

# Colloquium

## “Language Skills for Economic and Social Inclusion”

*Humboldt-Universität zu Berlin, Main Building  
Unter den Linden 6 - 10117 Berlin  
12-13 October 2017*





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## GENERAL INFORMATION

### General goals

This conference aims at exploring the relationship between individual language skills and people's integration in the economy and in society in general with a special focus on the labour market. Language skills can be viewed as human capital having a positive influence on people's income, employability and social inclusion. This holds for immigrants, refugees and mobile people who can benefit from the knowledge of the official language(s) of the host country, but also for citizens learning foreign languages and using them in the workplace.

### Background

Learning foreign or second languages has for a long time been associated with openness to other cultures. In recent decades, nevertheless, the discourse on language learning has gradually changed. Language skills are viewed as part of individuals' human capital that can contribute to their economic welfare, increase productivity and foster growth. At the same time, language learning can promote social inclusion. As a result of recent massive migration flows to Europe both the Council of Europe and the EU have emphasised the importance of language skills for the economic and social integration of migrants and refugees.

There are some sound economic reasons behind these claims. Being a particular form of human capital, language skills may have a positive effect of the economic and social inclusion of individuals in different ways. Language skills in the official language of the host country may have a positive impact on immigrants' income, measured in terms of earning differentials; foreign language skills may be associated with a higher employability, and with a lower probability of being dismissed when the costs of the workforce increase. Language skills, therefore, may facilitate the participation and the inclusion in the labour market, higher earnings and the possibilities of finding a job or holding it. Language skills can also promote a better inclusion in society. Employment, in fact, is one central aspect of inclusion.

Languages are necessary (although not sufficient) for social inclusion and cohesion. The Social Policy and Development Division of the United Nations defines *Social inclusion* as the process by which people resident in a given territory, regardless of their background, can achieve their full potential in life. This, of course, includes the economic life of individuals, without neglecting other social and political aspects. *Social cohesion* is a related concept that can be defined as a feature of a society in which all groups have a sense of belonging, participation, inclusion, recognition and legitimacy. This requires, among other things, avoiding the emergence of "parallel communities" that are divided (or even segregated) by language barriers within a given society.

Language policy can contribute to avoiding exclusion and segregation by promoting the linguistic integration of refugees and migrants, also in the labour market, and by fostering foreign language learning for mobile people who wish to spend a shorter or longer period of their lives abroad (e.g. international students). Language skills facilitate inclusion and cohesion because, among other things, they increase the capability of citizens and migrants to understand and communicate with

the other members of society. It facilitates the access to (higher) education, which plays a key role in the development of an individual's human capital.

## Keynote speakers

**Amado Alarcón**, Universitat Rovira i Virgili, Spain

“Measuring Occupational Language Skills”

**François Vaillancourt**, Université de Montréal, Canada

“Language policies and labour market earnings : plausible impacts and evidence from Québec”

**Antonio Di Paolo**, AQR-IREA, Universitat de Barcelona, Spain

“The economic and social consequences of language-in-education policies”

**Sebastian Otten**, University College London, United Kingdom

“Linguistic Distance, Migrants' Location Choice, and Their Labor Market Integration”

## Organisers

*REAL - Research group on economics and language*

Kultur-, Sozial- und Bildungswissenschaftliche Fakultät/Wirtschaftspädagogik

Humboldt-Universität zu Berlin:

- Bengt-Arne Wickström
- Jürgen van Buer
- Michele Gazzola
- Torsten Templin

## Scientific committee

Agresti, Giovanni (Università di Teramo, Italy)

Chiswick, Barry (George Washington University, USA)

De Schutter, Helder (University of Leuven, Belgium)

Dunbar, Rob (University of Edinburgh, United Kingdom)

Dustmann, Christian (University College London, United Kingdom)

Gazzola, Michele (Humboldt-Universität zu Berlin, Germany)

Ginsburgh, Victor (ECARES, Université Libre de Bruxelles, Belgium)

Grenier, Gilles (Université d'Ottawa, Canada)

Grin, François (Université de Genève, Switzerland)

Kraus, Peter (Universität Augsburg, Germany)

Marácz, László (Universiteit van Amsterdam, Netherlands)

Medda-Windischer, Roberta (European Academy of Bozen/Bolzano, Italy)

Shorten, Andrew (University of Limerick, Ireland)

Spitz-Oener, Alexandra (Humboldt-Universität zu Berlin, Germany)

Templin, Torsten (Humboldt-Universität zu Berlin, Germany)

Trabant, Jürgen (Freie Universität Berlin, Germany)

Van Buer, Jürgen (Humboldt-Universität zu Berlin, Germany)

Von Busekist, Astrid (Sciences-Po, Paris, France)

Wickström, Bengt-Arne (Andrássy University Budapest, Hungary)

Wolf, Nikolaus (Humboldt-Universität zu Berlin, Germany)

## Timing, working languages and IT issues

- Participants have roughly 20 minutes to present their paper and 10 minutes for discussion.
- English is the main working language of the symposium. Speakers can present also in French, German, Italian, Spanish, or Esperanto, but in this case slides in English must be provided. No simultaneous interpreting is available.
- Conference rooms will be provided with a PC on which you can upload your presentation (e.g. in PDF or Powerpoint format). You can send us your presentation by e-mail if you wish so that we can upload it. If you want to use an Apple Computer please bring your own adapter for the beamer.

## Contacts in case of emergency

- Police: 110
- Ambulance: 112
- Torsten Templin's mobile phone: +49163715857
- Bengt-Arne Wickström's mobile phone: +491716448914

## Public transport

- <http://www.bvg.de/en>
- <http://www.s-bahn-berlin.de/en>

## In cooperation with

- ITL project (CSO2015-64247-P) - Spanish Ministry of Economy and Competitiveness
- Andrassy University Budapest, Hungary
- The MIME Project ([www.mime-project.org](http://www.mime-project.org))
- Institute for Ethnic Studies, Ljubljana, Slovenia



## VENUE AND RESTAURANTS

### Venue

- Humboldt-Universität zu Berlin,  
Main Building  
Unter den Linden 6, 10117 Berlin

*Talks:* Rooms 2093 and 2095A (second floor, left wing of the building)

*Registration and coffee breaks:* Next to room 2095A

### How to reach the venue by public transport:

Nearest stations:

- S-Bahn and U-Bahn station Friedrichstraße (S1, S3, S5, S7, S75, U6)
- Bus station „Staatsoper“ (100, 200, N2, TXL)

### How to reach the venue from...

#### Tegel airport

1. Bus TXL: Tegel Airport to Hauptbahnhof
2. S-Bahn S3, S5, S7, S75: Hauptbahnhof to Friedrichstraße
3. Walk from Friedrichstraße (5 minutes)

or

1. Bus TXL: Tegel Airport to Staatsoper
2. Walk from Staatsoper (5 minutes)

#### Schönefeld Airport

1. Train “R7” or “RB 14”: Schönefeld to Alexanderplatz
2. S-Bahn S3, S5, S7 or S75: Alexanderplatz to Friedrichstraße
3. Walk from Friedrichstraße (5 minutes)

or

1. S-Bahn S9: Schönefeld to Ostkreuz
2. S-Bahn S3, S5, S7 or S75: Ostkreuz to Friedrichstraße
3. Walk from Friedrichstraße (5 minutes)

#### Hauptbahnhof (central station)

1. S-Bahn S3, S5, S7 or S75: Hauptbahnhof to Friedrichstraße
2. Walk from Friedrichstraße (5 minutes)

### Restaurants (see section “Maps” to locate the restaurants)

On both days, lunch is provided in nearby restaurants. Dinner is provided on Thursday at the TV Tower restaurant. The costs of these three meals is included in your participation fee.

- **Lunch Thursday 12.10.2017, 13:00**  
Cum Laude Restaurant, Platz der Märzrevolution, 10117 Berlin  
Located in the ground floor of the university main building (right wing)
- **Dinner Thursday 12.10.2017, 20:00**  
Restaurant Sphere at Berlin TV Tower, Panoramastraße 1A, 10178 Berlin  
(20 minutes walk from the university main building)
- **Lunch Friday 13.10.2017, 13:00**  
*Cafe Chagall* (French and Russian food), Georgenstraße 4, 10117 Berlin  
(3 minutes walk from the university main building)

## SCHEDULE

### Overview

Thursday (12.10.2017)			Friday (13.10.2017)		
8:30	Registration				
9:00	Opening Room 2093		9:00	Contributed papers Room 2093	Contributed papers Room 2095A
9:30	Keynote speaker <b>Amado Alarcón</b> Room 2093				
10:30	Contributed papers Room 2093	Contributed papers Room 2095A	10:00	Keynote speaker <b>Antonio Di Paolo</b> Room 2093	
11:30	Coffee Break		11:00	Coffee Break	
12:00	Contributed papers Room 2093	Contributed papers Room 2095A	11:30	Contributed papers Room 2093	Contributed papers Room 2095A
13:00	Lunch Restaurant "Cum Laude"		13:00	Lunch Café Chagall	
14:30	Keynote speaker <b>François Vaillancourt</b> Room 2093		14:30	Keynote speaker <b>Sebastian Otten</b> Room 2093	
15:30	Contributed papers Room 2093	Contributed papers Room 2095A	15:30	Contributed paper Room 2093	Contributed papers Room 2095A
16:30	Coffee Break		16:00	Concluding remarks Room 2093	
17:00	Presentation of the <b>MIME Project</b> Room 2093		16:15	End	
17:30	End				
20:00	Dinner Fernsehturm				

Thursday 12.10.2017

Time	Room 2093	Room 2095A
9:00	<b>Opening</b>	
9:30	<b>Keynote: Amado Alarcón</b> <i>Measuring Occupational Language Skills</i>	
10:30	<b>Teresa Corbella</b> <i>Building a Scale of Occupational Linguistic Intensity (SOLI): Preliminary work to analyze the congruence between workers' real and theoretical language skills based on the information contained in surveys</i>	<b>Assaf Sarid, Oded Galor &amp; Ömer Özak</b> <i>Geographical Origins and Economic Consequences of Language Structures</i>
11:00	~~~~~ <b>Antonio Vidal-Suñé</b> <i>Construyendo una escala de Intensidad Lingüística del Trabajo (ILT): Una primera aproximación tentativa y experimental</i>	~~~~~ <b>Marco Civico</b> <i>The Issue of Complexity in Language Decisions: Evidence from Agent-Based Simulations</i>
11:30	<b>Coffee break</b>	
12:00	<b>Sabine Fiedler</b> <i>Lingua Franca and Social Inclusion: Case Studies of Migrants in Germany</i>	<b>Nune Ayvazyan &amp; Esther Torres</b> <i>Migrants, Machine Translation, and Mediators: The Complex Triangle of the Three M's</i>
12:30	~~~~~ <b>Cyril Brosch</b> <i>To what Extent does the Erasmus+ Programme Support Multilingualism?</i>	~~~~~ <b>Timothy Read, Elena Barcena, Beatriz Sedano &amp; Jorge Arus</b> <i>The Potential of Language MOOCs for the Social Inclusion of Displaced People</i>
13:00	<b>Lunch (Cum Laude)</b>	
14:30	<b>Keynote: François Vaillancourt</b> <i>Language Policies and Labour Market Earnings: Plausible Impacts and Evidence from Québec</i>	
15:30	<b>Ibrahim Bousmah, David Gray &amp; Gilles Grenier</b> <i>Linguistic Distance and Immigrants' Labour Market Outcomes in Montreal</i>	<b>Till Burckhardt</b> <i>The Helvetic Arrangement vs. the Lingua Franca: Can the Swiss model of personal multilingualism cope with European and global mobility?</i>
16:00	~~~~~ <b>Katalin Buzási &amp; Péter Földvári</b> <i>Languages and Labor Market Outcomes in Ghana</i>	~~~~~ <b>Tobias Schroedler</b> <i>Multilingual Practices in the Institution: What Role do Languages Beyond German and English Play in Institutional Communication and in how far can Language Practices be Assessed as Socially Cohesive?</i>
16:30	<b>Coffee break</b>	
17:00	<b>Presentation of the MIME Project</b>	
17:30	<b>End</b>	
20:00	<b>Dinner (Fernsehturm)</b>	

Friday 13.10.2017

Time	Room 2093	Room 2095A
9:00	<b>Joanna M. Clifton-Sprigg</b> <i>Gender, Bilingualism and Labour Market Performance</i>	<b>Ainhoa Aparicio-Fenoll</b> <i>English Proficiency and Test Scores of US Immigrant Children</i>
9:30	~~~~~ <b>Eva Markowsky, Miriam Beblo &amp; Luise Görge</b> <i>Speaking of Gender: Does Language Effect Labor Market Outcomes?</i>	~~~~~ <b>Zsombor Csata &amp; László Marác</b> <i>Bilingualism in Romania: Does the Knowledge of Hungarian have an Economic Payoff?</i>
10:00	<b>Keynote: Antonio Di Paolo</b> <i>The Economic and Social Consequences of Language-in-Education Policies</i>	
11:00	<b>Coffee break</b>	
11:30	<b>Jan C. van Ours &amp; Yuxin Yao</b> <i>The Wage Penalty of Dialect Speaking</i>	<b>Santiago Burida &amp; Pablo Swedberg</b> <i>The Impact of Multilingualism on Immigrants' Host Language Acquisition in Spain"</i>
12:00	~~~~~ <b>Larissa S. Schedel</b> <i>The Relevance of Language Skills for Recruitment Decisions: Important Variable or of Variable Importance?</i>	~~~~~ <b>Tinka Schubert</b> <i>What the 1.5 Generation of Chinese Immigrants in Barcelona Tell Us About Their Language Skills for Social Cohesion and Integration?</i>
12:30	~~~~~ <b>Josep Ubalde</b> <i>How Language Skills, Abilities and Knowledge are Rewarded in the New Economy?"</i>	~~~~~ <b>Verena Hoffmann</b> <i>The Welcome Class – a Room for Multilingualism</i>
13:00	<b>Lunch (Café Chagall)</b>	
14:30	<b>Keynote: Sebastian Otten</b> <i>Linguistic Distance, Migrants' Location Choice, and Their Labor Market Integration</i>	
15:30	<b>Santiago Burida, Carlos Martinez de Ibaretta &amp; Alberto Colino</b> <i>Host Language Proficiency and Employment Propensity Among Immigrants in Spain</i>	<b>Beng Soon Lim</b> <i>The Politics of Language Policies in Multicultural Malaysia and Singapore</i>
16:00	Concluding remarks	
16:15	<b>End</b>	



## ABSTRACTS

### Keynote speakers

**Alarcón, Amado**

Universitat Rovira i Virgili, Spain

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#### *Conceptualizing and Measuring Occupational Language Skills*

In this presentation, we analyze the evolution of language as a skill within a Labor Relations framework. Starting with the first ILO conventions/standards since the 1920's till the latest Collective Agreements (e.g. in Call Centers) and European Union frameworks (e.g. VET) language in the labor relations has undergone an evolution towards becoming a key element for the definition of professional boundaries and payment systems. Our data and analysis is based on documentary analysis of Labor Rules and Collective Agreements from Spain and the European Union. We distinguish three main historical stages regarding the incorporation of language within occupational frameworks, determining different boundaries and levels of occupation and wages: 1920-1960 (faulty act); 1960-1975 (rationalization), and 1975-present (depersonalization). Building on the construction of language categories during the past century, we propose a broad system of indicators to measure language skills in the current economy, which allows us to better understand the problems of productivity of companies and employability of people.

**Di Paolo, Antonio**

AQR-IREA, Universitat de Barcelona, Spain

[antonio.dipaolo@ub.edu](mailto:antonio.dipaolo@ub.edu)

***The economic and social consequences of language-in-education policies***

The aim of this talk is to review and discuss the existing empirical evidence on the causal effects of language-in-education policies on short-and-long term individual outcomes. We will refer to a broad set of social and economic outcomes that might be potentially affected by language-in-education policies, ranging from language skills, literacy and education attainments, wages and employment, social integration and language transmission across generations. The first part of the presentation will provide a general overview regarding the relevance of language-in-education policies as natural experiments, which enable identifying causal relationships of interest with the use of (relatively simple) econometric techniques. Subsequently, we will present the main results of the papers that analyse the effects of English-only schooling or bilingual education programmes in the United States. Afterwards, we will cover the general results reported in papers that focus on former colonial countries and developing countries, which mostly implemented mother-tongue instruction policies during the course of time. Finally, we will present the evidence about the effects of the language-in-education reform that introduced bilingualism at school in Catalonia (Spain). The talk will finish with some tentative conclusions and proposals for future research.

**Otten, Sebastian**  
University College London, United Kingdom  
[s.otten@ucl.ac.uk](mailto:s.otten@ucl.ac.uk)

*Linguistic Distance, Migrants' Location Choice, and Their Labor Market Integration*

In the first part of this lecture, I will review the role of linguistic distance in the location choice of migrants. In particular, I will analyze the interaction between migrant networks and linguistic distance in the location decisions of migrants to the European Union. In the analysis, I test the hypothesis that language and networks are substitutes in the location decision. Based on individual level data and a random utility maximization framework the results reveal that networks have a positive effect on location decisions while the effect of linguistic distance is, as expected, negative. The findings also show a positive interaction effect between the two variables: networks are more important the larger the linguistic distance between the home and host countries, and the negative effect of linguistic distance is smaller the larger the network size. The second part of the lecture covers the labor market integration of immigrants. Using individual level data, I study the effect of deficiency in spoken and written host-country language on the labor market outcomes of immigrants in Germany. To address problems related to endogeneity and measurement error, I will apply an IV strategy and introduce a novel instrument that is based on differences in language acquisition profiles of immigrants across the distribution of linguistic distance between German and the language spoken in the country of origin. The findings show significant penalties of language deficiency in immigrants' employment prospects and earnings and indicate severe attrition biases in uncorrected OLS regressions.

**Vaillancourt, François**

Université de Montréal & CIRANO, Canada

[francois.vaillancourt@umontreal.ca](mailto:francois.vaillancourt@umontreal.ca)

*Language policies and labour market earnings: plausible impacts and evidence from Québec*

This presentation will first discuss possible meanings for economic inclusion drawing on the basics of the economic analysis framework (trade theory, public economics, labour markets). That done the case of Québec (1960-2015) will be examined with the goal of identifying how policies affecting either or both supply and demand factors played a role in changing returns to English and French in the labour market over this period.

Contributed papers (by alphabetical order according to the first author's surname)

**Aparicio-Fenoll, Ainhoa**  
Collegio Carlo Alberto, Italy  
ainhoa.aparicio@carloalberto.org

***English Proficiency and Test Scores of Immigrant Children in the US***

This paper explores how much of native-immigrant differences in test scores can be accounted for by a lack of English proficiency. To identify the causal effect of English proficiency on cognitive test scores, I use the fact that language proficiency is closely linked to age at arrival, and that migrant children arrive at different ages from different countries. Using data from the New Immigrant Survey, I find that speaking English very badly or badly can explain 27-33% of the achievement gap between native and immigrant children in standardized language-related tests. However, I find no significant language effects for math-related tests.

**Ayvazyan, Nune**

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**Torres-Simón, Esther**

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***Migrants, Machine Translation, and Mediators: The Complex Triangle of the Three M's***

In the last two decades, Europe has seen massive intra- and inter-state mobility of migrants in search for a better life, which on many occasions also means better employability and economic welfare. However, one of the factors that may hinder employability and inclusion at large is lack of adequate linguistic skills. It would be utopic to imagine a Europe where everyone speaks the language of the other, or that successful communication can take place in all interactions through a *lingua franca*. This is especially true in the case of short-term migrants, who may not be able to learn the language of the host society due to reasons such as lack of time and resources, or even predisposition (while a speaker of Italian can presumably have successful communication with a speaker of Spanish relying on intercomprehension, for a speaker of Russian this can be a hard undertaking).

However, migrants still have linguistic needs in various areas of social life (for example, administrative processing, job search, etc.) that are directly or indirectly related to their inclusion. In some cases, professional translators and interpreters can prove themselves a useful and a much-needed solution to communication. However, mediation may at times be overshadowed by the use of machine translation (Google Translate and the like). Therefore, the usefulness of machine translation has to be clearly delineated in order to prevent its presence where it might be dysfunctional, and even dangerous. In some cases the reliability of the output provided by machine translation is poor. While it may work quite satisfactorily for cognate languages, the output for non-cognate languages can sometimes be quite unfortunate.

So, can machine translation serve the needs of European mobility? We report on an empirical study of 51 Russian-speaking migrants in southern Catalonia, Spain. When asked whether they used online machine translation engines, the majority of our respondents (76%) said they did. This indicates that the respondents need linguistic assistance. On the other hand, administrative offices have no or very few mediators available, and webpages are presented mainly in the *lingua francas*. In order to avoid miscommunication, professional mediation is required in high-risk situations in which other language solutions are not satisfactory.

**Beblo, Miriam**

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**Görges, Luise**

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**Markowsky, Eva**

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*Speaking of gender: Does language affect labor market outcomes?*

We exploit variation in the gender marking of languages to study the cultural origins of gender differences in labor market behavior. Languages differ in their use of grammatical gender and the linguistic representation of biological sex in their grammar. While some languages do not feature grammatical gender at all, others require frequent reference to biological sex. These cross-linguistic differences in gender marking could possibly help to explain variation in individual economic behavior through two plausible channels, which are not mutually exclusive. The first channel is suggested by linguistic theories proposing a causal influence of the mandatory categorization by sex in a language on speakers' cognitive patterns. From a behavioral economics perspective, this could influence behavior through continuous cognitive gender priming. The second plausible channel runs from culture to individual behavior. Assuming that culture and institutions (including language) co-evolve, the gender marking of a language presents an indicator for the degree of gender equality and how habitually it is practiced in a society.

In this paper, we focus on the latter link and test the hypothesis that individual ties to cultures that have languages with stronger gender marking are associated with more gender-stereotypical labor market outcomes. To this aim, we investigate whether the conventional wisdom regarding the effect of culture on socioeconomic outcomes, which is based on studies of second generation immigrants in the United States, can be confirmed for second generation immigrants in a set of European countries. Preliminary results indicate that women with a more intensive gender marking in their ancestral language are indeed more likely to align their labor market behavior to gender stereotypes.

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**Gray, David**  
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### ***Linguistic Distance and Immigrants' Labour Market Outcomes in Montreal***

We use a measure of linguistic distance based on the Levenshtein distance, developed by the Max Planck Institute for Evolutionary Anthropology, to explore whether linguistic distance between an immigrant's mother tongue and a Canadian official language (English or French), has an impact on his/her economic success in the labour market. Using microdata from the master files of the 2001 and 2006 Canadian censuses and of the 2011 National Household Survey, we investigate the relationship between linguistic distance and the intensity of use of English and French at work in the Montreal metropolitan area. That metropolitan area is characterized by the presence of important French and English speaking communities, as well as of a large number of immigrants from a wide variety of linguistic backgrounds. Those elements of linguistic diversity interact in the context of English being the lingua franca, both on the continent and in the rest of the world. We find that immigrants use both Canadian official languages at work, but that they use more English than Canadian-born workers. Linguistic distances between immigrants' mother tongues and English and French have an important impact on the relative intensities of use of the two Canadian official languages at work. We further investigate the role of the languages used at work on the earnings of immigrants, using ordinary least squares and instrumental variable methods. We find that both French and English are useful in the labour market, but that using English at work has a more important impact on earnings than using French. This work is in continuation of Grenier and Nadeau (2016), but with the addition of the linguistic distance variable.

**Brosch, Cyril**  
Universität Leipzig, Germany  
cyril.brosch@uni-leipzig.de

***To what extent does the Erasmus+ programme support multilingualism?***

*Erasmus+* is an EU programme to support education, training, youth and sport. My talk, however, will focus specifically on the aspect of student exchange in higher education (formerly the Erasmus programme). Language learning is commonly perceived as one of the main goals of the exchange programme (although, and this may be surprising, its founding documents do not mention this), as understanding the language of a host country is a key factor for both mobility and inclusion. In my talk I will try to elucidate the ways in which the Erasmus+ programme tries to support multilingualism (which is understood here to mean the use of foreign languages other than English as a lingua franca), and analyse to what extent these efforts are working in practice. The basis for assessing the (relative) success of the programme is an ongoing long-term research project (2014–2018, within the project *Mobility and Inclusion in Multilingual Europe*) that studies exchange students to and from Germany. Some qualitative and quantitative data on their motivation, circumstances, and the practical outcomes of their language use have been gathered, and already show that there are various concrete policies in place that present obstacles, diminishing the language-learning potential of the Erasmus+ programme.

**Budría, Santiago**

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**Martinez de Ibarreta, Carlos**

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### *Host language proficiency and employment propensity among immigrants in Spain*

This paper uses the Spanish National Immigrant Survey (NISS), a large-scale immigration survey released by the Spanish National Statistics Institute, to estimate the impact of host language proficiency on the immigrant's probability of having an employment. There is a significant literature examining how immigrant's host language proficiency affects earnings, the common finding being that greater destination language fluency significantly raises immigrants' earnings. In Spain, most research conducted has focused on Catalonia, and its regional language, Catalan (Rendón, 2007, Di Paolo, 2011, Di Paolo & Raymond, 2012), while efforts to assess the impact of Castilian Spanish language proficiency on immigrant earnings at a country level are much relatively recent (Budría, Martínez-de-Ibarreta & Swedberg, 2017). A yet unexplored question is what is the contribution of host language proficiency to employment. This paper attempts to fill this gap. The paper adopts a IV approach. Simple OLS estimates are likely to be upward biased if language ability depends on unobservable individual characteristics that are potentially related to unmeasurable employment determinants. At the same time, self-reported measures of language proficiency are subject to measurement error, an issue that has drawn the attention of researchers (Dustmann & van Soest, 2002, 2004, Bleakley & Chin, 2004). While classical measurement error leads to attenuation bias whereby OLS are below the true returns to Spanish proficiency, the bias under non-systematic errors is more ambiguous and complex. To partially address these issues, we search for an instrument that accounts for exogenous variations in Spanish language proficiency. Instrumental variables can provide consistent estimates under ability-bias and classical measurement error. Specifically, this paper draw's on Bleakley & Chin (2004) and exploits the fact that younger children learn languages more easily than older children. The paper shows that host language proficiency exerts a large effect (43 percentage points) on the probability of being employed. Moreover, the results show that the impact of language proficiency on employment probability increases with educational attainment. Complementary findings also show that language proficiency is significantly related to other relevant labour market outcomes, including having a permanent contract and working in white-collar occupations. All in all, the results suggest that language skills significantly contribute to immigrant' integration in the labour market.

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***The impact of multilingualism on immigrants' host language acquisition in Spain***

This paper examines the determinants of a key factor for immigrant economic and social assimilation: destination language learning. The prevalence and mastery of host language skills among immigrants is often seen as a proxy for cultural and social integration. Our research is carried out using micro-data from the Spanish National Immigrant Survey (NIS) to examine an uncharted question: are multilingual immigrants more efficient at learning the destination language? The article adopts an Instrumental Variable (IV) approach where the number of foreign languages known by the immigrant is instrumented using unique information provided in the NIS: i) the immigrants' parents' nationalities and ii) the number of foreign countries where the individual has settled prior to his arrival in Spain. Above all, these instruments pass well several validity tests. The IV estimates show that for every additional foreign language known by the immigrant the probability of being proficient in the destination language –Castilian Spanish increases by 14.8%. This figure shows a three-fold increase with regards to the OLS estimates (5.2 pp) and suggests that assuming exogeneity for multilingualism yields a downward-biased prediction. This effect is equivalent to multiple years of formal education, to living in Spain for more than 6 years, and roughly as important as having a Romance mother language. In addition, women reap larger benefits in host language acquisition from multilingualism than men (18.1 against 12.6%). The estimates for the remaining covariates are similar to those obtained in previous analyses for other major immigrant recipient countries like the U.S., Canada, Australia, Germany and Israel.

**Keywords**

Immigration, Language proficiency, Host language acquisition, Instrumental variables.

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***The Helvetic Arrangement vs. the Lingua Franca: Can the Swiss model of personal multilingualism cope with European and global mobility?***

The proposed paper aims to measure the redistribution effects of different working language regimes implying personal multilingualism in Switzerland. Although German, French and Italian have the same status as official languages at federal level, a majority of the Swiss resident population speaks unofficial dialects. The coordinated acquisition planning strategy of the twenty-six cantons aims at generalising a common language repertoire based on German, French, and English. Sharing at least common language is a prerequisite for effective communication. Hence, the disenfranchisement rate of a language regime shall be calculated as the share of a population whose language repertoire does not include all languages included in the set of working languages, rather than only one of them. As a consequence, direct communication across language communities can be based on one of the three languages or on a combination of these three languages, while the native dialects and Italian are usually excluded. There are currently three standardised language regimes. First, at local level, communication is carried in the local vernacular. Secondly, the Federal Parliament and most political and civil society organisations stick on the traditional Swiss arrangement based on receptive bilingualism between Standard German and French. Thirdly, an increasing number of organisations unrelated to the federal decision-making system tend to switch to a system based on English as a single vehicular language. In a first study, we will calculate the differentials in terms linguistic disenfranchisement based on the linguistic repertoire between the territorial language regimes, the Helvetic arrangement and the lingua franca model. The results are presented for different levels of proficiency in a breakdown including the citizenship and the socioeconomic status. It shows that the choice of a ‘Helvetic’ language regime disenfranchises overwhelmingly residents educated abroad, while the lingua franca regime tends to disqualify older generations. Both regimes tend to disqualify low-skilled workers. The local language regime excludes foreigners in the German-speaking region of the country, but not in the French- and Italian-speaking ones. A second study identifies some typologies of language regimes of employers based on a large-scale survey and calculates the corresponding disenfranchisement rates.

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*Languages and labor market outcomes in Ghana and Kenya*

Recent studies provide ample empirical evidence that language proficiency plays a significant role in explaining individual differences in earnings and labor market status in various contexts. However, the majority of the literature focuses on the language proficiency of immigrants on their economic integration in developed countries including the USA, the UK, the Netherlands and Germany. The evidence on how one's labor market status and ultimately well-being depend on the ability to speak, read and write official and regionally dominant languages in traditionally multilingual countries is limited. Using data from the STEP Skills Measurement Survey, this paper investigates how proficiency in the official and local languages is related to labor market outcomes in Ghana and Kenya. The paper has various novelties. First, we compare the labor market value of languages in two countries which are different in terms of language situation. Second, we analyze various labor market outcomes: alongside earnings, which are usually in the center of existing works, we also focus on self-employment and public employment. Third, our linguistic data are more refined in some sense than those usually utilized in similar analyzes: we have information on speaking and reading/writing abilities separately, on home and second language and we have information on languages used at work. Finally, languages are analyzed within context which means that the value of single languages is assumed to be dependent on the regional language situation and the value of other languages in one's repertoire.

**Keywords:**

Ghana, Kenya, earnings, informal sector, labor market, language proficiency, language policy

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***The Issue of Complexity in Language Decisions:  
Evidence from Agent-Based Simulations***

Phenomena such as globalization, integration, migrations, and progress in ITC have contributed to making the world a much more complex place than it used to be. Social systems are more interconnected and actions inside and outside these systems can (and often do) have unexpected repercussions in terms of “what is reacting to what” and “with what intensity”. Management scholars have largely explored the issue of complexity since the early 1990s. Languages form an important aspect of this complexity, which deserve being studied as a stand-alone variable within complexity theory.

Multinational companies often find themselves in the situation of having to decide on the trade-off between prioritizing the use of a single language and constantly adapting with the local context. On the one side, unrestricted multilingualism can cause severe inefficiencies and a common language could boost cross-border collaboration. On the other side, a common language can come to a very high cost, such as shadowing talented workers who are not proficient in the selected common language and (quite paradoxically) generate miscomprehensions. Besides, micro linguistic behaviours can differ significantly from those at the macro level. Even if we conceived language choices and behaviours simply as the strategy that guarantees optimality of communication overall, it is easy to see that accommodating one’s own individual needs is different from meeting the need of a large (and possibly linguistically and culturally diverse) community.

Managing communication in a multilingual context is a highly complex issue, as it is rooted in complex pre-existing conditions and has complex and non-negligible repercussions. Many studies concern communication strategies within private business, and many of them acknowledge the complex nature of this issue. However, these studies seldom take on a complex approach. This paper aims at spelling out the features of communication within multilingual businesses that make it a complex issue and apply the tools and concepts of complexity to model it. In particular, I will develop an agent-based model that shall simulate different scenarios, in a view of detecting macro-dynamics generated by different microbehaviours and corporate policies.

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***Gender, bilingualism and labour market performance in the UK***

Previous research has found considerable heterogeneity in the effects of speaking a second language on employment and wages, depending on the particular language spoken. However, the reasons for this are unclear. Although it is possible that speaking certain languages directly disadvantages people, it is also possible that there are unobserved determinants of labour market success that are correlated with bilingualism. Moreover, gender plays an additional role with language having the potential to affect behaviour and women's economic engagement. We examine this using data on men and women born in the UK. Bilingualism is differently associated with labour market outcomes of men and women. Whilst outcomes of bilingual and monolingual men do not differ on average, bilingual women are less likely to be employed and report lower incomes. There is significant heterogeneity according to the specific language a person speaks. The negative effects appear to be concentrated among second-generation immigrants and there is some evidence of positive effects of bilingualism among men with non-immigrant parents. The main reason for this appears to be because second-generation immigrants tend to have less educated and poorer parents, although it may also be due to bilingual second generation immigrants having a weaker attachment to the UK labour market than other second-generation immigrants. Local demand for specific language skills does not appear to be responsible for the labour market effects of bilingualism but the percentage of foreign language speakers living in the area plays a role.

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***Building a Scale of Occupational Linguistic Intensity (SOLI): Preliminary work to analyze the congruence between workers' real and theoretical language skills based on the information contained in surveys***

The proposed work is carried out within the framework of a project for the elaboration of a scale that reflects the linguistic requirements of the occupations (Scale of Occupational Linguistic Intensity, SOLI). The objective of this work is to analyze the congruence between the linguistic skills theoretically associated to the different occupations as they are collected by the standard classification systems with the real skills that have the workers who carry them out bearing in mind three main dimensions (a. Diversity: Language, mathematics, technology, foreign languages, mother tongue; b. Scope: fields of use and communication channels; c. Quality).

In this work the first stage is developed. In this stage data from the Adult Educational Survey (AES) sponsored by the OECD under the PIAAC are arranged and described. The Adult Educational Survey (AES) allows to link occupations and level of skills in different languages. Skills are evaluated on the basis of tests passed by the interviewees, thus obtaining a measure of their actual level. The survey collects information on the professional use of these skills. Thus, occupations can be viewed from both sides: skills which the workers point out that they use in the development of their profession and skills they actually have. Subsequently, the analysis will be carried out in order to detect the scope of workers' capacities within the three dimensions described, relating them, on one hand, to occupational characteristics (sector, professional category...) and, on the other hand, to the characteristics of the workers (gender, level of formal education, country / region of origin...).

The multidimensional approach is intended to better characterize the occupation depending on the intensity of the language required. The results *can* be stratified by characteristics of the jobs and of the workers (gender approach...). Finally, it is expected to visualize the function of the different languages taking into account their level of intensity as a barrier or platform in the employability of workers. Linguistic intensity may have some explanatory capacity of the level of integration or exclusion of workers.

*Spanish version*

**Construyendo una escala de Intensidad Lingüística del Trabajo (ILT): Trabajos preliminares para analizar la congruencia entre las capacidades lingüísticas reales de los trabajadores y las competencias teóricas a partir de la información contenida en surveys**

El trabajo propuesto se realiza en el marco de un proyecto para elaboración de una escala que permita medir los requisitos en competencias lingüísticas que presentan las distintas ocupaciones laborales (escala de Intensidad Lingüística del Trabajo o ILT). El objetivo de este trabajo es analizar la congruencia entre las competencias lingüísticas asociadas teóricamente a las distintas ocupaciones según quedan recogidas por los sistemas de clasificación estándar con las capacidades reales que tienen los trabajadores que los desempeñan teniendo en mente tres dimensiones principales (a. diversidad: lenguaje matemático, tecnológico, lenguas extranjeras, lengua materna; b. alcance: ámbitos de uso y canales de comunicación; c. calidad).

En este trabajo se desarrolla la primera etapa en la que se construye y describe la base de datos a analizar a través del vaciado de datos recogidos en el Adult Educational Survey (AES) auspiciado por la OCDE en el marco del PIAAC. El Adult Educational Survey permite vincular ocupaciones y nivel de competencia en distintos lenguajes. El nivel de competencia se evalúa a partir de pruebas que pasan los entrevistados obteniendo por lo tanto una medida de sus competencias reales. El survey recoge información sobre el uso en el ámbito profesional de dichas competencias. Así, las ocupaciones pueden visualizarse desde la doble vertiente: competencias que los trabajadores señalan que utilizan en el desarrollo de su puesto y las competencias que realmente tienen. Posteriormente, el análisis se realizará con el fin de detectar el alcance de las capacidades de los trabajadores en el marco de las tres dimensiones descritas relacionándolos, por un lado, con características de las ocupaciones (sector, categoría profesional...) y, por el otro, con las características de los trabajadores (genero, nivel de educación formal, país/región de origen...).

El enfoque multidimensional que se pretende permite caracterizar mejor la ocupación en función de la intensidad del lenguaje requerido. Los resultados pueden obtenerse estratificados por características de los puestos de trabajo y de los trabajadores (enfoque de género...). Finalmente, se espera visualizar la función de los distintos lenguajes teniendo en cuenta su nivel de intensidad como barrera o plataforma en la capacidad de ocupación de los trabajadores. La intensidad lingüística quizá explique en parte el nivel de integración o exclusión de los trabajadores.

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***Bilingualism in Romania: Does the knowledge of Hungarian has an economic payoff?***

The main thesis of the conference is that language skills viewed as human capital have a positive influence on people's income and employability. In this paper we will argue that this claim should be nuanced, it is dependent on the linguistic regime; more in particular in those cases where the conditions for a reciprocal bilingualism are not met, the knowledge of a minority language has a considerably lower economic payoff.

This is the case of Romania, where there is a strong status asymmetry between the majority and minority languages. The Romanian language is the official language of the state, whereas Hungarian is a minority language and its official use is conditioned by a territorially determined threshold of 20 per cent. Ethnic Hungarians have to learn the Romanian language in elementary and secondary school but not vice versa, even in administrative territories where the threshold rule is met and Hungarian has an official status. Based on several surveys conducted over the last decade, our study shows that the knowledge of Hungarian – the mother tongue of over 1.2 million Romanian citizens – does not contribute to the improvement of employability and income situation of the individuals. The lack of appropriate Romanian language skills, however, lowers the chances on the labor market.

Recent surveys also show that the knowledge of Romanian among the Hungarians is declining. Parallel with this a longitudinal analysis of Labor Force Survey data reveals that the income disadvantage of Hungarian speakers is rapidly increasing, which is partially explained by their deteriorating Romanian language skills. Qualitative studies based on interviews show that the perceived absence of adequate knowledge of the majority language pushes the career habits of Hungarian graduates to an “aspirational poverty”. As a result they tend to “underplan” their employment tracks, they apply and get hired in a much lower proportion for better paid jobs in the competitive private sector while they are overrepresented in the public services (teachers, clerks, etc.) of territorial-administrative units, where the linguistic rights of minorities are guaranteed by law through the threshold rule. This pattern contributes to the increase of employment and income inequalities between native Hungarian and Romanian speakers.

Our data also show that there is a significant correlation between the knowledge of Romanian and the generalized trust towards Romanian speakers. This is a second argument about why the deteriorating Romanian skills of native Hungarians could contribute to the language-based segregation and parallelism in the labor market and in society in general.

Under these circumstances it is expected that the lack of will of central authorities to take action in favor of a reciprocal bilingualism and the decreasing efficiency of the Romanian education for linguistic minorities will contribute to the decrease of inter-ethnic trust and cohesion in the country.

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### **Lingua franca and social inclusion: case studies of migrants in Germany**

This talk covers investigations into the use of English as a lingua franca by migrants in Germany, focusing on a group of highly educated migrants with English in their language repertoires. It is based on data collected in semi-structured interviews which were analysed using methods of qualitative content analysis. The findings suggest that in occupation-related situations and in daily life, migrants resort to English when they face a situation too difficult to handle in the local language. While for some of them this is true only temporarily, before they have a sufficient command of German, for other migrants, English as a lingua franca remains an efficient tool. Whether and how well a migrant learns German depends on a variety of factors, such as the planned length of stay, the demand for the language in his/her respective professional field, previous migration experiences, and not least of all, personality. Most of the interviewees are highly motivated to learn German in order to be more easily included in the host culture, to find qualified work, and because they sometimes find English to be an unreliable option for communication in Germany. The study indicates that existing competencies in English can both facilitate and hamper the acquisition of the local language; learners of German as an L3 can make use of their previously acquired knowledge of English as an L2. Knowledge of English can also have negative effects however, as migrants may rely on English as the more comfortable communication solution. The findings are compared with those obtained from studies focusing on refugees' language choices. These confirm that English functioning as a lingua franca can provide a certain degree of social inclusion, especially before they begin formal language courses. Refugees with lower levels of English proficiency reported that knowledge of English could also have "confusing" effects for their acquisition of German. Over the time of their stay, refugees' use of English tends to decrease in favour of the local language, as was corroborated by our quantitative study on asylum seekers' language choices.

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### ***Geographical Origins and Economic Consequences of Language Structures***

This research explores the economic causes and consequences of language structures. It advances the hypothesis and establishes empirically that variations in pre-industrial geographical characteristics that were conducive to higher returns to agricultural investment, gender gaps in agricultural productivity, and the emergence of hierarchical societies, are at the root of existing cross-language variations in the structure of the future tense and the presence of grammatical gender and politeness distinctions. Moreover, the research suggests that while language structures have largely reflected past human experience and ancestral cultural traits, they have independently affected human behavior and economic outcomes.

**Keywords:**

Comparative Development, Cultural Evolution, Language Structure, Future Tense, Politeness Distinctions, Grammatical Gender, Human Capital, Education

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### ***The Welcome Class – a Room for Multilingualism?***

Today, discussions about language acquisition processes and the identity development of newly immigrated children and youths are on the daily agenda of educational policy, especially when dealing with the issue of integration.

As part of my doctoral project, I therefore investigate how the multilingual identity of schoolchildren is perceived, constructed and evaluated in the so-called “welcome classes”. The fact that the importance of the acquisition of the German language is constantly emphasised, whereas the pupils' multilingual competence is hardly paid any attention to, has already been described in recent research works (see Krumm 2009, Gogolin 1994). Yet, especially a self-conscious dealing with the own multilingualism (for the concept of “language awareness” see Svalberg 2016) can positively influence the self-image and, in so doing, have a positive effect on educational aspirations and integration. The negative evaluation of the heritage languages (see Silverstein 1979 on the topic of “language ideologies”) and the thereby realised deprivation of multilingualism through rather monoculturally and monolingually organised societies, on the other hand, have a negative impact on the self-concept of these children (see Krumm 2009, Gogolin 1994).

Consequently, the present research work will capture the multilingual identity of these schoolchildren from two major perspectives (including the “bottom-up” and the “top-down” processes), by examining it, on the one hand, within the field of tension between the *individual, dynamic linguistic biography* (see Franceschini 2001) and the *collective multilingualism of society*, and, on the other hand, by reflecting it against this background. The “Guideline on the Integration of Newly Immigrated Children and Youths in Daycare and School” (in German: *Leitfaden zur Integration von neu zugewanderten Kindern und Jugendlichen in Kindertagesförderung und Schule*; Berlin, 2016) is hence the starting point of my analysis and represents the institutional level of the conceptual framework for the linguistic integration of these schoolchildren.

The planned presentation centres upon the sociolinguistic study I could conduct within the school year of 2015/16 at the Humboldt Secondary School in Berlin. This study includes one-to-one semi-structured interviews with schoolchildren, teachers and social workers of the welcome classes as well as with the school's directors. The qualitative evaluation of these interviews shows exemplarily what influence the external ideological categorisation of language and ethnic origin does have on the individual's acceptance of multilingualism and language acquisition. Besides, and based on my initial results, the relationship between the schoolchildren's and teachers' degree of “language awareness” and their perception and evaluation of the multilingual identity can be explained.

*German version*

### ***Die Willkommensklasse – Ein Raum für Mehrsprachigkeit?***

Diskussionen um Spracherwerbsprozesse und um die identitäre Entwicklung von neu zugewanderten Kindern und Jugendlichen gehören in der Bildungspolitik heute zur Tagesordnung, vor allem dann, wenn es um die Frage der Integration geht.

Im Rahmen meines Promotionsprojektes wird erforscht, wie innerhalb ausgewählter „Willkommensklassen“ die mehrsprachige Identität der Schülerinnen und Schüler wahrgenommen, entworfen und bewertet wird. Der Umstand, dass die Bedeutung des Erwerbs der deutschen Sprache durchgängig hervorgehoben, der mehrsprachigen Kompetenz hingegen kaum Bedeutung beigemessen wird, wurde bereits innerhalb jüngerer Forschungsarbeiten beschrieben (Krumm 2009, Gogolin 1994). Dabei kann gerade ein reflektierter Umgang mit der eigenen Mehrsprachigkeit („language awareness“ Svalberg 2016) das Selbstbild positiv beeinflussen und positive Effekte bezüglich der Bildungsaspiration und der Integration haben. Auf der anderen Seite kann sich die negativ Beurteilung von Herkunftssprachen („language ideologies“ Silverstein 1979) und somit die Aberkennung der Mehrsprachigkeit durch eher monolingual ausgerichtete Gesellschaften negativ auf das Selbstkonzept auswirken (Krumm 2009, Gogolin 1994). Die mehrsprachige Identität der SchülerInnen wird innerhalb dieser Forschungsarbeit aus zwei wesentlichen Perspektiven erfasst („bottom-up“ und „top-down“-Prozesse), indem sie stets im Spannungsfeld der *individuellen, dynamischen Sprachbiographie* (Franceschini 2001) sowie der *gesellschaftlichen, kollektiven Mehrsprachigkeit* betrachtet und vor diesem Hintergrund reflektiert wird. Der bildet den Ausgangspunkt der Analyse und repräsentiert den institutionellen bzw. ideellen Rahmen der sprachlichen Integration der SchülerInnen.

Im Zentrum des geplanten Vortrages soll meine soziolinguistische Studie stehen, die ich im Laufe des Schuljahres 2015/16 an einer Berliner Oberschule durchführen konnte. Sie beinhaltet leitfadengestützte Interviews mit SchülerInnen, Lehrkräften und SozialarbeiterInnen der Willkommensklassen sowie der Schulleitung dieser Schule. Die qualitative Auswertung der Interviews zeigt exemplarisch, welchen Einfluss die externe ideologische Einordnung von Sprache und ethnischer Herkunft auf die Bedeutung der Mehrsprachigkeit für das Individuum hat. Auch der Zusammenhang zwischen dem Grad der Ausprägung der „Language Awareness“ von SchülerInnen und Lehrkräften und der Wahrnehmung und Bewertung der mehrsprachigen Identität kann anhand erster Ergebnisse erläutert werden.

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*The politics of language policies in multicultural Malaysia and Singapore*

In this paper, I will consider the language policies of two powerhouse economies of South East Asia, Malaysia and Singapore. In both these countries, Malay and English have always been competing in terms of its perceived value as an expression of national identity, solidarity and commodity. In Singapore, English is the principal working language and one of the four co-official languages while it is an important second language in Malaysia. Both nations consider the Malay Language as the national language. I will analyse the history of these relatively new nation states and how language has been commodified and politicized in both nations.

This paper will discuss the position of Malay which has hitherto been the lingua franca of the Malay Archipelago and has always been in the background even at the height of colonial power. I will also consider the de jure and de facto roles of English in the world of commerce, education, justice and administration in both territories from its unplanned colonial beginnings to the current language planning issues faced by the modern states of Malaysia and Singapore.

Language policies became an explosive issue in the newly independent states of Malaysia and Singapore in the 1950s and has always since then been perceived as potentially divisive and explosive topics in political discourse. Until today, language policies are never far from being a political hot potato as both English and Malay have been used by both nations as solutions for national solidarity, inclusiveness and economic tool. I will explore in particular how both nations have tried to foster unity in their multilingual populations through explicit policies on language education.

The impact of deliberate and markedly different language policies and planning since independence have resulted in both countries adopting different language policies for national unity even though the demographics of both being strikingly similar.

Finally, this paper will posit how differing language paths and policies have impacted the economic, societal and political landscape of the two countries. Both countries now have markedly different GDP figures and levels of development when at one time they were considered unitary and at parity in many aspects of development.

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### ***The Potential of Language MOOCs for the Social Inclusion of Displaced People***

The difficulties that certain groups of people displaced from their homes have when trying to acquire the relevant language skills necessary to achieve social inclusion in the host countries and enter their employment market are widely recognised. The research presented here focusses on the way in which Language MOOCs (or LMOOCs), deployed on mobile devices, can help to address these challenging scenarios, especially in terms of the flexible and collaborative exploitation of popular and familiar free/open systems. A certain degree of dominance of the target language is obviously necessary across a wide range of technical skills, from manual workers, who need basic language skills to work in fields such as catering, construction, etc., through to knowledge workers, who look more to enter higher education and have their previous education recognised.

Supporting data is presented from interviews with nearly twenty NGOs and refugee support associations in Spain who work to help, educate, and legally advise these people and whose impressions about their reality can be compared and contrasted with what the academic literature suggests are the most effective ways to support their various transition processes. The emphasis of this work is placed on the relations that need to be established between the different agents involved in internationalisation, student mobility and open education within and across the European educational context. The analysis is undertaken both in terms of effective ways of developing relevant target language competences and a reliable and sustainable online assessment procedure, together with proctoring and certification. However, the data suggest that what current language learning theory identifies as “best practices” often contrasts and even goes against the priorities and realities of displaced people and what they are prepared to do in their everyday lives.

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***The relevance of language skills for recruitment decisions: important variable or of variable importance?***

In the globalized, multilingual tourism industry, ‘local’ languages/varieties are used to indicate authenticity, while ‘(inter)national’ languages play an important role for the (co-)creation and consumption of tourism experiences. This economic appropriation of language(s) demands specific language skills and a high linguistic flexibility of tourism workers. Drawing on the example of the tourism industry in bilingual Murten, a town at the international French-(Swiss)German language border in Switzerland, this contribution examines the role of language skills for the access to the tourism labor market. From a critical sociolinguistic perspective, this ethnographic study of various recruitment processes for different positions in the local tourism industry highlights, how language skills and the belonging to a particular imagined speech community turn out to be significant gatekeeping-criteria which can regulate the access to the touristic job market, but which can in turn also be made completely irrelevant in favor of other criteria. At the same time, precisely those language skills which did not play any role during the recruitment process may then cause tensions as speakers may turn out not to be authentic and legitimate enough in daily working life. Concluding, I will argue that language skills - in the interplay between essentialist claims informed by identity politics as well as neoliberal market logics – turn out to be important and relevant variables while similarly being of variable relevance for the inclusion into and exclusion from the labor market.

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***Multilingual Practices in the Institution.***

***What role do languages beyond German and English play in institutional communication and in how far can language practices be assessed as socially cohesive?***

In recent years, research on multilingualism in institutional governance has become a key facet to better understand the mechanisms and politics of linguistic diversity in Europe. Our project aims to shed light on how multilingualism influences the governance and administration of Hamburg University. With over 42,000 students and over 12,000 employees, the university is one of Germany's largest higher education institutions. Inspired by the work of Grin and Gazzola (Grin 2003, 2015, Grin and Gazzola 2013) on the value of languages in general, and measures of efficiency and fairness in institutional language policy in particular, this project explores the role and value of languages other than German in the university's governance communication.

As part of a larger data collection on multilingualism in the institution, the analysis and discussion presented in this talk will address questions of how language practices are perceived by university employees in technical and administrative roles. Perhaps unsurprisingly, our data shows that English is by far the best-spoken and most frequently used language other than German within the University of Hamburg. Beyond the results on the multilingual repertoire and the language practices in the daily working routine of the staff body, this talk will elaborate on (a) how the respondents feel about the necessity to employ languages other than German in work; (b) how their multilingual repertoire is valued by the employer; (c) how content they are regarding the usage of languages beyond English (and German); and (d) how the discussion of these issues can be helpful in assessing social cohesion (or fairness) qualities of the institutional language practices that are subject to our research.

The findings related to the aforementioned questions include, but are not limited to, knowing that over 60 different languages are spoken in the university's administration, that approximately 15% of the staff body are non-native speakers of German and that 75% of the respondents indicate to be using languages other than German in work regularly. Moreover, our preliminary analysis has revealed that over 80% of our respondents have a generally positive attitude towards the usage of other languages, but also that the ideal distribution regarding the usage of languages beyond German and English, in the eyes of our respondents, would differ significantly from the existing language practices.

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***What the 1.5 Generation of Chinese immigrants in Barcelona tell us about their language skills for social cohesion and integration?***

Integration of minorities is increasingly discussed, especially in a context of rising migration flows as during the refugee crisis. Diverse theories have analyzed integration strategies and most of them include language as one of the essentials in integration. Assimilation models suggested that integration was achieved when migrants had successfully assimilated the language and values of the host society. Portes and Rumbaut (2001) define the concept of selective acculturation which allows for different paths chosen by immigrants, especially second generation, including the maintenance of some traits of both cultures. Hence, language as one of the crucial elements, is developed in both directions: the 1.5 Generation becomes fluent in the language of the host society and at the same time maintains their fluency in their mother tongue. This is crucial for the ever more global society in which diverse social spheres require at least bilingualism.

The present research draws from in-depth interviews with young Chinese immigrants from the 2nd and 1.5 generation in Barcelona with the aim to provide insight into the barriers and opportunities for integration of a highly stigmatized immigrant group (Nieto, 2007). One of the main prejudices is that language is a barrier to integration. But the young people interviewed evidence that language is only an initial problem which they are able to turn into opportunities. In spite of the individual differences in their trajectories, all four informants emphasize the role of a good language command as crucial to integrating in Spanish society and especially the labor market. Three of them finished school in Spain and are successfully pursuing their university degrees. Yet, they further evidence that maintaining and strengthening their Chinese language skills is no impediment to integration. On the contrary, it contributes to their personal well-being with their identification as Chinese-Catalan or Chinese-Spaniard. The research provides insight into integration trajectories of the Chinese 1.5 generation in Barcelona, which resonate the trajectories of Chinese immigration in the USA. Thus, their strategies for integration in terms of language acquisition and maintenance can be equally insightful for the analysis or political implications of more recent immigration flows and integration approaches.

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***Construyendo una escala de Intensidad Lingüística del Trabajo (ILT): Una primera aproximación tentativa y experimental***

El trabajo propuesto consiste en una primera aproximación tentativa en la construcción y elaboración de una escala que permita medir cuantitativamente, en base a diversas dimensiones y variables, los requisitos en competencias lingüísticas que presentan las distintas ocupaciones laborales (escala de Intensidad Lingüística del Trabajo o ILT). Para ello se utiliza la base de datos O'Net, que, entre otros, ofrece una valoración de diversos componentes lingüísticos para las distintas ocupaciones en el contexto de los Estados Unidos de América en el año 2015 y de acuerdo a la clasificación SOC-2010. El tratamiento de los datos se lleva a cabo mediante análisis factorial utilizando software específico para modelos de ecuaciones estructurales, comprobándose la fiabilidad y validez de la escala resultante.

Se trata de un primer paso, para con desarrollos posteriores ir perfeccionando las dimensiones y variables a incluir en dicha escala ILT. El disponer de la escala ILT, con la cual medir los requisitos lingüísticos de las distintas ocupaciones laborales, podrá facilitar en futuras investigaciones el considerar el impacto e influencia que presentan los componentes lingüísticos del trabajo, en una economía basada en la información y los conocimientos, en, por ejemplo, la productividad laboral, la empleabilidad de los trabajadores, los resultados empresariales, la generación de ventajas competitivas basadas en el lenguaje, entre otras.

*English version*

***Building a Linguistic Intensity of Labour (ILT) scale: A first tentative and experimental approach***

The study proposed consists on a first tentative in constructing and elaborating a scale that allows to measure quantitatively, and from different dimensions and variables, the requirements of language skills for different labour occupations (linguistic intensity of labour or ILT scale). The scale is developed using O'Net database, which, among others, provides an assessment of various linguistic components for different occupations in the United States of America in 2015 and according to the SOC-2010 classification. The data are analysed using factor analysis methodology and specific software for structural equation modelling. Then, the reliability and validity of the resulting scale are checked.

This is a first stage that, together with further research, can improve the dimensions and variables to be included in the ILT scale. Having an ILT scale to measure the linguistic requirements from different labour occupations, may help in future research to consider the impact and influence of linguistic components of work, in an economy based on information and knowledge. For example, labour productivity, employability of workers, business performance, and the generation of competitive advantages based on the language skills, among others.

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*How language skills, abilities and knowledge are rewarded in the new economy?*

Social science research has stressed the relevance of occupations as a source of social stratification in postindustrial societies. Payoff to skills has been proposed as one of the main aspects to account for inter-occupations income variability. Literacy, cognitive skills among other abilities and knowledge exert an important role on this process. However, few works on skills and wages has specifically focused on analyze the role played by language work and the communicative and linguistic skills associated. Considering that internationalization and informationalism are producing a greater need for language-related work, in this paper we analyze how are rewarded these skills across occupations (considering different compositional, institutional and skill demand variables). We address empirically this question measuring language work in its multidimensional nature from O\*NET database, and then linking the measurements to the CPS earnings data. The results show that there are three kinds of language work demands in the US labor market: Verbal-analytic skills, communicative abilities and foreign language knowledge. While the former is well rewarded, as human capital theory predicts, the two others have no effect on earnings due to devaluating processes. This work contributes to enhance sociological comprehension on postindustrial skills and wage differentials.

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### ***The Wage Penalty of Dialect-Speaking***

Language skills are an important determinant of labor market performance. Previous studies have focused on the effect of language proficiency on earnings of male immigrants. However, it is not only language proficiency that affects labor market performance. Also, language speech patterns may be important, i.e. it may matter whether a worker speaks a standard language or a dialect. Though among linguists there is no common definition of dialects, a dialect is usually referred to a variation of a language used by a particular group. A dialect may associate with social class.

A dialect is a variation of the standard language, used in limited regions and different in mainly pronunciation, and sometimes vocabulary and grammar. Dialects can be acquired without training and play a role in informal communication, while the standard language is the instruction medium at schools. Speaking with a local dialect accent may reflect lower language ability or lack of communication with people from other regions. Therefore, it is of interest to explore how dialect speech patterns affect labor market performance.

Our paper studies the relationship between dialect-speaking and labor market performance, in particular in the wage effects. Using data from the Netherlands we conclude that speaking dialect daily does not affect the probability that an individual has a job but for males it does affect some job characteristics. Male workers who speak a dialect daily on average have significantly lower monthly earnings and hourly wages. For females we also

find negative effect of dialect speaking on earnings but these effects are not significantly different from zero. Young and high educated male workers face a large wage penalty of dialect speaking. Finally, conditional on other personal characteristics including educational attainment we find the daily dialect-speakers are less likely to have a high-ranked profession.

Our data do not allow us to make a clear distinction between various mechanisms that lead to dialect-speaking having negative wage effects, in particular for male workers. This finding is more consistent with mechanisms such as discrimination and signaling of unobserved ability.

## The MIME Project

MIME (Mobility and Inclusion in a Multilingual Europe) is a research project on multilingualism in Europe, funded by the European Commission's Seventh Framework Programme. Using an innovative interdisciplinary approach, MIME will generate an organised body of policy-relevant propositions, identifying the language policies and strategies that best combine “mobility” and “inclusion.” The diverse concepts and methods are combined in an analytical framework designed to ensure their practice-oriented integration. MIME identifies, assesses and recommends measures for the management of trade-offs between the potentially conflicting goals of mobility and inclusion in a multilingual Europe. Rather than taking existing trade-offs as a given, we think that they can be modified, both in symbolic and in material/financial terms, and we argue that this objective can best be achieved through carefully designed public policies and the intelligent use of dynamics in civil society.

The core assumption of the MIME project is that “mobility” and “inclusion” are not incompatible, but that they do not necessarily converge, and that societies (and even individual citizens) are often confronted with a trade-off between them. In general, more mobility may compromise inclusion and cohesion, while a focus on inclusion and cohesion may impair mobility. This assumption will be investigated and evaluated in several of the case studies MIME will produce, and pave the way for the next step in the MIME approach. How can we ease these tensions through well-designed policies?

The MIME consortium includes 20 universities, one independent non-profit foundation, and one SME, representing no less than 16 different countries. The location of consortium partners spans northern and southern, eastern and western Europe. The range of scientific and methodological backgrounds brought together in the project is very rich, with researchers specialised in linguistics, political science, history, philosophy, sociology, geography, economics, education, translation studies, psychology, and law. All the team leaders have a demonstrated interdisciplinary record, and many have experience in the management of large-scale national or international research projects. Together, they form a unique multidisciplinary network, which benefits from the support of a dedicated and very experienced project management company. This SME guarantees professionalism in the management of the MIME project and frees partners from most administrative duties, enabling them to concentrate on research work.

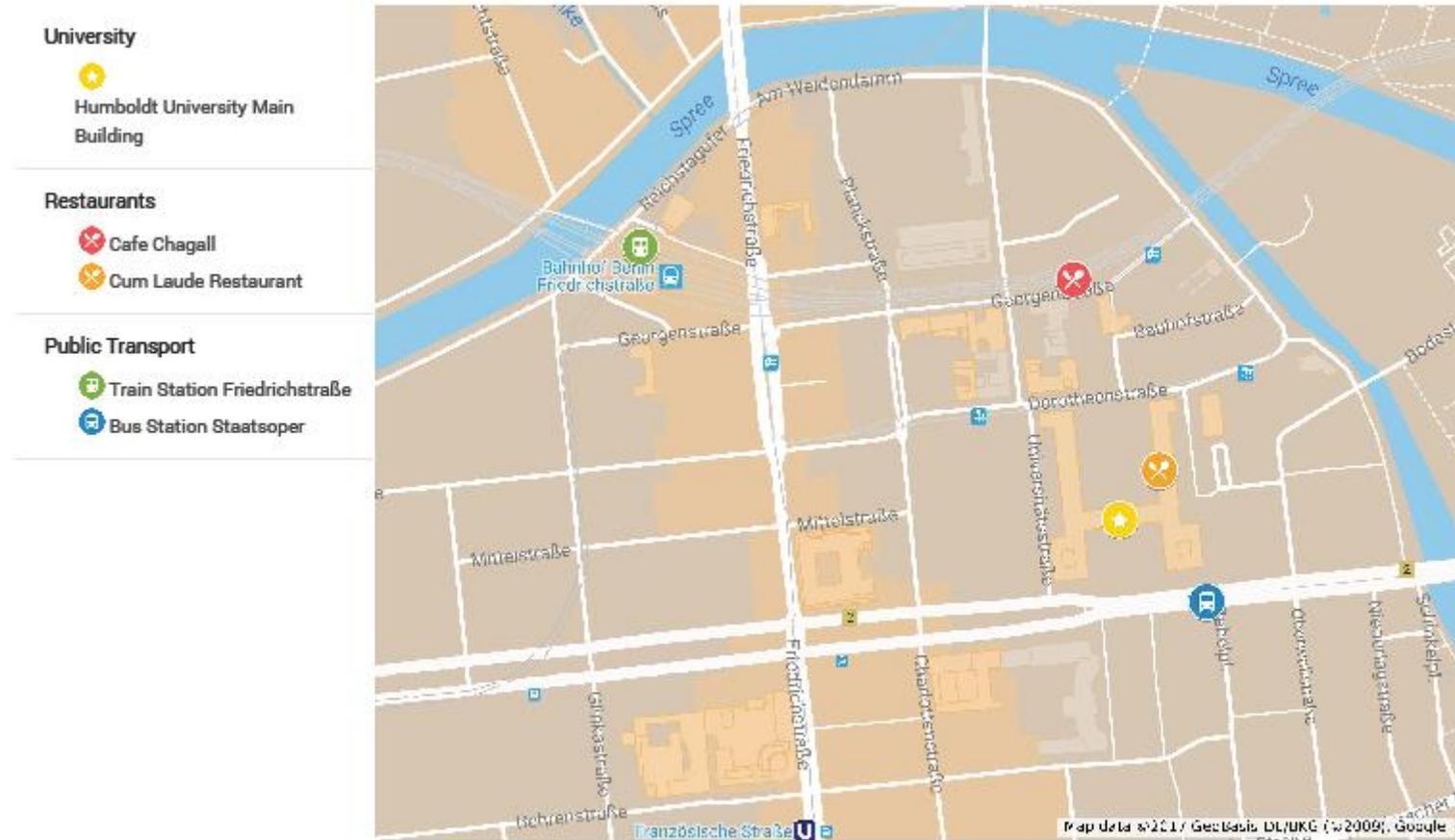
Homepage: <http://www.mime-project.org>



## NOTES



## Colloquium Map 1



## Colloquium Map 2

