English in Slovenia: status, functions, and features

ŠPELA MEŽEK

Slovenia, like many former Eastern bloc countries, is now coming to terms with the increasing popularity of English

Introduction

Today English is the most widely used foreign language in Europe.[1] It is used in business, education, science, the media, advertisements, music, graffiti, and in many other places, although its greatest use can be found in commerce, culture, science and education (Phillipson, 2003). The presence of English is felt more in some parts of Europe than in others, however. In the Scandinavian countries, for example, English manifests itself in all parts of society and the knowledge of English is so high that some consider it a second language (McArthur, 1996). In Eastern Europe, the acquisition and use of English has traditionally not been as widespread, although in recent years, the picture has changed greatly, as English has become more and more popular in what were formerly Eastern bloc countries.

In many ways Slovenia has been following the trends in other Central and Eastern European countries. The influence of English has been growing since the Second World War and in particular after the end of the Cold War. Its influence has intensified even more after Slovenia became an independent country. Today, Slovenes feel both cautious and enthusiastic about English. There is extensive legislation to protect the Slovene language, while at the same time there is a 'certain enthusiasm for both "western" ideas and the world language, English' (Schlick, 2003: 4).

The history of foreign language teaching and learning in Slovenia

Foreign language teaching in Slovenia was strongly influenced by the ruling powers at various times in history. Throughout long periods, Slovene lands were ruled by German- and Italian-speaking countries, so it was German or Italian, with an addition of Latin, that were the dominant foreign languages. In the twentieth century it was Serbo-Croatian[2] that became an important foreign language, as it was considered a *lingua franca* in Yugoslavia and earlier state formations of Yugoslavia. English, which is the most important foreign language taught in Slovenia today, was introduced in education after the Second World War, and has only recently become important.

Slovenes first came in contact with English during the rise of the British political and economic power in the seventeenth and eighteenth century (Sicherl, 1999: 9). During that time, Slovene writers started reading British authors. In the nineteenth century, English was taught as a subject in only a few schools, including an academy in Trieste, *Realna in navtična akademija v Trstu*, where English was taught as early as 1817 (Schmidt, 1988a: 236–7), and a trade school in Ljubljana, *Mahrova trgovska šola*, where English was taught as an optional subject from 1834–5 (Schmidt, 1988a: 244–5; 1988b: 129). However, it was only in the



ŠPELA MEŽEK has just finished her MA thesis on English in Slovenia. Now she is working as a research assistant at the Department of English, Stockholm University. Email: spela.mezek@english.su.se

doi:10.1017/S0266078409990423

 © 2009 Cambridge University Press

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

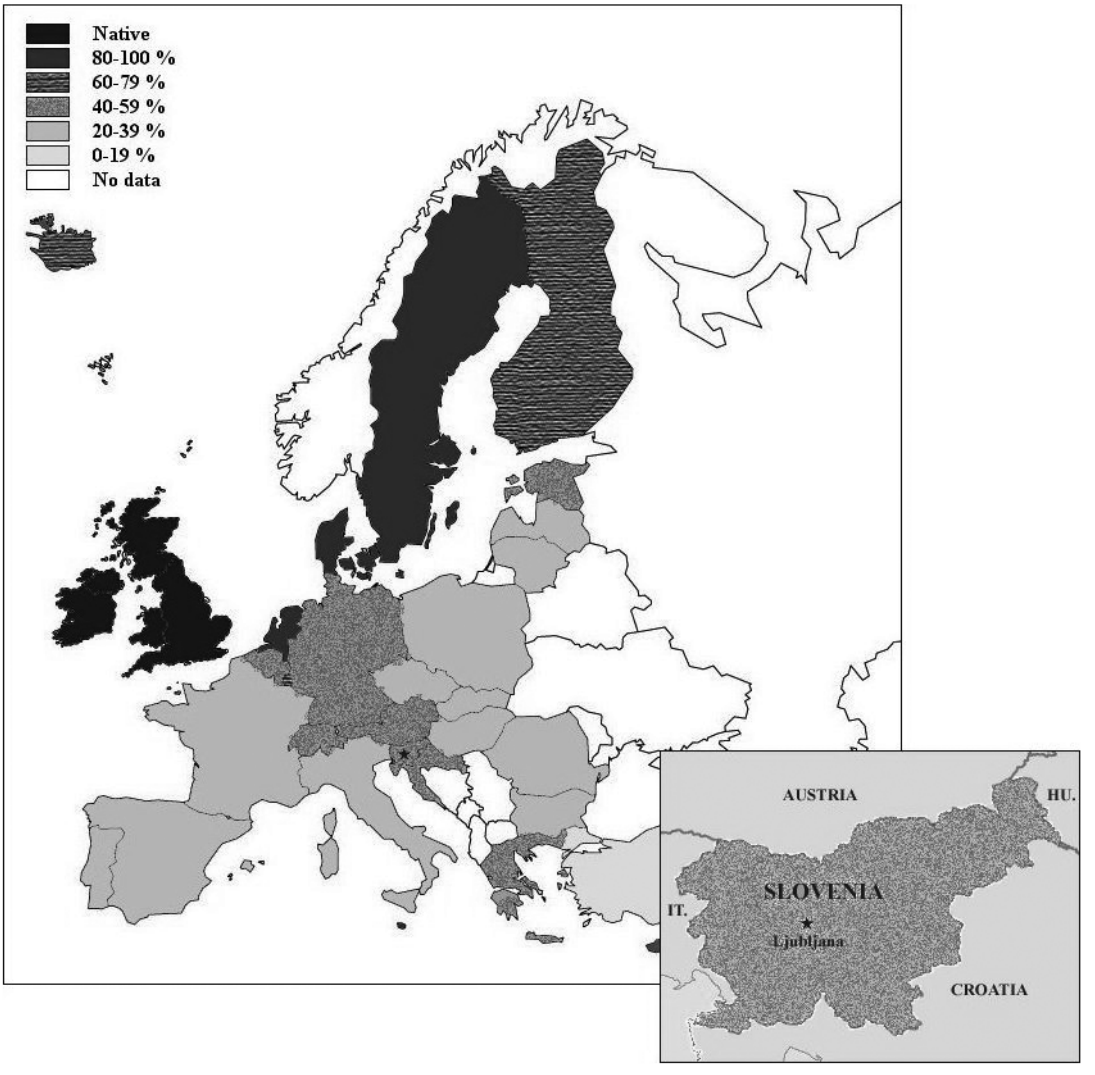


Figure 1: Percentage of people speaking English as a foreign language in Europe[3]

twentieth century that English began to be taught more widely in Slovenia.

English was first taught at the University of Ljubljana in 1919, and in some upper secondary schools as an alternative foreign language in 1945/46 (Skela, 2000: 238). In 1958, after a general school reform, English became one of the foreign languages pupils could choose from (Eurydice, 2001). It was at this time that the popularity of German started falling and the interest in English started to rise. In the 1960s, the teaching of English spread, and it was reported that in larger cities, foreigners could already, to a certain extent, communicate in English with the local population (van Eerde, 1961). After this period, the intensity with which English words were borrowed into the Slovene lexicon became greater, and Slovenes started to feel the influence of English more and more (Sicherl, 1999). It was also at this time that the first English names of Slovene businesses appeared, for example, *Autocommerce* in 1953. The popularity of English at this time was not only due to the fact that economic links began being established between Yugoslavia and the West, but also that English was becoming a symbol of economic success and a way of resisting authority (Dular, interview).

In the 1970s and 1980s this process intensified, so that by 1976, there were more than twice as many children learning English as

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

German in elementary schools, and twice as many in secondary schools (Tollefson, 1980). As Tollefson reports, '[t]here seems to have been a significant shift in the nature of Slovene multilingualism within one generation: proficiency in non-contiguous languages [English, French] has increased dramatically while proficiency in contact languages [German, Italian] has somewhat decreased' (1980: 236). At the end of the 1980s, however, English, German and Serbo-Croatian started being perceived as a threat to the Slovene language (Lundin, 1989).

Today, English is the most widely-known foreign language in Slovenia. A total of 57% of Slovenes claim to speak English (Eurobarometer, 2006), and this number will most probably continue to rise. There is no doubt that English is the most common foreign language taught and learnt in Slovenia. This presence of English is felt in everyday life. More and more English words and expressions are used in everyday speech, especially in the language of younger generations. Slovenes also encounter English on television, the radio, in magazines, on the Internet, on the street and so on. The spread of English in Slovenia is, therefore, taking place in a similar fashion to its spread in the rest of Europe.

The languages of Slovenia

Today Slovene as a mother tongue is spoken by approximately 1.7 million people in Slovenia, 100,000 in Italy, 30,000 in Austria and 5,000 people in Hungary (Gordon, 2005). According to the Slovene *Census 2002* (Statistical Office of the Republic of Slovenia), 87.7% of people speak Slovene in Slovenia. They speak in 47 officially-recognised dialects and standard Slovene (Slovenia, 2007). The largest minority group comprises people from the former Yugoslavia. If the languages which were included under the umbrella term of Serbo-Croatian are counted together, then the speakers of these comprise approximately 153,000 people (or 7.8% of the population of Slovenia).

There are also small communities of Albanian, German, Hungarian, Italian, Macedonian, and Romany speakers in Slovenia. Italian and Hungarian are officially recognized minority languages with full collective rights (Bugarski, 2004). The Romany minority also has certain language rights and representation in specific areas of Slovenia (Tollefson, 1997), while other immigrant minorities enjoy individual rights. There is also a small English-speaking community (ca. 1,000 people) in Prekmurje which is rather new and is the result of English speakers who have been buying property there in the past few years (RNPLP Appendix, 2007: 3, 23).

Attitudes and concerns

There are similar concerns about the effect of foreign languages in Slovenia as there are in other countries in Europe. People worry about the effects foreign languages have on the local language, and about Slovene being replaced by foreign languages in specific areas, especially in economy, higher education and science. However, there are also other concerns which deal with foreign language learning itself. Educators in Slovenia worry that people are learning foreign languages 'unevenly', that they are only learning English, while other foreign languages suffer. Mlinar (1996) identifies a similar problem in foreign language learning in Slovenia, writing that 'Slovenia's opening to Europe has been very uneven and one-way' (150).

English in particular has recently been a cause of concern. However, while today the so-called 'global intrusions' of the English language are indeed seen as a problem (Mlinar 1996: 146), they are, by some, generally understood as an aspect of internationalisation and integration of Slovenia into the communities of Europe and the world (Tollefson, 1997). Hence, as this latest threat, unlike the threat Serbo-Croatian posed, is not perceived as directly territorial, the problem is sometimes not seen as extremely urgent (Mlinar, 1996). In fact, Mlinar points out that now Slovenes, for the first time, with their perceived good knowledge of English, feel as if they are finally in an equal, or even better, position than their neighbours. This belief, together with the incentive of economic advantage English brings, makes up a very powerful reason for Slovenes to learn English with enthusiasm.

Characteristic features of English as spoken by Slovenes

English as it is spoken in Slovenia has features which are most often caused by interference

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

from the first language (Slovene or other languages) or by the confusion which Slovene speakers feel when coming across sounds or grammatical features they have not encountered before. The features are not necessarily distinctive for Slovenes only; it is possible that these features are shared with other speakers of Slavic languages or foreign English language learners in general. Nevertheless, there is consensus in the literature that the features discussed below are 'typical' of Slovene speakers, although they may vary from speaker to speaker, depending on their level of English and dialect (Petek, 2004).

Pronunciation of English in Slovenia

According to Slovene linguists describing the characteristic features, there are five types of interference when Slovenes speak English: the Slovene sound system itself, orthography, the way the English loanwords are pronounced in Slovene, inconsistent use of British and American pronunciation and prosodic differences between the languages (Panel 1).

Grammatical features

Other features of English as spoken by Slovenes mostly include the problems Slovenes encounter as they are learning English. These are typical grammatical problems, certain words which cause confusion, word-order issues, polar (yes-no) questions and false friends (Panel 2).

The use of American and British English

When it comes to learning English, there is no doubt that Slovenes are taught British English (with an RP accent) in public education institutions (Gabrovšek, 1996, 2003; Petek, 2002, 2004). However, outside of school, Slovenes are surrounded by American English, due to the spread of American pop culture through television, music, internet, and so on (Gabrovšek, 1996). Therefore, the English that Slovenes hear in school is of the British English variety, while the English they hear outside of school is mostly American. For this reason, Slovenes' English seems to be a mixture of British and American English, although, to a

1

Examples of characteristic pronunciation features of English as spoken by Slovenes

Pronunciation influenced by the Slovene sound system

/θ/ and /ð/ are variably replaced by /t/ and /d/	*north* [nɔːt] *then* [den]
/ɪ/ is realised as /iː/	*bit* [bit]
/ŋ/ is followed by a velar consonant	*sing* [sɪŋg]
/v/ is pronounced as /u/ before consonants and in word-final position	*glove* /glau/
dark [ɬ] is pronounced as clear [l], or clear [l] as dark [ɬ]	*wheel* [wiːɬ]
Pronunciation influenced by orthography	*ghoul* [gaʊl] *grinding* ['gɹɪndɪŋ]
Loan-words influenced by their pronunciation in Slovene	*university* /juːnɪ'vɪzɪtɪ/
Inconsistent use of British and American pronunciation	after ['ɑːftə] RP ['æftɚ] GA ['ɑːftɚ] RP & GA

Prosodic differences

All syllables are of equal length
Nuclei are put on *wh*-words, negative adverbs, comparative/superlative adverbs, and certain modal verbs
Rare use of the fall-rise tone

[Sources: Collins, Šuštaršič and Komar (2002), Komar (2007, 2008), Petek (2002, 2004) and Šuštaršič (1993, 1998, 2005)]

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

Examples of characteristic grammatical features of English as spoken by Slovenes

2

Typical grammatical problems	
use of prepositions	*They met on the concert.*
use of the definite article (*the*), indefinite article (*a/an*) or absence of them	*John is teacher.*
tenses, in particular the present simple, present continuous, past simple, present perfect and the different uses of present and future	*She is going to work every day.*
indirect speech	*He said me he is ill.*
Confusing words	
much/many	*He has made much mistakes.*
make/do	*I'm making my homework.*
teach/learn	*She learned me English.*
Word order	*The neighbour's dog all night bothered me.*
Polar (yes-no) questions	*– You don't like this film, do you?* *– Yes, I hate it.*
False friends	*eventually* translated as *eventualno* (*perhaps*, *maybe*) instead of *končno*

[Sources: Limon (2001, 2002), Pervan (2002), and Peterson (1995)]

certain extent, the bias towards General American is becoming greater.

Language planning and policy

The policy in Slovenia regarding language rights is that of protection and exercise of language rights. The officially recognised minorities enjoy collective rights, and have the right to bilingual education and official representation. Within the Ministry of Culture there is a special sector, Sector for Slovene Language, which was established with the purpose of dealing with linguistic questions, and particularly dealing with those concerning the Slovene language (Sector for Slovene Language, 2009). The main law governing the use of languages in Slovenia is the 'Act on public usage of Slovenian language' (APUSL). The Act defines Slovene as the official language of the country, and specifies the basic rules and obligations regarding the public use of the language, assigns tasks and responsibilities of various government bodies, as well as defining penal provisions. Another important document which also deals with the question of language is the 'Resolution on the national programme for language policy 2007-2011' (RNPLP). The Resolution is a text which identifies the problems, challenges and goals of the Slovene language policy. While the RNPLP in large part deals with the protection of the Slovene language, it also addresses the fostering of more diverse learning of foreign languages.

> Thus, the basic orientation of an active language policy is the development of linguistic ability in the official language and the related awareness required for the personal growth and communication effectiveness of citizens in a knowledge-based society. To this end and by observing the democratic spirit, the state also supports learning foreign languages alongside the training of all citizens in the mother tongue.
> (RNPLP, 2007: 5958; translation from Žnidarko, 2007)

The Slovene language is protected by various laws, including laws on language in education and science, laws on language in business and commerce and laws on language in advertising. In short, these laws stipulate when foreign languages may be used. Generally, foreign languages may not be used to the exclusion of Slovene. For example, university courses in English may only be given when they are given by a foreign lecturer, when a large number of foreign students are attending

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

or if it is given in Slovene as well. Names of legal persons, names and establishments have to be in Slovene, unless the words used are 'internationally used expressions' (APUSL, Art. 18.2) and advertising is allowed to be in a foreign language only when it is meant for foreigners.

According to Mr Gjurin, current Head, and Dr Dular, former Head of the Sector for Slovene Language, these laws are there to assure the protection of the Slovene language. However, Dr Dular stressed that describing the Slovene language as being 'threatened' is an exaggeration, although he suggested that Slovene is 'under pressure' from some foreign languages. Despite this, he added, this does not mean that English should not be learnt or is not needed for the nation's future development. Instead, he suggested that it is inevitable that internationalisation and globalisation should increase the popularity of English (and other foreign languages), but the concern of the government is how to protect Slovene and how to mitigate such processes.

English in higher education

Because of the law which stipulates that courses can be given in English only in specific circumstances, there are not that many courses held in English at the University of Ljubljana. According to a report, only 78 courses were given in English in the academic year 2007/08 (University of Ljubljana, 2008: 19). Most of these were given by the Faculty of Economics, the Faculty of Social Sciences and the Faculty of Education. Nevertheless, the perception still is that there is a lot of English at the University. This is probably due to the many English course books which are used, in particular in the final years of programmes.

A survey of courses at the University of Ljubljana revealed that more than half of the first-year courses use literature written and published in English (See Fig. 2). The academic fields where the numbers are the highest are, unsurprisingly, medicine and health sciences and natural sciences. In the humanities as well many courses use literature in English, even though this area is often pointed out as being the least affected by English. This could be explained by the fact that subjects in the humanities are often those where it is necessary to approach ideas from the points of view of different traditions, and because of this, it is necessary to read literature in a different language, and it is indeed this area which also has one of the highest percentages of literature in other languages. The number of courses which use literature in English, as well as the amount of literature, would probably be even higher if one were to examine courses in the final years of programmes. It is therefore very important, although not necessary, as was explained by the University teachers and staff, for students to know English, as English makes it much easier and not knowing English makes passing examinations difficult, although not impossible.

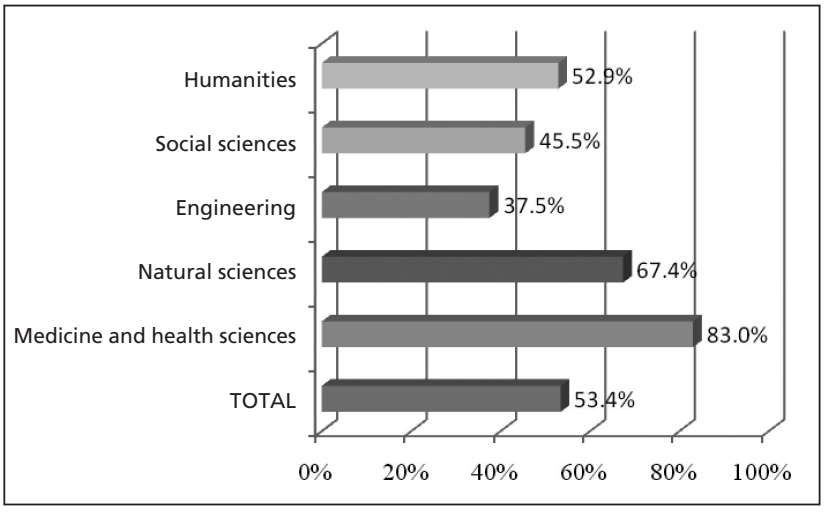


Figure 2: Percentage of first-year courses with literature in English at the University of Ljubljana, 2009

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

There are specific rules regarding the language of PhD dissertations as well. When reviewing the lists of PhD dissertations written between 2004 and 2008, the results showed that not that many dissertations were written completely or partially (as a collection of articles or similar) in English. However, the number has almost doubled, from 12.7% in 2005 to 24.1% in 2008. The academic fields where the numbers were the highest were medicine and health sciences and the natural sciences, as expected. Thus while the percentage of dissertations in English is not as high as, for example, in Sweden (e.g. Berg, Hult and King, 2001), the division between the fields appears to be the same and these numbers are growing.

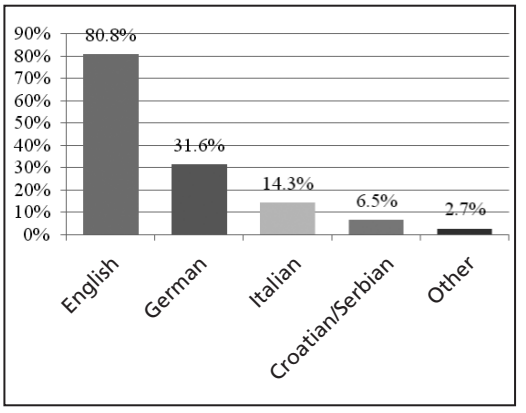


Figure 3: The distribution of required foreign languages in job vacancies posts, online search of Employment Service of Slovenia, June 13, 2009

English in the workplace

About one third of all job advertisements I analysed listed knowledge of a foreign language as a prerequisite.[4] The knowledge of a foreign language was requested more often for jobs that needed higher education. The most required foreign language was English which was requested in 80.8% of the posts with a foreign language knowledge prerequisite (see Fig 3).

English only, however, was requested in merely 49.7% of these posts. Instead, combinations of other languages were requested, for example English with German (16.8%) and English with Italian (5.9%). The most requested language skill in job vacancies posts was a *good understanding* of the language. Speaking and writing were not as important. What all of this means is that at the moment, the knowledge which is required is a good knowledge of English, preferably with an addition of German, or Italian in certain areas of Slovenia.

The foreign language which is used for international communication in two Slovene banks (SKB and NLB) is English. It is used in many different contexts, depending on the sector of the bank and the tasks the employees need to perform. In general, it is used in communication over emails, during meetings, and while reading documents. However, the English knowledge of the informants spoken to seems to stop there, meaning that while they are able to perform their tasks, they would struggle if they had to interact in English in other situations. Of course, younger generations have less trouble than the older ones do.

While the foreign language used in the banks is English, this is not always so in companies in Slovenia. The three companies which were focused on, *Knauf Insulation* (*KI*), *Deichmann Schuhe* (*DS*) and *LeitnerLeitner* (*LL*), are all companies from a German-speaking country. However, the foreign languages that they use are different: in *KI* English is used, in *DS* German and occasionally Croatian, and in *LL* German and English. This depended on the policy, the marketing strategy of the company and the countries the companies do business with. While most Slovenes are better at English than at German, this does not automatically mean that a company will use English as the language for international communication. For example, it is most probable that a Slovene-owned company would use Italian for external affairs with Italy, Croatian with Croatia, English or German when dealing with Germany and Austria, and English when conducting business with other countries. This choice of language predominantly depends on the knowledge of languages in Slovenia, the knowledge of languages in the country the company conducts business with, as well as the language policy of the company.

The foreign language which is predominantly used at work is, therefore, English. English is the language which is requested and used the most. Because of this, it is often enough to have just good English knowledge, although a good knowledge of another language, in particular German, is also beneficial.

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

English in shop signs

A study of the language of shop signs in Ljubljana, Slovenia, has already been reported in *English Today* by Schlick (2002, 2003). Although this time a larger sample of shop signs[5] was analysed, the results are similar.

Table 1: Percentage of Ljubljana shop signs using different language combinations

	no of signs	% of signs
Slovene	76	41.1
English	32	17.3
Slovene & English	22	11.4
Slovene & other	21	11.4
English & other	10	5.4
Other	24	13.5

Only 41.1% of the shop signs were completely in Slovene, while 17.3% of the shop signs were completely in English. The unilingual English shop signs were, for example: *Fresh Line, Fresh Homemade Cosmetics*; *one way – finest hip hop store*; *BAGS & MORE*; and *Honey House*.



Figure 4: English shop sign – *Fresh Line, Fresh Homemade Cosmetics*

The rest of the shop signs were either a combination of Slovene and another language or a combination of several foreign languages. The most common combinations of languages were Slovene and English, and Slovene and some other language. Shop signs in Slovene-English made up 11.4% of the signs. Examples of these are: *sloWatch Zlati*, *Kemična čistilnica in pralnica Chemoexpress*; *mitja hair team*; and ***pet****ique butik*, although the latter could also be claimed to be multilingual (English-French-Slovene).



Figure 5: Slovene-English shop sign – *sloWatch Zlati*

In short, the shop signs in Ljubljana are frequently multilingual. Many of the shop signs are in Slovene only, although not the majority of them. The majority of the signs, 58.9% of the signs, are made up of unilingual foreign language signs or from signs containing a combination of languages. The most common foreign language used in shop signs is English, and the most common combination of languages is Slovene with English. Therefore it can be concluded that English has a quite large presence on Slovene streets in this manner.

English in advertising

The language of advertising also seems to be a concern for Slovenes, as it is difficult to ignore it due to its invasion of our lives at every turn, on the streets, buses, television, radio, and in magazines. Slovenia, like France, has laws concerning the language of advertising, yet people still worry that these are not followed and that many foreign words are used in advertising as well.

The survey of advertising in Slovenia included street advertising (billboards, posters, bus shelter adverts) and television commercials on three commercial channels in March, 2009. The analysis of street advertising concluded that only 23% of street advertising was in Slovene only, and that 58% of the advertisements used English in either product/brand

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

name, slogans, description of the product and similar, some of these for Slovene products. However, if one discounts the ads where only the product/brand name was not in Slovene, but counts those adverts where part or the whole of the slogan, description of the product or the writing on the product itself was not in Slovene, then the percentage of ads with foreign elements is only 19.7%. The number of street advertisements with foreign elements is, therefore, quite small in comparison to such countries as Sweden, where many more adverts use English, and where it is quite common that entire adverts are in English only, including adverts for Swedish products.

There was even less English used in television commercials. As expected, most of the products advertised had names in a foreign language, and only 22.4% of the commercials were for products with completely Slovene names. The non-Slovene commercials were dubbed into Slovene. There were only two exceptions where the commercials were subtitled instead (commercials for *Slumdog Millionaire* and *Coca-Cola*). In fact, apart from product and brand names, Slovene was used most of the time. It was only slogans that were sometimes either spoken or written on the screen in their original language. The audience could in this way hear slogans such as *Discover Opel* or *Get Real. Chevrolet*, or read slogans such as *Bruno Banani. Not for everybody*. Specific English words were also used in seven commercials (5.6% of commercials) in the descriptions of the products such as: *airbag*, *kemični peeling* (*chemical peeling*) and *anti-age nega* (*anti-age care*). These words do have counterparts in Slovene, such as *zračna blazina* for *airbag* and *protistarostna nega* for *anti-age nega*, but a quick search of magazine articles and business pages on the Internet has shown that both Slovene and English terms are widely in use. Therefore, contrary to widespread opinion, English has not greatly affected the advertising world in Slovenia yet, and, based on my observations, the majority of street and television advertising is still in Slovene.

Conclusion

In conclusion, the situation in Slovenia is in many ways similar to the situation in other European countries, in particular Central and Eastern European countries. Slovenia as a newly-independent country has to deal with the effects of English which are felt in all aspects of life. Slovenes are being pulled in different directions. On one side there is globalisation, the market forces and the exchange of ideas, while on the other is the feeling that one has to protect one's own language from these forces. However, many people feel the pull to both sides. Even proponents of more internationalisation have been expressing concern over the language issue.

In some respects, it is expected that the use of English in Slovenia will develop in a similar way as in other countries in Europe where its effects are stronger, although that will probably happen gradually. What will play an important part in all this are, most certainly, not only the laws restricting the use of foreign languages, but also the Slovene people's sense of national identity which has always been closely connected to their loyalty to the Slovene language. ■

Notes

1 The article is based on an unpublished MA thesis: (2009) 'English in Slovenia: Status, functions and features of English in Slovenia.' Stockholm: Stockholm University.
2 The umbrella term Serbo-Croatian covered dialects spoken in Croatia, Montenegro, Bosnia and Herzegovina, and Serbia.
3 The figure for Switzerland, 51%, was taken from Werlen (2007). It was based on the average of the three language areas (German-speaking 67%, French-speaking 43%, Italian-speaking 43%). The figure for Iceland (75.7%) was based on the Menntamálaráðuneytið (2001) report. The number is an average of the results based on the answers of having a minimum knowledge (87.6%) and good knowledge (63.8%) of English. The rest of the figures are based on the special Eurobarometer report, *Europeans and their Languages* (2006).
4 The data for job vacancy ads for 2005–May 2009 was supplied by Ms Barbara Vrtačnik, Head of the local Public Relations Office, Employment Service of Slovenia, June 12, 2009.
5 Shop signs data was collected on March 11, 2009, on the following streets in the centre of Ljubljana: Čopova ulica, Prešernov trg, Wolfova ulica, Kongresni trg, Stritarjeva ulica, Mestni trg and Stari trg.

References

APUSL. 2004. 'Act on public usage of Slovenian language/Zakon o javni rabi slovenščine (ZJRS)'. 3841. *Uradni list Republike Slovenije*, 86(August 5, 2004), 10418-10422. Online at <http://www.uradni-list.si/_pdf/2004/Ur/u2004086.pdf>

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

Available in English on http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/min_eng/ legislation/APUSL.pdf> (Accessed March 3, 2009).
Berg, E. C., Hult, F. M. & King, K. A. 2001. 'Shaping the climate for language shift? English in Sweden's elite domains.' *World Englishes*, 20(3), 305–19.
Bugarski, R. 2004. 'Language policies in the successor states of former Yugoslavia.' *Journal of Language and Politics*, 3(2), 189–207.
Collins, B., Šuštaršič, R. & Komar, S. 2002. *Present-Day English Pronunciation: A Guide for Slovene Students*. Revised and enlarged 2nd ed. Ljubljana: Filozofska fakulteta Univerze v Ljubljana, Oddelek za anglistiko in amerikanistiko.
Eurobarometer. 2006. *Europeans and their Languages*. Special barometer, EB64.3. Brussels: European Commission, Directorate-General Press and Communication. Online at <http://ec.europa.eu/public_opinion/ archives/ebs/ebs_243_en.pdf> (Accessed December 20, 2007).
Eurydice. 2001. *National Description of Slovenia: Supplement to the Eurydice Study on 'Foreign Language Teaching in Schools in Europe'*. Ljubljana: Eurydice Unit Slovenia. Online at <http://www.mszs.si/eurydice/pub/eurydice/fltndsl.pdf> (Accessed December 16, 2007).
Gabrovšek, D. 1996. 'English *and* American.' *Vestnik*, 30(1–2), 115–48.
—. 2003. *Sidewalks and Pavements: American and British in Perspective. English and American English, or, the Two Required Sides of the Same Coin in an EFL Context*. Ljubljana: Filozofska fakulteta, Oddelek za anglistiko in amerikanistiko.
Gordon, R. G. Jr. (ed.) 2005. *Ethnologue: Languages of the World, Fifteenth edition (online version)*. Dallas, Texas: SIL International. Online at <http://www.ethnologue.com/> (Accessed December 21, 2007).
Komar, S. 2007. 'Strategies to improve the reading performance in English.' Proceedings of the PTLC2007, Phonetics Teaching & Learning Conference, August 24–6, UCL. Online at <http://www.phon.ucl.ac.uk/ptlc/proceedings/ptlc paper_11e.pdf> (Accessed April 2, 2008).
—. 2008. *Communicative Functions of Intonation: English-Slovene Contrastive Analysis*. Ljubljana. Znanstvenoraziskovalni inštitut Filozofske fakultete.
Limon, D. 2001. 'False friends revisited.' *Mostovi*, 35, 30–45.
—. 2002. 'Word order in Slovene and English.' *Mostovi*, 1, 45–51.
Lundin, J. 1989. 'Slovenia in 1988: Pluralism and reaction.' Working papers 1. Uppsala: Uppsala University, Department of Soviet and East European Studies.
McArthur, T. 1996. 'English in the world and in Europe.' In R. Hartmann (ed.), *The English Language in Europe*. Oxford: Intellect, pp. 3–15.
Menntamálaráðuneytið. 2001. 'Menntamálaráðuneytið: Tungumálakönnun ágúst 2001.' PricewaterhouseCoopers ehf. Online at <http://bella.mrn.stjr.is/utgafur/Menntskyrsla.pdf> (Accessed June 10, 2009).
Mlinar, Z. 1996. 'Transnational flows and the language identity of a small nation: the case of Slovenia.' *International Journal of the Sociology of Language*, 119, 141–53.
Pervan, M. 2002. *Can You Speak English Well? Najpogostejše napake slovenskih govorcev v angleškem jeziku*. Trans. and ed. by N. Kocijančič-Pokorn. Ljubljana: Mladinska knjiga.
Petek, K. J. 2002. 'The influence of American English and orthographic interference in the speech and reading of English by Slovene speakers.' *Strani jezici*, 32(3–2), 169–76.
—. 2004. 'The pronunciation of English in Slovenia: English spoken by Slovene learners, Its development and factors influencing it.' PhD dissertation. Ljubljana: University of Ljubljana, Faculty of Arts.
Peterson, B. 1995. *99 zadreg: Tipične napake, ki jih delajo Slovenci, ko govorijo angleško*. Trans. by M. Čebulj. Velike Lašče: CEO d.o.o.
Phillipson, R. 2003. *English-Only Europe? Challenging Language Policy*. London, New York: Routledge.
RNPLP Appendix. 2006. 'Nacionalni program za jez. politiko – D (II): Dodatek. Različica dec06–21. dec. 2006. Analiza jezikovnega položaja (stanje).'
RNPLP. 2007. 'Resolution on the national programme for language policy 2007–2011/Resolucija o nacionalnem programu za jezikovno politiko 2007–2011 (ReNPJP0711).' 2355. *Uradni list Republike Slovenije*, 43 (May 18, 2007), 5952–70. Online at <http://www.uradni-list.si/_pdf/2007/Ur/u2007043.pdf> (Accessed March 3, 2009).
Schlick, M. 2002. 'The English of shop signs in Europe: A case study of foreign and especially English influence on the language of shop signs and shop windows in three European cities.' *English Today* 70, 18(2), 3–7.
—. 2003. 'The English of shop signs in Europe: A case study of the language in the store fronts of eight town centres.' *English Today* 73, 19(1), 3–17.
Schmidt, V. 1988a. *Zgodovina šolstva in pedagogike na slovenskem II. (1805–1848)*. Ljubljana: Delavska enotnost.
—. 1988b. *Zgodovina šolstva in pedagogike na slovenskem III. (1848–1870)*. Ljubljana: Delavska enotnost.
Sector for Slovene Language. 2009. 'Sector for Slovene Language.' Online at <http://www.mk.gov.si/en/working_areas/slovene_language/ (Accessed March 2, 2009).
Sicherl, E. 1999. *The English Element in Contemporary Standard Slovene: Phonological, Morphological and Semantic Aspects*. Ljubljana: Znanstveni inštitut Filozofske fakultete.
Skela, J. 2000. 'Dodatek.' In M. Grosman (ed.), *Angleščina – Prenovi na pot: Zbornik študij o kurikularni prenovi*. Ljubljana: Zavod Republike Slovenije za šolstvo, pp. 238–53.
Slovenia. 2007. In *Encyclopaedia Britannica.* Online at Encyclopaedia Britannica Online <http://www04.sub.su.se:2165/eb/article-9110570 (Accessed December 22, 2007).
Statistical Office of the Republic of Slovenia. 2002. *Census 2002*. Ljubljana: Statistical Office of the

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press

Republic of Slovenia. Online at <http://www.stat.si/Popis2002/ en/default.htm> (Accessed December 23, 2007).
Šuštaršič, R. 1993. 'Izgovorjava in fonemska transkripcija angleškega pogovornega jezika: Analiza napak študentov angleškega jezika.' *Vestnik*, 1–2, 31–54.
—. 1998. 'Using phonemic transcription at the university level.' In R. De Beaugrande, M. Grosman, & B. Seidlhofer (eds.), *Language Policy and Language Education in Emerging Nations: Focus on Slovenia and Croatia and with Contributions from Britain, Austria, Spain, and Italy.* Stamford, Connecticut: Ablex Publishing Corporation, pp. 183–9.
—. 2005. *English-Slovene Contrastive Phonetic and Phonemic Analysis and Its Application in Teaching English Phonetics and Phonology*. Ljubljana: Znanstveni inštitut Filozofske fakultete.
Tollefson, J. W. 1980. 'Types of language contact and the acquisition of language.' *Language Sciences*, 2(2), 231–44.
—. 1997. 'Language policy in independent Slovenia.' *International Journal of the Sociology of Language*, 124, 29–49.
University of Ljubljana. 2008. 'Poročilo o spremljanju in zagotavljanju kakovosti na Univerzi v Ljubljani v letu 2007.' Ljubljana: Univerza v Ljubljani. Online at <http://www.uni-lj.si/files/ULJ/userfiles/ulj/kakovost/ POROCILOKAKOVOSTULza%202007april2008.pdf> (Accessed March 2, 2009).
van Eerde, J. 1961. 'Language in Yugoslavia.' *The Modern Language Journal*, 45, 55–8.
Werlen, I. 2007. 'Die häufigsten Fremdsprachen in den Sprachgebieten.' Results of the project *Sprachkompetenzen der erwachsenen Bevölkerung in der Schweiz*. Online at <http://www.isw.unibe.ch/unibe/philhist/isw/content/e4229/e4518/e5040/e5044/e5049/Haeufigste_Fremdsprachen_ger.pdf> (Accessed June 10, 2009).
Žnidarko, M. (ed.) 2007. 'From the Resolution on the 2007–2011 National Programme for Language Policy (Official Gazette of the Republic of Slovenia, No 43/2007).' In *O slovenskem jeziku/On Slovene*. Translated by D. Limon. Ljubljana: European Parliament Information Office for Slovenia, Ministry of Culture of the Republic of Slovenia and Government Office for European Affairs of the Republic of Slovenia, p. 53. Online at http://www.svez.gov.si/fileadmin/svez.gov.si/pageuploads/docs/publikacije/O_slovenskem_jeziku_novo.pdf (Accessed June 23, 2009).

https://doi.org/10.1017/S0266078409990423 Published online by Cambridge University Press