

Table of Contents

Acknowledgements	V
List of Figures	XIII
List of Tables	XV
1 Introduction.....	1
1.1 The Potential Economic Value of Language Education in Present-Day Ireland.....	2
1.2 Structure of This Book	4
2 Theories on Language, Value, Economics and Policy	7
2.1 Human Capital Theory – Linking Economics to Education.....	7
2.1.1 History of Human Capital Theory.....	8
2.1.2 Alternative Models.....	8
2.1.3 Defining Human Capital Theory.....	9
2.2 The Notion of Language as Economic Capital.....	11
2.2.1 Market Value and Non-Market Value of Languages	11
2.2.2 Language and Earnings	12
2.2.3 Economic Power of Languages.....	13
2.3 The Sociological Approach of Defining Language as Capital	13
2.3.1 Bourdieu’s Conceptual Triad	14
2.3.2 Linguistic Capital, Market and Exchange	16
2.3.3 Combining the Economic and Sociological Approach.....	17
2.4 Psychic Distance Theory	19
2.4.1 History and Definition of Psychic Distance Theory.....	19
2.4.2 Linguistic Distance within Psychic Distance	22
2.4.3 The Relevance of Psychic and Linguistic Distance to this Study	23

2.4.4	Summary of the Multidisciplinary Conceptualisations of Value of Language	24
2.5	Language Education Policy – A Theoretical Basis	24
2.5.1	Defining Language Policy	25
2.5.2	Education Policy	27
2.5.3	Language Education Policy	28
2.5.4	European Aims and the Irish Language Education Policy Situation	30
2.5.5	Summarising a Language Education Policy Analysis Approach	31
3	Research Phase I: The Quantitative Macroeconomic Data Collection and Presentation	35
3.1	Macroeconomic Measurement Procedures	35
3.1.1	Gross Domestic Product	36
3.1.2	Gross Domestic Product per capita	37
3.1.3	Foreign Direct Investment	38
3.1.4	The Global Competitiveness Index	39
3.1.5	Index Selection and Limitations	40
3.2	Defining the Target Language Markets	41
3.2.1	The ‘French-Speaking World’	41
3.2.2	The ‘Spanish-Speaking World’	44
3.2.3	The ‘German-Speaking World’	45
3.2.4	The ‘English-Speaking World’	46
3.3	Data Collection	47
3.4	Quality Assurance and Limitations	48
3.4.1	Quality Assurance	48
3.4.2	Validity Assurance	49
3.4.3	Validity Limitations of the Macroeconomic Data Collection	50
3.5	The Macroeconomic Data Presentation	52

3.5.1	Excel Processing	52
3.5.2	Data for the Spanish-Speaking World.....	53
3.5.3	Data for the French-Speaking World	61
3.5.4	Data for the German-Speaking World.....	70
3.5.5	Data for the English-Speaking World	76
3.6	Summary of Macroeconomic Data Collection and Presentation	84
4	Research Phase II - Methodology and Data Collection	85
4.1	Research Design – The Expert Interview	85
4.1.1	The Expert Interview as a Qualitative Research Method	86
4.1.2	Qualitative Research and the Interview.....	87
4.1.3	The Expert Interview.....	88
4.1.4	What is Expertise – The Validation of the Expert Interview...90	
4.2	The Interview	92
4.2.1	Interviewer – Interviewee Relations.....	92
4.2.2	Openness and Structure.....	94
4.2.3	The Theory-Generating Approach	95
4.3	Data Collection.....	96
4.3.1	Research Questions and the Development of a Topic Guide ..96	
4.3.2	Ethical Constraints	98
4.3.3	Selection of Experts	99
4.3.4	Field Work	100
4.3.5	Transcription	103
5	Research Phase II - Expert Interview Data Presentation.....	105
5.1	Interview Data Presentation	105
5.1.1	Tony Donohoe.....	107
5.1.2	Colin Smyth	109
5.1.3	Nora Condon	112
5.1.4	Ralf Lissek and Tonia Spollen	115

5.1.5	Cliona McGowan	118
5.1.6	Javier Moral Escudero.....	120
5.1.7	Georgia Herlt.....	122
5.1.8	Philippe Milloux	124
5.1.9	Summary of Expert Interview Data Presentation.....	126
5.2	Coding	127
5.2.1	Coding Theory	127
5.2.2	Development of the Code Book	128
5.2.3	Reliability and Validity	135
6	Data Analysis: Research Phase I.....	137
6.1	Accumulated GDP Developments.....	137
6.2	GDP per capita	140
6.3	Foreign Direct Investment.....	142
6.4	Global Competitiveness Index	143
6.5	Summary of Macroeconomic Analysis	145
7	Data Analysis: Research Phase II.....	147
7.1	Applying the Coding Framework to the Analysis	147
7.2	The Language Role in the General Business and Employers Context	149
7.2.1	Language Skills in the MNC Sector.....	150
7.2.2	Language Skills in the Export- and SME-Sector	152
7.2.3	Summary of the Language Role in the General Business and Employers Context	158
7.3	The Role of Language Skills in Daily Business Dealings	158
7.3.1	Competitiveness.....	159
7.3.2	Business Linguae Francae.....	161
7.3.3	Sustainability.....	164
7.3.4	Identifying and Exploiting Further Opportunities.....	166

7.3.5	Summary of the Role of Language Skills in Daily Business Dealings	168
7.4	The Importance of Language Skills for the Job Market and the Individual's Employability	169
7.4.1	Language Skills and the Irish Job Market	170
7.4.2	The Importance of Particular Language Skills on the Job Market	172
7.4.3	Language Skills and Employability	177
7.4.4	Summary of the Importance of Language Skills for the Job Market	180
7.5	The Language Influence on Migration and Mobility	180
7.5.1	Language Skills and Demographic Development	181
7.5.2	Language Skills and Mobility	184
7.5.3	Summary of the Language Influence on Migration and Mobility	187
7.6	Language Institute Work and Education	188
7.6.1	A 'Lesson' from the Dublin-based Language Institutes	188
7.6.2	Education	193
7.6.3	Summary of the Language Institute Work and General Educational Matters	204
7.7	Synopsis of Expert Interview Data Analysis	205
8	Discussion and Conclusion	207
8.1	Language as Human Capital and the Market Value of Languages	207
8.2	The Sociological Dimension	210
8.3	The Importance of Languages for Psychic Distance Considerations	211
8.4	The Education Debate	212
8.5	The Perceived Economic Value of Foreign Languages and Potential Implications for Language Education Policy-Making	213
8.6	Conclusion of the Expert Perceptions on Language Education Policy Matters	217

8.7 Limitations of the Study	218
8.8 Outlook	219
Bibliography	221