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International Talents in Education

A Handbook for Employers and Other Decision-Makers

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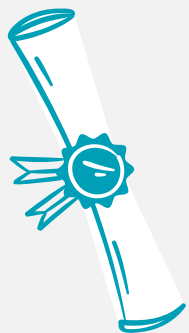
Summary

The contributions to this handbook aim at throwing light on the situation of international talents who are working, or seeking work, in the educational sector, their trajectories, assets and educational practices. More importantly, they offer tools and recommendations for employers and other decision-makers designed to facilitate their employment and promote a supportive work environment.



Chapter One on **'International Talents in European Educational Labour Markets'** gives an overview of job opportunities for international talents at higher education institutions and in the general education system, as well as the non-profit and private sectors. The chapter also contains three testimonies of a Polish lecturer teaching in Finnish in Finland, a Ukrainian kindergarten educator in Germany and a former Russian academic working for an educational NGO in Germany.

In **Chapter Two** on **'Career Counselling for International Talents'**, Susy Galli, a self-employed career counsellor working out of London, explains how she prepares young Italian talents for moving to the United Kingdom to pursue their educational trajectory or finding an entry-level job. She insists on the importance of language barriers but also describes how the regulatory environment has radically changed since Brexit. Career guidance has become an essential part ahead of departure as the young people she advises are often ill-prepared for the application to higher education institutions and the expectations of employers.

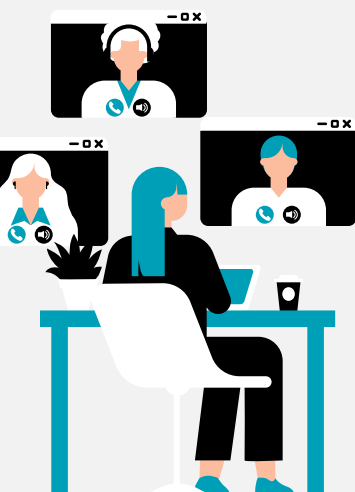


Chapter Three on **'Assessing Language Proficiency'** has a closer look at the ways language proficiency is being assessed. It describes the Common European Framework of Reference (CEFR) and provides some recommendations how language certificates can be used by employers to appraise a job candidate's language skills and how these certificates serve as gatekeepers. In education, international talents are often required to have an excellent command of the language of instruction. The last part raises questions on the meaning and validity of the term "native speaker" .

Chapter Four on **'Job Interviews with International Talents'** presents suggestions how to make the most of a job interview with a candidate from a different linguistic and cultural background.



Chapter Five on **'Communicating in a Multilingual Educational Environment'** introduces the concept of individual 'linguistic repertoires'. These repertoires defy labels such as ethnicity, language and religion, and allow for a pluralistic approach in multilingual educational settings by recognising and validating their diversity. Examples for good practices in these settings are open and flexible curricula. The chapter is accompanied by a short text on linguistic landscapes whose study focuses on written productions in public spaces (boards, posters, graffiti, etc.). In education schoolscapes can be constructed in a way that includes students' multilingual linguistic repertoires and encourages practices such as translanguaging. Linguistic landscape walks, for example, are a form of collaborative learning in which students explore their social surroundings, negotiate their understandings of it and actively co-construct knowledge.





Chapter Six, 'Towards a Multilingual Work Space', presents examples and recommendations on how multilingual school and work environments can be adapted to the needs of multilingual users to create more welcoming work spaces. It also suggests an exercise that allows stakeholders to co-design such a space.

Chapter Seven on 'Supporting Language Aware Communication at the Workplace', investigates tools and practices that make workplaces linguistically accessible. These include plain language, language tutoring and mentoring during office hours, the use of linguistic mediation services for translation and interpretation, as well as plurilingual and multimodal communication. Each practice is followed by a description to describe how it works, when to use it and what are its potential benefits and limitations. The chapter also includes a template for evaluating these practices.



Chapter Eight on 'Teaching in a Multilingual School Environment: Translanguaging' comprises two parts. The first discusses the benefits of using translanguaging in classrooms and why multilingual teachers are likely to be more open to this practice. This is followed by an interview with the principal of a primary school in Berlin Kreuzberg, a district with a high share of children with a migrant background.

Credits



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