



SALZBURG
GLOBAL
SEMINAR

70TH ANNIVERSARY

EDUCATION FOR TOMORROW'S WORLD

Wednesday, December 13, 2017

Springboard for Talent: Language Learning and Integration in a Globalized World

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If you're interested in writing either an op-ed style article for our website or the session report, or a personal reflection blog post while you're here this week, please let Salzburg Global Editor Louise Hallman know or email your submission directly to lhallman@salzburgglobal.org.

If you intend to write for your own organization either while you're here or after the session, please make sure to observe the Chatham House Rule (information on which is in your Welcome Pack).

We'll be updating our website with summaries from the panels and interviews with our Fellows, all of which you can find on the session page:

www.SalzburgGlobal.org/go/586

You can also join in the conversation on Twitter with the hashtag #SGSedu and see all your fellow Fellows and their organizations on Twitter via the list www.twitter.com/salzburgglobal/lists/SGS-586

We're updating our Facebook page www.facebook.com/SalzburgGlobal and our Flickr stream www.flickr.com/SalzburgGlobal with photos from the session during this week and also after the session.

We will also be posting photos to Instagram www.instagram.com/SalzburgGlobal. Use the hashtag #SGSedu and we might feature your photos in the newsletter!



From @sparvell on Twitter: Introducing the co-chairs of the @SalzburgGlobal #microsoftedu is proud to be involved in this important thought leadership



Valuing Language Learning in a Globalized World

As they introduced themselves at the start of the latest Salzburg Global Seminar session, *Springboard for Talent: Language Learning and Integration in a Globalized World*, it was clear that the 50 Fellows gathered for the five-day program spoke many languages and understood the value of doing so. But why is learning a language so important?

This was the one of the questions facing the opening panel as they “set the scene” and considered language learning and language policy through the varying lenses of recognizing its economic value, resolving ethnolinguistic conflicts, enhancing transnational and transcultural understanding, and strengthening cultural resilience for migrant populations (both forced and otherwise).

While the value of learning languages may be apparent to those gathered in Salzburg, convincing policymakers, communities, parents, and even the learners themselves of that value can remain a challenge in many contexts.

To address that challenge, following inputs from the panelists, the Fellows gathered in small groups to establish their first “headlines” that will help to frame the Salzburg Statement, to be co-written throughout the week and published on February 21 – International Mother Language Day.

To gain the support of communities, families and learners in recognizing the

value of language learning, “start early” was the key piece of advice.

Schools should be encouraged to accommodate linguistic diversity, and establish reciprocities among different language speakers to encourage both formal and informal language learning. Increasing linguistic diversity of teachers would help in this regard.

At the policy level, recognizing that state education system language policies can be destructive and distracting, Fellows urged for a flexible language policy, seeing multiple languages as a resource to enhance, not a problem to be solved. As language learning is frequently about power, leading some languages (such as English) to be valued higher than others, they encouraged a de-emphasizing of English as the default second language of bilingualism.

With regards to business and economics, Fellows acknowledged that there is currently a disconnect between global trade ambitions and the provision of effective language learning, and called for the embrace of the economic benefits of linguistic diversity within companies.

Fellows were left with much food for thought for the next days' discussions, which will consider language policy, social cohesion, the role of technology, multilingualism and economic dynamism, and addressing the Sustainable Development Goals.



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Michael Nettles: “Language is both barrier and bridge to cooperation, peace and progress”

Session Co-Chair and multi-time Salzburg Global Fellow offers his opening remarks

Guten tag! Und willkommen in Salzburg. Hopefully that means “Good afternoon and welcome to Salzburg” in German. But I got it from Google Translator, so it could mean almost anything. No doubt, we will have a robust discussion on the efficacy of translation technologies this week. Until then, I will stick to my mother tongue: American English inflected with doctorate-ese.

My name is Michael Nettles, and I am the Senior Vice President of the Policy Evaluation and Research Center at Educational Testing Service, of Princeton, New Jersey, in the United States. I would like to welcome you to this year’s Salzburg Global Seminar session, *Springboard for Talent: Language Learning and Integration in a Globalized World*.

This is ETS’ eighth session in partnership with Salzburg Global Seminar. We previously have examined educational and social mobility gaps and how to close them; the experiences of students at the margins and the institutions that serve them; early childhood development, the use of testing and data in creating education and workplace opportunities for underserved groups; and advances in social and emotional learning, which was the topic of last year’s seminar.

This year’s session on language and language learning is organized under the heading *Education for Tomorrow’s World* — that is, the strategies, innovations and institutional changes that can meet societies’ future needs and help all learners flourish. It would be difficult to conceive of a lever more basic or useful than language for achieving those aims. Where people live together, nothing is possible without communication. And so I am very excited about our agenda and learning from all of you.

Setting Themes

Language, of course, is both barrier and bridge to cooperation, peace and progress. And if the urgency of appreciating this fact rises and falls with the level of turmoil in societies, then we picked the right time to talk about it.

As our colleague Joseph Lo Bianco put it in an interview published earlier this year, “Language is fundamental.



We socialize infants into talking because it is the most human of acts. Our relationships, collective identities, political systems, education and economic activities are all inconceivable without effective communication, so it’s inevitable that language is also going to be involved in conflicts.”

If anyone understands ethnolinguistic conflict in multiethnic societies, it is Joe Lo Bianco. And I am looking forward to his input in our sessions on languages and social cohesion, identity, and intercultural understanding.

From a historical standpoint, we are currently in what another of our colleagues, Hywell Coleman, describes as the third phase of international development aid and language planning since the end of the Second World War.

He says the first phase, extending from the end of the war to the mid-1970s, was defined by what Robert Phillipson called “linguistic imperialism” under the cover of Western infrastructure and macroeconomic aid to developing countries.

The second phase, from the mid-70s to the end of the 20th century, shifted to aid in support of human development. It saw doubts creep in with regard to the appropriateness of English-language learning in the context of development.

Hywell says the signal feature of the third phase is a belief that early education is most effective when conducted in the student’s native language.

As for our work over the next few days, we will be like the ancient Hebrews and

consider Four Questions:

- One – How can we better communicate the complexity of research around language policy and learning?
- Two – How can more be done to help newly arrived refugees and migrants learn the host country language?
- Three – What role might disruptive technologies play in shaping future decisions about language policy?
- And Four – What research and policy gaps exist in achieving these goals? And how can these be addressed in mono and multilingual contexts?

We intend to address these questions from the perspective of the individual; the state; and market and society.

It is a lot! But who better to ask and answer these questions than this group of renowned and accomplished experts?

Multilingualism and Nationalism

I think it is fair to say that all of us here respect and value linguistic diversity, among both individuals and societies. By truly learning a language, we learn a culture, since language and culture are so intertwined. And wonderful things flow from intercultural understanding: peace, prosperity, mutual respect, well-oiled gray matter — all good things! By protecting languages used by smaller populations, we are protecting humankind’s cultural inheritance.

Conversely, we recoil at linguistic imperialism, even under the guise of magnanimity.

Yet I would submit that it is not

always vulnerable minority populations who wish to protect their culture and autonomy in part by protecting their native language. The powerful and populous do, too. And they often wield national language policy as a cudgel to control and subjugate, frequently under the patina of nation building.

Joe Lo Bianco reminds us that in 1952, students from what was then East Pakistan were set upon and killed for demanding equal recognition of Bengali with Urdu, which had just been proclaimed to be the sole national language. The dispute provoked the long, bloody war that resulted in independence for Bangladesh.

In South Africa, the government's announcement of compulsory Afrikaans in the teaching of math and social studies provoked the 1976 Soweto uprising, a landmark in the often violent struggle against apartheid.

Nor has the United States, arguably the most ethnically diverse society in the world, been immune. During our "Indian Wars" of the 19th Century, the eradication of native languages was among the goals of federal boarding schools for Native Americans.

To this day, there is constant tension in schools and communities throughout the United States over bilingual education. It often produces the false assertion that English is the official national language of the United States, when in fact we have no official language. As in many other societies marked by ethnic conflict, our language disputes are associated with anti-immigrant, anti-foreigner, anti-other sentiment. To many observers, this has been especially pronounced under the current administration.

An Alternative Theory

Let me be a little provocative now. I think it is obvious that the mere existence of discrimination against linguistic minorities does not prove the converse — that a multilingual society is a peaceful society in which ethnic groups cooperate with and respect one another. Going a step further, it could be argued that while linguistic minorities are often shunted into ethnic enclaves, an argument can be made that people prefer to live with their own kind, and to keep their interactions with other communities at a minimum. A definition of multilingualism, after all, is a society in which people who speak different languages live side by side but not together.

In fact, an argument can be made that at

some point, multilingualism contributes to ethnic tribalism. That has the whiff of blaming the victim, and it is not a theory that I subscribe to. But it is something to think about. Where is the tipping point at which multilingual societies become too fragmented to hold together?

I do believe that, by far, the greater threat to civil society is from ethnic and linguistic majorities seeking to impose the majority language on the linguistic minority, and to exile or abuse the minority when it suits their purpose. In fact, is part of the danger inherent in the rise of nationalist movements around the world.

But history goes in cycles. And it is possible that in the next phase of international development aid and language planning that the pendulum will swing back to once again view a lingua franca as the best path to peace within and among societies and nations. Whether that would be English, Chinese, Russian or some other language, who can say? As repetitive as history can be, it is also hard to predict.

Speaking of Lingua Franca ...

We certainly live in interesting times! Never has a single language, in this case English, been so widely spoken throughout the world. Thanks in part to this common medium, international travel, commerce and communication have never been so simple or so ubiquitous. Never has it been so easy for talented academics and researchers to attend international seminars so far from home.

And yet for all this coming together, we live under a very real threat of a nuclear war breaking out at any moment between two societies that could hardly be more different politically, culturally, economically, and linguistically. ... Communism collapses — and Russia seizes the Crimea and goes to war against Ukraine. Autocracies tumble in the Middle East — and are replaced by the nihilists of ISIS.

Are language policies a symptom of discord? Or are they a cause? Or a cure?

There is cognitive dissonance everywhere on the question. As Gabrielle Hogan-Brun notes, a lack of multilingualism among Britons costs the UK 3.5% of its GDP every year. And a British Council survey two years ago showed that almost 60% of UK adults regret that they let their school-era language skills slip. But rather than engage even more vigorously with other cultures for their own economic benefit, they vote to leave the EU and turn inward.

In the US, nearly half the states offer special recognition to bilingual K–12 graduates. But at the college level, enrollment in foreign-language courses fell by 6.7% between 2009 and 2015. One large state university system will now even allow students to count their high school computer courses toward their foreign-language requirements for admissions purposes.

In Japan, Kayoko Hashimoto tells us that more than a decade ago, the American political scientist Joseph Nye pointed out that Japan's "weakness in languages" made it difficult for it to use its soft power to extend its influence around the world. But despite a decade of trying and despite the awesome international appeal of Japan's cultural exports, little has changed, and the Japanese language is an official or common language in just one place: Japan. Foreign students who come to the United States to study in our colleges and universities take classes in English, the better to learn American culture and values. In Japan, they take classes ... in English. Without learning the language, truly learning a culture is not possible.

Conclusion

That is the principle on which my company, ETS, is developing an interactive learning platform to help adult English-language learners understand the practical elements of English in a workplace context: what to say, how to say it, and when to say it. We are also developing an intercultural-competence module of our HEIghten® higher education outcomes assessments. It is based on the belief that intercultural competence has become an essential skill for success in the 21st century workforce.

It may all be academic, so to speak, given the march of technology. Anyone who has used Google Translator knows that it is a long way from practical utility. You may think that you are asking where the bathroom is, only to learn that you have just ordered a cucumber sandwich for your parakeet.

But it is a good bet that translation technologies will be much improved. Will they promote cross-cultural cooperation? Or will they make the hard work of learning languages a thing of the past, and thereby diminish the value of multilingualism, and promote ethnic separation?

Of course, the answer to all these questions is "yes."

Thank you.



HOT TOPIC: Why is language learning so important?

Tomas De La Rosa & Mirva Villa

“It’s through language acquisition that young people make sense of their world. It’s how they contribute positively to their world. For language learners themselves, it’s interesting to note that students who have a second or third language at a national level – when looking at results – perform extremely well on other standardized tests. So there’s an interesting possible correlation between language acquisition and deeper learning in science, math, and other areas.

For language learners there’s also the development of empathy, as students are in a position to consider a point of view beyond their own. As we know language is an artifact of culture, so in learning a language you are learning a culture, and understanding an alternative viewpoint to the dominant viewpoint that you may have had from birth.

It opens up access to a world of information, perspectives, opportunities, both social as well as employment-based, for young people who are able to navigate life and live in a multi-language society.”

Mark Sparvell

Thought Leader for Education Marketing, Microsoft, USA

“I myself am a non-native ‘attempted’ speaker of Arabic, and have watched the language grow in influence and impact in the US since I started learning, which was over 30 years ago... For me, it’s really about... thinking differently about the world, because you’ve had the opportunity to do something in particular to do with a country that people think they know through headlines. The language was really just opening the door, it wasn’t the whole journey – it helps begin a journey.”

Maggie Mitchell Salem,

Executive Director, Qatar Foundation International (QFI), USA

“Formal language learning gives people the opportunity to find out about each other, and people need to find out about each other if they’re going to learn well together. For Learner A and Learner B to be able to help them in a classroom setting, they have to have some kind of common language. To move to a place where they understand each other’s language enough, they may need to learn that language. It’s a strategic way that a teacher can bring together the linguistic resources different of learners in a classroom.

Informal language learning, on the other hand, goes on all the time. We’re constantly picking up bits of these different communicative practices that people use. [...] The point is that when people move, either great or small distances, suddenly they’re in a new communicative context, and they will naturally and instinctively start to learn the different language resources of other people.

What happens there, is language is much more mixed and there’s a big difference between what we do informally and often what teachers do formally and I would like to see more informal use in the classroom to help learners learn formally.”

Tony Capstick

Lecturer in Applied Linguistics, University of Reading, UK

“I live in the UK, where there’s a lot of monolingual people who think “This is not important for me” ... For some people this is not a choice, because they’re learning a language for survival: you don’t get a job unless you can communicate, you don’t get health care, and you’re really going to have problems in a host country. These people wouldn’t even ask this question, they just do it, and they do it fast and are quite motivated.

I was really thrilled to be sharing their experience [learning in Denmark with other

migrants]; I was far slower than them and they made a good job of it, and really helped them integrate because they started to read newspapers and understand the society. This question will be answered differently by different people, but I think it also opens your mind, you open up beyond your own culture, and that helps you understand others more.”

Gabrielle Hogan-Brun

Senior Research Fellow, School of Education, University of Bristol, UK

“Language learning is fundamental, because...it teaches us to see the world in multiple ways. I still remember the change that it made for me when I first learned a language. I have this sentence that has been stuck in my head ever since I was a child and I started learning French. I had this moment that I called “la perdita dell’ovvio” – things were not obvious any longer. Suddenly I realized that there wasn’t a complete adherence between the world and how we see it, because it can be seen in so many different ways.

I think that just by learning languages we learn to be plural and we learn to understand in different ways, and we learn to understand other people.”

Loredana Polezzi

Professor of Translation Studies, School of Modern Languages, Cardiff University, UK

Have an opinion on our HOT TOPIC?

Tweet @SalzburgGlobal with the hashtag #SGSedu

Many of our Fellows this week speak multiple languages, but do you speak emoji? Tweet your translations to @SalzburgGlobal!





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From @sparvell on Twitter: Dinner with colleagues @SalzburgGlobal in Austria.... Schnitzel of course! Great dialogue about language learning, policy and implications today.



“Monolingualism does not guarantee peace or cohesion”

Speaking a dominant language either in a local, national or global context can open up a world of opportunities. Conversely, not speaking a dominant language can hinder one's prospects, leaving people feeling marginalized. But monolingualism should not be the goal.

Panelists on the second day of *Springboard for Talent: Language Learning and Integration in a Globalized World*, examined the role of language acquisition in increasing social cohesion, sharing examples of where language policy had helped and hindered.

Australia formerly imposed a policy demanding new migrants speak English on arrival or be denied entry. This has since changed: today, the Adult Migrant English Program (AMEP) provides free language tuition to all who need it, better ensuring that new migrants can participate socially and economically. “The state has the responsibility to provide the linguistic means to integrate,” remarked on Fellow, urging Europe and the US to emulate the program.

While encouraging the learning of one dominant language can help build a sense of integration and shared cultural identity, mother tongue suppression can also give rise to greater conflicts. International Mother Language Day is held on

February 21 in recognition of that date in 1952 when students in Bangladesh were killed for protesting for the right to use their mother tongue of Bengali instead of Urdu, the official language.

In Abkhazia, the roots of its conflict with Georgia can be found in the suppression of its language and identity. However, when it finally broke away from Georgia, the local language lacked some vocabulary and constructs needed to be fully used in all official capacities.

Children who lack instruction in their mother tongue often fall behind academically. 230 million children worldwide are unable to read by Grade 4; many of these students are from linguistically marginalized communities.

In communities where there are many languages, imposing one language may not be necessary. A school in Australia serving refugee children from across South Asia found the students would blend Farsi, Dari, Urdu, Hindu and Tamil to communicate rather than using the basic English they were learning.

“Academics are not usually activists,” admitted one panelist, but this is often where language policy experts find themselves as their research can help secure social justice for marginalized communities. “We need more activism!”



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Hywel Coleman: Every language encapsulates knowledge; if a language dies, we lose knowledge

Honorary senior research fellow reflects on multiplicity of languages in Indonesia, its impact on education, and his own linguistic heritage

Mirva Villa

When Hywel Coleman first came to Indonesia, he arrived straight out of university, having signed up as a volunteer English teacher. This spell led to lecturing in several institutions before he “stayed, stayed and stayed” in the country for more than 12 years. He returned to the UK for 14 years to teach at the University of Leeds, before moving back to Indonesia in 2001, working as a consultant and involving himself in projects with Indonesia’s Ministry of Education.

“In total, I’ve lived in Indonesia for 29 years – it’s my home,” Coleman says, speaking at the Salzburg Global session, *Springboard for Talent: Language Learning and Integration in a Globalized World*.

His interests now are in language policy in education and the role of the English language in Indonesia.

There are approximately 700 languages spoken in Indonesia. These languages range from local languages only spoken by 200 people to more prominent languages such as Bahasa Indonesia, Javanese, and Balinese. Bahasa Indonesia is the country’s sole official language and is used for all government purposes, including in parliament, law courts and education.

“There are several laws which say Indonesian is the only language of education, so the government schools must use Indonesian as the medium of instruction,” says Coleman. “This means that local languages have no official role at all in government or education.

“This is a very sensitive issue because some people feel that if local languages are given a role, this will lead ultimately to the disintegration of the nation.”

While there is no historical evidence of that occurring, the fear of allowing local languages to be used in education remains prevalent. This belief remains despite Indonesian children performing poorly in comparison with other countries in international tests like the OECD Program for International Student Assessment.

Coleman believes children not learning in the language they’re most comfortable with is a contributing factor. He says, “The evidence is that if you don’t use the child’s

first language, or the language the child is most comfortable with, their learning is going to be negatively affected, but the debate about this is hardly happening in Indonesia.”

In Coleman’s opinion, Indonesia’s language policy threatens the survival of several local languages, which he feels would represent a significant loss.

“It’s a problem because every language encapsulates knowledge of the environment and the community in which it is used. If a language dies, then we lose knowledge. We lose knowledge about the environment, about the plants and the trees and the animals, which can be described in the local language, but which cannot be described in other languages.

“We lose a way of looking at the world: every community, every ethnic group, every language group has a way of interpreting the world, making sense of the world, and we lose that. And if the world becomes more and more homogeneous, what a boring world it would be.”

Despite this concern about the language policy, Coleman believes there are lessons other countries can learn from people living in Indonesia. He says, “Putting aside language policy in school, a lot of Indonesians are naturally multilingual, because ethnic groups mix and overlap, and people are very open to languages. People talk about languages a lot, they joke about languages, and they learn each other’s languages very readily. I think that’s something that in Britain is completely absent.”

Coleman is currently investigating the language repertoires and attitudes of scholars in the *pesantren*, which are residential, Islamic educational institutions. These madrasas, as they are also known, are not part of the state education system, meaning they are not beholden to the official language legislation. Some schools use Bahasa Indonesia but many use Arabic, English or local languages. Some schools use the national language in the classroom but encourage the use of local languages outside the classroom.

“What really struck me was how all the children I interviewed were nonchalantly multilingual: ‘Yeah, I speak four or five



languages, so what? Doesn’t everybody?’ That impressed me,” Coleman says.

Coleman was brought up in a Welsh family living in England. His mother was Welsh speaking, but would only use Welsh when her sisters came to visit. He says, “I always felt excluded, because I couldn’t understand what they were saying. I asked my mother to teach me Welsh and she wouldn’t, because she felt that her Welsh was inadequate... I think that left a hole in me somewhere – a gap.”

While in school, Coleman tried, unsuccessfully, to learn French, German and Latin, which left him convinced that he wasn’t able to learn other languages. This belief changed when he moved to Indonesia.

“Being in the context where I needed to learn the language to survive and to make friends, I discovered that I could learn languages, and enjoy it, and find it fulfilling. And this was a revelation to me.”

Since then, he’s become more critical toward the role that the English language plays in the rest of the world. He also thinks the language policy in Indonesia needs to be rethought. His key message is: “The world is bigger than Europe, and language issues and language contexts are very, very varied... We shouldn’t assume that what’s appropriate for Europe and North America is relevant at all to other parts of the world.”

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“I’ve always been interested in languages and policymaking, either at the national, supranational and at the political level – but also at the level of education... I feel that the questions about language are so ideologically loaded, and so politically loaded, but very often we do not see that kind of political underpinning and ideological loading. So my work a lot of the times has been in terms of researching to critique policy documents and curricular documents for the ideological underpinnings that exist within... [My work is also] involved in the actual questions about language and what it means, how we use it, and how we dominate people. Or how we are able to create relationships through language, or languages, or the various semiotic systems that we may have available.”

Bessie Dendrinós

President of the European Civil Society Platform for Multilingualism

Tackling the inherent politics of language policy

In a world of 7000 languages, how does policy affect which are used?

In English, the words *policy* and *politics* are distinct – this is not the case in all languages. “All language policy is rooted in politics,” remarked one panelist wryly, opening a discussion on “What makes good language policy?”

As another panelist further lamented, “If you want to build a house, you hire an architect... But language teachers are not seen as specialists,” further underlining the role that politicians – rather than linguists and educators – have in deciding national language policies.

Often, for better or worse, these policies are driven by national elites for some greater cause, from the enhancement of social cohesion and trade and diplomatic relations to the suppression of minorities.

In Uganda, for example, English is the official language and used as the primary language of instruction in schools. This is much to the consternation of the king of Buganda, who wants to see Luganda used as the language of instruction in schools in the region. Imposed by colonial rule, English is still highly valued by politicians as a means to access global trade and dialogue. Regional trade is conducted in Kiswahili, the second official language of the country, and the official language of many neighboring countries. However, “if you want to campaign and win elections,” politicians need to also speak Luganda, (the most widely spoken of the 40 local

languages in the country) as this is the language most of their electorate speak and understand.

In China’s interior, language policy is more inclusive, allowing bilingualism with local languages – something that is not encouraged in the more restive borderlands.

Many post-colonial countries and other secessionist states have adopted local languages as their official languages, helping to affirm their national identity (see overleaf and front page). For example, Tunisia adopted Arabic after the end of French colonial rule. However, Tunisian language policy has not been consistent, with the language of instruction changing to French in some subjects at different stages of education leading to confusion and accusations of elitism. A similar accusation was leveled at a university in Milan that offered degree programs in English rather than Italian – a move that the ultimately deemed unconstitutional.

Language learning – both as official national languages and foreign language acquisition – is often rooted in power. “The idea that English is a neutral lingua franca is a myth,” said one Fellow. While there are over 7000 languages in the world, 96% of which are outside of Europe, English is still the most common official and studied language in the world, followed by French and Spanish. But in

a increasingly multi-polar and rapidly globalizing world, will this continue to be the norm? Or will Chinese and Arabic surpass them?

English teaching has long been advocated by institutions such the British Council, but some countries have already begun to shift their foreign language policies; Chinese is increasingly supplanting English as the foreign language of choice for students in Korea, for example. Private foundations and businesses are now trying to drive interest towards other foreign languages, such as the Qatar Foundation and now Qatar Foundation International and their promotion of Arabic learning and cultural understanding.

So what makes a good language policy? Following inputs from the panelists, one key recommendation repeated around the room was that language policy needs to be flexible; a top-down approach needs to be met with a bottom-up approach, recognizing minority speakers and their rights. Good language policy needs to reflect the reality of the languages used in a country and its various regions; engage and include a variety of linguistic communities; discourage ethnolinguistic conflicts (see front page); consult and adhere to the advice of language experts; and be well funded, implemented, promoted and understood.



HOT TOPIC: What do we mean by “good” language policy?

Tomas De La Rosa & Mirva Villa

“Language policy is supposed to do good, and not to do harm, and that means you have to be very clear about your goals and be sure that you have a way to assess the extent to which you are approaching those goals. Not much language policy actually fulfills all the goals that it sets [out] to reach, but much of language policy can at least get us closer to where we want to be, but for this you really need to know where you want to get to and for what reason.”

François Grin

Professor of Economics, Faculty of Translation and Interpreting, University of Geneva, Switzerland

“The word good is relative... A good language policy is a policy we should not be seeing to cause problems, but rather to have solutions and resources to language issues in a community. A good language policy is also the one which involves all stakeholders as it is being designed. It is one which embraces the environment of what the communities need, rather than having one which does not consider the community needs. Good policy is where we have teachers trained to be able to implement the policy, especially if it has to do with education. A good policy should be relevant to the needs of a community, like trade, administration, political needs, and the like.”

Prosperous Nankindu

Minister of State for Education, Kingdom of Buganda, Uganda

“I wouldn’t use the word ‘good’. I would use the word ‘feasible’. I would use the word ‘successful’, but maybe necessarily not even that because most language policies fail, actually, like language programs in education. The majority of language programs fail – no matter how well-planned they are, no matter how much financing you put in them, no matter how dedicated the people are – because there are a lot of other stakeholders that play a role in how successful a policy is when it comes to implementation and actual adoption of the policy.

There’s much more reason for it to fail than to succeed, and that’s why we need this consensus: to develop that sense of ownership among the various stakeholders that this is a good policy. I like the discussion of the top-down and the bottom-up processes meeting somewhere in the middle, and manage all these conflicting interests of any particular language or languages. So ‘good’ is not the right term.”

Mohamed Daoud

Professor of Applied Linguistics at the Higher Institute of Languages of Tunis (ISLT), Tunisia

“Good language policy depends on good for who and for what purpose; it really depends on who wants to implement what in order to make somebody’s life easier. We assume language policy to help people, but if language policy ignores the micro-level – the people who actually implement the policy – it will not be successful.

Good language policy depends on good for who, but successful language policy is

actually to really pay attention to people who implement language practice and make the lives of people who use the language easier.”

Kayako Hashimoto

Lecturer, School of Languages and Cultures, University of Queensland, Australia

“When we say good language policy there are three dimensions to this. Firstly, “Is the policy designed in a technically effective way?” This is one measure of being good or not so good.

A second dimension to this is “Is it good in its purposes?” In other words, are these humanistic purposes – purposes that will assist minorities and minoritized populations, [and] enrich society and culture.

These measures of good are about quality of the content, and then the third aspect of good would be “Is it able to be implemented?” This is an aspect of the design (the first one) but it goes beyond it; implemented, evaluated, and revised properly to be effective in the long term. Many policies are actually quite short term – they succeed, are adopted by political authorities, but they don’t last very long and they’re not sustained very far – so I think [long-term implementation] is a dimension of good.”

Joseph Lo Bianco

Professor of Language and Literacy Education at the University of Melbourne, Australia

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Friday, December 15, 2017

Springboard for Talent: Language Learning and Integration in a Globalized World

Listserv now active

We know many of you are not actively checking your emails here in Salzburg (at least that is what many of your out of office emails say!), but yesterday we set up the session Listserv so that you can all email each other with ease.

To send a message to the list the address is: 586_language@lyris.saltzburgglobal.org

This list is a closed list. If you wish to change your email address or remove yourself from the list you must send an email to Faye at fhobson@saltzburgglobal.org and the changes will be made. Non-participants cannot be added to the list.

VERY IMPORTANT: Please be careful when sending replies. If you hit the 'reply' button, the message will go out to EVERYONE on the list. The best method for personal messages is to simply send the individual a private email (to the email on the address list, which you have also received via the Listserv).

The primary intent for the Listserv is to allow us a space to continue to exchange views, information and experience; to keep one another informed about possible opportunities (notices about conferences, seminars, etc.); share ideas about resources, projects and networks; and to keep one another up-to-date on important professional and personal changes.



Embracing the value of multi-lingualism and minority languages

It is widely accepted that multi-lingualism is valuable to sectors such as tourism and international trade, but how do we convince more companies, local authorities, educators and the public alike of the more intangible values of multilingualism and encourage the continued use of mother tongue languages?

Economic studies show that multi-lingualism in the workforce has great advantages. The economic value of multilingualism to Switzerland has been estimated to be 10% of its GDP, while the UK and US lose revenue due to a lack of language skills – and the accompanying cultural awareness – in the workforce.

Learning a dominant language offers great economic and social opportunities, but language policies that encourage the learning of another language in place of mother tongue language instruction can greatly hinder students in the long term, not only in their academic lives but also later professionally.

Panelists across different discussions on the third day of *Springboard for Talent: Language Learning and Integration in a Globalized World*, agreed that, especially in multilingual countries, efforts should be made to offer education instruction in the mother tongue from an early age,

with the predominant national language introduced later – and introduced using second language learning techniques, not submersion. Such policies not only ensure that minority languages are kept alive (unlike the linguistic genocide suffered by many indigenous languages as a result of the residential school systems for native populations in colonial Canada and Australia), but also better ensure students' academic success by teaching them in a language they already understand.

While many countries do offer early years mother tongue instruction, this is often cast aside entirely at later stages in the education system in favor of the predominant national language. This results in a devaluing of minority languages. "Change the perception of local languages and you change many things," noted one panelist.

One such change can be in the better provision of health care services. In Namibia, where medical students are taught in English, educators are now recognizing the value of maintaining high levels of local language competency as it enables future doctors to better treat their patients. While it is not possible to train all Namibia's doctors in the country's 13 national languages, it is possible to

Continues inside



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Kathleen Heugh – “This is not a game any longer. We know that this is extremely serious.”

Associate professor of applied linguistics urges governments and educators to recognize the sense of urgency in providing multilingual education

Mirva Villa

Kathleen Heugh has enjoyed a long career in linguistics, with her research focusing particularly on multilingual education policies and practices. She has advised 35 national governments on language policy in Africa, Asia, Eastern Europe and South America, and has engaged in a number of initiatives promoting multilingual approach in education.

According to Heugh, children coming from marginalized language backgrounds, particularly in the former European colonies across the world, often feel pressured to develop a high-level proficiency in a European language, such as English, in addition to or instead of a local language and a national language in order to succeed in life.

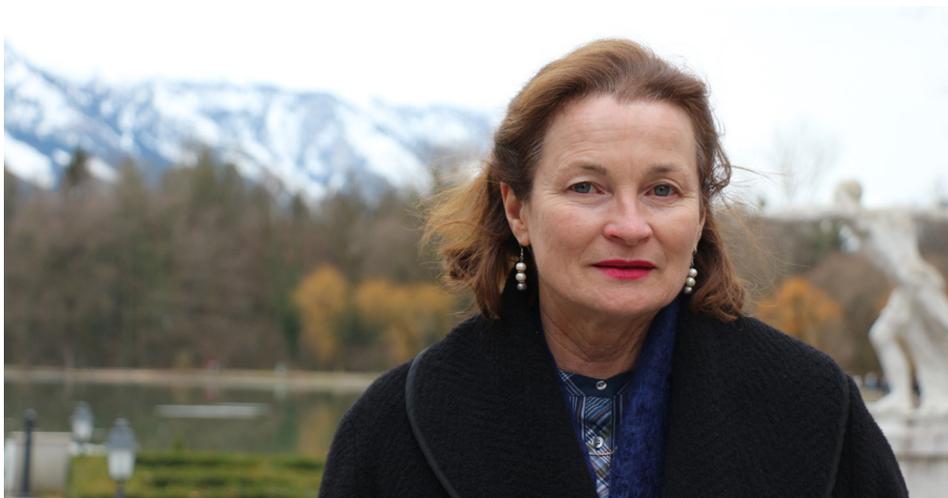
“The problem is that the sooner one drops into an English-medium education system, the less likely it is that people’s aspirations will be met,” she says.

Multilingual education is a valuable method for keeping children, especially girls, in school until the end of primary school. If the transition to an international language, such as English or French, happens too soon, the girls will be more likely to fall out of schooling, says Heugh, as they are often called home to take care of their younger siblings. If they don’t succeed in school, there is a lot of pressure for them to get married early on.

“Being schooled through home language means that you have a chance to stay in school for a bit longer, and there’s a chance to go into secondary school. And we know that the longer girls are in education, the better their family’s chances are of escaping poverty later on.”

Heugh’s interest in languages was sparked from a very young age, when she herself attended a bilingual (English and Afrikaans) school in South Africa. She wanted to become an English teacher for students speaking African languages, but after training she was unable to find job as she was considered to “politically problematic” by the Apartheid government.

“I went back to university to do a master’s degree in language education, and



I then discovered the Apartheid’s system had largely been based on a language policy of separation and segregation. I realized very quickly that if language policy can segregate and separate people, there must be a better way of having a language policy that could draw people together.”

Shifting geopolitical power balances and the mass movement of people create an urgency across the globe to rethink multilingual education. Many countries receiving large numbers of migrants do not yet have systems geared towards multilingual education. Keeping children in school is important to avoid social exclusion, and while providing education in the mother tongue of every child may not be possible, there are other ways of ensuring multilingual education. However, this requires comprehensive working with teachers, rethinking of teacher education programs, and governments and education departments understanding the urgency of this need, Heugh says.

Heugh is currently teaching English at the University of South Australia. Most of her students are either international students or have migrant backgrounds.

“I cannot speak all the languages of my students, but I try to use multilingual techniques... In every assignment, the students are expected to do research in their home language as well as in English, and to bring in the resources and the knowledge that they glean from their research articles and academic texts in at

least two other languages together in their assignment, and which they then craft into English.”

The use of multiple languages encourages the international students to cooperate with the native speakers of English, and vice versa. Heugh aims to bridge connections and build co-dependency between her students, and she has noticed this has increased the self-esteem of international students as they see that all of their contributions are valuable. The domestic Australian students have also been humbled and exposed to new knowledge of the world. “None of them can actually complete an assignment unless they have sourced information from another language or a student who has access to knowledge in another language.”

Heugh believes that one of the ways in which to achieve sustainable multilingual education across all ages is to engage with the people working in the administrative or implementation side of government policies. Unlike politicians who have limited term of office, administrators often have long careers in their departments, so it is important to build their capacity in understanding how to implement sustainable policies for multilingual education.

“This is not a game any longer, we know that this is extremely serious. We actually have to make sure that education systems across the world understand that we have to look at how we might be able to provide multilingual education, and what sort of systems can we put in place.”



Continued from front page

train them to be familiar with working in multilingual environments and through translation.

In Austria, while multilingualism is greatly embraced in its tourism industry and borderland outlet shopping malls, this is primarily focused on dealing with visiting foreigners rather than embracing the multilingualism already present inside the country's borders. Austria has a large number of migrants from Turkey and former Yugoslavia, but they are encouraged to speak German, rather than the German-speaking workforce being encouraged to learn Turkish or Serbo-Croatian. German-language skills can be a barrier to these migrant populations entering the workforce or opening up their own businesses, with licenses denied if local authorities deem their skills to be insufficient. We need to recognize that many migrants bring useful skills to the workforce, even if they do not yet speak the local language, remarked a panelist.

Migrant populations should be strongly encouraged to maintain their own mother tongues rather than casting them aside in an effort to integrate, panelists advocated. In the Australian state of Victoria, where 20 different languages are taught in state schools and over 55 in community schools, a statewide campaign strongly encourage migrant families to speak the language with which they are most comfortable at home, rather than English. Research shows that this approach can help with students' academic, cognitive and personal development.

For local populations, learning to speak the language or to appreciate the culture of an incoming migrant population also fosters greater social cohesion as they are more likely to welcome rather than fear the newcomers. Outside of schools, wider-spread production and consumption of cultural products (such as movies, TV, music and art) from other cultures can also foster this cultural and linguistic appreciation.

While the economic and social values of language skills are important to highlight, we need to also recognize the intrinsic, intangible value of language, urged some panelists. Students should be encouraged to learn languages for the "joy" of languages and the means of being able to communicate with others and enjoy other cultural products, not just get a different or better job.

"Learning a language is about more than just being able to buy tomatoes from the markets of the world," remarked one panelist. Rather than teaching students to speak and use a single foreign language with the hope that they will be native-level proficient one day, we should instead teach *about* languages and their accompanying histories, cultures and peoples in other subjects, such as history, geography and art. This approach, currently being used in Scotland, can help those students who lack the opportunity to communicate with a native speaker of another language, either at home or aboard, to have a greater sense of the value of foreign languages and a stronger appreciation of and respect for other cultures and people.

#FacesOfLeadership



"I don't believe we teach language; I think we help people to learn to communicate in a language. When you learn English, you learn to communicate in English, so we take the language beyond the grammar and the vocabulary, which is the usual daily work in classrooms. We also want people to be functional in the language after school: they want to have a life, have successful career, they want to travel, they want to understand the culture, and so on. So you want people who are good communicators in the language both at the producing end and the receiving end of it, but we also want people who are open-minded and autonomous. That's the key thing, because people by definition continue learning after school, you take a new job, you learn from it, you meet people and you learn from them. And that's how language is, language development happens all the time. So you want learners to be autonomous, because the teacher is going to disappear one day or the other. I never thought I'd be back [at Salzburg Global Seminar]. It's great to be back, it's a rare opportunity for people like us to stay away from our daily chores and commitments and to have the luxury to sit and talk about these things, whether in a formal session or around dinner. To actually discuss these issues, it's really a luxury for an academic to be able to do this, to talk freely and toss around ideas, and hopefully something good will come out of it."

Mohamed Daoud

Professor of Applied Linguistics at the Higher Institute of Languages of Tunis (ISLT), Tunisia

Daoud is a Fellow of Salzburg Global Seminar, having attended *EFL Workshop: In-service Training for Teachers of EFL – Purposes and Techniques of Organizing Workshops* in October 1996.

Session Photos

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HOT TOPIC: How do we promote the value of multilingualism?

Tomas De La Rosa

“We can support the value of multilingualism by putting in place policies that promote the good in multilingualism. Many times, when we address an issue like multilingualism, we often look more at the problems, the “why we can’t implement it” rather than the good we would get if we implemented it. If we look at things differently, firstly looking at the good we would get from it and then work around the problems, we can achieve the most out of multilingualism.”

Margaret Nankinga

Chairperson, Luganda/Lusoga/Lugwere Vehicular Cross-border Language Commission, Uganda

“Companies can’t exist without having multilingual people, otherwise they can’t do business. How do we convince companies of the value of that? This is about how companies perceive language skills... they are mostly perceived as very instrumental and not as a part of your personal development. We have to explain to companies that language is a tool to be able to communicate in foreign languages, get deals done, manage teams, convince people in a meeting, negotiate....”

Esther Van Berkel

Director of Studies, Language Institute Regina Coeli, Netherlands

“The basic problem is that decision-makers generally see languages and diversity not as a value, not as something to be preserved, but as a problem. I think we should begin by addressing comprehensible papers – research findings – which can be read or relayed on TV, or other media, and change public opinion... If one looks at practices which have been proved to be effective, those practices were based on teaching officers – functionaries of the state – several languages, not only to know things better, which was one of the purposes, but also because of the intangible want which comes from someone speaking your language, which creates bonds.”

Tariq Rahman

Dean of Social Sciences, Beaconhouse National University, Pakistan

“For us [at the Austrian Federal Economic Chamber] it’s very important that people can speak several languages... at least one foreign language, as we do trade over the borders. We also have incoming tourists, so it’s obviously a benefit to speak one or two foreign languages.

In addition, we are an incoming country for migrants and refugees, so we have a large number of foreign workers who come here without knowing German, or any other language, and we make an effort

to teach them languages as otherwise they wouldn’t succeed in jobs.”

Friederike Sözen

Policy Advisor, Educational Policy Department, Austrian Federal Economic Chamber, Austria

“It depends on the audience. Firstly, with younger students... it’s the parents that we have to convince of the value of multilingualism, we need to speak not only of the economic value – in other words “how is this going to help my child get a good job?” – we also have to look at the cognitive value, in terms of brain development. We also have to look at the academic value – how it’s going to help them being successful in school; societal value – how they can be more meaningful contributors to society...”

When it comes to older students... it’s a matter of making sure that they’re aware of all of the same things themselves, so that they can see how learning a language, or continuing to learn the language, will be definitely valuable for them.”

Norman Sieweke

Consultant, Institute for Innovation in Second Language Education, Edmonton Public Schools, Canada

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Let's play Linguistic Monopoly!

Robert Phillipson

I have had a dream, a creative Salzburg dream about a new board game.

The board has a circular framework consisting of squares that are characterized by a range of desirable linguistic properties for possible investment, occupation, sale, or extinction. Some squares trigger the uppermost card in a set of cards that determine linguistic domain expansion or reduction, language death, language attrition, or language marginalization. These are the principles of the linguistic free market in *Linguistic Monopoly*.

Players : 3-6.

Resources : the world's languages. Initially each player receives a set of languages, three from Europe, two from Asia, one from Africa. These are each player's linguistic starting capital. This exemplifies principles of long-established Western linguistic justice.

Tools : Houses and hotels can be built on all available territory squares. Dice: the conventional six-side cube gives all players an equal chance of acquiring new or losing old linguistic territory.

The cards are of two types. *Positive language ecology* citations use the words of Martin Luther, Martin Luther King, Karl Marx, Noam Chomsky, Ludvig Zamenhof, and many others. They can be used to build language empires symbolized in houses and hotels.

The *negative language ecology* cards use citations from George Orwell, Joseph Stalin, Theodore Roosevelt, Margaret Thatcher, and many others.

There are also *joker cards* of two types: Desperanto language Utopia cards that lack territory and tell you to go back to GO. These are *mesosoft* frustrations.

Secondly there are joker cards for *macrosoft* quick fixes, called absolutely free riders. They permit language exchanges in all possible media. They presuppose substantial linguistic capital investment that is however not convertible into houses and hotels.

Linguistic Monopoly® market principles: Each language attempts to expand its territory through linguistic capital accumulation. This often entails the dispossession of the linguistic capital of other languages.

The winner of the game is one of the three European languages, or just possibly one of the two Asian languages. This is achieved by this language monopolizes all the available linguistic territory and the dispossession and extinction of all competing languages.

International linguistic law is neutral allowing for a free market of language use.

Robert Phillipson, copyright, patent pending, and green open access.

Impressions of the Schloss

If you need/want any photos of our premises for work publications, please email Louise: lhallman@salzburgglobal.org Or check out our Flickr page where you can download any of our photos for free, just please use the accompanying credit on the image: www.flickr.com/SalzburgGlobal





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Resources online

Many of the recaps, features and interviews from the session are now online on the session page: salzburgglobal.org/go/586. More will be published in the coming weeks as we get ready to launch the Statement and session report.

Further reading and resources are also available on the session page.

All the photos from the session are available on our website (salzburgglobal.org/go/586), Flickr account ([flickr.com/salzburgglobal](https://www.flickr.com/photos/salzburgglobal/)) and Facebook ([facebook.com/salzburgglobal](https://www.facebook.com/salzburgglobal/)). We encourage you to share and republish these photos, but we kindly ask that you credit Salzburg Global Seminar/Herman Seidl if doing so. High resolution, non-watermarked images are available on request. Please email Louise if you need them: lhallman@salzburgglobal.org

As Fellows of Salzburg Global Seminar, we have added you to our monthly general newsletter as well as our periodic education newsletter. If you wish to unsubscribe from either of these services, please email Jan: fellowship@salzburgglobal.org



Fellows co-create Salzburg Statement for a Multilingual World

Salzburg Global Seminar's 2017 program of sessions closed on a high on December 16 as Fellows representing over 25 countries and many more languages came together to co-create a new "Salzburg Statement."

Provisionally titled "The Salzburg Statement for a Multilingual World," the document encapsulates five intensive days' discussions at the session, *Springboard for Talent: Language Learning and Integration in a Globalized World*.

The session, held in partnership with ETS, Qatar Foundation International and Microsoft, examined the importance and implications of national language policies; the role of language in creating social cohesion; different forms of and strategies for language teaching; the advantages of multilingualism in the work place and in building more entrepreneurial societies; and the importance of linguistic diversity and language rights vis-a-vis the Sustainable Development Goal on Education (SDG4).

The Statement, which Fellows continued to draft over the holiday season, will offer clear recommendations with regards to both learning and teaching and translating and interpreting, as well as issuing a call to action for a wide variety of actors to value and embrace

multilingualism.

Once the Fellows have agreed on a final text in early 2018, several of the multilingual Fellows will translate the text into multiple languages in time for it to be formally published on February 21 – International Mother Language Day.

In addition to the Statement, the 50 Fellows also co-drafted several questions that will be used to help drive a year-long conversation on social media – #multilingualismmatters – about the importance and value of multilingualism in multiple contexts. The questions are broad and wide-ranging, with the intention of engaging Salzburg Global Fellows from other sessions and the general public in the discussion. The conversation will be launched on the Salzburg Global Seminar public Facebook page to encourage maximum participation.

The #multilingualismmatters campaign, will be launched to coincide with the publication of the Salzburg Statement for a Multilingual World.

To receive updates about the Statement and to join in the #multilingualismmatters campaign, "like" Salzburg Global Seminar on Facebook or subscribe to our newsletter: www.salzburgglobal.org/go/subscribe



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Technology and languages: Humanizing learning, not just digitizing curricula

“Technology [in the classroom] should humanize learning, not just digitize the curriculum,” insists Mark Sparvell, education leader at tech giant Microsoft.

Sparvell offered Fellows a multitude of technological tools to do just this as part of a presentation on “Humanizing language experiences – the promising role of new technologies” at the session, *Springboard for Talent: Language Learning and Integration in a Globalized World* in December.

The first tool to wow his audience was the Microsoft Translator app. Via either the website translator.microsoft.com or the smartphone app, Fellows were able to read a translation of Sparvell’s presentation in real time in one of 11 languages. Microsoft currently offers text-to-text translation for 60 languages with more to be added to the speech-to-text service used in Salzburg. Microsoft’s VoIP service, Skype, also offers real-time speech-to-speech translations in eight languages with more than 50 supported text-to-text in instant messaging.

While Sparvell readily admits that current digital translation services are by no means “perfect” he rightly points out that “they offer a means of understanding” that might not otherwise be possible.

These services can be used to

help facilitate cultural exchanges between students across the world (as demonstrated by Microsoft’s annual “Skype-a-Thon” which connected half a million students in 48 hours in 2017), but also aid better understanding with parents from immigrant communities.

As another Fellow shared, her Japanese immigrant mother was intimidated by language barriers when the family moved to English-speaking Canada, hindering her ability to engage with her daughter’s school teachers and resulting in her being mislabeled as a disinterested parent. While many schools cannot afford to hire professional translation services for events such as large-scale parents’ meetings or one-on-one parent-teacher conferences, especially in diverse multilingual communities, where there is not just one dominant foreign language, using a free tool such as Microsoft’s real-time translator, while imperfect, could help parents overcome such language barriers.

Digital translation tools are improving rapidly thanks to artificial intelligence and machine learning. However, as Sparvell points out, “tech is a tool,” much like a fork, a spade or a digger, and tools can enable us to do things at greater scale, but tools still need some human initiation and guidance.

But not everyone has access to the same

tools. “Is tech breaking down barriers or just putting up more?” one Fellow asked. Software can be given away for free (as was the case for all the tools demonstrated in Salzburg), but if schools do not have reliable hardware, electricity or Internet access that free software is not useful.

Recognizing this injustice, many large corporations, including Microsoft, are engaging in philanthropic ventures to offer hardware to schools, improve national electric grid access and stability, and roll out mobile and broadband internet. This is not a purely philanthropic gesture: “Education is everybody’s business.”

Useful links:

OneNote in the Foreign Language Classroom: <https://blogs.office.com/en-us/2016/05/23/using-onenote-learning-tools-in-the-foreign-language-classroom>
Talking with Multilingual Parents with Translator App: <https://educationblog.microsoft.com/2017/12/microsoft-translator-real-time-multilingual-parent-community>

Introducing Microsoft Translator:

youtu.be/dv39UZSfsKw

Using Translator for parent teacher

interviews: youtu.be/yVpGtB1df50

Live Translate with Skype: youtu.be/G87pHe6mP0I