



# Human capital, languages, and new literacies: Theories, policies, and impacts

Fifth biannual interdisciplinary symposium of the

RESEARCH GROUP “ECONOMICS, POLICY ANALYSIS, AND LANGUAGE” – REAL

at

UNIVERSITAT ROVIRA I VIRGILI, TARRAGONA  
RESEARCH GROUP “ANÁLISIS SOCIAL Y ORGANIZATIVO”

in cooperation with

ULSTER UNIVERSITY  
SCHOOL OF APPLIED SOCIAL AND POLICY SCIENCES  
CENTRE FOR PUBLIC ADMINISTRATION

and

UNIVERSITAT DE BARCELONA,

2024-06-03 – 2024-06-04





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## **LOCAL ARRANGEMENT COMMITTEE**

Amado ALARCÓN ALARCÓN      Universitat Rovira i Virgili, Tarragona

Ana Beatriz HERNÁNDEZ-LARA      Universitat Rovira i Virgili, Tarragona

under the auspice of the Research group “Social and organization analysis” and the research project “Literacies and occupations in the digital era” funded by the Ministry of Science, Innovation, and Universities of Spain

## **PROGRAM COMMITTEE**

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Daniele MAZZACANI      Ulster University, Belfast, REAL

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## KEYNOTE SPEAKERS

Anthony PYM

Distinguished Professor of Translation and Intercultural Studies, Universitat Rovira i Virgili, Tarragona, Professor Extraordinary, Stellenbosch University / Universiteit Stellenbosch, South Africa, and Honorary Professor, University of Leicester. He was Visiting Researcher at the Middlebury Institute of International Studies at Monterey in California from 2008 to 2016 and President of the European Society for Translation Studies from 2010 to 2016. He has published more than 240 articles on translation and intercultural communication.

Rajesh RAMACHANDRAN

Monash University Malaysia / Universiti Monash Malaysia and co-director, chair of International and Development Politics, Universität Heidelberg. He obtained his PhD from Universitat Autònoma de Barcelona and has held positions at Goethe-Universität Frankfurt am Main and Universität Heidelberg. His research lies at the intersection of development economics and political economy, especially political linguistics and language policy, economics of caste, and economics of education and health. His work has been published in journals such as the *American Political Science Review*, *Journal of Development Economics*, and *World Development*, as well as appeared in policy documents such as the *Global education monitoring report* of the UNESCO.

## SPONSORS

We thank the following institutions for their generous support of the symposium:



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**ANÀLISI SOCIAL I ORGANITZATIVA**

Research Group “Análisis social y organizativo”



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Ulster University



UNIVERSITAT ROVIRA I VIRGILI  
Fundació URV

Fundació Universitat Rovira i Virgili

## PRACTICAL INFORMATION

### VENUE

The venue of the meeting is [Campus Catalunya, Universitat Rovira i Virgili](#) located at [Avinguda Catalunya 35, Tarragona](#).

The Universitat Rovira i Virgili is situated in Tarragona which is located in the south of Catalonia, in the northeastern corner of the Iberian Peninsula. Well-connected to Europe and the rest of the peninsula, it offers easy access to two airports: one in Reus, just five kilometers away, and the other one in Barcelona, 95 kilometers away.

### TRANSPORT

#### Airport

##### *Reus Airport*

Mainly low cost flights operate into [Aena Reus Airport](#). If you fly into Reus you can either take a bus or a taxi from the airport to Tarragona, which is just 14 km away.

##### *Barcelona International Airport*

The majority of international flights arrive at terminal T1 of [Aena Barcelona Josep Tarradellas Barcelona-El Prat Airport](#). Some low cost companies still fly into terminal T2. From the airport you can travel to Tarragona by train, bus or taxi. Taxis are always available just outside the arrival area of the airport. The current price is EUR 130. Please confirm this price with the taxi driver before entering the taxi.

If you arrive by plane at terminal T1 you can take the shuttle bus to terminal T2 train station, from where there are trains to the Barcelona *Sants station*.

Currently there is a direct [bus](#) from the Barcelona airport to Tarragona city every two hours. A one-way ticket costs EUR 15.95.

#### Train stations

From the Barcelona *Sants station* there are regional trains direct to Tarragona *city station* and high speed ones to the Tarragona *Camp station* which is outside the city. From here you can take a taxi to Tarragona (20 minutes and approximately EUR 30) or use the [bus transfer](#).

#### Arriving by car

Use the following roads and exits:

- from Barcelona: Motorway AP-7 / C-32. Exit 33 Tarragona
- from Valencia: Motorway AP-7. Exit 33 Tarragona
- from Zaragoza: Motorway AP-2. Exit 9, Montblanc



## ACCOMODATION

There are many hotels in all price categories close to Universitat Rovira i Virgili, which can be booked through the various providers online.:

- [H10 Imperial Tarraco](#) (4\*), Rambla vella, 2, 43003 Tarragona, Tel: +34-977 156 607  
Promotional code: REAL2024
- [Hotel SB Ciutat de Tarragona](#) (4\*), Pl. Imperial Tarraco, 5, 43005 Tarragona, Tel: +34-977 250 999  
Promotional code: REAL2024
- [AC Hotel Tarragona](#) (4\*), Avda de Roma, 8, 43005 Tarragona, Tel: +34-977 247 105  
[click here for rates REAL 2024](#)
- [Hotel SB Express Tarragona](#) (3\*), Pl. De les Corts Catalanes, 4, 43005 Tarragona. Tel. +34-977 221 050  
Promotional code: REAL2024
- [Hotel Lauria](#) (3\*), Rambla Nova, 20, 43004 Tarragona, Tel. +34-912 702 502  
Promotional code: REAL2024
- [B&B Hotels Tarragona Centre Urbis](#) (3\*), Plaça Corsini, 10, 43001 Tarragona, Tel. +34-24 01 16  
Reservation by phone by May 25, as REAL Symposium 24 attendee or [per email](#)  
(no breakfast service available)
- [Hotel Catalunya Express](#) (2\*), General Contreras, 16, 43004 Tarragona, Tel. +34-977 219 119

## GENERAL ORIENTATION

The city of Tarragona is located in the Northeast of Spain approximately 100 kilometers South of Barcelona. The province of Tarragona benefits from a privileged geographic situation on the shores of the Mediterranean and is blessed by a moderate climate practically all year round. In the month of June, the average temperature is 24° C.

Tarraco, the current Tarragona, was the first Roman military establishment outside the Italian peninsula. The complex of historic Roman monuments in Tarragona was declared a World Heritage Site by UNESCO in 2000.

Tarragona, however, is much more than just Roman ruins, it also has a vibrant medieval history, *art nouveau* buildings, golden sandy beaches, crystal clear waters, a picturesque fishing and marina neighborhood, protected forest and nature areas, traditions, and popular culture. One of the popular traditions is the Human Towers (*Castells*) that originated in Valls, Tarragona, and which perfectly combine an equilibrium between smartness and emotion with tensed bodies and team working.

The abundant Roman ruins of the city of Tarragona are supplemented by several major monuments from its medieval past with a rich medieval artistic heritage, and best outlined by the city's cathedral, which offers outstanding examples of art and architecture from the Middle Ages.

Dedicate some time to learn about Tarragona's rich history, follow the Roman Route, and feel yourself traveling through time, finding a unique experience among the cities of the Roman West.

For further information about Tarragona, please visit [Tarragona Turisme](#), [Ancient Roman Tarragona, Costa Dorada. What to do and see?](#), and [Tripkay](#)

## **CONTACT**

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## **PROGRAM OVERVIEW**

<b>Sunday</b> <b>2024-06-02</b>	<b>Venue to be announced</b> Tarragona
<b>18.00 – 20.30</b>	<b>Book presentation and welcome reception</b>
<b>Monday</b> <b>2024-06-03</b>	<b>Universitat Rovira i Virgili, Campus Catalunya</b> <b>Sala de Juntas de la Facultat de Ciències Jurídiques (Sessions a) and</b> <b>Room 408 (Sessions b)</b> Avinguda Catalunya, número 35, 43002 Tarragona
<b>09.00 – 09.30</b>	<b>Welcome addresses</b>
<b>09.30 – 10.30</b>	<b>Session 1: Keynote address</b>
<b>10.30 – 10.45</b>	<b>Coffee break</b>
<b>10.45 – 12.30</b>	<b>Session 2: Contributed papers</b>
<b>12.30 – 14.00</b>	<b>Lunch break</b>
<b>14.00 – 15.45</b>	<b>Session 3: Contributed papers</b>
<b>15.45 – 16.00</b>	<b>Coffee break</b>
<b>16.00 – 17.45</b>	<b>Sessions 4: Contributed papers</b>
<b>18.30 – 20.30</b>	<b>Guided tour of Tarragona</b>
<b>21.00 – 23.30</b>	<b>Congress dinner</b>
<b>Tuesday</b> <b>2024-06-04</b>	<b>Universitat Rovira i Virgili, Campus Catalunya</b> <b>Sala de Juntas de la Facultat de Ciències Jurídiques (Sessions a) and</b> <b>Room 408 (Sessions b)</b> Avinguda Catalunya, número 35, 43002 Tarragona
<b>09.00 – 10.45</b>	<b>Sessions 5: Contributed papers</b>
<b>10.45 – 11.00</b>	<b>Coffee break</b>
<b>11.00 – 12.00</b>	<b>Session 6: Keynote address</b>
<b>12.00 – 13.00</b>	<b>Lunch break</b>
<b>13.00 – 14.45</b>	<b>Sessions 7: Contributed papers</b>
<b>14.45 – 15.00</b>	<b>Coffee break</b>
<b>15.00 – 16.45</b>	<b>Sessions 8: Contributed papers</b>
<b>16.45 – 16.55</b>	<b>Summing up</b>

**17.00 – 19.00**      **Non-public ALODIGI/LITERATOS internal meeting**

**19.30 – 23.00**      **Farewell dinner**

## DETAILED PROGRAM

- Sunday**  
**2024-06-02**
- Venue to be announced**  
Tarragona
- 18.00 – 20.30**
- Chair: BENGT-ARNE WICKSTRÖM
- Book presentation and welcome reception**
- MICHELE GAZZOLA, *Ulster University & Research group “Economics, policy analysis, and language” (REAL)*
- Presentation of the new book:
- GAZZOLA, MICHELE, FRANÇOIS GRIN, KATHLEEN HEUGH, & LINDA CARDINAL, editors (2024). *The Routledge handbook of language policy and planning*. Abingdon: Routledge. ISBN: 9781138328198. DOI: [doi.org/10.4324/9780429448843](https://doi.org/10.4324/9780429448843).
- followed by an informal get-together.
- Monday**  
**2024-06-03**
- Universitat Rovira i Virgili, Campus Catalunya**  
**Sala de Juntas de la Facultat de Ciències Jurídiques (Sessions a) and Room 408 (Sessions b)**  
Avinguda Catalunya, número 35, 43002 Tarragona
- 09.00 – 09.30**
- Chair: BENGT-ARNE WICKSTRÖM
- Welcome addresses**
- NN, *nn*
- AMADO ALARCÓN ALARCÓN, *Universitat Rovira i Virgili, Tarragona*
- 09.30 – 10.30**
- Chair: AMADO ALARCÓN ALARCÓN
- Session 1: Keynote address**
- ANTHONY PYM, *Universitat Rovira i Virgili, Tarragona, Stellenbosch University / Universiteit Stellenbosch, & University of Leicester*
- The social impact of automation on translation literacy
- 10.30 – 10.45**
- Coffee break**

**10.45 – 12.30** Chair: MICHELE GAZZOLA

**Session 2: Earnings**

JUNGHYUN BAIK, *University of Auckland / Waipapa Taumata Rau*

Unraveling the wage returns of native language proficiency: A meta-regression analysis

DENNIS BECKER and EVA MARKOWSKY, *Universität Hamburg and Universität Hamburg & Research group "Economics, policy analysis, and language" (REAL)*

Educational and labor market returns to early foreign language learning in German schools

MARIA CRISTINA MORALES, *The University of Texas at El Paso*

The impact of language on the earnings of unaccompanied minor farmworkers in the U.S.

**14.00 – 15.45** Chair: BENGT-ARNE WICKSTRÖM

**Session 3: Justice and capabilities**

DAVE SAYERS, *Jyväskylän yliopisto (University of Jyväskylä)*

Human capital and capabilities in language policy: Using language to help people, or using people to help language?

INDIRA BOUTIER, *Glasgow Caledonian University*

Rethinking language as a fundamental human right

CECILIA GIALDINI, *University of Edinburgh*

Measuring linguistic justice through the capability approach: The multidimensional linguistic justice Index

LEE MACKENZIE, *Liverpool Hope University*

Is the spread of English in the Global South a blessing or a curse? A capability perspective

**15.45 – 16.00** **Coffee break**

**16.00 – 17.45** Chair: AMADO ALARCÓN ALARCÓN

**Session 4a: Linguistic landscape**

CATALINA AMENGUAL RIPOLL, *Dublin City University / Ollscoil Chathair Bhaile Átha Cliath*

Material conditions shaping non-materialist ends: Language ideologies and socioeconomic circumstances

CHRISTIAN-PIERRE GHILLEBAERT, *CERAPS, Université de Lille*

Turning linguistic personalia into human capital in the context of language endangerment. A case study in Northern France

GIACOMO IAZZETTA, *University of Essex*

Language policy and socioeconomic inequalities in Tunisia and Morocco

PU MENG, *George Mason University, Fairfax VA*

The impact of linguistic diversity on human capital accumulation and socio-economic development

**16.00 – 17.45** Chair: ANTONIO DI PAOLO

**Session 4b: Human capital, literacy, and macro-level issues**

NUNE AYVAZYAN, *Universitat Rovira i Virgili, Tarragona*

Keeping up with Generative Artificial Intelligence for the maintenance of human capital in translation

ADELAIDE BARONCHELLI, ALESSANDRA FORESTA, and ROBERTO RICCIUTI, *Università degli Studi di Torino; University of Southampton; and Università degli Studi di Verona & CESifo, Munich*

The words that keep people apart: Official language, accountability and fiscal capacity

EDDY SORIA LEYVA, ANA BEATRIZ HERNÁNDEZ-LARA, and AÏDA VALLS MATEU, *Universitat Rovira i Virgili, Tarragona*

Effective large-scale assessments of literacies: A comparative analysis

**18.30 – 20.30** **Guided tour of Tarragona**

**21.00 – 23.30** **Congress dinner**

Venue to be announced

- Tuesday**  
**2024-06-04**
- Universitat Rovira i Virgili, Campus Catalunya**  
**Sala de Juntas de la Facultat de Ciències Jurídiques (Sessions a) and Room 408 (Sessions b)**  
Avinguda Catalunya, número 35, 43002 Tarragona
- 09.00 – 10.45** Chair: NN
- Session 5a: Migration I**
- IKER ERDOCIA, *Dublin City University / Ollscoil Chathair Bhaile Átha Cliath*  
Voices unheard? Linguistic and political capital in the struggles for recognition of migrant people in the political realm
- ANNA MALANDRINO, *Università di Bologna – Alma mater studiorum*  
A matter of policy or politics? Analyzing the language education policy process through the lens of the Multiple Streams Framework (MSF)
- LISA ZASTROW, *Universität Hamburg*  
Multilingualism as a labor market resource in second-generation immigrants
- 09.00 – 10.45** Chair: ANA BEATRIZ HERNÁNDEZ-LARA
- Session 5b: Higher education, English, and PISA**
- EULÀLIA BORRÀS and LÍDIA GALLEGO-BALSÀ, *Universitat de Lleida and Universitat Rovira i Virgili, Tarragona*  
Discursive spaces in computer-mediated university classes: Improving student oral participation in L1 and English-medium instruction (EMI) subjects
- JOSÉ DOMINGO GARCIA-MERINO and SARA URIONABARRENETXEA, *Universidad del País Vasco / Euskal Herriko Unibertsitatea*  
Diagnosis of transversal competencies adopted to University 5.0 in Spanish universities: An analysis based on their strategic plans
- NOUR MALAS and JAMES WALKER, *Université Lumière, Lyon 2*  
Language policy reversal in Qatar's higher education: A mass communication perspective
- CINZIA COLAIUDA, *Università degli studi di Roma Tor Vergata*  
Reading skills in PISA: Undermining multilingualism/plurilingualism
- 10.45 – 11.00** **Coffee break**



- 11.00 – 12.00** Chair: ANTONIO DI PAOLO
- Session 6: Keynote address**
- RAJESH RAMACHANDRAN, *Monash University Malaysia / Universiti Monash Malaysia & Universität Heidelberg*  
The role of language policy in socioeconomic development
- 12.00 – 13.00** **Lunch break**
- 13.00 – 14.45** Chair: NN
- Session 7a: Migration II**
- YEE CHENG FOO, *Justus-Liebig-Universität Gießen*  
How great a chasm: Between preparatory German language classes and the labour market
- KSENIIA PERSHINA, *Universität Hamburg*  
Migrant nurses' multilingualism as a component of professional competence
- JOSEP UBALDE BUENAFUENTE, AMADO ALARCÓN ALARCÓN, and CECILIO LAPRESTA REY, *Universitat de Lleida; Universitat Rovira i Virgili, Tarragona; and Universitat de Lleida*  
Labour market outcomes of immigrants in five bilingual contexts: The effects of host country majority and minority language skills
- 13.00 – 14.45** Chair: BENGT-ARNE WICKSTRÖM
- Session 7b: New and different concepts**
- FLORIAN COULMAS, *Universität Duisburg-Essen*  
Means of exchange: The power of symbols
- FRANÇOIS GRIN and ILARIA MASIERO, *Université de Genève & Research group "Economics, policy analysis, and language" (REAL) and Université de Genève*  
Language skills vs language practices, and how to do justice to the multidimensionality of value: A review of the Swiss experience
- BERNAT MALLÉN ALBERDI, *Universitat de Barcelona*  
How have video-on-demand platforms shaped our preferences? Endogenous preferences in a cultural market
- 14.45 – 15.00** **Coffee break**

**15.00 – 16.45** Chair: AMADO ALARCÓN ALARCÓN

**Session 8a: STEM (Science, Technology, Engineering, and Mathematics) and education**

TERESA CORBELLA, *Universitat Rovira i Virgili, Tarragona*

Gender gap in digital literacy in Catalonia: Some causes

JAVIER DE RAMÓN FORS, *Universitat Rovira i Virgili, Tarragona*

iDataLit: Data literacy measurement for workers in Spain

NADA EL MAIS, *Universitat Rovira i Virgili, Tarragona*

STEM literacies among young women in MENA countries: New forms of literacies required in and by the market

ANA BEATRIZ HERNÁNDEZ-LARA, *Universitat Rovira i Virgili, Tarragona*

Cultivating digital literacies for enhanced human capital development in the digital age

**15.00 – 16.45** Chair: ANTONIO DI PAOLO

**Session 8b: Linguistic minorities and minority languages**

INGEBORG BIRNIE, MAGGIE GLASS, and MELODY ANN ROSS, *University of Strathclyde; Technische Universität Dortmund; and Universität Duisburg-Essen*

Reducing the friction, removing the barriers: Minority and regional languages in the Human Machine Era

MICHELE GAZZOLA, *Ulster University, Belfast & Research group “Economics, policy analysis, and language” (REAL)*

An assessment of the implementation of language policy promoting the Friulian language

BENGT-ARNE WICKSTRÖM, *Andrássy-Universität Budapest & Research group “Economics, policy analysis, and language” (REAL)*

Determining the size of jurisdictions for implementing language rights

KONSTANTIN ZAMYATIN, *Turun yliopisto (University of Turku)*

Why can't we preserve linguistic diversity? The maintenance of the languages of Russia, language policy, and language revitalization

**16.45 – 16.55** Chair: MICHELE GAZZOLA

**Summing up**

- 17.00 – 19.00** Chair: AMADO ALARCÓN ALARCÓN  
**Non-public internal business meeting of the project “Literacies and occupations in the digital era”**
- 19.30 – 23.00** **Farewell dinner (at participants’ own costs) for symposium participants still in Tarragona**  
Venue to be announced

# Abstracts

**KEYNOTE SPEAKERS**

ANTHONY PYM

*Universitat Rovira i Virgili, Tarragona,  
Stellenbosch University / Universiteit Stellenbosch,  
&  
University of Leicester*

**The social impact of automation on translation literacy**

Of all the language occupations “exposed” to generative AI, translators and interpreters have been awarded top place. Their experience might thus be worth looking at as a possible model of all language work. It is nevertheless difficult to assess what the impact of technology actually means for the work processes involved. In order to assess the impact of the new technology, a comparative analysis is made of the main translator workstations since the early 1990s. The sequence of user interfaces indicates the work required for interaction with rule-based machine translation, translation memories, statistical machine translation, neural machine translation, and now generative AI. However, instead of analyzing the interactions in terms of mind vs. machine, one can and now should compare the work of professionals with that of lay users – since some skills have been democratized. The difference between the two might be the area in which language work will still be paid.

RAJESH RAMACHANDRAN

*Monash University Malaysia / Universiti Monash Malaysia*  
&  
*Universität Heidelberg*

**The role of language policy in socioeconomic development**

The keynote address delves into the crucial role of language policy in shaping socioeconomic development.

It commences by presenting a simplified conceptual framework that elucidates how language choices impact human capital development, health outcomes, productivity levels, and income generation. Building upon this framework, the address transitions to discussing macro-level evidence drawn from a global sample, highlighting the relationship between official language choices and socioeconomic progress. Following this, country-level studies are explored, utilizing micro-level evidence from diverse contexts such as Cameroon, Ethiopia, India, South Africa, and Zambia. These studies aim to isolate the specific effects of language on educational attainment and learning outcomes within these regions.

Subsequently, attention shifts to examining the intricacies of language diversity in post-colonial settings, seeking to understand why certain nations adopted indigenous languages as primary mediums for education, governance, and politics, while others retained former colonial languages.

The address concludes by proposing policy prescriptions and charting a path forward, while also spotlighting key open research questions and overarching themes that warrant further exploration.

**CONTRIBUTED PAPERS**



CATALINA AMENGUAL RIPOLL

*Dublin City University / Ollscoil Chathair Bhaile Átha Cliath*

**Material conditions shaping non-materialist ends: Language ideologies and socioeconomic circumstances**

Language learners position themselves within the reproduction, evaluation and contestation of language ideologies, understood as systematic beliefs politically and morally loaded shared at a community level (BLOMMAERT, 2015, DE COSTA, 2016, and WOOLARD, 1998). The decision to learn and use a language, especially in minority language contexts, is ideologically laden. Nevertheless, recent studies have highlighted, alongside the importance of ideological factors, the necessity to consider socioeconomic variables within the structural constraints in language learning, such as housing and job conditions, type of residence permit and other mobility factors. These indicators are crucial to understand individuals' structural constraints as well as to understand their positioning among them.

For this reason, following a critical realist approach (MAXWELL, 2012), the paper provides an analysis and interpretation of the preliminary results of a self-response questionnaire distributed among approximately 40 immigrated adults (data collection in progress) who live in Mallorca with some or null knowledge of Catalan. Participants born respectively in Morocco, Argentina and Germany will be selected due to the great presence of these individuals in the island. The survey consists of five sections that together with sociodemographic information, include questions regarding the rationale of the decisions to learn and use Catalan in Mallorca, participants' evaluations regarding Mallorcan sociolinguistic situation and their positioning towards this sociolinguistic situation. The study not only contributes to expanding the knowledge of foreign-born adults in relation to a minoritised language, but also complements previous studies in Catalonia (MASSAGUER COMES, 2022) and Ireland (Ó CEALLAIGH, 2022) by highlighting the relevance of socioeconomic factors when studying aspects related to minority languages. Thus, this study highlights the necessity of closely considering ideological variables and socioeconomic factors as not only constraints of immigrated adults' agency in relation to a minority language, i.e. their decisions and positionalities, but also as facilitators.

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### **Keeping up with Generative Artificial Intelligence for the maintenance of human capital in translation**

Artificial intelligence (AI), particularly in the form of neural networks, has played a pivotal role in neural machine translation (NMT) since 2016, a type of automatic translation that has significantly improved the quality, speed, and efficiency of translating text from one language to another, especially when compared to the statistical methods used before. It was also around that time when translators started fearing that their jobs would be lost to the machines given the discussions about how machine translation had reached “singularity” (WU et al., 2016). However, translators have not only persisted but thrived by embracing these new technologies and integrating them into their workflows. Higher education has responded by developing undergraduate and postgraduate programs focused on translation technology. Today, as OpenAI’s ChatGPT and similar language models gain prominence, we witness another cycle of fear and uncertainty. Again, the concern among translators is about the security of their professional future. The concern that AI might replace human translators is well-founded, given the remarkably natural language output of models like ChatGPT and the rapid pace at which these technologies are advancing. Recent discussions on singularity (MACAULAY, 2023) predict that by the end of this decade, machines will surpass human capabilities in translation. More optimistic voices suggest that models like ChatGPT are primarily designed to boost productivity rather than to put translators out of work. However, it is becoming increasingly apparent that the translation profession could be significantly impacted, to the extent that it is now difficult to predict how many translators will remain in the workforce by the end of the decade or what their tasks will look like.

It is suggested that to manage the situation in the best possible way the focus should shift towards investing in human capital. Translators rely on a very distinct set of competences, skills, and literacies, as detailed in the EMT Competence Framework (THE EMT BOARD AND COMPETENCE TASK-FORCE, 2022). This framework is periodically revised to align with the latest developments in the field, ensuring it accurately reflects the evolving demands and competences required in the translation industry. One of the important sections of this competence framework is the area of “Technology” but also two additional areas of soft skills “Personal and Interpersonal” and “Service”. It is suggested that equipping translators with targeted training in these soft skills and keeping up with the latest translation technology can empower them to adeptly navigate the challenges posed by the ongoing digital transformation.

This study examines preliminary results from an ongoing research project at Universitat Rovira i Virgili, focusing on training translation students to use tools like ChatGPT for translation tasks. By integrating theories of human capital, which emphasize the value of investing

in education and skills for future economic returns, the research underscores the importance of continuous professional development in maintaining translators’ relevance in an increasingly automated industry for the longest time possible. This approach not only prepares translators to coexist with AI but also to leverage it as a tool that enhances their intrinsic human skills.

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### **Unraveling the wage returns of native language proficiency: A meta-regression analysis**

This study aims to explore the overall relationship and moderators between native language literacy and wages through a meta-analysis. While research on individuals' literacy as part of cognitive skills and its wage returns has been conducted in regions like Europe and the Americas, utilizing large-scale surveys, there is a lack of analysis on result inconsistencies. Additionally, studies in various regions using language proficiency measurements beyond literacy scores, such as verbal reasoning, interactive skills, or standardized language test results, have not been integrated into comprehensive language-oriented analyses. To address this gap, this study systematically reviews previous research on wage returns to native language proficiency through meta-regression analysis.

Based on an initial search of 5 927 peer-reviewed articles from online databases including *Econlit*, *Scopus*, *PubMed*, *ERIC*, and *Sociological Abstracts*, I identified 22 studies with 169 estimation results. Instances where estimates were provided multiple times within a single study based on region, country, statistical estimation method, and gender were treated as separate individual studies during screening. In most studies, higher language proficiency was associated with increased wages for workers, although some instances showed a negative effect on wage outcomes, possibly due to differences in measurement types or sample compositions. The weighted average effect sizes were calculated using the regression coefficients and standard errors from each study. Research covariates were categorized into four groups: study context (region and economic status), survey and sample characteristics, and estimation properties.

A meta-analysis on the returns to wages from native language proficiency suggests that a one standard deviation increase in native language proficiency is associated with a 9.3 percent increase in wages (95 percent CI 7.6%-11.1%). Furthermore, the meta-regression analysis reveals several significant predictors for the returns to language skills. Specifically, using test scores for language proficiency compared to self-reporting measurements, applying hourly wage rate as payment structure, and utilizing gross earnings compared to net wage are positively associated with wage returns. However, controlling for other types of language-related factors, such as skill demands or foreign language proficiency in the estimation, is linked to lower wage returns. Regarding estimation techniques, applying instrumental variables yields higher estimates, approximately 9.5 percent, compared to simple linear regressions. Additionally, the Index of Economic Freedom has emerged as a significant predictor, with a one standard deviation increase in the index associated with 5.5 percent greater wage returns related to native language proficiency.

These findings have significant implications for education and language policies, particularly in multilingual societies where certain groups face economic penalties due to inadequate

language skills. Recognizing that native languages may serve as regionally dominant languages, policies can be developed to promote labor force participation among minorities by facilitating language education and learning opportunities. Future research should further explore the influence of identified moderators on wage returns to language proficiency and inform policy interventions.

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**The words that keep people apart: Official language, accountability and fiscal capacity**

This work explores the link between accountability and fiscal capacity, highlighting the role of the official language as a channel through which accountability is weakened. We maintain that if the average citizen speaks a language different from the elite, she will find it difficult/impossible to hold the government to account. In turn, lower accountability will negatively affect fiscal capacity. We adopt an instrumental variable approach using the measure of how far the official language differs from ordinary language as an instrument. In line with our argument, the first stage results suggest that linguistic distance is negatively correlated with accountability and the second stage results show that higher levels of accountability lead to higher fiscal capacity. The results are robust to plausible exogeneity tests and different specifications.

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### **Educational and labor market returns to early foreign language learning in German schools**

The benefits of early foreign language instruction in elementary school are the subject of much debate among scholars and practitioners. Especially parents and politicians often seem convinced that “earlier is better”, arguing that an early start in foreign language education leads to higher proficiency and better pronunciation, advantages in academic achievements, as well as beneficial effects on children’s open-mindedness and attitudes towards different cultures (EUROPEAN COMMISSION, 2011). Recent economic research seems to verify this notion by pointing out positive effects of early acquisition of foreign language skills on proficiency, employability, and wages (GAZZOLA, HAHM, & WICKSTRÖM, 2018 and HAHM & GAZZOLA, 2022). However, research from linguistics and educational science points out that students who start foreign language acquisition later in their educational career learn at a faster rate, thus offsetting the advantage of their peers’ early start after a couple of years of schooling (e.g., JAEKEL, SCHURIG, FLORIAN, & RITTER, 2017). The key to solving this apparent contradiction might be that the pedagogy studies focus on schooling outcomes, while the economic ones study labour market outcomes of adults who started learning foreign languages in school versus later in life. Another possible explanation for ambivalent conclusions might lie in different identification strategies that are employed across the empirical literature. While many of the studies focused on schooling outcomes are of a descriptive nature, HAHM & GAZZOLA (2022) employ an instrumental variable approach to allow causal interpretation.

In this project, we contribute to solving this controversy by providing causal evidence on schooling outcomes through a natural experiment in the German school system. Between 1999 and 2006, the German federal states introduced English lessons into elementary school curricula at different points in time and starting in different grades. This discontinuous education reform allows the inference of causal effects of early language learning (starting in elementary school as opposed to in secondary school) on language proficiency at the end of secondary school, controlling for individual covariates and the overall educational environment. To compare the effect on English language proficiency in (upper) secondary school, we use the standardized competency tests in English from national education assessments in grade 9. We combine this data with



information from the National Educational Panel Study (NEPS) that follows a representative Germany-wide sample of students from grade 9 onwards and informs on further background characteristics, educational outcomes and labour market transitions (NEPS-NETZWERK, 2021). We show that English lessons in elementary school indeed raise test scores in grade 9, indicating positive effects of early foreign language teaching.

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### **Reducing the friction, removing the barriers: Minority and regional languages in the Human Machine Era**

The rapid developments towards the Human-Machine Era (HME), characterised by communicating to and through technology (SAYERS et al., 2021), are continuing to change the way in which languages are used and the manner people communicate and interact. The challenges and opportunities that these developments will bring have been recognised at the international level, particularly relating to equity in relation to access, acknowledging that technology can create opportunities to improve human rights, including “access to information, health education, and public services” (ADVISORY BODY ON ARTIFICIAL INTELLIGENCE, 2023). However, the development of (new) technologies is driven by for-profit organisations, prompting a call by the UNITED NATIONS (2023) to put “people before profit” and ensure that “technology serves as a force for good”.

An additional challenge emergent from the digital era is that of maintaining linguistic and cultural diversity, as the increasing influence of technology on people’s lives is decreasing linguistic diversity (MORING, 2013). This is especially pertinent in online spaces, with a few exceptions (BELMAR & GLASS, 2019); 10 languages making up 75% of the internet and 38 languages account for 94.8% of website content (WHOSE KNOWLEDGE?, OXFORD INTERNET INSTITUTE, & THE CENTRE FOR INTERNET AND SOCIETY (INDIA), 2022). The priority of language policy initiatives should, therefore, be focussed toward developing instruments that encourage institutions and political entities to take proactive measures in ensuring minoritised language users receive equitable support to transition into the HME.

This presentation presents the policy recommendations for minoritised languages within the Council of Europe that have emerged from the discussions within the COST+ Action Language in the Human Machine Era, and in particular Working Group 4 (Language diversity, vitality, and endangerment). Entitled “reducing the friction, removing the barriers”, these recommendations provide the framework for ensuring that inputs, processes, and outputs of new technologies adhere to ethical principles and linguistic justice (GAZZOLA, WICKSTRÖM, & FETTES, 2023) which recognise the context of minoritised languages and provides mechanisms to remove the additional barriers and challenges that minoritised language users face in engaging with these

developments.

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**Discursive spaces in computer-mediated university classes: Improving student oral participation in L1 and English-medium instruction (EMI) subjects**

This paper explores the challenges that English Medium Instruction (EMI) encounters in facilitating effective oral public participation among students during online lectures within the context of a Computer Engineering degree. It examines how the management of participation in English serves as a mediating factor influencing students' acquisition of digital literacies. This study applies conversation analysis to examine online talk-in-interaction episodes related to, first, the teacher's invitations to participate orally, and second, students' responses both in English and Catalan or Spanish (the mother tongues of most of the students). To this end, data from three computer engineering courses attended by the same group of students have been collected. One instructor teaches in Catalan (with ppt in English) and the two other instructors teach their courses in EMI mode. Research shows that student oral participation increases when there is a lax implementation of English-only policies in lectures and a plurilingual mode of interaction is encouraged. However, the data presented in the paper show that in the computer-mediated interaction in EMI classes even when students were explicitly allowed to use whatever language they preferred to raise questions on content, the students remained silent. On the other hand, they did raise questions in the subject taught orally Catalan. To explain this disparity, this paper qualitatively examines how sequences in turn-taking and adjacent repairs are managed by the instructor to maximize class participation. Our observations show that actors mobilize their multilingual resources in a very systematically patterned way to negotiate meaning and fine-tune construction of knowledge in episodes of situated cognition. The findings of this study suggest that allowing for a plurilingual mode of interaction in computer-mediated EMI classes can increase student oral participation and contribute to the development of their digital literacies.

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### **Rethinking language as a fundamental human right**

Many linguistic minorities around the world today face discrimination and inequality in accessing education and public services even though the right to use one's mother tongue, especially in such key areas, is inseparable from fundamental human rights, and plays an essential role in promoting equity.<sup>1</sup> As language rights are closely linked to the right to education and citizen participation, such discriminations may compromise the enjoyment of human rights. The situation calls for a closer examination of how States guarantee equal opportunities regardless of linguistic affiliation. What trade-offs and compromises do States make to ensure balanced language justice? But more importantly, can language be considered a right?

From a human rights perspective, 'language' has until recently not been sufficiently recognised as a core human right and is still considered the "Cinderella" of human rights.<sup>2</sup> Yet, language is a crucial element from a socio-economic perspective as it is at the heart of multidimensional interactions between individuals and society. If international conventions such as the 1966 twin convention (ICCPR, ICESCR) do protect economic, social, cultural, civic and political rights, languages do not find a core place in them. Indeed, mastery of the majority language is often a prerequisite for accessing employment and career advancement, thus determining the possibilities for human capital development. Discrimination based on language proficiency thus remains an issue. This is particularly so for foreign prisoners in France. Without the ability to effectively communicate in the dominant language, foreign prisoners face significant barriers to finding work and fully participating in the rehabilitation process during their incarceration.<sup>3</sup> Linguistic inequalities therefore translate into inequalities in the labor market, with repercussions on living standards and prospects for social mobility. Yet, how can the State balance the need for integration, social cohesion with the promotion of linguistic diversity? Language remains a vehicle for participation in society, it constitutes a wealth that falls within the powers of the State to preserve and protect. It conveys knowledge, traditions, and specific modes of expression that contribute to the maintenance of a world view, besides allowing creativity and innovation in all fields. Through this reflection three points emerge around languages as a right: (i) who the holder can be; (ii) what is the content of this right; (iii) is it an individual or collective right. Through a human rights-based approach, the paper wishes to locate language at the heart of the legal discourse. It will first examine the place of language in the recognised ensemble of fundamental human rights. It investigates how this core element is protected by

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<sup>1</sup> COUR EUROPÉENNE DES DROITS DE L'HOMME, 2023.

<sup>2</sup> TOSCANO MÉNDEZ, 2012.

<sup>3</sup> BOUAGGA, 2010.

international conventions and understood by core human rights mechanisms. Lastly, it will discuss the principal challenges that arise in its perception as a fundamental human right.

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### **Reading skills in PISA: Undermining multilingualism/plurilingualism**

With the advent of globalisation, the state is losing its primacy in determining language education policies due to the pervasiveness of international organisations (e.g. OECD, Council of Europe), which are changing the way decisions are made by national stakeholders and policy makers. Since 2000, the PISA (Programme for International Student Assessment) test – which is an internationally standardised assessment test for 15-year-old students – has been used as an educational policy tool by the OECD (Organisation for Economic Co-operation and Development) to influence policy decisions at international, national and regional/local levels. In this test, key competences in reading, mathematics and science are considered fundamental for all students, who should master them by the end of secondary school in order to be fully integrated into society and the labor market.

After a brief diachronic excursus on the importance of reading in the language literature, this contribution focuses on the use of PISA as an educational policy tool, based on the comparison of results to trigger competitiveness between participating countries in order to improve their educational and economic performance. The present work analyses the reading skills data of the Pisa 2022 test in some European countries (Austria, Ireland, Italy), in relation to the new challenges posed by the digital communication system in multilingual societies, in which the acquisition of specific language skills plays a fundamental role. As the comparative analysis will show, Austria is one of the most interesting cases in Europe as the resilience of its educational system implies great flexibility to changes in relation to decisions taken by international organisations in the field of education. On the basis of the results of the PISA test, specific measures in school curricula are being implemented in this country to improve the reading skills of the school population from primary school onwards, with particular reference to immigrant pupils or pupils with a different language of origin. These measures will be analysed to better understand the importance of language skills in the digital society and the real impact of PISA as a language education policy tool on national school systems.

This paper also focuses on the implications of the first foreign language assessment (FLA) of PISA 2025 – which will be implemented in English in three main domains (reading, listening and speaking) in 2025 – on the future of language education and its consequences in relation to multilingualism/plurilingualism, “low status” languages and the use of minority languages as a medium of instruction in Europe.

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TERESA CORBELLA

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### **Gender gap in digital literacy in Catalonia: Some causes**

Digital literacy is increasingly crucial in the labour market, with technological literacy ranking as the sixth most in-demand job skill according to the World Economic Forum (WORLD ECONOMIC FORUM, 2023). Information and Communication Technologies (ICT) is the identified field of study at university to become a specialist in digital literacy, although alternative paths to acquiring such knowledge exist. ICT degrees are completely male-dominated everywhere, and consequently, the profession is very masculinised.

The main societal issues inherent with such a masculinised work environment in the ICT sector lie in terms of the gender wage gap and the bias towards men in technology development which might contribute to the gender digital divide (CORBELLA, 2024). Moreover, it is attributed to diversified teams (by gender, culture, etc.) to be more innovative (ANDRADE, 2022), with innovation being a significant contributor to economic growth. In addition, there is an anticipated surge in the demand for highly skilled workers specializing in ICT; an increase in the representation of women in this field would augment the labour supply.

Efforts to address the underrepresentation of women in the ICT sector and STEM fields in general are underway. Actions to increase the visibility of professional women in these fields, aiming to serve as role models and normalize women's presence in the sector within society, have been implemented. Additionally, support groups have been established, and in some countries, specific grants are offered to young women (see GARCÍA-PEÑALVO, GARCÍA-HOLGADO, DOMINGUE, & PASCUAL, 2022, for information on actions).

The reasons behind the lack of women in these fields remain under study due to the multifactorial nature of the issue (BOTELLA, RUEDA, ÓPEZ-IÑESTA, & MARZAL, 2019). To our knowledge, the influence of some background factors on gender differences in the choice of ICT careers has yet to be extensively explored. In this study, using high-quality administrative data on the career's preferences of pre-university students in Catalonia in 2022, we aim to investigate the potential importance of parental occupations and geographic location as variables associated with gender in students' career choices.

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FLORIAN COULMAS

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**Means of exchange: The power of symbols**

This paper is about the social significance of symbols as reflected in a particular relationship between language and currency. On the face of it (at face value?) the two are rather different; however, closer inspection shows them to have a number of similar properties, such as relying on mutual trust and being subject to a political regime. As means of exchange they also serve similar functions which, I argue, are worth exploring. The economy of language provides a framework for studying similarities and differences of these means of exchange. Particular attention will be paid to the power of language and the power of money.

JAVIER DE RAMÓN FORS

*Universitat Rovira i Virgili, Tarragona***iDatalit: Data literacy measurement for workers in Spain**

Data literacy (DL) is becoming a subject of great interest in academic, social, and economic spheres. Technological and social changes imply a shift in workers' skills to succeed in the new economy. The study of these skills has given rise to various frameworks and definitions of the so-called 21st-century skills, among which are categories associated with literacies, giving rise to the so-called DL. The concept of DL encompasses the necessary skills for non-specialists to work with data and is presented as an essential competence in the knowledge economy. DL refers to the ability to read, work, analyze, and communicate with data. DL has been used frequently in the context of education sphere. Nevertheless, we focus on the occupational dimension of the concept. In this work, we create the iDATALIT index, which measures the level of DL in workers based on their profile and activity according to the responses given in PIAAC (Programme for the International Assessment of Adult Competencies). PIAAC, a survey carried out by the OECD, is valid source for competency measurement which evaluates the skills and professional competencies of the adult population, including, among others, mathematical literacy, and the ability to use Information and Communication Technologies. PIAAC measures engagement in literacy, numeracy and ICT practices what are strongly related with proficiency.

There are data literacy measurement indices that are mainly associated with numeracy or use of technology. iDatalit allows other dimensions to be incorporated into the index, so in addition to numeracy and technology, in IDatalit it is included tasks at work as reading financial status , reading maps, write reports, make presentations among others that are part of the capabilities related to Data Literacy.

Departing of a sample size of 2267 responses in Spain, we use iDATALIT to establish relations of DL with other skills, focusing in identify which factors are creating a DATALIT intensive workforce. We proceed 1) with a regression analysis controlling by personal characteristics as gender, age, field studies, occupation among others and 2) Enrich the regression analysis with other variables present in PIIAC as indexes in literacy, numeracy, computer usage, problem solving activities, computer usage among others.

Through the use of iDATALIT, we are able to: 1) measure the level of DL of workers using the value variables present in PIAAC, and 2) Identify which variables are explanatory for the level of DL; being able to observe the impact of gender, age, level of studies, type of studies and workers activity.

The results show that DL has dependences of gender, level and field of studies and occupational classification, but when including other variables based on workers activity then the independent variables as field of study becomes less relevant. iDATALIT shows dependence on workers activities related with problem solving, levels in reading, writing, numeracy and

technology. We conclude that DL can be explained more by the workers activities in the job than for the personal characteristics.

NADA EL MAIS

*Universitat Rovira i Virgili, Tarragona*

**STEM literacies among young women in MENA countries: New forms of literacies required in and by the market**

Education is the most important investment one can make, we live in an ever-changing environment, so types of literacies change, some become obsolete others arise due to urged need. Technology became indispensable in all fields, so modern and tech-related fields of study have raised importance, hence importance of STEM (Science, Technology, Engineering, and Mathematics). MENA communities are mannish, so education and modern occupations are more men-centric than women, although women are more than half of communities.

In most countries of the world, 40 to 50% of university students are women. However, there is greater sex imbalance in STEM fields. Gender indicators show that tertiary education in Arab region is high compared with gender balance in several countries (ISLAM, 2017). For instance, the UAE female student's enrollments, graduate rates and employment in two of the largest UAE higher education institutions were analyzed to identify that Emirati female students' still pursue STEM education programs and their numbers outperform the men despite the social and psychological barriers, gender stereotyping, the lack of women in leadership roles and perceptions of the nature of STEM work challenges (HOUJEIR, AL-KAYYALI, ALZYOUD, & AHMAD-DERWEESH, 2019). We answer three questions: 1) what is the overall MENA trend regarding women's entry into STEM fields of study? 2) Are certain STEM fields more accessible to women than other fields in MENA countries? And 3) what encourages young women enroll in STEM literacies in MENA? Percentages of women's entry in STEM fields of study vary from country to another in MENA due to several factors, in lots of them it is moderate. Variations also take place at the major level as science, technology, and others (ISLAM, 2017). I will look at data of some empirical researches which contains types of STEM literacies young women acquire in MENA countries and mention several like: KSA, Qatar, Morocco, and Lebanon.

In my experience working in community for women empowerment, I found the more young women are empowered and trained to acquire new business and life skills, the more they proceed with their education and select STEM too. Educating women and communities on Gender-Based Violence, Women's Rights, and eliminating discrimination will have its impact too. Creating awareness in community on equal rights and opportunities, importance of women's role in career and community, and supporting women socially and economically will help her be able to take decisions and believe in herself to dive in STEM fields. Most of the times if she is unable to enroll in formal education programs such as university, she registers for training courses with nonprofit organizations or online.

The results contribute to STEM education improvements on young women's level and shed the light on a topic that is not much studied. This allows us highlight the importance of young

women enrollment in STEM education in MENA countries and find ways to encourage her be brave to become an engineer, developer, or scientist.

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IKER ERDOCIA

*Dublin City University / Ollscoil Chathair Bhaile Átha Cliath***Voices unheard? Linguistic and political capital in the struggles for recognition of migrant people in the political realm**

This paper aims to explore some of the challenges that first-generation migrants encounter when they engage in political activities in their host country. More concretely, it uses the Irish context to empirically investigate the ways in which language (broadly understood) influences the participation of migrant people in institutional politics. Migrant people are chronically under-represented in the political life of many countries. In the 2019 local elections in Ireland, only 56 of almost 1 900 candidates had a migrant background and some of them experienced discrimination and racial harassment (LIMA, 2019). Research on migrant engagement in politics (e.g., SZLOVAK, 2017) has highlighted institutional, socioeconomic and motivational factors underpinning disparity in participation. However, since language has not been the focus of previous studies (PILLER, 2016), little is known about how language (e.g., foreign accent or English as an additional language) may hinder participation in democratic life.

Adopting a relational approach to different forms of capital (particularly linguistic and political capital) and drawing on the concepts of symbolic capital (BOURDIEU, 1991) and relational trust (FREDERIKSEN, 2014), the paper examines the processes of legitimation that migrant political actors experience in local politics, with an emphasis on electoral politics. While the paper focuses on the manners in which language shapes the (self)perceptions of migrants in their involvement with political organisations, institutions and voters, the study considers factors other than language such as gender and ethnic origin.

The findings resulting from a qualitative analysis of in-depth interviews with 13 local council candidates and current councillors of migrant origin show the complex role that language plays in the process of political representation through delegation. The results further suggest that critical attention to the language-related difficulties, including experiences of discrimination, of migrants in the public sphere could invigorate democratic life and promote a more inclusive and cohesive society.

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YEE CHENG FOO

*Justus-Liebig-Universität Gießen***How great a chasm: Between preparatory German language classes and the labour market**

The recent surge in asylum-seeking migration has underscored the necessity of integrating a growing number of children, adolescents and adults into the German education system and labour market respectively (FUCHS, SÖHNLEIN, & WEBER, 2021: 10). Migration is also viewed as a strategic response to Germany’s projected demographic ageing, with the aim of increasing labour force participation rates (ibid.). In this context, a good command of the German language is crucial not only for integration, but also for access to employment opportunities (ERTL, GRANATO, HELMRICH, & KREKEL, 2022: 63). However, numerous migrant youths who are approaching the end of mandatory schooling are confronted with significant challenges in their transition to the labour market, as their schooling was interrupted during their flight to safety. These youths, who find themselves in the so-called transition system, often have insufficient time to adapt to the new language and environment before entering the next stage of their lives – the labour market (MASSUMI, VON DEWITZ, GRIESSBACH, TERHART, WAGNER, HIPPMANN, & ALTINAY, 2015: 22).

To address this, vocational schools in Hesse offer InteA classes – intensive preparatory German language classes lasting up to two years for immigrant youths aged 16 to 21 with limited or no knowledge of the German language. These classes play a pivotal role in preparing these youths for vocational training and eventual employment, highlighting the importance of the transition system in facilitating their integration into the labour market. Such vocational schools face the challenge of imparting both pre-vocational skills and technical language simultaneously, while the pupils navigate psychological, administrative, linguistic and educational hurdles in the process of adapting to a new language and education system (FORSCHUNGSBEREICH BEIM SACHVERSTÄNDIGENRAT DEUTSCHER STIFTUNGEN FÜR INTEGRATION UND MIGRATION, 2020: 13). The older age of these learners also leads to a greater variation in educational biographies and a shift in factors influencing language acquisition.

Drawing from extensive linguistic biographical data and quantitative surveys, our research endeavours to investigate the significance of both linguistic and non-linguistic factors in facilitating a successful transition into the labour market. We aim to illustrate and discuss the potential interdependence of multifactorial linguistic biographical resources and the processes involved in written language acquisition through case studies. Based on the project’s preliminary findings, we will discuss the appropriateness of one-size-fits-all schooling models for newly immigrated youth, taking into account the complexity of their linguistic and educational diversity, as well as their varied needs.

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JOSÉ DOMINGO GARCIA-MERINO and SARA URIONABARRENETXEA

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**Diagnosis of transversal competencies adopted to University 5.0 in Spanish universities:  
An analysis based on their strategic plans**

Higher Education has played, and must play with greater intensity in the future, an important role in the development of society and the economy. It is the natural space in which knowledge is developed and promoted and, as such, it must be transferred to society. Currently, globalization, the era of digitalization and sustainability issues define the changing environment in which the University operates. The concept of University 5.0, still emerging in semantics but apparently integrated into university management, “is an attempt to address present ongoing digital transformation and green transitions, and to stimulate the social dimension of universities’ missions” (Carayannis & Morawska, 2023). The three main axes of the university (teaching, research and transfer) must be aligned in adapting to new times and it must necessarily be done from an adequate strategic foundation. This work focuses on the first axis, that of teaching: universities must provide students with the skills and knowledge they need for a possibly very different future, but in which digitalization and sustainability will be present. This transformation cannot be done from the transmission of knowledge, but from the acquisition of competencies. So this work aims to make a diagnosis of the transversal competencies adapted to the 5.0 university, through the analysis of its strategic plans. To do this, we have monitored 92 Spanish universities, both public and private, analysing whether their strategic plans include what expected for University 5.0 in regard to student competencies.

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### **An assessment of the implementation of language policy promoting the Friulian language**

**Object and context:** The paper assesses the effectiveness of the implementation of the language policy for the protection and promotion of the Friulian language, a minority language spoken by approximately 600,000 people in the Autonomous Region of Friuli-Venezia Giulia in the Northeast of Italy. The legal basis of the current language policy is Regional Law no. 29 of 18 December 2007, which gives the power to the Regional Agency for the Friulian Language (ARLeF), an instrumental body of the Autonomous Region of Friuli-Venezia Giulia, to develop every five years a General Language Policy Plan. The General Plan is then formally adopted by the Regional Assembly, and implemented by various public bodies under ARLeF’s supervision. The current General Plan covers the period 2021-2025, and has three fundamental objectives, that is, (i) to favour the restoration of the intergenerational transmission of the Friulian language; (ii) to improve the qualitative level of competence in Friulian (also in writing); (iii) to increase the social use of the Friulian language.

**Theoretical approach.** The presentation adopts a public policy analysis approach to language policy, and follows the framework of the policy cycle to focus on the phases of policy implementation and evaluation of the General Plan. It presents an assessment of the degree to which the language policy has been implemented in 2022, focusing on municipalities. The analysis concentrates on language policy outputs, i.e. the direct realisations of the Plan, to evaluate the current degree of administrative effectiveness of the General Plan (i.e. *in medias res* evaluation). It also includes a review of some intermediate outcomes of the policy.

**Method.** The General Plan includes a system of approximately 200 output indicators, covering all its areas of intervention, i.e. corpus, public administration, media, social presence, technologies, and language acquisition (education and training). Data for the year 2022 to feed the indicators were collected in 2023 through 20 separate questionnaires sent to all entities involved in the implementation of the language policy, i.e. 215 public bodies, of which 173 municipalities. The response rate of the municipalities was 98% making the survey very representative of the statistical universe.

**Results:** The results show that the degree of implementation of the language policy is good with regard to bilingual road signs and the guarantee of the right of municipal councillors to speak in minority languages, while in the other areas of intervention, implementation can still be improved. The results on the actual use of Friulian in communication with citizens show that the language is used more frequently orally than in writing, a phenomenon typical of diglossia situations.

CHRISTIAN-PIERRE GHILLEBAERT

*CERAPS, Université de Lille*

**Turning linguistic personalia into human capital in the context of language endangerment. A case study in Northern France**

If human capital encompasses all skills that actually do or may eventually represent an asset for a company or organisation, however valuable or indispensable such an asset should turn out to be, then language skills cannot but be included in human capital. Whether they refer to a language-based know-how or knowledge (e.g. oratory skills, communication skills, jargon) or to the very linguistic competence in a language used in the interactions relevant to the performance of a productive task (e.g. understanding of instructions) or those implied by the work environment (e.g. socialisation at the workplace), language skills are often a self-evident prerequisite, when they needn't be specified in a job profile, and are also sometimes stated explicitly as a requirement in the recruitment or promotion process.

Any further language skills, especially those in an additional language irrelevant to task performance or sociability, are usually not included in human capital, though they may matter positively (e.g. glossing in nonstandard or in a different language) or impact negatively (e.g. misunderstandings stemming from unbalanced or flawed bilingualism). Unless they become branded or even assessed as a potential marketable asset, such further language skills are only elemental to linguistic personalia which are *per se* labour-irrelevant. Rebranding and re-assessment are more likely to occur as regulations change (e.g. co-officialization of a language; mandatory dual language labelling) or as a specific corporate strategy is conducted (e.g. territorial marketing; inclusiveness and diversity campaign).

Rather than a confirmation of the purported intrinsic values of a language or of the merits of its features, the status shift from linguistic personalia to human capital asset is a valuation that is first and foremost policy-dependent in the sense that it results from a greater law compliance, from a gain in labour market relevance for the language, or from the enforcement of both public policies and corporate policies. Public policies, when applied to language planning, automatically lead to an increase in labour market relevance of the target language, as it must then be regarded as part of corporate constraints or specifications. But conversely, corporate policies, when related to specific marketing strategies or glottopolitical stances, can give rise to public policies, as they facilitate the agenda-setting endeavours of language campaigners.

My paper aims at evidencing the particular interconnectedness between law compliance issues and labour market relevance when it comes to minority languages. It will mostly dwell on the case of West Flemish in Northern France (also known as *vlamsch*). I will discuss the supposed enhanced employability of people who are acquainted with or being taught West Flemish, as this complementary argument of *vlamsch* champions has lately attracted much criticism from Dutch supporters who have striven for decades to label Dutch as a major capital

asset on the labour market. I will also show that, in their attempt to rebrand *vlamsch* a language – be it a mere regional or minority language, *vlamsch* champions had no other option than to find an economic utility beyond social usefulness and cultural interest, believing that economics outweighs and leverages politics.

CECILIA GIALDINI

*University of Edinburgh*

**Measuring linguistic justice through the capability approach: The multidimensional linguistic justice Index**

The paper endeavours to advance scholarly discourse surrounding Language Policy and Planning (LPP) by introducing the Multidimensional Linguistic Justice Index (MLJI), a novel analytical tool. Its primary objective is twofold: to assess countries’ adherence to principles of linguistic justice and to facilitate comparative analyses across diverse national contexts, thereby elucidating exemplary practices and persistent challenges in LPP implementation. Fundamentally rooted in theoretical underpinnings derived from the capability approach, the paper delineates linguistic justice as the enablement of individuals to engage comprehensively in language-based capabilities. This conceptual framework underscores the myriad activities and experiences inextricably linked to language, ranging from equitable access to public services to the cultivation and expression of cultural identity. The methodological underpinning of the MLJI employs the Constitutional Approach, a methodological paradigm that scrutinises constitutional texts across diverse national landscapes to discern salient language-based capabilities enshrined within legal frameworks. Subsequently, each identified capability is correspondingly mapped onto a statistical indicator and methodically evaluated based on metrics of data accessibility and computational feasibility. This rigorous methodological apparatus ensures the development of a pragmatic and empirically grounded index conducive to nuanced assessments of linguistic justice. Positioned as a versatile analytical instrument, the MLJI caters to a diverse array of stakeholders, including policymakers, civil servants, and academic scholars. By synthesising a multiplicity of linguistic indicators, the MLJI furnishes a holistic numerical portrayal of linguistic justice within a given jurisdiction. Furthermore, its adaptability facilitates longitudinal analyses, permitting the monitoring of temporal shifts in linguistic equity and the juxtaposition of results across disparate geographical locales. To make the findings of the MLJI more accessible, a visually intuitive presentation utilising a modified box plot serves to categorise jurisdictions into distinct clusters indicative of varying degrees of linguistic justice attainment. Such a methodological approach not only enhances interpretability but also furnishes stakeholders with actionable insights germane to policy formulation and implementation.



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**Language skills vs language practices, and how to do justice to the multidimensionality of value: A review of the Swiss experience**

Historically, language economics has emphasized the role of skills, as distinct from use (or practices), as an independent variable in the estimation of the labor market value of foreign languages for agents. “Skills” or “competencies” is the sense in which the specialty has usually interpreted the generic notion of “linguistic attributes”. This emphasis on skills lends itself well to two important goals, namely that of developing of a broad perspective on the value of foreign languages (which is conceptually easier to do with skills because of their versatility, whereas practices tend to be far more specific), and that of offering a common framework for the evaluation of both market and non-market value which transcend the different activities, such as paid work or leisure activities, through which these two forms of value typically emerge.

However, this approach is not without limitations. First, quality data bases on foreign language skills are few, and the available data often lacks adequate detail about the level of such skills, although they have been shown to have a significant impact on earnings; second, even statistically solid conditional correlations between skills and positive market or nonmarket outcomes (e.g., “earnings” or “participation in cultural activities”) do not tell us anything about the processes through which language skills generate value, thus nurturing an undercurrent of skepticism, occasionally encountered in mainstream economics, regarding the extent to which foreign language skills “really” generate value, for example in the form of higher earnings.

The foregoing suggests that greater attention should be devoted to foreign language use or practices as an independent variable in the creation of value. From a language economics perspective, it seems reasonable to expect value to emerge through the actual use of skills (particularly at work), and in general, practices may be seen as phenomenologically closer to the actual processes of language-related value creation. This emphasis would also dovetail with recent developments in influential strands of applied linguistics, where the very notion of “skills” is viewed with diffidence (because of its implicit reference to skills levels), whereas actors’ language practices are often the object of considerable reverence, since they are assumed to embody more relevant information about linguistic reality.

Focusing on practices, however, confronts us with the difficulty of making data on practices

“speak” about value creation, largely because the depth of detail that would be needed to overcome this limitation is even greater than in the case of skills, and such information, being often idiosyncratic, is practically never collected in quantitative surveys.

In this paper, we review these conceptual questions and illustrate them with novel findings from a research project that uses a representative data base about the multilingual practices of some 8,000 participants in Switzerland.

ANA BEATRIZ HERNÁNDEZ-LARA

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### **Cultivating digital literacies for enhanced human capital development in the digital age**

In the dynamic landscape of the Lebanese workplace, the integration of Artificial Intelligence (AI) technologies holds significant implications for human capital development. This study explores the interplay between AI employee engagement, AI knowledge sharing networks, AI training and development initiatives, innovation as a mediator, age as a moderator, and human capital development in the Lebanese context. Drawing upon a sample of employees across various industries in Lebanon, data was collected through surveys and analyzed using regression and moderation-mediation analyses. Results reveal that AI employee engagement positively influences human capital development, as engaged employees exhibit higher levels of skill acquisition, productivity, and job satisfaction. Additionally, AI knowledge sharing networks significantly contribute to human capital development by facilitating the dissemination of tacit knowledge, fostering collaboration, and enhancing organizational learning.

Furthermore, AI training and development programs emerge as crucial drivers of human capital development, empowering employees with the necessary skills and competencies to adapt to AI-driven work environments. Innovation serves as a mediator in this relationship, elucidating how AI-enabled innovations catalyze human capital development by fostering creativity, problem-solving abilities, and organizational agility. Age moderates the relationship between AI initiatives and human capital development, with younger employees leveraging AI technologies more effectively to enhance their skills and career prospects. This study contributes to the burgeoning literature on AI and human capital development by offering insights into the Lebanese context, where organizations grapple with the challenges and opportunities presented by rapid technological advancements. Practical implications include the design of tailored AI interventions to enhance employee engagement, knowledge sharing, and training effectiveness, thereby fostering a skilled and adaptable workforce poised for success in the digital age.

**Keywords:** AI employee engagement, AI knowledge sharing networks, AI training and development, innovation, human capital development

GIACOMO IAZZETTA

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### **Language policy and socioeconomic inequalities in Tunisia and Morocco**

The mastery of languages most in demand in the labor market undoubtedly bring socioeconomic advantages (TOCHON, 2009) while the study of a subject in a language other than the mother tongue causes greatest difficulties (ZHAO, 2019). These elements are even more evident in multilingual and postcolonial contexts such as Tunisia and Morocco where language policy can, mainly through education, influence students’ socioeconomic status. This paper analyzes the relationship between different levels of language policies (HORNBERGER & JOHNSON, 2011) and the socioeconomic status of university students in these two North African countries. It will be noticed how language policies elements such as practices, ideologies and management (SPOLSKY, 2012) reflect socioeconomic hierarchies.

**Keywords:** Language policy; inequalities; Tunisia; Morocco.

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LEE MACKENZIE

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**Is the spread of English in the Global South a blessing or a curse? A capability perspective**

A wealth of literature reports on the ways in which English can have both empowering and disempowering effects for non-English speaking countries in the Global South (e.g. MOHANTY, 2017; PENNYCOOK, 2017), though few studies look at these effects at the individual level. This paper therefore analyses the extent to which the worldwide diffusion of English constitutes a blessing or a curse for young Colombian English language learners (ELLs) from poor backgrounds. In doing so, it draws on the capability approach (CA), which can illuminate our understanding not only of how English promotes or constrains human development at the individual level, but also accounts for the role of agency and contextual factors in this process. Given that the CA has not focused enough on how power inequalities are shaped by social, political, historical, and economic factors, this paper also draws on PHILLIPSON'S (2010) theory of linguistic imperialism. Qualitative interviews with 12 ELLs and four specialists in English language teaching (ELT) were conducted and analysed thematically. The analysis shows how English can both expand and constrain a range of interrelated capabilities. It also identifies some conversion factors which, along with agency, enable or limit the extent to which an individual's linguistic resources are transformed into capabilities. These conversion factors, which include level of English, the internet, geographical location, amiguismo, resilience, and financial situation, can guide educators' and policymakers' attempts to ensure that English promotes equitable and sustainable development in the Global South.

**Keywords:** Global South, English, Colombia, capability approach, linguistic imperialism, conversion factors, agency, English language learners

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ANNA MALANDRINO

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**A matter of policy or politics? Analyzing the language education policy process through the lens of the Multiple Streams Framework (MSF)**

Language policies in many European countries have often been characterized by an emphasis on the value of the majority language(s) and comparatively lesser attention devoted to minority languages. The pertinent literature, and especially the one that sees languages as resources, has repeatedly highlighted how promoting knowledge of multiple languages, including minority ones, is key to the development of human capital, thus paving the way for societies with more resources than in monolingual contexts. Against this background, some countries have managed to combine the valorization of the national language(s) with policies that involve the promotion of minority languages, albeit with different modes and degrees of intensity and effectiveness. Among these countries, there are both Italy and Austria; however, even among the national systems that have to some extent considered minority languages in their policies, there exist significant differences. Regarding the two mentioned country cases, for instance, Italy has dedicated greater attention to historical minorities as compared to new minorities (i.e., migrants). As a consequence, migrant language policies still struggle to even find their place on the governmental agenda. On the other hand, Austria is among the few countries in Europe that have had migrant language courses in place in schools for many years – although their implementation has not always been evaluated as brilliant. While it is often difficult to distinguish between political and policy processes, it is crucial to understand whether differences like the abovementioned one occur for political reasons – i.e., for the purpose of this paper, due to political forces in charge or in the opposition – or policy reasons, i.e. thanks to the action of other policy actors, such as bureaucrats. This paper analyzes the two mentioned national cases through the lens of the Multiple Streams Framework (MSF), an analytical framework introduced by political scientist John Kingdon in 1984, which combines the problem, politics and policy streams to explain why certain issues get to the policymakers' agenda while others do not. Subsequently, this framework has been extended by other scholars to other phases of the policy cycle – which is traditionally structured into agenda setting, policy formulation, adoption, implementation, and evaluation – to also provide explanations for policy change, i.e. why governments change the rules and procedures in force over time. In this paper, this broader MSF conception has been applied to the migrant language education policy area, in order to understand why (i.e., due to which policy or political factors) policy change occurs to different extents in different contexts, based on an in-depth two-country comparative case study that combines an examination of the existing literature with original data collected by the author thanks to document analysis and interviews with policy actors.

**Keywords:** migrant languages, human capital, new minorities, education, policy change,

Austria, Italy.



NOUR MALAS and JAMES WALKER

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**Language policy reversal in Qatar’s higher education: A mass communication perspective**

This paper examines the consequences of modifying the language policy within the context of higher education in Qatar, specifically focusing on the effects on students pursuing a degree in Mass Communication at Qatar University. In 2003, there was a transition from Arabic to English as the primary language of instruction; however, this decision was reversed in 2012, and the primary language of instruction became Arabic once again (ELLILI-CHERIF & ALKHATEEB, 2015; MUSTAFAWI & SHAABAN, 2019; and AHMAD, 2023). The intention behind this policy change was to safeguard Qatari identity, culture, and language (AMIN & ZARRINABADI, 2022; HILLMAN, 2023; & KADIM, 2023). The talk addresses the following question: How does the language policy shift affect the students’ academic and professional development and their language? The study relies on information obtained from quantitative surveys and qualitative interviews involving 106 students, implementing descriptive statistics and thematic analysis. The findings reveal the students’ views on the benefits and challenges of the language policy shift, especially in relation to skills enhancement, alignment with the labour market, comprehension of English terminology, and pursuit of advanced degrees. The research also examines the students’ attitudes and motivations towards English language learning and proficiency. The article concludes by underscoring the importance of implementing a bilingual system, which encompasses mastery in both the Arabic and English languages, within the Mass Communication Department at Qatar University. It further offers implications and recommendations about policy and practice in light of this proposed bilingual approach.

**Key Words:** monolingual system, bilingual system, multilingual education, higher education, language policy, English, culture, educational achievements.

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BERNAT MALLÉN ALBERDI

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**How have video-on-demand platforms shaped our preferences? Endogenous preferences in a cultural market**

In this paper, I investigate the effect of the introduction of video-on-demand (VoD) platforms on the preferences for different language versions of movies. By using survey data gathered from 2014 to 2019 in the bilingual region of Catalonia (Spain), I explore whether the exposure to VoD affected the likelihood of preferring the Catalan, Spanish or original versions. I found a negative effect on the preference for Catalan and Spanish versions, although this was not significant in all the specifications. Regarding the impact of VoD exposure on the preference for original versions, I identified a positive, significant and very robust effect in all the specifications. The effect is heterogeneous and varies depending on an individual's language, education level and age. These results prove that people adapt their preferences to what they experience, so the introduction of a new technology into a market (in the case of this paper, the movie market) can rapidly change the preferences of consumers, who accustom, or accommodate, their preferences to the new paradigm.

PU MENG

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### **The impact of linguistic diversity on human capital accumulation and socioeconomic development**

The interplay between linguistic diversity, human capital accumulation, and socioeconomic development represents a critical area of inquiry within the field of applied linguistics and development studies. This research seeks to explore how linguistic diversity influences the accumulation of human capital and its subsequent effects on long-term socioeconomic development. Drawing on data from UNESCO and the World Bank, this study employs a mixed-methods approach, combining quantitative analysis of linguistic diversity indexes and human capital indicators with qualitative case studies of selected multilingual countries.

The research begins by establishing the theoretical framework, highlighting the potential mechanisms through which linguistic diversity can impact education and workforce skills development, two key components of human capital. It then describes the methodology, including the selection of countries for case studies, the data collection process, and the analytical techniques used to examine the relationship between linguistic diversity and socioeconomic outcomes.

Analysis of the data reveals that linguistic diversity, when supported by inclusive language policies and educational practices, can contribute positively to human capital development by fostering multilingual competencies and cross-cultural understanding. However, in the absence of such supportive measures, linguistic diversity may pose challenges to education systems and limit access to knowledge and skills, thereby hindering human capital accumulation.

The results suggest that the impact of linguistic diversity on socioeconomic development is mediated by the quality of language policy and education systems. Specifically, countries that leverage their linguistic diversity through multilingual education and inclusive language policies tend to exhibit stronger human capital and, consequently, better socioeconomic outcomes.

**Keywords:** Linguistic Diversity, Human Capital, Socioeconomic Development

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MARIA CRISTINA MORALES

*The University of Texas at El Paso***The impact of language on the earnings of unaccompanied minor farm workers in the U.S.**

As a record number of migrant children are crossing the U.S.-Mexico border, they have become increasingly represented at dangerous job sites in the U.S. (DREIER, 2024). These children are especially vulnerable to labor exploitation and injuries. An occupation where migrant children, both unaccompanied minors and those with parents, do hard manual labor is in the agricultural fields. Agriculture farmwork is an occupation whose workforce is approximately 75 percent Latina/o/xs migrants (CASTILLO, MORA, KAYSER, VANOS, HYLAND, YANG, & ESKENAZI, 2021). Farmwork is hazardous employment, where laborers face numerous chemicals, and physical and biological threats (CASTILLO, MORA, KAYSER, VANOS, HYLAND, YANG, & ESKENAZI, 2021). Additionally, farm workers' wages are among the lowest in the U.S. In 2018-2019, farm worker income ranged from USD 20 000 to USD 24999 a year; keep in mind that the median earnings for the general U.S. population, according to the Census, for a comparable period were USD 57 456 for males and USD 47 299 for females. Thus, the farmworker wages are over half below the general population.

In this study, I examine Spanish vs English wage disparities between farmworkers who are unaccompanied minors (migrating without parents), minors who migrated with parents, and adult laborers. I utilize data from the National Agricultural Workers Survey (NAWS), an employment-based, random-sample survey of U.S. crop workers that resulted in 2 172 interviews collected in fiscal years 2019-2020. The NAWS is a survey of hired workers employed in crop and crop-related work during the interview. Preliminary findings show a positive effect of English proficiency on wages in farmwork even though communication is not a part of their job tasks. Additionally, this linguistic wage cost among Latina/o/x farmworkers is more pronounced for unaccompanied minors in contrast to minors with a parent at home and those over 18 years of age. As linguistic minorities Latina/o/x migrants are more likely to have wages that fall below the minimum wage than English speakers. Yet, there are variations in farmworkers who are more likely to have wages below the minimum wage by those who migrated as unaccompanied minors, minors who migrated with a parent, and other adults, illustrating the exploitation of migrant children.

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KSENIIA PERSHINA

*Universität Hamburg***Migrant nurses' multilingualism as a component of professional competence**

This study investigates the multilingual skills of migrant nurses as a component of professional competence. Since empirical studies have already proven that multilingual nurses use multilingual skills in everyday working life (LUNDIN, HADZIABDIC, & HJELM, 2018).and there is only a little research on multilingualism from the perspective of professional relevance in healthcare, this study aims to investigate this research gap by using human capital theory (BECKER, 1993 [1964]). The study is conducted in Germany, however, the research context is compatible with other Western European countries.

Steady immigration into Western European countries leads to an increase of patients with a migrant background needing care. Migrant multilingual nurses use their multilingual skills to provide multilingual care for this patient group and to assist their monolingual colleagues (LUNDIN, HADZIABDIC, & HJELM, 2018). From the perspective of human capital theory, language skills represent human capital since they increase employees' productivity and can be rewarded on the labor market (GRIN, SFREDDO, & VAILLANCOURT, 2010). Systematic Review on Returns on Migrant Care Workers' Multilingualism has shown that nurses' multilingual skills are usually rewarded with non-monetary labor market returns while evidence of monetary labor market returns has many limitations (PERSHINA, 2023). However, there is still no in-depth knowledge of multilingualism as a work-relevant competence in care. This study aims to explore the professional value of multilingualism in nursing by using a qualitative approach. The research question examined in this study is: to what extent is multilingualism part of professional competence in nursing?

This paper focuses on the development of an interview guide as well as its piloting as a part of the study. Classification according to VALIZADEH, ZAMANZADEH, ESKANDARI, & ALIZADEH (2019) which includes 16 domains of professional competence in nursing was used for developing an interview guide. The sample of the pilot interviews contains three semi-structured interviews with multilingual nurses of the first generation of immigrants. Type-forming content analysis was used to analyze the interviews. Preliminary results indicate that multilingual competence extends beyond 10 of the 16 domains of professional competence in nursing. Remarkably, multilingualism occurs not only in direct communicative occasions but also to acquire knowledge and supplement compensatory competence. The results suggest that the interview guide can be used to carry out the study on multilingualism as part of professional competence in nursing.



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DAVE SAYERS

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**Human capital and capabilities in language policy: Using language to help people, or using people to help language?**

This talk explores a fundamental but little discussed divergence within contemporary language policy, and contributes a new typology to bring clarity and coherence to the field. On the one hand there are policies that aim exclusively to boost human capital by seeking out linguistic interventions that give people greater autonomy over their own lives, raising individuals’ life chances and “capabilities”. Ultimately this form of language policy is not strictly interested in language as such, only insofar as it delivers other human freedoms. On the other hand there are policies that position language as an independently valuable entity, in need of protection and worthy of prioritisation whether or not this increases human capital. Ultimately the balance here is reversed: the focus is on language itself, not human freedoms. Between these two extremes lies the complicated and diverse reality of much, if not most contemporary language policy: with a fascinating breadth of ideologies attached to both language and human capital. But these extremes, and the spectrum of realities in between, are seldom clearly discussed. Indeed, minority language policy is often assumed to be inherently and unarguably emancipatory and freedom-enhancing. I argue that this assumption weakens our capacity to understand language policy and its link to human capital. I explore a range of case studies illustrating points between those two extremes, and I build towards a typology of ideologies to clearly identify the relative weighting of these end goals. The purpose is to give a simple gauge to identify these diverging goals within any given language policy, to add structure and coherence to our field of research.

EDDY SORIA LEYVA, ANA BEATRIZ HERNÁNDEZ-LARA, and AÏDA VALLS MATEU

*Universitat Rovira i Virgili, Tarragona*

### **Effective large-scale assessments of literacies: A comparative analysis**

**Introduction:** In today’s educational and professional landscape, there is a growing demand for comprehensive evaluations of literacies —which encompasses a wide range of skills from reading and writing to digital literacy —. However, very little analysis has been done to date on the systematic comparison of large-scale assessments databases offering information on different types of skills despite their importance for both researchers and policy makers.

**Objectives:** This study aims to identify and evaluate large-scale assessments (LSAs) that effectively measure various literacies. The goal is to provide researchers with a comprehensive guide to selecting appropriate LSAs based on specific research needs, such as geographical focus, variables of interest, and the scope of literacies measured.

**Methodology:** The research will be carried out in four defined stages:

1. Literature Synthesis and Collaboration: We will conduct a literature review on LSAs related to literacies and engage in interdisciplinary collaboration to ensure a broad understanding of literacies and their assessment.
2. Expert Criteria Consensus: We will utilize the Fuzzy-Delphi method, employing linguistic labels to ascertain the ideal criteria for selecting and evaluating LSAs. This step involves consulting with experts across relevant fields to determine these criteria based on their expertise and consensus.
3. LSA Discovery: Then, we will implement an expansive search strategy to identify potential LSAs, using snowballing techniques and surveys within academic and professional networks. This approach aims to uncover both widely recognized and less known assessments.
4. In-depth LSA Evaluation: We will apply the criteria established using the Fuzzy-Delphi method to evaluate and compare the identified LSAs. We will rank the LSAs using multicriteria analysis to determine their suitability according to the established criteria. Finally, the comparative analysis will be complemented with text mining to enrich the assessment.

**Theoretical Contributions:** This study helps to improve the understanding of literacy assessments as multifaceted constructs across LSAs. To the best of our knowledge, this is the first study to conduct a systematic comparison of the multiple large-scale assessments databases on literacies.

**Empirical Contributions:** The research is expected to provide a comprehensive overview of the available primary sources of information with extensive literacy data, facilitating more informed decision-making for researchers and contributing to the broader discourse on literacies measurement and evaluation.

**Expected results:** The study anticipates identifying a set of LSAs that are most effective in measuring literacies across various dimensions. It will offer a nuanced understanding of each LSA's strengths and limitations, providing a clear ranking that facilitates informed decision-making for researchers.

**Keywords:** Literacy, large-scale assessments, fuzzy-delphi, multicriteria analysis, text-mining

JOSEP UBALDE BUENAFUENTE, AMADO ALARCÓN ALARCÓN, and CECILIO LAPRESTA REY

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and

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**Labour market outcomes of immigrants in five bilingual contexts: The effects of host country majority and minority language skills**

Competency in the host country's language plays a crucial role in the economic integration of international immigrants. Immigrants who arrive with linguistic skills and/or learn the language of the host country are more likely to find employment and better jobs. However, there are few studies that analyse the role of linguistic skills developed in the bilingual territories of host countries. In this study, we analyse to what extent immigrants benefit from the acquisition of the minority language when integrating into the labour market. In other words, we inquire about the extent to which acquiring an additional language, apart from the majority one, improves or not the labour outcomes of immigrants. Specifically, we focus on two indicators: occupational status and occupational prestige. To address this issue, this article compares the effect on employment and occupational status of both majority and minority languages in five regions with unequal ethnolinguistic vitality (Catalonia, Galicia, Balearic Islands, Valencia, Basque Country). We use data from the Spanish Labour Force Survey (2021, 2014), in which over 5,000 foreign-born individuals were surveyed about their language competence (speaking fluency). Estimates associated with bilingual competencies are obtained through linear probability models, using both the current knowledge variable and an instrument based on pre-arrival knowledge before coming to Spain (via 2SLS). Preliminary results show that, across the five territories, proficiency in the majority language, Spanish, has a strong impact on both employability and the likelihood of occupying better positions. Exclusive proficiency in the minority language, whether Catalan, Galician, or Basque, does not seem to have a relevant effect on either labour outcome. However, bilingual proficiency, that is, having mastery in the minority language in addition to Spanish, exerts a superior effect. These results remain unchanged after including different sociodemographic variables and the use of IV. We conclude by assessing the importance of acquiring not only the majority language but also the minority one for a successful integration that respects territorial diversity.

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&

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### **Determining the size of jurisdictions for implementing language rights**

Linguistic minorities are diverse in respect to size and residential patterns geographically. Furthermore, the impact of language-policy measures can be different according to spatiality and rivalry. Using a language on banknotes is non-spatial and non-rival, on street signs it is spatial and non-rival, in home nursing it is spatial and rival, and in individual responses to inquiries in the internet, non-spatial and rival.

Language policy is modeled to have different properties with respect to their importance for the beneficiaries and as far as the implementation costs go, the costs depending both on the number of beneficiaries of the policy as well as on the area of implementation. The geographical distribution of the beneficiaries as well as the size of the relevant jurisdiction influence the impact of different policies.

It is analyzed, how the size of the jurisdictions should be chosen in order to guarantee beneficial minority rights. It is found, among other things, that jurisdictions should be limited in size if planning measures are both spatial and rival; that jurisdictions for important measures should be larger than for less important ones; and that the more extensive rights are, the more efficient they are for geographically concentrated minorities in comparison to uniformly distributed ones.

We compare actual jurisdictions with data from Slovakia and Romania with the optimal organization of jurisdictions and find possibilities for improvement.

**Keywords:** Constitutional economics, diverse minorities, language policy, implementation costs

KONSTANTIN ZAMYATIN

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**Why can't we preserve linguistic diversity? The maintenance of the languages of Russia, language policy, and language revitalization**

In recent years, “preservation of linguistic diversity” has been included as one of the goals of Russia’s state nationality policy. Efforts to preserve languages are undertaken both at the level of state policy “from above” and the practical activities of language activists “from below”. However, despite the official recognition of the problem of language loss and the rise of language activism, it has not yet been possible to achieve any noticeable results in solving the practical problem of preserving languages.

In my paper, I will analyze the reasons for the ineffectiveness of these efforts and argue that obstacles exist not only at the level of practical activity, but also in research. Language policy practitioners implement language policy “from above”, but so far their work remains without solid scientific and conceptual grounds. In the world science there are two research programs – research on language policy and research on language revitalization, which are often pursued by different research communities – political scientists and (socio)linguists. In Russian science, at the theoretical level, the issue of interdisciplinarity in the study of language, society and power has not yet been resolved, therefore, at the applied level, there is no high-quality scientific expertise, for which reason language policy and language revitalization as a practical activity remain ineffective.

I will analyze attempts to apply the developments of applied science in practical work, in which I participated, taking part in developing the draft *Concept of the State Language Policy of Russia* and the draft *Program for the Preservation and Revitalization of the Languages of Russia*, in order to understand the problems that arise and their causes.

The need to respond to new challenges launched the processes of language planning, at the core of which was the process of developing the *Concept of the State Language Policy*, which is essentially a stage of policy formation. In this part, based on the analysis of documents and speeches of officials, participant observation and personal experience of participating in the practice of language policy, I will analyze discourses and communicative practices in the process of adjusting bureaucratic and academic discourses when developing drafts of the *Concept of Language Policy*.

In the part on drafting the *Program for the Preservation and Revitalization of the Languages of Russia*, I will present the results of an analysis of discourses and observations of practices, primarily participant observation of the applied and practical activities of researchers and/or activists in developing relevant expertise, in order to understand the reasons for the ineffectiveness of scientific and applied activities in language preservation. Due to the underdeveloped program of research on language policy, in Russia today applied scientific work is carried out

mainly by linguists as part of language revitalization, which turns out to be unable to offer adequate solutions in a country with a state-centered political culture. In practice, revitalization and documentation efforts replace language maintenance efforts.



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### **Multilingualism as a labor market resource in second-generation immigrants**

In today's globalized and migratory world, foreign language proficiency has become a crucial qualification in the labor market. Studies indicate that the majority of employees require at least a basic understanding of a language other than German for their work. The most sought-after languages are English and French, which are taught in German schools and are perceived as prestigious. However, similar to many other EU countries, Germany's urban areas have a diverse range of languages spoken due to migration. As a result, there is a societal demand for communication in heritage languages.

Nevertheless, there is limited knowledge regarding the extent to which migrants can benefit in the labor market by retaining their family languages. Furthermore, language skills related to migration are frequently viewed as shortcomings rather than assets, despite their potential economic significance and value as human capital. Language skills can also provide advantages as they represent human capital (Becker 1964) as they are productive, costly to acquire, and embodied in person (Chiswick & Miller 2014). Migration-related language skills may be economically meaningful and serve as human capital, depending on linguistic labor market demands and social contexts (Bourdieu 1977).

This study investigates whether second-generation immigrants in Germany can benefit by retaining their families' heritage languages, using the human capital theory. The research questions are as follows:

1. What is the effect of immigrants' multilingualism on the probability of employment?
2. What is the effect of immigrants' multilingualism on earning differentials?

The research is based on data from the migration sample of the German Socio-Economic Panel (GSOEP), which is representative of Germany. The GSOEP is one of the few data sets that includes data on both majority language skills and heritage language skills, as well as job-specific information. The language skills data are based on self-assessments provided by the respondents. For this study, the entire sample was limited to second-generation working-age immigrants.

Logistic and linear regression models were used to analyze the research questions. The dependent variables were employment status and monthly salary, while the independent variables were monolingualism and bilingualism, accompanied by a set of covariates (professional experience, educational background, type of employment, and further language skills) to mitigate the effects of other forms of human capital.

The study found that multilingualism positively affects the probability of employment, while no effect on earnings was found.

While taking the resource-oriented lens on immigrants' multilingualism the paper discusses the results against the background of the segmented assimilation theory.

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