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## Mental maps of students - Volume 5

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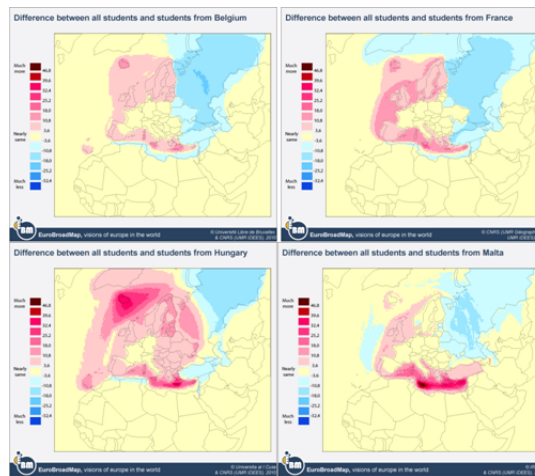
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Cross Country Synthesis on Survey  
(deliverable 2.6)



Volume 5

Part 3 - Europe as seen by the students surveyed

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## 5 Europe as seen by the students surveyed

### 5.1 Mental maps of Europe: A fuzzy but consensus vision of Europe

The aim of the EuroBroadMap survey was to find out non-European points of view about Europe. However the last part of the questionnaire introduces some specific questions about Europe. The first one (Question D1) was based on an enlarged map of Europe where the students were asked to draw the limits of Europe. The first part of this report presents the implementation of the survey and the methods used to analyse the mental maps gathered. Then, the second part presents the results. It shows that students share a consensus but fuzzy mental representation of Europe.

#### 5.1.1 Context and methods

##### Context

The European Union's enlargement process raises the problem of the definition of what is Europe, and of the definition of its spatial limits. The cartography of the mental representation of Europe has already been explored. In 2005, a survey has been made in the ESPON program, involving geographers and spatial planners (Didelon and Grasland, 2006[35], Didelon, 2010[33]). However, this survey provided a representation of Europe from a European point of view, and more, from a specific one because the public surveyed was implicated in a research program funded by the European Union: they were particularly aware of European subjects and the method used in the previous survey focuses the analysis on the country level. The aim of the method implemented in the EuroBroadMap project allows refining the cartographic representation, and then the analysis of the mental representation of Europe. Our approach is at the crossroads of methods and concepts of mental maps (Lynch, 1960[74]; Cauvin, 1997[25]; Gould and White, 1974[50]; FrÃmont, 1976[44]; Moles and Rohmer, 1978[78]) with the aim of catching interpretations of Europe. The survey, done in various European and non-European countries, will allow of comparing the representation of Europe all over the world and to confront both perspectives in order to go beyond the Eurocentric perspective.

Psychologists were the first to focus on cognitive space, with the hypothesis that space is full of meanings and values. The latter are specific to each individual, but with collective studies, it is possible to sum up more or less shared characteristics. The expression "mental maps" covers different productions from the "cognitive-behaviourism" movement. This movement appeared in the 1970's in the United-States (Gold, 1992[49]), mixed the fields of perception and imagination and sought to analyse the links between representation and action (Lynch, 1960[74]; Gould and White, 1974[50]).

Our survey can be included in the “interpretative mental maps” category (Didelon *et al.*, 2011[34]). This type of mental map is characterised by the instructions provided during the survey: one have to provide its appreciation or to define a phenomenon in space. In this situation, the researcher neither seeks to know how one draws a space, nor to determine its knowledge level, but rather how one defines a particular phenomenon in a space on a provided base map. Unlike conventional mental maps, the starting point of the analysis is not the individual (their knowledge or practice), but the space on which the analysis focuses that has to be think globally when doing the exercise.

The analysis of the map obtained is then easier, because the researcher can compare the “real” and “interpreted” spaces. Certainly, knowledge and affects have an influence on the realisation of the maps, but the drawing of a space on a map allows of eliminating partly them and going deeper in the analysis.

#### **Precisions of the question in the survey**

The students surveyed were asked to: “On the following map draw a line around Europe outlining its borders according to your opinion”. A map was provided with the question (Figure 43). The instruction deliberately gave no precision about the meaning of “Europe”. The aim was to discover what the students surveyed imagined in a spatial perspective when it comes to “Europe”. Names of countries were added to the map, in order to help extra-European students to identify the countries, after a test phase to measure the possible effects of such a decision (see the report on the test phase, del 2.2).

After the data entry of text questions, all the questionnaires were sent to the lead partner of the project in order to digitalise the maps. The maps were scanned and then digitalised on ArcGis with ArcScan tool that allows following exactly the lines drawn by the students. Some students did not answer the question: it was filled in in many questionnaires but it happened that it was not possible to digitalise the maps. Some rules have been implemented during the test phase in order to apply the same procedure for each map.

When the question is filled in, it is possible to use the majority of the questionnaires without any hesitation in an analysis, because “Europe” is simply and clearly circled. A particular case of the circling configuration occurs when the Europe is partly drawn and the student partly used the borders of the map as a limit. But that configuration raises no problem for the digitalisation (Figure 44).

In some cases, there is also no problem, because it is unthinkable to analyse the map provided. More often, it is because there are short and unclosed lines, mainly on terrestrial space. The following maps illustrate the kinds of Europe map not included in the analysis (Figure 45). It was not

Figure 43: Europe map in the questionnaire



Figure 44: Maps raising no problem for the digitalisation



Figure 45: Maps excluded from the sample










possible to decide what belongs to Europe or not.

The most difficult situation is the one where the person in charge of the digitalisation had to make a decision about what to digitalise. This was the case for about 10% of the maps of our sample. Figure 46 shows the different situations and the rules applied to each situation. In this table, the maps presented were collected during the test phase.

Using these rules, finally, about 16% of the maps have not been digitalised, but 7852 Europe maps have been gathered in order to be analysed. The percentage of maps digitalised reaches 100% in Portugal and has high figures in Malta, Turkey, China, and Hungary. It was relatively low in Cameroon, Azerbaijan, and India (less than 75%) (Figure 47).

All the “Europe” polygons have been gathered in one shape file by place of survey. The particularity of these interpretative mental map lies in the fact that the spatial objects which the respondents were asked to draw were deliberately left undefined. Resolving any uncertainty as to “Europe” is left to the own-capabilities of the observer to manage with information according to their own education, their own character, their own culture, their own history... More, they can have hesitations or doubts when facing the difficult exercise of drawing a mental map. Imprecision lies in how the “Europe” region is composed when the interpretative mental map is drawn. Indeed, the transition from individual maps towards a collective synthetic map is based on the assumption that, beyond the multiplicity of personal representations, some common mechanisms are expressed in knowledge and perception. Indeed, the respondent is a unique individual but is also socialised. This implies a relative consistency in the mental patterns of the sample. The transition from individual to collective is then made easier by the choice of interpretative maps: clear instructions and a basemap have been provided. However, if the individual representations are quite precise (limits are clearly drawn), the transition to the collective level always introduces imprecision. The map

Figure 46: Rules applied for the digitalisation of mental maps

Example of map	Problem	Solution proposed
	Different zones with a number	Consider the area covered by the zones as Europe except if the text joined is contradictory
	Names of country	Consider the countries named as Europe, even if the name is not correct
	Non continuous lines but in a maritime area	Consider the coast line as the European limit. In this case, Great Britain will be excluded
	Gradation	Take the larger area except if there is a contradictory annotation
	Hesitation	Do not take into account the area of hesitation except if there is a contradictory annotation
	Particular cases (addition or exclusion)	Take the larger area except if there is a contradictory annotation Exclude what it is clearly excluded
	Mistake or humour	Do not take into account

superposing all the Europe maps drawn by the Maltese sample members (Figure 48) provides an example of the raw material gathered during the survey.

Figure 47: Percentage of maps digitalised compared to the number of questionnaires gathered

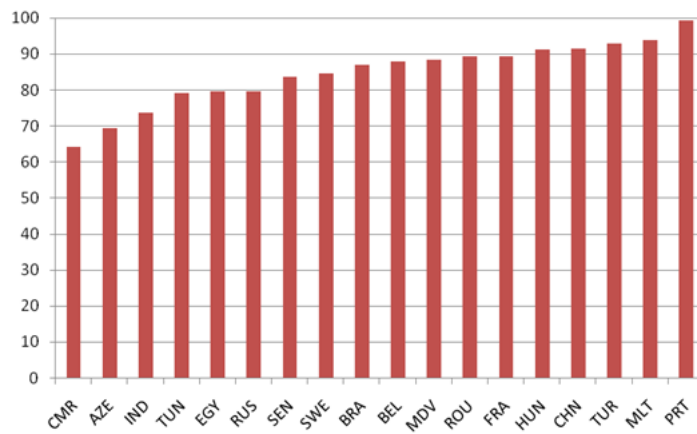
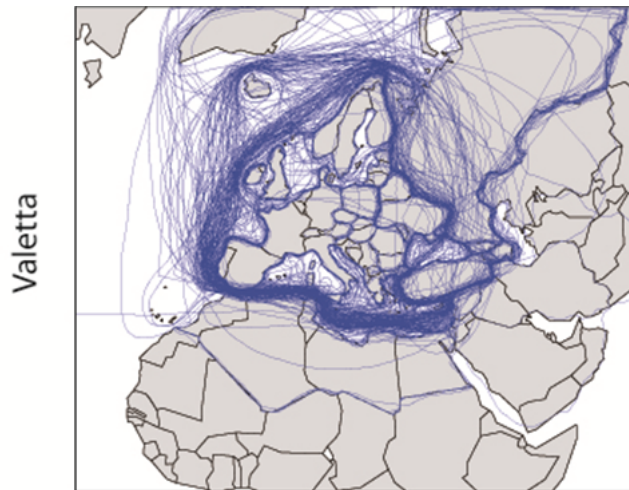


Figure 48: Europe as drawn by the Maltese students (Valetta)



The lines are concentrated in some areas (the Straits of Gibraltar for example), but are more scattered in others, such as in the north of Great Britain or in Caucasia.



### 5.1.2 Results

In order to map and analyse the information gathered during the survey, we intersected the polygons tracing the lines of Europe with a grid covering all the space of the map. The size chosen for the squares were 50 km. This size allowed of getting enough information on small countries such as Malta and, at the same time, did not generate too many squares (which would have slowed down the calculation). The principle was to count how many times a square of the grid is included in a Europe polygon. We can then map the extension of Europe for each country, for the entire sample. The aim is to catch the imprecision introduced by the collective level.

#### **The global idea of “Europe”, according to the students**

Figure 49 shows the frequency of inclusion in Europe of each square of the grid, for the entire sample. The modalities of the extension of Europe are quite different, depending on the direction. This map shows a clear gradient of inclusion-in-Europe that could be interpreted as a kind of gradient of “europeanity” (LÃvy, 1997[69]). It covers mainly Western Europe and particularly the six founder states of the European Union (France, Germany, Belgium, Luxembourg, the Netherlands, and Italy), for which the inclusion frequency is 95%. It has then an extension toward the Iberian Peninsula and some countries from Central Europe (Poland, the Czech Republic, Slovakia, Austria, Hungary, and Slovenia). Then it weakens slightly to the west (Ireland and the UK), to the north (Scandinavia) and especially to the east, where many new EU members are in an intermediate situation (with an inclusion frequency between 60% and 80%).

This configuration allows of observing a distinction between an inner circle and a more distant periphery, which strangely enough includes Greece at the same level as Bulgaria or Romania. The Russian Federation and Turkey—and this is consistent with the design of the outer limits (Figure 50)—are still less included in the vision that the students have of Europe, with a frequency level of inclusion between 20% and 40%.

Figure 49: Extension of Europe according all students surveyed

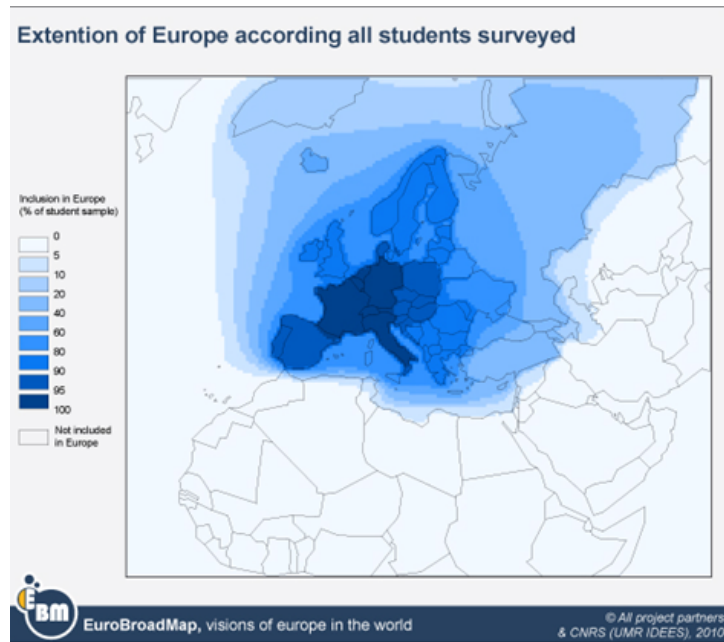
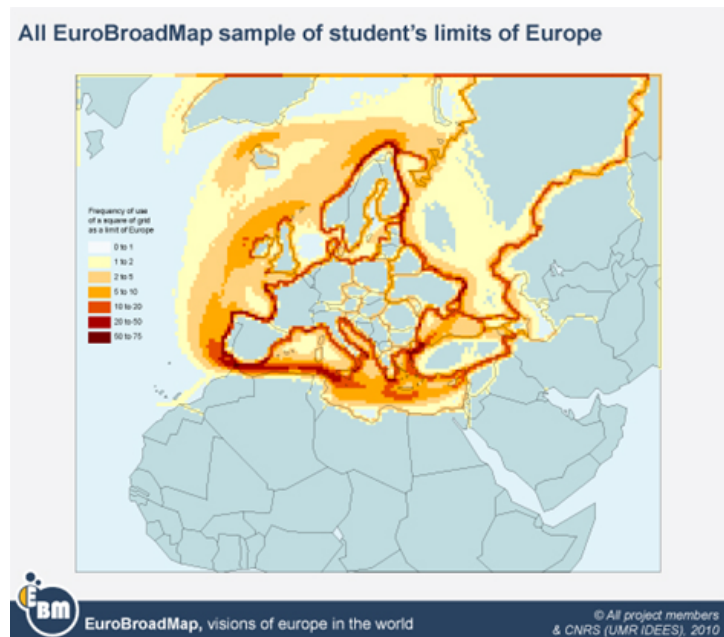


Figure 50: Limits of Europe drawn by the EuroBroadMap sample



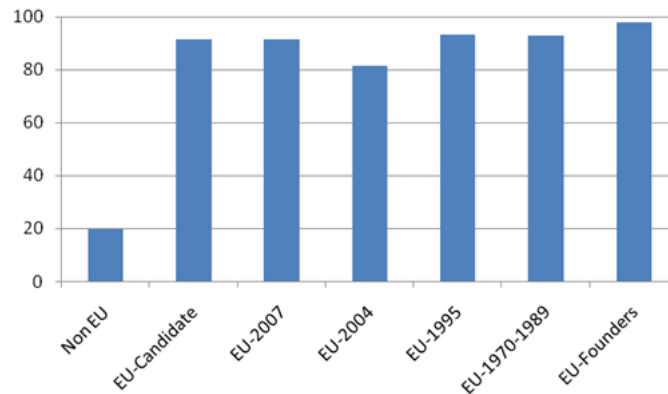
The extension of Europe as seen by the students has four main properties:

- The area of highest concentration (more than 95% of the respondents of inclusion) is very small and follows the boundaries of the countries. It covers only a few countries, which can be identified as the six founder member states of the European Union in 1957, plus Switzerland. Students generally consider the unity of each country, even if the history is not in agreement, especially for Germany;
- A very low frequency (less than 5% of the sample) of inclusion is found for the countries of the southern Mediterranean shore and the Arabian Peninsula. The border follows the southern border of these countries (see Algeria, Libya). Concerning this space, the level of discontinuity is very high between Southern Europe (Spain) and northern Morocco, confirming the importance of the Straits of Gibraltar's being perceived as a limit. The discontinuity is less strong with Turkey on the Dardanelles strait because the level of inclusion of Eastern Europe is low;
- The level of inclusion decreases regularly in two spaces: the Russian Federation and the Atlantic Ocean. In those spaces, the decreasing level of inclusion is not due to this border but to a fuzzy delimitation of Europe more linked to the graphic form often used to draw the limits of Europe: a large circle. The different size of this circle can be very well observed in the Atlantic Ocean;
- An area appears as very much included in Europe. This area matches with the picture of the European Union before the 2004 enlargement as it does not include the countries that belonged to the area of the Soviet Union. Yet, the "Iron curtain" seems quite present as there is a strong discontinuity between Germany, Austria, and Italy on the one hand, and Poland, the Czech Republic, Slovakia, Hungary, and Slovenia on the other hand. This pre-2004 vision of Europe is tempered by the discontinuity with Greece that was a member of the EU since the 80s. This interpretation is also tempered by the case of Switzerland that is among the countries the most included within the limits of Europe and that is not a member of the EU and not even a candidate. The hypothesis in this case is that a principle of contiguity was applied in the drawing. Three EU founder countries have a common border with Switzerland: Italy, France, and Germany. The case of the UK is also particular because of the discontinuity in the inclusion. It is due to the exclusion of the UK in many cases, mainly by Indian students, because they follow the main coast lines and forgot all the islands in many cases.

In conclusion, the conflation between Europe and the European Union seems strong when students are asked to draw the limits of Europe and the

degrees of inclusion in Europe are strongly correlated with the dates of entry of countries into the European Union as member countries. This observation is partly confirmed by Figure 51. The non-EU members show very low figures (about 20%). However, the variance in this category is very high and can be explained by the variation of the distance from the European Union founder members. The frequency of inclusion is high for all other categories (more than 80%) but does not follow strictly the membership diffusion: for example the EU candidate countries are more included than the countries from the 2004 enlargement. One reason is possibly the distance of some countries from the heart of the European Union together with their peripheral position and their relatively small size. This is mainly the case with Cyprus and Malta, but also the Baltic countries. The six founder countries of the European Union show the highest inclusion level, close to 100%<sup>14</sup>.

Figure 51: Frequency (%) of inclusion of countries in Europe regarding their status vis a vis European Union



## Countries' variation in the drawing of Europe

### A consensus drawing of Europe

This part focuses on the variation of the drawing of Europe according to the country where the survey took place. The maps presented here show the differences between each country surveyed and the entire EuroBroadMap sample. The representations of inclusion-in-Europe are presented in a perspective of comparison between the students in the member States included in the European Union, the students in the neighbouring countries, and the students in remote countries. However, the first striking observation one

<sup>14</sup>This analysis should be deepened by building a model introducing both the distance from the heart of the European Union (let's say Brussels) and the membership status regarding the European Union.

Figure 52: Correlation of countries surveyed

	AZE	BEL	BRA	CHN	EGY	CMR	FRA	HUN	IND	MDA	MLT	PRT	ROU	RUS	SEN	SWE	TUN	TUR
AZE	1,000	0,976	0,984	0,981	0,984	0,984	0,978	0,968	0,976	0,987	0,981	0,985	0,987	0,977	0,986	0,965	0,986	0,985
BEL	0,976	1,000	0,995	0,991	0,971	0,977	1,000	0,996	0,979	0,993	0,987	0,996	0,997	0,992	0,989	0,991	0,971	0,981
BRA	0,984	0,995	1,000	0,996	0,978	0,988	0,995	0,991	0,984	0,996	0,984	0,998	0,997	0,995	0,996	0,983	0,979	0,984
CHN	0,981	0,991	0,996	1,000	0,975	0,988	0,990	0,990	0,980	0,994	0,980	0,995	0,995	0,991	0,993	0,982	0,976	0,977
EGY	0,984	0,971	0,978	0,975	1,000	0,985	0,972	0,965	0,980	0,984	0,976	0,978	0,981	0,975	0,984	0,961	0,986	0,987
CMR	0,984	0,977	0,988	0,988	0,985	1,000	0,978	0,976	0,982	0,991	0,979	0,987	0,987	0,985	0,995	0,967	0,978	0,976
FRA	0,978	1,000	0,995	0,990	0,972	0,978	1,000	0,996	0,977	0,993	0,989	0,997	0,997	0,991	0,989	0,991	0,973	0,983
HUN	0,968	0,996	0,991	0,990	0,965	0,976	0,996	1,000	0,969	0,989	0,987	0,994	0,993	0,987	0,984	0,995	0,961	0,969
IND	0,976	0,979	0,984	0,980	0,980	0,982	0,977	0,969	1,000	0,990	0,964	0,979	0,984	0,992	0,984	0,953	0,980	0,988
MDA	0,987	0,993	0,996	0,994	0,984	0,991	0,993	0,989	0,990	1,000	0,984	0,996	0,998	0,996	0,995	0,980	0,982	0,986
MLT	0,981	0,987	0,984	0,980	0,976	0,979	0,989	0,987	0,964	0,984	1,000	0,989	0,990	0,974	0,984	0,988	0,974	0,974
PRT	0,985	0,996	0,998	0,995	0,978	0,987	0,997	0,994	0,979	0,996	0,989	1,000	0,998	0,993	0,994	0,989	0,977	0,982
ROU	0,987	0,997	0,997	0,995	0,981	0,987	0,997	0,993	0,984	0,998	0,990	0,998	1,000	0,993	0,993	0,987	0,981	0,986
RUS	0,977	0,992	0,995	0,991	0,975	0,985	0,991	0,987	0,992	0,996	0,974	0,993	0,993	1,000	0,991	0,973	0,974	0,984
SEN	0,986	0,989	0,996	0,993	0,984	0,995	0,989	0,984	0,984	0,995	0,984	0,994	0,993	0,991	1,000	0,977	0,985	0,986
SWE	0,965	0,991	0,983	0,982	0,961	0,967	0,991	0,995	0,953	0,980	0,988	0,989	0,987	0,973	0,977	1,000	0,955	0,963
TUN	0,986	0,971	0,979	0,976	0,986	0,978	0,973	0,961	0,980	0,982	0,974	0,977	0,981	0,974	0,985	0,955	1,000	0,990
TUR	0,985	0,981	0,984	0,977	0,987	0,976	0,983	0,969	0,988	0,986	0,974	0,982	0,986	0,984	0,986	0,963	0,990	1,000

could make is that the mental representation of Europe seems to enjoy a firm consensus. Indeed, a correlation matrix displaying the correlation indices measuring the relation between all the countries of the sample shows very high positive values between all countries (Figure 52). The figures are the same when the correlations are calculated on the country level of inclusion and on the squares of the grid level of inclusion. Even the minimum and maximum value of correlation are observed between the same countries.

The strongest correlation can be observed between Belgium and France. Figure 53 shows that students in both countries have roughly the same behaviour. However, this does not imply an always perfect correlation between the countries. The lowest correlation (however very high) can be observed between Sweden and India. Figure 54 shows that the students in both countries show the same pattern of inclusion in and exclusion from Europe for a large number of countries. However, for a certain group of countries, the students from India and Sweden show different inclusion levels. Indian students include more often Mongolia (+16 points), Kazakhstan (+12) and China (+11) in Europe, while Swedish students include more often Iceland (+74), Malta (+57), Cyprus (+55), Ireland (+35), Morocco (+35), and the United Kingdom (+32). This observation confirms that even if the drawing of Europe is very consensus, some real differences exist and it is worth while to analyse them.

In the following maps (Figures 55, 56, and 57), the red squares show the places more frequently quoted by the students of the surveyed countries, in blue the contrary. Some European countries are often shown in yellow. This means that the students of the analysed country merely agree with the rest of the sample. This means that if students of this country often included France in the limits of Europe, such is also the case for the rest of the sample. Some countries in the east and the south of the map appear

Figure 53: Correlation between France and Belgium (highest correlation)

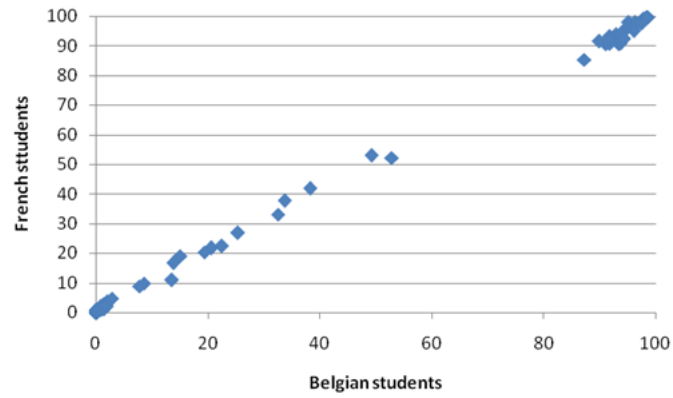
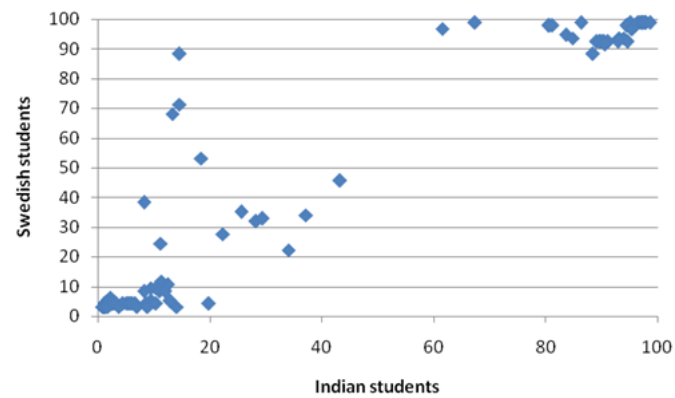
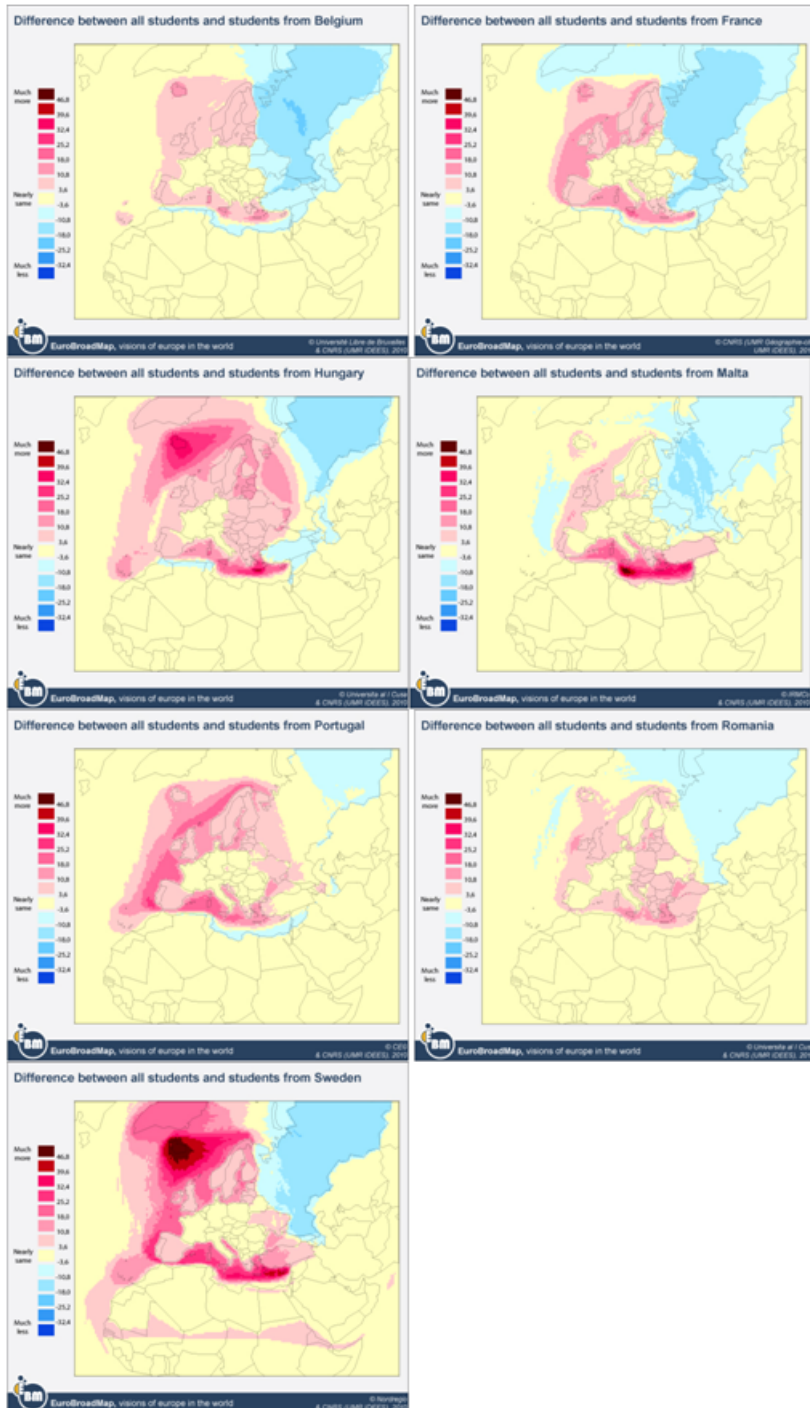


Figure 54: Correlation between India and Sweden (lowest correlation)



also quite often in yellow. They figure as the space for which students of the country analysed agree with the rest of the sample: this space is, in all countries surveyed, not very often included in Europe.

Figure 55: Differences between countries from Europe and the entire sample





### European Union countries

The European Union countries maps have generally the same configuration with more and less intensity. Generally, **the European Union students differ from the rest of the sample, in two areas**. The rest of the students surveyed included more of the Eastern countries, in particular, Russia, than did the European Union students. The border follows the southern border of the countries (see Algeria, Libya). Concerning this space, the level of discontinuity is very high between Southern Europe (Spain) and northern Morocco, confirming the importance of the Straits of Gibraltar perceived, as a limit.

As far as the European Union students are concerned, we observe that the Atlantic side of Europe, Scandinavia, Baltic countries, the Mediterranean Islands, and the Northern part of the Mediterranean Sea are much more quoted than by the entire sample. This figure could be explained by the fact that these students did not often follow the coast in their drawing, but included large parts of water in a circle, when the western part is concerned. Concerning the countries, these students seem to include more Nordic countries, Ireland and the UK, Spain and Portugal, and very much more often Iceland and Malta. European peninsulas are not forgotten, even more if they belong to the European Union (Iberia and the Greek peninsula) neither are European islands. In addition, Iceland is more considered as belonging to Europe by the European Union samples than by the whole sample. The students generally included the EU members Estonia, Latvia, and Lithuania. For example, the UK, which is a country positively perceived by the European Union students, but which unlike other European countries, is not as emphatically included within the limits of Europe. This may suggest that the identification of European countries may be linked to the presence of a common currency to which the UK does not subscribe and possibly also to certain common laws in the whole of the EU which take a different form in the UK.

On the other hand, large parts of the southern Mediterranean Sea and a large part of Russia are less quoted. The European Union students are more eager to follow the western border of Russia in drawing the limits of Europe and then include less often this part of the map, maybe for the reasons pointed to before. A tendency, which can be observed in a few country samples (Romania, Portugal, Hungary, and Sweden), is clearly the drawing of Europe towards the east, more than the whole sample. The students interviewed have a larger vision about the extension of Europe to the east and southeast, including the new EU member states, as well as the rest of the Balkans.

Another characteristic is represented by the Swedish and Hungarian students. They extended Europe to the northwest Atlantic region, especially in connection with Iceland, which was alluded to as part of Europe by these

students more often than average.

Turkey is represented in an ambiguous way by the students of the European Union countries. On the one hand, the Maltese and Swedish students, and to a lesser extent the Romanian, integrated clearly Turkey within the limits of Europe. The Belgian, French, and Hungarian students integrated Turkey less often than did the whole sample. In the case of France, politics and the media explain this kind of result because they often present the inconveniences of the entry of Turkey into the European Union. There is considerable debate about the EU expansion and, in some countries, a significant opposition to include this country as a member state. Another particularity concerns the French students: they include very much less of the northern part of the map, including Greenland. They seem not to perceive the political importance of the Arctic Sea in the perspective of global warming for the European Union.

Finally, the Maltese and Swedish students tend to represent strongly their countries and the close space inside Europe. However, the largest difference is seen in the perception of Malta itself. Maltese students emphasised the position of Malta in Europe, a perception which is not congruent with the perceptions of students in the whole sample. The geopolitical ambiguity of Malta's position on the border of Europe and Africa is reflected in the ambiguous perception of Malta in Europe and further emphasises the notion of the Maltese as "ambivalent Europeans". According to the map, Swedish students are much more likely to include northern countries in Europe. This is particularly evident in Iceland's case, where the inclusion rate was more than 46.8% higher than the overall total. This trend also extends to Greenland, where the inclusion rate was 25% higher than average. This is particularly evident in the north, which is unsurprising considering their geographic proximity to the region.

#### **Southern and eastern neighbours**

The southern and eastern neighbours' maps present generally three kinds of configuration with more and less intensity. The vision of the students creates spaces where the membership in Europe is much more ambiguous.

The first configuration is represented by the Turkish students. Countries (in yellow) such as Italy, France, Belgium, the Netherlands, and Germany, are included at nearly the same rate as by the Eurobroadmap sample students. Iceland and the northern coast of Norway are less considered to be in Europe by the Turkish students than by the whole sample. The eastern lands of Turkey are more often included in Europe by the Turkish students than by the Eurobroadmap sample. This means that some of the Turkish students evaluated Turkey as a whole, while the sample of Eurobroadmap divides Turkey into two parts: one being European, the other Asiatic. The rareness of the number of countries in dark colour indicates that the Turkish students have nearly same vision as the sample of Eurobroadmap. Also, at

the eastern and northern borderlines, the level of difference between Turkey and Eurobroadmap increases.

The second configuration, represented by the Moldavian students, is more neutral. The small differences do not necessarily mean a unity of the perceptions. The nature of the European vision of Moldavian students, close to the average of all students interviewed, can be explained more by the position in between spaces of the country and less by other parameters that can be taken into consideration (distance, ideology, spatial practice). The relatively lower knowledge about the Atlantic and Mediterranean peripheries (with the exception of Ireland and the UK) is explained by the symbolic construction of the European space, focalised on the economical, cultural, and political heart of the continent (Western Europe). Eastern “peripherals” (Ukraine and the Russian Federation), less present in “the Moldavian Europe”, could indicate a pro-European attitude of the students, which would explain the slight over-representation of some of the new member states (the Baltic ones, Bulgaria, Hungary, Romania) and of the western Balkans.

The third configuration was drawn by the Tunisian, Egyptian, and Azerbaijani students. Europe is smaller in the high level of inclusion and larger in the low levels of inclusion. The area where these students match the rest of the sample is small concerning European countries. It is clearly limited to two or six European Union member states (France and a part of Spain). On the other hand, North African countries are very much more included in Europe and more particularly Tunisia, Turkey, the Arabian Peninsula, Central Asia, but also Algeria and Morocco. The eastern and western parts of the maps are also more included in Europe compared to the rest of the sample, showing perhaps a particularity of drawing limits in the Tunisian and Azerbaijani samples: it is possible that a significant number of students used the limits of the map to draw the limits of Europe. In the south, below the southern border of the North African countries, these samples match again the rest of the sample with a low level of inclusion in Europe, except for the Azerbaijani students.

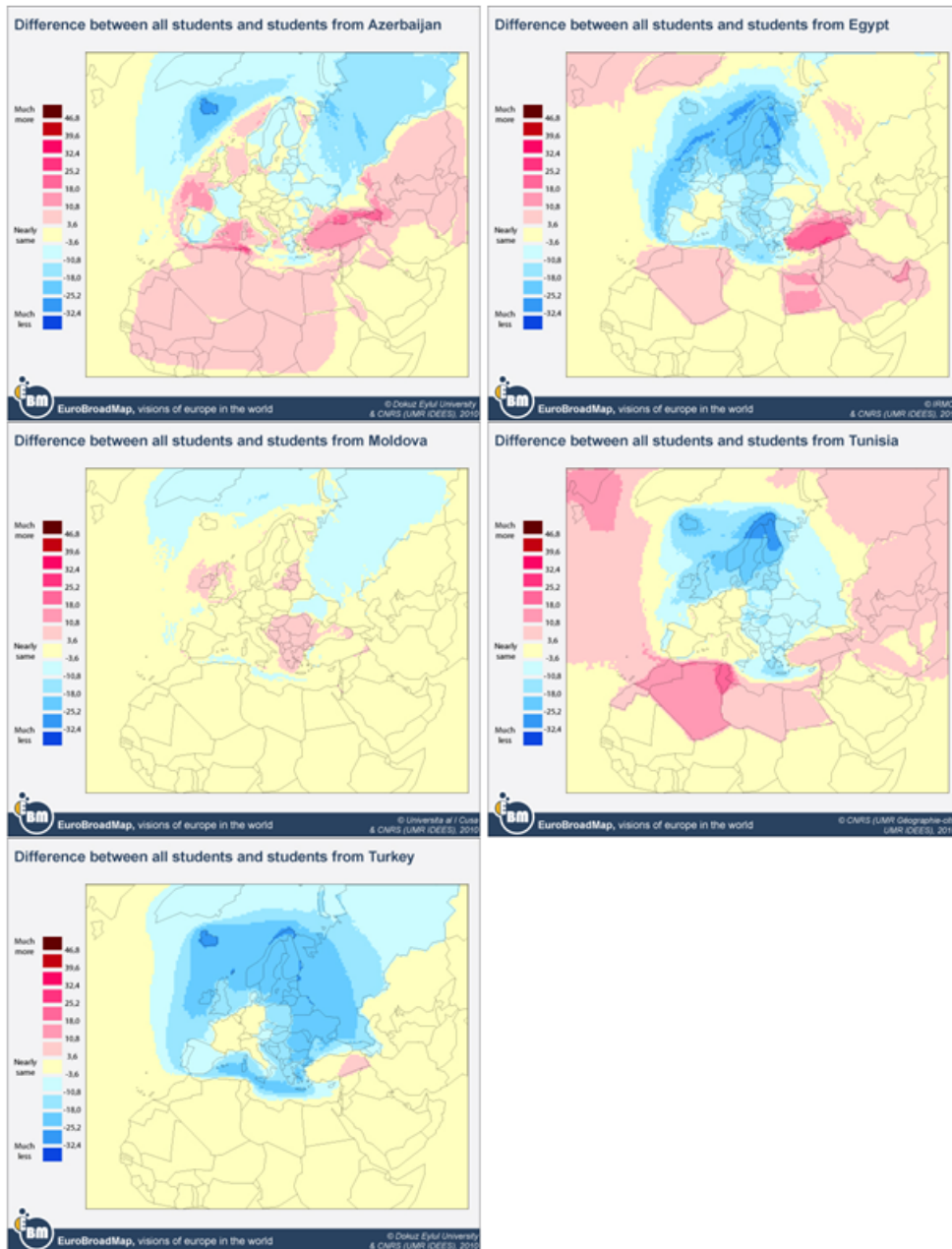
In all other parts of Europe, and mainly in Northern Europe, these three samples are quite different from the EuroBroadMap sample: students include much less the eastern countries and more the northern ones. A difference exists for the Azerbaijani students: they excluded Iceland, Northern Europe, and the Russian Federation.

### **Remote countries**

The remote countries’ maps present different visions, independently of the locality of the countries, more or less close to Europe.

The first group (Russia and India) has a reduced visualisation of the limits of Europe. In this regard, it is seen that the Indian and Russian students see Western Europe as the crucial part of Europe, in other words as the heart of Europe. Ireland and the UK are less often shown as European

Figure 56: Differences between southern and eastern neighbouring countries of the European Union and the entire sample



than by all students. The Russian and Indian respondents have a tendency to delimit Europe on the east along the eastern boundaries of the Baltic countries, Belarus, and Ukraine. Interestingly, the same share of students in other countries as in Russia sees Ukraine as a European country. All former socialist countries, the Balkans, the Baltic countries, and the northern countries (Scandinavia), are shown by these students within the limits of Europe with the same frequency as by the other respondents. Finally, the Russian and Indian students neglect more often than the others the maritime boundaries and islands belonging to large European countries.

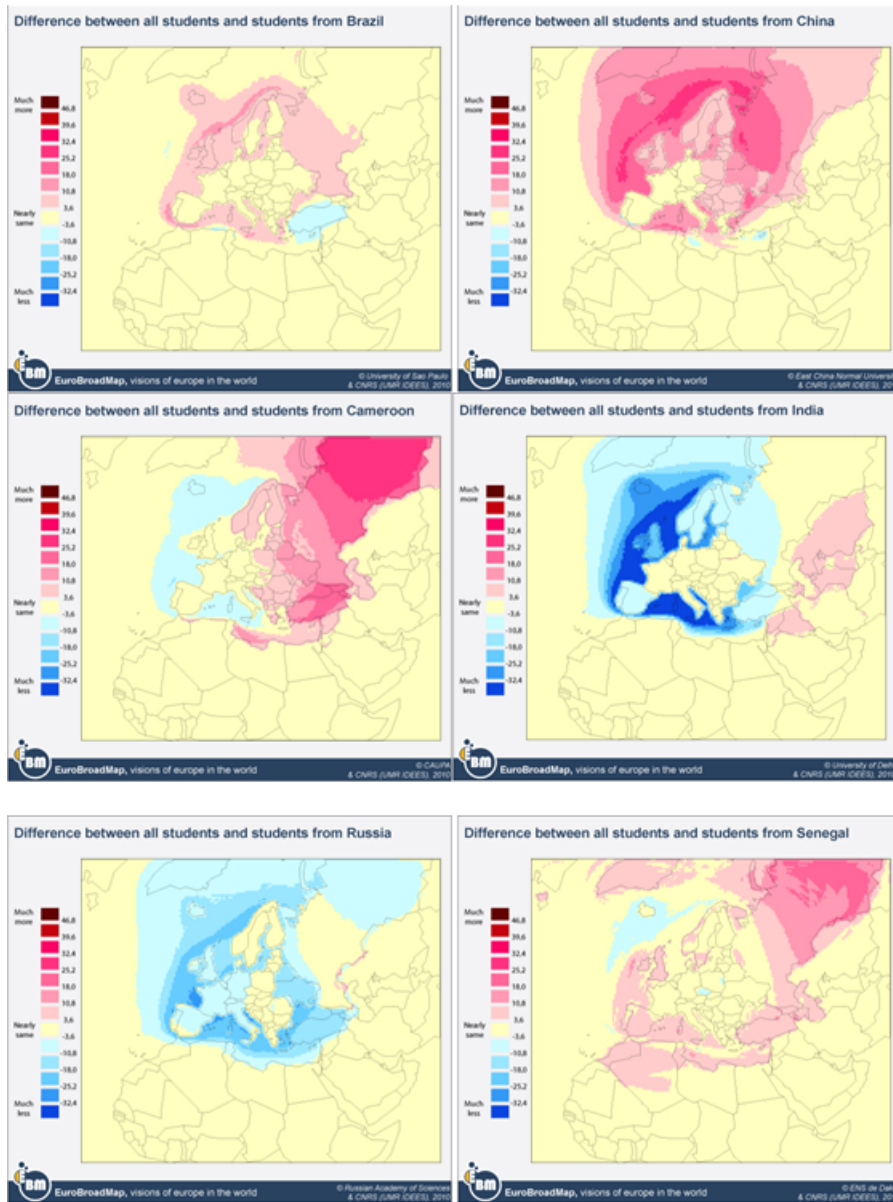
The second group contains the Brazilian, Chinese, and Senegalese students, which have drawn a larger European space than the rest of the students, with more and less intensity. They did not often follow the coast in their drawing, but included part of the water in a circle. These students match the rest of the sample in two different perspectives. First, concerning the European countries in yellow, these students agree with the rest of the sample. Outside Europe, the large yellow area marks the space for which the students agree with the rest of the sample: this space is, in all countries surveyed, not included in Europe.

As can be seen in the above map, the perception which Brazilian students have of the limits and extension of Europe is very similar to that of the whole sample, with few exceptions. The exceptions are very simple to describe and analyse: they appear on the map as two perfectly continuous blocks. The positive exceptions form an almost unbroken circle around Europe. The “gains” for Europe are however small, as the area concerned is mainly sea, the lines have been drawn including wide expanses of water and include only a few countries, some of which being not EU members (Iceland, Norway, part of Russia) but also Malta, Ireland, and the United Kingdom, which are part of it. The map of the Senegalese students even tends to a bigger extension of Europe. This area concerns the Mediterranean Basin countries, and the western coast of the Atlantic Ocean. The Senegalese students consider that the Mediterranean countries belong to Europe, particularly Morocco, Algeria, Tunisia, Turkey, and the Mediterranean islands. Senegalese students seem to include Greenland and very much more Russia. The explanation of this Russian extension is the reflection of the school education in Africa where Russia is always joined to Europe.

As expected, for the Chinese students, Europe is more extended to the north, east, and southeast, including Greenland, the new EU member states, as well as the rest of the Balkans. They are more willing to put Russia, Belarus, Ukraine, Sardinia, Corsica, and Turkey within the European domain than are the students in other countries. Negative exceptions are much more limited, they relate only to Turkey and Cyprus for the Brazilian students and Iceland for the Senegalese students.

The third case, Cameroon, is more of a contrast to the others. The vision

Figure 57: Differences between “remote” countries and the entire sample

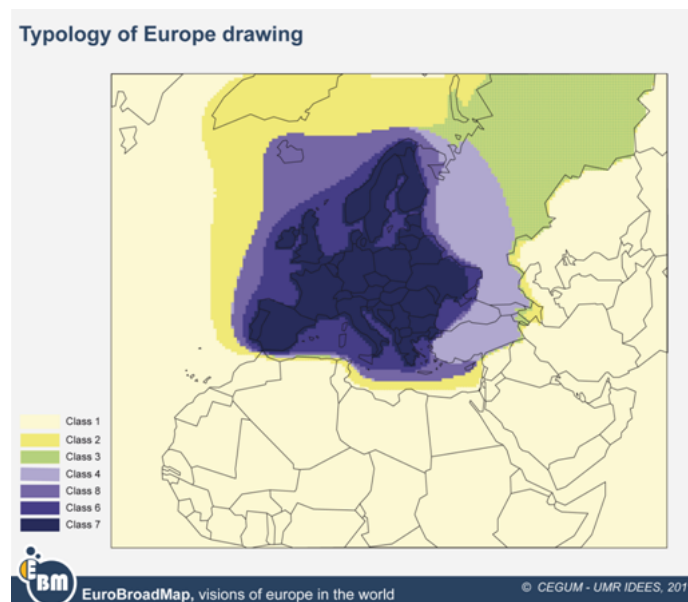


of Europe of the Cameroonian students differs from that of all the students mainly by an over-insertion of Eastern Europe. Last but not least, if the position inside the hinterland influences somehow the students' vision of the inclusion or not of countries in Europe, it has no real effect on the perception of the sub-Saharan countries. The opinions of Cameroonian students are quite the same as those of the students of the whole sample. At this level of comparison, the map in this aspect shows also the existence of a noticeable sub-inclusion of the underdeveloped Arabic countries of the Middle East, the landlocked African countries such as Western Sahara, Niger, Mali, Sudan, all of which are frequently the theatres of a renewal of religious and socio-political troubles.

### Global variation in the drawing of Europe

In order to check how the vision of Europe varies according to the country of survey, an ascending hierarchical classification was made on the frequencies of inclusion of the pixels of the grid to realise a global typology. The map presents seven major groups. The majority of them differentiate countries according to the intensity of the inclusion of countries in Europe. The inclusion average level in those classes increases regularly. However, this global trend hides some slight differences inside the class that will be analysed here. Two classes are particular: they characterised places where an opposition between the countries of the survey in the inclusion pattern can be observed between students (Figure 58).

Figure 58: Typology of inclusion in Europe



Class one represents all the squares of the grid excluded from the limits of Europe with three main orientations: towards the west, the south, and the east. The frequencies of inclusion are generally low but the average levels of inclusion by French and Belgium students are particularly low (they nearly never include the southern shore of the Mediterranean Sea: 0.7%), while the average frequency of inclusion of Tunisian student is highest (6.5%).

In class two, the average level of inclusion rises but it is still not very high (14%). This class has a vision contrasted between the countries of the sample with an opposition between Swedish, Chinese, and Hungarian students who tend to include more those countries in Europe, and the rest of the sample who tend to include it less. This space covers a large part of the Atlantic Ocean and covers Greenland and the north of the map. It exhibits two main trends. The first one is the already noticed behaviour of Swedish and Hungarian students to very often include the northern part of the map. The second one is more linked to the way of drawing of Chinese students who generally traced a large circle including both land and sea.

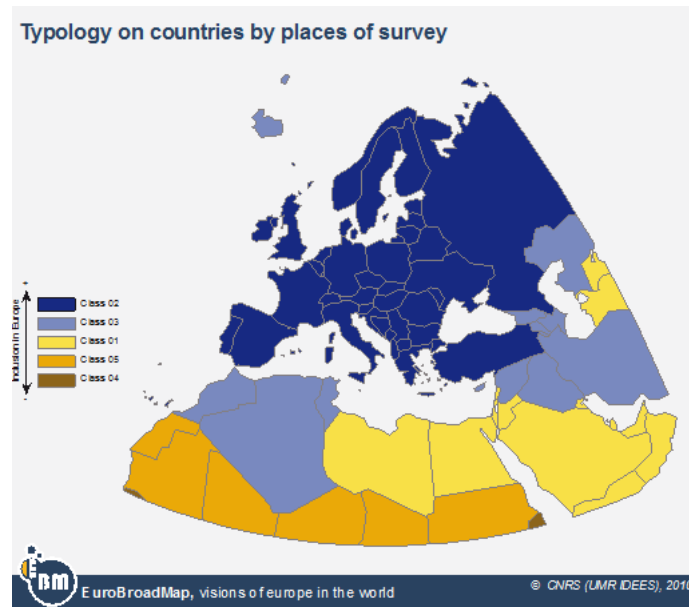
Class three, with an average level of inclusion of 19%, marks an interesting difference about the membership of Russia in Europe. The students of the countries which are non-members of the European Union (especially African students) more often include the Russian space in Europe. But the students of the European countries and the neighbouring countries (which are cooperating with the EU) have included less often this space in Europe.

Other classes group the squares of the grid which are included in Europe, with a progressive increase of the intensity of the average frequencies of inclusion in Europe between the fourth (36%) and the seventh class (88%). Some light trends regarding the countries behaviours can be observed in those classes. For example, class four covers a large part of Turkey, the Russia Federation, and Georgia. The students from Belgium, France, and Turkey less often include this space in Europe than the other students of the EuroBroadMap sample. Classes 5 and 6 mainly stress a gradation in the inclusion of the Atlantic Ocean. The Indian students tend to exclude more often this space than the other students from the sample because most of them draw the limit of Europe following the coast lines. The Swedish and Chinese students tend to include it more than the rest of the sample, and for class 6, the Portuguese students also tend to include a part of the Atlantic Ocean.

This analysis can also be conducted in more detail: on the places of survey rather than on the countries. In this case, the analysis has been conducted on the inclusion level of countries rather than on the grid. The figure obtained is quite similar (Figure 59) with an opposition between the countries the most included (blue) and those least included (yellow). The main factor of differentiation between the classes is the frequency of inclusion of countries in Europe. On this map, the Europe drawn by students seems



Figure 59: Typology of countries by places of survey



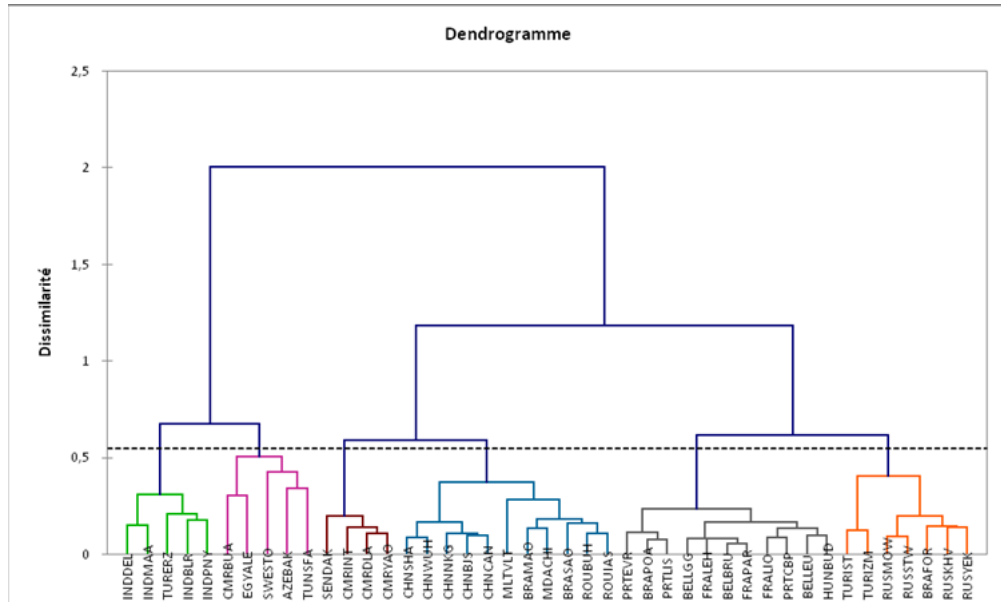
larger than in the previous figure (as the Russian Federation and Turkey for example belong to the most included spaces), but globally the figure is the same.

What is most interesting in this analysis is to observe how the places of survey show similar trends or not when building those maps. This allows checking whether we can observe a country effect (the places of survey from a same country would be gathered in the same class), and if some groups emerge in the drawing of Europe. The figure of inclusion according to places of survey within the classes from the previous analysis is quite coherent and the variations of trends observed between places of survey within the class are not very important. This confirms the fact that the drawing of Europe enjoys a firm consensus.

However, in order to deepen the analysis, we can make a complementary one trying to directly classify the places of survey according to how they include the countries proposed on the map in Europe. A first exploration by building a correlation matrix confirmed that even when observed at the place of survey, the students possess quite a consensus in the drawing of Europe, because the correlations indicators values are quite high: the minimum value is observed between Chennai in India and Stockholm in Sweden, but the value is still high (+0.941).

A typology conducted on places of survey (the variables describe the inclusion level of countries in Europe) grouped the places of survey according

Figure 60: Places of survey grouped according how they included countries in Europe



to how the students from those places draw Europe (Figure 60).

A first class (in pink, Figure 60) gathers some interface countries between Europe and the rest of the world or peripheral ones: Egypt, Sweden, Azerbaijan, Tunisia, but also Buea (Cameroon). Those places are also characterised by a relatively small sample. Indeed, this could be the main cause of the building of this class: the main trend observed in this class is the relatively low level of inclusion of the European Union countries and countries of Eastern Europe in the drawing of Europe. However the students of those places are also characterised by the relatively high level of inclusion of interface or peripheral countries toward the southeastern part of the Mediterranean Sea: Egypt, Lebanon, Libya.

A second class (in green, Figure 60) gathers all Indian cities and Erzurum (Turkey). In those places, the samples conform more to the objectives and show a relatively low level of inclusion of countries of Northern Europe (Finland, Norway, Sweden) and more of a very low level of inclusion of European island such as the United Kingdom, Ireland, Malta, and Iceland. This stresses the particular trend observed mainly with Indian students to draw the limits of Europe following the coast lines, excluding de facto many islands. These places of survey are also characterised by a relatively high level of inclusion of Middle East countries (Iraq, Jordan, Israel, Saudi Ara-

bia) and Central Asian countries within the limits of Europe (Kyrgyzstan, Uzbekistan, Turkmenistan). This trend has been particularly observed with the Erzurum students who tend to include their city in Europe and the countries neighbouring Turkey.

The following classes (grey and orange in Figure 60) show small differences from the entire sample. Both show however a similar trend to draw a relatively small Europe.

The grey class gathers mainly all “old European Union” countries: all the places of survey in France, Belgium and Portugal. It also included Budapest (Hungary) and Porto Alegre (Brazil), the most “European” of the Brazilian cities of our sample. The grey class is characterised by a really “European Union” vision of Europe as none of the island countries belonging to the UE are forgotten, and therefore are more included than in the other places of survey: Malta, Ireland, and Cyprus. This trend leads also to the fact they draw a relatively smaller Europe than other places of survey: as the countries of North Africa, the Middle East, and Central Asia are relatively less included in Europe.

The orange class gathers all the Russian places of survey, two Turkish cities (Izmir and Istanbul), plus Fortaleza in Brazil. We could suggest that these places of survey belong to former neighbouring empires of Europe. They share with the previous class a relatively small vision of Europe, and even a smaller one: they are characterised by the low level of inclusion of Mediterranean islands (Cyprus, Malta) and North African countries (Morocco, Tunisia), but also the low level of inclusion of Balkan countries such as Albania, Macedonia, Bosnia, and Greece, and Eastern European countries (Hungary, Estonia, Lithuania, Latvia, Moldova, Ukraine). Indeed, the students from those places of survey tend not to include in Europe the countries that formerly belonged to the same geographical space: the Soviet Union and the Ottoman Empire.

The last two classes are characterised by relatively higher level of inclusion of some countries, i.e., the students from these places tend to draw a larger Europe.

The brown class gathers all African places of survey in Senegal and Cameroon except Buea. They tend to include very much more the Caucasian countries in the limits of Europe: Azerbaijan, Georgia, and Armenia, but also Mongolia, Central Asian countries, and all the countries that belonged to the Soviet Union. African students share a vision of a very large Europe from Brest in France to Vladivostok that is quite unusual in the rest of the sample.

The last class gathers together all the Chinese places of survey, two “new” European Union members’ places of survey (Malta and Romania), one close neighbour (Moldova), and two Brazilian cities (Sao Paulo and Manaus).

They are characterised by a very much higher level of inclusion of all peripheral countries of the European Union, including themselves (except for the Chinese and Brazilian cities of course), in the limits of Europe. Neither the Scandinavian countries, the islands, nor the Eastern European countries are left out from their drawing of Europe. This could be explained by two main trends: that of the Chinese students', who mainly use a large circle to draw the limits of Europe, and that of the other countries who include themselves in the limits of Europe. As most of them are in a peripheral situation (Romania, Malta, Moldova), this tends to enlarge the drawing of Europe.

This analysis allows of showing that, if the drawing of Europe enjoys a global consensus, some differences can be observed between the places of survey. What is striking is that:

- There is a strong national coherence, as in most of the cases, the places of survey from the country are gathered in the same class. The main exception is Brazil, where the places of survey are different in terms of population: the share of population of European origin in those countries varies very much and this could be an explanation;
- There is also some quite coherent geographical groupings with spatially close countries are gathered in the same class. We can therefore observe a high correlation of the vision of Europe of old European Union member states, of neighbour and interface countries, and also of remote countries.

## Conclusion

The drawing of Europe shows a consensus representation of Europe with the same trend of inclusion. The students agree on the heart of Europe and on the excluded spaces (southern Sahara, Arabian Peninsula). This trend could be explained partly by the conflation we observed between the European Union and Europe: the general trend is to assimilate Europe to the European Union, with variations which correspond to the progressive extension. Another explanation could be the trend observed in the drawing. Generally the shape of a circle is privileged because Europe is more privileged as an idea than as a territorial fact. Globally, the students respect the state borders, and some of them follow coast lines (Indian students). However the observation of the maps shows that the borders of Europe are fuzzy. The fuzziness however is very strong in the northeastern, northwestern, and western directions, but not at all in the southern direction where the frequency of inclusion decreases brutally at the Mediterranean Sea. The Straits of Gibraltar and the Dardanelles seem to function as clear borders of Europe as a mental object for all students when some hesitations can be observed in the north with even clear opposition between some countries of the sample.

## 5.2 Representations of Europe in the world: Textual analysis

### 5.2.1 The vision of Europe according to the characteristics of students

#### The specific vocabulary according to the gender of students

The responses of students have been analysed through their gender. The comparison of the specific vocabulary of each category (men and women) highlights some differences between their visions of Europe. In the case of women, Europe appears as dominated by words belonging to the semantic fields of leisure (“fashion”, “travel”, “clothes”, “tourism”, “vacation”), with enhancing consumption (“commercial”, and “fashion” which are the most over-represented words). Then, young women seem to have a more idealist and glamorous image of Europe (“romantic”, “beauty”, “love”, “gentleman”). They also point out an aesthetic culture’s perception (“monuments”, “architecture”, and “museums”, “art”). The other most quoted words seem to refer to a dimension of social integration (“different”, “aid”, “mixed”, “community”, “included”, “equality”) and to a lesser extent, to the level of development (“modern”, “commercial”, “resources”, “developed”, “high”). At least the word “home” is more important for women (67% add this word). It represents 0.18% of the total of women’s vocabulary, in comparison with 0.13% of the words used by all the people).

On the other hand, the words over-represented in the specific vocabulary of men belong to a very different semantic field. Europe is mainly seen by men through political and cultural issues (“Christian”, “world”, “Occident”, “continent”). Geopolitical relations of domination (“imperialism”, “colonialism”, “NATO”, “master”, “looting”, “slavery”, “military”) are also very present, and sometimes very negative (“xenophobia”, “racism”, “black”). In this context, connections through sport competition (“football”, “leagues”, “UEFA”, “champions”, “fight”) are more important in the men’s vision. Lastly, words about entertainment (“Coco” (Chanel), “girls”, “drugs”) expressed by some students in a pejorative way (“decay”, “old”) are over-represented.

Overall, the feminine vision of Europe is more positive and enjoyable, oriented to aesthetic issues and leisure, and sensitive to social inclusion goals. In opposition, the vision of men is imbued with a certain severity, as if Europe would be the result of a culture based on political domination and “struggle for life”. We’ll see in the next section that this perception is especially the one of South countries. The gender vision may correspond to larger contrasts between men and women concerning social construction even if an economic thematic is absent. Therefore, this opposition also refers to various ways of considering the geopolitical dimension of Europe: the masculine vision of Europe seems to be closer to the realistic paradigm of international relations, based on confrontation and relations of domination between rival powers. The feminine vision emphasises what makes Europe attractive (aesthetic

Table 8: Specific vocabulary of women

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
fashion	0.83	0.60	149	220	5.571
travel	0.45	0.32	80	116	4.269
monuments	0.11	0.05	19	20	4.196
architecture	0.22	0.15	40	54	3.618
romantic	0.74	0.59	132	215	3.605
beauty	1.73	1.50	310	548	3.557
culture	3.22	2.91	577	1063	3.500
museums	0.08	0.04	14	15	3.376
different	0.26	0.18	46	66	3.285
modern	1.08	0.92	194	335	3.246
gentleman	0.06	0.03	10	10	3.160
love	0.13	0.09	24	32	2.816
aid	0.06	0.03	11	12	2.800
commercial	0.08	0.05	15	18	2.760
mixed	0.08	0.05	15	18	2.760
community	0.43	0.34	77	125	2.753
included	0.04	0.02	8	8	2.717
art	0.60	0.50	107	182	2.593
resources	0.15	0.10	27	38	2.592
some	0.07	0.04	12	14	2.563
clothes	0.07	0.04	12	14	2.563
Eurovision	0.07	0.04	12	14	2.563
population	0.23	0.17	42	64	2.560
high	1.09	0.95	195	349	2.549
equality	0.04	0.02	7	7	2.472
home	0.18	0.13	33	49	2.452
order	0.18	0.13	33	49	2.452
developed	2.93	2.72	525	994	2.443
tourism	0.61	0.51	109	188	2.413
vacation	0.07	0.04	13	16	2.387

Table 9: Specific vocabulary of men

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
Christian	0.49	0.33	91	122	5.232
football	0.63	0.46	118	168	4.981
world	1.24	1.01	232	370	4.479
Occident	0.39	0.27	72	98	4.429
imperialism	0.65	0.50	121	183	4.050
leagues	0.12	0.07	22	24	4.036
UEFA	0.10	0.05	19	20	4.020
xenophobia	0.38	0.28	71	104	3.457
NATO	0.18	0.12	34	44	3.413
colonialism	0.86	0.71	160	261	3.276
champions	0.10	0.06	19	22	3.240
old	1.19	1.03	223	375	3.234
continent	1.23	1.06	229	387	3.170
Brussels	0.24	0.17	44	63	2.895
looting	0.05	0.02	9	9	2.826
fight	0.05	0.02	9	9	2.826
racism	1.17	1.02	218	373	2.825
slavery	0.11	0.07	20	25	2.770
peace	0.71	0.60	133	220	2.740
like	0.06	0.03	11	12	2.659
black	0.06	0.03	11	12	2.659
decay	0.06	0.03	11	12	2.659
drugs	0.06	0.03	11	12	2.659
Coco	0.04	0.02	8	8	2.604
military	0.04	0.02	8	8	2.604
girls	0.07	0.04	13	15	2.600
the	1.21	1.07	226	392	2.582
work	0.28	0.22	52	79	2.535

values, cultural patterns, ways of living). Then, it tends to be closer to the vision of the neoliberal international relations theory, recognising the importance of soft power and the possibility of a free cooperation between actors.

### **The specific vocabulary according to the domain of studies**

One of the hypotheses of the Eurobroadmap survey concerns the influence of the domain of studies on the vision of Europe developed by students. The students surveyed belong to various domains of study: arts, business, engineering, health, politics, and the social sciences (e.g., geography). The analysis of the specific vocabulary of each category highlights contrasting images.

Unsurprisingly, the specific words associated with Europe by arts students (see Table 10) are more connected with the semantic field of aesthetic creation, in a cultural sense (“art”, “music”, “fashion”, “Eurovision”, “culture”, “picture”, “architecture”, “leisure”) or in a sensory direction (“pretty”, “fine”, “love”), and often linked with a temporal dimension (“antiquity”, “classical”, “evolution”). This relation between Europe and the artistic dimension appears relatively vague. We can notice the absence of any specific masterpiece, artists, monuments, museums, or any particular place of interest. Another semantic field refers to the political dimension. Except for “terrorism” and the negation “not”, words positively connoted refer to concrete abilities (“possibilities”, “mobility”, “human” “rights”), for a better situation (“new”, “first”). Finally, an economic vision (“euro”, “expansive”, “capitalism”), expressed in a general way, is also a little more present for these students.

But students in Arts tend to ignore abstract concepts such as “multicultural”, “developed”, “imperialism”, “xenophobia”, “science”, “liberalism” and “globalisation”. Words implying identity issues, in relation with a place (“continent”, “union”, “country”), a characteristic (“diversity”, “united”, “European”), a claim (“identity”), or even with a relationship of opposition (“xenophobia”, “imperialism”, “selfish”) are also under-represented. Aspects which are usually associated with Europe, such as economics words (“income”, “liberalism”, “developed”, “development”) or flows (“immigration”, “integration”, “circulation”), have been less pointed out by those students. Sportive and religious dimensions are also absent (“football”, “champions”, “Christian”, “god”).

Students in Business (Table 11) more often focus on the European construction process (“integration”, “EU”, “surroundings”, “commission”, “collaboration”, “united”, “Brussels”, “unity”, “euro”), even if they point out Europe’s roots and heritage: “ancient”, “tradition”, “kingdom”. They seem to associate Europe with prosperity (“food”, “rich”, “luxury”) or with vague qualities (“graceful”, “intelligence”). Moreover, some students in Business point out faults such as “injustice” or “barbarous”.



Table 10: Specific vocabulary of Art students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
art	1.55	0.51	78	182	9.420
pretty	0.24	0.04	12	15	5.518
music	0.42	0.11	21	41	5.506
fashion	1.19	0.61	60	220	5.082
fine	0.18	0.04	9	15	3.907
terrorism	0.20	0.05	10	19	3.776
Eurovision	0.16	0.04	8	14	3.537
euro	2.32	1.70	117	611	3.480
possibilities	0.16	0.04	8	15	3.367
culture	3.71	2.96	187	1063	3.263
picture	0.14	0.04	7	13	3.143
mobility	0.20	0.07	10	24	3.133
rights	0.65	0.38	33	136	3.097
human	0.65	0.39	33	140	2.907
architecture	0.32	0.15	16	54	2.832
antiquity	0.20	0.08	10	28	2.706
classical	0.44	0.24	22	87	2.676
evolution	0.28	0.14	14	49	2.508
leisure	0.32	0.16	16	59	2.508
capitalism	0.81	0.56	41	200	2.434
expensive	0.18	0.08	9	27	2.367
love	0.20	0.09	10	32	2.331
first	0.24	0.12	12	42	2.302
girls	0.12	0.04	6	15	2.251
united	0.12	0.26	6	92	-2.057
football	0.28	0.47	14	168	-2.120
income	0.00	0.08	0	29	-2.242
liberalism	0.06	0.19	3	67	-2.287
European	1.47	1.88	74	677	-2.345
union	2.64	3.23	133	1160	-2.564
immigration	0.02	0.14	1	51	-2.641
development	1.96	2.51	99	901	-2.681
continent	0.71	1.08	36	387	-2.736
xenophobia	0.10	0.29	5	104	-2.849
imperialism	0.24	0.51	12	183	-3.045
developed	1.98	2.76	100	994	-3.748
multicultural	0.00	0.25	0	89	-4.692

But this negative perception is not very present for students in Business. Actually, they turn away from words implying negative political judgments such as “racism”, “colonialism”, “individualism”, “pollution”, “dictatorship”, or “imperialism”.

The vision of Europe shared by students in Engineering (Tables 12 and 13) is very specific, essentially related to British and French places (“Paris”, “England”, “Eiffel” “Tower”, “France”, “Triumphal” “Arch”, “Notre Dame” “cathedral”) and to positive appreciations, in an idealistic way (“flourishing”, “gentle”, “contemporary”, “abundant”, “stylish”, “level”, “wonderful”, “modern”, “green”, “good”). The over-representation of “Coco” “Chanel” indicates a vision sensitive to luxury and consumption.

We can notice here that words related to the aesthetic dimension are omitted (“elegant”, “classical”, “architecture”, “fashion”, “art”, “environmental”). Except for “NATO” and “euro”, semantic fields connected to geoeconomic and geopolitical issues are systematically under-utilised.

Students in the field of politics (Tables 14 and 15) develop a vision of Europe opposed to the previous one, notably influenced by their academic origin: their vocabulary evokes a vision very highly conceptualised around themes related to governance (“democracy”, “state”, “cooperation”, “supranationality”, “integration”, “immigration”, “peace”), geopolitical issues (“war”, “compromise”, “block”, “us”, “nations”, “Christian”), and political doctrines (“liberalism”, “imperialism”, “multicultural”, “identity”). Curiously, the word “power” is under-represented (this word represent 0.82% of the total words used by students in political fields, but 1.21% for the students as a whole), while a geopolitical thematic is emphasised.

On the other hand, students in Politics avoid words belonging to the register of daily life (“euro”, “money”, “people”, “wealth”, “work”, “food”, “natural”). A touristic vision also tends to be ignored (“tourism”, “travel”, “Paris”, “Switzerland”, “Eiffel” “tower”, “leisure”). Those students quoted less often words about culture (“art”, “classical”, “cathedral”, “variety”, “graceful”), the sciences (“technology”, “knowledge”, “innovation”, “science”), or seduction (“luxury”, “fashion”, “style”).

Students in the field of the social sciences (e.g., Geography) (Tables 16 and 17) have mostly a negative and a critical vision of Europe, with some very hard words such as “colonialism”, “fascism”, “looting”, “pollution”, “imperialism”, even if a few words refer to positive ideas (“well-being”, “well”, “developed”, “high”). Neutral words appear to provide geographic information (“country”, “European”, “where”, “Mediterranean”, “countries”), and to characterise the society (“industrialised”, “populated”, “mechanised”, “urbanisation”, “colourful”).

Unlike other students, students in the social sciences tend to avoid words that may reveal a positive aspect (“good”, “pretty”), or those related to the

Table 11: Specific vocabulary of Business students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
integration	0.43	0.19	26	69	4.031
food	0.35	0.14	21	52	3.896
EU	0.12	0.03	7	9	3.718
surroundings	0.13	0.04	8	13	3.374
region	0.18	0.07	11	24	3.126
commission	0.12	0.03	7	12	2.995
collaboration	0.12	0.03	7	12	2.995
rich	2.11	1.65	128	594	2.952
united	0.45	0.26	27	92	2.877
ancient	0.33	0.18	20	63	2.783
graceful	0.18	0.08	11	27	2.767
luxury	0.30	0.16	18	56	2.679
injustice	0.12	0.04	7	14	2.623
being	0.10	0.03	6	11	2.586
Brussels	0.31	0.18	19	63	2.493
barbarous	0.10	0.03	6	12	2.394
unity	0.71	0.51	43	182	2.271
intelligence	0.15	0.07	9	24	2.240
euro	2.05	1.70	124	611	2.205
tradition	0.58	0.40	35	145	2.161
kingdom	0.17	0.08	10	29	2.133
sea	0.17	0.08	10	29	2.133
God	0.00	0.06	0	21	-2.038
not	0.02	0.09	1	32	-2.045
open	0.15	0.28	9	100	-2.074
Turkey	0.00	0.06	0	22	-2.113
world	0.78	1.03	47	370	-2.124
imperialism	0.33	0.51	20	183	-2.126
exchanges	0.02	0.09	1	34	-2.173
flourishing	0.03	0.12	2	44	-2.182
dictatorship	0.00	0.06	0	23	-2.187
cathedral	0.00	0.07	0	24	-2.259
area	0.02	0.10	1	36	-2.296
pollution	0.10	0.23	6	82	-2.325
other	0.00	0.07	0	26	-2.397
individualism	0.02	0.11	1	38	-2.416
values	0.00	0.08	0	27	-2.464
industrialised	0.91	1.25	55	451	-2.678
new	0.00	0.11	0	39	-3.175
colonialism	0.38	0.73	23	261	-3.643
racism	0.59	1.04	36	373	-3.895

Table 12: Over-represented vocabulary of Engineering students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
mother	0.30	0.05	17	19	6.854
God	0.31	0.06	18	21	6.846
cathedral	0.30	0.07	17	24	5.805
Coco	0.14	0.02	8	8	4.921
flourishing	0.35	0.12	20	44	4.459
Chanel	0.17	0.04	10	14	4.382
gentle	0.12	0.02	7	8	4.126
Paris	0.40	0.16	23	59	4.125
contemporary	0.24	0.08	14	29	3.889
arch	0.12	0.03	7	9	3.803
abundant	0.10	0.02	6	7	3.715
NATO	0.30	0.12	17	44	3.478
triumphal	0.10	0.02	6	8	3.389
England	0.23	0.08	13	30	3.382
stylish	0.12	0.03	7	11	3.298
Eiffel	0.42	0.22	24	79	3.081
euro	2.19	1.70	126	611	2.989
Tower	0.43	0.24	25	88	2.830
level	0.38	0.21	22	77	2.668
wonderful	0.14	0.05	8	18	2.642
modern	1.25	0.93	72	335	2.587
green	0.17	0.08	10	27	2.475
good	0.76	0.53	44	191	2.455
research	0.12	0.04	7	16	2.407
France	0.36	0.21	21	77	2.397

Table 13: Under-represented specific vocabulary of Engineering students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
freedom	0.99	1.27	57	455	-2.020
rights	0.23	0.38	13	136	-2.030
art	0.33	0.51	19	182	-2.031
fashion	0.42	0.61	24	220	-2.049
architecture	0.05	0.15	3	54	-2.076
environmental	0.00	0.06	0	23	-2.096
protectionism	0.02	0.10	1	36	-2.179
classical	0.10	0.24	6	87	-2.346
elegant	0.09	0.23	5	82	-2.511
imperialism	0.28	0.51	16	183	-2.753
cooperation	0.05	0.20	3	72	-2.911
common	0.02	0.15	1	55	-3.168
colonialism	0.40	0.73	23	261	-3.306
industrialised	0.80	1.25	46	451	-3.495
racism	0.61	1.04	35	373	-3.650
development	1.81	2.51	104	901	-3.799
democracy	0.76	1.26	44	453	-3.825
capitalism	0.23	0.56	13	200	-3.944

economic level (“wealth”, “luxury”, “flourishing”, “comfort”), or with political values (“rights”, “freedom”). They refer less to Europe’s heritage, its seniority (“ancient”, “conservative”), modernity (“modern”, “evolution”, “possibilities”, “integration”), history (“history”, “tradition”, “renaissance”), and cultural specificities.

The specific vocabulary of students in Health Sciences (Table 18) is more heteroclitic, with a preference for words evoking exchanges (“commercial”, “exchanges”, “travel”, “opening”) and a quality of life seen as enjoyable (“sights”, “variety”, “climate”, “development”, “nice”, “weather”). But some other words tend to focus on bad performances (“faddish”, “neo-colonialism”), and on the strict attitude of Europeans (“rules”, “discipline”).

The words under-represented refer to various semantic fields, such as political and economic governance (“euro”, “integration”, “union”, “European”, “parliament”, “Brussels”, “market”), geopolitical issues (“mainland”, “colonialism”, “economy”, “individualism”, “war”, “imperialism”, “land”, “egoism”), and culture (“cathedral”, “unity”, “diversity”, “civilisation”, “Christian”, “contemporary”).

The analysis of the specific vocabularies according to the field of study of the students shows that academic images strongly determine the way students envisage Europe. Thus, the theme of Europe seems mainly to de-

Table 14: Over-represented specific vocabulary of Politics students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
war	0.78	0.41	46	147	4.405
liberalism	0.44	0.19	26	67	4.293
imperialism	0.90	0.51	53	183	4.200
democracy	1.85	1.26	109	453	4.190
amounts	0.10	0.02	6	6	4.118
compromise	0.12	0.03	7	9	3.768
state	0.19	0.06	11	20	3.753
cooperation	0.41	0.20	24	72	3.421
supranationality	0.10	0.02	6	8	3.356
integration	0.39	0.19	23	69	3.344
immigration	0.31	0.14	18	51	3.158
Christian	0.58	0.34	34	122	3.114
multicultural	0.44	0.25	26	89	2.931
identity	0.17	0.06	10	23	2.884
block	0.10	0.03	6	10	2.848
evolution	0.27	0.14	16	49	2.672
relax	0.10	0.03	6	11	2.638
nations	0.19	0.08	11	29	2.627
geography	0.10	0.03	6	12	2.448
flourishing	0.24	0.12	14	44	2.391
peace	0.83	0.61	49	220	2.217

Table 15: Under-represented specific vocabulary of Politics students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
technology	0.68	0.91	40	327	-2.001
Switzerland	0.02	0.09	1	33	-2.043
classical	0.12	0.24	7	87	-2.075
people	0.19	0.33	11	119	-2.079
Eiffel	0.10	0.22	6	79	-2.086
Tower	0.12	0.24	7	88	-2.117
knowledge	0.10	0.23	6	81	-2.173
cathedral	0.00	0.07	0	24	-2.204
innovation	0.05	0.16	3	56	-2.240
variety	0.05	0.16	3	56	-2.240
continent	0.80	1.08	47	387	-2.246
wealth	0.58	0.83	34	297	-2.296
graceful	0.00	0.08	0	27	-2.407
science	0.14	0.29	8	104	-2.423
work	0.09	0.22	5	79	-2.460
food	0.03	0.14	2	52	-2.531
tourism	0.31	0.52	18	188	-2.554
luxury	0.03	0.16	2	56	-2.728
travel	0.14	0.32	8	116	-2.865
money	0.26	0.49	15	175	-2.872
power	0.82	1.21	48	434	-3.063
art	0.22	0.51	13	182	-3.566
Paris	0.00	0.16	0	59	-4.054
euro	1.07	1.70	63	611	-4.237

Table 16: Over-represented specific vocabulary of students in human and social sciences

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
colonialism	1.30	0.73	99	261	6.131
industrialised	1.84	1.25	140	451	4.877
country	0.62	0.39	47	140	3.319
European	2.35	1.88	179	677	3.253
fascism	0.13	0.05	10	17	3.157
where	0.11	0.03	8	12	3.130
well-being	0.13	0.05	10	18	2.977
well	0.25	0.13	19	48	2.762
populated	0.18	0.09	14	32	2.704
looting	0.08	0.03	6	9	2.638
pollution	0.37	0.23	28	82	2.611
Mediterranean	0.17	0.08	13	30	2.560
countries	1.33	1.05	101	379	2.497
power	1.50	1.21	114	434	2.495
high	1.22	0.97	93	349	2.390
urbanisation	0.17	0.09	13	32	2.329
colourful	0.12	0.06	9	20	2.182
developed	3.13	2.76	238	994	2.098
imperialism	0.67	0.51	51	183	2.076



Table 17: Under-represented specific vocabulary of students in human and social sciences

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
Paris	0.08	0.16	6	59	-2.024
fashion	0.45	0.61	34	220	-2.058
conservative	0.03	0.09	2	33	-2.084
comfort	0.13	0.24	10	85	-2.093
renaissance	0.00	0.05	0	17	-2.109
mysterious	0.03	0.09	2	34	-2.158
evolution	0.05	0.14	4	49	-2.216
integration	0.09	0.19	7	69	-2.230
mother	0.00	0.05	0	19	-2.296
flourishing	0.04	0.12	3	44	-2.346
freedom	1.00	1.27	76	455	-2.348
rights	0.22	0.38	17	136	-2.496
culture	2.52	2.96	192	1063	-2.528
big	0.07	0.18	5	63	-2.633
cathedral	0.00	0.07	0	24	-2.717
good	0.33	0.53	25	191	-2.783
Spain	0.01	0.10	1	35	-2.807
art	0.30	0.51	23	182	-2.879
modern	0.64	0.93	49	335	-2.993
ancient	0.05	0.18	4	63	-3.029
Eiffel	0.08	0.22	6	79	-3.096
music	0.01	0.11	1	41	-3.199
Tower	0.08	0.24	6	88	-3.521
luxury	0.03	0.16	2	56	-3.536
wealth	0.49	0.83	37	297	-3.831

Table 18: Specific vocabulary of Health Sciences students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
commercial	0.25	0.05	14	18	5.648
exchanges	0.27	0.09	15	34	3.796
sights	0.12	0.03	7	10	3.578
science	0.55	0.29	31	104	3.556
faddish	0.11	0.02	6	8	3.430
council	0.11	0.02	6	8	3.430
variety	0.34	0.16	19	56	3.263
climate	0.36	0.18	20	64	3.013
travel	0.55	0.32	31	116	2.978
development	3.07	2.51	172	901	2.815
nice	0.12	0.04	7	16	2.460
opening	0.12	0.04	7	16	2.460
rules	0.14	0.06	8	20	2.432
discipline	0.12	0.05	7	17	2.318
weather	0.11	0.04	6	14	2.200
history	1.69	1.37	95	491	2.195
neo-colonialism	0.16	0.08	9	27	2.107
war	0.25	0.41	14	147	-2.006
diversity	0.57	0.80	32	287	-2.067
unity	0.32	0.51	18	182	-2.113
cathedral	0.00	0.07	0	24	-2.118
many	0.04	0.13	2	47	-2.144
parliament	0.02	0.10	1	37	-2.177
European	1.52	1.88	85	677	-2.194
individualism	0.02	0.11	1	38	-2.234
economy	1.05	1.41	59	507	-2.488
colonialism	0.46	0.73	26	261	-2.548
union	2.66	3.23	149	1160	-2.638
integration	0.05	0.19	3	69	-2.698
mainland	0.02	0.13	1	47	-2.713
euro	1.12	1.70	63	611	-3.750

pend on student concerns, in relation to their academic branch: Europe is seen through the prism of culture for students in arts, through political doctrines for students in politics, through economic process construction for students in business. Students mobilise very spontaneously the conceptual fields they use in daily life to improve the level of their specific competencies. However, this tendency is more or less visible according to the domain of studies. For example, students in health and in engineering do not seem to export the mental world associated with their discipline to understand Europe. Likewise, students in geography tend to emphasise a little more geographic information, but in a very abstract way, and they never mention particular countries or problematics of Europe's boundaries. The domain of study also influences the implicit judgements, positive or negative, underlying the words most frequently used by students. Students in art, in engineering, and in health tend to develop a positive vision of Europe, based on concrete words focusing on the quality of life, opportunities for tourism, leisure, aesthetic culture and heritage, and on the prosperity which can be found. On the contrary, the vision developed by students in the social sciences and politics is more abstracted, far from daily concerns. In those subjects, students theorise Europe, associating it with general concepts, in economic or political categories, such as "democracy", "development", "liberalism", "imperialism", and "ethnocentrism". Thus, the assessment of Europe appears balanced, mixing negative words mainly linked to the past ("war", "colonialism", "fascism") and positive words such as "integration", "cooperation", "peace". Note that the themes of decline and loss of power which is a European concern till the end of the First World War seem to be omitted. Finally, the vocabulary preferentially used by students in Business is more pragmatic, focusing on processes and achievements of European construction, and leaving out the negative vision. For students in the social and political sciences, Europe cannot be reduced to a "lovely" place, "peaceful", "flourishing" and enjoyable. It is also seen as an ambiguous political model, carrying out a contradictory legacy that affects its relations with the rest of the world. The focus put on geopolitical and geoeconomic matters reveals that Europe is also seen as a political power, faced with social, economic, and institutional issues that privileges from the past will not be sufficient to help resolving them.

Consequently, there is no homogeneous representation of Europe from the students of the different fields of study. We'll see that around the world, the vision of Europe differs also very strongly according to the geographic location of the students and beyond their academic origins.

#### **The specific vocabulary according to student's family level of income**

It may be interesting to evaluate the relation between the students' vision of Europe and their social level. The hypothesis may be as follows: the

higher the social level of the student, the more they would have opportunities to be open, to travel, to learn about Europe, and to have an empirical and contemporaneous experience and perception of Europe; in contrast, the weaker is the social level of the student, the less they would know about Europe, and the more they would tend to idealise it.

Here, the difficulties are about the means of estimating the social level of the student. We chose to let the students themselves declare the level of income of their family, with three consequences. First, as students choose themselves their social level, they may have declared a higher income in order to give a better image of themselves. Secondly, students had to register the income level of their family, and if generally, family situation looks like student's one, sometimes, a family break-up might produce a gap between the student's income and the family's social level. Third, poverty and wealth have different meanings in different countries or regions. Thus it may be difficult to compare social levels between different countries around the world. That is the reason why we introduced a qualitative scale of income, instead of an income value. Finally, the analysis of the specific vocabulary related to the level of income category allows us to underline contrasted perceptions.

Students who declare the lowest levels of income for their family show different visions of Europe (Tables 19 and 20). If some of them described Europe with attractive words, in a utopian way ("centre", "Eldorado", "paradise"), or suggesting positive achievements ("many", "immigration", "income", "high", "democracy", "advanced", "developed", "rich", "industrialised"), others showed a negative perception of Europe, in reference to its history ("colonialism", "Africa", "African", "slavery", "racism", "egoism", "whites") and the occidental complex of superiority ("exploitation", "Occident", "domination", "thieves", "pollution").

On the other hand, students belonging to the lower social category tend to ignore geographical aspects of Europe, through places or touristic sites ("Germany", "Eiffel", "Tower") or words referring to its location ("borders", "Western"). References to its history and cultural heritage are also less important.

It's also interesting to note that political or economical vocabulary does not form a part of the specific words of those students.

When students mention a low-medium income level (Table 21), their vision of Europe looks more like an idealist country, but this time, through abstract qualities ("romantic", "flourishing", "liveable", "comfort", "possibilities", "mysterious", "learning"). At the same time, words meaning superiority of a sidelining are over-represented ("exclusion", "bad", "imperialism"). Then, those students pointed out more often Europe as a part of the world ("West", "group", "England"), to which they apparently do not have a feeling of belonging (words as "us" or "home" are for example absent here), but which they look at with almost positive words ("developed", "classical", "rich").

Table 19: Over-represented specific vocabulary of students with a low level of income

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
industrialised	2.52	1.24	132	451	8.101
colonialism	1.43	0.72	75	261	5.914
countries	1.75	1.04	92	379	5.042
exploitation	0.90	0.46	47	169	4.439
racism	1.58	1.03	83	373	4.016
Occident	0.57	0.27	30	98	3.995
rich	2.31	1.63	121	594	3.923
developed	3.59	2.73	188	994	3.905
advanced	0.86	0.49	45	177	3.775
democracy	1.81	1.25	95	453	3.740
domination	0.53	0.26	28	94	3.721
Africa	0.19	0.05	10	19	3.715
African	0.17	0.04	9	16	3.680
high	1.43	0.96	75	349	3.516
egoism	0.38	0.18	20	66	3.182
income	0.21	0.08	11	29	2.957
paradise	0.21	0.08	11	29	2.957
slavery	0.19	0.07	10	25	2.953
Eldorado	0.23	0.09	12	34	2.881
thieves	0.19	0.07	10	26	2.844
immigration	0.29	0.14	15	51	2.617
whites	0.13	0.04	7	16	2.616
many	0.27	0.13	14	47	2.563
pollution	0.40	0.23	21	82	2.551
people	0.53	0.33	28	119	2.551
centre	0.44	0.26	23	93	2.522

Table 20: Under-represented specific vocabulary of students with a low level of income

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
Germany	0.06	0.17	3	61	-2.108
art	0.31	0.50	16	182	-2.161
rest	0.02	0.11	1	40	-2.164
ancient	0.06	0.17	3	63	-2.197
sophisticated	0.00	0.08	0	28	-2.234
clean	0.19	0.36	10	132	-2.252
contemporary	0.00	0.08	0	29	-2.293
tourism	0.31	0.52	16	188	-2.327
luxury	0.04	0.15	2	56	-2.375
borders	0.02	0.13	1	46	-2.470
economy	1.01	1.39	53	507	-2.585
tradition	0.19	0.40	10	145	-2.656
cold	0.19	0.42	10	151	-2.835
Eiffel	0.06	0.22	3	79	-2.854
wealth	0.50	0.82	26	297	-2.859
Tower	0.06	0.24	3	88	-3.188
Western	0.00	0.15	0	54	-3.524
fashion	0.27	0.60	14	220	-3.626
union	2.27	3.19	119	1160	-4.227
euro	0.97	1.68	51	611	-4.536
history	0.55	1.35	29	491	-5.921
culture	1.43	2.92	75	1063	-7.04

Those students with a low–medium income level do not associate Europe with words implying openness, such as “mobility”, “exchange”, “opening”, but mostly within an economic direction (“currency”, “trade”, “borders”) or a touristic point of view (“(big) Ben”, “Louvre”, “travel”, “London”, “sport”). It seems that they neglect, more or less consciously, what could be seen as the strength of Europe (“sophisticated”, “values”, “common”), and its economic organisation (“centre”, “Brussels”).

Going up the social level, students (Table 22 and 23) tend to have a more material and consumerist perception of Europe, through quoting places of interest (“Eiffel”, “Louvre”, “Tower”, “Mother” (of) “God”, “travel”, “sights”, “London”, “Paris”, “Alps”) or luxury items (“Chanel”, “Ferrari”, “Mercedes”, “Dior”, “classy”, “sophisticated”). Thus, economic issues (“union”, “borders”, “euro”, “and currency”, “exchange”) are very present in their vocabulary. In addition, the aesthetic thematic has been mentioned (“culture”, “cosmopolitan”, “history”).

Different semantic fields are omitted here: politic or history expressions of Europe with negative words (“dictatorship”, “African”, “North”, “colonialism”), or expressing exclusion (“xenophobia”, “domination”, “master”, “racism”, “exploitation”, “pollution”). At the same time, we do not find an idealised Europe (“Eldorado”, “attractive”, “mysterious”) with a high level of life (“well”, “excellent”, “high”, “advanced”) and qualities (“climate”, “democracy”, “developed”, “rich”, “industrialised”). Then associating Europe with “Hope” is very rare for those students.

Lastly, few words are over-represented in the vocabulary used by the students belonging to the highest class of income (Table 24). The only ones which can be pointed out are a more territorial image of Europe (“Brussels”, “land”, “mainland”, “common”), rooted in a “contemporary” time (“euro”, “innovation”) or historical reference (“war”).

Those students associate Europe less with adjectives (“developed”, “advanced”, “classical”, “small”, “romantic”) or a political thematic (“imperialism”, “colonialism”).

Finally, the prism of income provides a vision of Europe quite delicate of interpretation. If some particular aspects can be put in evidence, there is no general lexical trend depending only on the variation of income.

Certainly, students who declare belonging to lower classes (low and low–medium) have a more normative (positive or repulsive) vision of Europe, and on the other hand the upper class has a more neutral perception. Then, Europe is less often described as a territory of exclusion, in particular politically, for students at the top of hierarchy of income (medium–high and high). Furthermore, those students tend to have a more pragmatic and contemporaneous perception of Europe, through consumption by example: this fact does not mean necessarily that they went to Europe more often, but that they may have this consumerist attitude generally.

Table 21: Specific vocabulary of students with a low–medium level of income

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
romantic	0.75	0.59	113	215	3.155
Exclusion	0.07	0.04	11	14	2.531
flourishing	0.18	0.12	27	44	2.479
comfort	0.31	0.23	47	85	2.423
long	0.09	0.05	14	20	2.331
developed	2.97	2.73	450	994	2.296
liveable	0.05	0.02	7	8	2.288
group	0.11	0.07	16	24	2.263
possibilities	0.07	0.04	11	15	2.217
bad	0.07	0.04	11	15	2.217
classical	0.31	0.24	47	87	2.216
England	0.13	0.08	19	30	2.207
mysterious	0.14	0.09	21	34	2.188
West	0.38	0.30	57	109	2.143
learning	0.05	0.03	8	10	2.138
imperialism	0.60	0.50	91	183	2.130
rich	1.80	1.63	273	594	2.090
currency	0.08	0.13	12	46	-2.034
sophisticated	0.04	0.08	6	28	-2.036
centre	0.18	0.26	28	93	-2.189
exchange	0.06	0.11	9	40	-2.366
mobility	0.03	0.07	4	24	-2.374
sport	0.05	0.10	8	37	-2.379
Ben	0.01	0.05	2	17	-2.381
Louvre	0.01	0.04	1	14	-2.524
Mercedes	0.00	0.03	0	10	-2.608
common	0.09	0.15	13	55	-2.650
borders	0.07	0.13	10	46	-2.678
Brussels	0.10	0.17	15	63	-2.828
opening	0.01	0.04	1	16	-2.844
travel	0.21	0.32	32	116	-3.050
values	0.02	0.07	3	27	-3.238
trade	0.09	0.17	13	62	-3.299
London	0.01	0.06	1	21	-3.549



Table 22: Over-represented specific vocabulary of students with a medium–high level of income

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
culture	3.50	2.92	495	1063	5.170
Mercedes	0.07	0.03	10	10	3.782
Eiffel	0.33	0.22	47	79	3.600
Louvre	0.08	0.04	12	14	3.326
Chanel	0.08	0.04	12	14	3.326
Tower	0.35	0.24	50	88	3.307
union	3.57	3.19	504	1160	3.228
cosmopolitan	0.09	0.04	13	16	3.207
borders	0.21	0.13	29	46	3.171
diversity	0.98	0.79	138	287	3.136
euro	1.94	1.68	274	611	3.011
sights	0.06	0.03	9	10	3.010
classy	0.05	0.02	7	7	3.004
history	1.58	1.35	223	491	2.945
travel	0.43	0.32	61	116	2.911
wealth	0.99	0.82	140	297	2.863
London	0.11	0.06	15	21	2.805
Paris	0.24	0.16	34	59	2.790
Dior	0.04	0.02	6	6	2.704
sophisticated	0.13	0.08	18	28	2.534
Ferrari	0.07	0.04	10	13	2.507
mother	0.09	0.05	13	19	2.379
God	0.10	0.06	14	21	2.361
Alps	0.11	0.06	15	23	2.350
socialism	0.06	0.03	8	10	2.326
currency	0.18	0.13	26	46	2.282
exchange	0.16	0.11	23	40	2.232

Table 23: Under-represented specific vocabulary of students with a medium–high level of income

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
xenophobia	0.20	0.29	28	104	-2.443
dictatorship	0.02	0.06	3	23	-2.457
Eldorado	0.04	0.09	6	34	-2.461
well	0.07	0.13	10	48	-2.496
hope	0.04	0.09	5	31	-2.526
excellent	0.02	0.07	3	24	-2.587
domination	0.17	0.26	24	94	-2.604
African	0.01	0.04	1	16	-2.629
high	0.79	0.96	111	349	-2.681
climate	0.10	0.18	14	64	-2.746
Europe	0.34	0.46	48	169	-2.758
master	0.01	0.05	1	17	-2.775
country	0.27	0.38	38	140	-2.814
attractive	0.01	0.06	2	23	-2.980
North	0.06	0.14	9	52	-3.196
pollution	0.12	0.23	17	82	-3.382
advanced	0.33	0.49	46	177	-3.523
democracy	0.98	1.25	139	453	-3.583
countries	0.78	1.04	110	379	-3.957
mysterious	0.01	0.09	2	34	-4.196
racism	0.74	1.03	105	373	-4.288
developed	2.24	2.73	317	994	-4.575
exploitation	0.26	0.46	37	169	-4.620
rich	1.20	1.63	169	594	-5.297
industrialised	0.86	1.24	121	451	-5.341
colonialism	0.40	0.72	57	261	-5.809

Table 24: Specific vocabulary of students with a high level of income

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
contemporary	0.49	0.08	9	29	4.294
Brussels	0.54	0.17	10	63	3.033
war	0.92	0.40	17	147	3.007
euro	2.55	1.68	47	611	2.718
land	0.33	0.09	6	32	2.581
mainland	0.38	0.13	7	47	2.361
common	0.38	0.15	7	55	2.039
innovation	0.38	0.15	7	56	2.001
colonialism	0.33	0.72	6	261	-2.061
imperialism	0.16	0.50	3	183	-2.166
countries	0.54	1.04	10	379	-2.201
small	0.05	0.34	1	122	-2.230
classical	0.00	0.24	0	87	-2.312
advanced	0.11	0.49	2	177	-2.553
romantic	0.11	0.59	2	215	-3.078
developed	1.46	2.73	27	994	-3.637

### The specific vocabulary according to number of languages spoken

Here, we analyse the weight of individual multilingualism on Europe's perception. We can suppose that the sense of belonging to Europe, the adherence to the European project, and a positive perception of Europe may be connected with the ability to speak with other European people. Moreover, speaking different languages is required to participate in the integration of the European economic space. Consequently, we can envisage that the wider is a student's linguistic repertory, the more they will draw an empiric, positive, and perhaps political vision of Europe.

Multilingualism of each student is here measured by the number of languages spoken. For this, students declared the number of languages spoken, between one (corresponding to their maternal language) and four (indicating a high level of multilingualism).

Students who declare only one language spoken (Table 25) tend to draw a very concrete, but not necessarily realistic, vision of Europe. They show a consumerist perception of Europe, based on luxury ("fashion", "money", "cars", "Ferrari", "income", "perfumes"), tourism ("Paris", "Eiffel", "tower", "Louvre", "tourism"), or particular countries ("Italy", "Germany"). Those students tend also to emphasise words around competition, related to sports ("football") or conquests ("imperialism", "Nazism", "self-interest", "Napoleon") vocabularies. Some general qualities of Europe ("health", "schools", "quality",

“big”, “life”) are also more pointed out by those students.

In contrast, those students who speak only their maternal language view less often Europe from an historical (“future”, “evolution”) or cultural (“culture”) way. In general, they associate Europe less with its universal socially and political values (“community”, “social”, “variety”, “open”, “multicultural”, “freedom”, “unity”, “diversity”). They also omit glamour visions of Europe (“well”, “romantic”). Lastly, Europe as a territorial entity (“continent”) is almost absent.

When students are bilingual (Tables 26 and 27), they tend to imagine Europe more as a “civilisation” with general, smooth and idealistic qualities, around “beauty” (“romantic”, “graceful”, “elegant”, “clean”, “pretty”, “gentleman”), “comfort” (“quiet”, “environment”, “cosy”). Its high economic level is more often quoted (“developed”, “rich”, “flourishing”, “leisure”, “advanced”, “good”, “noble”, “abundant”, “strong”, “many”). At the same time, references to the past (“classical”, “ancient”, “long”, “conservative”, and “cathedral”) are also present. But those students tend to weaken construction process of Europe, concerning governance (“supranationality”, “included”, “opening”, “solidarity”, “European”, “integration”, “diversity”, “union”, “dependence”, “unity”), political issues (“multicultural”, “citizenship”, “xenophobia”, “politics”, “racism”), or historical heritage (“tradition”, “continent”, “wars”, “values”, “culture”). They also pointed out the economic “strength” of Europe (“interest”, “euro”, “investment”, “development”, “exchanges”, “future”, “progress”).

Students who declare speaking three languages (Tables 28 and 29) have very contrasted representations of Europe. Sometimes, they point out the European construction process, generally as to its governance (“union”, “diversity”, “integration”, “right”, “unity”, “freedom”, “multicoloured”, “Brussels”, “opening”, “Schengen”, “best”, “law”), even if economic perspectives are also present (“progress”, “exchanges”, “poverty”, “liberalism”, “food”). They also use words anchored in history (“history”, “continent”, “seniority”, “past”) or power relationship (“dependence”, “America”, “aristocracy”, “power”).

But two kinds of vocabulary tend to be missing from the vocabulary of those students. They under-represent words referring to tourism, through places all over Europe (“Russia”, “Spain”, “Paris”), or monuments (“Eiffel”, “Tower”, “cathedral”), “god”, “mother” (Notre Dame). Economic merits (“leisure”, “fashion”, “advanced”, “flourishing”, “rich”, “developed”) or idealistic qualities (“romantic”, “mysterious”, “beauty”, “graceful”, “quiet”, “clean”, “long”, “pretty”, “elegant”, “classical”) are also under-represented in the vocabulary of those students. Their vision of Europe is clearly more negative than the others.

The most multilingual students (with four or more languages spoken) (Table 30) have a representation of Europe less specific with few words over-represented. For the first time, the vocabulary colouring is clearly

Table 25: Specific vocabulary of students with one language spoken

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
fashion	1.31	0.60	50	220	5.257
Paris	0.53	0.16	20	59	4.757
imperialism	1.02	0.50	39	183	4.272
football	0.95	0.46	36	168	4.126
Eiffel	0.53	0.21	20	79	3.670
Nazism	0.21	0.05	8	17	3.643
Tower	0.55	0.24	21	88	3.535
health	0.32	0.11	12	39	3.350
schools	0.16	0.03	6	12	3.215
money	0.84	0.48	32	175	3.078
cars	0.32	0.12	12	43	3.071
Ferrari	0.16	0.04	6	13	3.060
quality	0.60	0.31	23	114	3.006
Louvre	0.16	0.04	6	14	2.917
income	0.24	0.08	9	29	2.882
perfumes	0.18	0.05	7	19	2.867
self-interest	0.18	0.06	7	21	2.654
European	2.42	1.84	92	677	2.632
where	0.13	0.03	5	12	2.573
tourism	0.81	0.51	31	188	2.497
Italy	0.32	0.14	12	53	2.457
Germany	0.34	0.17	13	61	2.378
big	0.34	0.17	13	63	2.276
life	0.74	0.47	28	173	2.273
Napoleon	0.16	0.05	6	20	2.219
community	0.16	0.34	6	125	-2.032
future	0.08	0.23	3	86	-2.101
social	0.08	0.23	3	86	-2.101
variety	0.03	0.15	1	56	-2.139
culture	2.34	2.89	89	1063	-2.151
continent	0.71	1.05	27	387	-2.199
no	0.00	0.12	0	43	-2.363
open	0.08	0.27	3	100	-2.524
well	0.00	0.13	0	48	-2.559
evolution	0.00	0.13	0	49	-2.597
multicultural	0.05	0.24	2	89	-2.675
romantic	0.26	0.58	10	215	-2.880
freedom	0.76	1.24	29	455	-2.885
unity	0.13	0.49	5	182	-3.737
diversity	0.24	0.78	9	287	-4.490

Table 26: Over-represented specific vocabulary of students speaking two languages

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
romantic	1.18	0.58	182	215	12.862
developed	3.59	2.70	556	994	8.848
rich	2.14	1.61	332	594	6.764
mysterious	0.21	0.09	32	34	6.267
beauty	1.96	1.49	303	548	6.205
flourishing	0.25	0.12	38	44	5.927
graceful	0.17	0.07	26	27	5.833
leisure	0.30	0.16	46	59	5.481
elegant	0.38	0.22	59	82	5.358
advanced	0.70	0.48	108	177	4.992
classical	0.38	0.24	59	87	4.730
clean	0.51	0.36	79	132	4.016
pretty	0.09	0.04	14	15	3.891
open	0.39	0.27	61	100	3.702
ancient	0.26	0.17	40	63	3.290
quiet	0.12	0.07	19	25	3.234
long	0.10	0.05	16	20	3.224
good	0.67	0.52	103	191	3.220
environment	0.22	0.14	34	53	3.093
comfort	0.32	0.23	50	85	2.992
small	0.44	0.33	68	122	2.941
noble	0.07	0.04	11	13	2.852
abundant	0.05	0.02	7	7	2.828
cosy	0.05	0.02	7	7	2.828
strong	0.22	0.15	34	55	2.806
gentleman	0.06	0.03	9	10	2.797
civilisation	1.49	1.29	230	476	2.703
conservative	0.14	0.09	22	33	2.667
cathedral	0.11	0.07	17	24	2.634
many	0.19	0.13	29	47	2.557

Table 27: Under-represented specific vocabulary of students speaking two languages

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
tradition	0.31	0.39	48	145	-2.137
interest	0.10	0.16	16	58	-2.146
multicultural	0.17	0.24	27	89	-2.174
euro	1.49	1.66	230	611	-2.223
supranationality	0.00	0.02	0	8	-2.238
included	0.00	0.02	0	8	-2.238
investment	0.00	0.02	0	8	-2.238
strength	0.01	0.04	2	16	-2.254
opening	0.01	0.04	2	16	-2.254
solidarity	0.10	0.16	15	58	-2.427
continent	0.90	1.05	139	387	-2.444
poverty	0.02	0.06	3	21	-2.478
wars	0.03	0.08	5	29	-2.633
European	1.62	1.84	251	677	-2.652
citizenship	0.01	0.05	2	19	-2.722
values	0.03	0.07	4	27	-2.817
integration	0.10	0.19	16	69	-3.158
development	2.14	2.45	332	901	-3.223
exchanges	0.03	0.09	5	34	-3.234
future	0.14	0.23	21	86	-3.308
xenophobia	0.17	0.28	27	104	-3.321
diversity	0.60	0.78	93	287	-3.324
union	2.80	3.15	433	1160	-3.339
history	1.10	1.33	170	491	-3.366
politics	0.31	0.45	48	165	-3.377
dependence	0.00	0.04	0	15	-3.456
unity	0.34	0.49	53	182	-3.547
progress	0.25	0.40	39	146	-3.780
culture	2.48	2.89	384	1063	-4.007
racism	0.77	1.01	119	373	-4.015

Table 28: Over-represented specific vocabulary of students speaking three languages

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
union	3.92	3.15	445	1160	5.483
diversity	1.08	0.78	123	287	4.236
culture	3.44	2.89	391	1063	4.144
integration	0.32	0.19	36	69	3.564
progress	0.58	0.40	66	146	3.561
history	1.66	1.33	188	491	3.475
right	0.10	0.04	11	15	3.129
seniority	0.15	0.08	17	28	3.077
continent	1.29	1.05	147	387	2.944
future	0.35	0.23	40	86	2.938
unity	0.65	0.49	74	182	2.730
freedom	1.48	1.24	168	455	2.726
multicoloured	0.05	0.02	6	7	2.616
dependence	0.09	0.04	10	15	2.605
America	0.07	0.03	8	11	2.561
exchanges	0.16	0.09	18	34	2.512
Brussels	0.26	0.17	29	63	2.405
opening	0.09	0.04	10	16	2.371
poverty	0.11	0.06	12	21	2.285
liberalism	0.26	0.18	30	67	2.277
Schengen	0.19	0.13	22	46	2.267
aristocracy	0.06	0.03	7	10	2.240
best	0.06	0.03	7	10	2.240
law	0.16	0.10	18	36	2.237
power	1.37	1.18	156	434	2.228
food	0.21	0.14	24	52	2.181
past	0.11	0.06	12	22	2.103



Table 29: Under-represented specific vocabulary of students speaking three languages

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
conservative	0.04	0.09	4	33	-2.276
clean	0.25	0.36	28	132	-2.375
mother	0.01	0.05	1	19	-2.386
long	0.01	0.05	1	20	-2.503
Russia	0.02	0.07	2	26	-2.559
God (Notre Dame)	0.01	0.06	1	21	-2.616
football	0.32	0.46	36	168	-2.644
pretty	0.00	0.04	0	15	-2.658
elegant	0.12	0.22	14	82	-2.705
classical	0.13	0.24	15	87	-2.758
leisure	0.07	0.16	8	59	-2.914
Spain	0.03	0.10	3	35	-2.920
cathedral	0.01	0.07	1	24	-2.936
imperialism	0.33	0.50	38	183	-2.978
quiet	0.01	0.07	1	25	-3.038
quality	0.18	0.31	20	114	-3.120
Paris	0.06	0.16	7	59	-3.250
foreign	0.03	0.11	3	39	-3.266
Eiffel	0.10	0.21	11	79	-3.345
Tower	0.11	0.24	13	88	-3.347
fashion	0.40	0.60	45	220	-3.393
advanced	0.30	0.48	34	177	-3.415
flourishing	0.03	0.12	3	44	-3.671
rest	0.02	0.11	2	40	-3.819
graceful	0.00	0.07	0	27	-3.907
beauty	1.10	1.49	125	548	-4.174
rich	1.20	1.61	136	594	-4.304
mysterious	0.00	0.09	0	34	-4.493
developed	2.03	2.70	231	994	-5.374
romantic	0.18	0.58	20	215	-7.518

negative. Here, the students point out geopolitical relationships (“opportunist”, “Hitler”, “domination”, “slavery”) and exchanges based on exclusion (“racism”, “xenophobia”). The European integration process is also more often quoted (“included”, “unity”, “circulation”, “community”, “commission”, “multicultural”, “rules”, “diversity”).

Unsurprisingly, those students omit idealistic perceptions of Europe (“graceful”, “beauty”, “mysterious”, “elegant”, “fashion”, “romantic”). The level of development from an essentially in an economic perspective also tend to be ignored (“technology”, “population”, “health”, “leisure”, “richness”, “flourishing”, “advanced”, “rich”, “developed”). Relations to time (“antiquity”, “contemporary”, “classical”) are also under-represented.

The most multilingual students (with four or more languages spoken) (Table 30) have a representation of Europe less extensive, in terms of the number of significant words over-represented. For the first time, negative words took up all specificities. Those students point out geopolitical relationships (“opportunist”, “Hitler”, “domination”, “slavery”) and exclusion exchanges (“racism”, “xenophobia”). The European integration process is also more often quoted (“included”, “unity”, “circulation”, “community”, “commission”, “multicultural”, “rules”, “diversity”).

Conversely, those students omit glamour perception of Europe (“graceful”, “beauty”, “mysterious”, “elegant”, “fashion”, “romantic”). The level of development tend to be ignored (“technology”, “population”, “health”, “leisure”, “richness”, “flourishing”, “advanced”, “rich”, “developed”), essentially in an economical perspective. Relations to time (“antiquity”, “contemporary”, “classical”) are also under-represented. Lastly, negative words have been pointed out (“prejudice”, “exploitation”).

The analysis of the specific vocabulary according to the number of languages spoken does not show a universal vision of Europe. Multilinguality does have a real effect, but in an unexpected way. A gradient in the perception of Europe appears: the more languages a student speaks, the more their vision of Europe is negative. Students who speak only one or two languages tend to have a utopian vision of Europe, through tourism, luxury, or qualities. In fact, they might have never gone away from their country or to the European territory. So they simply imagine Europe as an Eldorado, a land with qualities.

In contrast, students who are more multilingual (three or more languages spoken) envisage Europe more in a negative way, sometimes associated with an economic perspective, sometimes with a vocabulary about exclusion. Then the hypothesis about the open-mindedness of multilingual students is not confirmed and the number of spoken languages is not a sufficient variable to explain differences in the perception of Europe. In addition, for some countries, it is very common to speak several languages, even dialects, (India, Brazil, Cameroon, Senegal, Tunisia, Sweden). At the same time, quite

Table 30: Specific vocabulary of students speaking four (or more) languages

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
racism	1.66	1.01	102	373	5.146
xenophobia	0.62	0.28	38	104	4.789
included	0.11	0.02	7	8	4.062
unity	0.82	0.49	50	182	3.589
circulation	0.18	0.06	11	23	3.281
Eldorado	0.23	0.09	14	34	3.228
Spain	0.23	0.10	14	35	3.128
love	0.20	0.09	12	32	2.667
less	0.11	0.04	7	15	2.478
community	0.52	0.34	32	125	2.445
opportunist	0.10	0.03	6	12	2.413
commission	0.10	0.03	6	12	2.413
Hitler	0.15	0.06	9	23	2.383
multicultural	0.39	0.24	24	89	2.343
domination	0.41	0.26	25	94	2.327
rules	0.13	0.05	8	20	2.282
Switzerland	0.18	0.09	11	33	2.176
English	0.13	0.06	8	21	2.156
slavery	0.15	0.07	9	25	2.152
diversity	1.01	0.78	62	287	2.116
environment	0.05	0.14	3	53	-2.143
countries	0.77	1.03	47	379	-2.236
prejudice	0.00	0.07	0	24	-2.240
graceful	0.00	0.07	0	27	-2.444
antiquity	0.00	0.08	0	28	-2.509
exploitation	0.26	0.46	16	169	-2.554
small	0.16	0.33	10	122	-2.563
contemporary	0.00	0.08	0	29	-2.573
beauty	1.13	1.49	69	548	-2.599
mysterious	0.00	0.09	0	34	-2.874
leisure	0.03	0.16	2	59	-2.928
richness	0.13	0.34	8	124	-3.230
classical	0.07	0.24	4	87	-3.248
flourishing	0.00	0.12	0	44	-3.409
elegant	0.05	0.22	3	82	-3.459
advanced	0.21	0.48	13	177	-3.527
rich	1.09	1.61	67	594	-3.657
fashion	0.26	0.60	16	220	-4.003
developed	1.76	2.70	108	994	-5.189
romantic	0.05	0.58	3	215	-7.327

a few of them have had a difficult past relationship with Europe and this negative vision from the past tends to prevail.

Beyond the personal characteristics of individuals, we want to capture how national affiliation and geographic position of a country influences its students' representations of Europe. For this, we looked at the words quoted in association with Europe by the students of different countries to show the emergence of groups of countries that use some common vocabulary or conversely very different ones. Somehow, it is a semantic "regional effect" that we try to put in evidence with the words quoted to say Europe. To this end, we conducted a correspondence analysis (AFC) on the table, crossing the lemmatised vocabulary (1197 words) and the country of residence of the students surveyed (15 countries and 3 as additional). Output indicators give the base of the analysis and the interpretations: contributions of countries (words) to the formation of the factorial axes, qualities of country representation (words) on the axes, coordinates of the countries (words) on the axes. They help to highlight associations and/or oppositions between countries and words, which structure the data table, and to rank them. Graphic representations from the analysis visualise the statistical associations (by geometric proximity) between the lines (words) and columns (countries) and to interpret the factorial axes. The study of the specific vocabulary of each country (see the next section) supports the interpretation of the proximities and oppositions between countries.

Here we interpret the information provided by the first four axes, which total up to more than half (54%) of the variance contained in the data table. The table of country contributions to the formation of the factorial axes (Table 1) allows of distinguishing three groups of countries: one for which the contribution is very high for at least one axis (China on axis 1, Cameroon on axis 2, Russia on axis 3), a second for which the contributions are strong on several axes (France and Belgium on axes 1 and 3, India on axes 3 and 4) or on a single axis (on axis 2 for Senegal and on axis 4 for Turkey). We here highlight countries with specific representations of Europe, that is to say, different from the general trend, and we are interested in the spatial regionalisation of the vision of Europe, namely sets of countries with the same perception.

The words quoted by students from other countries are more difficult to interpret because the contributions of these countries are relatively low in the first four axes. For the latter, we will observe the contents of their specific vocabulary.

### **5.2.2 Visions of Europe and distance from Europe**

We will therefore concern ourselves primarily with the countries whose contribution values are strong or very strong. The most important opposition

Table 31: Contributions of country of residence of students for training the first four factorial axes

Country	Weight	Distance/origin	Axis 1	Axis 2	Axis 3	Axis 4
Belgium	4.68	2.66	9.65	1.29	7.95	2.92
Brazil	10.35	1.20	2.48	0.00	0.36	3.72
China	12.33	2.20	52.05	22.26	7.01	4.16
Cameroon	13.64	1.58	5.07	53.60	0.00	16.39
Egypt	1.40	4.53	0.09	0.03	0.50	2.06
France	6.53	1.93	11.03	0.79	11.30	1.33
Hungary	2.62	3.97	3.23	0.93	3.12	0.29
India	11.66	1.30	2.91	0.19	9.34	25.78
Moldova	2.63	2.60	0.52	0.06	0.23	0.24
Malta	2.35	2.64	0.21	0.33	0.16	0.41
Portugal	5.31	1.49	5.64	0.49	3.10	0.02
Romania	3.57	2.33	2.67	0.84	2.19	0.42
Russia	9.45	2.17	4.44	8.06	54.58	18.18
Senegal	2.30	3.86	0.01	7.21	0.11	0.33
Tunisia	2.53	2.86	0.00	1.06	0.06	0.99
Turkey	8.67	1.74	0.00	2.84	0.00	22.75

Example of reading: Turkey does not contribute to the formation of axes 1 and 3. It explains almost 3% of the information contained in axis 2 and a quarter of that of axis 4 (22.75%).

(axis 1) is observed between the vocabulary used by students who reside outside Europe, especially the Chinese, to describe Europe, and European students from France and Belgium and, to a lesser extent, those of Portugal and Hungary.

#### **A cheerful view of Europe from the Chinese students**

In the group of countries far from Europe, it is China that stands out the most, with a record of very specific vocabulary that reflects an abstract vision of an idealised Europe, almost mythical or fantastical. The words are mostly adjectives with positive connotations: “romantic”, “elegant”, “harmonious”, “flourish”, “graceful”, “pretty”, “small is beautiful”, “mysterious”, but probably for those who do not know Europe. On another register, the economic qualities (“developed”, “flourishing”, “prosperous”) and those of daily life (“welfare”, “leisure”, “climate”, “scenery”) are underlined. The lexical register is still quite vague with the use of fuzzy terms (“harmonious”, “pretty”, “prosperous”). One wonders at the absence of specific locations but especially words referring to politics, democracy and freedom.

#### **A shared economic vision of European countries**

This ideal vision contrasts with the more economic approach to Europe expressed primarily by students of the founding countries of the European

Figure 61: Factorial plan 1-2

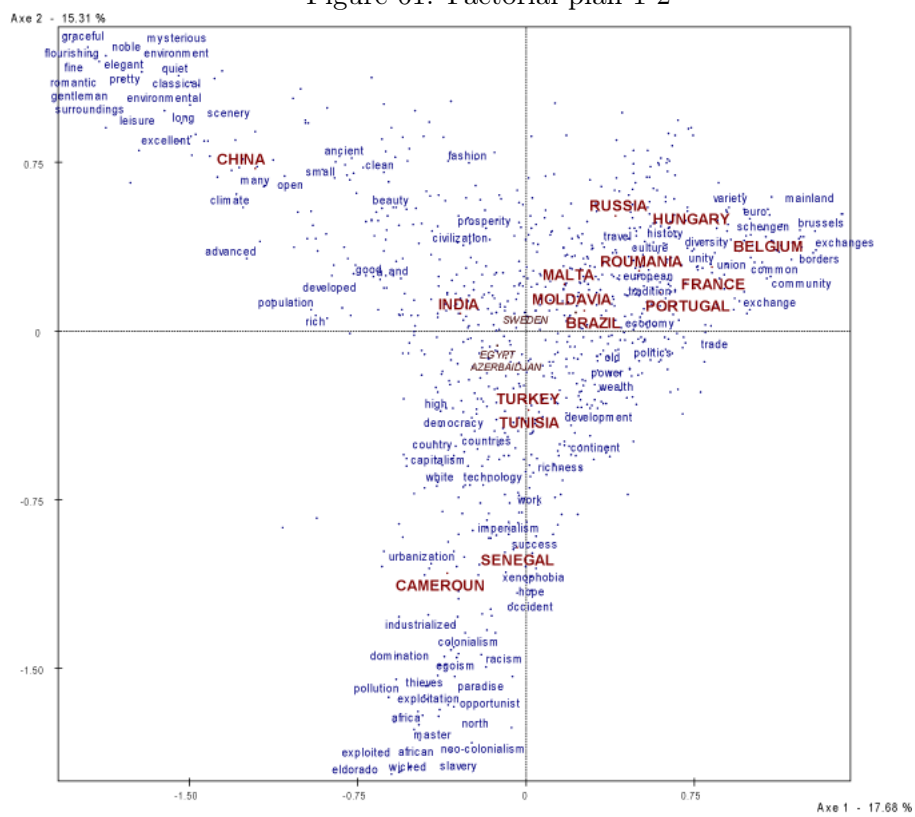


Figure 62: Factorial plan 3-4

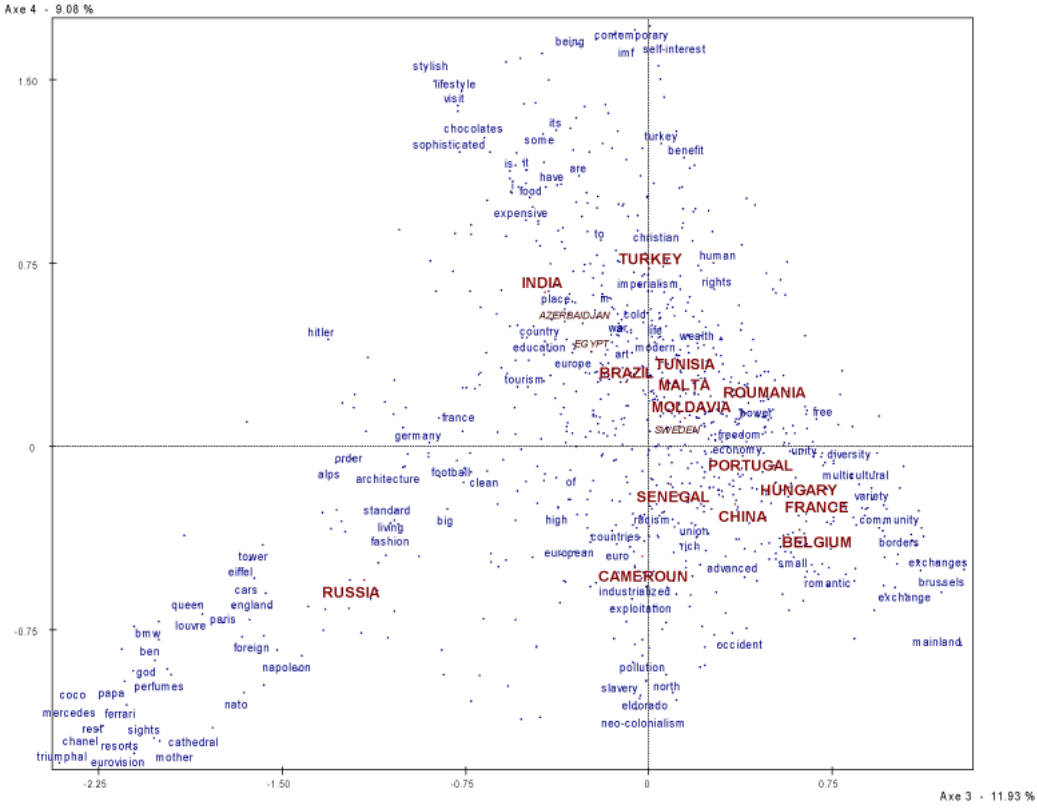


Table 32: Specific vocabulary of Chinese students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
romantic	4.56	0.58	204	215	27.984
developed	7.91	2.68	354	994	19.531
rich	5.45	1.60	244	594	18.016
elegant	1.52	0.22	68	82	14.636
classical	1.50	0.23	67	87	13.892
advanced	2.17	0.48	97	177	13.676
flourishing	0.96	0.12	43	44	12.966
open	1.43	0.27	64	100	12.166
beauty	3.77	1.47	169	548	11.717
small	1.50	0.33	67	122	11.344
mysterious	0.69	0.08	31	31	11.169
leisure	0.96	0.16	43	59	10.723
graceful	0.60	0.07	27	27	10.388
civilisation	2.88	1.28	129	476	8.911
climate	0.78	0.17	35	64	8.117
quiet	0.45	0.07	20	25	7.632
pretty	0.34	0.04	15	15	7.590
scenery	0.56	0.11	25	41	7.296
noble	0.29	0.03	13	13	7.020
environmental	0.38	0.06	17	23	6.687
welfare	0.92	0.30	41	112	6.612

Reading: The frequency of the adjective romantic among all of the words used to describe Europe is 0.58% (215 occurrences). It is 4.56% for Chinese students with an associated test value very significant ( $>2$ ). The adjective “romantic” is thus very specific to the population of Chinese students.



Table 33: Specific vocabulary of French students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
Exchanges	1.31	0.09	31	34	12.132
Union	7.38	3.12	175	1160	10.629
trade	1.27	0.17	30	62	9.047
space	0.80	0.08	19	28	8.261
Euro	3.88	1.64	92	611	7.591
power	2.95	1.17	70	434	7.061
free	1.27	0.28	30	103	7.032
continent	2.66	1.04	63	387	6.747
Schengen	0.80	0.12	19	46	6.650
currency	0.80	0.12	19	46	6.650
inequality	0.76	0.11	18	42	6.578
diversity	2.15	0.77	51	287	6.551
community	1.31	0.34	31	125	6.490
borders	0.76	0.12	18	46	6.301
identity	0.55	0.06	13	23	6.274
sharing	0.46	0.04	11	16	6.235
economy	2.95	1.36	70	507	5.989
politics	1.43	0.44	34	165	5.988
difficulties	0.34	0.03	8	11	5.378

Union (France, Belgium, and Portugal). They see it as a “space”, a “continent”, a “union”, a means of exchanges (“exchanges”, “Schengen”) primarily of a commercial nature, with a single “currency” (euro) and a “power”. For these students, Europe is a community made up of “diversity” and “sharing” but with its “borders”, its “difficulties” and a social inequality that occurs primarily in space despite the “freedom” to move and speak. Finally, the representation of Europe is ambivalent here, sometimes with positive connotations, sometimes negative, more related to political and economic issues of European integration.

Students interviewed in Belgium share with French students the idea of a territorial entity (mainland), in the sense of appropriation or even claim. Their vision, however, is more centred on Brussels (“Brussels”), the European commission (“commission”), and the European parliament (“parliament”), but limited mostly to the “West” of Europe. We are here in a perception of Europe as a whole region, sensitive to the functioning of the institutions of the EU.

The vocabulary of Portuguese students also participates in this economic register. We find the words “union”, “development”, “euro”. These terms also refer to a representation of Europe as a regional set, a “community” of coun-

Table 34: Specific vocabulary of Belgian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
mainland	2.65	0.13	45	47	16.041
euro	6.54	1.64	111	611	12.490
Brussels	2.18	0.17	37	63	11.982
union	9.07	3.12	154	1160	11.907
exchange	1.18	0.11	20	40	8.240
economy	3.77	1.36	64	507	7.227
European	4.24	1.82	72	677	6.527
commission	0.53	0.03	9	12	6.284
parliament	0.77	0.10	13	37	5.740
community	1.35	0.34	23	125	5.593
West	1.18	0.29	20	109	5.192

Table 35: Specific vocabulary of Portuguese students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
union	9.33	3.12	180	1160	13.249
culture	6.48	2.86	125	1063	8.476
development	5.75	2.43	111	901	8.367
community	1.76	0.34	34	125	7.978
single	0.52	0.04	10	14	6.340
euro	3.68	1.64	71	611	6.231
multicultural	1.04	0.24	20	89	5.463
cooperation	0.88	0.19	17	72	5.164
gastronomy	0.41	0.04	8	15	5.033

Table 36: Specific vocabulary of Hungarian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
Christendom	1.79	0.06	17	23	9.785
home	2.21	0.13	21	49	9.309
union	9.25	3.12	88	1160	8.985
variety	2.21	0.15	21	56	8.946
culture	8.20	2.86	78	1063	8.209
multicoloured	0.74	0.02	7	7	6.757
Hungary	0.74	0.02	7	8	6.452
continent	3.68	1.04	35	387	6.301
welfare	1.58	0.30	15	112	5.082

tries, and therefore a source of “multiculturalism” but also of “cooperation”. Beyond this economic vision, we make out a more cultural dimension (“culture”, “gastronomy”)

The vision expressed by the students of the first countries forming the European Union is also shared in part by the students from the new member states of the European Union such as Hungary and Malta and most recently Romania.

While the majority of words given by students in Hungary is quite similar to those quoted in France, Belgium and Portugal (“union”, “variety”, “continent”, “culture”), nevertheless it shows a highly specific vocabulary. Primarily, the religious aspects (“Christendom”) are highlighted, and they are virtually the only students to mention this dimension. It is difficult to interpret this aspect, since it can express both the religious and historical particularity of Hungary as well as the mark of an identity claim. We notice also from the Hungarian students a willingness to mark their belonging to Europe by appointing it as their “home” (home) or by associating the name of their country.

Table 37: Specific vocabulary of Romanian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
diversity	4.78	0.77	62	287	11.551
unity	3.47	0.49	45	182	10.388
culture	8.49	2.86	110	1063	10.116
civilisation	5.17	1.28	67	476	9.641
tradition	2.78	0.39	36	145	9.282
history	5.02	1.32	65	491	9.141
seniority	0.93	0.08	12	28	6.442

The Romanians meanwhile have a fairly limited vocabulary but place greater emphasis on the “civilisation” of Europe, based on its “culture”, its “history”, its “traditions”, and its “seniority”, but more from a perspective of observation than a perspective of judgment. These aspects of neutrality and quasi-smooth image of Europe are present in the other two terms most commonly cited by the Romanian students, close to the European motto: “unity” and “diversity”.

### **An accusing vision on the part of Cameroonian and Senegalese students**

Confronting this positive view from European countries and idealised view from China, there is a very negative vision, even accusatory, emanating from the African students and especially from Cameroon. It is firstly the gap in terms of “development” that is evoked by the students, not only in the dominant economic content (“technology”, “industrialised”, “urbanisation”) but also in living standards (“rich”). Expressions of a sense of “exploitation” or “domination” throughout the history of “colonialism” and “slavery” appear soon in European representations of the students from Cameroon and Senegal. The terms are numerous and varied and clearly evoke criticism: “racism”, “pollution”, “selfishness”, “capitalism”, “thieves”. The North–South geopolitical opposition is also very present through the words “North”, “West” and “white”. Even for some, Europe is seen as a state that cannot be reached: “Eldorado”, “paradise”, “hope”. Finally, for these students, Europe is not symbolised by political values, since only “democracy” is present in the most quoted terms.

This vision is shared to a lesser extent by the Senegalese students, with a vocabulary more specific and smaller. It also expresses a very negative view of Europe by stressing more often “racism”, “xenophobia”, or the “individualism” shown by Europe. Very clearly, for Senegalese students, Europe is synonym of a sidelining.

### **More complex visions of Europe**

Reading the following factorial plan (plan 3-4, Figure 2) allows observing a further differentiation in the vocabulary of students according to their country of residence. Axis 3 isolates the representations of Russians, associated to a lesser extent with Indians, and opposed to that of France and Belgium.

### **A stereotypical view from the Russians and Indians**

For students in Russia, Europe corresponds first and foremost to the European Union, including the UK. They underline their distance from this entity, which remains a “foreign country” linked to “NATO”. Yet, despite these political terms, Europe is not seen as a power. It is seen more as a tourist destination (“resort”, “restaurant”, “architecture”) which attaches itself to a variety of clichés mixing touristic sites (“Eiffel Tower”, “Notre

Table 38: Specific vocabulary of Cameroonian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
industrialised	5.53	1.21	274	451	23.658
exploitation	2.58	0.45	128	169	18.449
colonialism	3.01	0.70	149	260	16.694
racism	3.67	1.00	182	373	16.551
pollution	1.39	0.22	69	82	14.415
countries	2.87	1.02	142	378	11.846
North	0.87	0.14	43	52	11.194
Occident	1.23	0.26	61	98	11.185
domination	1.15	0.25	57	94	10.624
Eldorado	0.65	0.09	32	34	10.512
neo-colonialism	0.50	0.07	25	27	9.133
egoism	0.79	0.18	39	66	8.602
capitalism	1.43	0.53	71	196	8.045
continent	2.26	1.04	112	387	8.033
slavery	0.42	0.07	21	25	7.806
rich	2.95	1.60	146	594	7.387
paradise	0.42	0.08	21	29	7.109
master	0.30	0.05	15	17	6.745
wicked	0.24	0.03	12	12	6.538
white	0.71	0.24	35	89	6.019
thieves	0.34	0.07	17	26	5.966
urbanisation	0.38	0.09	19	32	5.942
democracy	2.16	1.22	107	453	5.910
hope	0.36	0.08	18	31	5.691
developed	3.94	2.68	195	994	5.560
technology	1.59	0.88	79	327	5.243

Table 39: Specific vocabulary of Russian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	T-value
European	5.19	1.82	178	677	12.966
fashion	2.65	0.59	91	220	12.661
rest	1.05	0.11	36	40	11.957
euro	4.57	1.64	157	611	11.916
Eiffel (tower)	1.43	0.21	49	79	11.520
Paris	1.19	0.16	41	59	11.142
cathedral	0.70	0.06	24	24	10.391
NATO	0.96	0.12	33	44	10.362
standard (of living)	1.31	0.29	45	107	8.928
cars	0.76	0.12	26	43	8.215
Notre Dame	0.50	0.05	17	19	8.069
football	1.52	0.45	52	168	7.852
foreign	0.67	0.10	23	39	7.612
Ferrari	0.38	0.03	13	13	7.488
England	0.55	0.08	19	30	7.148
Chanel	0.38	0.04	13	14	7.146
order	0.70	0.13	24	49	7.050
Union	5.19	3.12	178	1160	6.715
Mercedes	0.29	0.03	10	10	6.484
Big Ben	0.38	0.05	13	17	6.444
resorts	0.29	0.03	10	11	6.126
Eurovision	0.32	0.04	11	14	5.975
Napoleon	0.38	0.05	13	20	5.937
clean	1.05	0.36	36	132	5.887
architecture	0.61	0.15	21	54	5.745
Triumphal (arch)	0.23	0.02	8	8	5.722

Dame”, “Big Ben”, “Arc de Triomphe”, “Paris”), luxury (“fashion”, “Ferrari”, “Chanel”, “Mercedes”), and appearance (“cars”, “clean”, “order”). Beyond this fairly trivial image of Europe, some words appear in the register of the competition, both by game (“football”, “Eurovision”) and linked with history (“Napoleon”). Finally, there are a few words, more common, in relation with the economic functioning of Europe (“European”, “Union”, “standard of living”).

The Indians have a rather fragmented vision of Europe. It is most often seen as a “place” or “country”. This representation is akin to that sometimes idealised Chinese moment (“beauty”, “sophisticated”, “stylish”), linked with a “lifestyle” and the presence of “nature”. The “Swiss” is evocative of Europe as well as “India Company”, reflecting historical ties with India. Among the

Table 40: Specific vocabulary of Indian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	T-value
country	1.65	0.38	70	140	11.228
beauty	3.28	1.47	139	548	9.105
Europe	1.44	0.45	61	169	8.330
food	0.73	0.14	31	52	8.234
sophisticated	0.50	0.08	21	28	7.681
expensive	0.43	0.07	18	27	6.626
stylish	0.26	0.03	11	11	6.494
place	0.78	0.23	33	86	6.371
Switzerland	0.45	0.09	19	33	6.256
lifestyle	0.28	0.04	12	14	6.168
visit	0.26	0.03	11	13	5.840
India (East India Co.)	0.21	0.02	9	9	5.805
natural	0.38	0.08	16	31	5.347
Hitler	0.31	0.06	13	23	5.066
monuments	0.28	0.05	12	20	5.029

specific associated words are those of historical figures (“Hitler”). Finally, some words can be grouped around tourist representations in a broad sense (“monuments”, “visit”, “food”) or financial aspects (“food”, “expensive”).

Table 41: Specific vocabulary of Turkish students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
imperialism	2.76	0.49	87	183	13.902
Christian	1.87	0.32	59	120	11.609
modern	3.11	0.90	98	335	11.016
contemporary	0.83	0.08	26	29	10.302
self-interest	0.64	0.06	20	21	9.306
(human) rights	1.49	0.37	47	136	8.460
IMF	0.48	0.04	15	15	8.248
Turkey	0.48	0.06	15	22	6.743
benefit	0.38	0.05	12	17	6.093
arrogant	0.64	0.15	20	55	5.620
technology	1.87	0.88	59	327	5.449
self-seeker	0.22	0.02	7	7	5.412
money	1.21	0.47	38	175	5.300
discrimination	0.48	0.10	15	36	5.237
civilisation	2.38	1.28	75	476	5.142

### A more mixed vision from Turks, Brazilians and Tunisians

India is also very present on the fourth axis (Figure 2) alongside Turkish students. The latter have a particular approach involving primarily Europe's "imperialism" which originates from a union or a "club" of "Christians". In this rather historical representation on the part of the Turkish students, there are also critical terms about Europe ("arrogant", "discrimination", "benefit", "money"), guided by a personal interest ("self-interest") or an opportunistic behaviour ("self-seeker"). This negative view of a Europe from which Turkey feels left out may explain the presence of the word "Turkey" among the words most cited by students: they both criticise this position and claim a European identity. All this is offset by a positive perception of several students that emphasise the "modern" and "contemporary" aspect of Europe, its support for "civilisation", including respect for human rights.

This both positive and critical representation of Europe is the one also coming from the Brazilian and Tunisian students with vocabulary slightly different according to the country ("xenophobia" for Brazilians, "racist" for Tunisians). Thus, the Brazilian students perceive Europe through its higher level of "development" ("richness", "quality", "wealth", "first" "world"), and its historical ("antiquity", "old", "war", "tradition") and cultural specificities ("culture", "museums", "knowledge"). In short, Europe is seen as a "civilisation". Here the connotations appear ambivalent: Europe is sometimes seen as a factor of sidelining ("xenophobia", "prejudice", "seniority", "cold"), sometimes as a pull factor ("richness", "exploration", "life").



Table 42: Specific vocabulary of Brazilian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
wealth	2.98	0.80	112	297	12.644
development	5.46	2.43	205	901	11.170
first (world)	0.90	0.11	34	42	10.671
history	3.54	1.32	133	491	10.651
cold	1.68	0.41	63	151	10.079
old	2.82	1.01	106	375	9.849
quality	1.28	0.31	48	114	8.824
culture	5.38	2.86	202	1063	8.815
xenophobia	1.17	0.28	44	104	8.465
antiquity	0.56	0.08	21	28	7.986
tradition	1.30	0.39	49	145	7.665
richness	1.12	0.33	42	124	7.095
world	2.18	1.00	82	370	6.759
war	1.17	0.40	44	147	6.592
prejudice	0.40	0.06	15	24	6.076
seniority	0.43	0.08	16	28	5.982
tourism	1.28	0.51	48	188	5.971
exploration	0.27	0.03	10	12	5.699
life	1.17	0.47	44	173	5.688
knowledge	0.69	0.22	26	81	5.315
museums	0.27	0.04	10	15	5.064

Table 43: Specific vocabulary of Tunisian students

Specific words	Internal rate	Global rate	Internal frequency	Global frequency	Test-value
racism	5.00	1.00	46	373	8.858
(human) rights	3.04	0.37	28	136	8.570
technology	4.02	0.88	37	327	7.566
freedom	4.78	1.22	44	455	7.561
progress	2.72	0.39	25	146	7.516
development	6.63	2.43	61	901	6.933
wealth	2.83	0.80	26	297	5.398
terrorism	0.87	0.05	8	19	5.295

On the other hand, for the Tunisian students, the economic terms “progress”, “technological”, or “health” are associated with Europe as well as the values of “human rights” and “freedom”. In contrast, Europe is also negatively described by strong words such as “racism” or “terrorism”.

#### **A positive view of Europe from the margins: Moldova and Malta**

Students from Moldova and Malta have a representation of Europe which does not differ from other countries, despite some over-represented words in the vocabulary of Moldavian students even if they are used by a large number of students in other countries. However, all the words quoted by the Moldavian students reflect a highly positive vision of Europe. The only word over-represented in Malta is the “Mediterranean” which is a crucial characteristic of that country.

For countries which have been put in “additional” in the factor analysis, Egypt and Azerbaijan, they appear alongside India and Turkey on the second factorial axis. Sweden does not differ from other countries and the single term over-represented for the Azerbaijan students is the educational aspect.