/>				
Auf der Straße	<input type="checkbox"/>				
In der Bücherei	<input type="checkbox"/>				
In der Kirche	<input type="checkbox"/>				
Bei Behörden	<input type="checkbox"/>				
Bei Feiern der örtlichen Gemeinschaft*	<input type="checkbox"/>				
Andere relevante Bereiche** _____	<input type="checkbox"/>				

* Unter „Feiern der örtlichen Gemeinschaft“ verstehen wir z.B. Clubabende oder kulturelle Feste an Ihrem Wohnort.

** Hier können Sie Bereiche nach eigener Wahl ergänzen (z.B. Sport, Freizeitbeschäftigungen).

E. EINSTELLUNG ZUR SPRACHE UND DER WUNSCH, SPRACHEN ZU VERWENDEN

Mischen von Sprachen

33 Was halten Sie von den folgenden Meinungen über das Mischen von Sprachen? Kreuzen Sie an, was Ihrer eigenen Meinung entspricht.

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme gar nicht zu
Sprachen zu mischen ist bei Sprechern der estnischen Sprache weit verbreitet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nur Menschen mit niedriger Bildung mischen Estnisch mit anderen Sprachen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junge Menschen mischen Estnisch mit anderen Sprachen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ältere Menschen sprechen korrektes Estnisch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Das Mischen von Sprachen ist ein Zeichen von hoher Kompetenz in verschiedenen Sprachen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist akzeptabel, Sprachen zu mischen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Unterstützung für Estnisch und Deutsch

34 Wurden Sie von ihren Eltern darin unterstützt, die estnische Sprache zu verwenden?

- Nein Ja

Kommentare:

35 Wurden Sie von ihren Eltern darin unterstützt, die deutsche Sprache zu verwenden?

- Nein Ja

Kommentare:

36 Falls Sie selbst Kinder haben, versuchen Sie sie zu motivieren oder dazu zu bringen, Estnisch zu lernen?

- Ich habe keine Kinder, gehen Sie zu Frage 37.
- Ich habe Kinder. Bitte beantworten Sie: Versuchen Sie Ihre Kinder zu motivieren oder dazu bringen, Estnisch zu lernen?
- Nein.
- Ja. Erklären Sie wie:

Aussagen über die Verwendung des Estnischen mit verschiedenen Menschen

37 Es ist üblich, dass Menschen bestimmten Alters oder Geschlechts eine Sprache lieber verwenden als eine andere. Geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen:

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
Von Jungen ist zu erwarten, dass sie Estnisch verwenden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Von Mädchen ist zu erwarten, dass sie Estnisch verwenden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Von erwachsenen Männern ist zu erwarten, dass sie Estnisch verwenden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Von erwachsenen Frauen ist zu erwarten, dass sie Estnisch verwenden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38 Hier finden Sie einige Aussagen zu SprecherInnen des Estnischen. Geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen:

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
Mit SprecherInnen der estnischen Sprache kann man leicht Freundschaft schließen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mit SprecherInnen der estnischen Sprache kann man leicht Bekanntschaft schließen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SprecherInnen der estnischen Sprache kann man leicht heiraten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mit SprecherInnen der estnischen Sprache kann man leicht zusammenarbeiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mit SprecherInnen der estnischen Sprache kann man gut seine Freizeit verbringen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verwendung des Estnischen

39 Was ist Ihre Meinung zur Verwendung der estnischen Sprache im öffentlichen Leben? Geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen:

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
Estnisch sollte im Fernsehen verwendet werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estnisch sollte auf Polizeiwachen verwendet werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estnisch sollte im Parlament verwendet werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estnisch sollte in Krankenhäusern verwendet werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estnisch sollte vor Gericht verwendet werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estnisch sollte im Internet verwendet werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estnisch sollte im Schulsystem verwendet werden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Die Bedeutsamkeit verschiedener Sprachen in der Zukunft

40 Wie wird sich Ihrer Meinung nach die Bedeutsamkeit der folgenden Sprachen in den kommenden 10 Jahren verändern? Geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen:

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
Estnisch wird in den nächsten 10 Jahren eine weitere Verbreitung finden und mehr SprecherInnen haben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deutsch wird in den nächsten 10 Jahren eine weitere Verbreitung finden und mehr SprecherInnen haben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Englisch wird in den nächsten 10 Jahren eine weitere Verbreitung finden und mehr SprecherInnen haben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Russisch wird in den nächsten 10 Jahren eine weitere Verbreitung finden und mehr SprecherInnen haben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ wird in den nächsten 10 Jahren eine weitere Verbreitung finden und mehr SprecherInnen haben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Merkmale der Sprachen

Versuchen Sie im folgenden Teil mit Hilfe der unten angegebenen Wortpaare zu beschreiben, was Sie über die einzelnen Sprachen denken / fühlen. Kreuzen Sie Ihre Antwort auf der Skala von 1 – 5 an, zum Beispiel:

	1	2	3	4	5	
schön	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	hässlich

41 Estnisch klingt:

	1	2	3	4	5	
weich	<input type="checkbox"/>	hart				
unsicher	<input type="checkbox"/>	sicher				
nahe	<input type="checkbox"/>	unzugänglich				
zuverlässig	<input type="checkbox"/>	unzuverlässig				
entschlossen	<input type="checkbox"/>	unentschlossen				
modern	<input type="checkbox"/>	traditionell				
machtlos	<input type="checkbox"/>	mächtig				
unterhaltsam	<input type="checkbox"/>	langweilig				
hässlich	<input type="checkbox"/>	schön				
männlich	<input type="checkbox"/>	weiblich				
unfreundlich	<input type="checkbox"/>	freundlich				
reich	<input type="checkbox"/>	arm				
erfolglos	<input type="checkbox"/>	erfolgreich				
alt	<input type="checkbox"/>	jung				
intelligent	<input type="checkbox"/>	dumm				
rücksichtsvoll	<input type="checkbox"/>	rücksichtslos				
ungebildet	<input type="checkbox"/>	gebildet				
passiv	<input type="checkbox"/>	aktiv				

42 Deutsch klingt

	1	2	3	4	5	
weich	<input type="checkbox"/>	hart				
unsicher	<input type="checkbox"/>	sicher				
nahe	<input type="checkbox"/>	unzugänglich				
zuverlässig	<input type="checkbox"/>	unzuverlässig				
entschlossen	<input type="checkbox"/>	unentschlossen				
modern	<input type="checkbox"/>	traditionell				
machtlos	<input type="checkbox"/>	mächtig				
unterhaltsam	<input type="checkbox"/>	langweilig				
hässlich	<input type="checkbox"/>	schön				
männlich	<input type="checkbox"/>	weiblich				
unfreundlich	<input type="checkbox"/>	freundlich				
reich	<input type="checkbox"/>	arm				

erfolglos	<input type="checkbox"/>	erfolgreich				
alt	<input type="checkbox"/>	jung				
intelligent	<input type="checkbox"/>	dumm				
rücksichtsvoll	<input type="checkbox"/>	rücksichtslos				
ungebildet	<input type="checkbox"/>	gebildet				
passiv	<input type="checkbox"/>	aktiv				

43 Englisch klingt

	1	2	3	4	5	
weich	<input type="checkbox"/>	hart				
unsicher	<input type="checkbox"/>	sicher				
nahe	<input type="checkbox"/>	unzugänglich				
zuverlässig	<input type="checkbox"/>	unzuverlässig				
entschlossen	<input type="checkbox"/>	unentschlossen				
modern	<input type="checkbox"/>	traditionell				
machtlos	<input type="checkbox"/>	mächtig				
unterhaltsam	<input type="checkbox"/>	langweilig				
hässlich	<input type="checkbox"/>	schön				
männlich	<input type="checkbox"/>	weiblich				
unfreundlich	<input type="checkbox"/>	freundlich				
reich	<input type="checkbox"/>	arm				
erfolglos	<input type="checkbox"/>	erfolgreich				
alt	<input type="checkbox"/>	jung				
intelligent	<input type="checkbox"/>	dumm				
rücksichtsvoll	<input type="checkbox"/>	rücksichtslos				
ungebildet	<input type="checkbox"/>	gebildet				
passiv	<input type="checkbox"/>	aktiv				

Sprachgesetzgebung

Gesetzgebung und das Verständnis davon in der Bevölkerung

44 Denken Sie, dass das Verwenden der estnischen Sprache durch die Gesetze in Deutschland unterstützt wird?

- Nein
 Ja
 Teilweise
 Ich weiß es nicht

Falls „Ja“ oder „Teilweise“, geben Sie bitte an, inwiefern:

45 Denken Sie, dass die Gesetze in Deutschland das Verwenden der estnischen Sprache behindern?

- Nein Ja Teilweise Ich weiß es nicht

Falls „Ja“ oder „Teilweise“, geben Sie bitte an, inwiefern:

46 Denken Sie, dass die Gesetze in Deutschland den Gebrauch und die Kenntnis mehrerer Sprachen an Ihrem Wohnort (Gemeinde/Stadt) unterstützen?

- Nein Ja Teilweise Ich weiß es nicht

Falls „Ja“ oder „Teilweise“, geben Sie bitte an, inwiefern:

47 Ist die Gesetzgebung in Deutschland in estnischer Sprache verfügbar?

- Nein Ja Teilweise Ich weiß es nicht

Falls „Ja“ oder „Teilweise“, geben Sie bitte an, inwiefern:

48 Gibt es in Deutschland eine gesetzliche Bestimmung für Estnisch als Unterrichtssprache an den Schulen?

- Nein Ja Teilweise Ich weiß es

Falls „Ja“ oder „Teilweise“, geben Sie bitte an, inwiefern:

49 Gibt es in Deutschland Gesetze bezüglich Unterricht über die estnische Sprache in Schulen?

- Nein Ja Teilweise Ich weiß es nicht

Falls „Ja“ oder „Teilweise“, geben Sie bitte an, inwiefern:

50 Werden alle SprecherInnen und die verschiedenen Sprachen in Ihrem Bezirk und in Deutschland gleich behandelt?

- Nein
- Ja
- Teilweise
- Ich weiß es nicht

Falls „Ja“ oder „Teilweise“, geben Sie bitte an, inwiefern:

Sprache und der Arbeitsmarkt

51 51 Gibt es eine Gesetzgebung oder Vorschriften in Deutschland, die die Kenntnis verschiedener Sprachen am Arbeitsmarkt unterstützen?

- Nein
- Ja
- Ich weiß es nicht

Falls „Ja“, geben Sie bitte an, inwiefern:

52 Welche Bedeutung hat Ihrer Meinung nach die estnische Sprache am Arbeitsmarkt in Deutschland? Geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen:

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
Wenn man Estnisch kann, ist es leichter, eine erste Arbeit zu finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Estnisch kann, ist es leichter, ein höheres Gehalt zu bekommen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Estnisch kann, ist es leichter, Karriere zu machen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Estnisch kann, ist es leichter, auf einen neuen Arbeitsplatz zu wechseln.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53 Geben Sie jetzt bitte an, welche Bedeutung Ihrer Meinung nach die deutsche Sprache am Arbeitsmarkt hat.

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
Wenn man Deutsch kann, ist es leichter, eine erste Arbeit zu finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Deutsch kann, ist es leichter, ein höheres Gehalt zu bekommen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Deutsch kann, ist es leichter, Karriere zu machen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Deutsch kann, ist es leichter, auf einen neuen Arbeitsplatz zu wechseln.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54 Geben Sie jetzt bitte an, welche Bedeutung Ihrer Meinung nach die englische Sprache am Arbeitsmarkt hat:

	Ich stimme völlig überein	Ich stimme eher zu	Kann ich schwer sagen	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
Wenn man Englisch kann, ist es leichter, eine erste Arbeit zu finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Englisch kann, ist es leichter, ein höheres Gehalt zu bekommen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Englisch kann, ist es leichter, Karriere zu machen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man Englisch kann, ist es leichter, auf einen neuen Arbeitsplatz zu wechseln.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sprachpflege und Korrektheit

55 Gibt es Institutionen (Vereine, Gesellschaften) oder Personen in Deutschland, die die estnische Sprache pflegen (entwickeln, fördern und reglementieren)?

- Nein Ja Ich weiß es nicht

Falls „Ja“, erklären Sie welche Institution(en) oder Person(en):

56 Gibt es Institutionen (Vereine, Gesellschaften) oder Personen in Deutschland, die die deutsche Sprache pflegen (entwickeln, fördern und reglementieren)?

- Nein Ja Ich weiß es nicht

Falls „Ja“, erklären Sie welche Institution(en) oder Person(en):

57 Gibt es eine reine / korrekte Version der estnischen Sprache?

- Nein Ja Ich weiß es nicht

Wenn „Ja“, wer spricht sie und wann? _____

58 Gibt es Bedarf, die estnische Sprache weiterzuentwickeln, um sozialen und öffentlichen Bedürfnissen gerecht zu werden?

- Nein Ja Ich weiß

59 Kann die estnische Sprache in den meisten Lebenssituationen verwendet werden?

- Ja
- Nein, bitte beantworten Sie: In welchen Situationen haben Sie das Gefühl, dass die estnische Sprache nicht ausreichend ist, um den nötigen Inhalt auszudrücken?

F. ÖFFENTLICHER SPRACHGEBRAUCH – PRIVATE VERWENDUNG

Sprachgebrauch und Revitalisierungsprozess

60 Gibt es in Deutschland Versuche, die estnische Sprache zu erhalten?

Ich weiß es nicht. Nein Ja, bitte beantworten Sie: Können Sie diese Bestrebungen / Versuche auflisten? _____

61 Wird die estnische Sprache in den folgenden Bereichen verwendet (in Deutschland, in Ihrer Region)?

	Nein	Ja	Ich weiß es nicht
Parlament	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polizeidienststelle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finanzamt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sozialversicherungsträger (Krankenkasse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arbeitsamt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Krankenhaus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gericht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ministerien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bezirks- /Gemeindeamt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bildungseinrichtungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printmedien (Zeitungen etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fernsehen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Werbung im öffentlichen Raum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Werbung in den Medien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. MEDIENKONSUM UND AKTIVER SPRACHGEBRAUCH IN (MODERNEN) MEDIEN

62 Wie oft konsumieren / verwenden Sie folgende Medien in den angegebenen Sprachen?

A. In Estnisch

	Täglich	Öfters in der Woche	Jede Woche	Jeden Monat	Seltener	Nie	Auf Estnisch nicht verfügbar
Ich lese Zeitungen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich lese Bücher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich besuche das Theater.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich besuche Konzerte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich höre Radio (Nachrichten, Gespräche usw.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich sehe fern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich höre Musik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich sehe Filme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich lese / sehe / höre Inhalte im Internet (Homepages, Nachrichtenseiten, Blogs, usw.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich verwende Software in dieser Sprache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe E-Mails.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Kurzmitteilungen (SMS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich verwende Soziale Medien (Facebook, Twitter, Chaträume, Internetdiskussionen, Boards etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich spiele interaktive Spiele am Computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Blogs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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B. In Deutsch

	Täglich	Öfters in der Woche	Jede Woche	Jeden Monat	Seltener	Nie	Auf Deutsch nicht verfügbar
Ich lese Zeitungen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich lese Bücher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich besuche das Theater.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich besuche Konzerte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich höre Radio (Nachrichten, Gespräche usw.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich sehe fern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich höre Musik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich sehe Filme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich lese / sehe / höre Inhalte im Internet (Homepages, Nachrichtenseiten, Blogs, usw.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich verwende Software in dieser Sprache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe E-Mails.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Kurzmitteilungen (SMS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich verwende Soziale Medien (Facebook, Twitter, Chaträume, Internetdiskussionen, Boards etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich spiele interaktive Spiele am Computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Blogs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Falls Sie nie andere Sprachen verwenden, endet die Befragung hier. Vielen Dank für Ihre Teilnahme!

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C. In Englisch / In Sprache _____

	Täglich	Öfters in der Woche	Jede Woche	Jeden Monat	Seltener	Nie	Auf Englisch nicht verfügbar
Ich lese Zeitungen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich lese Bücher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich besuche das Theater.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich besuche Konzerte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich höre Radio (Nachrichten, Gespräche usw.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich sehe fern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich höre Musik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich sehe Filme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich lese / sehe / höre Inhalte im Internet (Homepages, Nachrichtenseiten, Blogs, usw.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich verwende Software in dieser Sprache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe E-Mails.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Kurzmitteilungen (SMS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich verwende Soziale Medien (Facebook, Twitter, Chaträume, Internetdiskussionen, Boards etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich spiele interaktive Spiele am Computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Blogs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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D. In Sprache _____

	Täglich	der Woche	Jede Woche	Jeden Monat	Seltener	Nie	In dieser Sprache nicht verfügbar
Ich lese Zeitungen.	<input type="checkbox"/>						
Ich lese Bücher.	<input type="checkbox"/>						
Ich besuche das Theater.	<input type="checkbox"/>						
Ich besuche Konzerte.	<input type="checkbox"/>						
Ich höre Radio (Nachrichten, Gespräche usw.).	<input type="checkbox"/>						
Ich sehe fern.	<input type="checkbox"/>						
Ich höre Musik.	<input type="checkbox"/>						
Ich sehe Filme.	<input type="checkbox"/>						
Ich lese / sehe / höre Inhalte im Internet (Homepages, Nachrichtenseiten, Blogs, usw.)	<input type="checkbox"/>						
Ich verwende Software in dieser Sprache.	<input type="checkbox"/>						
Ich schreibe E-Mails.	<input type="checkbox"/>						
Ich schreibe Kurzmitteilungen (SMS).	<input type="checkbox"/>						
Ich verwende Soziale Medien (Facebook, Twitter, Chaträume, Internetdiskussionen, Boards etc.)	<input type="checkbox"/>						
Ich spiele interaktive Spiele am Computer.	<input type="checkbox"/>						
Ich schreibe Blogs.	<input type="checkbox"/>						
Anderes: _____	<input type="checkbox"/>						

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63 Aktiver Gebrauch von Sprache (Schreiben von Texten) und Kultur

A. In Estnisch

	Jeden Tag	Öfters in der Woche	Jede Woche	Jeden Monat	Seltener	Nie
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe literarische Texte (Gedichte,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich komponiere Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich singe Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich rezitiere Gedichte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin Mitglied bei einer Theatergruppe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. In Deutsch

	Jeden Tag	Öfters in der Woche	Jede Woche	Jeden Monat	Seltener	Nie
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe literarische Texte (Gedichte,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich komponiere Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich singe Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich rezitiere Gedichte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin Mitglied bei einer Theatergruppe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Falls Sie nie andere Sprachen verwenden, endet die Befragung hier. Vielen Dank für Ihre Teilnahme!

C. In Englisch / In Sprache _____

	Jeden Tag	Öfters in der Woche	Jede Woche	Jeden Monat	Seltener	Nie
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe literarische Texte (Gedichte,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich komponiere Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich singe Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich rezitiere Gedichte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin Mitglied bei einer Theatergruppe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. In Sprache _____

	Jeden Tag	Öfters in der Woche	Jede Woche	Jeden Monat	Seltener	Nie
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe Tagebuch oder Notizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich schreibe literarische Texte (Gedichte,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich komponiere Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich singe Lieder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich rezitiere Gedichte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin Mitglied bei einer Theatergruppe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vielen Dank für Ihre Teilnahme an der Befragung!