



EXPLORING OFFICIAL CERTIFICATIONS FOR ROMANCE MINORITY LANGUAGES IN THE EUROPEAN CONTEXT

Antony HOYTE-WEST

Independent Scholar, UK

Abstract

This article presents a brief overview of the official language certifications available for seven Romance minority languages which are spoken in Europe: Aragonese, Asturian, Catalan, and Galician (primarily spoken on the Iberian peninsula), Corsican and Occitan (spoken in France), and Romansh (spoken in Switzerland). As a component of a broader project which has previously examined official credentials for selected Celtic and Slavic languages, the study first outlines general information about the Romance language family and the minority and minoritised languages which are members of it, before giving a short overview of language certifications as well as the study's methodology and research questions. Subsequently, in adopting a similar approach to the previous analyses, each of the seven linguistic case studies is presented with the objective of obtaining core information about the types, levels, awarding institutions, and wider recognition relating to the certifications concerned. These findings are then discussed, after which some conclusions and additional research possibilities are offered.

Keywords: *language testing; Aragonese; Asturian; Catalan; Corsican; Galician; Occitan; Romansh*

INTRODUCTION

The Romance languages comprise one of the most important global language families, with over a billion speakers worldwide (Posner and Sala). Distinguished by their common descent from Latin, the principal language of the Roman Empire (Clackson 3), they are spoken across Europe, North and South America, Africa, and Oceania as native and additional languages (Posner and Sala). In addition, owing to their status as official and/or national languages of dozens of countries across the globe, major members of the family are well-represented among the official languages of regional and global international organisations. To give a few examples, French is an official language of the United Nations (UN), the European Union (EU), and the African Union (AU); Spanish is an official language of the UN, EU, and AU; Portuguese is an official language of both the AU and the EU; and Italian and Romanian are official languages of the EU.¹

Aside from these major representatives, several less widely spoken and minority languages also form part of the Romance family of languages. Often because of historical, cultural, and socio-political reasons, these languages have different levels of visibility and recognition within their respective polities. In the European context, these include examples such as Catalan, Occitan, and Galician; outside of Europe, these also encompass creole languages which were created by prolonged linguistic and sociocultural contacts between speakers of Romance languages with other language communities (Posner and Sala). Languages such as Haitian Creole and Cape Verdean Creole fall into this category, as do several of the French-based creoles which are also spoken in some of the independent nations in the Anglophone Caribbean.

In the light of international interest in language certifications and qualifications, this contribution aims to explore the official certifications available for those Romance minority languages spoken within Europe. In addition to providing the necessary context from a historical and sociocultural perspective, this article aims to provide an overview of the relevant credentials available for languages such as Catalan, Galician, Asturian, Occitan, and

¹ For more information, see African Union, “AU Languages”; European Union “Languages”; United Nations, “Official Languages”.

Corsican. It follows on directly from the author's previous studies on the topic, which have dealt with the relevant linguistic certifications offered for the modern Celtic languages (Breton, Cornish, Irish, Manx, Scottish Gaelic, and Welsh) (Hoyte-West "Official Language Certifications and the Celtic Languages") and have also profiled the qualifications available for those Slavic languages which are official languages of the EU and its institutions (Bulgarian, Croatian, Czech, Polish, Slovak, and Slovenian) (Hoyte-West "Exploring Official Language Certifications for Six Slavic Languages"). In common with these previous approaches, the focus here will be on analysing a range of open-access online resources to ascertain what the relevant available language certifications are, who the awarding body is, which levels are available, and finally the degree of accreditation that is offered. This information will be discussed and analysed in a comparative perspective, thereby providing an overview of the relevant certifications available for these selected Romance minority languages at present.

BRIEF REMARKS ON LANGUAGE CERTIFICATIONS

Certifications of linguistic skill in non-native languages have been around for centuries, and even the well-known Cambridge Proficiency Examination (CPE) in English dates back to 1913 (O'Sullivan 11). However, the credentialisation of education systems and labour markets means that at the present time, attestations of language knowledge are important for a wide range of reasons. Over the last couple of decades, the development and prompt uptake of the Common European Framework of Reference for Languages (CEFR) has offered a general comparative scheme for assessing and categorising linguistic proficiency across a range of parameters (Barni and Salvati). Launched by the Council of Europe at the beginning of the current century, the well-known six-level scale (A1/A2 Basic User; B1/B2 Independent User; C1/C2 Proficient User) has now become familiar worldwide (see Council of Europe). The CEFR has been updated and expanded over time (Byram), and is often employed by national and international language testing institutions in their examination procedures. Several of these institutions are represented among the membership of the Association for Language Testers in Europe (see ALTE "Our Full Members"),

which aims to ensure excellence in that sector through accreditation and monitoring procedures (see ALTE “Our Mission”).

With regard to the major Romance languages mentioned in the introduction to this article, many of the relevant internationally-accredited certifications are well-known in the educational sector and on the wider labour market. By way of example, in the European context these include the French state DELF/DALF diplomas (see Yücelin; Premat), the Spanish DELE diplomas offered by the Instituto Cervantes (see Garvida), the CAPLE Portuguese language qualifications offered by the University of Lisbon (see Mittelstadt, Schoffen, and Schlatter 5-6), the various Italian qualifications including the CILS and CELI diplomas offered by the Universities for Foreigners in Siena and Perugia (Torresan 53), and also the Romanian *Atestare a competențelor lingvistice de limbă română* (see Institutul Limbii Române), among others.

Apart from these qualifications for major languages, certifications for less widely spoken Romance languages are also available. Yet, as also mentioned in the author’s other research, minority and minoritised language certifications remain understudied, especially in comparative contexts. Hence, in common with those previous publications (Hoyte-West “Official Language Certifications and the Celtic Languages”; Hoyte-West “Exploring Official Language Certifications for Six Slavic Languages”), the qualifications for Romance minority languages profiled in this overview are those which prove the linguistic proficiency of adult examination candidates – i.e., a snapshot of an individual’s linguistic performance at a given point in time. This means that though preparatory pre-examination courses may be available, enrolment for these qualifications does not require any prior participation in any particular course or training programme.

RESEARCH APPROACH

There is of course a wide variety of research on how the various Romance minority languages spoken in Europe are used in educational contexts. Similarly to a range of other vulnerable languages on the continent, the series of regional dossiers published under the auspices of the Netherlands-based Mercator Institute also examine the educational offerings for several languages potentially relevant to the present study. These include publications on the usage

of Aragonese (Martínez Cortés and Paricio Martín), Asturian (González-Riaño and Fernández Costales), Catalan (Areny, Mayans, and Forniés; Sanchez and Hawkey), Corsican (Arrighi), Friulian (Bier, Zanello, and Ottogalli), Galician (Costas and Expósito-Loureiro), Ladin (Verra), Occitan (Escudé), and Romansh (Gross) in primary, secondary, tertiary, vocational, and adult educational milieux. With the focus of this study on certifications, additional online desk-based preliminary research (see Bassot) identified that several – but not all – of these languages had also developed linguistic credentials or qualifications relevant to the scope of this analysis.

As such, information was obtained for seven Romance minority languages – four spoken on the Iberian peninsula (Aragonese, Asturian, Catalan, and Galician), two within France (Corsican and Occitan), and one within Switzerland (Romansh). As will be outlined later, the relevant sources were in a range of languages, comprising not only the selected minority languages but also the national languages of the relevant countries. Though the present study is designed to be as comprehensive as possible, at this point, it is also worthy to highlight the evolving characteristics of the development and uptake of such qualifications. Indeed, these are often based on relevant professional, educational, or other demands, and in common with all aspects of language testing often require considerable preparation and effort. In addition, given the potentially limited demand for such certifications compared to major international languages such as French and Spanish, additional factors to be considered may also include the need for familiarising teachers, examiners, and students with the necessary credentials. Thus, the following four research questions posited for the study are derived from the author's previous comparative work (see Hoyte-West "Official Language Certifications and the Celtic Languages" 189; Hoyte-West "Exploring Official Language Certifications for Six Slavic Languages" 288):

- i. What are the relevant language certifications available for the selected Romance minority languages?
- ii. Who is the awarding body for the relevant certification?
- iii. Which levels are available for certification?

- iv. What degree of recognition do these certifications have at the national and/or international level?

OVERVIEW OF CERTIFICATIONS FOR ROMANCE MINORITY LANGUAGES

Catalan

The traditional Catalan-speaking lands are found in the northeastern Iberian peninsula along the Mediterranean coast. Catalan is one of Spain's co-official languages and therefore has official status alongside Castilian Spanish in Catalonia, the Valencian Community (where the language is known as Valencian) and the Balearic Islands. It is also the official language of the tiny Pyrenean state of Andorra, and is spoken in pockets of France and Italy (Sardinia) too (Areny, Mayans, and Forniés 6; Sanchez and Hawkey 6)

With estimated figures ranging from around nine million up to around thirteen million speakers (Sanchez and Hawkey 6; Areny, Mayans, and Forniés 8), Catalan has certainly recovered its strong linguistic and cultural vitality which was suppressed during the Franco era in the mid-20th century. At the time of writing, similarly to Spain's other co-official languages, there are calls for Catalan to be recognised at the supranational level through making it an additional official language of the EU and its institutions (see Spanish Presidency of the Council of the European Union). Noting the specific nature of the domestic political situation concerning Catalan following the contentious referendum of 1 October 2017 on Catalonia's independence (see López and Sanjaume-Calvet), arguments in favour of this notion advance the position that other bilingual and multilingual EU member states have successfully sought to have additional official languages recognised. For example, this was the case of Malta and Ireland with Maltese and Irish respectively (see Hoyte-West "On the Road to Linguistic Equality"), though these two languages may be considered as having a lower number of overall speakers than Catalan.

Since the restoration of democracy, language policy regarding Catalan has become an important part of public life, and is officialised through various governmental, educational, and other means (Areny, Mayans, and Forniés 9-14). With the use and visibility of the language important in the relevant geographical areas for educational and professional reasons, language certifications play an important role in validating a speaker's competence and

skills – indeed, this is true even for those with native or near-native/L1 competency. In fulfilling this need, the linguistic certifications available within Spain and Andorra are offered by five different organisations corresponding to the relevant geographical areas and have done so for many years (Areny, Mayans, and Forniés 58-59). Of this number, the qualifications offered by these four institutions (the Generalitat de Catalunya (Catalan Government), the Govern Illes Balears (the Government of the Balearic Islands), the Generalitat Valenciana (the Government of the Valencian Community), and the Govern d'Andorra (the Government of Andorra) are largely aimed at native-level speakers of the language. The fifth institution, as briefly profiled elsewhere (Hoyte-West, “Exploring Official Certifications for Irish, Upper Sorbian, and Catalan”), is the Institut Ramon Llull, which among other things offers examinations for speakers (typically learners of the language) residing outside of the areas where Catalan is spoken as an official or co-official language.

As detailed on the relevant websites, the qualifications are known variously as *Certificats de català* (see Generalitat de Catalunya “Certificats de català”; Institut Ramon Llull; and CAIB), as *Certificats de coneixements de valencià* in the Valencian Community (see Junta Qualificadora de Coneixements de Valencià), and as *Diplomes oficials de llengua catalana* in Andorra (see Govern d'Andorra). They are typically available from the CEFR A2 to C2 levels, and each is conceived as an independent qualification. The Andorran suite of certifications also offers a CEFR A1-level examination, the *Nivell A1: Diploma d'usuari basic*, and the Balearic Islands and Valencian-based certifications also make provision for post-CEFR C2 level certifications in Catalan administrative language – i.e., with a focus on correcting, editing, and revision.

With regard to recognition, all of the certificates are mutually recognised, and are also fully integrated with the secondary and tertiary education systems of the relevant provinces. As such, under specific circumstances (e.g., via completing a qualification such as a high school diploma or an undergraduate degree in Catalan philology), the certifications can also be awarded via validation of previous studies (for example, see Generalitat de Catalunya “Equivalències i acreditacions”). In addition to this national recognition within both Spain and Andorra, international recognition of the certifications awarded by the Generalitat de Catalunya and the Institut Ramon

Llull is also demonstrated by the awarding institutions' membership status with ALTE (see ALTE "Our Full Members").

Galician

Similarly to Catalan, Galician is also one of Spain's co-official languages and thus bilingual status with Spanish in the northwestern province of Galicia. Closely related to Portuguese, Galician has a lengthy pedigree as a literary language, enjoying special prominence during the medieval era as a language of poetry and troubadours, yet despite a resurgence of linguistic and cultural awareness in the mid-nineteenth century, it was largely proscribed during the Franco years, in common with Spain's other non-Castilian languages (Costas and Expósito-Loureiro 6-7). Nowadays, however, successive language policy initiatives to promote and promulgate the language over the past few decades have been broadly successful (Monteagudo 3-4). As a result, Galician is widely used as a vehicular language in Galicia, and – with around 2 million speakers – there are also current calls for it to be made an additional official EU language (see Spanish Presidency of the Council of the European Union).

Similarly to the Catalan case, qualifications in Galician are often required for educational, professional, and administrative purposes and have been offered for a number of years. With Galician centred primarily in one province of Spain, the sole certification available is the CELGA – Certificado de Estudos de Lingua Galega (see Xunta de Galicia). The qualification is awarded by the Xunta de Galicia, the Galician Parliament, and is available at five CEFR levels. Each level consists of an independent certification, ranging from CELGA 1 (pitched at CEFR A2) to CELGA 5 (which evaluates the CEFR C2 level). The first four levels (CELGA 1 to 4) are obtained principally via examination, but also – similarly to the case of the Catalan qualifications – can be achieved through validation of previous relevant studies. For example, as detailed by Costas and Expósito-Loureiro (37), all students completing Galician-language secondary school can receive the CELGA 4 qualification in this manner. Interestingly, as observed by the author elsewhere (Hoyte-West "Scaling Olympus" 83), the highest level (CELGA 5) is in fact only available through validation of previous studies, mainly via the completion of a specific number of ECTS credits or an undergraduate degree in Galician philology (Costas and Expósito-Loureiro 41).

The CELGA qualifications are fully recognised within Spain, and are also internationally accredited by ALTE (see ALTE “Our Full Members”).

Asturian

Unlike Galician and Catalan, Asturian - the third language profiled here – is not a co-official language of Spain. Closely related to the Mirandese language spoken in northern Portuguese, Asturian is spoken in northwestern Spain in the Principality of Asturias, and in the past was often known pejoratively as ‘babel’; however, recent decades have witnessed growing efforts to revitalise the language (González-Riaño and Fernández Costales 5-12). To that end, Asturian has been standardised and codified by the *Academia de la Llingua Asturiana*, a scholarly academy founded by the Asturian regional government to promote the language and encourage research and practice regarding the language and its speakers. In this regard, though efforts have been ongoing for some years (see Galán) to develop language certifications to attest speakers’ proficiency – these do not seem to be currently in line with the CEFR. Noting the demand-driven nature of language certifications, in 2024 just one level appears to be available for candidates: the *Prueba de conocencia* which certifies a “*nivel llingüísticu elemental d’asturianu*” – i.e., an elementary level of the language (see *Academia de la Llingua Asturiana*). However, past reports from regional media sources do detail that other levels have previously been offered by that institution (see miGijón), but at the time of writing, no information about these appears to be available on the official website.

Nonetheless, a further certification option has been on offer over the past three years – the *Prueba de certificación de Llingua Asturiana*. In 2024, this covers the CEFR A2, B2, and C1 levels (the A2 examination is being offered for the first time), and is promoted on the website of an education-based trade union (see ANPE Asturias). In terms of recognition, both qualifications appear to be currently accredited only at the local level, though as the revitalisation of the language continues to increase in pace, the importance of such certifications may of course become more heightened in the next few years, with corresponding possibilities for further research.

Aragonese

Like Asturian, Aragonese is not a co-official language of Spain, but it is also undergoing a radical revitalisation process. Historically spoken in the province of Aragon, over the last few years efforts to increase the use of the language in education in the province have accelerated (Martínez Cortés and Paricio Martín 15-21). However, as recently as 2017, no standardised examination to “prove one’s official level of Aragonese” (Martínez Cortés and Paricio Martín 42) was on offer. However, efforts to create certifications at A2, B1, and B2 levels were in progress (López Susín 220-221); in 2019, the EOI (*Escuela Oficial de Idiomas*) in Zaragoza offered CEFR B1, B2, and C1 examinations in Aragonese in 2019 which attracted a large number of candidates (Fau Blimming 7-8) and over 160 people received a certification (Heraldo de Aragón). Recent sessions have additionally seen certification testing at the CEFR C1 level (Ivars).

Given their suitability for use in teaching the language in schools, these qualifications are regionally accredited; however, at present they do not seem to have international accreditation. Nonetheless, in common with the schemes for Asturian, these nascent certification options can certainly be viewed as an encouraging step forward in the recognition and revitalisation of these previously minoritised languages.

Corsican

The Corsican language is spoken on the island of Corsica, which although incorporated as two departments of metropolitan France has a strong identity and culture of its own. The use and promotion of Corsican in education and public life was discouraged in the past (Arrighi 4), and even nowadays the use of autochthonous non-French languages may often be regarded as politically sensitive issues, though – as also detailed in the author’s profile of the Celtic languages (Hoyte-West “Official Language Certifications and the Celtic Languages” 187) - amendments to this approach have been discussed over the last few years and formalised through recent legal measures.

The independent official certification for Corsican is the *Certificatu di lingua corsa* (CLC) and has been offered since 2012 (Arrighi 26). It is organised by the Groupements d’Établissements et Centres de Formation d’Apprentis de

l'Académie de Corse (GR.ETA) as well as the Academie de Corse, the island's scholarly academy. Unlike the other qualifications previously profiled in this study, the assessment for the CLC consists of a single test which covers five levels of the CEFR (A1 to C1). The examination can be offered to candidates either at the end of a specific training programme (such as a Corsican language course), or on an à la carte basis (see France Compétences; Certificatu di Lingua Corsa). Indeed, around 200 candidates sit the examination every year (Arrighi 27) and in terms of recognition, the CLC is recognised by the French government for continuing professional development purposes; further national or international recognition does not appear to be extant at present.

Occitan

Occitan is primarily spoken in rural areas across southern France by an estimated one to two million people (Escudé 8). Similarly to Galician, it enjoyed a degree of prestige in medieval times, but – as with other minority languages spoken in metropolitan France, decades of centralisation, proscription, and other factors have affected its continuing vitality. Nonetheless, the language is making a comeback in educational institutions, being taught at several universities (Escudé 39-40) and is promoted by relevant cultural institutes. The relevant qualification available for Occitan is the *Diplôme de Compétence en Langue* (DCL), which is an official diploma which is awarded by the Ministry of Education in a range of different languages (see Ministère de l'Éducation nationale et de la jeunesse). Together with Breton (see Hoyte-West “Official Language Certifications and the Celtic Languages” 190-191), Occitan falls under the “regional languages” specialisation, and has been awarded following the ministerial decree of 13 December 2010 (Escudé, 46). Similarly to the Corsican certification, the DCL is based on a single test, which covers four levels of the CEFR (A2 to C1) and places candidates within a particular level based on their overall performance. In terms of recognition, the DCL in Occitan is fully accredited by the French state, with all the benefits this entails for educational and professional purposes. In addition, the qualification is also highly subsidised, so 80% of the enrolment fee is covered for test-takers (see L'Ofici public de la lenga occitana).

Romansh

Romansh is one of the four official languages of Switzerland, and is the smallest in numerical terms. It is spoken in the southeastern portion of the country, in the canton of Grisons and is distinguished by a number of different dialects (Gross 6-7). Certification for Romansh proficiency is accredited through the Fide system, under the auspices of the Swiss migration authorities. The qualification is known as the *Examen da rumantsch*, and a distinction is made between the provision of written and oral examination in the language. Accordingly, written examinations are available at the CEFR A1 and A2 levels, and oral examinations are available at CEFR A2 and B1 levels; higher levels do not appear to be offered at present (Fide “Examens da rumantsch”).

With Romansch being highly dialectal, examinations are organised which cover the five principal dialects of Sursilvan, Sutsilvan, Surmiran, Puter and Vallader, as well as in the standardised form of Rumantsch Grischun. The certifications are fully recognised by the authorities of the Swiss Confederation, and thus can be used for a range of various official purposes, such as to obtain Swiss citizenship through naturalisation or to fulfil residency requirements. However, broader international recognition of these Romansh qualifications does not appear to have been obtained (Fide “Examens da rumantsch”; “Fide Rumantsch”).

DISCUSSION, CONCLUDING REMARKS, AND ADDITIONAL RESEARCH POSSIBILITIES

This exploratory overview has presented certifications for seven Romance minority languages: Catalan, Galician, Asturian, and Aragonese (all spoken primarily on the Iberian peninsula); Corsican and Occitan (spoken within the territory of metropolitan France); and Romansh, Switzerland’s fourth official language. The selected certifications include the *Certificats de català/ Certificats de coneixements de valencià/ Diplomes oficials de llengua catalana* for Catalan, the CELGA qualifications for Galician, the *Prueba de conocencia* and the *Prueba de certificación* for Asturian, the newly-developed certification for Aragonese, the CLC for Corsican, the DCL in Occitan, and the *Examens de rumantsch* for Romansh.

In terms of the awarding bodies represented, the overwhelming majority of certifications are linked to official government bodies or institutions in their respective regions and nations. Accordingly, the certifications are generally recognised, either solely at the local level or also at the national level too – i.e., by either Andorra, France, Spain, or Switzerland. In addition, the institutions behind two of the certification schemes for Catalan (offered by the Generalitat de Catalunya and the Institut Ramon Llull), as well as the CELGA examination for Galician, are also represented among the Full Members of ALTE, which consequently denotes recognition at the international level.

Of the seven languages represented, the vast majority of the certifications are aligned to the CEFR, with the partial exception of Asturian. For the most part, the examinations consist of independent credentials pitched at specific levels, though the tests for Corsican and Occitan span a range of proficiency levels. In terms of the CEFR levels covered, these mostly span A2 to C1 level – i.e., from the post-beginner level up until effective operational proficiency, though Romansch notably had a much more limited range. Indeed, qualifications at either end of the framework requiring very basic (CEFR A1) or very advanced (CEFR C2) language skills are less common, which may be due to reduced demand from candidates, employers and educational organisations.

To make a brief comparison with the certification schemes for the Celtic languages, the scope and recognition of the schemes available for Catalan, Galician, Occitan, and Corsican can be said to be comparable to those available for Breton, Irish, and Welsh; in other words, that they are well-established and available across a range of levels. However, it must be underscored that this overview of certifications for Romance minority languages is only exploratory, and a great deal of additional research is required to provide a more detailed portrait of the various certifications. Similarly to the suggestions posited for the author's other studies, these could include interviews and surveys involving the relevant institutions and stakeholders. In the case of the newer certifications for Asturian and Aragonese, field research could prove valuable in finding out further details about the vision, scope, and strategy for developing and promoting such certification examinations, particularly with regard to the ongoing revitalisation processes for both of these languages and the importance of improving awareness-raising in this regard.

Subsequent research could also examine case studies of other Romance minority languages spoken in Europe which, though also historically marginalised, have had a resurgence over the last few years and for which courses at school and university-level have either been developed or are in the process of development, but which lack official certification examinations. Relevant languages could potentially include, for example, Friulian (see Bier, Zanollo, and Ottogalli; Bizjak), as well as Sardinian (see Acadèmia de su Sardu). As such, this could also lead to discussions and initiatives to encourage the creation of similar qualifications for these languages, thereby fostering the potential development of official certifications for additional Romance minority languages beyond those profiled in this exploratory overview.

Works Cited

- Academia de la Llingua Asturiana. "Prueba de conocencia." <https://alladixital.org/pruebas-de-conocencia-de-la-llingua-asturiana/>. Accessed 10 April 2024.
- Acadèmia de su Sardu. "Mission." <https://www.academiadesusardu.org/chi-siamo-3/mission/>. Accessed 10 April 2024.
- African Union. "AU Languages." <https://au.int/en/about/languages>. Accessed 10 April 2024.
- ALTE. "Our Full Members." <https://www.alte.org/Our-Full-Members>. Accessed 10 April 2024.
- ALTE. "Our Mission." <https://www.alte.org/Mission>. Accessed 10 April 2024.
- ANPE Asturias. "Pruebas certificación de Llingua Asturiana B2 / C1." <https://anpeasturias.es/notices/165339/Pruebas-certificaci%C3%B3n-de-Llingua-Asturiana-B2--C1>. Accessed 10 April 2024.
- Areny, Maria, Pere Mayans, and David Forniés. *Catalan: The Catalan Language in Education in Spain*. Mercator European Research Centre on Multilingualism and Language Learning, 2013. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/catalan_in_spain_2nd.pdf. Accessed 10 April 2024.
- Arrighi, Jean-Marie. *Corsican: The Corsican Language in Education in France*. Mercator European Research Centre on Multilingualism and Language Learning, 2024. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/corsican_in_france_2nd.pdf. Accessed 10 April 2024.
- Barni, Monica, and Luisa Salvati. "The Common European Framework of Reference (CEFR)." *Language Testing and Assessment. Encyclopedia of Language and Education*, edited by Elana Shohamy, Iair G. Or, and Stephen May. Springer, 2017, pp. 417-426. https://doi.org/10.1007/978-3-319-02261-1_29
- Bassot, Barbara. *Doing Qualitative Desk-Based Research: A Practical Guide to Writing an Excellent*

- Dissertation. Policy Press.
- Bier, Ada, Gabriele Zanello, and Antonella Ottogalli. *Friulian: The Friulian language in education in Italy*. Mercator European Research Centre on Multilingualism and Language Learning, 2024. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/friulian_in_italy_2nd_2024.pdf. Accessed 10 April 2024.
- Bizjak, David. "Perspectives for the Use of Lesser-Spoken Languages in Academic Contexts: The Example of Friulian." *Discourses on Culture*, vol. 11, 2019, pp. 155-172. <https://doi.org/10.36145/DoC2019.08>
- Byram, Michael. "Reflections on Working for the Council of Europe." *Chuzhdoezikovo Obuchenie – Foreign Language Teaching*, 51(1), 2024, pp. 9-20. <https://doi.org/10.53656/for2024-01-01>
- CAIB. "Certificats" <https://www.caib.es/sites/catalaebap/ca/certificats/>. Accessed 10 April 2024.
- Certificatu di Lingua Corsa. "Certificatu di Lingua Corsa." <https://www.certificatu.fr/index.html>. Accessed 10 April 2024.
- Clackson, James. "Latin as a Source for the Romance languages." *The Oxford Guide to the Romance Languages*, edited by Adam Ledgeway and Martin Maiden, Oxford University Press, 2016, pp. 3-13. <https://doi.org/10.1093/acprof:oso/9780199677108.003.0001>
- Costas, Xosé-Henrique, and Andrea Expósito-Loureiro. *Galician: The Galician Language in Education in Spain*. Mercator European Research Centre on Multilingualism and Language Learning, 2016. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/galician_in_spain_2nd.pdf. Accessed 10 April 2024.
- Council of Europe. "The CEFR levels." <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>. Accessed 10 April 2024.
- Escudé, Pierre. *Occitan: The Occitan Language in Education in France*. Mercator European Research Centre on Multilingualism and Language Learning, 2019. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/occitan_in_France_2nd.pdf. Accessed 10 April 2024.
- European Union. "Languages." https://european-union.europa.eu/principles-countries-history/languages_en. Accessed 10 April 2024.
- Fau Blimming, Erik. *The Aragonese Resistance: A Qualitative Study on the Attitudes and Motivations of New Speakers of an Endangered Language in Zaragoza*. Unpublished Master's thesis, Uppsala University, 2019.
- Fide. "Examens da rumantsch." <https://fide-service.ch/en/proofs/rumantsch>. Accessed 10 April 2024.
- Fide. "Fide rumantsch: Examen da rumantsch (rumantsch grischun)." https://fide-info.ch/doc/1703/fideRM_ReglamentRumantschGrischun.pdf. Accessed 10 April 2024.
- France Compétences. "Répertoire spécifique: Certificat de langue corse – Certificatu di lingua corsa." <https://www.francecompetences.fr/recherche/rs/5204/%3Ca%20target=/>. Accessed 10 April 2024.
- Galán, Inaciu. "Adautación del enseñu d'asturianu al Marcu común européu de referencia pa llingües (MCER)." *CURS*, vol. 8, 2014, pp. 60-69.

- Garvida, Mignette M. "A Review of Diplomas de Español como Lengua Extranjera (DELE)." *International Journal of Pedagogies and Learning*, vol. 5, no. 1, 2009, pp. 4-10. <https://doi.org/10.5172/ijpl.5.1.4>
- Generalitat de Catalunya. "Certificats de català." https://llengua.gencat.cat/ca/serveis/acreditacio_coneixements/certificats_de_catala/. Accessed 10 April 2024.
- Generalitat de Catalunya. "Equivalències i acreditacions." https://llengua.gencat.cat/ca/serveis/acreditacio_coneixements/certificats_de_catala/equivalencies-acreditacions/. Accessed 10 April 2024.
- González-Riaño, Xosé Antón, and Alberto Fernández Costales. *Asturian: The Asturian Language in Education in Spain*. Mercator European Research Centre on Multilingualism and Language Learning, 2014. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/asturian_in_spain_2nd.pdf. Accessed 10 April 2024.
- Govern d'Andorra (2023). "Exàmens oficials de llengua catalana, nivells A1, A2, B1, B2, C1 i C2." <https://www.educacio.ad/examens-oficials/examens-oficials-de-llengua-catalana-nivells-a1-a2-b1-b2-c1-i-c2>. Accessed 10 April 2024.
- Gross, Manfred. *Romansh: The Romansh Language in Education in Switzerland*. Mercator European Research Centre on Multilingualism and Language Learning, 2017. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/romansh_in_switzerland.pdf. Accessed 10 April 2024.
- Heraldo de Aragón. "Los exámenes de lengua aragonesa convocan a 500 personas" (20 April 2019). <https://www.heraldo.es/noticias/aragon/2019/04/20/los-examenes-de-lengua-aragonesa-convocan-a-500-personas-1310331.html>. Accessed 10 April 2024.
- Hoyte-West, Antony. "On the Road to Linguistic Equality? Irish and Maltese as Official EU Languages." *Discourses on Culture*, vol. 11, 2019, pp. 99-111. <https://doi.org/10.36145/doc2019.05>
- Hoyte-West, Antony. "Exploring Official Certifications for Irish, Upper Sorbian, and Catalan: Implications for the Diaspora." *Endangered Languages and Diaspora. XXV Annual Conference – Proceedings*. Foundation for Endangered Languages. Tirana, 16-19 December 2021, edited by Eda Derhemi. Foundation for Endangered Languages & Center for Research and Publications on Arbëresh, 2021, pp. 248-253.
- Hoyte-West, Antony. "Official Language Certifications and the Celtic Languages: An Overview of Relevant Offerings." *Analele Universității „Ovidius” Constanța. Seria Filologie*, vol. 34, no. 1, 2023, pp. 183-200.
- Hoyte-West, Antony. "Exploring Official Language Certifications for Six Slavic Languages." *Linguistic Problems*, vol. 3, 2023, pp. 298-304.
- Hoyte-West, Antony. "Scaling Olympus: Exploring Official Language Certifications at the CEFR C2 Level." *Ezikov Svyat (Orbis Linguarum)*, vol. 21, no. 2, 2023, pp. 78-87. <https://doi.org/10.37708/ezs.swu.bg.v21i2.10>
- Institut Ramon Llull. "Certificats de català." https://www.llull.cat/catala/aprendre_catala/certificats_normativa.cfm. Accessed 10

- April 2024.
- Institutul Limbii Române. “Atestate.” <https://www.ilr.ro/atestare/>. Accessed 10 April 2024.
- Ivars, Camino. “Primera prueba de certificación de nivel Avanzado C1 del aragonés: “Es un hito histórico.”” *Heraldo de Aragón* (17 November 2022). <https://www.heraldo.es/noticias/aragon/2022/11/16/primera-prueba-de-certificacion-de-nivel-avanzado-c1-del-aragones-es-un-hito-historico-1612829.html>. Accessed 10 April 2024.
- Junta Qualificadora de Coneixements de València. “Informació sobre els certificats de valencià.” <https://jqcv.gva.es/va/informacio-certificats-valencia>. Accessed 10 April 2024.
- L’Ofici public de la lenga occitana. “Certificar vòstras competéncias en occitan.” <https://www.ofici-occitan.eu/oc/desiratz-certificar-vostras-competencias-en-occitan/>. Accessed 10 April 2024.
- López Susín, José Ignacio. “Politica linguistica en Aragon. Estado de la cuestion. *Lenguas minoritarias en Europa y estandarizacion*, edited by Javier Giralt Latorre and Francho Nagoe Laín, 2018, pp. 209-229.
- López, Jaume, and Marc Sanjaume-Calvet. “The Political Use of De Facto Referendums of Independence in the Case of Catalonia”. *Representation*, vol. 56, no. 4, 2020, pp. 501-519. <https://doi.org/10.1080/00344893.2020.1720790>
- Martínez Cortés, Juan Pablo and Santiago J. Paricio Martín. *Aragonese: The Aragonese Language in Education in Spain*. Mercator European Research Centre on Multilingualism and Language Learning. 2017. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/aragonese_in_spain.pdf. Accessed 10 April 2024.
- miGijón. “Convocada para el 28 de mayo la prueba de conocimiento de asturiano de la Academia de la Llingua” (15 May 2022). <https://migijon.com/convocada-para-el-28-de-mayo-la-prueba-de-conocimiento-de-asturiano-de-la-academia-de-la-llingua/>. Accessed 10 April 2024.
- Ministère de l’Éducation nationale et de la jeunesse. “Le diplôme de compétence en langue.” <https://www.education.gouv.fr/le-diplome-de-competence-en-langue-dcl-2978>. Accessed 10 April 2024.
- Mittelstadt, Daniela Donedá, Juliana Roquele Schoffen, and Margerete Schlatter. “Cultura e diversidade no ensino de português como língua adicional.” *BELT – Brazilian English Language Teaching Journal*, vol. 10, no. 1, e34390, 2019, pp. 1-15. <https://doi.org/10.15448/2178-3640.2019.1.34390>
- Monteagudo, Henrique. “Commentary: Language Policy in Galicia, 1980-2020. An Overview.” *Journal on Ethnopolitics and Minority Issues in Europe*, vol. 23, no. 1, 2024, pp. 1-20. <https://doi.org/10.53779/XPLM3788>
- O’Sullivan, Barry. “A Brief History of Language Testing.” *The Cambridge Guide to Second Language Assessment*, edited by Christine Coombe, Peter Davidson, Barry O’Sullivan, and Stephen Stoyhoff, Cambridge University Press, 2012, pp. 9-19.
- Posner, Rebecca, and Marius Sala. “Romance Languages”. *Encyclopedia Britannica*, <https://www.britannica.com/topic/Romance-languages>. Accessed 10 April 2024.

- Premat, Christophe. "Les conditions du succès aux épreuves de DELF/DALF en Suède." *Synergies Pays Scandinaves*, vol. 14, 2020, pp. 35-45.
- Sanchez, Daniel and James Hawkey. *Catalan: The Catalan Language in Education in France*. Mercator European Research Centre on Multilingualism and Language Learning, 2019. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/catalan_in_france_2nd.pdf. Accessed 10 April 2024.
- Spanish Presidency of the Council of the European Union. "The Council will Continue Working On Spain's Request to make Catalan, Basque and Galician Official in the EU" (19 September 2023). <https://spanish-presidency.consilium.europa.eu/en/news/council-will-continue-working-spain-request-make-catalan-basque-galician-official-eu/>. Accessed 10 April 2024.
- Torresan, Paolo. "Some Critical Issues in Tests Taken From CELI and CILS Certifications." *The Journal of V. N. Karazin Kharkiv National University. Series: Foreign Philology. Methods of Foreign Language Teaching*, vol. 82, 2015, pp. 53-59.
- United Nations. "Official Languages". <https://www.un.org/en/our-work/official-languages>. Accessed 10 April 2024.
- Verra, Roland. *Ladin: The Ladin Language in Education in Italy*. Mercator European Research Centre on Multilingualism and Language Learning, 2016. https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/ladin_in_italy_2nd.pdf. Accessed 10 April 2024.
- Xunta de Galicia. "CELGA." <https://www.lingua.gal/o-galego/aprendelo/celga>. Accessed 10 April 2024.
- Yücelisin, Yaprak. "Un aperçu sur les diplômes de langue française: DELF-DALF". *Synergies Turquie*, vol. 2009, no. 2, 2009, pp. 139-144.

BIONOTE

Antony HOYTE-WEST is an interdisciplinary researcher focusing on linguistics, literature, and translation studies. He is particularly interested in historical and contemporary language policy, sociological aspects of the translation and interpreting professions, literary translation studies, and institutional translation and interpreting. A qualified translator and conference interpreter from several languages into his native English, he holds a doctorate in linguistics and postgraduate degrees in languages and social sciences from the universities of St Andrews, Oxford, Galway, and Silesia, as well as two diplomas in piano performance. He is the author of forty-six publications and has presented his research at international conferences in a range of countries.

E-mail: antony.hoyte.west@gmail.com