

## Fourth EUNoM Symposium

# **Multilingualism in the Knowledge Economy: Labour Markets Revisited, and Corporate Social Responsibility**

**14-15 November 2011**

## **Multilingualism in the Knowledge Economy: Labour Markets Revisited, and Corporate Social Responsibility**

Production in the industrial society relied on Taylorism and kept workers separate from one another, but the knowledge economy (KE) is structured round the centrality of communication, thanks to which knowledge is generated. Consequently, this topic will focus on the key relationship between learning and the demands of an economy in which language is a central feature. The KE rests firmly on the development of communities of practice, where shared meaning is central to knowledge generation. There are also arguments about how working across languages and cultures is conducive to the promotion of reflexive learning associated with integrating symbolic features of linguistic diversity and how it relates to shared meaning. The role of universities in the operationalisation of Triple Helix-type partnerships in the emerging knowledge economy will be discussed, given the varied experiences brought together. This topic is central so that companies and business understand their new role in a new variety of the economy. Many struggle to cope with developments.

*Symposium description submitted to the Lifelong Learning Programme*

## Dear Conference Participants and Guests

NICILT and the School of Education welcome you to Queen's University Belfast and this conference, an event organised as part of **The European Universities Network on Multilingualism (EUNoM)** project, funded under the European Commission's Lifelong Learning Programme <http://eunom.uoc.edu>.

The project studies the issue of linguistic diversity in the context of the Lisbon goals of achieving a competitive, dynamic, knowledge-based economy. Political, economic and social changes call for a new relationship between universities, social actors and linguistic diversity. Higher Education departments need to overcome compartmentalization and build a framework drawing on the joint expertise to work towards a truly institutional approach to multilingualism.

The EUNoM network was set up to investigate these issues and to try and develop synergies between the key actors. The network consists of 7 full partners (including QUB) and 17 associate partners, drawn from universities and institutions across Europe. The Belfast symposium is the fourth of six organized by project partner institutions between 2010 and 2012. The network coordinator is the Universitat Oberta de Catalunya, Barcelona.

- 1) *Language teachers: training for a new paradigm.* 7-8 September 2010. Centro Internazionale sul Plurilinguismo, Università di Udine (Italy)
- 2) *Higher education and research on multilingualism: challenge or opportunity?* 18-19 November 2010. Fryske Akademy, Ljouwert/Leeuwarden (The Netherlands)
- 3) *Managing Multilingual and Multiethnic Societies and Institutions.* 20-21 June 2011. University of Primorska, Koper (Slovenia)
- 4) *Multilingualism in the knowledge economy: labour markets revisited, and corporate social responsibility.* 14-15 November 2011. Queen's University Belfast (UK)
- 5) *ICT, e-Learning and languages.* 14-15 May 2012. Universitat Oberta de Catalunya, Barcelona (Spain)
- 6) *Final Conference.* 29 October 2012 (provisional date), European Parliament (provisional venue). Erasmushogeschool Brussel (Belgium)

The Belfast topic is ***Multilingualism in the knowledge economy: labour markets revisited and corporate social responsibility.*** This topic will focus on the key relationship between learning and the demands of a knowledge economy in which language is a central feature. The role of universities in the emerging knowledge economy will be discussed. The topic will consider how companies and business understand their new role in the knowledge economy. The EUNoM project and this conference bring together participants with a wide range of experience and expertise: University Language, Education, Marketing and Business Departments; University Language Centres; English as a Lingua Franca (ELF); Community Languages; Regional and Minority Languages; Independent Consultants.

Many university language departments, including in this university, have been closed down in recent years, while the numbers taking languages for GCSEs and A-levels have declined

sharply, affecting the number of university students studying languages and gaining the skills to participate effectively in a multilingual economy. In a globalised economy, the refrain that 'English is Enough' militates against multilingualism. The project partners, however, would contend that multilingualism should no longer be seen solely as an external aspiration, to be sought elsewhere, but rather as an extension of the skills and potential contained in our own language and economic identities. We are meeting beside Belfast Lough, opposite Bangor from where, from the sixth century on, monks set out across Europe. If their mission was spiritual rather than economic, the spreading of knowledge was also an essential goal. I think it appropriate, therefore, to reflect that it was perhaps a monk from this region who inscribed in the margin of a ninth century manuscript now found in Dresden this little poem in Irish:

*Techt do Róim  
Mór saido, becc torbai,  
In ri chon-daigi foss  
Mani-m-bera latt, ni-fogbai*

*Travelling to Rome,  
Great effort, little benefit,  
And the great king you seek there,  
If you do not bring him with you, you will not find*

If as native speakers or globalised academics and economic agents we bring English, we should not neglect the multilingual indigenous and community language skills we can access in our own society and encourage our students to be truly international and intercultural, not narrowly globalised.



**Eugene McKendry**

**Conference Organiser**

Fuller versions of papers and biographical details are available on the project website ([www.eunom.uoc.edu](http://www.eunom.uoc.edu)) and can be debated on our discussion forum (<http://eunom.proboards.com/index.cgi>)

## **MULTILINGUALISM IN THE KNOWLEDGE ECONOMY: LABOUR MARKETS REVISITED AND CORPORATE SOCIAL RESPONSIBILITY**

**Date: 14-15 November 2011**

**Venue: Canada Room, QUB**

### **Monday 14 November**

- 08.45 – 09.30            **Registration in the Canada Room**
- 09.30 – 10.00           **Opening, welcome addresses**  
Professor Tony Gallagher, *Pro-Vice-Chancellor, QUB*  
Dr Stephen Farry, *Minister for Employment and Learning*  
Dr Eugene McKendry, *QUB*  
Miquel Strubell, *UOC, Barcelona*  
Maurice Maxwell, *Representative of the European Commission in NI*
- 10.00 – 10:45           **Keynote speaker - Glyn Williams**  
Language and Work in the Knowledge Economy  
*Centre for European Research, UK*
- 10:45 – 11.15           **Peeter Mürsepp**  
The Trilingual University and Knowledge Economy  
*Tallinn University of Technology, Estonia, EE*
- 11.15 – 11.35           *Coffee & tea*
- 11:35 – 12.20           **Keynote speaker - Finbarr Bradley**  
Nurturing innovation: Language Diversity as Advantage  
*Smurfit Business School, UCD, IE*
- 12.20 – 13.00           **David Johnston**  
Translation, Mobility and Public Policy  
*Queen's University Belfast, UK*

- 13.00 – 14.00      *Lunch*
- 14.00 – 14.30      **Keynote speaker - Thomas Vogel**  
Universities as Laboratories for Societal Multilingualism: Crossing  
Borders for a Global Future  
*Europa-Universität Viadrina Frankfurt am Oder, DE*
- 14.30 – 15.00      **Claudia Böttger**  
Knowledge Transfer and Multilingual Business Communication  
*University of Applied Sciences, Hamburg, DE*
- 15.00 – 15.30      **Karl Gudauner**  
The effects of language skills on the job market and on firms in South  
Tyrol  
*Arbeitsförderungsinstitut / Institute for the Promotion of Employment  
(AFI-IPL), Bozen/Bolzano, IT*
- 15.30 – 16.00      **Mairéad Nic Giolla Mhichíl**  
Fiontar  
*Fiontar, Dublin City University, IE*
- 16.00 – 16.30      *Coffee & tea*
- 16.30 - 17.05      **Josep-Maria Canyelles**  
Linguistic Diversity within a Corporate Social Responsibility approach  
*Responsabilitat Global, ES*
- 17.05 – 17.35      **David Gibson**  
Is “ELVIS” the answer? Developing an excellent Enterprise Education  
system for language students  
*Queen’s University Belfast, UK*

## **Tuesday 15 November**

- 09.30 – 10.15      **Keynote Speaker - François Grin**  
Language economics: How to meet the analytical challenges of  
globalisation?  
*University of Geneva, CH*

- 10.15 – 10.45      **Miquel Strubell**  
Multilingualism and the Global Economy in Catalan firms  
*Universitat Oberta de Catalunya, ES*
- 10.45 – 11.15      **René Jorna**  
Knowledge, Knowledge Types and Sustainable Innovation: why the  
idea of a global economy is disadvantageous for the objective of  
realizing multilingualism  
*Fryske Akademy / University of Gröningen, Netherlands, NL*
- 11.15 – 11 45      *Coffee & tea*
- 11:45 – 12.15      **Teresa Tinsley**  
'Languages for Jobs' in the EU  
*Independent Consultant, UK*
- 12.15 – 12.45      **Sonja Novak**  
Language education and workplace  
*University of Ljubljana, Slovenia, SI*
- 12.45 – 13.15      **Sarah Cartwright**  
From Ivory Towers to the Workplace: New Paradigms confronting Old  
Prejudice  
*Education Consultant, UK*
- 13.15 -              Winding up

**Claudia Böttger**, University of Applied Sciences, Hamburg, Germany

***Knowledge Transfer and Multilingual Business Communication***

In a recent large-scale survey, the opportunities and challenges for institutions of higher education in Germany within Quaternary (Fourth Phase) Education were assessed. Quaternary Education defines a period of formal learning after an initial phase of academic or professional training has been completed. The overall results of the survey show that SMEs are increasingly turning to universities to devise more targeted modules based on the specific learning needs of their employees. Furthermore they indicate that, particularly in times of globalisation, companies turn to universities to provide research-based foreign language learning modules to sensitize their employees for the increasingly complex communicative interactions in multilingual work groups.

The presentation will explore some of the issues related to knowledge transfer between university and industry, looking particularly at the challenges faced by universities to devise modules for young professionals who want to improve their foreign language skills to be able to deal effectively in multilingual business communication. Special attention will be given to some of the implications of preparing for a lingua franca communication in multilingual business contexts.

*Claudia Böttger is Professor of Multilingual Business Communication at the Europäische Fernhochschule, University of Applied Sciences, Hamburg, and Visiting Professor at Jena University. Her research interests include multilingual business communication, lingua franca communication, contrastive pragmatics, discourse analysis, crisis communication, language change and contact.*

**Finbarr Bradley**, University College Dublin

***Nurturing innovation: Language Diversity as advantage***

Intangible assets such as cultural identity and sense of community are especially valuable in a globalised world. As the significance of material resources diminish, emotions and feelings, the heart rather than rational mind, are becoming crucial. The key resource is imagination which is founded on meaning, experience and identity. To nurture creativity and innovation, conversation, reflection, shared meaning and networks of human interaction are critical. A core argument is that transformative learning and innovative practices have most potential to flourish in a multilingual environment. A radical rethink of university education is necessary for the emerging conceptual age. Issues involved in implementing programmes founded on integrating linguistic diversity with innovative practices will also be explored.

*Finbarr Bradley is a part-time teacher at the UCD Smurfit Business School and former Professor of Finance at DCU where he set up the Irish-medium centre, Fiontar. He is Professor at the NUI Maynooth and visiting professor at the University of Michigan, Fordham University and the Helsinki School of Economics. Published in many journals, he has co-edited a book on Ireland's economic crisis.*



**Josep Maria Canyelles**, Responsabilitat Global, Catalunya

***Linguistic Diversity within a Corporate Social Responsibility approach***

This paper gives an interpretation of what CSR is and means in the Knowledge Society, and explores the lack of cohesion implied in the limited incorporation of linguistic aspects into this management style and its standards at present.

CSR is not understood as simply going beyond what the law requires. but as a means of integrating this increasing complexity that is enveloping organizations and the world. An approach combining legal, marketing and CSR vectors is then proposed. Stakeholders are also asked to develop new ways to progress.

Managing language conflicts or multilingualism through CSR appears to be an innovative way to create value for all stakeholders. A focus on CSR could allow new approaches and new solutions, based on the idea that CSR creates trust. The paper explains some examples for individual and corporate behaviours such as “*I defend your language, not mine*” or “*let’s live multilingualism*”.

***Josep Maria Canyelles***, a consultant in Corporative Social Responsibility, is experienced in the public, private and social sectors. He has a Masters Degree in Public and Social Policies. His other roles include: promoter of [www.responsabilitatglobal.com](http://www.responsabilitatglobal.com) (Think Tank), technical consultant to the Chamber of Commerce of Barcelona, coordinator of CSR in Catalan Account. & Manag. Ass. and teacher on CSR in several universities.

**David Gibson**, Queen’s University Belfast

***Is “ELVIS” the answer? Developing an excellent Enterprise Education system for language students***

Queen’s University Belfast, as well as having a good record of creating spin-out companies, is a centre of academic excellence and research. There is considerable pressure to implement entrepreneurship skills teaching without comprising academic rigour and teaching quality, as assessed by subject review. This was achieved through the adoption of the “*Enterprise for Life*” model which posits that enterprise skills may be beneficial to all students when they enter the workforce, regardless of the type of employment pursued. One of the main challenges was that certain degree courses such as History and Language courses may not have an obvious link-up with enterprise and employability. Moreover, the implementation of entrepreneurship into an already packed curriculum posed specific challenges for academic staff already challenged by research obligations whilst providing quality assurance on teaching and learning. The author feels, however, that the placement experience for the language student is the classic example of entrepreneurial learning.

This paper considers in particular the work with the MA in Translation students. The appropriateness of the “ELVIS” model as an enterprise education diagnostic tool is investigated. The impact of innovative curriculum developmental activity, which has resulted in the creation of a successful enterprise education system based on the “*Enterprise for Life*” model, is illustrated. To appreciate the effectiveness of the approach and the impact on

university culture and on regional development strategy, a longitudinal approach was adopted spanning a four-year period. The appropriateness of the “ELVIS” model is explored as an enterprise education diagnostic tool whereby the practical challenges and enablers are explored in developing a rigorous enterprise education system. This paper adds to the current entrepreneurship education literature by providing insights into the challenges of embedding entrepreneurship in a research-based university and also provides a baseline tool for enterprise education excellence. Consequently, there are ramifications for language students and language teaching both on a local and international scale and it is anticipated that the “ELVIS” model will have an important regional development planning role within the context of the knowledge-based economy.

***David Gibson** is responsible for embedding entrepreneurship into the curriculum of all students at Queen’s University Belfast including language students. He has developed an enterprise competency model where all students develop entrepreneurial and innovation skills whatever their career destination. He was named the world Number 1 enterprise educator in 2011 and has published a bestselling book called “the Efactor” which is used in over 300 Universities worldwide. He helped Queen’s become “Entrepreneurial University of the Year UK 2009” and is a visiting professor at the Ashcroft Business School, Cambridge. He has a particular interest in helping educators of all disciplines to teach enterprise skills within their own discipline and consults on an international basis in this area.*

**François Grin**, Université de Genève

### ***Language economics: How to meet the analytical challenges of globalisation?***

Since the publication of the very first papers in language economics in the 1960s, this field of investigation has significantly expanded and has been addressing a growing range of issues. In the last 15 years, the most noticeable evolution has been a sustained emphasis on language policy issues. At the same time, language economics has remained at the margins of the economics discipline and has not gained the institutional recognition enjoyed, for example, by education economics or environmental economics. The advantage of this fringe status is a more pronounced willingness to engage with other disciplines when confronting a variety of issues, including new topics relevant to the understanding of the links between language and economics.

In this lecture I present a general overview of language economics, emphasising how the specialism has dealt with theoretical challenges coming from other areas of research (often with contradictory orientations), before turning to the response of language economics to two major contemporary issues: making sense of globalisation; and reconsidering linguistic hegemony in the context of macro-level language dynamics.

***François Grin** is currently Professor of Economics at the University of Geneva as well as visiting professor at the University of Lugano. He specialises in language and education economics, and policy evaluation. He is deputy coordinator of the “DYLAN” project, and president of the “Délégation à la langue française” for Switzerland. His latest book, “The Economics of the Multilingual Workplace” (with C. Sfreddo and F. Vaillancourt) was published in 2010.*

**Karl Gudauner**, Institute for the Promotion of Employment, Bolzano-Bozen, Italy

***The effects of language skills on the job market and on firms in South Tyrol***

This research project among firms in South Tyrol confirms an increase in the value placed on language skills for employability, in the workplace and in general, both during the early and later stages of a career. This qualitative study, commissioned by the *Ripartizione Lavoro della Provincia Autonoma di Bolzano*, has involved some 80 businesses and 400 employees in business, manufacturing and tourism. The study indicates that the market acts as an incentive towards multilingualism. Staff recruitment practices show that knowledge of a second language is now essential for those hoping to find work in a multilingual area. English has now become a part of a bi- and trilingual local context. This may however also play a part in weakening Italian-German bilingualism.

Promoting informal language learning within companies may stimulate capitalising better on existing multilingual contexts. Businesses, especially smaller enterprises, only invest in language training for employees to meet specific requirements and, in any case, they tend to externalize the cost of formal training. In the first place, therefore, it is the task of the public stakeholder to educate for and develop language skills. From this viewpoint, it is advisable to reconsider and extend teaching concepts and to support means of taking on board personal growth as an aim, as well as the specific needs of the business world.

In the context of a particular historical experience, centring for generations on different groups in opposition to one another, this survey confirms a language segmentation, even in free time, with a lack of opportunities and willingness to spend time on the people or culture of the other language. Aware of the fact that multilingualism is now a European standard, new goals need to be sought beyond the barriers of autoreferentiality in the creation of a system of inter-cultural cooperation. From this viewpoint, South Tyrol, with all of its contradictions and efforts to re-establish competitive trends, is a good base on which to forge "Eurosills".

*Karl Gudauner is a lawyer, publicist and has been director of AFI-IPL (Institute for the Promotion of the Interests of employees) in Bolzano-Bozen ([www.afi-ipl.org](http://www.afi-ipl.org)) since 1995. His research focuses on labour market aspects at regional level.*

**David Johnston**, Queen's University Belfast

***Translation, Mobility and Public Policy***

This paper will look at the ways in which the theories and practices of translation may feed into public policy. Translation as an ethical practice potentially invites to the sort of exogamy that is implicit in the notion of journey, to the gazing outwards from the homelands of the cultural matrix. It animates towards the establishment of complex relationships between self and other and there are all sorts of reasons arising from the politics of the last 75 years in particular as to why this should be important. There are all sorts of reasons, of course, why such understanding should not be open to being categorized or seen in terms of any given model or be subject to any simple essentialism. In societies and activities increasingly

defined by multi-ethnicity, there is a growing need not just to develop sophisticated intercultural standards of working, but also to begin to recognize cosmopolitanism as a key value of citizenship.

*David Johnston is Professor of Hispanic Studies at Queen's University Belfast, where he co-directs the Research Forum in Translation and Cultural Encounter. He is also the joint author of the Northern Ireland Languages Strategy, which is due to be published in the near future.*

**René Jorna**, University of Gröningen, Netherlands

***Knowledge, Knowledge Types and Sustainable Innovation: why the idea of a global economy is disadvantageous for the objective of realizing multilingualism***

In the literature on Knowledge Management (KM), a distinction is made in knowledge storage, control and use on the one hand and knowledge creation and production on the other. Knowledge creation requires a perspective on knowledge, but also a more detailed study of humans, including their languages (individually or in groups) who produce and evaluate new knowledge. This study entails the process from invention to implementation, i.e. the phases of innovation.

Important in Knowledge Management (and Innovation) is the role of the expressions of knowledge: from behaviour (sensory knowledge) to languages (coded knowledge) and theory formation (theoretical knowledge). The idea of a knowledge economy is an economic myth, ignoring how people communicate and what knowledge is. We will discuss a) the assumptions of the economic models in language transfer, b) the relevance of different views on the world, and c) the presence of various knowledge types in innovation. Basic in these discussions is the underlying aspect of sustainability.

a) In dealing with and institutionalizing multilingualism, it is relevant to discuss the basic assumptions of the dominant economic model, neo-liberalism. In this model multilingualism is an anomaly. In the end, we all speak English or Chinese. The question is whether this model is correct, what alternatives are possible, and what are the implications of these alternatives for the dominant economic model?

b) Because a language is at least partly related to our conceptualizations of empirical reality (the Sapir-Whorf hypothesis), we have to accept different views on the world, including different views on governing societies, on institutionalization, on organizational forms and on language policy, thus favouring multilingualism.

c) We developed earlier the relationship between Knowledge of Sustainability and Sustainability of Knowledge. The first is about content, the second about processes of knowledge. Sustainability is often only related to environmental or ecological issues. Situations of pollution are often the result of individual and collective human behaviour and ask for innovations that correct the damaging situation, and some people call this sustainable innovation. These innovations often have a technological nature, and we would like to put the focus on new, better ways of organizing human behaviour, reducing the appearance of

(ecological) unsustainable outcomes. The topic of sustainable innovation introduces notions of equilibrium, dynamics and offloading into discussions on KM. I will argue that an increase of knowledge of ecological and social sustainability will lead to sustainability of knowledge which has consequences for how we view the various expressions of knowledge and the co-existence of languages.

***René Jorna** is Professor of Knowledge Management and Cognition (University of Groningen, The Netherlands) and is responsible for the Mercator group in the Fryske Akademy. With Master degrees in analytical philosophy and cognitive psychology he has taught in various disciplines. His research and publications address cognition, multilingualism, semiotics, knowledge management, sustainable innovation and knowledge technology.*

**Peeter Mürsepp**, Tallinn University of Technology, Estonia

### ***The Trilingual University and Knowledge Economy***

The conception of the trilingual university as the model case for the future will be developed in the context of the knowledge economy taking Henry Etzkowitz's Triple Helix conception as an important point of departure. The focal point of the main argument will be the idea that the model case of trilingualism should be extended from the university to practical business and industry. The universal need for diversity plays the central role here. According to the methodology of self-organization, diversity is necessary for self-organization to work, for development to occur. Diversity, however, must not be chaotic. A certain measure has to be kept. In the case of multilingualism, the measure can be based on the number of languages at stake. In the case of universities, it is probably three. In order to make the knowledge economy efficient on a broader scale, diversity, including languages, has to be made an issue. Concentrating on using just one language (English?) may seem cost-effective and probably is so in the context of traditional economy, although even this can be doubted. Knowledge economy, however, needs to be open and flexible. The latter can be achieved by preserving cultural (language) diversity.

***Peeter Mürsepp** received his MPhil in Philosophy from Tartu University and PhD. in Humanities from Vilnius University. He has been Visiting Research Fellow at LSE, New School for Social Research and Roskilde University Centre. Currently he is Professor of Philosophy and Methodology of Science at Tallinn University of Technology.*

**Mairéad Nic Giolla Mhichíl**, Fiontar, Dublin City University

### ***Fiontar***

In 1993, Fiontar was established in Dublin City University in order to deliver the BSc in Finance, Computing and Enterprise degree. This was the first occasion in Ireland where a primary degree was offered through the medium of Irish, other than degrees in aspects of the Irish language itself. The ethos of the programme was underpinned by the belief that *“There is a complex and well-established link between national identity, self-confidence and*

*economic performance. Language is a critical component of national identity and hence plays a special role in economic development”.*

The aim of Fiontar’s first degree was to provide graduates with financial and computing skills and at the same time to develop an appreciation of their national identity in the wider European context. Fiontar now offers four academic programmes at undergraduate and postgraduate levels and engages in a wide range of research. This paper contextualises Fiontar’s development and explores how the issue of language has evolved in the School in relation to its academic activities and in terms of the experiences of graduates of the School.

***Mairéad Nic Giolla Mhichíl*** is the academic programme Chairperson of DCU’s Fiontar programmes. She is a member of the Information Technology committee of the National Council for Curriculum and Assessment and a board member of the cross border language body, Foras na Gaeilge. She has worked with Murex in Paris and in the IFSC in Dublin in financial and computing positions.

**Sonja Novak-Lukanovič**, University of Ljubljana, Slovenia

### ***Language education and workplace***

In this presentation some data from research on language and economy will be discussed. The research focuses on two aspects: for the individual the command of language is an advantage, securing employment and better income, while the business success of a company is related to the choice of language when entering a new market.

Proceeding from these statements we will discuss the way companies in the ethnically mixed areas in Slovenia deal with language competence in minority and foreign language use in employment and work, and whether the labour market affects the language/educational policy in the area. The significance of the level of specific language competence (minority or foreign language), along with the choice of language in employment and workplace, is changing and adapting to the needs of economy which is affected by the currents of global as well as local competition. This will be confirmed by data analysis of non-formal language learning in language schools which function in the ethnically mixed area in Slovenia.

***Dr Sonja Novak*** is Associate Professor at the Faculty of Arts, University of Ljubljana, Slovenia, Senior Scientific Associate at the Institute for Ethnic Studies there and President of the Slovene Association for Applied Linguistics. Her research work has focused on language and culture in multicultural societies. She has published several articles and participated in many different international projects.

**Miquel Strubell**, Universitat Oberta de Catalunya

### ***Multilingualism and the Global Economy in Catalan firms***

ELAN.CAT, a survey carried out in Catalonia in 2009, was based on the ELAN study of European firms commissioned by the EU. It studied the language profiles of over 1000 firms,

of which a third were exporters. The almost generalised use of Catalan within these firms and a widespread need for multilingual strategies emerged, many firms improvising rather than planning ahead, and few were aware of the need to acquire intercultural skills. The study was followed by a qualitative phase, with over 20 in-depth interviews of stakeholders. The research underlined a shortage of young qualified people with good French, the language of Catalonia's largest market outside Spain. Nevertheless, the mainstream opinion was that "English is Enough" except for firms' consolidated markets. At the same time, the level of competence in English was regarded as lower than elsewhere in Europe. These issues will be discussed in the context of the growing reliance of the Catalan economy on the worldwide market, and the linguistic and cultural factors that make for competitiveness.

***Miquel Strubell** studied Psychology at several universities in the UK and Catalonia before specialising in language planning. He worked for the Catalan government for 19 years and now lectures at the Open University of Catalonia. He directs the Linguamón-UOC Chair in Multilingualism, and coordinates the EUNoM network.*

**Teresa Tinsley**, Independent Consultant, UK

#### ***'Languages for Jobs' in the EU***

The 'Languages for Jobs' working group, which met during 2010-11, was convened by the European Commission Multilingualism Policy Unit under the 'Open Method of Consultation' and linked closely to the Business Platform for Multilingualism. The purpose of the group, which was composed of representatives from most member states with input from CEDEFOP and Eurydice, was to produce a report with recommendations on how to better harness the potential of languages for employability, mobility and economic growth in Europe. This report has now been published and provides evidence of the need for a strong place for languages within education and training systems and within new European programmes. It will also feed into the general review of multilingualism policy scheduled for 2011-12. The session will provide an overview of the report and its relevance to issues of key concern to governments such as mobility for work and study, the employability of young people and adults and support for international business.

***Teresa Tinsley** was until recently a Director of CILT, the UK National Centre for Languages, where she was responsible for planning, delivery and communications. Before joining CILT in 1992 she was a staff member of the Spanish Embassy in London. She is the author of several books, including an adaptation/translation of a Spanish Grammar, and regularly contributes to press and journals. She now works in a freelance capacity.*

**Thomas Vogel**, Europa-Universität Viadrina Frankfurt (Oder)

***Universities as Laboratories for Societal Multilingualism: Crossing Borders for a Global Future***

The talk will focus on the new role that universities will have to play in further education and training. Institutions of higher education in Europe are no longer only academic research and training institutions for students, but they also have to play an active supporting role in change management in society. The global economy calls for citizens who can communicate beyond the borders of their native language and culture. EU research has repeatedly shown how even SMEs can benefit financially if their staff is multilingual and multiculturally sensitive. The talk will draw on experiences within the Language Centre at the European University Viadrina and the public-private company Viadrina Sprachen in crossing national as well as institutional borders in many different ways, in order to equip not only the students of the university but also the society at large with the linguistic and intercultural means to face the global future. The talk will end with an outline of future research issues and challenges in programme implementation.

*Dr Thomas Vogel is a partner in Viadrina Sprachen, a public-private language company, Director of the Language Centre, Europa-Universität Viadrina Frankfurt (Oder), Chairman of the German Association of University Language Centres and Founder of the European Wulkow Network for quality in higher education language teaching.*

**Glyn Williams**, Centre for European Research, UK

***Language and Work in the Knowledge Economy***

Unlike the industrial economy, work in the knowledge economy is premised on team working and communication. This brings language directly into the production process. This paper considers how working through the medium of more than one language contributes to innovation.

*Glyn Williams is a graduate of the University of Wales and the University of California, Berkeley. He has worked in the University of San Francisco, University of Wales and University Ramon Llull, Barcelona. He has published a wide range of papers and books.*



**Conference Organizer:**  
**NICILT**  
**School of Education**  
**Queen's University Belfast**  
**November 2012**

