

UHH Center for a Sustainable University

Posterbooklet „Multilingualism as a Resource – A Framework for Sustainability and Internationalization”

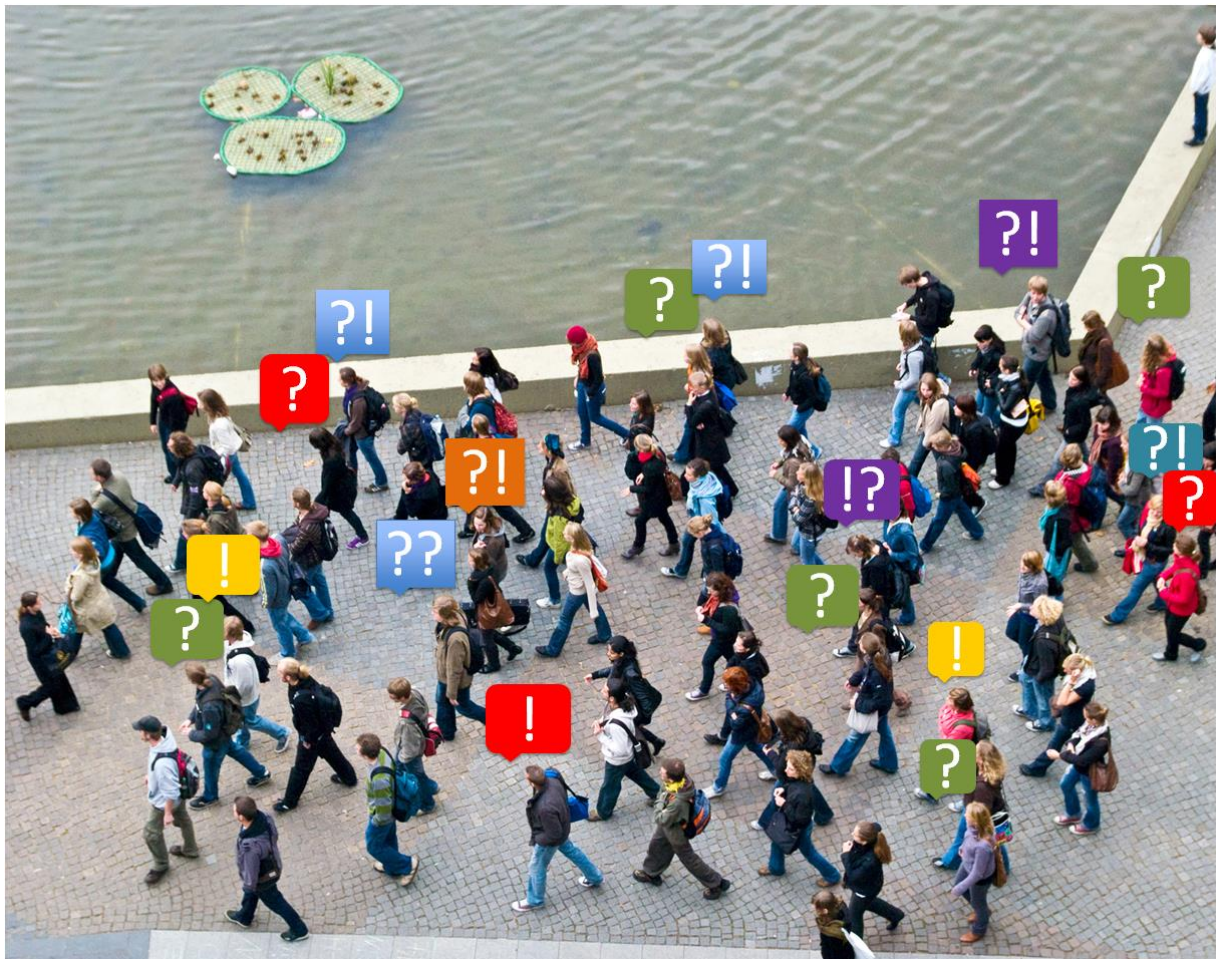


Foto: UHH Appel

In October 2015, the University of Hamburg (UHH) started the Multilingualism project where various faculties participated. The preliminary results of these different projects are collected in this booklet. Furthermore, they have been presented at the "Whole Action Conference" of the "COST-New Speakers" network from May 12th to 14th 2016 in Hamburg and during the German Actions Days for Sustainability from May 30th to June 4th 2016.

More information on the current progress of each Multilingualism project is available under <https://www.nachhaltige.uni-hamburg.de/en/projekte/knu-projekte.html>.

Imprint

Editor:
Kompetenzzentrum Nachhaltige Universität (KNU)
Mittelweg 177, 20148 Hamburg
Tel.: +49 40 42838-5580
Fax: +49 40 42838-3250
E-Mail: knu@uni-hamburg.de
Web: www.nachhaltige.uni-hamburg.de

Dr. Claudia T. Schmitt
Caroline Schwill

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MULTILINGUALISM AS RESOURCE OF THE SUSTAINABLE UNIVERSITY



KEY ASSUMPTIONS

- **LANGUAGE** as a cultural good and means of communication for a conscious structuring of society
- **MULTILINGUALISM** as a basic working condition in university: tool of communication, medium of cultural and scientific memory
- **A RESOURCE** for science, education and governance whose sustainable use can be empirically examined

RESEARCH ASSOCIATION FOR THE 4 SUSTAINABILITY DIMENSIONS OF THE KNU

– Dimension 1 –

REFLECTION ON SCIENCE:

“Language in Sciences – Multilingualism and Linguistic Reflexivity on the Example of Sustainability Research”

– Dimension 2 –

CONTENTUAL: RESEARCH

“Multilingualism in Standard Medical Care – Resources, Practices and Needs in Everyday Clinical Work”

– Dimension 3 –

DIDACTIC: EDUCATION

“Languages of Instruction – English in the Multilingual University”

– Dimension 4 –

INSTITUTIONAL: GOVERNANCE

“Languages on Campus – Multilingualism as Resource in Sustainable University Governance”

OBJECTIVE: interdisciplinary and integrative analysis of multilingualism with pilot studies in order to further explore the opportunities of its systematic and sustainable use as a resource of the sustainable university

CORE ISSUES OF THE RESEARCH NETWORK:

- What relevance does multilingualism have for the act of raising awareness and the requirement of reflective communication in the context of research, teaching, and education at universities?
- To what extent will the university itself be influenced negatively or positively by multilingualism in its tasks of sustainable research, teaching, and education?
- How can the university contribute to the development of multilingualism as public asset (internal as well as external impact)?

NETWORK MEMBERS:

Prof. Dr. Jannis Androutsopoulos, Prof. Dr. Alexander Bassen, Prof. Dr. Kristin Bührig, Dr. Margarita Giannoutsou, Prof. Dr. Ingrid Gogolin (Head), Prof. Dr. Hermann Held, Prof. Dr. Drorit Lengyel, Prof. Dr. Hans-Helmut König, Juliette Maggu, Dr. Sarah McMonagle, Dr. Mike Mösko, Jessica Terese Mueller, Prof. Dr. Stefan Oeter, Dr. Claudia T. Schmitt, Tobias Schrödler, Prof. Dr. Holger Schulz, Prof. Dr. Peter Siemund, Prof. Dr. Gabriele Vogt

UHH Center for a Sustainable University

Multilingualism as a Resource – A Framework for Sustainability and Internationalization



Dr. Claudia T. Schmitt &
 Prof. Dr. Dr. h.c. Ingrid
 Gogolin Universität Hamburg,
 Germany

UN Sustainable Development Goals



UN Sustainable Development Goals

GNU = Network platform:



- The **Center for a Sustainable University (GNU)** at the Universität Hamburg (UHH) was established in 2011
- It is an **interdisciplinary workforce** dedicated to the advancement of sustainability, at the UHH and beyond
- acts as a **research network**, a **think-tank for innovation** and an **incubator for new approaches**, concepts, procedures and methods in the context of sustainability
- offers **consultancy** for the UHH Presidium on issues of sustainability

Center for a Sustainable University

Joint Definition for Sustainability (cf. Bassen et al., 2013)

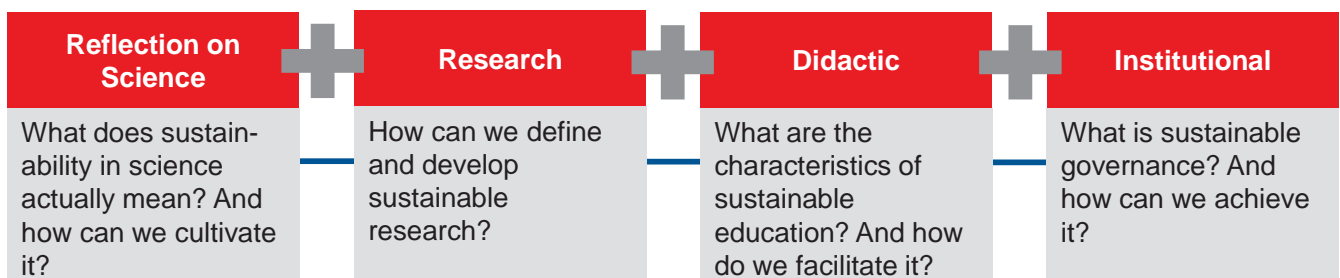
To frame society in a way in which future actions and decision latitudes are not restricted; the people of today help to ensure that the needs of future generations can be fulfilled; to secure the common good of humankind in the long-term.

Whole-Institution approach



The KNU operates using a **whole-institution approach**:

- it seeks to include all parts of the UHH, i.e. students, faculty, administration
- it aims at implementing transformational processes at an organization-wide, integrated level
- it systematically refers to four fields of action at the UHH:



KNU Case

What We Do:



- Fund and support **scientific projects** on sustainability
- Develop and implement **sustainable practices in education**
- Strengthen the university's internal and external **networks for sustainability**
- Apply **new approaches** for an environmentally and socially friendly university
- **Integrate** knowledge and practices

Multilingualism as a Resource

Objectives

Interdisciplinary and integrative analysis of multilingualism with pilot studies in order to further explore the opportunities of its systematic and sustainable use as a resource of the sustainable university

Key Assumptions

- **LANGUAGE** as a cultural good and means of communication for a conscious structuring of society
- **MULTilingualism** as a basic working condition in university: tool of communication, medium of cultural and scientific memory
- **A RESOURCE** for science, education and governance whose sustainable use can be empirically examined

Multilingualism as a Resource

Core issues of the Research Network

- What relevance does multilingualism have for the act of raising awareness and the requirement of reflective communication in the context of research, teaching, and education at universities?
- To what extent will the university itself be influenced negatively or positively by multilingualism in its tasks of sustainable research, teaching, and education?
- How can the university contribute to the development of multilingualism as public asset (internal as well as external impact)?

Center for a Sustainable University

Research Association

Multilingualism as a Resource



MULTILINGUALISM AS A RESOURCE OF THE SUSTAINABLE UNIVERSITY

Project 1: Language in Sciences



Multilingualism and Linguistic Reflexivity on the Example of Sustainability Research

**Prof. Dr. Jannis Androutsopoulos, Dr. Margarita
 Giannoutsou & Dr. Claudia T. Schmitt**

BACKGROUND INFORMATION

Contemporary academic settings are characterised by increased mobility and multilingualism, on the one hand, and the rise of English as the globally dominant academic Lingua Franca, on the other. Scholars are therefore called to position themselves when it comes to processing, producing and disseminating scientific knowledge in terms of the linguistic strategies they adopt, taking into account the demands of their local faculty cultures and disciplinary traditions as well as the economic and professional implications of communicating with a global academic audience. The backdrop against which such decisions take shape is the ongoing debate about the plights and blessings of English as academic Lingua Franca (Carli/Ammon 2008), a debate that is frequently linked to issues of language policy and planning and is deeply ideological and normative in nature. However, empirically grounded research into the role of multilingualism in the professional discourse practices of individual scholars is still scarce.

OBJECTIVES OF THE PROJECT

The project examines conditions, strategies and consequences of multilingual scientific practice. We focus on researchers' perspectives on their language options and the impact of available working languages, as well as on conceptualizations of multilingualism, taking into account factors such as academic discipline, status group and mobility.

METHODS

- Semi-structured interviews with about 20 post-doctoral and professorial scholars at Hamburg University from various disciplinary backgrounds
- Selection of participants according to criteria such as status group, mobility, discipline
- Qualitative analysis based on conversation analytic and sociolinguistic approaches

MAIN QUESTIONS

- In which languages do participants interact and write, and how do scientific language preferences vary in relation to status group, disciplinary background and professional mobility?
- Does scientific writing in different languages influence scientific concept formation, and what is the role of visual representations in multilingual science?
- How do participants position themselves in relation to popular presuppositions in the German public discourse on the status of academic languages?

HYPOTHESES

- The project provides empirical data for critical reflection on habitualised ways of thinking and acting and aims at contribute to the creation of alternative models of practice.
- Results from the project will contribute to the debate on the status of academic languages in Germany.

LITERATURE

Carli, Augusto/ Ammon, Ulrich (eds.) (2008). Linguistic inequality in scientific communication today. What can future applied linguistics do to mitigate disadvantages for non-anglophones? AILA Review 20.

Gnutzmann, Claus (ed.) (2008). English in Academia. Catalyst or Barrier? Tübingen: Narr.

Lillis, Theresa/ Curry, Mary Jane (2010). Academic Writing in a Global Context: The politics and practices of publishing in English. London: Routledge.

Multilingualism in the Production of Academic Discourse:

a Work in Progress Report

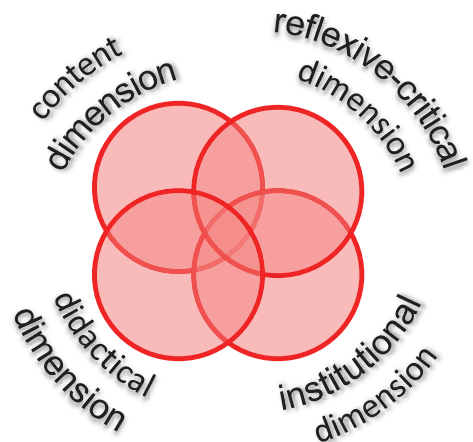
Margarita Giannoutsou, Jannis Androutsopoulos, Claudia Schmitt

Sustainability & Multilingualism

- Position Paper for Sustainability (2013):
- Sustainable university development
 - “weakened by the increasing industrialization of the academic system”
 - could be “revitalized by decoding the foundations of one’s own discipline”



- transcending “the current mental conditions of one’s ‘Lebensvollzug’ [routinary life practices]”



Core Questions

Linguistic orientations of participants: In which languages do academics at Hamburg University write, teach and interact professionally?

Metalinguistic reflections about their linguistic orientations: How do they conceptualise „*multilingualism in science*“ and how do they reflect about their language choices and about the *conditions and consequences* of their language uses?

- Linguistic orientations of participants: In which languages do academics at Hamburg University write, teach and interact professionally?
- Metalinguistic reflections about their linguistic orientations: How do they conceptualise „*multilingualism in science*“ and how do they reflect about their language choices and about the *conditions and consequences* of their language uses?
- How do their scientific language preferences vary in relation to status group, disciplinary background and professional mobility?
- Coping strategies: How do scholars deal with the challenge of having to write in their second or third language?

Outline

- Economization/ industrialization of science
- Impact on contemporary academic settings/academic language use
- Current debates about English as academic Lingua Franca
- Language policy and planning/ Language practices and ideologies
- Methodological considerations
- First results

Economization & Industrialization of Science

Economization

“[...] a transformation process whereby a logic of actions or a logic of system, a discourse, a practice or a knowledge are increasingly [...] dominated by economic principles.” (Bellmann 2001: 387)

Industrialization

“Science has lost her freedom. Science has become a productive force. She has become rich but she has become enslaved and part of her is veiled in secrecy.” (Kapitsa 1938 in Ravetz 1971)

Impacts on Contemporary Academic Settings/Language Use

- Metrics: Bibliometrical Recording Instruments/ Science Citation Indices (SCI)/ Impact Factors
- ‘International’ = ‘Anglo-american’ (cf. Seidelhofer 2012:394)
→ conventional SCIs accept only English-language as international
- Increasing replication of these policies in publishing guidelines of national & international journals and in research proposal specifications

Internationalization & Mobility

“As the student population becomes more ‘international’ as a result of increased transnational mobility, and as the latent linguistic diversity increases in consequence, the number of languages which the students can be expected to have in common, as a group, decreases [...] Often the solution is [...] to switch to English as default language.”

(Fabricius/ Mortensen/ Haberland 2016)

English as Academic Lingua Franca (EALF)

- good or bad (Coulmas 2008)
- plights and blessings (Carli/Ammon 2008)
- catalyst or barrier (Gnutzmann 2008)
- advantages and disadvantages (Gnutzmann/ Lipski-Buchholz 2008)
- losses and gains (Grin/ Gazzola 2013)

Pros and Cons of EALF

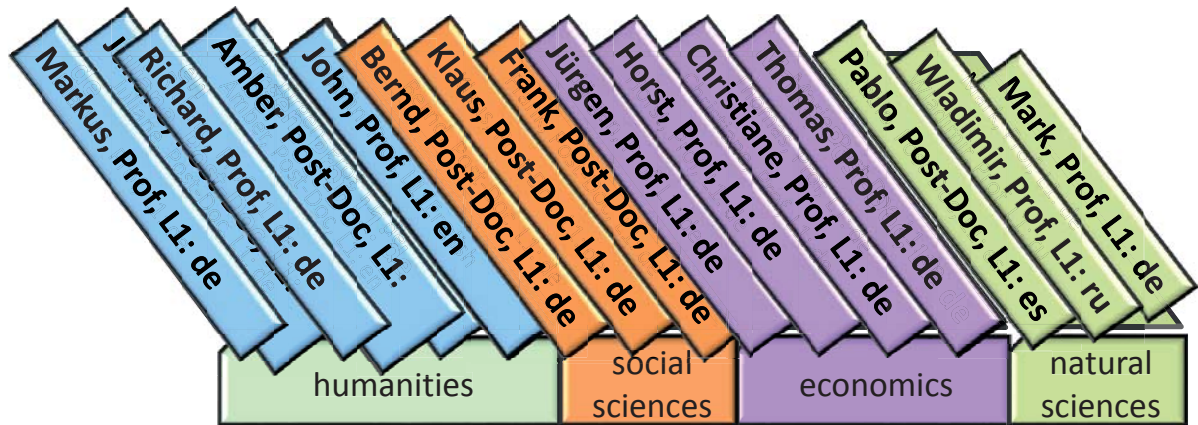
proponents	sceptics
<ul style="list-style-type: none">• neutral (House 2001, 2005)• universalizing (van Parijs 2013)• functional (Brutt-Griffler 2008)• transparent (Kachru 1986)	<ul style="list-style-type: none">• killer language (Price 2000)• exclusive (Ammon 2001, Flowerdew 2007)• ressource-consuming (Grin/Gazzola 2013)• diminishing cultural diversity (Skutnabb-Kangas 2001)

Pitfalls of Normative Debate

- It puts people off because of its nationalist/ globalist undertone
- It implies choice where this is sometimes not the case anymore
- It often neglects the disciplinary specificities through totalizing accounts of ‚science‘ as a unified field
- It is inherently normative through its focus on language policy and planning
- It does not take into account the discourse practices and beliefs of individual scholars

Research Design

semi-structured narrative interviews



Methodological Challenges

- Researching the researchers: involvement
- Professional face
- Contested topic: polemic treatment of EALF in science and public

“Ideologies about language as linguistic ideology are a set of beliefs about language articulated by users as a **rationalization** or **justification** of perceived structure and use.” (Silverstein 1979: 193)



method of discursive interviewing (Ullrich 1999)

[EX1]

*“As a scholar, I encounter **multilingualism** actually • • mostly in the sense that • • • obviously • many **international** conferences are in **English**.”*

(Juliane, Post-Doc, Humanities, L1 German)

[EX2]

*“The University of Hamburg ((1,1s)) over the last ten years has increasingly emphasized the ((1,1s)) importance of **multilingualism**. And I recognized the advantage of **English** because • • • of its status. ((1,0s)) If I had Russian or Portuguese as a mother tongue • • • it wouldn't nearly • • be the same • • • So it's just a superb privilege having English • • as a mother tongue • • **It's not just that that's a multilingual environment, it's an environment • • that encourages the use of English • • more than any other second language.**”*

(John, Professor, Humanities, L1 English)

[EX3]

*“I really didn’t know that ••• ehm ••• in science/ •• that **multilingualism** is indeed a/a/a category, because in my discipline ••• one has to • if you •• want • to walk the career path successfully you really have to •• follow the **anglosaxon discourses** in every respect.”*

(Christiane, Professor, Economics, L1 German)

Preliminary results

1. **Multilingualism** typically signifies **English** in the academic context of our interviewees

[EX5]

“[In the economics community] • everybody knows somehow you have to • • • publish in English, and if you can’t do that, then you really are a total outsider somehow.”
(Horst, Economics, Professor, L1 German)



deontic modality



epistemic modality



quantifier

[EX6]

“One publishes in English • • • ehm ((1,0s)) one presents in English, one writes applications in English • • • well, English is requested everywhere. We both know how science works: the English Journals are highly ranked/ highly ranked and the German journals are not. If it’s worth publishing in German? I don’t think so.”

(Amber, Humanities, Post-Doc, L1 English)



deontic modality



epistemic modality



quantifier

[EX7]

*“In the area where I try to advance myself the impact of a Spanish article is **zero**. A paper in a peer reviewed journal article counts **10 or 20 times more**.”*

(Pablo, Natural Sciences, Post-Doc, L1 Spanish)



deontic modality



epistemic modality



quantifier

Preliminary results

1. **Multilingualism** typically signifies **English** in the academic context of our interviewees
2. Participants express orientation towards English in terms of **obligation** and **ubiquity**, frequently via the use of **evidentiality** (**deontic/ epistemic modality**) and totalizing **quantifiers**

Participants Rationalizations: Policies and Practices

- participation in new academic formats such as the „initiative of excellence”
- establishment of new models of knowledge representation (e.g. cumulative dissertations)
- Devaluation of national research outlets
- English-only policies in journals/proposal specifications
- local institutional practices (e.g. appointment procedures in English)
- peer pressure
- advice by reputed scholars/ supervisors

[EX8]

“Everything I publish is in English, and here at our institute it is very extreme that is not only English, that is English Peer Review, eh Journal Internatio/International. Th/ That is the only/ only currency here, indeed. That is very hard. And these are the criteria by those institutions, they only notice what has been written in this currency [...] That is our bread here.”

(Pablo, Natural Sciences, Post Doc, L1 Spanish)

Preliminary results

1. **Multilingualism** typically signifies **English** in the academic context of our interviewees
2. Participants express orientation towards English in terms of **obligation** and **ubiquity**, frequently via the use of **evidentiality (deontic/ epistemic modality)** and **quantifiers**
3. **Glossings and concealments:**
 - *Pains of writing notoriously* downplayed (e.g. narrated hesitantly, framed as overcome past events, ascribed to „other“ colleagues)
 - Resources afforded for brokering (proofreading, translators, translation budgets, reviewing by colleagues) only admitted upon repeated enquiry

Professionalism / professionalization

- fueled by industrialization (Hughes 1971)
- Professionalization = “attempt to translate one order of scarce resources – special knowledge and skills – into another – social and economic rewards” (Larson 1977 in Pfadenhauer 2014)
- Scarcity maintained through the delivery of “esoteric knowledge” (Hughes 1971) i.e. knowledge to which professionals are privy by virtue of long study and initiation

Academic writing = “an institutional practice of mystery [...] working against those least familiar with its conventions [...] and limiting their participation in Higher Education.” (Lillis 1999:127)

[EX8]

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(Pablo, Natural Sciences, Post Doc, L1 Spanish)

‘Sociology of Professions’ as Avenue for further Research?

Allows us to

- reconsider the notion of academic English as imperative, imposed through abstract forces of internationalization
- see ourselves as performers/executors of new orders of professional practice in which we choose to participate in specific ways, competing for status upgrade and assumed global readerships

Multilingualism as a Resource of the Sustainable University

Project 2: Multilingualism in standard medical care



Ressources, practices and needs in everyday clinical work

**Prof. Dr. Holger Schulz, Prof. Dr. Kristin Bührig,
Prof. Dr. Gabriele Vogt, Dr. Mike Mösko, Juliette Maggu**

BACKGROUND INFORMATION

Irrespective of the current influx of refugees, one third of Hamburg's population has a migratory background. This cultural and linguistic enrichment at the same time brings along challenges for the health care system. The treatment of patients with limited German language proficiency is especially difficult. So far, there are no legal regulations for the implementation of professional language assistance. Each health care institution, therefore, currently has to rely on individual solutions that seem practicable with their respective existing resources.

OBJECTIVES OF THE PROJECT

In the long-term, the interdisciplinary research project aims to improve regular health care for patients that do not speak German as their native language. To reach that goal, specific needs of language assistance will be assessed systematically, existing models of interpretation will be evaluated, and effectiveness and costs of interpretation practices will be analyzed. The short-term project goal is the collection of data in a health care facility.

METHODS

Multilingualism will be investigated at the university medical center Hamburg-Eppendorf (UKE). We will survey employees at the departments of psychiatry & psychotherapy and oncology & hematology that are directly involved with patients. Thereby, we particularly want to integrate into our investigation staff members of all different professions involved in health care. Data collection will take place via online self-evaluation survey.

MAIN QUESTIONS

- What languages are understood and/or spoken by the employees?
- How many patients are not sufficiently proficient in German?
- How does understanding and communication with limited-German-proficient patients work in clinical practice?



Universitätsklinikum
Hamburg-Eppendorf

HYPOTHESES

With the survey data, analyses on the subject of multilingualism at the UKE will be possible. Beyond that, we aspire to conduct further research in other indication areas, at other health care facilities, and in outpatient care.

LITERATURE

Mösko, M., Gil-Martinez, F., Schulz, H. (2013). Cross-cultural opening in German outpatient mental health care service - Explorative study of structural and procedural aspects. *Journal of Clinical Psychology & Psychotherapy*; 20 (5), 434-446.

Mösko M., Dingoyan D., Schulz H. (in press). Interkulturalität in der gesundheitlichen Versorgung. In U. Koch & J. Bengel (Hrsg.), *Enzyklopädie der Psychologie, Medizinische Psychologie*, Band 2: Anwendungen. Göttingen: Hogrefe.

Department of Medical Psychology

Study Group Psychosocial Research of Migration

Multilingualism in Hospital setting - *Needs, resources and practices*

Mike Mösko, Juliette Maggu, Kristin Bührig, Gabriele Vogt, Holger Schulz

Research Team



Mike Mösko



Juliette Maggu



Kristin Bührig



Gabriele Vogt



Holger Schulz

Background

20% of Germany's population have a „migration background“

Statistisches Amt für Hamburg und Schleswig-Holstein, 2013

56% of Hamburg's population under 18 has a migratory background

Statistisches Amt für Hamburg und Schleswig-Holstein, 2013

Rising number of patients and employees with foreign language skills in health care system in the upcoming years

Möske, Dingoyan & Schulz, in press

- Cultural and linguistic enrichment for society
- Challenges for the health care system



Ottawa-Charta - Health care promotion (1986)

„Health care services should develop an attitude that is respectful towards the different cultural needs of their patients“



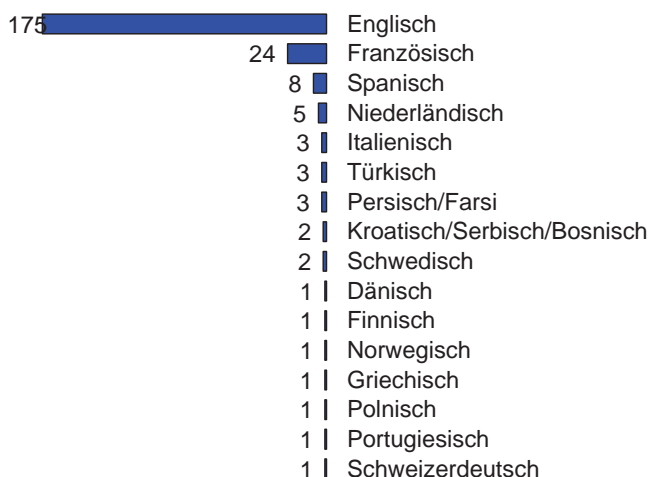
Background – Health Care System

- Lower utilisation rate of in and outpatient (mental) health care services of migrants (Odening et al. 2013, Meier, 2008, Mösko et al., 2013, Mösko, et al. 2011)
- Lower outcome quality of some migrant groups in in- and outpatient psychotherapy (Maier 2008; Mösko et al., 2011)
- Language and culture barriers are the main difficulties for the access to health care services (Bischoff, et al. 2003; Mösko 2015)
- Numbers of patients how are not able to speak sufficient German health care system is estimated to be 5% (Odening et al., 2013; Deininger, 2007)

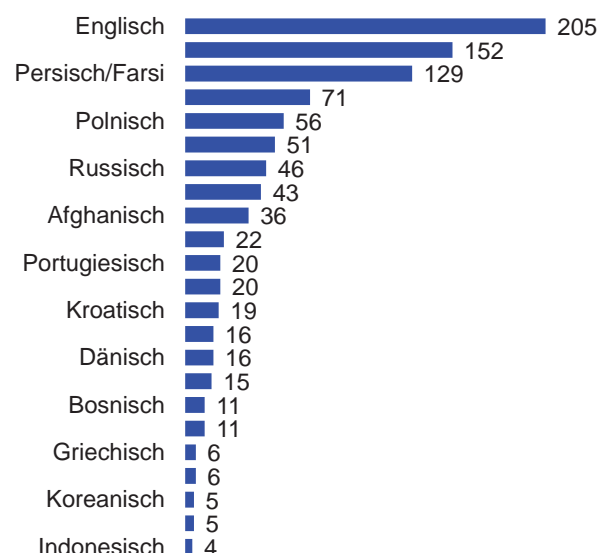


Outpatient mental Health Care Service in Hamburg *Foreign languages*

Offered foreign languages (GKV; PP)*



Demand (1. Quarter 2014)**



Quellen: *Psychotherapeutenkammer HH, 06.06.2014;
 ** Dr. Riedel, www.psych-info.de, 09.06.2014

Background – Language Barriers

No legal regulations for the implementation of professional language assistance like e.g. Sweden (Bäärnhielm & Mösko, 2013)

Strategies to overcome language barriers:

- “Talking with hands and feet”
- Interpreting aid by family members, friends or colleagues
- Use of qualified interpreters
-



Source: <https://igorristic.files.wordpress.com/2012/03/the-doctor-patient-relationship2.jpg>

Interpreting aid by family members



Source: <http://trialog.inter-pret.ch/de/filme/misslungene-kommunikation-23.html>

Aims of the Study

Short term project goals

- Situation analysis on multilingualism in inpatient health care services

Long term project goals

- Improvement of regular health care services for patients that do not speak German as their native language sufficiently enough

Main research questions

- Which language resources do employees have, how and to what extent are they used?
- How many limited-German-proficient patients are attending the hospital and which languages do they speak?
- How are communication barriers handled in day-to-day work?
- What kind of support do employees in health care services need to attend limited-German-proficient patients?

Methods

Cross sectional design on all workforces at two clinics of the University Medical Center Hamburg-Eppendorf

- Department of psychiatry & psychotherapy
- Department of oncology & hematology

Integration of staff members of all different professions involved in patient care:

- Administrative staff
 - Doctors
 - Nurses and doctor's assistants
 - Psychologists
 - Specific therapists
 - Cleaning staff and food supply assistants
- N = 697
- N = 47

Results - Sample

Recruited staff:

- Cleaning staff: 12 out of 16 (76% response-rate)
- Food supply assistants: 27 out of 31 (87% RR)
- In Total: 39 out of 47 (83% RR)



Source: <http://www.movementdisorders.org/MDS-Files1/HPSIG.jpg>

Results – Language Competencies

Country of birth: 45% born outside Germany

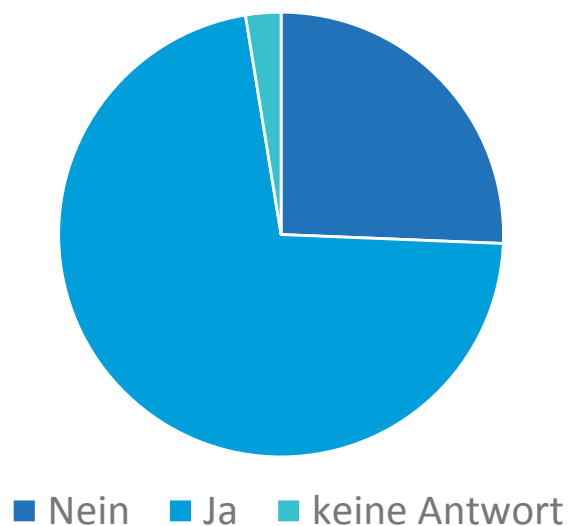
Mother languages (N=39)

1. German: 19
2. Spanish: 3
3. Portuguese: 2
4. English: 2
5. Serbo-Croatian : 12
6. French: 1
7. West-African languages: 2
8. Other languages: 4

→ **2/3 have a foreign mother language**

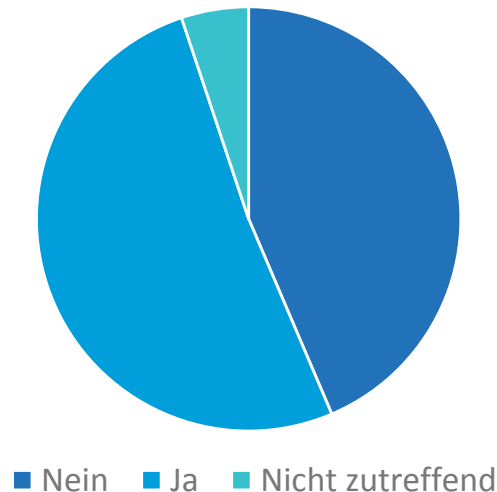
Results – Language Usage

Have you used a further language at work in the last month beside German ?



Results – Language Usage

Did it happen, that you support other persons at work with patients who do not speak sufficient German?



Results – Language Usage

Did it happen, that you support other persons at work with patients who do not speak sufficient German?

- With, translating texts: 2,5%
- With communication with patients: 52,5%

Appreciation of the language support (very much)?

- Patients: 50%
- Colleagues: 25%
- Head: 13%

Do you need support in your work with non-German speaking patients:

Yes: 65%

- With interpreters
- Flyer for food
- ...

Conclusion

- Cleaning staff and food supply assistants have substantial language competencies
- These competencies are used in clinical setting
- Conflict appears between the professional role (duties) and clinical needs
- ...

Outlook

- Completing the main study with a response-rate of at least 40%
- Presenting and discussing the findings with personal of the two clinics
- Initiating measures in order to improve the service for (some) Migrants



Australian Government
 Department of Immigration
 and Border Protection



TIS
 TRANSLATING
 AND
 INTERPRETING
 SERVICE

When you need an interpreter, phone 131 450



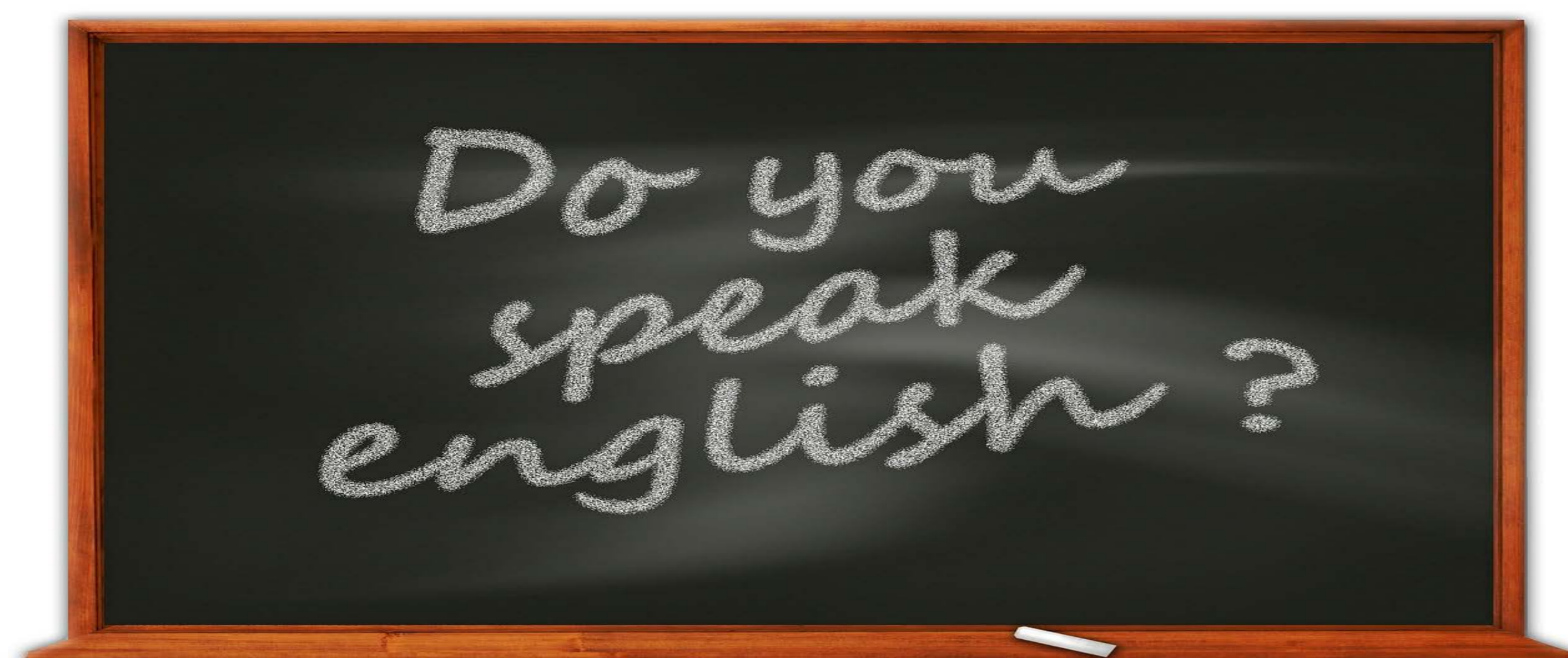
<p>Nepali</p> <p>सोचने गर्नुहोस्, 131 450 मा फोन गर्नुहोस्</p>	<p>Spanish</p> <p>Cuando necesite un intérprete, llame al 131 450</p>
<p>Pashtu</p> <p>کوم وخت کې تاسو ژباړنی وړکې نه اړتیا لرئ؟ شپږی نه زنگ ووهئ 131 450</p>	<p>Tamil</p> <p>உங்களுக்கு ஒரு உரைமொழிப் பேரணித் தேவைப்படும் போது, 131 450 என்ற இலக்கெண்ணுக்கு அழைப்புகள்</p>
<p>Russian</p> <p>Когда вам потребуется переводчик, позвоните по номеру 131 450</p>	<p>Thai</p> <p>เมื่อคุณจำเป็นต้องใช้บริการล่าม โทร 131 450</p>
<p>Serbian</p> <p>Када вам треба преводилац, јавите се на 131 450</p>	<p>Turkish</p> <p>Bir tercümana ihtiyacınız olduğunda, 131 450 numaralı telefonu arayın</p>
<p>Somali</p> <p>M arkaad u baahato turjumaan, ka wac 131 450</p>	<p>Vietnam ese</p> <p>Khi quý vị cần thông dịch viên, xin điện thoại số 131 450</p>

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Multilingualism as a Resource of the Sustainable University

Project 3: Languages of Instruction



English in the Multilingual University

**Prof. Dr. Peter Siemund &
Jessica Terese Mueller**

BACKGROUND INFORMATION

In principle, the use of English as a lingua franca in academic contexts has been well documented. However, in the studies to date, the focus has been placed on a narrow, monolingually oriented perspective of English as the first foreign language to be learned by native speakers of a particular nationally defined language. In this way, English as a lingua franca is often juxtaposed in opposition to the national language in order to conclude that the use of English in academic settings presents either a threat to the national language or an enrichment to the universities and other institutions of higher education at which English is used.

OBJECTIVES OF THE PROJECT

Through an initial pilot study, how and to what degree the linguistic repertoire of the students and instructors of the University of Hamburg has an influence on English as a lingua franca will be examined. In light of the fact that the metalinguistic and multicultural competencies of multilingual speakers of English as a lingua franca have been neglected in the studies to date, these competencies have been placed in the foreground of the current study.

METHODS

In the first portion of the data collection process, with the help of an online questionnaire, information about the multilingual resources of approximately 500 students and instructors of the University of Hamburg will be gathered. After that, interviews will be conducted with about 50 students and instructors, in order to more closely examine the influences that other languages have on English as a lingua franca.

MAIN QUESTIONS

- Which role does English as a lingua franca take on in the context of instruction at the University of Hamburg?
- How do multilingual competencies influence communication in English as a lingua franca??



HYPOTHESES

We presume that multilingual speakers of English as a lingua franca possess a highly developed repertoire of grammatical structures and pragmalinguistic knowledge, as well as a heightened degree of language awareness. With the insight that we hope to gain through this study, English can be more effectively incorporated into learning and instruction by taking into consideration the entire linguistic repertoire of the students and instructors involved.

LITERATURE

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Languages of Instruction: English as a Lingua Franca in the Multilingual University

Initial Results
Jessica Terese Mueller
Prof. Dr. Peter Siemund



Overview

- Background Information
- Research Questions
- Methodology
- Preliminary Results
- Discussion
- Q&A

Two Concomitant Developments

- Global spread of English and widespread use of English as a Lingua Franca
- Increasing levels of multilingualism due to high levels of mobility and migration

Global Spread of English

- About 400 million native speakers of English vs. more than 2 billion non-native speakers
- Increasing numbers of non-native speakers
- Drive for universities to attract international students (business opportunities)

Higher Education

- Universities as businesses, dependent on external funding
- International students offer significant income
- English-based degree programs attractive because
 - very low language barrier
 - scientific literature mainly in English
 - facilitation of subsequent mobility

Research Questions

- How many and which languages can we find in typical higher education classrooms?
- How does the use of English as a Lingua Franca interact with multilingualism?
- Do multilingual users of English as a Lingua Franca have advantages over other speakers?
- If so, how can such advantages be objectively measured and made use of?

Methodology

- Participants (Goal: 500)
 - Students
 - Instructors
- Instruments
 - LimeSurvey Online Questionnaires
 - Semi-structured Interview Outline
- Procedure
 - Recruitment
 - Online Surveys
 - Interviews with selected Participants

LimeSurvey-Questionnaires

- Informed Consent
- Linguistic Background
 - English as a Lingua Franca
 - Multilingualism
 - German as a Second- or Foreign Language
- Demographic Information

Linguistic Background

- Up to 15 languages
- Not only languages, also dialects and variations permitted
- Passive and active skills at any level

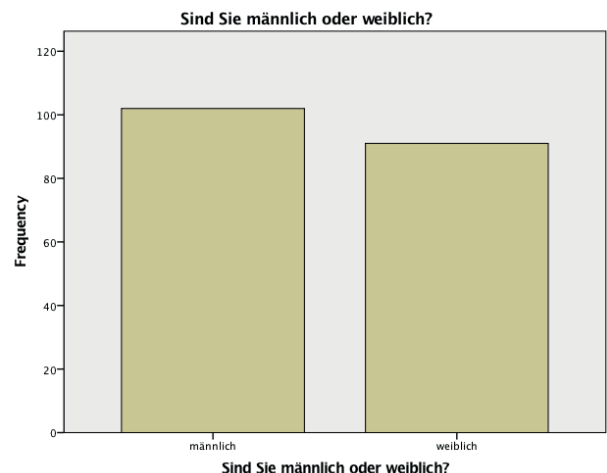
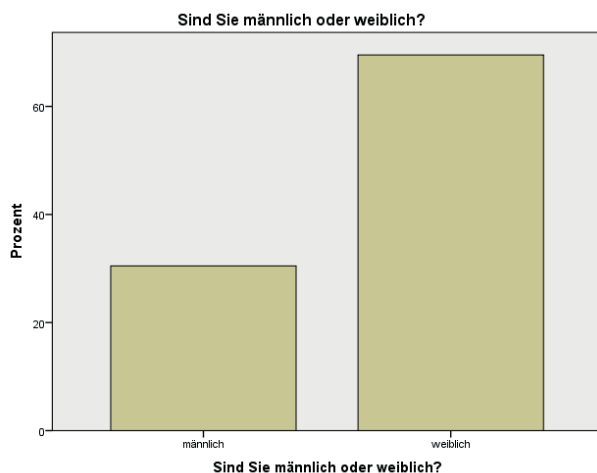
Linguistic Background

- Language List
 - Identification of Mother Tongue
 - Locations of Learning and/or Acquisition
- Self-Assessment of Proficiency (GER)
 - Listening Comprehension
 - Oral Communication
 - Reading Comprehension
 - Advanced Oral Communication
 - Written Communication
- Self-Assessment of Ability to Teach in English*
- Language Use
 - At the University
 - In private life

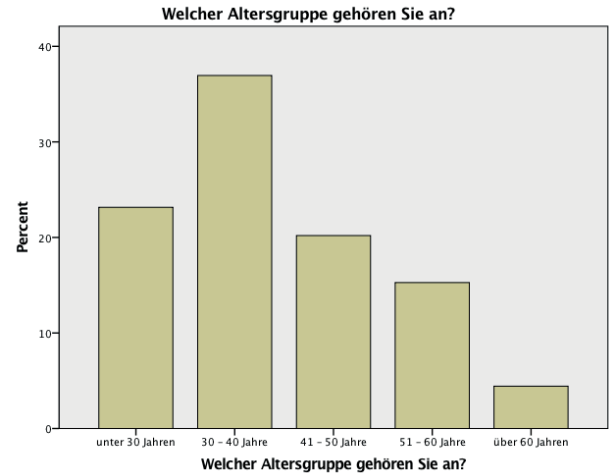
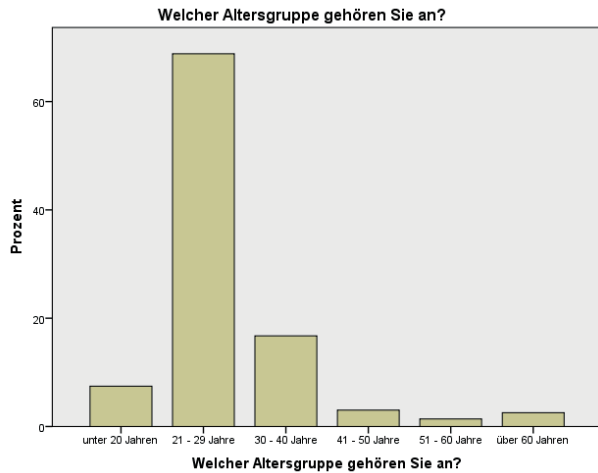
Preliminary Results

- Students
 - Pilot Project: (N=74; n=42)
 - Current Round of Data Collection: (N=1325; n=926)
- Instructors
 - Pilot Project: (N=18; n=15)
 - Current Round of Data Collection: (N=314; n=217)

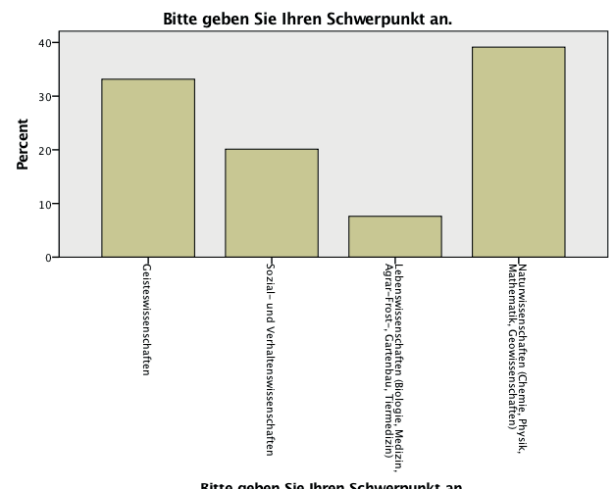
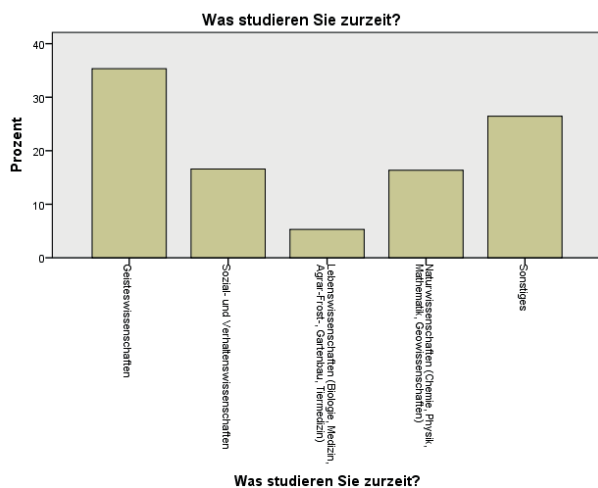
Gender: Students vs. Instructors



Age: Students vs. Instructors



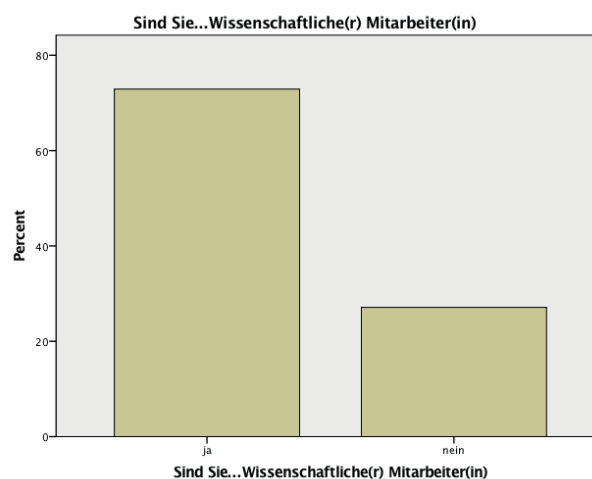
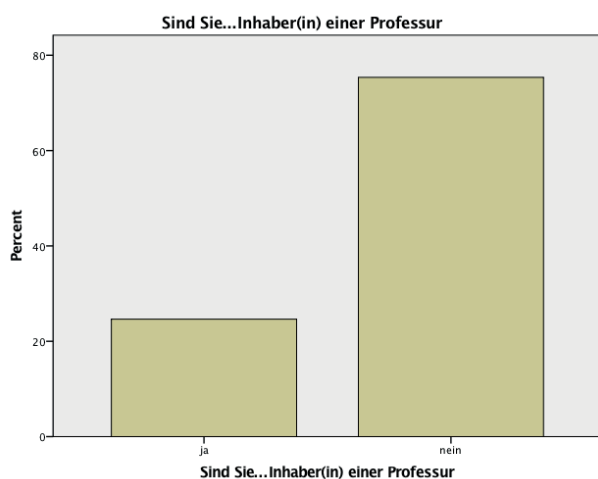
Area of Study/Expertise: Students vs. Instructors



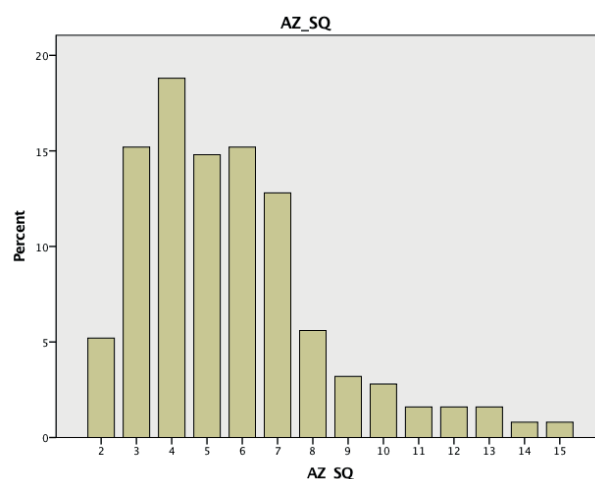
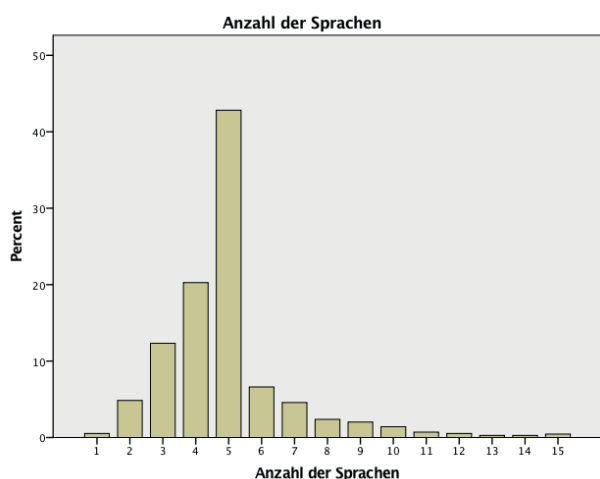
Students: Degree Pursued



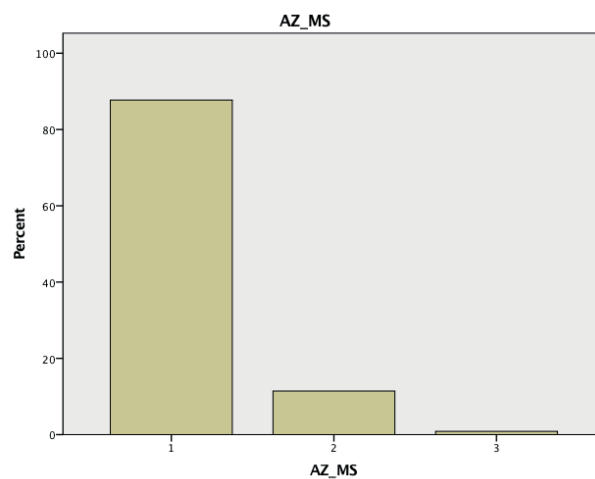
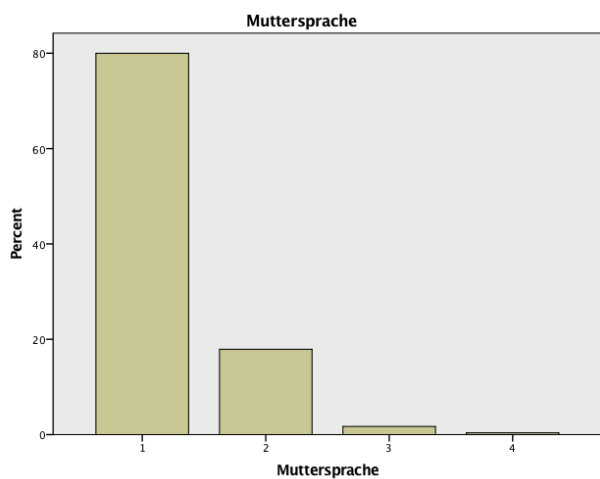
Instructors: Type of Position at the University



Number of Languages Listed: Students vs. Instructors



Number of Mother Tongues: Students vs. Instructors



Preliminary Results

- Well over 200 different languages, varieties and dialects identified
 - Varieties and Dialects of German, English, etc.
 - Nationally recognised minority languages (i.e., Sorbian, Friesian, East-Friesian, Low-German, Danish*)
 - Different national and minority languages from Europe, Asia, Africa, and North- and South America
 - Various sign languages
 - „dead“ languages
 - Constructed languages (e.g., Esperanto)
 - Programming Languages

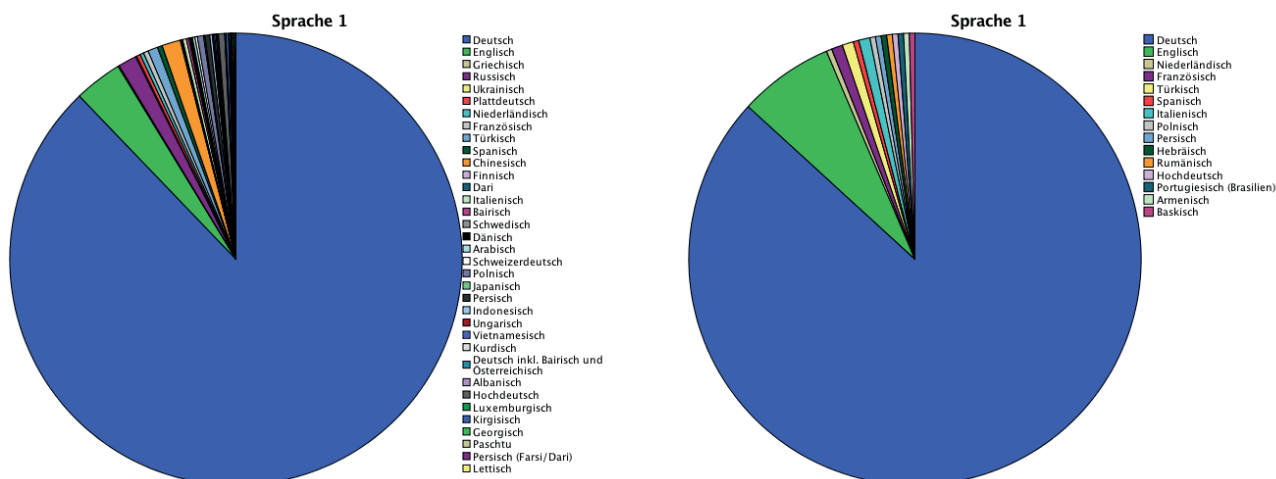
Languages Identified

German	Welsh	Mandarin	Hausa	Basque
English	Swedish	Swahili	Yiddish	Gagauzian
Greek	Tamil	Wolof	Slovak	Ivrit
Russian	Danish	Bosnian	Khmer	Marathi
Punjabi	Korean	Serbian	Islandic	Ainu
Ukranian	Binisaya	Croatian	Georgian	Buryat
Low German	Arabic	Scots	Zazaki	Amharic
French	Catalan	Dutch	Pashto	Gaelic
Farsi	Polish	Azerbaijani	Sorbian	Belorussian
Turkish	Japanese	Romanian	Latvian	Maltese
Spanish	Yucatec-Maya	Hawaiian	Lithuanian	Nahuatl
Hindi	Czech	Thai	Lakota	Haya
Portuguese	Persian	Albanian	Laotian	Kreyol Ayisyen
Chinese	Xhosa	Belarusian	Armenian	Manx
Finnish	Indonesian	Valencian	Friesian	Tigrinya
Dari	Mordvinic	Tatar	Marquesan	Lingala
Norwegian	Twi	Bulgarian	Aragonese	Pali
Urdu	Hungarian	Chichewa	Asturian	Veps
Italian	Vietnamese	Afrikaans	Nepali	Masai
Estonian	Kurdish	Kyrgyz	Öömrang (North-Friesian)	Bengali
Romansh	Kazakh	Kinyarwanda	Gujarati	Venitian
Occitan	Cantonese	Kirundi	Malay	Ladakhi
Karelian	Setswana	Quechua	Tagalog	Uzbek
Meänkieli	Nkwen	Yoruba	Tibetan	Selkup
Faroese	East-Friesian	Dagbani	Kashmiri	Sousou
Erza Mordvin	Duala	Taiwanese		Zulu...

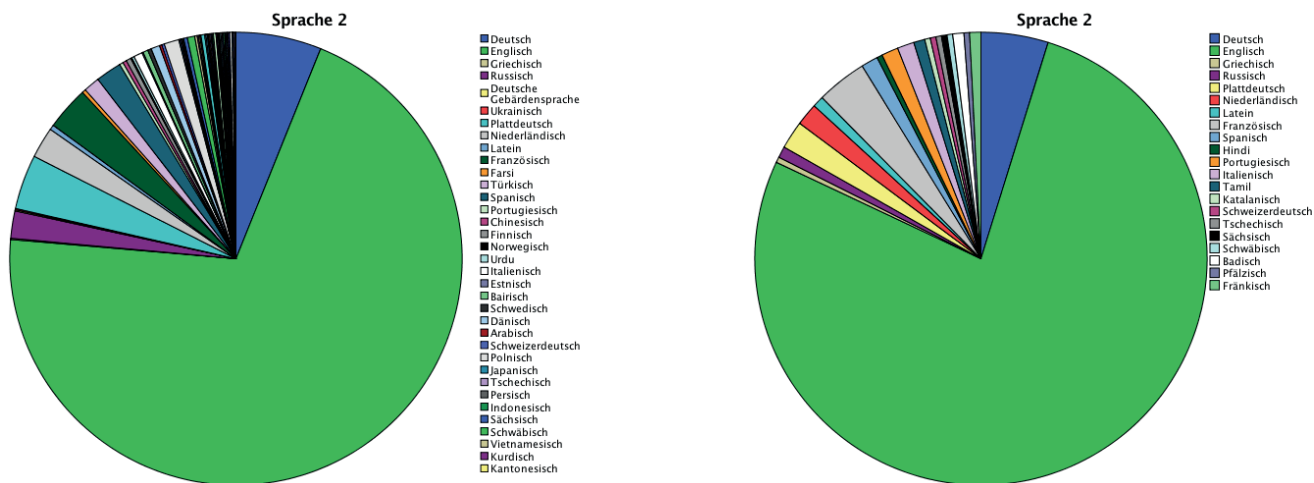
Other Types of Languages Identified

Pidgins and Creoles	Classical Languages	Sign Languages	Constructed Languages
Pidgin English French Creole Creole Tok Pisin Kreyol Ayisyen	Latin Classical Greek Old Norse Old High German Old English Middle English Middle High German Sanskrit Ancient Hebrew Old Icelandic Classical Tibetan Classical Chinese	German Sign Language French Sign Language American Sign Language Deafblind Manual Alphabet Austrian Sign Language Norwegian Sign Language	Esperanto Elvish 1337-5P34K (Leet-Speak)

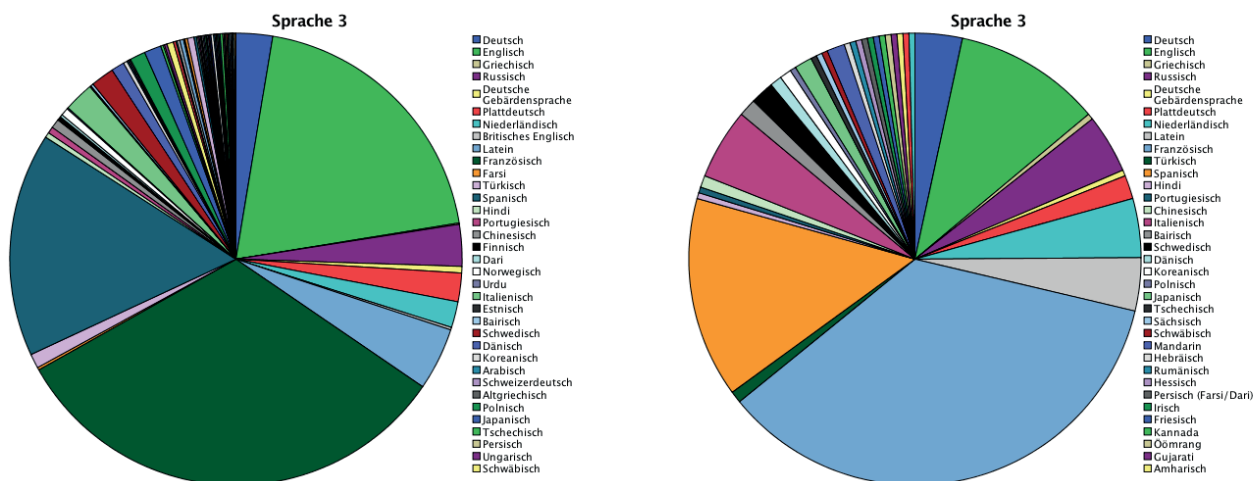
Language 1: Students vs. Instructors



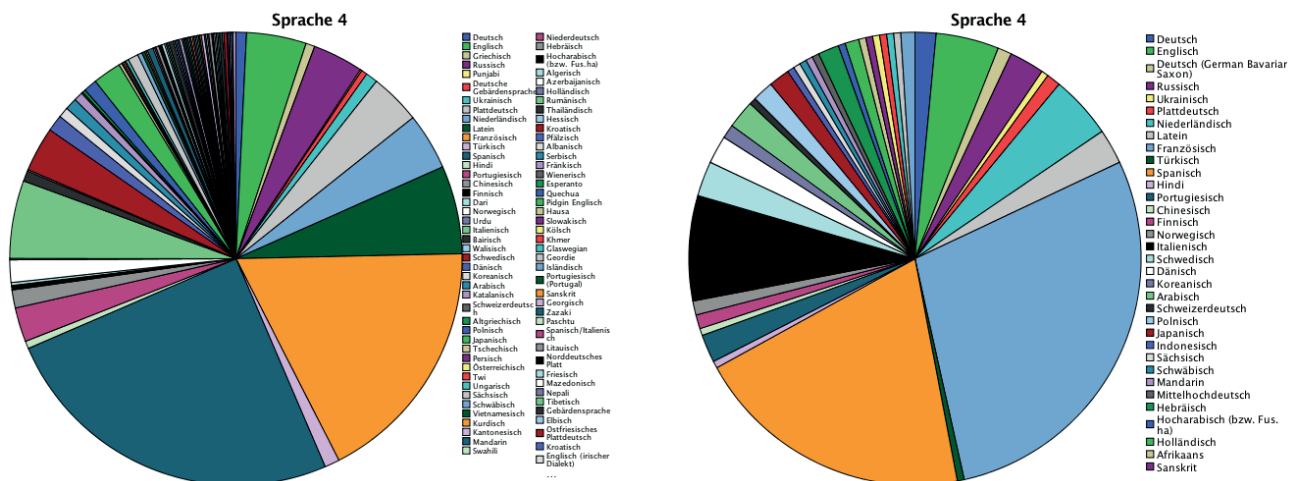
Language 2: Students vs. Instructors



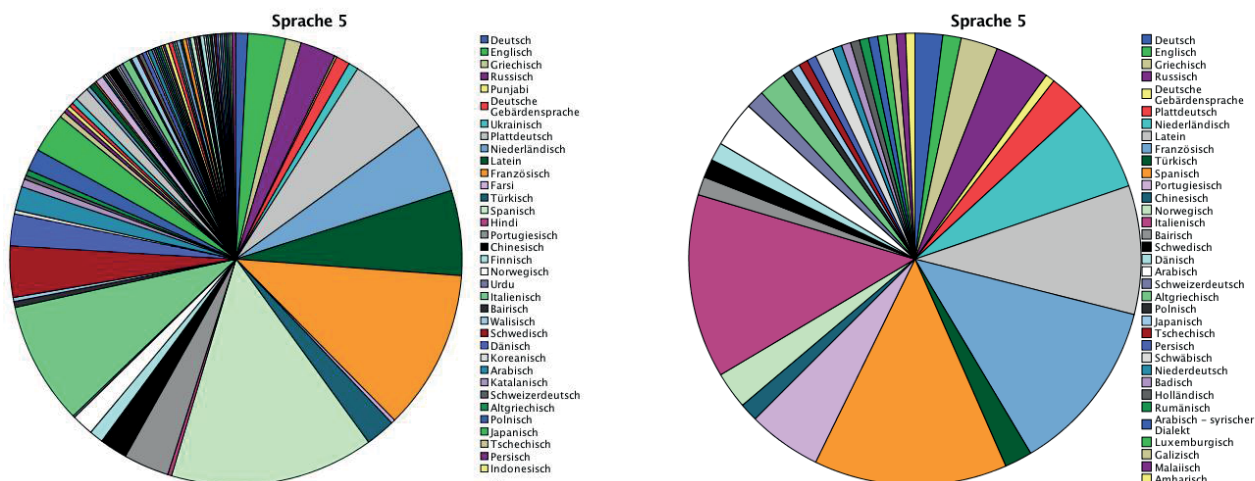
Language 3: Students vs. Instructors



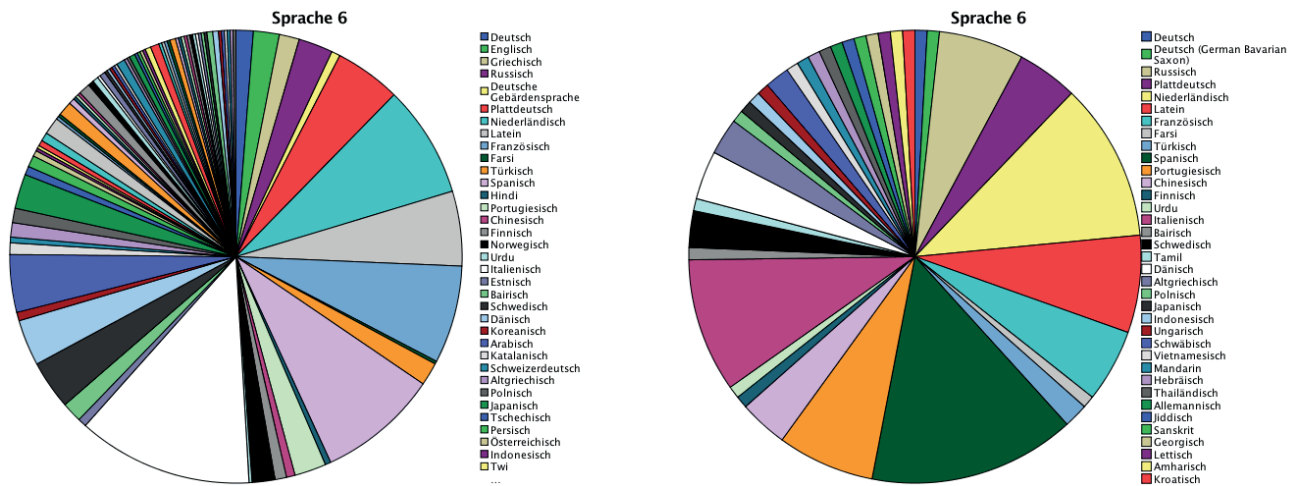
Language 4: Students vs. Instructors



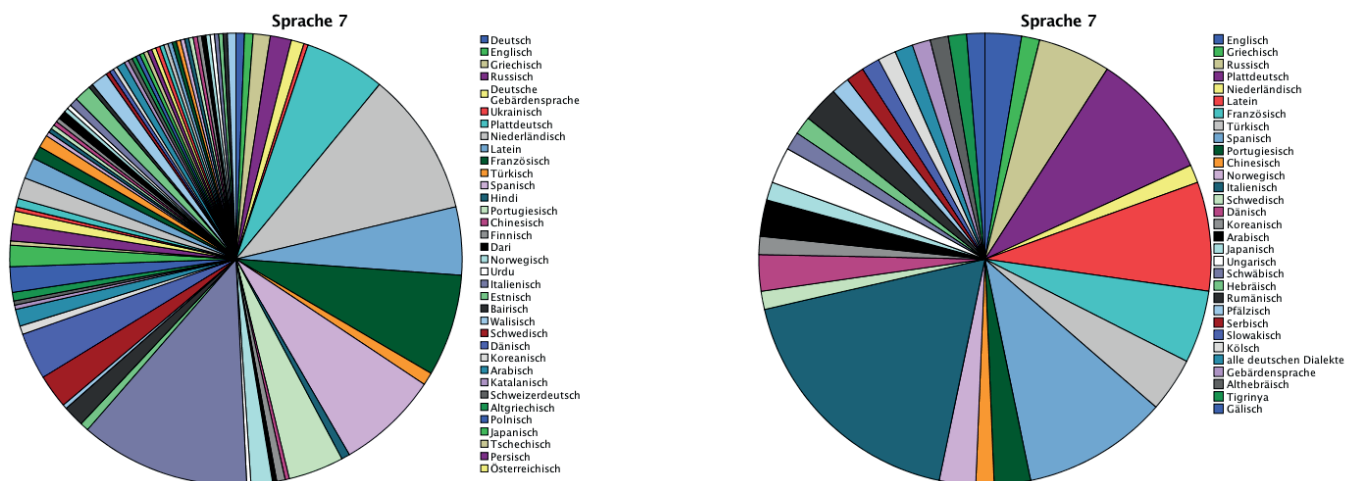
Language 5: Students vs. Instructors



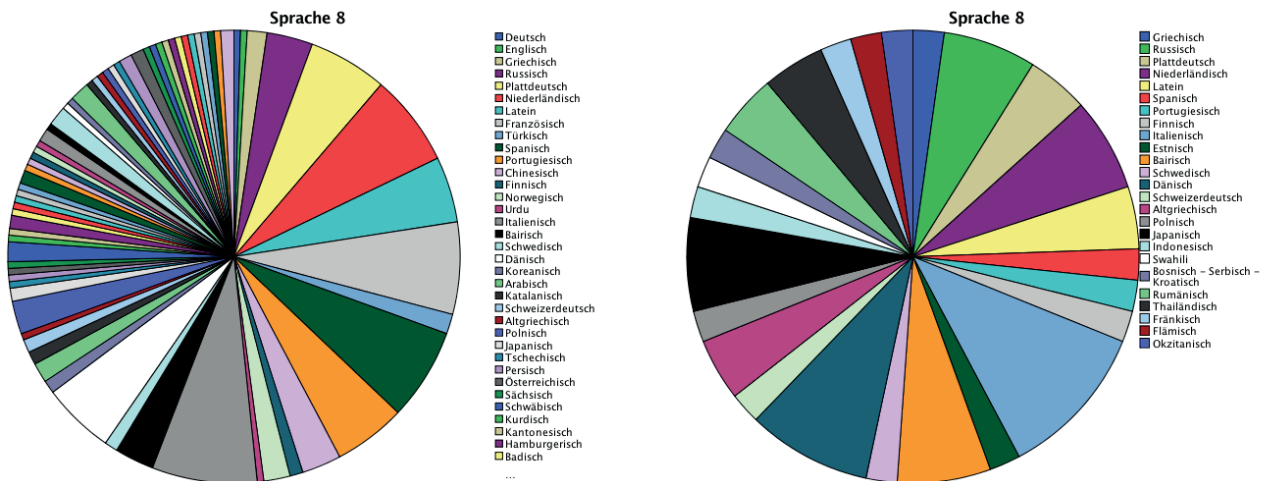
Language 6: Students vs. Instructors



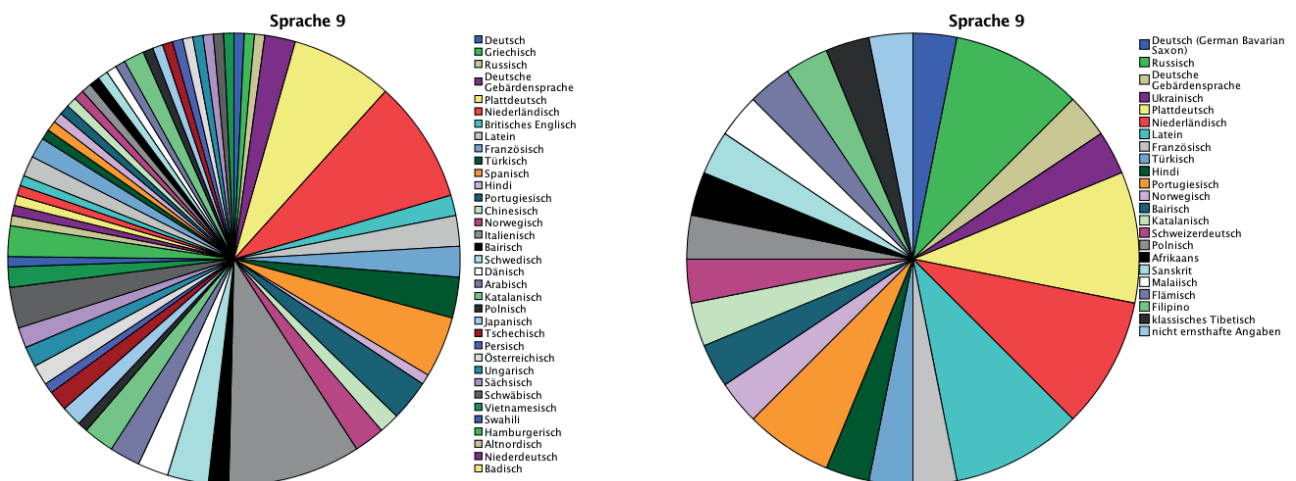
Language 7: Students vs. Instructors



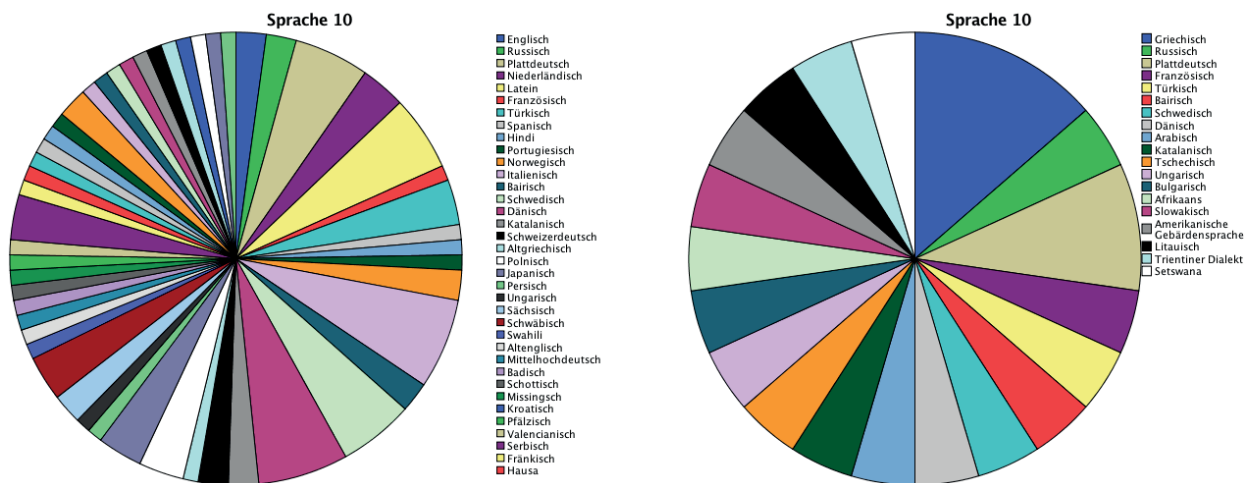
Language 8: Students vs. Instructors



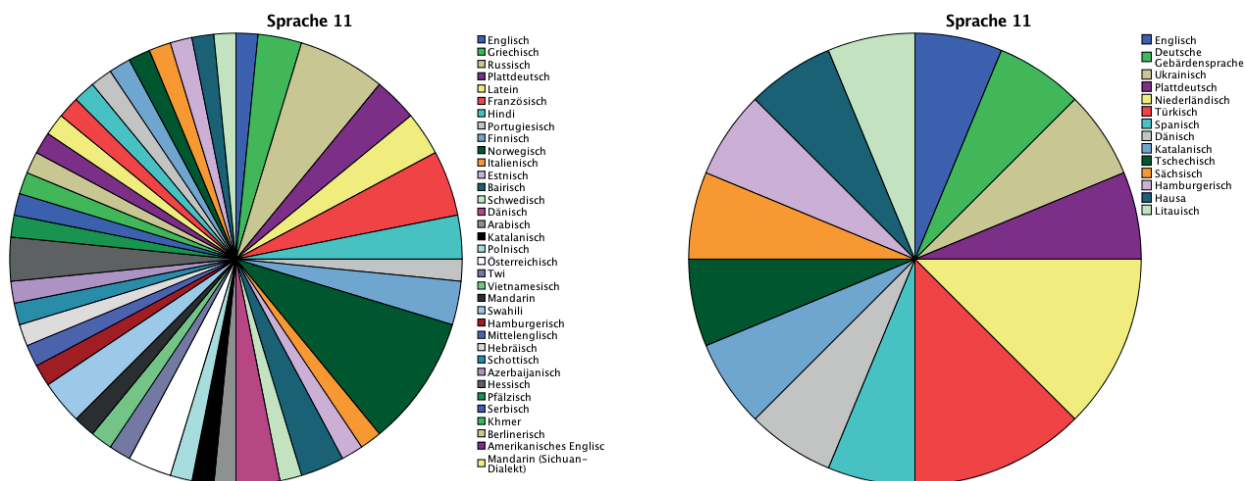
Language 9: Students vs. Instructors



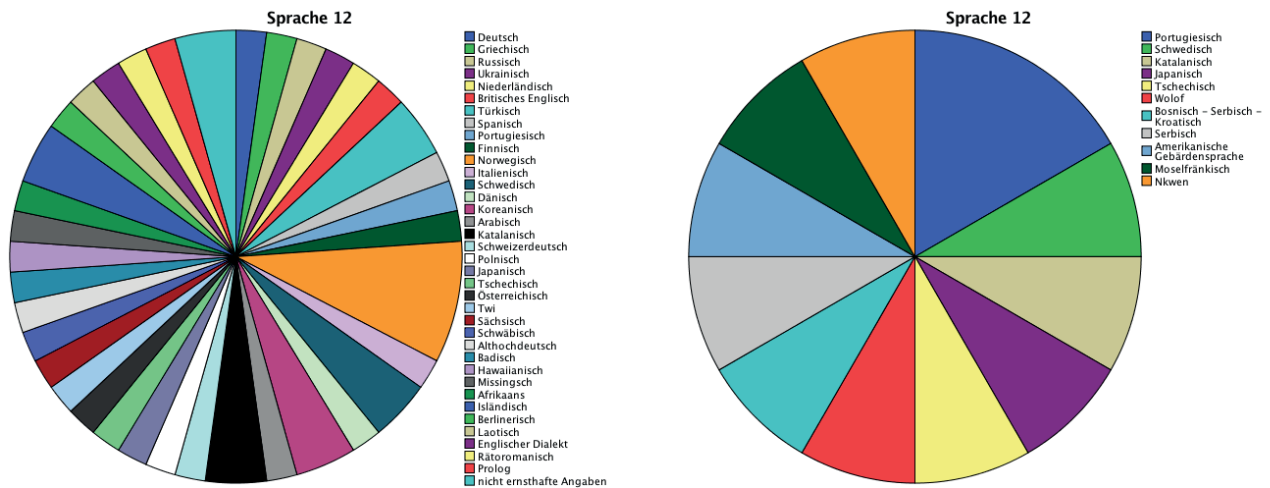
Language 10: Students vs. Instructors



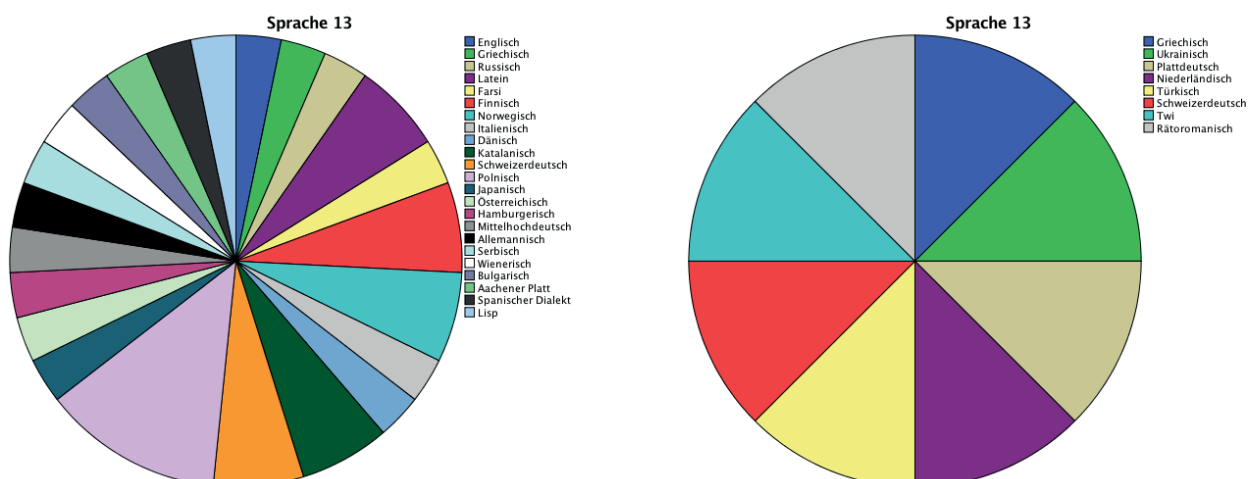
Language 11: Students vs. Instructors



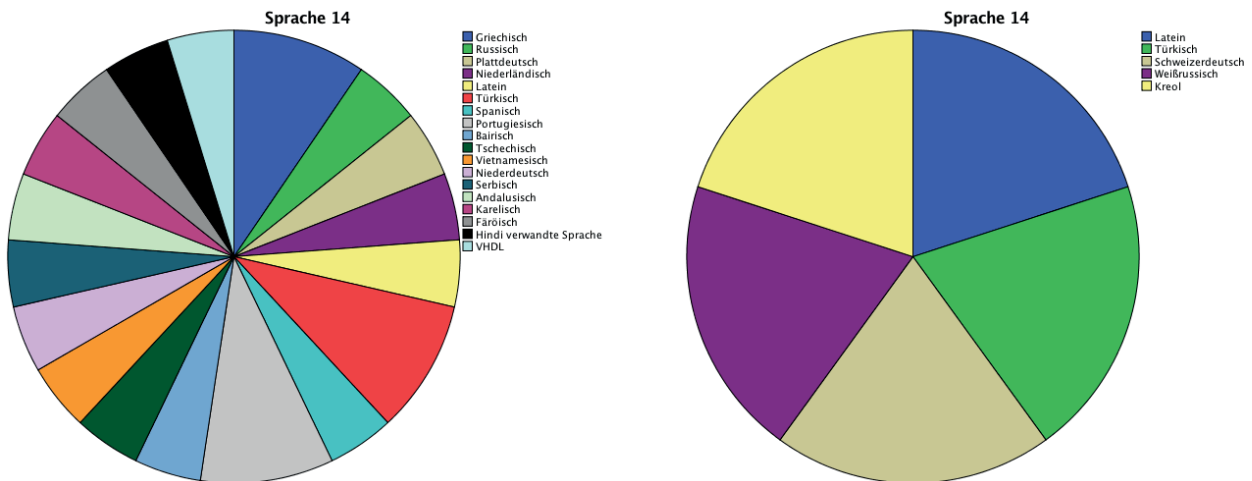
Language 12: Students vs. Instructors



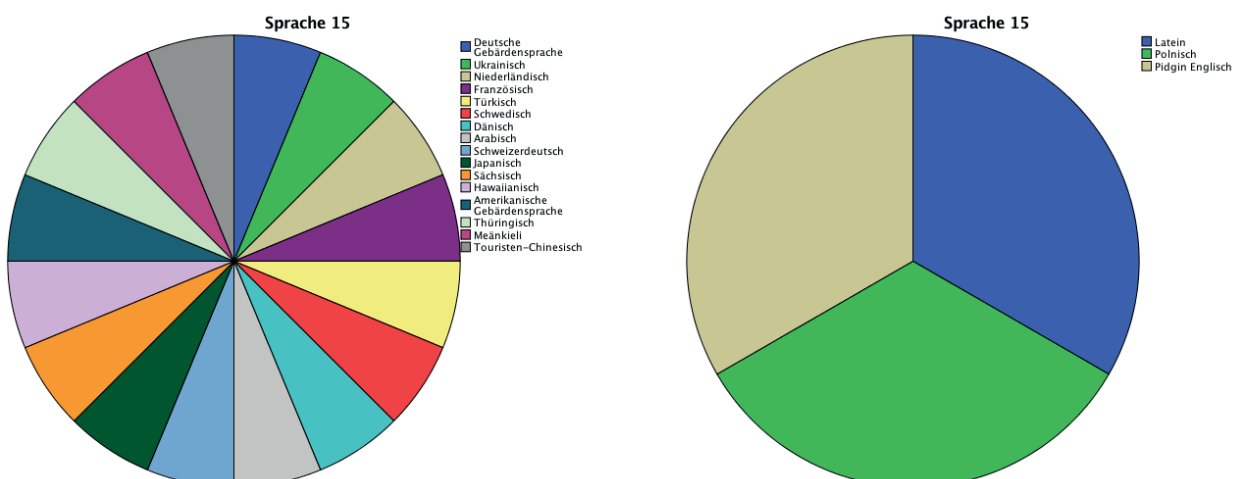
Language 13: Students vs. Instructors



Language 14: Students vs. Instructors



Language 15: Students vs. Instructors



Instructors: Self-Assessment of Ability to Teach in English

- Majority feels comfortable using English when teaching
- As required proficiency rises, number of instructors comfortable with tasks decreases

Instructors: Self-Assessment of Ability to Teach in English (A1/A2)

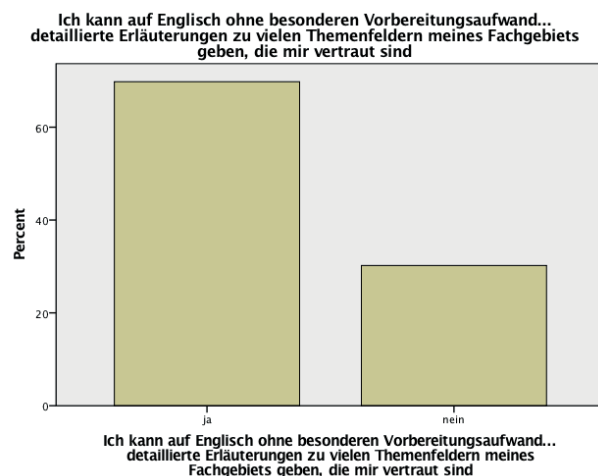
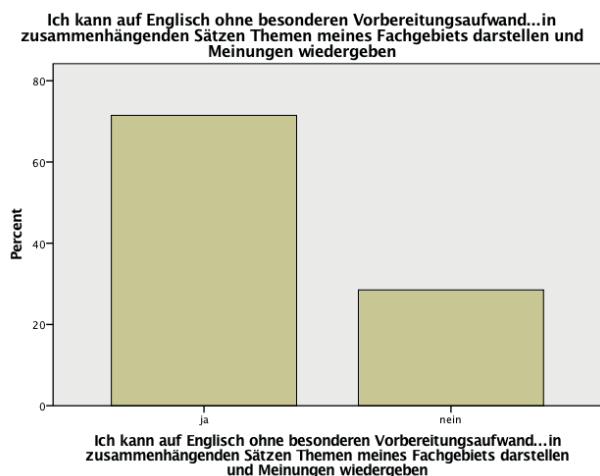
Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... einzelne Begriffe und kurze Textstellen in meinen Lehrveranstaltungen zitieren



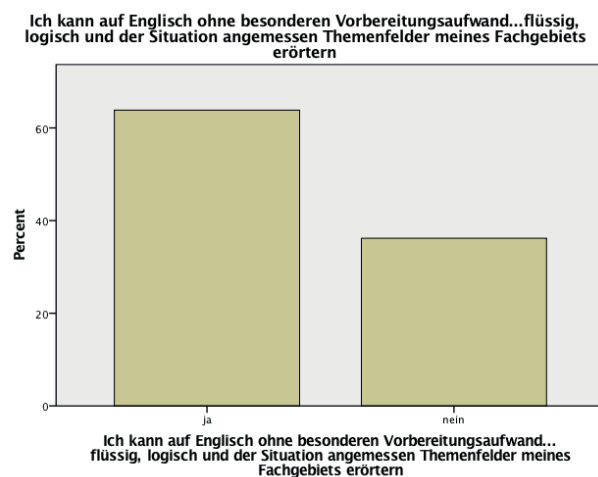
Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... allgemeine Sachverhalte in einfachen Worten formulieren



Instructors: Self-Assessment of Ability to Teach in English (B1/B2)



Instructors: Self-Assessment of Ability to Teach in English (C1/C2)



Discussion

- Interpretation of Data – Pending
- Strengths
 - flexibility Re: language definition
 - Larger number of languages permitted
 - Passive skills incorporated
- Limitations
 - Classification of languages/dialects/varieties
 - Anonymous Data – Possible double entries
 - Subjective Assessment of Language Skills
- Plan for further Research

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Multilingualism as a Resource of the Sustainable University

Project 4: Languages on Campus



Multilingualism as a Resource in Sustainable University Governance

**Prof. Dr. Dr. h.c. Ingrid Gogolin, Prof. Dr. Drorit Lengyel
& Tobias Schroedler**

BACKGROUND INFORMATION

The majority of the world's population speak more than one language. The majority of the world's nation states are bi- or multilingual. The population of Hamburg consists of people from approximately 190 different nationalities. These people have brought their languages with them. However, nobody knows how many languages these are.

Multilingualism 'lives' everywhere in the city: on its streets and markets, in its shops, its companies and businesses, in its administration and its schools and at its university, too.

A university with a genuine policy of sustainability needs to find forms of communication that allow better understanding under these conditions of multilingualism. This is necessary to meet its expectations in research, teaching and education.

OBJECTIVES OF THE PROJECT

We aim to discover what role multilingualism plays for the university staff in technical and administrative roles.

- Which languages other than German are spoken among the staff?
- Which particular areas of the staff's daily working routine are 'multilingual'?
- What linguistic challenges and obstacles have to be overcome?
- In which areas does multilingual communication work particularly well?

We would like to design a 'language map' of the university that shows how many and which languages surround us.

METHODS

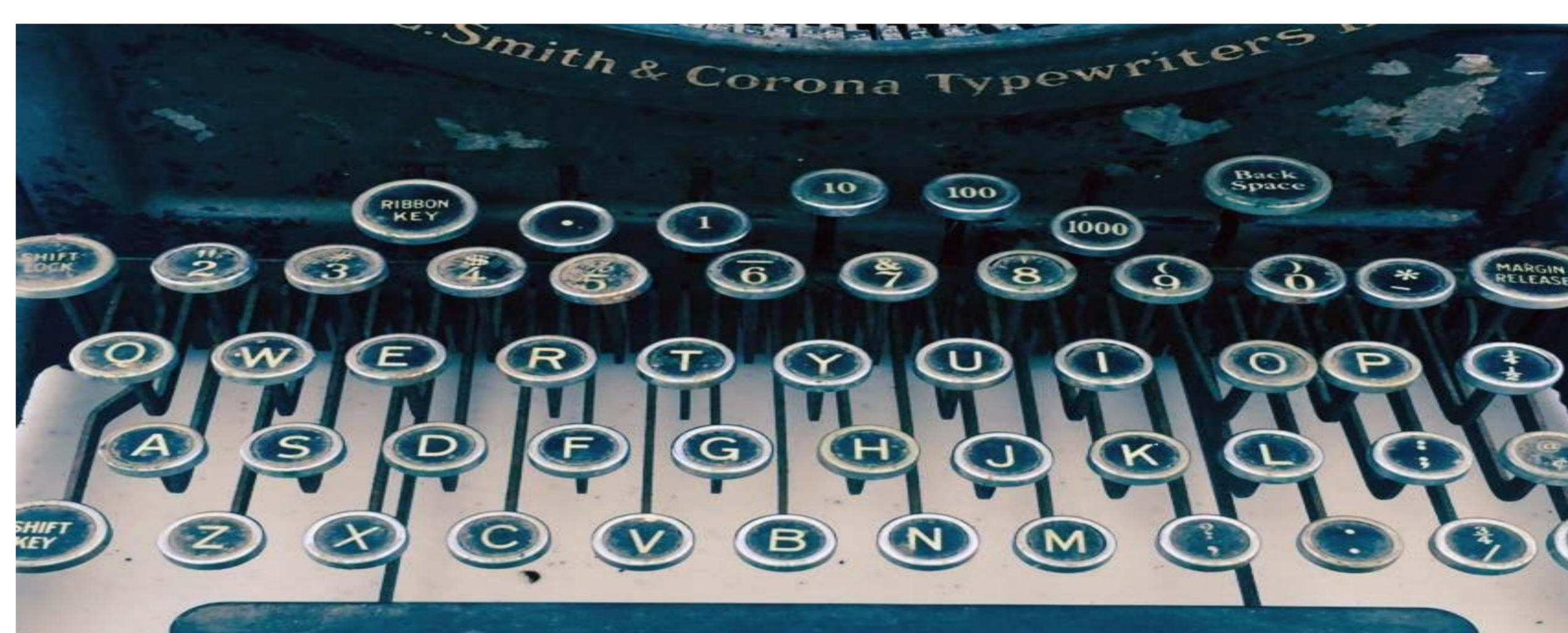
We are conducting a survey using an online-questionnaire. All (approximately 2600) members of staff in technical and administrative functions are invited to participate. The participation will be voluntary and anonymous. Among other things, we are asking for information on:

- The participants' language repertoire
- The usage of languages other than German in their daily working routine
- Situations in which communication in languages other than German is necessary

MAIN QUESTIONS

Some of the questions we are trying to answer are

- What languages other than German are spoken by actors in the university's governance, by its employees and in its administration?
- For which working areas is multilingual interaction particularly important?
- How do we overcome obstacles and challenges posed by multilingualism?



HYPOTHESES

Multilingualism and the language repertoire of the university's staff are an important asset for the 'sustainable university'.

We consider it crucial

- To raise awareness about the value of this resource or asset, and
- To identify ways which can help us to maintain and foster this resource in a future-oriented manner.

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Multilingualism as a sustainable resource in University Governance

Tobias Schroedler

Contents

- Background and Theory
- Methodology
- Sample
- First Findings
- Summary and Discussion

Background and Theory: Multilingualism

- Metropolitan areas of Germany: more *diverse* than ever
- Hamburg's population consists of migrants from approximately 190 different countries (migrant proportion of approximately 30%) (Federal Statistical Office for Schleswig-Holstein and Hamburg 2015, Gogolin et al. 2015)
- Great deal of research on multilingualism in educational settings – very little research in institutional setting (esp. public sector)

Question 1: Does a historically monolingual, conventional and state-funded institution reflect the multilingual reality of present-day Germany?

Background and Theory: Language as an asset

- Language skills and concepts of *value & capital*:
 - *Human Capital Theory* (Language skills as a form of human capital, that is needed and valued by employers)
 - *Market Value of Languages* (Language skills have economic value if they help creating monetary capital) (Grin 2002, 2003, 2006)
 - *Social / Cultural Capital* (Language skills increase one's linguistic capital: access to wider circles of societies & cultures; exploiting one's linguistic capital to own needs) (Bourdieu 1991, 1997, Martinovic 2011)
 - *Psychic Distance Theory* (Language skills as one of the most important components [or determiners of success] in business internationalisation) (Piekkari et al. 2014)

Question 2: Are language skills needed, used and valued?

Background and Theory: Institutional Governance

- Efficiency and Fairness in institutional policy (Grin 2015, Grin and Gazzola 2013):
 - Efficiency: The proper allocation of resources
 - Fairness: A “just” distribution of resources between social actors
 - Resource allocation in institutional policies is, hence, a trade-off between efficiency and fairness

Question 3: Are resources (assets) used and allocated *efficiently* & *fair*?

Methodology

- Questionnaire survey among all university staff in technical and administrative roles as well as library staff
- Partially programmable online questionnaire tool (Limesurvey)
- Paper&Pencil versions of the questionnaire
- Content:
 - What is your L1? What languages do you speak? At what level? Where and How have you learned them?
 - Do you use languages other than German at work? If so, what languages are these? In what situations?
 - Who are you mainly communicate with during your daily work routine? In what languages?
 - Would you like to use languages other than German at work more often?
 - ...
 - Personal Information

Methodology

Pilotversion Umfrage zur Kommunikation und Sprache

0% 100%

Angaben zu Ihren Sprachkompetenzen

In diesem Abschnitt können Sie Ihre Sprachkompetenz selber einschätzen. Es geht nicht um absolute Genauigkeit. Entscheiden Sie selbst, was Sie in der jeweiligen Sprache können.

Welche Sprachen können Sie verstehen bzw. sprechen?

Bitte geben Sie alle Sprachen an, die Sie irgendwie verstehen bzw. sprechen, völlig unabhängig auf welchem Niveau.

Sprache 1
 Sprache 2
 Sprache 3
 Sprache 4
 Sprache 5

Welche dieser Sprachen würden Sie als Ihre Muttersprache bezeichnen?

Bitte wählen Sie einen oder mehrere Punkte aus der Liste aus.

- ☒ German
☐ English
☐ French
☐ Spanish
☐ Irish

Wie gut können Sie die Sprachen **verstehen, wenn Sie zuhören**?

Ich kann auf ...

Bitte markieren Sie für die jeweilige Sprache die Höhe Ihrer Fähigkeiten und Fertigkeiten. Die Abstufungen erhöhen sich von links (1= wenig Kenntnisse) nach rechts (6= hohe Kenntnisse).

	1 - einzelne Wörter und Teile von Sätzen verstehen	2 - einfache Sätze im Alltag verstehen (z.B. beim Einkaufen, bei der Arbeit)	3 - die wichtigsten Informationen im Gespräch, bei der Arbeit, im Radio/Fernsehen verstehen	4 - verstehen, wenn jemand einen Vortrag hält oder die Nachrichten spricht	5 - ohne große Mühe längere Reden, Spielfilme und Fernsehsendungen verstehen	6 - mühelos alles verstehen, auch wenn jemand schnell und mit Akzent spricht	keine Antwort
German	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irish	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wie gut können Sie **an Gesprächen teilnehmen**?

Ich kann auf ...

Bitte markieren Sie für die jeweilige Sprache die Höhe Ihrer Fähigkeiten und Fertigkeiten. Die Abstufungen erhöhen sich von links (1= wenig Kenntnisse) nach rechts (6= hohe Kenntnisse).

	1 - einzelne Wörter und Teile von Sätzen sprechen	2 - einfache Sätze im Alltag sprechen (z.B. beim Einkaufen, bei der Arbeit)	3 - mich an Gesprächen über vertraute Themen beteiligen	4 - in vertrauten Situationen diskutieren und eigene Ansichten verteidigen	5 - mich in Alltag und Beruf gut ausdrücken und mit anderen diskutieren	6 - mich mühelos an allen Gesprächen beteiligen und angemessen ausdrücken	keine Antwort
German	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irish	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sample

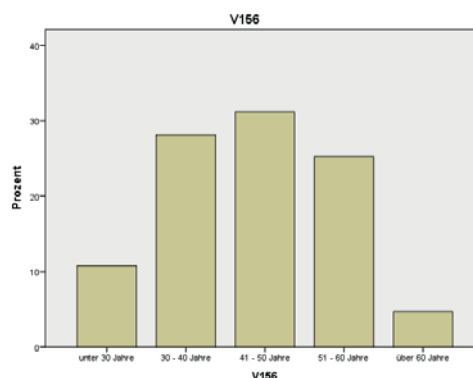
- 661 out of 2243 staff (29.5%)

	Sample	Real
Administrative	59.6%	59.1%
Technical	18.8%	33.6%
Library	7.7%	7.4%
Other	13.9	

- M/F ratio: female: 72.8%, male: 27.2%
(Real figures: f: 75%, m: 25%)

- Age:

under 30:	10.8%
30-40:	28.1%
40-50:	31.1%
50-60:	25.3%
over 60:	4.7%



First Findings

Different L1s: 33

Different languages: 60

L1	Number of Native Speakers
German	572
English	19
Russian	18
Polish	9
French	7
Spanish	6
Turkish, German Dialect	5
Ukrainian, Portuguese	3
Arabic, Bosnian, Bulgarian, Chinese, Dutch, Hungarian, Punjabi, Sign, Swedish, Spanish, Ukrainian	2
Croatian, Czech, Danish, Greek, Iranian, Italian, Japanese, Khmer, Lithuanian, Madagascan, Macedonian, Norwegian, Rumanian, Turkish	1

First Findings

Have you used languages other than German at work during the past month? (n=638)

Yes	No
71.9% (459)	28.1% (179)

Would you like to use languages other than German at work more often? (n=511)

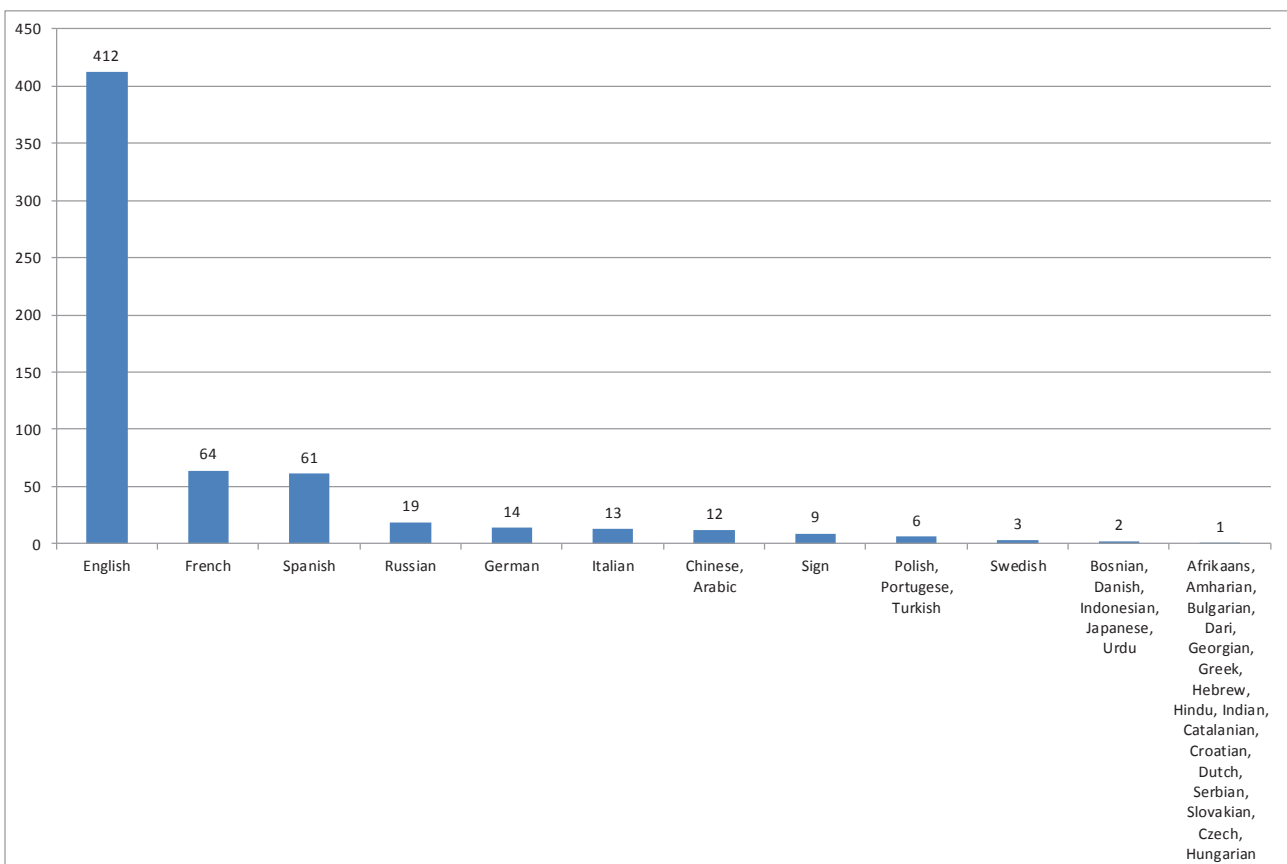
Yes	No
75.1% (384)	24.9% (127)

First Findings

Can you think of situations in your daily working routine, in which your multilingual repertoire may be useful? (n=554)

Yes	No
80.9% (448)	19.1% (106)

What resources do we have? Where are they? What languages would these be? (see: following slide)



Situation	Responses	%
Communication with guests from abroad	83	23.45
Communication with non-German speaking students	124	35.03
Communication with non-German speaking colleagues	56	15.82
Consulting / Advising	33	9.32
Responding to phone calls and emails	48	13.56
Contact with international partners	65	18.36
Contact with international service agents	23	6.5
Website and info-material design in languages other than German	25	7.06
Presentations	25	7.06
Research	15	4.24
other	29	8.19

Summary and Discussion

Question 1: Does a historically monolingual, conventional and state-funded institution reflect the multilingual reality of present-day Germany?

- Overall, it does (69 languages, 23 L1s)
- With some slightly unexpected results

Question 2: Are language skills needed, used and *valued*?

- *needed* and *used*: Yes. (71.9% of staff use languages other than German regularly in work)
- *valued*?

Question 3: Are resources (assets) used and allocated *efficiently & fair*?

- 80.9% of staff indicated that their multilingual repertoire is useful in their daily work
- Room for improvement...?

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