**Introduction into the symposium**

GEM&L and the Graduate School of Management (GSOM), St. Petersburg State University (Russia) are organizing the second symposium with the aim to discuss the implications of the language-sensitive IB research, teaching and management practices, how they are interrelated and what impact such synergy creates for organisations, international companies, universities and business schools.

The symposium builds on and develops the agenda of the previous year when the keynote speakers and panellists discussed the ways how to transfer the knowledge acquired by academic scholars in the field of language-sensitive IB research into the classroom. The major question we are dealing with is the following: how can we prepare young managers for their future role in a multilingual reality of international economy and a globalized world? And this question goes far beyond language teaching.

The most important managerial issue which has emerged from the globalization of the economy is the centrality of the language factor and in particular language diversity in organisations (See Luo, Y. & Shenkar, O. (2006). The Multinational Corporation as a Multilingual Community: Language and Organization in a Global Context, *Journal of International Business Studies*, 37 (3): 321-339). For the first time, since the beginning of the millennium, research scholars, company managers and teachers are coming together to discuss the implications of the multilingual nature of the global workplace and the challenges posed by this reality to language teachers around the world.

During the 1st symposium the participants raised the burning questions and shared their thoughts on the importance of teaching students linguistic diversity in IB; implementation of research outcomes in the field of language and international businessin management education;training business school and university students for global workplaces; inclusion of language-sensitive research outcomes in the language curricula for business schools.

Here are a few ideas which were discussed.

One of the ways to take the multilingual reality into account when teaching multilingual-multicultural students is to highlight how multilingualism helps to fight against social inequality as well as to improve organisational performance. It is important for business schools to integrate language diversity in their mainstream management «knowledge canon». The responsibility for showing the relevance of this topic cannot rest on the shoulders of the educators alone. Apart from their individual efforts, structural and systemic changes are needed, too (keynote speech 1: Rebecca Piekkari and Claudine Gaibrois).

Another way for academic research outcomes to add value to the practice of language teaching is to develop the concept of Language General Competence in opposition to the traditional and taken for granted language specific competence, which evaluates the degree of command of a natural language or its acquisition. The purpose echoes the call for broadening the topic of language and communication, paving the way to a model of language management that still does not exist to date (keynote speech 2: Terence Mughan).

Both managers and educators acknowledge that the immediate consequence of the multilingual reality of international companies is linguistic diversity which brings with it linguistic inequality (round table one). At the same time, there evolve linguistic practices such as trans-languaging as well as the increasing impact of the workers’ mobility, which have direct consequences on language teaching systems. The link between research outcomes and language teaching programmes and practices leads to the complementarity of traditional management disciplines taught in business schools (labelled as the “substance skills”) and the language and cultural skills (round table two). This complementarity cannot be achieved as long as the substance skills and the linguistic skills are taught separately and disconnected from the student’s life experience. Translating research outcomes into teaching practices contributes to making the students “language sensitive”, by enabling them to understand the multifaceted role of language in organisations. With this in mind, GSOM develops a teaching agenda which implements an interdisciplinary perspective.

For more information on the 1st GEM&L and GSOM joint symposium, see the summary <https://geml.eu/wp-content/uploads/2021/04/GSOM-GEML-joint-symposium-2020.pdf>