

**Matilde Grünhage-Monetti, Chris Holland,
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**TRIM Training for the Integration of Migrant and
Ethnic Workers into the Labour Market and the
Local Community**

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

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Abstract

Matilde Grünhage-Monetti, Chris Holland, Petra Szablewski-Çavuş (eds.) (2005): Titel

The partners of the Leonardo project "Training for the Integration of Migrants into the Labour Market and the Local Community (TRIM)" explored the issue of workplace language learning with migrant and ethnic workers.

This handbook is a result of the project to support a training programme focused on vocational, linguistic and other cultural aspects, involving both the immigrants and the locals, in order to achieve an effective integration of the immigrant workforce into the labour market and at the same time their real social integration into the local community. The handbook contains several main concepts that are important for the providers to develop course materials. These concepts are a theoretical framework for the developments of a modular based training programme, to be shown in practice through several examples of best practice from the partner countries. One key principal is to show this framework / these concepts as a common approach to the second language in/for the workplace and also the transferability between different branches of industry.

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TRIM

TRaining for the IIntegration of Migrant and Ethnic Workers into the Labour Market and the Local Community

Matilde Grünhage-Monetti, Chris Holland, Petra Szablewski-Çavuş (Eds.)

TRIM: Training for the Integration of Migrant and Ethnic Workers into the Labour Market and the Local Community



Leonardo da Vinci

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A. Introduction

Dear reader,

Imagine ...

... you and your family emigrated to China two years ago. After going through a bit of a rough time back home (unemployment, lack of prospects) you were happy to get the chance of a new start with your family. You are now living amid a cluster of families from your country in a medium sized city in central China. You work as a machine operator in a Nike factory.

You're on shift work at the factory, long hours in less than ideal conditions. The job doesn't demand much talking – just as well, since your Chinese is not more than rudimentary. With the help of your bilingual supervisor and some of your bilingual work mates (from your country, but, born and raised in China), you get by.

The same applies outside work. Like lots of other foreign workers you only speak your mother tongue at home. You watch TV programmes from home via satellite. In the city you stick to the shops, restaurants and meeting places run by your compatriots. In the next city there is even a cinema now showing films in your mother tongue. The DVD shops are well stocked, anyway. When you need to deal with the authorities, you can usually get help from a bi-lingual friend.

Yes, it would be nice to speak Chinese – in theory. You might even get a better job – in theory – you had some qualifications back home, after all. But in your heart of hearts you're not sure you're up to learning Chinese. You did study it at school for a couple of years when you were a kid, but you find it very difficult and that writing – 5.000 different characters! It was bad enough to cope with all the other subjects, math, and history, biology, etc. All in all, it's no wonder you haven't learnt much Chinese since coming to China.

Then one day ... One day your supervisor calls you over. Beside the supervisor is a very smiley Chinese woman with a clipboard. The supervisor, who comes from your own town, says: The company is going to put on Chinese classes – half in paid work time, half in your time. You interested?

You decide you had best show willing (although you're not sure how your family will react to the 'half in your time' bit) so you enrol on the NIKE Just Do It in Chinese Programme.

A week later, your supervisor points out what he assures you is your name in Chinese on a class list – first session next Monday, 25 December, 9.30 to

10.30. You are on nights that week. "Come in anyway. It's for your benefit! You shake your head. Next Monday your family expects you at home to celebrate Christmas. "Why did they schedule the first class on that day?" you wonder. "No choice", your supervisor brusquely replies: "Got to fit 10 weeks in before New Year in February." "I don't celebrate New Year in February," you respond. "No," the supervisor says, "but they do."

Three weeks into the course you make your first appearance. (They couldn't release you the second week). The first person you see when you walk in is the co-worker you had a run-in with last week in the canteen. He glares at you then says something to the person sitting next to him, someone you have never seen before. Both laugh. You are sure they are laughing at you. Looking around, you're glad to see a few other, more friendly faces and fortunately a place is free next to a colleague you get on with.

A moment later the teacher arrives. She looks straight at you and says something in Chinese. You have no clue what, but you'd better say something, so you answer "Good morning". Someone behind you laughs. You are confused and feel yourself blushing. Your colleague whispers, "You just said your name was Good Morning." You wish you could disappear!

The teacher issues you with a notebook and a thin volume full of Chinese writing. Your colleague nudges you. "Got to learn twenty words a week." Turns out the class is very formal. The teacher spends a lot of time talking. Even worse, she expects you take notes, in Chinese. And when you do have to say something she expects you to stand up – "It's the way they do it here," your colleague mutters. You look around the room: Two or three people are already scribbling away furiously. "Went to college here for a year," your neighbour explains.

The teacher soon susses out you can't write and moves you next to one of the advanced students for help. You feel uneasy and don't want to impose yourself on anybody. Soon you work out that the class is not very homogeneous. Your neighbour for example can speak fluently, but cannot write, there is a Chinese from up north who can write, but speaks a different dialect. As for the Chinese you are learning, it seems to be mostly government slogans about enterprise. At least an hour is soon over...

Three months later ... what do you think you will be doing three months later? Given up the course, or still gritting your teeth through it, or enjoying your first steps towards really speaking Chinese?*

*Opening text from Alexander Braddell's "ESOL in the workplace" workshop at the Annual International Residential Conference and AGM of the Workplace Basic Skills Network, York, 30.11.2000 - 1.12.2000. Alexander Braddell is a workplace literacy specialist currently

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We, the partners of the Leonardo project "Training for the Integration of Migrants into the Labour Market and the Local Community (TRIM)" have been exploring the issue of workplace language learning with migrant and ethnic workers. Like Alexander Braddell, we feel committed to improving language provision in the workplace for speakers of other languages and hope to contribute towards it with this publication, based on the result of our work.

1. Who are we? The partnership

The TRIM project took place from January 1st 2002 to January 31st 2005. It is a cooperation of further education organisations from five European countries: Estonia, Finland, Germany, Italy, and Norway. The whole partnership ensures for its different and complementary experiences to organically achieve quality results in all the aims of the project. In fact it counts on adult vocational training centres, adult education research institutes, language education institutes, local governmental authorities, employment offices, enterprises, cultural associations that work on intercultural learning and organisations for the rights of immigrants.

≈ The project is co-ordinated from Norway, by the *Adult Education Centre of Vardø*, and the project co-ordinator is Sigmund Eriksen. Sigmund is first of all a second language teacher, but he also has experiences with development of materials from a national project. The Adult Education Centre is a public institution specialising in language and cultural training programmes for immigrants. Also experiences with developing training programmes for migrants working in the fishing industry and with integration of refugees in the local community through training activities combined with practice.

In Norway we have engaged national partners such as:

- Factories within the fishing industry(Aarsæther AS and Nils H. Nilsen AS)
- Employees organisation (NNN)
- Employers organisation (NHO)
- Employments office (Aetat)
- Secondary School (Vardø Videregående Skole)
- Immigrants organisations (Vardø Tamilforening)
- County authorities (Statens Utdanningskontor)

≈ *The Finnish Institute of fisheries and Environments* is the partner from Finland. This Institution is also concerned with training programmes for

foreigner workers in the Fishing industry in Finland. They have also experiences with training programmes for workers in fish processing industry and aquaculture.

The last couple of years they have also tested out a new approach within distant learning. It is called “Mobilskolan” and the key principal is to look up the students with the training programmes. It is a mixture of courses within the Blended approach. The national co-ordinator in Finland is Kari Penttinen. He is the principal of the training Institute.

≈ Our partner in Germany is the *Deutsches Institut für Erwachsenenbildung (DIE)*.

The national co-ordinator is Matilde Grünhage-Monetti, and she is co-operating first of all with Andreas Klepp (Volkshochschule) and Petra Szablewski-Cavus (DIE).

This Institution is public and their competences are:

- Support lifelong learning
- Develops and carries out trials of frameworks and training modules.
- Develops certificates and curricula based on quality.
- Provides the basic principles for teaching and research.
- Develops and provides academic accompaniment for experimental models.
- Evaluates and analysis systems and support structures in adult education.
- Long experience with second language at the workplace.

DIE has involved national partners such as:

- The Sprachverband (officially in charge of the Second Language Provision)
- The Sprachverband was closed in September 2003, and the charging is now managed by the “Bundesamt für Migration und Flüchtlinge” in Nürnberg.
- Proqualifizierung (coordinating agency for the training of migrants)
- Local Volkshochschule (for example Braunschweig) and other language providers.
- Bundesanstalt für Arbeit.
- Trade Unions such as IG Metall, Bildungswerk/CGIL.
- Companies like Volkswagen, etc. The DIE has long standing contacts with these agencies.

≈ The Italian partner is an organisation called *XENA - CENTRO SCAMBI E DINAMICHE INTERCULTURALI*. *XENA* is an association that promotes cultural meetings and exchanges, vocational training experiences and the personal growth, making of diversity richness. The institution has a lot of experiences from intercultural training programmes, both with the

development of materials but also with exchange and mobility projects. The national co-ordinator is Luisa Bortolino.

≈ Our partner from Estonia represents a public vocational school called *Kuressaare Ametikool*. The national co-ordinator is Piret Pihel, head of business studies department. Piret Pihel has still written and managed all integration projects of *Kuressaare Vocational School*. Besides exchange programmes Piret Pihel has been participating of establishing the methods of integration programmes. It is a manual for the people who arrange and work with integration programmes. (it is held on CD and as a manual). She has been working as a consultant in many commissions, which deal with integration issues and she has been consulting different programmes.

The institution has experiences from developing training materials especially for the cleaning sector. The main target group is the Russian minority working in this sector of industry.

Kuressaare Vocational School has also participated in many integration programmes. Mainly have been organizing student exchange programmes for vocational schools. Usually these students have been studying tourism, hotel service, sales work, business administration, cooking, environmental work and so on.

2. What is the rationale for this project?

Participation in working life is crucial for the integration of immigrant and ethnic minority workers in their new country of residence. But, even when they get a job, immigrants and minorities find a lot of obstacles on their way to integration: many times the lack of vocational and/or sectorial skills, of linguistic competence (the first big barrier to communication), of cultural and social awareness about the host country, of transversal competences (how to make a c.v., to prepare a work interview, even how to set an alarm clock) make their labour market and social integration difficult. These difficulties can also create problems and frustrations in the relationship with the local community (often culturally ill-prepared to accept differences).

On the other hand, and for the same reason, employers willing to engage immigrant workers in areas where local workers are scarce cannot count on well prepared, integrated and motivated employees to insert in the production process of their organisation. Many times this situation creates stress between native and foreigner workers, which causes further misunderstanding and social conflict.

So, a resource that could enrich the economy, the life of the community and the mutual exchange, can instead become a problem.

For these reasons it is evident that, first of all, proper training is necessary for individual immigrants in order to help them respond to the demands of the chosen labour market; to develop their flexibility (for example if it becomes necessary to find an alternative job due to fluctuations in the market itself); and also to make them feel integrated into the workplace and in the community.

The training which is currently offered to the immigrant workers generally doesn't meet these needs.

Often, even if the vocational training is expensive and time-consuming, the results in terms of integration are poor. This is because normally the training is oriented only to specific items without assessing the whole picture. The picture is sad: linguistic training not related to labour market needs; training to specific chain processes without an overview of the whole production process; work-oriented training that fails to acknowledge the worker's cultural background and fails to make the immigrant aware of the environment in which he/she has started to live and work: in a word training that fails to take account of the people and the environment where professional work is required.

Thus there is a need for a new, more holistic, approach to the integration of immigrant/ethnic workers into the labour market and in the local community. This is a prerequisite for a stable population and labour force for employer organisations. Linguistic and specialist vocational training are important and must be combined with theoretical and practical (reciprocal) knowledge of the cultures if immigrants are to become an integrated, enriching and effective part of the workforce and of the society.

3. What are we developing?

As result of the project we have foreseen the creation of concrete tools as basis to stimulate an ongoing process of change in the approach to the training of immigrants:

- A CD Rom with all the mapping and research done in the partner countries.
- A WEB page to disseminate both the new approach and the products.
- A Leaflet which will promote (to different targets) the project and its aims.
- First of all this handbook (which you have in your hands right now) to support a training programme focused on vocational, linguistic and other cultural aspects, involving both the immigrants and the locals, in order to achieve an effective integration of the immigrant workforce into the labour market and at the same time their real social

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integration into the local community. The handbook contains several main concepts that are important for the providers to develop course materials. These concepts are a theoretical framework for the developments of a modular based training programme, to be shown in practice through several examples of best practice from the partner countries. One key principal is to show this framework / these concepts as a common approach to the second language in/for the workplace and also the transferability between different branches of industry.

B. Guidelines

I. TRIM theoretical framework: Language as social practice

Matilde Grünhage-Monetti

Theory is when we know everything but nothing works. Practice is when everything works but no one knows why. We have combined theory and practice: nothing works and no one knows why! (Alan Maley 1991: 23)

An issue in our project, often controversial among practitioners, concerned the place theory should have in our discussions and in the final documentation. We came to agree upon what Widdowson calls “the process of theorising” (Widdowson 2003). We engaged in exploring our assumptions on language and learning in order to reach a common theoretical framework, which would make transparent our approach(es) to language learning and teaching and could serve as a guideline for assessing critically our own practice and improving it.

In this chapter we will make explicit the key principles which underlie our work, and provide the rationale for our didactical and methodological choices, illustrating them with findings of the project. They concern

- our understanding of language as social practice
- Bill Green’s three dimensions of language
- Etienne Wenger’s concept of community of practice
- Knud Illeri’s learning theory.

We are confident that this short exercise will inspire our readers to see theory in the following ways:

...as a dialogic process, in which practitioners critically assess innovative ideas, but also reflect on their beliefs and practices. It is not new theories themselves but the dialogue with these theories which moves us forward and prevents us from being subject to the dictates of dogma, to the whims of our individual intuitions or the stranglehold of the traditions of the learning and teaching cultures, in which we operate (Newby 2003).

So, dear reader, here is a sort of compass to help you check our and your own practice while striving towards an improved second language provision at the workplace!

1. Language as social practice

A key concept in our theoretical framework is the understanding of language as social practice. The word “social” describes here three related but different aspects.

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Language is social practice since it is instrumental to realising social purposes.

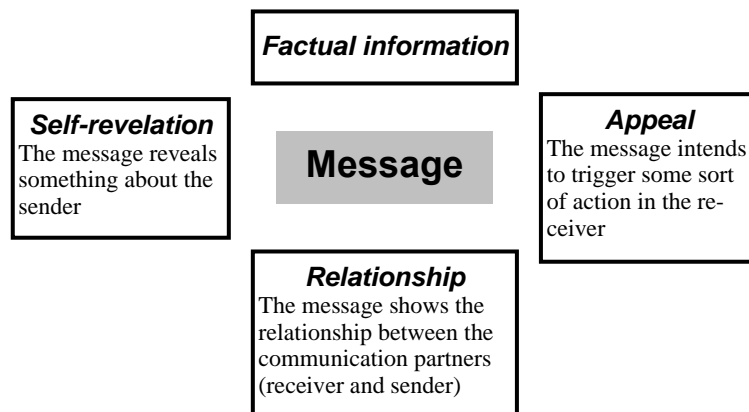
From a pragmalinguistic point of view language is not merely a system of signs and symbols, structured through grammar. Language is a form of doing, a form of practice. In Wenger's words the concept of practice connotes "doing not in itself and for itself, but doing in a historical and social sense that gives structure and meaning to what we do", in this case to language (adapted from Wenger 1998: 47).

In the course of history, human beings as social agents have created and developed language in order to satisfy their recurrent social needs: for example recording or exchanging information, asking for or giving help, instructing, persuading, expressing love or hate, comforting, evaluating, praising, provoking, etc.

Language is social practice since it constructs social relationships.

In their "doing" through language, human beings exchange and transmit information. In most cases they define at the same time their mutual relationships, construct and develop them further. This relational aspect of language has been investigated by the German psycholinguist Karl Bühler in the early XXth century. Expanding on Bühler's Organon model (Bühler, 1918, 1933, 1934), Schulz von Thun has developed in the late 90s a psychological model of communication, which is very popular in Germany and is of great help in analysing the interactional aspects of communication.

Schulz von Thun has visualized his model using the form of a square to represent the message (see *Illustration 1*). Therefore his model is often



*Illustration 1: the four-sides of a message
(Translated from Schulz von Thun 1999: 63)*

called “the four-sides of a message”. Considering it both from the point of view of the sender (speaker or writer) and of the receiver (listener or reader), (almost) every message reveals four “sides”. (Bühler speaks of “variable moments”).

Language is social practice, since it is based on social conventions.

In the language interaction, using Schulz von Thun’s metaphors, the communication partners speak “with four tongues” and listen “with four ears”, although they are usually not aware of it. They are involved in a continuous process of coding and decoding, in which perception, interpretation and feelings play a major role. Through these multiple interdependent perceptions individuals weave the web of their social relationships.

Schulz von Thun has made the relational/interactional dimensions of language very popular (at least in Germany). Being a psychologist and not a linguist, he has stressed the psychological variables, which shape and are shaped by language, neglecting the formal dimension of language as a system of signs which are intelligible through social convention.

It is this historically developed and dynamic process of social consensus which governs verbal, nonverbal and paraverbal codes and gives individual utterances from sounds to discourse, prossemics and gestures (re)liability and intelligibility.

Effective (second) language provision must enable the learners to understand and use language as a means of interaction in specific social settings like the workplace and for definite social purposes. Developing a certain command of the technical aspects of language (pronunciation, morphology, syntax, etc.) is a necessary step in language learning and teaching. It is what all teachers and learners are expected to do, and do more or less brilliantly and effectively. It is a fundamental aim to pursue as a teacher and learner, since it is instrumental towards proficiency in the use of the language as social practice, but not sufficient in itself.

2. Bill Green’s dimensions of language

What must teachers teach and learners learn beyond the formal system of language, in order to use language for interaction? We found Bill Green’s concept of *dimensions* of language a useful guideline for planning, implementing and evaluating language provision in general and in particular for language provision at the workplace.

The Australian educationalist distinguishes three dimensions of language: the functional, the cultural and the critical. Other researchers like Glenda

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Hall have broken them down into smaller, more detailed units. We prefer to stick to the “magic” number of three. Bill Green’s three categories may be too broad for analytical purposes, but just right for capturing the essential features of these dimensions and highlighting the core aspects of the approach we suggest.

In our understanding, the *operational/functional dimension* refers both to the formal aspect of language as a structural system and to the transactional functions of language as exchange of factual information. This is the dimension that is usually taken into consideration when talking about second language learning and teaching at and for the workplace. It is the level of technical correctness as regards vocabulary, grammar, writing, etc. It includes often specialised vocabulary. In terms of speech acts or scenarios it includes all kinds of relevant transactions like explaining (for example a defect in a machine/product), giving instructions (for example safety rules) as long as mere factual information is expressed.

This type of language is characteristic of written texts like instructions and safety regulations. In oral interaction it is not so frequent. Authentic recordings, which we carried out in different workplaces, show how factual information is embedded in interactional discourse. Examples in German are to be found in the scenarios in the internet-based publication “Deutsch am Arbeitsplatz” developed by the TRIM project (for the internet address see DIE homepage www.die-bonn.de).

The following case studies of a more discursive/ anecdotal nature may serve as further illustration.

Example 1: A German course in a metal processing company.

During a communication needs analysis in a metal processing firm I had the opportunity to visit a German course, which the company was running. The lesson dealt with “Dangers at the workplace”. I was sincerely surprised by the “speech acts” the course participants formulated when asked what they say/would say to warn a co-worker in case of danger. They came up first with emotionally-led expression like “I habe dir hundert Mal gesagt ...” (I have told you thousand times) before mentioning the expected “Pass auf/Achtung” (Careful/Attention), which I had put as first item in the relative list of speech acts.

This episode made me aware of the focus on the transactional dimension of language in our teaching. It strengthened my conviction of the importance of developing and using teaching materials based on empirical language research. An appropriate corpus of authentic workplace communications, better if video recorded, would offer a wide spectrum of interactional language and show if cultural differences in multilingual work teams are relevant. It would also show if and how these differences im-

pact on communication and which strategies the communication partners develop to cope, more or less successfully, with them. This would give concrete indications for the development of intercultural provision for the different groups of actors involved in communication: migrant/ethnic workers, indigenous colleagues, supervisors, management.

These considerations hint at the importance of the *cultural dimension*, which accounts for culturally appropriate interaction. For example, using the appropriate register, body language, proxemics, intonation. This is the level of broad cultural appropriateness at the level of “genres” (Grünhage-Monetti, M. 2004:13) and applies not only to ethnicity but also to class, gender, age and workplace type.

The following example illustrates the importance and necessity of mastering the cultural dimension in the vocational context.

Example 2: A Work Placement

Nina E. came to Germany from Kazastan, where she had trained and worked as a salesgirl. As a repatriated German, she was entitled to a six-month German course, where she learned a great deal. On completing the course, however, she didn't manage to find a job and took part in a work-integration project. This included a few months' work placement in a large clothes store as well as language tuition. Nina learned how to do her work quickly, picked up a lot of specialised vocabulary, was punctual and conscientious. However, after completing her work placement, she was not taken on. The reasons given were as follows:

“Nina did not try hard enough to engage with customers, avoided talking to colleagues, during breaks sat in a corner alone and said nothing, gave monosyllabic answers when spoken to and took no part in small talk”.

Nina demonstrated little if any command of the cultural dimension, which would allow for interaction appropriate to the culture of a German clothes store, is limited. Nina can probably formulate the transactional aspects of her communicative encounters with customers and colleagues correctly, but manages the cultural elements only superficially. Her speech acts, when serving customers will for example be limited to formulaic opening and closing sequence, like “May I help you?” and “Thank you. Goodbye” or to factual information, when required. Similarly it can be expected that Nina correctly uses the formulaic greeting forms when addressing or responding to her colleagues or to her employer. “Good morning, Nina” “Good morning.” “How are you” “Well, thank you”.

Relating appropriately to customers and colleagues according the habits of the “German culture” is what her employer expects from a trained salesperson and an integrated employee, hence his perception of Nina - that she does “not try hard enough to approach customers”, “gives mono-

syllabic answers”, “takes no part in small talk”, “does not relate with her colleagues”. This can then in turn be interpreted as indicating a lack of professional competence or that the individual is an “unpleasant” character.

As a trained salesgirl with some practical experience, Nina probably knows how to engage with customers and colleagues in Russian. The question here is: does she know - and has she been taught - how to interact in vocational encounters and in small talk in German? What command has she acquired of socio-cultural appropriacy? Is it the case that in her insecurity she simply chooses to say as little as possible? Whatever the cause, the consequences are fatal. Loss of job and probably reinforcement of prejudices from all sides. Nina will feel discriminated against, because she is “not a proper German”. Employer, colleagues and customers will probably have further evidence of the unfriendliness and ingratitude of the repatriated Germans.

(Adapted from Grünhage-Monetti, M. 2004: 58-59)

Finally, the *critical dimension* requires an understanding of the specific socio-political environment impacting on and within a specific community of practice: the spoken and unspoken rules implicit in relationships of power and how these affect communication partners, etc... It implies competencies at a meta-level and a linguistic level. It means being able to recognise and evaluate the socio-political relevance and significance of the communicative events in question and having the linguistic instruments to make informed choices. The knowledge and the skills connected to this dimension enable the language user to take on an active role in the communication in the specific context.

These three dimensions are usually present at the same time and interwoven in our communication as the following case study shows and should not be taught separately nor in a sequential progression.

Example 3: The Meanings in Report Writing

Rosa is a Spanish worker in her late forties. She has been living in Germany for over twenty years and has always worked in the same factory producing door handles. Her language performance in German is not grammatically correct, but meaning is conveyed. She participates in team communications, contributing valuable ideas. She has recently been promoted and has now to cope with paperwork.

Her company runs an on-site language course, which Rosa attends. She complains to the teacher and fellow students about having to write reports. In her opinion it is a loss of time, nobody reads them. It takes her ages to write them. She shares an example which is poorly structured and full of errors.

What does Rosa need to improve her report writing? What should she learn? Which language dimensions are relevant in her case?

The cultural dimension is quite obvious. She has to learn how to write a text which is recognizable as a “report”, structured according to the phases of this genre in German.

The operational/functional dimension is easily recognisable as well: describing a problem, giving reasons, making arrangements, etc. As far as grammar is concerned: tense sequence, passive forms, lexical items like routine formulations to introduce indirect speech, formal way of expressing the date, etc.

What about the critical dimension? Rosa complains about lack of interest for report reading. Whom does she mean? Who is supposed to read her reports? Her co-workers, her supervisors, managers? What is the function of reports and report writing and reading in her company? Rosa seems not to be aware of the role of reporting in the organisational culture of the company, for example as an instrument of quality development and control. Such an understanding is likely to motivate her to undertake the effort to learn and train report writing setting free the necessary mental energy more than the general motivation to learn “German properly”. Finally her sense of professional responsibility, which seems to be a feature of her personality, will make her find out what happens to the reports, if she has serious reasons to believe, that nobody reads them.

The critical dimension, which seemed so abstract, turns out to be the basis for the development of the others.

2.1 Implications for Workplace Safety

In addition to these and other case studies collected during the project, the Organisational Communications Analysis (OCA) carried out by the DIE and the Focus-Group Research carried out by XENA confirmed the necessity of teaching and learning all three dimensions. Although these studies investigated very different workplaces and had different foci they came up with similar conclusions as to training needs at workplaces with a high percentage of speakers of other languages.

The OCA on the issue of safety at the workplace was carried out in a medium-size metal processing company with a high percentage of migrant/ethnic workers, situated near Frankfurt am Main, Germany. Its aim was to find out how safety issues are communicated in the company and on which aspects to concentrate when developing second language provision. XENA concentrated on domestic elderly care in the region of Veneto, north-east Italy. The “*badanti*” (elderly carers) are almost exclusively foreign women. The aim of the study was to find out which competencies

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employees and employers considered crucial for appropriate care of the elderly and about appropriate provision. Since *XENNA*'s results are discussed in the following chapter I will here concentrate on the OCA carried out by the DIE team.

The interviews (with a worker from Ghana, a Turkish workers' council representative, the leader of the workers' council, and the safety manager)*, participant observation, and material collection have given us some insights into how issues around safety are communicated and perceived by the different actors. At job entry, then later at regular intervals, workers are instructed in safety regulations. The word training does not seem appropriate here. What we observed and partly filmed were "lectures" delivered by a supervisor. At the end of each session the workers have to sign a card, giving evidence that they have attended the training and have understood it! This signed card is legally valid in case of accidents, damages, etc.

There is no form of assessment of whether the instruction has been understood. 80% comprehension is the purely subjective estimation of the head of the workers' council. "Much, much less" is the estimation of the interviewed worker from Ghana. According to his observations the comprehension of a lot of his co-workers, mainly the older ones, is quite poor. They sit quietly through the - compulsory - training, afterwards ask him (or other colleagues in whom they have confidence) to explain what the training was about. Informal translation or explanations from peers seem to be of great help.

The interviewed worker representatives raised the issue of the responsibilities of management and individual workers. Both stressed that there had been great improvements over the last years. The head of the workers' council critically pointed out that in spite of their involvement actual practice is not always consistent with the existing regulations. Compliance with the rules is expected from the workers, but the supervisors themselves are not always consistent in exacting it, and "do not take the rules so seriously" if productivity is at stake. This was denied by the safety manager in a following feed back session. Both workers representatives regretted that safety managers and safety officers lacked the power to impose sanctions in regard to safety.

Taking up the perspective of the trainees, one of the workers' representative, a young man of Turkish origin, related that poor learning resulted from too short a period of training:

* Further materials (transcriptions etc.) are held at the Deutsches Institut für Erwachsenenbildung (DIE).

"es geht halt alles ein bisschen auf die Schnelle, nach meiner Meinung, is halt ein bisschen schnell. Man kann in einer Stunde nicht zum Beispiel ganz viel lernen, will ich mal so sagen, ..., in einer Stunde kann man nicht viel lernen, das ist halt mal so das Grobe, wird einem dann gezeigt..."
(*"... it goes a bit too quickly... In an hour you cannot learn so much... One gets only the core issues outlined..."*)

With regard to safety issues as to the learning attitude among his co-workers in general he stressed the responsibility of the employees as well. *"aber die Leut müssen's auch wollen, wenn das keiner will, man kann's halt auch nicht, ...man kann's halt anbieten, wenn sie's nich wollen....es muss auch irgendwie was rüberkommen, (People must be willing., if there is no will, one cannot do much ... one can make offers ,if they are not willing ... there must be some sort of response")*.

Further observations in the company and informal talks confirmed the hypothesis formulated through the case studies analysis. In one way or another migrant and ethnic workers come to understand the safety dos and don'ts of their workplace. A lot of safety instructions are imparted directly on the shop floor either during the initiation of new staff or the introduction of new machinery or new processes. The DIE video sequences on safety instructions in a canteen show the effectiveness of teaching and learning by 'doing', for the exchange of factual information (see *D-VIII Deutsch am Arbeitsplatz: Messerscharfe Paprika - Topfbad oder Badetopf - Achtung, Dampf. Arbeitsanweisungen in der Großküche* on the accompanying CD-ROM).

At a mere operational and functional level, an understanding of safety instructions is usually attained independently of proficiency in the second language. Translation, peers' explanation, show-and-tell instructions, use of pictograms, prior knowledge (e.g. of safety regulations in the country of origin) as well as knowledge of the world in general contribute to it. What is missing is time, opportunity (possibly language competence) to engage with safety issues more deeply.

What should then be the aims of language provision in the area of Safety? Which dimensions should be addressed? Most of the existing materials focus on the functional language level, and aim at improving the understanding of factual information in safety instructions. This is a good starting point, but it is not sufficient to cope with the issues brought forward by the workers representatives. Language provision must provide the technical tools necessary for understanding safety instructions, as well as develop the cultural and critical dimensions. Only a command of all three dimensions will enable (migrant/ethnic) workers to participate in communications around the issue of safety as shown in the scenario "Diskussion: Wer ist hier verantwortlich?" (Discussion: Who is responsible here?) in

the DIE internet-based publication “Deutsch am Arbeitsplatz” (for the internet address see DIE homepage).

The video sequence was taken during the safety instruction session for the fork-lift piler licence. The instructor had been stressing the responsibility of the driver for his and his co-worker’s safety. This triggered a discussion among the trainees, and with the instructor, on the use of protective clothing in summer and the responsibility of management and individual workers. The numerous examples brought forward showed the workers’ insecurity arising from the contradictions between rules and actual practice.

The trainees were migrants, who had a sufficient command of all three dimensions of German. This enabled them to take the initiative in the communication, and raise an issue which was vital to them.

2.2 Language and power

A final argument in favour of teaching all three dimensions has to do with the question of language and power. Understanding language as social practice and developing a language provision for the workplace consistent with it brings up the question of language and power: how power shapes language and is shaped by language, what does it mean to communicate in hierarchical contexts like the workplace, what is the role of language teachers, what can be the aims but also the limits of language provision.

The teaching unit “Heben, Tragen, ... Haltungen” (“Lifting, Carrying, and ... Keeping the right Position”) is intended as an example of how to deal with issues of safety - in this case in physically demanding jobs in the building industry - in the context of workplace language provision addressing issues of power and responsibility. The word “Haltung” in the German title means posture and attitude. The pun alludes to the “position” required in order to cope with the “burdens” of one’s workplace (see *D-III-1 Shared practice: an Example of good practice* on the attached DC-ROM).

Workplace language teachers need an understanding of the hierarchical structures, power relationships, differentials and associated attitudes, which are typical of the working environment in question. The examples quoted so far refer to provision in the processing industry or, more generally, in companies. *XENA* brought up the issue of power relationship in quite a different workplace: the domestic elderly care. In this context the texture of power relations and interdependences between employer and employees is woven with extreme subtlety. Power differentials are not so straightforward as on the shop floor. *Badanti, people in care and rela-*

tives are bound by immediate mutual dependencies. Carers and family are aware of this, as emerged in XENA's research.

The power of the employers (son or daughter of the person assisted) is obvious. The contract regulates not only the working conditions (finances, time, etc.) but often the legal status of the employee. The power of the *bandati* is not insignificant, though of different quality and less explicit. They take up the role of a son or daughter, are directly in charge of the welfare of their mother or father, and have access to a private home and to the intimate spheres of their inhabitant(s).

As *XENA's* research found out, mutual trust, which is certainly relevant to all human relationships, was identified both by the *bandanti* and the family as an essential factor in the quality of the care. An adequate provision for elderly carers should build on these insights and develop functional, cultural and critical dimensions of the target language, so *XENA's* recommendation for effective educational provision.

The examples discussed here are intended to show what a differentiated understanding of workplace issues language practitioners need, in order to support the learners to voice their views in the target language and be(come) active partners in workplace communications.

At the same time this claim shows the limits of workplace language provision as of all educational activities. Under the present "political" conditions they are considered, in the best case, as staff development and not organisational development. A language provider/practitioner who is recognised by the management as communication expert will identify and point out structural issues which impact negatively on communications. But structural changes lie beyond the educational remit. They require political will and decisions. Nevertheless educationalists may raise awareness for the need of changes and support and evaluate changing processes.

A more pessimistic view of the potential of educational provision *per se* to effect a positive change in the workplace is expressed by workplace language consultant Chris Holland. In her study of workers in a medium sized bakery in the UK, Holland (Holland, 2004: 203) found that low levels of trust that managers often had for workers were manifested for instance, in short-term contracts, reduced opportunities for workers to manage their own work areas and machines, and the requirement to work in teams comprising both supervisory level staff and shop floor workers. Drawing on Richard Sennet's work, Holland claims that managers who do not address trust issues or work to equalise power relations in teams comprising people in authority and people who have none, can hamper trust, free communication and real understanding. She quotes Sennet:

“...while working through conflicts deepens people’s understanding of each other’s different point of view, the composition and politics of workplace teams ... create a barrier to real understanding that might otherwise develop” (Sennet, 1998:25).

While agreeing that trust and power relations have a significant impact on learning, I am also optimistic about change. Therefore, as a teacher I find Wittgenstein’s words comforting:

“When we think of the world’s future, we always mean the destination it will reach if it keeps going in the direction we can see it going in now; it does not occur to us that its path is not a straight line but a curve, constantly changing direction” (Ludwig Wittgenstein, Culture and Value, 1929).

3. Community of practice

A further concept which has proved to be a crucial thinking tool for deepening our understanding of language and culture of the workplace is Etienne Wenger’s concept of community of practice.

Being alive as a human being means that we are constantly engaged in the pursuit of enterprises of all kinds, from ensuring our physical existence to seeking the most lofty pleasures. As we define these enterprises and engage in the pursuit together, we interact with each other and with the world and we tune our relation to each other and with the world accordingly. In other words, we learn. Over time, this collective learning results in practices that reflect both the pursuit of our enterprises and the attendant social relations. These practices are thus the property of a kind of community created over time by the sustained pursuit of a shared enterprise. It makes sense, therefore, to call these kinds of communities “communities of practice” (Wenger 1998:45).

This concept supports and complements Bill Green’s three dimensions of language and the pragmalinguistical and discourse analytical approach as described in the Theme-Scenario-Task approach, which is elucidated later in this book (see chapter *B.IV Themes, scenarios and tasks: Core elements of an integrated approach for Second language at and for the workplace*).

Referring to the practices of a health claim processing company which he had researched, Wenger expands on the concept of community of practice, giving a clear, concrete definition of the culture and the communication of any workplace.

A practice is what these claim processors have developed in order to be able to do their jobs and have a satisfying experience at work. It is in this sense that they constitute a community of practice. The concept of prac-

tice connotes doing, but not just doing in and of itself. It is doing in a historical and social context that gives structure and meaning to what we do. In this sense, practice is always social practice. Such a concept of practice includes both the explicit and the tacit. It includes what is said and what is left unsaid; what is represented and what is assumed. It includes the language, tools, documents, images, symbols, well-defined roles, specified criteria, codified procedures, regulations, and contracts that various practices make explicit for a variety of purposes. But it also includes all the implicit relations, tacit conventions, subtle cues, untold rules of thumb, recognizable intuitions, specific perceptions, well-tune sensitivities, embodies understandings, underlying assumptions, and shared world views. Most of these may never be articulated, yet they are unmistakable signs of membership in communities of practice and are crucial to the success of their enterprises” (Wenger 1998:47).

Nina was not taken on after the work placement because her employer felt that she did not fit into the company culture. Probably she did not recognise the symbols, did not follow the codified procedures, did not recognise the implicit relations and tacit conventions and shared world views that mattered.

Rosa was unfamiliar not only with the grammar and orthography of written reports, but also with documents and codified procedures of her company relevant for her new tasks and position.

Not so much formal correctness but active participation in the practices of the respective community of practice was requested from them. The appropriate language provision should therefore train people in the language necessary for understanding and interacting with the other members of the community of practice in question.

Whole Organisational Communications

The concept of community of practice has significant implications for workplace provisions. In this context it supports a holistic approach to language learning and teaching in the workplace. When planning language provision for a specific group of learners, the starting point should not be their - objective or subjective - needs, but whole workplace communications. A whole organisational communication analysis will provide important indications for the content of the provision itself (themes, scenarios, grammar, vocabulary, etc.) and for possible other training needs for the same group or for other individuals or groups of employees.

The organisational communications analysis carried out by DIE showed significant lacks in the communication flow within the company. The various functions of the safety staff were hardly known at some other levels of the hierarchy, not only among the workers. Particularly problematic

was the inadequate methodological competence of the safety trainers. As mentioned above, the trainings we observed and partly filmed, were “conferences” ranging from half an hour to more than an hour. No wonder that the trainees had difficulties maintaining their attention.

In a feedback session with the safety manager the issue was politely addressed. We do not know whether our feedback and the proposed solutions were acted upon. Individual members of staff involved in the research seemed to be interested in getting feedback. During one of our participant observations the trainer asked not only for feedback, but also for suggestions and seemed genuinely grateful for the few methodological tips, which were given. Our impression is that companies have not yet developed a real learning culture, in spite of the recurrent claim to be learning organisations.

The Appendix shows a further implication of whole organisational communication (see *D-III-6a* and *D-III-6b Deutsch am Arbeitsplatz: Arbeitsschutzunterweisung and Sicherheitsunterweisung* on the accompanying CD-ROM). The focus in this case is on written safety documents. During his investigation of company safety communication, the consultant, Andreas Klepp, collected original documents, his (future) learners were expected to read and understand. They were written, like most official documents of this type, in an extremely reader unfriendly style. In a feedback session with management and council’s representatives he brought up the issue and proposed that instead of texts which are hardly understood by most of the employees including migrant and indigenous workers, a screened version was developed. The result is a reader friendly document with the same degree of information and liability.

This example hints to a further aspect of the workplace language teachers’ profile. They must be able to carry out a whole organisational communications analysis, identify implications for language provision and possibly other improvements in communication, acting as consultants to the company on communication issues.

The results of *XENA*’s research confirm the appropriateness of the concept of community of practice and the effectiveness of whole communications analysis for describing the culture of the workplace in question, the relationships among its actors, and for developing educational provision, which meets the needs of the learners as well as the demands of the workplace and contribute to quality development.

Knowing the conditions, habits and needs of the person assisted as well as understanding “the psychology” of his/her family, are high priorities for the *badanti*. Mutual trust and respect for the needs of each member of the community of practice (e.g. *badanti*, family, assisted person) were

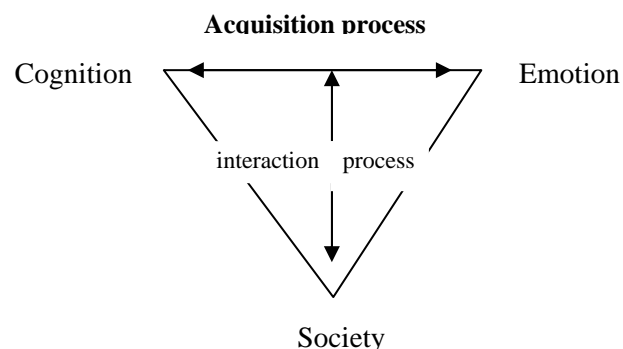
mentioned by all interviewed groups as essential for the quality of care and the working relationship.

4. The three dimensions of learning: contemporary learning theory in the tension field between the cognitive, the emotional and the social

Starting from his concept of community of practice and focusing on participation, Wenger considers learning in social terms and develops a social theory of learning, which is particularly appropriate for understanding and supporting teaching and learning at the workplace.

For the Danish psychologist Knud Illeris the process of learning consists of three dimensions and two processes, mutually influencing each other. In his own words, the three dimensions constitute “an entity which unites a cognitive, an emotional and a social dimension into one whole” (Illeris 2003:227). At the same time learning consists of two integrated processes - the internal, psychological process of acquiring knowledge, skills and attitudes; and the direct or indirect processes of social interaction of learners with their economic and cultural environment. “In this way, he seeks to combine the two master metaphors currently used to describe learning: acquisition and participation” (Coffield 2003:5).

Finally, Illeris’ learning theory completes the theoretical framework for our project. It gives a comprehensive view of learning, including both the



concept of acquisition as well as interaction between learner and society. Our experience and theoretical background as adults’ educators shows how important both the emotional and social dimensions of learning are. What made Illeris’ conception attractive for us is the “simplicity” of this schema. The form of the triangle catches the complex mechanisms of interdependence of the three poles, mutually impacting on each other, and

the external and internal interaction between individual and society and within the individual self, without simplifying it. One single theoretical construct explains phenomena, which had otherwise needed explanation through different theories.

We would now like to interpret some results of the DIE Organisational Communication Analysis on “Safety at the workplace” in the light of Illeris’ concept and to formulate some implications for language provision.

Through our investigation we gained some understanding of the societal environment at a specific workplace, understandings which we believe can be generalised to other workplaces. We could not find out anything concrete about possible “cultural” differences in the understanding of safety due to different ethnic background or gender, or of cultural tensions, although the worker from Ghana hinted very discretely at his experiences of racism and discrimination. This probably depends on the lack of awareness of diversity in management and workers’ council and would have required a much deeper investigation to find it out.

We learned about the negative impact of the contradictions between rules and practice on learning motivation. *“Arbeit, Arbeit, Arbeit, Termin, Termin, Termin, ja und das andere das ist nicht so wichtig.”* (“Work, work, work, deadlines, deadlines, deadlines, yeah, and the rest is not so important”) complains one of the interviewed workers’ representatives. In her study mentioned above, Holland found that the lack of trust felt by workers in management and vice versa had an impact on performance motivation. What Holland writes on the impact of the lack of trust on performance motivation corresponds to our findings on learning motivation and is confirmed by Illeris’ learning model, which provides a possible explanation for the negative attitude of many immigrants who seem “not to be interested in learning the language of the country of residence”, as it is often said. We suggest that is not so much lack of interest, but negative motivation as a response to negative and contradictory experiences in their private and working lives. The psycho-social situation that most migrants experience, more or less dramatically, is characterised by the experience of loss (territory, language, often status), discrimination and in some cases racism. This calls usually for negative emotions, which are likely to have a “paralysing” effect on the mental energies necessary for learning.

For the practitioners in charge of addressing potential learners and planning and delivering provision, it is important to be aware of a possible negative influence in the social environment on motivation in the sense described above. We should take this possibility into account when developing promoting strategies for addressing potential learners. An understanding of the psychosocial situation of migrant /ethnic workers should

integrate the understanding of the specific socio-political situation at the workplace and be part of the competency profile of workplace teachers.

The role of the interaction of the environment with the emotions of the learner has to be taken into consideration throughout the whole process of provision development and delivery. The involvement of the all the members of a community of practice: learners, co-workers, supervisors, workers' council/trade unions as well as management as described by the Odysseus network of the Council of Europe suggests that a positive, co-operative attitude among "uneven partners" can be inductive to learning (Grünhage-Monetti et al. 2003). Illeris' concepts are neutral and remind us to take into consideration both positive and negative emotions.

Finally, the interaction between environment and learners applies also to the relationship among the members of a course, and calls for a learning environment in which teachers and learners know and respond to each other as full human beings (Coffield 2003: 5). To be able to create a stimulating, safe environment inductive to learning remains the basic competence of a teacher.

The considerations that we have presented here are of course not exhaustive. They offer a perspective but also an invitation to the readers to explore further the issue of language provision at the workplace in connection with an overarching theory of life-long learning.

II. Intercultural competence

Luisa Bortoloni

Asked about their training needs, some 60 migrant workers employed in domestic elderly care and living in northern Italy, identified very clearly the need to develop not only operational linguistic competence but also to enhance communicative and intercultural competence.

This includes the knowledge of simple and practical things like the Italian eating habits but also of complex structures like the social and health system and their relative support structures. Beside these functional aspects, the relational ones were especially mentioned, such as the capacity for understanding the dynamics of the family they are dealing with and the ability to interact successfully with them.

In other words the interviewed migrants expressed the need for intercultural competence that includes both cognitive and interactional components.

This result confirms Bill Green's conception of the 3 dimensions of language described in chapter B.1.2. What is remarkable is that not language experts or teachers expressed this view but the potential learners themselves.

The Co-operation Principle

Antoinette Camilleri Grima (2002) writes *"communication depends on speakers' and listeners' shared knowledge, it is facilitated by the extent to which we have similar meanings for the terms we use and the behavioural norms we share. This in turn depends on both knowledge of language and knowledge of culture or better still, cultural awareness"*.

According to Grice (1957), communication implies a "co-operation principle" that allows the speakers to leave much of their communication acts unsaid and implicit. The co-operation principle guarantees that the listener will be able to get the correct message in spite of ambiguity and what remains unsaid.

But this principle is not universal, it is a cultural item and it only works within a given language/culture (consider for example the different use of implicit or explicit forms of expressing a duty or command in the different languages).

The co-operation principle requires a holistic view of communication and a holistic approach in training provision to address all the actors involved in the communication. The focus is no longer on the language deficit of the migrant but on the necessity of improving the communication of the group.

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The use of dialect at the work place is an efficient example on how both migrants and natives need to be sensitised and to reflect on the communication process and the elements that affect it.

In *XENA*'s research, the issue of dialect was raised by migrants, their families and the trainers. They recognised it as one of the important elements influencing communication between carers and their clients (elderly people and relatives). Marcela, an engineer from Moldavia assisting an elderly gentleman in Padova (Italy), complained about the attitude of her employer, the son of the assisted person, who always addresses her in dialect. In the interview she stressed that she was aware of the role of dialect in the local society, but she considered this attitude showed a lack of respect. She has made the effort of learning Italian and she expects her employer, who can speak proper Italian, being a university professor, to make a similar effort. Marcela on the other hand shows understanding for the gentleman she is taking care of; she doesn't expect him to address her in Italian and does not interpret it as a lack of respect. Her professionalism leads her to give a different interpretation of the use of dialect of these two communication partners.

Most of the interviewed women show understanding if the people they take care of use dialect with them, but often when dialect is used by the relatives, it is difficult for them to understand the meaning of this attitude, whether it indicates a lack of respect or is just language which is more familiar and commonly used in private life.

What could be the role of adult education in this situation?

Within provision for migrants the aim is not to teach or learn the dialect but to make a issue of it in the learning /teaching situation. Migrants should be given the opportunity to voice their feelings and the emotions about being addressed in dialect and acquire the necessary linguistic instruments to express these feelings and the discourse strategies to negotiate the use of dialect: to ask for repetition in Italian, to ask for clarification or confirmation of what has been understood, etc. In general, active listening techniques can be introduced and trained.

These strategies emerged from the research itself: the issue of dialect was mentioned in all the groups but when the participants had to come to a decision about whether it is a priority or not, they realised that there is no need to learn it. It could be considered as part of other issues such as mutual respect, understanding family dynamics and knowing the habits of local people.

The use of dialect could become an issue within a broader training aiming at developing intercultural competence necessary in the interaction between Italian families/employers and the migrants' carers.

Both migrants and trainers in *XENA*'s research, recommend some sort of "training" activity for the relatives who are faced with the stressful situation of the care of an elderly person and who find themselves in the unusual position of becoming employers.

It is not realistic to think of a specific training course for families but information could be provided for example for the existing self help groups for families who deal with the care of elderly.

These examples show the relevance of intercultural competence for all the social actors.

In fact from the 80s onwards there has been an increasing interest in intercultural pedagogy and intercultural learning in most European countries including south European countries where migration is relatively more recent.

Contrary to the approach proposed here, discussions of intercultural competence (ICC) provision are usually addressed at the representatives of the major society. This includes those directly involved in the integration of migrants into society, or service providers (teachers, social workers, public administrators). It is not that common to discuss ICC provision with those who are in contact with migrants but with a different role (co-workers, employers) or migrants themselves.

It seems to be a common opinion that migrants don't need ICC because living in a strange environment such as a different country may automatically lead to the acquisition of ICC. But, although the experience of migration may facilitate ICC, it is not acquired automatically. It involves a conscious learning process.

ICC provision for migrants is often offered as a compensatory approach, that is, offering information about the host society (law, services, habits etc) in order to fulfil a lack of knowledge.

Although this could be the first step to decreasing the level of discomfort and cultural shock, and to breaking down stereotypes and prejudices, ICC can't be reduced to this. According to our view, ICC includes more than knowledge and the cognitive dimension.

A more complex approach is necessary to develop the proper cognitive, affective and behavioural tools to deal with diversity in a positive way. We need to encourage awareness of the role of diversity and of the importance of different perceptions, for example developing tools for negotiating meanings and, ideally, for developing new practices. This is of relevance for all members of modern society: migrants/ethnic minorities and the majority.

If the cultural dimension is an essential dimension of language and if communication must include ICC in order to be effective, then all the actors of the communicative process should possess this competence. For these reasons we consider it essential to pay attention to ICC and to the intercultural dimension when planning and implementing training activities addressed to migrant workers and aimed at their active participation in the host society.

The Concept of Culture

The word culture comes from Latin root “colere” to inhabit, cultivate. Although there are different definitions, reflecting different theories for understanding or criteria for valuing human activities, most of them share the idea of culture as referring to what human beings have produced and the idea of culture as a social phenomenon. It is the sum of learned behaviours, beliefs, values and symbols of a group of people, which they accept and transmit.

This whole-encompassing concept of culture has been questioned since the beginning of the 20th century. One of the reasons is that is an inadequate term to represent the inner complexity of modern cultures. Its indiscriminate use leads to the politically dangerous identification of culture with a single entity such as nationality or ethnicity. Further, it demands delimitation (Welsch 2005) by those not belonging to the culture in question.

These different definitions are relevant in the context of migration. Migration implies a relationship between different cultures and in this context culture usually is meant as “national” or “ethnic” culture. The relationship seems to be an unequal one between the culture of the host country and the one of the migrant’s country of origin.

Migrants seem to be member of one culture: the one of the country where they come from. At the same time they appear to be engaged in getting to know the culture of the host country once again considered as “national” culture.

This vision is incomplete and doesn’t take into account the complexity of what “culture” refers to. The following key concepts should be considered:

- 1) diversity is not only cultural
- 2) culture is not only ethnic or national
- 3) cultures can no longer be considered as separated entities

The first principle draws the attention to the different levels of diversity. There is diversity due to strictly individual characteristics, and diversity

due to aspects shared with small or larger groups like gender, social status or even a temporary situation.

When dealing with foreigners the tendency is to attribute every difference to their culture of origin in ethnic/national terms. Somehow their being foreigners is the most evident and important aspect, more than their being young or old, rich or poor, male or female, student or worker etc. This is quite a “natural” reaction but still it is not correct and it may create misleading images based on an illegitimate attribution of the characteristics of one person to a whole nation or ethnic group.

A further unconscious phenomenon which often takes place is the so called “self fulfilling prophecy” (Mazzatura 1997) that is, we engage in a selective attention that makes us notice and remember those aspects that confirm the information we already have and disregard those aspects that could contradict them. Therefore concepts like “identity” and “culture” should be used carefully. Although the cultural background may have a strong impact in the definition of one’s identity there are also personal factors, some of which are attributable to education, personal history, decisions etc. Other factors are given, such as gender, personality etc.

The second principle reminds us to be careful about the ethnic dimension of culture. The social view of culture stresses it as a product of individuals and groups, but the groups do not correspond to political borders, thus it is dangerous to make ‘group’ correspond to ‘nation’. Culture is the sum of learned behaviours, beliefs, values and symbols of a group of people. When the group corresponds to the inhabitants of one country or one region or to the members of one ethnic group we have a so-called national or ethnic culture, but the group can be a different one.

Within a country and society there are vertical differences as for example social status and horizontal ones like age or gender. Differences and similarities are transferable to different countries or regions and be defined by other elements such as political orientation (left wing or right wing culture), religion (Christian culture or Muslim culture) etc.

Within a given nation we find different cultures corresponding to different groups or “communities” that produce their own culture or at least establish their own practice, rules (some explicit some tacit), hierarchy, conventions, taboo, relationships etc. These only work within that community. This is especially relevant to our project because the workplace, and departments within a workplace, is often communities of this kind; something close to what Wenger defines a “community of practice”^{*}.

^{*} The concept of community of practice is based on a theory of learning that starts with this assumption: “engagement in social practice is the fundamental process by which we learn”

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Intercultural, multicultural, cultural relativism

It is important at this point, to make a distinction between multiculturalism and interculturality. In a multicultural society there is the co-presence of different ethnic and cultural groups each maintaining its own identity. This situation doesn't imply any communicative exchange with others, their values and history, that is, a respectful attitude towards diversity in general. In fact, bi- or multicultural competence simply means knowledge of two or more cultures. This approach has some strong limitations. For example it only takes into account the cognitive dimension and it assumes that culture is a construct, historic, unchanging, something that can be learned and taught. It may encourage regressive tendencies and lead to ghettoisation or cultural fundamentalism that we witness in contemporary societies.

Interculturality on the other hand *"conceives of another level of knowledge consisting also of cognitive, affective and behavioural skills which allow for transfer between one culture and another"* (Camilleri Grima 2002). It refers to the relation between systems that are not static or given but which are instead complex, continuously transforming and intermingled. The concept of culture as unchanging and discrete that underpins the multicultural approach, is risky as well as incorrect and may support reactionary positions where the term culture is dangerously similar to ethnicity or even race, a sort of predestination, something ineluctable. It certainly supports the concept of cultural relativism in which respect for diversity is confused with a passive and non-critical acceptance of any behaviour, value or attitude.

An understanding of cultural background may be helpful to understand the origin of a given behaviour, not to give wrong meanings to different attitudes, but it doesn't necessarily require a positive evaluation or the avoidance of any judgement. The intercultural approach, on the other hand, doesn't imply that culture is something ineluctable and incontestable, or something that can justify any value or behaviour. Cultural relativism, although apparently tolerant and respectful, elides a strong disparity between the perception of one's own, and other cultures.

(Wenger 1998). Learning is not an individual process and it is not separate from the rest of our activities, it is a social phenomenon, a process of social participation and this process takes place in a community. Wenger offers different examples of communities of practice: families, schools and, of course, work places. We can say each community produces its own culture and in this sense society is also a community of practice but not the only one. Although our project does not intend to be an application of Wenger's theory to second language provision, this concept helped us to find a common core and to clarify our basic assumptions.

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Thinking about our cultural background, we could hardly consider it all positive or acceptable. We can usually recognise its complexity, variety, temporality etc. Moreover, we don't usually feel blind to every aspect of it: we consider some change to be positive and sometimes we actively try to produce social and cultural transformations. Consider for example concepts such as environmental protection or equal opportunities for men and women, they have not always been part of our cultural heritage, but, considering them important values, we thought it right to support them even if it has challenged deeply rooted habits and behaviours. The non-critical acceptance of every element of a different culture implies a lack of recognition of the others' right to complexity and to producing transformations that we recognise for ourselves.

Transculturalism

The term "transculturalism" is increasingly used and considered by many to be more appropriate than "intercultural" to express the complexity mentioned above. The term was coined in the 1940s by Cuban sociologist Fernando Ortiz in *Contrapunto Cubano* (1947) and used to describe the Afro-Cuban culture. Ortiz resumes the concept of "metissage" used by José Martí (Nuestra America 1891) to describe Latin American cultures in the post-colonial age. In Ortiz view, transculturalism is a synthesis of two phases occurring simultaneously: decentralisation of the past and hybridization of the present. The result is a new culture based on the meeting between people of different cultures, so identity is not one-dimensional but defined by a dialectical relationship with the other and in continuous transformation.

In more recent times some cultural scientists resume the concept of hybridization to question the concept of single culture: the idea of a homogeneous system produced by a specific group of people doesn't take into account the complexity of identity and most of all it underestimates the "external networking" that characterizes each group and each individual. This external networking is especially important since technology has transformed the concept of distance, multiplying and diversifying opportunities to get in touch with the "other".

In a transcultural perspective, each individual is a hybrid who takes part in different cultures. Transculturalism seems on the one hand to reshuffle the social dimension of cultures and privileges an individual dimension. On the other hand, it allows us to override the conflict so often experienced by the migrants, between the need to mix with the major society and not to be discriminated against, and the need to be recognised as individuals.

Transculturalism represents a third way between exhibited identity and denied identity. Exhibited identity is the attempt of maintaining one's own identity sheltering in one's own history and roots, and keeping strong links with ones' traditions and past. Denied identity is the complete assimilation of the culture of the host country at the expense of the origin culture. Both are strategies used to manage the discomfort of the uprootedness of the migrant.

Transculturalism seems to be an intermediate response between these two extremes, the acquisition of a new code without the loss of the previous one, and the creation of a new hybrid culture.

In this perspective this hybrid condition doesn't characterise only the migrants or those in contact with foreigners, but it is a matter for all of us who normally belong and participate in different cultures. We build our identity through the different communities we belong to, not simply through one specific cultural group.

In the mid 90s Wolfgang Welsch questioned both multiculturalism and interculturalism and considered transculturalism to be the only approach that could avoid a closed and static interpretation of culture, and a deficit-oriented approach where each group is perceived to lack something the others have. Transculturalism uses a resource-oriented approach in which diversity becomes a mutual resource.

Annette Sprung underlines a risk in the concept of transculturalism as expressed by Welsch: "some sort of affinity with the idea of a general, comprehensive global culture, and that the diversity of societies and formats or frameworks for living is lost sight of too much".

In other words the concept of transculturalism may loose the social dimension of culture and confuse it with personal identity.

In fact the term transculturalism is still seldom used in pedagogy. It is commonly used in the psychological and medical field (transcultural psychology, transcultural medicine).

As regards our research, we think a lexical clarification is more important than adopting a definite position regarding transculturalism or interculturalism. We will use the term intercultural and intercultural competence but we don't mean to found it on a static concept of culture (as in Welsch's hypothesis).

On the contrary, and as explained above, it is based on a concept of culture as dynamic and not one-dimensional and relationship among cultures as a relation between systems that are not static or given but complex, in continuous transformation and intermingled.

Developing Intercultural Competence

According to this view of interculturality, ICC exceeds knowledge about different cultures and can't be reduced to collecting information. As we said before, ICC includes cognitive, affective and behavioural skills. Although information about different cultures can be the first step to breaking down stereotypes and reducing the level of discomfort and cultural shock, ICC is not only limited to the relationship between culture A and culture B. It is an extra competence that stands on a higher level. It is the more general capacity of dealing with diversity in a constructive way. Camilleri Grima (2002) defines it as a paradigm shift *"in the sense that from being viewed as an object of study, culture becomes a question of competence"*.

Developing ICC, the learner not only gets to know new elements of the culture s/he is approaching, but becomes aware of the existence of mental structures, thinking patterns and behavioural paradigms, and recognises that they are not universal. S/He learns to recognise complexities and variables. And s/he will be able to use this competence not only in a specific situation (migrant living and working in a different country, member of the majority society dealing with a migrant from a specific country) but whenever he is dealing with diversity whether it is national, generational, social etc. According to Camilleri (2002) developing intercultural competence requires:

- a) *developing cognitive complexity in responding to new environments;*
- b) *motivating affective co-orientation towards fresh encounters;*
- c) *directing behaviour to perform various interactions with additional social groups.*

Point a) refers to the cognitive aspect of ICC, that is, the capacity of being mentally flexible in dealing with unfamiliar situations or contexts. It is the ability of enlarging one's mental pattern in order to integrate new information into the cognitive structure. This is a key competence to overcome oversimplified visions and stereotypes. As we said before, stereotypes can almost always be confirmed because of our selective attention that makes us notice, remember and confirm what we already know (or think we know). But of course we can have a different approach: instead of forcing reality into our pre-existing picture we can make our picture more complex, not trying to avoid mental patterns (that is the way in which we organise the information and the in-puts we receive) but making them more flexible. To develop this capacity it can be useful for the teachers to encourage students to reflect on the differences between how we perceive ourselves (both as individuals and as members of a group) and the way we are perceived by the others.

Point b) refers to deepening learners' understanding of the subtle feelings and attitude embedded in messages found in the target environment, and thereby enriching their communicative experiences. For the teachers it means bringing the students from observation of diversity to respect for different cultures through the emerging of awareness of their own identity and empathy.

Point c) refers to the capacity of choosing an appropriate behaviour according to the different social situation. Effective and appropriate communication depends not only on linguistic features (lexical, morphosyntactic, textual, phonologic) but also on a variety of paralinguistic and extralinguistic components such as kinesic (the communicative use of body, posture etc.), proxemic (the interpersonal distance), vestemic (the different meaning of clothing and objects for example status symbols) (Balboni 1999).

ICC at the work place

As mentioned before, culture is not only ethnic or national. Within the same country we can find different cultures produced and shared by different groups or, using Wenger's expression, by different "communities of practice". In this perspective, while designing a training activity that includes ICC, we cannot simply focus on national cultures and ignore the community of practice in which the learners participate, especially if, as in our case, the aim of the training is integration of migrant workers at the work place and in the local community. If we aim to provide the necessary competence in order to actively participate in society, to effectively communicate and to be able to select the proper behaviour according to the social situation, we have to link this competence to the concrete situation in which the learner is supposed to use them. This perspective is relevant in the definition of contents, methodology and practical arrangements.

According to our understanding and our "use" of Wenger's concept, community of practice (COP) is both an objective and a resource. In fact, the involvement of other members of the COP is essential for a positive outcome. Different actors are involved - employers, colleagues, unions, association of migrants, institutions - as they are partners in the communication process and members of the community. In this sense the responsibility for integration is shared by the community itself and may suggest tools to plan and implement an effective training activity.

This introduces another question: is the need for ICC perceived by migrant workers, employers and the local community? Often it is not. Often not even the need of language training is perceived and this lack of per-

ception is based on a one-dimensional vision of language whereby the work tasks are not perceived to require a high level of language competence. Language knowledge is not considered relevant for work but just a personal need.

In *XENA*'s research most of the interviewed people mentioned language as a basic competence but only in its operational function. Although they didn't mention intercultural competence directly in their individual answer, the group discussion often brought them to identify many necessary cultural and critical elements in order to improve work conditions and efficiency. Often, reflecting in the group made participants realise how apparently practical or operational items hide more complex cultural aspects. We can say, therefore, that the need of intercultural competence is not immediately perceived but a deeper reflection makes it evident.

So while planning a training activity, not only is it necessary to include ICC in the proper way, but it is important to provide this competence even if the trainees themselves don't perceive they need it, or the stakeholder don't consider ICC as a priority. It means that ICC has to be provided as part of a training activity for it to be useful for the trainees and the stakeholders.

With respect to our project, after comparing different situations in different countries and different target groups, we became aware that ICC training provision could more effectively be developed as part of a wider language and /or vocational training activity.

III. Organisational Communications Analysis

Matilde Grünhage–Monetti, Chris Holland and Petra Szablowski-Çavuş

The organizational development concept of a community of practice (abbreviated as CoP) refers to the process of social learning that occurs when people in organizations, who have a common interest in some subject or problem, collaborate to share ideas, find solutions, and build innovations. The first person to develop the CoP term was theorist Etienne Wenger (<http://www.ewenger.com>).

Understanding workplaces as communities of practice and language as social practice has implications for any educational intervention around the issue of vocational communication. With regards to language teaching and learning with migrant/ethnic workers it calls for a holistic approach throughout the entire process of provision planning, delivering, assessing as well as marketing.

In this chapter we will propose an instrument for investigating communication and communication needs at the workplace with the view of developing educational provision consistent with the assumptions illustrated in chapter 2. We came to agree on the term Organisational Communications Analysis (OCA), because it makes explicit the focus on organisation-wide communication and how it is “organised” in a specific workplace.

The idea of an organisation-wide needs analysis was developed by Sue Follinsbee (2001) who coined the term “Organisational Needs Analysis”. It was adapted by Holland et al. (2001) in their training text for workplace literacy practitioners. The Odysseus project extended the concept by referring to an organisational communications analysis, thus focussing firmly on how workers and managers representing a range of ethnicities engage in positive communicative interactions in the workplace, rather than on individual deficits (Grünhage-Monetti et al. 2004).

Purpose:

The purpose of conducting an organisational communications analysis in the context of second language provision is

- to learn how people communicate with each other in the workplace,
- to identify communication problems that exist at an organisational, departmental/team or individual level, and
- to find out how communication and communication problems are perceived by the various partners, particularly by migrant/ethnic workers

in order to develop appropriate language interventions.

Underlying Assumptions:

The assumption of an organisational communications analysis is that language is social practice. That is, language shapes and is shaped by various communities of practice in workplaces, localities, and countries. Cognitive and emotional factors contribute to the way communities and individual members of communities, impact on each other and communicate with each other. Understanding workplace language issues for migrant/ethnic workers, involves identifying

- the expectations and norms of workplace communities of practice, and any associated social or political factors which impede good communications
- objective and subjective individual needs of the future learners

It implies also recognizing and taking into consideration the emotional impact of a range of individual, social and political factors on performance and learning motivation. (Illeris 2003, Holland 2004). These include experiences with language (mother tongue, second language and any other language used), with learning, with affiliation, inclusion or exclusion, discrimination, and, in the case of refugees, possibly with violence. These experiences embrace the home country, the country of residence and the workplace.

Traditional Training Needs Analysis Vs Organisational Communications Analysis

A brief comparison of traditional training needs analysis and OCA will highlight the different foci and underlying principles. The former model is deficit-oriented. It focuses mainly on what individuals can't do, and are therefore in need of. It assumes that communication difficulties in multicultural and multilingual workplaces arise mainly from the poor linguistic competences of migrant/ethnic workers and can be addressed through language instruction alone. "Foreigners" are expected to "assimilate" and behave – also linguistically – like "natives". In such a model, workers are asked questions about their language competence and individual learning backgrounds. They may be observed interacting with co-workers, and documents may be collected for use in the learning programme. A supervisor may be interviewed. A training needs analysis requires a skilled language practitioner who can identify relevant issues, analyse data and define training needs.

An OCA, on the other hand, assumes that workplace communication is interaction among – unequal – partners within given, hierarchical structures. It implies shared responsibility for the success or the failure of the communication and usually asks for more than one solution to the identified problems.

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An OCA requires a multi-skilled consultant-practitioner who can not only identify individual needs, but also recognize socio-cultural, structural and emotional issues which impede communications. This can be done by a combination of recorded observations, group and individual interviews as well as collections of written documents and (audio/video) recorded conversations. Finally, the consultant-practitioner in charge of an OCA in a multicultural workplace must have an understanding for the specific psycho-social situations of the future learners.

The consultant-practitioner will explore a range of interventions which can be integrated with vocational training and health and safety. This may include language-training programmes for migrant/ethnic workers, literacy and numeracy training (also for indigenous taskforce), cultural awareness or managing diversity training for supervisors/managers/workers' representatives or developing user-friendly documentation.

Just as the analysis process assumes that language development is contingent on a number of social, cultural, emotional, and structural factors, the intervention options should be integrated into the work practices of the organisation rather than "bolted on" without reference to the company culture, policies or processes. Thus the OCA and the resulting interventions are able to have a greater and more lasting impact on language development and communications.

Steps in the Organisational Communications Analysis

In the context of language provision for migrant/ethnic workers organisational communications analysis are not widely practiced, either because the issue of second language provision is just emerging and deficit-oriented approaches or methodologies are still predominant or because they seem too costly.

We are aware that for most of our readers, for various reasons, it does not seem possible or appropriate to carry out an OCA. Nevertheless we recommend to consider it as a model to strive towards. Once the underlying assumptions are recognised, experienced colleagues will be able to incorporate the suggested procedure with their current methods of analysis, for the benefit of the organisation as well as individuals working within it.

The procedure proposed in the following expands on the Organisational Need Analysis described by Holland in her training manual for teachers of in-company language and literacy in the UK (Holland et al. 2001). The Organisational Communications Analysis described here has been developed for investigating in-company communications. It has been tried out by the *Deutsches Institut für Erwachsenenbildung* and its partners in Germany

within this and other projects in different industry sectors and in medium to large sized companies.

For its research on the training needs in the domestic elderly care, *XENA* made use of a different methodology, and carried out the focus-group research: *Foreign women working in the field of domestic elderly care in Italy: Focus groups report* (see D-III 5 on accompanying CD-Rom), still building up on the same principles underlying the OCA proposed here. Within the TRIM project it was not possible to develop an OCA adapted to the characteristics of a domestic workplace and try it out. This could be a challenging task for the future.

1. The Steering Group

Before beginning an OCA, the consultant-practitioner should ensure ownership of the planned language provision from as many key personnel in the organisation as possible. The best way to achieve this is through a steering group for monitoring the programme. This steering group would ideally comprise company training personnel, line managers or key supervisors, health and safety representatives, union or workers' representatives and a management person who can authorise action and payments. The OCA will need to be costed and funded.

2. Observations of the workplace

It is important that the consultant-practitioner becomes acquainted with workplace routines (e.g. meetings, changeovers, reporting procedures) and work practices where migrant/ethnic workers are employed. This can be achieved through recorded observations, discussions with people at their work and job shadowing. Note should be taken of equipment that is in use in the organisation (including ICT), notices and record keeping. Where possible, it is useful to sit in on meetings, briefings, and vocational and health and safety training sessions.

Already in this phase great attention should be paid to any elements revealing the company culture and popular beliefs/common sense theories about appropriate communication existing in the company, for example:.

- Are migrant/ethnic workers addressed in the second person ("du" in German, "tu" in Italian) or with the first name?
- Are all employees addressed in the same way?
- Are female employees/colleagues addressed in a more polite/formal way than male employees/colleagues?
- Do private conversations on the shop floor take place, and are they tolerated?

- Are different/divergent opinions taken into consideration?

For a choice of different forms of observation in the workplace see List 1.

List 1: Forms of observation of the workplace

Visit without agenda: The consultant-practitioner visits the company - for the time being - without any concrete question in mind, letting the work environment act upon him/her. This should enable him/her to gather "unexpected" impressions.

Focussed visit: The focus of the observations has been planned/decided in advance in order to investigate with greater depth specific issues or question hypothesis, impressions, etc.

Conversations with employees at their workplace, in order to find out their perspective, question their attitudes, impressions and opinions, gain information about their ideas about how communication works effectively.

Job shadowing: the consultant practitioner follows an employee like a shadow during his/her work. S/he takes the opportunity to ask questions, make comments, etc.

Participant observation in meetings, changeovers, vocational training sessions, health and safety training. Participant observation should be used as much as possible.

3. Interviews with key personnel

The consultant-practitioner should interview members of the steering group either individually (for a greater depth of response) or collectively (to save time and expense). List 2 suggests a range of questions to be put to the steering group members.

List 2: Suggested questions for the members of the steering group:

- How is language used throughout the organization?
- What kinds of jobs / tasks do the immigrant/ethnic workers have?
- What issues have been identified with systems of communication?
- How has the organisation tried to address issues?
- What have been the consequences?
- What vocational and/or health and safety training is in place?
- What expectations/aims the organisation has for all workers in terms of vocational and/or health and safety training?
- What plans has the organisation for development (e.g. ICT systems)?
- What are the training and development priorities of the organization?

4. Interviews with migrant and indigenous workers

In consultation with the steering group the consultant-practitioner might interview a random group of migrant and indigenous workers or a group

selected by the organisation. Again, people may be interviewed collectively or individually.

List 3: Suggested questions for migrant and indigenous workers

- What kinds of jobs / tasks do the interviewed workers have? E.g.: What kinds of materials/tools do they work with? Do they have to write and/or read regularly? Does their job require paper work/reading and writing regularly? If yes, what? Has this changed?
- How do they participate in workplace routines (e.g. team meetings)? E.g.: Do they understand everything what is said? Have they the opportunity to ask questions, if they do not understand? Are they expected to express their opinion?
- How do they participate in vocational and/or health and safety training? E. g. How often does the training take place, for what duration and over what period? How many people take part in it? How are they informed? Who decides who is going to take part in a vocational training programme? Can they understand the technical issues dealt with in the training?
- What documentation do they need to understand or complete? E.g.: Work instructions, changeover journals, fault reports, employer/work council agreements, etc. What safety signs do they need to understand?
- What communicative activities do the workers find particularly difficult? E.g.: How well do they understand or give written or oral explanations, reports, requests, instructions? (How well do they understand body language gestures of co-workers/supervisors?
- What other barriers to effective communications do they experience (social, cultural, structural, emotional)? E.g.: Do they sometimes feel by-passed or excluded? If so, in what ways does this happen? Have they experienced difficulties with co-workers/supervisors of a different ethnic /educational background or language? Has there been difficulty in communication between male and female employees? How confident are they with expressing their own opinions?
- How do workers currently deal with communication difficulties? E.g.: Do they try to improve their language competence? How do they react when faced with problems: do they withdraw for example? Do they complain to the supervisor/boss workers' representative/co-worker? Do they give "inner notice", in the sense of losing motivation or commitment to their work?
- Who provides assistance with communication difficulties? E.g.: Is there anybody who helps to translate where necessary? Does the supervisor or the workers' or union representative help in cases of misunderstanding or conflict? Whom can workers turn to if they do not understand some operating instructions?
- What are their priorities for language/communications development? E.g.: Should second language courses be offered? If yes: what should be the aims

and content, and when, where, and for how long should a course be offered?
Should documents such as instructions be formatted and written differently?
How would workers like co-workers/supervisors to respond when speakers of other languages say something?

5. Analysing workplace documents

Analysing key documents that workers are expected to use or interact with serves a double purpose. It is a first step towards curriculum development. The insights gained may be fed into lesson planning and material development. At the same time it may lead to identifying alternative 'solutions', other than training, for the organisation. Take note of the document's suitability for the target audience, in terms of its appearance and layout, organisation of ideas and information, vocabulary, sentence length and structure, cultural sensitivity. An examination of workplace documents may indicate, for instance, a need to include a translation of important documents into other languages, or to re-write complex texts in plain language. It is also useful to look at the extent to which workplace practices reflect goals as stated in organisational documentation.

Documents will include (Holland et al. 2001):

- workplace routines (work rotas, pay slips, accident reports, time sheets, leave applications and sickness reports)
- environmental print (signs and notices such as Health & Safety notices)
- job related documents (job cards, specifications, forms, correspondence, reports, plans, orders, manuals)
- further training documents (study skills, note taking, skimming, scanning, locating information)
- documents like charts, graphs, measurement, time sheets, pay slips, tables.

6. Recording authentic language exchanges

If the collection and analysis of authentic documents is established practice, this is not the case for authentic oral communication, which is as important. Unfortunately the procedure of gathering examples of oral communication is time consuming and therefore expensive. It also requires special permission from management and the participants, some technical equipment and know-how as well as some experience in the analysis of oral texts. The advantages, however, are significant.

Audio or video recordings of oral communications that future learners are supposed to participate in, supply a sound, empirical basis for identifying learning issues and developing teaching/learning materials. The Theme-

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Scenario-Task approach advocated by the TRIM project as described in chapter IV. *The TRIM approach: Theme - Scenarios - Tasks* builds on authentic written and oral materials for the curriculum development and teaching/learning situation. Videos or tapes (if of good quality) and transcripts can be used later in the classroom for a variety of awareness-raising, comprehension and analytical exercises. Exemplary audio and video recordings of authentic conversations in elderly care and in the processing industry are to be found in the internet-based DIE publication "Deutsch am Arbeitsplatz" developed within the TRIM project (for the internet address see DIE homepage www.die-bonn.de).

Video or audio-recorded material can support the organisational communications analysis process as well, by giving direct examples of current communication practices and culture in the researched workplace. The analysis of oral communications may also lead to the identification and suggestion of alternative or supplementary strategies as in the case discussed in chapter B.I *TRIM theoretical framework: Language as social practice*. The *Deutsches Institut für Erwachsenenbildung* observed and video-recorded safety training in a metal processing company. One of the resulting recommendations was to enhance the methodological competence of the safety instructors in delivering their training.

If audio or video recording is not possible or allowed, oral encounters can be "snapshots" with the help of notes, as they have been perceived by the observing consultant-practitioner.

... [Notes]... have the 'psychological' advantage of allowing the conversation to develop naturally - which is clearly a prerequisite for registering real natural discourse. They conceal, however, the risk - apart from missing the authentic language used - of falsifying the utterances both linguistically and content-wise, through 'interpreting' what we think the interlocutors wished to express" (Kock 1966) .

7. Observing barriers to learning

A final important issue the consultant-practitioner has to bear in mind during his/her OCA is to identify barriers to learning both at the individual and at the institutional level. The impact of negative experiences in the learner's private and professional life on performance and learning motivation has been already hinted at in this chapter and in chapter II "TRIM theoretical framework: Language as social practice" Under the heading "The three dimensions of learning" (p. 26 ff.) we have briefly illustrated Illeris' learning theory in the tension field between the cognitive, the emotional and the social. To identify and address negative, in some cases traumatic, experiences in a tactful and constructive way is a challenge for

adult educators in general, and particularly for those working with people who have experienced loss and exclusion, as immigrant often have.

In the context of an OCA we want to draw attention to structural barriers to learning which are more specific of workplace educational provision. It is vital to investigate what support workers will experience with their learning.

It will be difficult for a worker to complete a programme successfully if their line manager is unsupportive... if a line manager is likely to be unsupportive because of concerns about production figures then it will be important for the managing director and those below to show commitment of the learning programme, and to agree an organisational "position" towards such difficulties, before the programme is commissioned. (Holland, 2001)

8. Ongoing Organizational Communications Analysis

Investigating the communicative context in which their learners participate, is an ongoing task for consultant-practitioners, and does not stop once learners have been recruited to a programme. A good deal of communications analysis and needs assessment will take place during the training itself as learners contribute from their present (and past) experience, and voice their needs. Learners will be encouraged to bring the documents they work with to class, for discussion. They will be given targeted tasks to collect, observe and investigate oral communications, in order to foster "active listening" and become active participants in workplace communications and independent learners.

Conclusion

In summary, an organisational communications analysis is essential in terms of discovering the range of contributing factors to communications issues in a particular workplace. But it is only the first important stage of an ongoing cycle of listening, questioning, discussing, feeding back, assessing and intervening that should go on throughout the consultant-practitioner's engagement with the organisation.

IV. Themes, scenarios and tasks

Core elements of an integrated approach for Second language at and for the workplace

Andreas Klepp

We would like to outline an integrated approach for second language learning at and for the workplace, based on the project's common view of integrated language and communication in the context of workplace (cf. chapter *B.1 TRIM theoretical framework: Language as social practice*).

Themes, scenarios and tasks are core elements in the wide range of communication at workplace. To think of language learning in these terms helps to identify needs in a communication and organisational analysis, to describe learning objectives and to design workplace-related second language courses and materials. These elements are currently developed and practised didactic and methodological approaches in modern European language learning and teaching: content-based, scenario-based and task-based. Although these language teaching approaches developed separately during the last two or three decades of the 20th century and although they were not developed especially for the workplace context, we consider them relevant elements of a suitable integrated approach, combined with key concepts such as Green's three dimensions of language and Wenger's Community of practice (cf. chapter *B.1.1 Language as social practice*). These approaches are also linked to the on-going work in foreign language learning laid down in the Common European Framework (CEF) (Common European Framework 2002), which is a further useful guide for language in the workplace context. In different forms and in various contexts the project partners used the concepts of themes, scenarios and tasks as key elements for communication analyses and for developing training concepts and materials. Evaluation and discussion among the partners highlighted the future challenge of systematically developing and describing an integrated delivery model incorporating the three approaches. Blended learning themes, scenarios and tasks will play fundamental roles in understanding the changing role of learners and teachers in language provision.

Themes - S - T

A theme-based approach of language learning focuses on content. This approach is common in existing L2-training at the workplace. It draws on key people in companies to provide information at different phases of the needs analyses. Health and safety, quality management, rules and regulations etc. are regularly presented on lists of things workers at very differ-

ent workplaces ought to know about. Thus describing objectives of the planned second language training amounts to describing the knowledge workers should have after training. For example, the German experience is that the main motivation of enterprises in establishing language training for migrant workers is to make sure that they understand all aspects of their daily work life and to guarantee their vocational performance.

Themes and content identified for designing training are worked out extremely carefully since they have to meet the interests and wishes of employers and employees, and teachers usually have very little experience to draw on in deciding what is relevant in the context of specific workplaces or departments. To understand different documents and to be able to integrate them in a suitable form into classroom activities is one of the big challenges for teachers in workplace-related course planning and implementation.

The workers themselves are usually experts in their daily routines. Teachers and training modules need to take account of this knowledge in establishing ways of learning and teaching that improve discourse strategies. To deal with content in this way links to the use of task- and scenario-based approaches. Themes may be the essential elements in designing a frame of modules for a training course - combined with scenarios and tasks. These approaches open lessons by focusing on the workers' experiences with the company's routines and culture. Here the three dimensions of language can also be taken into account to improve communication functionally, culturally and critically (cf. chapter *B.1.2 Bill Green's dimensions of language*). To ensure the right understanding of important themes, cooperation between teachers, learners and the responsible partners in the enterprises is indispensable.

T - Scenarios - T

Based on linguistic traditions such as British discourse analysis the scenario approach has become a key concept in the methodological and pedagogical development of syllabuses, materials and testing. It has been one of the core concepts in the revision of the European Language Certificates in the late 1990s (cf. Learning Objectives for several European languages 1999 ff) and appeared for the first time in a proper form in Benecke's definition of scenarios as "a predictable sequence of communicative acts (either purely verbal or purely non-verbal or as a mixture of the two). Scenarios acquire their coherence from shared schematic knowledge" (Benecke 1995).

A number of scenarios were identified within work on these learning objectives in different languages on the CEF level B1. Workplace-related

scenarios were described in project of the German DIE (Institute for Adult Education) a few years later (cf. the list on the CD-ROM and in the Internet platform). Changing shifts, reporting machinery faults, arranging the work in a team, engaging in small-talk during a break, complaining about bad working conditions towards a union representative, giving security instructions, writing documents in elderly care etc are some examples of the wide range of possible scenarios identified in the workplace context.

Scenarios can vary in length and form. They are to be found in spoken and written forms. In the workplace context they also can vary according to specific activities in the various departments.

Their main advantage is to show a model of authentic communication in an authentic context practised by communication partners with their various aims and interests. How workers try to reach their communicative goals demonstrates the interplay and interdependence of the different linguistic elements used by the speakers (writers): discourse strategies, intentions, notions, vocabulary and grammar. Audio and video (semi-)authentic recordings can be used as a tool in the classroom, not so that learners imitate, but so that they become aware of linguistic forms and strategies they can use to improve and to reach their own goals in terms of communication at the workplace.

Scenarios cover transactional as well as interactional aspects of language and allow teachers to create classroom activities in a holistic way to meet needs and interests of all learners with their different learning preferences and learning biographies.

The connotations of the word “scenario” within the world of theatre and cinema allow for extending the didactical-methodological considerations in the directions of role-plays and other forms of semi-authentic acting in the classroom instead of limiting lessons to listening and reading comprehensions combined with grammar instructions. The identification of already known or perhaps new structured scenarios or chains of scenarios is part of the communication needs analysis and the central link between analysing and making concepts, designing modules, producing materials for L2 training at and for the workplace. Embedded in modules with identified themes, scenarios can create the platform for an effective language training - getting its direction from well-formulated tasks.

T - S - Tasks

The task-based approach has been and is still one of the most important elements of the so-called communicative change in foreign language teaching since the 1970s. This approach helped to introduce the pragmatic-linguistic demands for more authentic language learning, seen in the

definition of task as “a work unit in the classroom that teaches the students to understand, manipulate, produce or interact in the second language, while their attention is focused more on the meaning than on the form” (Nunan 1989).

Three aspects are always linked to the understanding of a task-based approach: that what is to be done in the classroom reproduces as far as possible the complexity of real life communicative situations; that learners communicate and use the foreign/second language to meet real life aims and objectives rather than to master linguistic elements, and that tasks are parts of sequences of communicative events – which leads us to scenarios again. Mastering the different linguistic elements is subordinated to the aims learners are asked to reach in the classroom context to improve their communicative competences. In the workplace context, tasks are identified from the data gathered in a communication needs analyses. Workers have to fulfil various tasks in the daily work life and most of them are combined with communication with colleagues, foremen, managers, clients etc. To avoid mistakes, to explain and to solve problems, to improve team work and social relations at the workplace, to formulate and to defend their social interests, to understand security advice and instructions, to take part in training and to have the chance of promotion and a better wage - all these examples and many more are real tasks, which fit in schemes and modules of L2 training at the workplace – embedded in identified scenarios and structured by relevant content.

The combination of these elements allows us to deliver language training at and for the workplace in a way that uses state of the art methodologies in language learning.

V. Blended learning

Sigmund Eriksen and Kari Penttinen

Blended Learning refers to the integration of face-to-face and e-learning *methodologies*, as well as the integration of *content* areas such as language and vocational skills. In this project, an important aspect of blended learning is the role of the tutor, which expands from one of instruction in a particular learning area, to mentoring and 'blending' learning methodologies and content.

The project partners have been working under very different political and educational conditions with a range of target groups. Due to the often complicated circumstances in which they undertake training development, the question of identifying and developing different forms of blended learning have become highly important. Project partners have worked to integrate various learning media such as audio and video recordings, photos, posters etc. as materials. They have also worked to integrate tasks for learners in training, for example computer-based forms of training, which have been developed in some project countries.

It's necessary to be aware of the big differences in access to forms of learning from country to country, region to region, and even at an enterprise level. In some Scandinavian countries, for instance, access to learning is relatively good in some enterprises. But a huge number of migrant workers in other countries, especially if they are jobless, still have no access to information technology. The project partners report our experiences and try to show some steps towards well-balanced blended learning in the field of language at and for the workplace. An important aspect of this work has been to develop didactical-methodological concepts and criteria to reach a proper balance between instruments and ways of individual - computer-based - and group learning phases in the learning process. A further aspect has been to explore the role of the teacher and how to shift this role in the direction of tutoring and counselling the learners, not only during the lessons but particularly during self-directed phases and according to forms like e-mail-counselling etc. Special training modules on how to encourage learner autonomy appear to be a must for teachers, in order to be able to give learners adequate support.

Definition

Blended learning as a teaching method has become very popular. Despite this there is no generally accepted definition for the concept. Most people who use the method define the concept in their own way. The common core of most of the definitions is that in blended learning web-based teaching is combined with traditional methods of teaching where the students can meet and have social contact! In many definitions it is consid-

ered to be important that the education process is associated with an institute and that the learning is led and coordinated by a competent teacher!

The traditional part of the education may consist of classes or lectures as an introduction to the subject field to be studied more in detail through a web-based course. Often it is important that one arranges regular meetings in the course of the studies. Especially in connection with language studies the contact teaching hours give structure to the learning process. Students gather to practise language use in dialogues, discussions and roll plays.

Also in traditional classroom based learning, modern techniques can be used. When several institutes together arrange teaching within the same field of study it is not always possible to meet because the distance between the institutes is too big. Then it is possible to use video conference techniques to facilitate discussions between groups.

The web-based part of the learning process can also be very varied. The internet can function as a means for communication between students and the instructor and between participating students. For teaching over the internet, there have been a number of programmes designed by different software companies, but also by universities and colleges that are concerned with pedagogical research and development of teaching methods. The programmes often have built-in tools for communication, for distribution of information packages and for control and evaluation of the learning process. The communication tools make it possible for instructors and student to have discussion forums within the programme. These forums can be arranged in a way that students and the instructor all participate at the same time (synchronously) or at different times (asynchronously). There can also be arranged within the programme, specific discussion threads for different groups, where instructors and students can discuss subjects of specific interest for them and find a common solution to a problem. - The possibility for "chat"-areas is also built into most programmes.

Blended learning can be used in a variety of situations. The method is very well suited for language training. In this case the web-based part of the teaching often is arranged as *programmed teaching*. The tasks in the programme's instruction packages are solved in a predetermined order as designed by the instructor. If the student is unable to solve the tasks because s/he lacks knowledge, the programme automatically supplies her/him with additional material for studies, which enable her/him to accomplish her/his tasks.

Blended learning is also a very good method when it comes to training at the workplace or in conjunction with longer periods for practising at the workplace. In these cases web-based learning most often takes place

Online im Internet: http://www.die-bonn.de/esprid/dokumente/doc-2005/gruenhage05_01.pdf

asynchronously, as the instructor and the students are logged on to the learning programme at different times. The instructor can distribute descriptions of the correct use of language at different phases in the job, which the students try to learn. If the description is best given using filmed material it is more convenient to distribute the information as videotapes or CD discs. At many workplaces the server is unable to transmit video-clips, but easily distributes texts and serial drawings.

When it comes to studying natural sciences blended learning is very well suited for the learning process but instead of programmed learning it is more appropriate to use *problem-based learning*. The students seek the information they need for solving a problem with the help of computers, Internet and different data bases. But the planning and the cooperation is done through brainstorming and discussions within small groups that meet physically at certain intervals to report about progress that is done in the work. The scanning of the internet is done individually.

The advantage of blended learning is that it combines new web-based techniques with social contacts that the traditional classroom-based teaching methods offer. The social aspect motivates the students and reduces student drop-out. The social meeting also has shown to be good for the students' self-esteem; they find out that they are not inferior to the other students studying the same course. The pace of the studies can also be better adapted to the individual needs of the students. In blended learning the students' responsibility for the success of their own studies also increases and at the same time the degree of independence can easily be adjusted individually.

In the near future the technology will evolve in a way that makes it possible to use wireless mobile connections for web-based learning.

E-learning

E-learning as a concept:

There are several different definitions of E-learning, for instance flexible learning, web learning and computer based learning. E-learning is therefore an important part of what we call Blended Learning. The European Research and Educational Network (REN) use the following definition:

Learning to communicate with the help of several means (among others pictures, texts, video, illustrations) contains of a certain ring of interactivity and of course is adapted to and available on the internet.

E-learning Europa uses the following definition:

The use of multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration.

For our purpose in the project both definitions are fitting. However, it is first of all important to focus on the interactivity of this tool, where the learner gets a response automatically from interacting with the computer with the assistance of a teacher who acts more like a mentor (this is a key principle in Blended Learning). Typical scenarios for E-learning are as follows:

- Teacher and learner are separated in room and/or time, in contrast to traditional classroom training.
- A training institution supports the activities, in contrast to individual studies or private training.
- Computers and internet are in use in the training process, for example in the internal communication among the learners and between the learners and the teachers.
- The teacher acts as a mentor.

From E-learning to Integrated Learning (Blended Learning)

We cannot learn everything through the Internet or via a computer. It is therefore necessary to integrate E-learning into real work situations. Through a well-designed workplace education programme, E-learning can be integrated together with other training processes and combined with real work tasks and routines.

The training is an educative process of gaining insight, understanding and experience about something we did not know before. The most important outcome of the training is where it leads to more active use of language in the workplace, a change of behaviour and further development of insight/knowledge.

For our target group it is important to learn a second language in order to function in the best possible way at the workplace and in the community. This means to be able to maintain both one's rights and one's duties.

Training is a time consuming process, and the training process will go through several phases:

- Motivation
- Action
- Concretisation
- Visualisation
- Individualisation
- Evaluation

These phases are common to contemporary approaches. The challenge of the project will be to develop a course concept that recognises these

phases while maintaining the principles of blended learning for the work place (e.g. where the teacher/instructor are more like mentors in an integrated system). The following is an example of one workplace programme in Norway.

“Fishery Norwegian” as an example of good practice

As a part of the Leonardo project in Vardø/Båtsfjord, we have developed two Norwegian language training modules for a fish company which, in order to capture popular interest, we have named Fishery Norwegian.

The two modules are called Hygiene and The Production Process. They are adapted for the production workers in the fish company who are processing fillets. The fact is that the production workers in the Norwegian fishing industry have been recruited from other countries the last years, mainly from Russia, Finland and Sri Lanka. In some of the companies the number of foreigners has increased by 60%. (Take a look at the research done in Norway under Wp1). This situation has led to a need of a company based training programme. It felt natural for us to develop these materials adapted to this industry because of their importance in the local community.

The Method

Up until 2004, we have been using a normal face-to-face approach, or in other words classroom training. This approach has led to a lot of frustration because of the time spent going through the training programme. Workers had to undertake training mostly in their own time. Time is precious when you are working in the fish proceeding industry and there is a need to work a lot of overtime.

The traditional training materials we have used up to now have not reached the goals for the training activities. The lessons have been standardized to the realities in the Oslo region, and not adapted to the real situation of the migrants at the workplace and in the local community. Therefore it has been signaled both from the companies and the migrants themselves to develop training materials adapted to this branch of industry.

From 2004 we have therefore decided to try a blended approach as a comparison. The new materials we have developed have made it possible to change the approach, or mix different approaches that cut down the face-to-face time, and add more flexibility for the learners.

We wanted teachers to experience online learning as well. The programme is mainly delivered online, with only three workshops; the start-

ing workshop, an in-between workshop and a final workshop after the both modules are finished.

We start the course off with a day-long face-to-face workshop, which provides an orientation to the course and to course requirements. We let them introduce themselves to other learners and we talk about the course requirements. We look at the course itself and the guidance process that accompanies it. We also focus on the learning resources that are available. Most of the first workshop is spent with them on the computer, learning how to navigate around the course, and use the communication tools (e-post, chat...).

The training programme falls into two distinct areas. The first is about the hygiene in the production process. The second area is the production process where the main thing is to understand the production from the raw materials to the final product ready for shipping out into the market. Each of these areas is covered in a workshop.

After each workshop, we try to send learners away with a clear idea of what they have to do to demonstrate competence in each area. And, of course, how to navigate the online materials more effectively. An important feature of the workshops is evaluation, which includes the learner's evaluation of the training materials and the evaluation of these mixed approaches and the mentoring.

The online materials we are using assume that students will work alone. They go away, read the notes, and answer the questions online. No group contact is built in between workshops. Perhaps this could be further developed in future?

They can communicate with teachers and other learners through e-mail and chat. The rest of the mentoring takes place at the workshops and at the workplace.

The teacher's role

The teacher working as a mentor not only in terms of the learners, but also with the instructors in the factories. One key principle in our project is to use the front line managers from the organisation as mentors in the production process.

These people also join the workshops together with teachers and learners. So the mentoring through the whole training period is a key principal and is crucial for a best possible training programme.

V. Promoting and Marketing Language Provision at the Workplace for Speakers of Other languages

Matilde Grunhage-Monetti, Chris Hollandand and Leif Lundell

In this paper we will consider three aspects of promotion and marketing. The first is promoting the concept within government organisations in order to build awareness and to gain political and funding support. The second is building awareness within industries of the business need for language provision, in order to support workers and business development. The third is at the level of individual companies, in order to engage them in second language service provision. The chapter will focus mainly on this final aspect.

The LEONARDO project *Training for the Integration of migrant and ethnic workers into the Labour Market and the Local Community* includes partners in both eastern and western Europe. The political and industrial experience of eastern European countries has been very different of western European countries. Consequently government, educationalists and the industry sector have set different priorities for development in each case. However, globalisation and migration issues are of growing importance to all European countries, giving rise to legislation aimed at protecting the rights of migrants. For instance, Estonian and Latvian laws establish that migrants (and, in some cases, workers) have a right to language provision. In Various western European countries have similar laws, which means that across Europe there is a baseline of concern for the welfare of speakers of other languages, migrants and refugees. This humanitarian baseline, indicating a social imperative, is one from which a case can be put to governments for strengthening language provision in the community and in the workplace.

Some western European governments, more competitively engaged with global market forces, have seen an additional economic value in legislating and funding to ensure that all residents and workers have access to language provision. Their argument is, then, economically pragmatic: Migrants and refugees cannot be banned on humanitarian grounds, they must be allowed into countries to live and work. If they are working, as much as possible must be done to ensure that they are an economic asset to the economy and to the country as a whole. To make sure that they can contribute their skills and knowledge effectively, they must be assisted to improve fluency in the language of the new country. Funding must be provided for this purpose. Countries such as France, the UK, and

the Netherlands, to different degrees, have recognised and adopted this economic imperative.

1. Promoting the Concept of Workplace Language Provision to Government

The extension to which any government supports second language provision in the workplace should ideally depend on a combination of economic and social imperatives, and indeed, reference to both is evident in policy documents throughout Europe. However, many countries are increasingly more concerned with economic rationales: i.e. to which extent an *economic* benefit may result from supporting such provision. Thus, promoting workplace language provision to government is likely to be more successful when linked to economic objectives, as happened in the UK with the campaign of the Basic Skills Agency for political support and funding.

From the point of view of workers' welfare, adopting an economic approach to second language promotions can lead to deficit-oriented, discriminating representations and perceptions. Workers are represented as the main 'problem' in terms of economic competitiveness, as in the above mentioned British campaign. Alan Wells, chairperson of the Basic Skills Agency, for instance, recently admitted that there had been no empirical basis for the slogan used in government campaigns stating that "seven million people in the UK were functionally illiterate" and using this to emphasise the cost to business of poor language and literacy. In other words, rather than presenting second language provision in the workplace as a *right* of all new residents and citizens, lobbyists can come to collude with the view that it is a *duty* of these workers to engage in language provision, in order to be economically viable in their jobs. This may increase the vulnerability of migrant workers. To avoid this - not intended but contra productive - outcome, sound research into communicative practices in the workplace must be undertaken and social as well as economic rationales presented at government level.

While a government may support the concept of workplace language, this can be done in a variety of ways. One is to help bring together key stakeholders to consider the issues and to develop national and regional strategies. Another is to give a clear message to industry through laws related to industry training and to fund providers to develop their expertise in this work through research and professional development. A third is to directly fund provision, either through providers or employers. A promotion strategy to government needs to ascertain which, for the country concerned, is most appropriate to the political climate. Where some provision already exists without government support (such as in Iceland and

Belgium), case studies can be used to present to government the economic and social benefits to all stakeholders.

In some countries (e.g. Germany, France), while workplace language provision is not driven nationally, funding can be obtained under particular workforce training initiatives. One such initiative is for example the job rotation scheme operating in Germany.

In many European countries (e.g. those emerging only a decade ago from the former Soviet Union) promoting the concept of workplace language provision is very difficult and slow, yet other steps can be taken to prepare for government and business support. An inspiring example comes from the field of workplace literacy. NALA (the National Adult Literacy Association) in the Republic of Ireland lobbied government and approached businesses, but at the same time prepared for provision by building their own capacity to deliver workplace literacy effectively: they

hosted trainers from the UK to deliver teacher education programmes to their tutors, in the marketing and delivery of workplace language and literacy. Lobbyists promoting workplace language may link the language to the literacy issue, or integrate both in a common campaign for the improvement of communicative competences at the workplace both for indigenous and migrant/ethnic workers. Experience and expertise gained in other countries may be called upon to speed up the process of developing own solutions.

Job-Rotation is a programme of the Land North-Rhein Westphalia (Germany) and the European Social Fond. It aims at promoting in-service vocational training taking into account the particular situation of small and medium enterprises.

Companies interested in training their employees and are ready to give them one-week leave, receive special support. The employees who are interested are asked to join an intensive forty-hour week course on vocational, workplace related issues. During the training they receive their full salary from the Gesellschaft für innovative Beschäftigungspolitik (GIB) (= Society for innovative Employment Policies), so that they have no time or financial loss. The companies bear no loss either, because the trainees are replaced by unemployed workers. The latter are paid by the local Employment office (Arbeitsamt). The replacement covers a period of four weeks: two weeks before the training to get familiar with the workplace and the tasks and one week afterwards to hand over in order to reduce loss for the companies and the workers involved.

2. Promoting the Concept of Workplace Language Provision to Business

For many industrialised and globally competitive countries around the world, workplace language provision is part of a national campaign to improve standards of language and literacy (e.g. the UK, USA, Australia and Canada). From both social and economic perspectives, unions and workers' councils are natural allies in forwarding the development of these initiatives, and need to be encouraged and supported to position themselves in this way. Parts of the power point presentation "Why Second Language Provision at the Workplace", developed by the DIE within the EU Project "Setting up partnerships against Social Exclusion at the Workplace" has been used in training unions and workers' council representatives in Germany. The aims are to enhance the awareness of the impact of organisational changes on workplace communication and to strengthen their basis of discussion when promoting the idea to companies and fellow workers.

The following example from the UK should be critically considered. Indeed the most successful campaign in terms of number of companies involved has been in the UK, partly because unions have been funded substantially to:

- negotiate with providers and companies for language and literacy programmes
- develop 'union learning representatives', who should support and advise learners and work with employers on the development of basic skills provision in the workplace.
- submit bids to the government Union Learning Fund, and the "Workplace Development Fund, for the development of basic skills programmes
- The learning representatives advocate language and literacy provision to both workers and management. Unfortunately the unions' role in this exemplary government - employer - union partnership has been contra productive. Possibly because of the way more "militant" unions have been broken in the UK, the unions ended up with supporting rather than opposing initiatives which are potentially detrimental to workers' interests. (See, for instance, Holland 2002; Rainbird 2000; Rockhill 1995). That is, unions in the UK have 'bought into' the view that workers with language/literacy difficulties are responsible for poor productivity, accidents, etc. and have promoted provision to companies on that basis, thereby contributing to job insecurity for this group. A more effective way for unions and workers councils to become involved in this work would be for them to push for the integration of language provision with vocational, health and safety and union representative training.

3. Marketing Workplace Language Provision to Businesses

An example of good practice comes from Australia, where government, providers and unions have worked together to promote workplace language and literacy since 1991. Providers can make funding applications to develop workplace provision, to a dedicated national agency (Workplace English Language and Literacy, or WELL). Language and literacy programmes are integrated with vocational and health and safety training in the workplace through national training packages, all of which helps to sell provision to business in general, and to individual employers. Many providers in Australia (O'Connor 1994) and Canada (Folinsbee 1995) advocate a whole organisational approach to the marketing of workplace language and literacy provision, emphasising that productivity, accidents, and quality can be impacted on by a holistic approach to communications rather than a blaming of one of the most vulnerable sectors of the workforce.

The marketing strategies of education providers in these countries have become very sophisticated and more akin to a business model of hard 'marketing' than to educational models of softer 'promotion'. Although the work carried out with programme participants is educational in nature, strategies for gaining access to companies, for engaging companies in the venture, and for ensuring a continuous relationship with the company, are all those used by successful commercial service industries. Providers stress their ability to work with the whole organisation on its communications issues, and link language and literacy to vocational and health and safety training in the workplace, rather than marketing it as an extension of school and community literacy. Aims for outcomes suggest shared responsibilities: for workers and management to develop more effective means of speaking and writing with and to others about work. Unions, while not funded to promote language and literacy provision in workplaces as they are in the UK, are still important partners in provision, as they are able to convince workers of the usefulness of learning programmes, and can be encouraged to include language and literacy as part of their bargaining for training strategies.

The UK has had a softer, 'education promotion approach' to language and literacy provision in the workplace. Workplace language and literacy have been seen and promoted as an extension of school and community language (and literacy), with different aims for learners such as progression to further education. Tutors have little if anything to do with marketing to companies, so there tends to be an unfortunate and unhelpful information gap between people employed to market programmes and those teaching in them. Martin Hartung has this to say about the two different approaches:

“Adult Education work is based on the justified conviction that education - of any sort - is a valuable possession which can significantly lighten and enrich human coexistence per se. This basic conviction is in opposition, however - particularly in the world of business - to the commercial view that knowledge is only useful in a functional context i.e. as a contribution to the optimizing of the work process and the maximizing of profits.... These two viewpoints, however, are not mutually exclusive. They overlap wherever knowledge contributes directly to improvements in the work process, or to the solution of problems. For this reason one must try, in discussions with the decision-makers, to present the further education option in such a way that it addresses this overlap of interest i.e. it responds (corresponds!) directly to the firm's modus operandi. The conceptual level of one's basic conviction is - in the exploratory discussions (initially at least) - to be avoided. Neither the deeper humanistic philosophy behind it should be expressed too obviously, nor should a value judgment on the commercial attitude (and certainly no attempt at 'conversion') be made.” (2002:1)

In 2001 the Basic Skills Agency in the UK introduced a “Broker Scheme”. Under this scheme, they employed retired business people to sell language and literacy to companies and then to work with further education colleges to deliver the programmes. The disadvantage of this is that the brokers tended to be under-informed about language and literacy issues in the workplace and tutors tended not to be in any position (due to inexperience and lack of authority) to negotiate with the company. Yet tutors are potentially the best people to engage in these negotiations, since they are at the site, able to see company and worker language and literacy issues.

We have described the practices in countries which have a long tradition in literacy and language provision at the workplace, in order to give input to providers who want to build up their own marketing and promotion strategies. We recommend them to analyse the examples above, identify positive aspects and possible negative consequences for their own situation.

With the introduction of changing management practices associated with total quality management systems in the industries of many western countries, companies operate according to ‘old style’ traditional hierarchies, or according to ‘quality’ practices ‘new style’ workplaces. It is useful for providers to conduct research into the culture of potential client companies, through examining their goals, vision and leadership styles and structure, and take this into consideration when developing marketing strategies and provision.

In 1967 Dr. Renesis Likert examined different types of organisations and leadership styles. He identified four main management styles;

The exploitive - authoritative system

In this style of management, decisions are imposed on the subordinates. High levels of management's have great responsibilities, lower levels virtually none. Motivation is being characterised by threats and there is very little or no communication or joint teamwork.

The benevolent - authoritative system

Leadership is seen like a master-servant trust and motivation is (mainly) gained by rewards. Managerial personnel feel responsibility, lower levels don't. Still little teamwork or communication.

The consultative system

Leadership is conducted by superiors who have substantial (but not complete) trust in their subordinates. Motivation is reached by rewards and limited involvement. Some vertical and horizontal communication and a moderate amount of teamwork. Rising identification with company goals.

The participative - group system

According to Likert the most desirable solution. Leadership is by superiors who have complete confidence in their subordinates. Motivation is reached by rewards, based on jointly set goals and all levels of personnel feel a real responsibility in reaching the company goals. Communication and co-operative teamwork plays a central role in the organisation.

Taking such organisational models into consideration, Steve Wilkinson and Isobel Gillespie identified four cultural models in 1994, which could be identified in relation to a company's likely openness to workplace training:

The Benevolent Model: In this model, a patriarchal attitude on behalf of senior management is often visible. The staffs are considered to be in need of general assistance beyond the context of work performance. Education programmes are considered beneficial for individuals but not necessarily for the company.

Soft Training Model: Overall this model is the most prevalent. The company involved is very concerned that the training is relevant to the workplace needs, but there are few structures to evaluate the impact of the training on performance. Although initial meetings are conducted at a high level in the company, the responsibility for maintaining programmes tends to fall entirely on lower level staff. They therefore feel a lack of ownership.

Hard Training Model: This model uses education to deal with specific production problems. The advantages are that a company knows what it wants to achieve and so can assess it. The company is aware that results can have a clear impact on production.

The Integrated Model: This model fits well with the Total Quality Management (TQM) approach, where the vision of the company usually in-

cludes developing staff at all levels. The model is holistic and participatory; it embraces the concept of a learning organisation, performance appraisal and career management. Benefits are assessed according to effect on production and quality, and on company culture. This model is recommended.

It is important to be able to identify, in any company, the management's orientation to training. If the management is for example strongly exploitative and authoritative, you would be unlikely to be successful in securing a contract if your marketing for language training is based on merely improving confidence, or the academic and social skills for the participants. In this case an approach with the emphasis on the ability to read, interpret, and even write operational instructions could be more successful. If we reconsider our earlier comparisons between Australian and UK provider practices, we can see that in many instances, providers using a softer, educational approach to workplace language and literacy provision, will be severely disadvantaged in the hard world of business and "bottom lines". However, it is important to note that while marketing approaches may shape themselves to the realities of business, the welfare and learning of the worker is usually paramount for professionals providing workplace language services.

We would like now to outline some proven strategies for successful marketing of provision. The first is to consider how you, as a provider, present yourself to a company. *Are you promoting educational programmes designed to develop workers' general educational interests or are you marketing language/communications provision, the benefits of which will resound throughout the company?*

Consider these questions in the following example of marketing practice used by *beramí*, a voluntary association based in Frankfurt/Main, which has been operating over a period of 12 years providing career guidance and counselling as well as training mainly to migrant women.

At the beginning the target group consisted of migrant women with no formal vocational qualification. Over time, the target group has become much differentiated, including qualified and even highly qualified women in need of upgrading their German language skills in order to perform professionally in an adequate way. *beramí* has differentiated its provision, still focusing on vocational on-site provision for the original target group.

The first phase of the marketing is best described as "Promoting the idea". First of all *beramí* had to win the support of BIQ for their own project. BIQ means *Betriebe Investieren in Qualifizierung*, Business invest in Qualification/Training, and is part of the *Wirtschaftsförderung Frankfurt/Main*. The Frankfurt Economic Development Ltd is a company affiliated to the Frankfurt City Council. Its task is to attract business to the

city and provide the necessary infrastructure, while *BIQ's* task is to promote in-company training.

Thanks to 12 years of successful activities in the field, *beramí* is a valued partner and already well known to BIQ. *beramí* could therefore use BIQ's reputation and contacts and negotiate with the *Frankfurter Verband für Alten- und Behindertenhilfe*, Frankfurt's largest Owner of Elderly Homes. BIQ's support was also valuable in organised funding from a State of Hessen fund.

The negotiations at this level were on general/strategic terms according to the "win-win-principle". *beramí* proved to have the competencies to solve the problems of the partners. BIQ had the relevant power and contacts, the *Frankfurter Verband* "opened the doors" to two of its homes and provided the necessary funding. The works council was informed and, according to the regulations, was asked to agree to the project.

Once the concept was accepted, *beramí* negotiated the concrete conditions of the provision delivery with the *Heimleitung* and *Pflegeleitung* (Homes' and Care management) of two homes, in order to agree on costs, duration, place, times and quality standards.

(This case study is part of a research carried out by the *Deutsches Institut für Erwachsenenbildung* for the EU Project Setting up Partnerships against Social Exclusion at the Workplace: 2000-2002. It is documented in a CD-ROM which has been published in May 2003.)

4. A Business Approach

Businesses looking for new work are more successful when they know their target customers well. Language providers need to consider this also. It is recommended that providers target larger companies initially, since these are most likely, in terms of culture and resources, to be interested in language and literacy provision for their workers. Martin Hartung (2002:2) explains:

"If the firm has fewer than 50 employees, it can often not afford - on financial and organisational grounds - any systematic further education. It may be worth, however, offering to several small firms a coordinated (combined, joint or shared) programme/scheme. If the firm has more than 50 but fewer than 150 employees, it has good pre-requisites for implementing a scheme."

How companies are approached is vital to success. Many managers in business are suspicious of education and educators. It's best, therefore, not to look and speak too much like one! A better approach is to act as a consultant. The advantage of this is that business understands consultancy. Many larger organisations, used to engaging outside consultants,

are well prepared to pay for professional and expert services. Operating as a consultant rather than an educator has the additional advantage of enabling the provider representative to ask about whole organisational communications issues, and to develop holistic solutions for the company that will include, but often be more than that, second language programme provision. Before presenting a proposal, a workplace language consultant may spend some hours talking with employers and workers (and, where appropriate, unions) at all levels to gain insight into the issues and needs of an organisation. Much of this time is spent asking questions rather than prescribing solutions, and working to gain the confidence of key personnel in the organisation. A proposal will take into account the present and future directions of the whole organisation and solutions will often be jointly conceived and actioned. All consultancy time, of course, is charged to the organisation, though special development grants and national initiatives can sometimes cover these costs. Such an approach can lead employers and workers to place greater value on the training we offer. Guidelines for interviewing different company's stakeholders have been developed by the *Deutsches Institut für Erwachsenenbildung* within different national and international projects.

The way in which workplace language provision is marketed and negotiated, is crucial to whether or not it will be successfully established in a particular organisation. There is a range of considerations to be taken into account and a hurried, unplanned approach is counterproductive. If a consultant is able to secure an initial interview/discussion with a link person in a targeted organisation, we suggest that this meeting might be used to ask questions about goals and issues arising from research into the organisation. Answers will inform a presentation to key management personnel. Any questions asked of this link person, or during a presentation, should also guide managers in their thinking about how the organisation's changing systems and business developments raise specific language issues.

There are a number of factors that can present barriers to workers fulfilling the language, literacy and numeracy requirements within their workplace. These may include increased oral and written communications requirements through changed work responsibilities and roles, changed relationships and team expectations, unclear or new recording/measuring processes and documentation, and increased vocational training. An understanding of these factors will help the consultant to develop a proposal for the company he/she is working with, and to improve future marketing material which will 'make sense to business' while also making a difference to workers' literacy at work and in the community.

Some studies (e.g. Frank & Hamilton 1993) have identified reasons that companies choose to introduce language and literacy provision. These

reasons are outlined below, and can be used to persuade new companies to contract this provision:

- the need to integrate a range of nationalities in the workforce
- the need to introduce more complex paperwork at all levels
- the need to introduce new technology
- the need to develop new ways of working with teams (continuous improvement new national and international quality standards, greater demands for accuracy)
- new health, safety and hygiene regulations
- the need to facilitate the introduction of change within an organisation
- the need for wider participation in work related training courses.

Providers should be aware of, and able to counter the barriers perceived by employers, to undertaking a programme in language, literacy or numeracy, or to engaging consultancy in organisations wide oral and written communications development. These include:

- cost and time of such training
- unwillingness to provide training for workers who may then leave
- lack of training space
- difficulty of monitoring its direct benefit.

An awareness of the perceived benefits and barriers to organisations will help you to develop a more effective marketing strategy.

5. Linking Language to Changing Workplaces

Employers appreciate the understanding providers show of an enterprise's operations. For instance, when providers are able to make links between the need for higher communication competencies, and the increasingly complex documentation of processes and systems required by awarding bodies, legislation and technology. This demonstrates a clear understanding of the issues facing management and workers. Unions or other stakeholders representing the interests of workers should be able to assist by offering information and insights about workplace change in their members' companies, or by taking part in initial discussions and negotiations. However, it is not sufficient to speak with managers in broad terms about workplace change. An understanding of issues for the particular sector (e.g. private manufacturing) and for the individual enterprise (e.g. a car assembly plant becoming increasingly automated) will build credibility and trust. As second language specialists and consultants, we need to be asking about:

- how language is used throughout the organisation
- what issues have appeared with their systems of communication
- how they have tried to address issues

- what have been the consequences
- how does the organization think you can help.

It is important to follow up after a first meeting with company personnel. A letter or an e-mail, (depending on the formality of the situation) should re-state the point of the meeting and list key points discussed. It should also indicate the next step, which is likely to be a suggested further meeting date to present proposals to a wider management group and perhaps a broad cost and time estimate of services discussed. At any rate, ensure that you are able to initiate the next contact.

6. Summary and Conclusions

This time of promoting and developing language provision for migrant workers is an exciting time of change. As provision develops across all the countries represented in this project, the special political, social, cultural and economic circumstances surrounding the workplace language provision in eastern European countries will no doubt provide western European countries with new insights. And despite the differences in political approaches that exist in countries of the European Union, educators in countries beginning to embark on workplace language provision can learn a number of lessons from the issues that have arisen for countries experienced in this work. Below we list and discuss each of these issues and solutions in the interest of developing the best and most successful promotion and marketing practices possible in this work, in terms of all stakeholders including workers themselves.

Deficit language

It is important that those engaged in promoting and marketing workplace language provision are aware of how language is practiced in workplaces and the range of factors that can contribute to poor communications. For instance, the increasing demands of companies on workers at all hierarchical levels to communicate in teams, engage in vocational training, comply with health and safety legislation and use complex technology have placed additional stress on all workers, both native speakers and speakers of other languages. Thus, in marketing language provision to companies, providers can use a 'communications enhancement' approach, suggesting that companies consider reviewing their communications systems, documentation etc. rather than simply blaming difficulties on migrants and speakers of other languages in the workforce. It is especially important that promotional literature avoids highlighting workers' deficits, and presents a balanced picture of how communications issues can be improved. Providers could consider offering 'communications' consultancy and training services, some of which would include second language programmes for migrant/ethnic workers.

Unions and Workers' Councils

Unions and workers' councils can play an important part in promoting and marketing workplace language provision. They are closer to the ways in which communications issues impact on workers and can support provider marketing approaches by advocating learning programmes to workers and workplace communications systems changes to management. They are an important ally in winning the confidence of workers in the services offered. They can bargain for training across the whole workforce, that includes language provision integrated with vocational and health and safety training. They can include language provision in their own union delegate training, thus becoming not only allies in promotion and marketing, but also service customers.

Marketing roles

Many experienced providers have developed marketing strategies more akin to business than education, and have developed the skills of education professionals to carry out this work. While some education professionals will find that combining a marketing role with an educative role difficult and/or distasteful, others will find it challenging and satisfying. From the point of view of successful service development, it is important that the marketing and education roles are not separated. If marketing *is* to be carried out by someone other than the consultant/practitioner, then the practitioner must still be very aware of the company's and workers' communication issues. This means that the consultant/practitioner must utilize research conducted into the company by the marketing person, or conduct their own. This means, at the very least, reading company material and talking to people from as many levels in the company as possible before presenting a proposal to the company. Ask to see the 'shop floor' (the working environment) of the people who may want to take part in second language provision.

We have discussed in this chapter how the workplace is a special learning context in which language teachers will need to move out of their 'comfort zones' and take on wider research, marketing and negotiation roles in order to secure and maintain successful contracts and effective provision. We have highlighted the importance of using a positive, communications enhancement approach rather than a deficit approach, and have shown how unions and workers' councils can be co-opted in the research, marketing and negotiation process. Providers will discover other strategies specific to your locality, region, country and target companies. The field is still relatively new and any insights should be documented and shared in order to build successful strategies for specific situations, if we are to make a difference to the working lives of second language speakers.

VI. Looking back and looking forward: Changes of the teacher's role

Andreas Klepp

Looking back at the work we made, at the results and materials we present in this handbook and at the included CD-ROM, we feel challenged to ask what are in our opinion central questions for the development of good practice in the fields we worked on in this project:

What role will the teachers for second language at and for the workplace have?

Which profile will teachers have to have?

Which competences do they need?

Which changes will be necessary?

Which tasks and objectives are most important for qualification and teacher training?

In the following section we raise seven key points and invite the readers to take part in our discussion towards improvement in teacher practice.

1. Awareness of the workplace context

Teachers need to be aware of the exact conditions and circumstances of communication and language learning in an enterprise. Different roles at the workplace influence behaviour and communication in the 'community of practice'. Power relations, social interactions and contradictions play an enormous role. Asking for a favour, complaining etc. might be carried out in quite different ways from other fields of society. Things like reporting or customer relations have stated and unstated rules in the specific context of a workplace, department, enterprise, branch. For the teacher, coming into the enterprise means to understand his/her role in relation to L2-learning and workers, management, union representatives etc.

2. Analysing language needs

Teachers need to be able to analyse communication processes relating to the workplaces of the target groups that second language courses are aimed at. Language and communication needs are embedded in the structures of teams, departments and the whole enterprise plus possible clients etc. Communication as a part of social interactions are influenced and determined by the enterprises' organisational processes. This means to know and to make use of different kinds of instruments described in the chapters above. According to our understanding of communities of practice, teachers need to involve the different members of the community at all phases. To avoid one-sided results they have to be aware of the

Online im Internet: http://www.die-bonn.de/esprid/dokumente/doc-2005/gruenhage05_01.pdf

different interests that are being served e.g. between management and workers in formulating the objectives of language provision.

3. Designing courses and knowledge of different approaches

Based on the range of data and materials produced by the needs analysis, teachers have to be able to design courses that reflect frameworks that have been negotiated between enterprises and training institutions. They need a clear understanding of the main topics of contemporary European standards of language learning and teaching, including the Common European Framework (CEF), the European Language Portfolio (ELP). They also need an understanding of language within the categories of discourse strategies, intentions, and notions besides vocabulary and grammar. To identify workplace-relevant themes and scenarios they have to be confident with these concepts - in the context of workplace dimensions - and approaches as well as with a task-based orientation of learning objectives and classroom activities. To have a sufficient background for this work, teachers should be trained in the field of language awareness, discourse analysis and their consequences for language teaching and learning.

4. Cooperation with learners, employers, vocational trainers...

At the start doing the communication and organisational analysis, but also during the whole process, teachers need to cooperate in a proper way with all stakeholders in the workplace, in relation to language training. Teachers might arrange initial and regular ongoing meetings with these stakeholders, who would act as a kind of steering-group to moderate and continuously evaluate training activities.

5. Communication consultation in the enterprise

Teachers should be able not only to manage all the variables in developing language training but also to make proposals for other services, such as the development of additional modules to existing vocational training, health and safety instructions etc. Analysing written materials for user-friendliness and concrete improvement might be more effective for workers and the company than to spend hours and hours in inappropriate language training. In that way the various stakeholders in the enterprise will recognize well-qualified teachers as competent partners in the development of improved communication and organisational structures and processes.

6. ...teaching!

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II. Useful links

http://europa.eu.int/comm/employment_social/equal/index_en.cfm

The EQUAL Initiative is a laboratory for new ideas to the European Employment Strategy and the Social inclusion process. Its mission is to promote a more inclusive work life through fighting discrimination and exclusion based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. EQUAL is implemented in and between Member States and is funded through the European Social Fund.

<http://utbildning.regeringen.se/propositionermm/sou/index.htm>

The official report on Swedish for Immigrants (look for 2003:77)

<http://www.cinop.nl>

For Dutch language portfolio: To find the Language portfolio in Dutch: look under "onderwijs", click "publicaties" at the left, and then choose "taal" in the list under "onderwijs". There you'll find "Europees Taalportfolio" as a PDF-document)

<http://www.iilt.ie>

Integrate Ireland Language & Training: Providing second language education for refugees and persons with humanitarian leave to remain in Ireland; Providing second language and intercultural in-service training for primary school teachers; cooperating with national vocational training organisation on provision of second language education to immigrants in Ireland

<http://www.incaproject.org>

The three-year project, INCA - Intercultural Competence Assessment,

Online im Internet: http://www.die-bonn.de/esprid/dokumente/doc-2005/gruenhage05_01.pdf

completed in October 2004, was supported by the Leonardo da Vinci II Programme. The final project products are available from and include the INCA framework for assessors and assessees, INCA theory, the INCA model for a suite of assessment tools including INCA on-line, and the downloadable INCA portfolio.

<http://www.interact2.com>

Project involving trade unions, employers' representatives organisation, national vocational training organisation and IILT. Working on second language provision in the workplace and intercultural training for stakeholders.

<http://www.lancaster.ac.uk/wbsnet>

Case studies, professional development, setting up partnerships (regional networking), information and resources etc. Information and advice for practitioners, providers and employers, with links to Basic Skills Agency <http://www.basic-skills.co.uk/> and Trade Union Congress basic skills projects

<http://www.learningservices.org.uk>

TUC Learning Services supports the union role in workplace learning and skills

<http://www.lhs.se/sfi>

The National Centre for Swedish as a Second Language

<http://www.migranorsk.no>

The projects that TRIM has co-operated with to adapt the materials to the web

<http://www.na-bibb.de/leonardo/index.php?site=Leonardo+da+Vinci>

The national agency of the European action program Leonardo in Germany

<http://www.norden.org/learningsecondlanguages>

Documentation from the conference "Second language acquisition in various contexts for adults" 7-9 of December 2003 in Stockholm. Participants from the Nordic countries, the Baltic states and Russia. Links to projects and organizations in these countries.

<http://www.norskinteraktiv.no>

Norsk Interaktiv AS is a Norwegian company founded in 1997 by people with extensive experience in mediation, training, multimedia and company development. The business idea is to describe, finance, produce and market cost-saving multimedia-based training systems/programs with a high pedagogic value. The training is distributed on CD-ROM, local networks and the Internet.

<http://www.nt2punt.nl/kennisnet.nl/duaal>

Information and advice for foremen, managers, mentors etc. to help migrants function "communicationally" at the workplace: how to explain words, how to give understandable instructions, how to organise more

communication between migrants and Dutch workers, how to check understanding etc.

<http://www.runnymedetrust.org/publications/briefingPapers.html>

The mandate of Runnymede is to promote a successful multi-ethnic Britain - a Britain where citizens and communities feel valued, enjoy equal opportunities to develop their talents, lead fulfilling lives and accept collective responsibility, all in the spirit of civic friendship, shared identity and a common sense of belonging. "We act as a bridge-builder between various minority ethnic communities and policy-makers. We believe that the way ahead lies in building effective partnerships and we are continually developing these with the voluntary sector, the government, local authorities and companies in the UK and Europe. We stimulate debate and suggest forward-looking strategies in areas of public policy such as education, the criminal justice system, employment and citizenship."

http://www.skolutveckling.se/vux/dokument/SFI_samarbete.pdf

Leaflet from the National Agency for School Development in Sweden describing examples of cooperation between concerned actors regarding basic language courses in Swedish as a second language. Actors involved in these projects could be employers, unemployment agencies, education providers, social welfare agencies etc.

<http://www.teknologisk.no/leonardo>

The national Leo agency of Norway

<http://www.vox.no>

The national adult education institution in Norway

<http://www.vuw.ac.nz/lals/research/lwp/docs/PowerPoliteness%20Flyer%20OBW.pdf>

Janet Holmes refers to Etienne Wenger and communities of practice a lot. She's written an interesting book on Power and Politeness in the Workplace

<http://www.vuw.ac.nz/lals/research/lwp/index.aspx>

The Language in the Workplace project recorded language exchanges in the workplace at all levels of the organisation.

<http://www.vuw.ac.nz/lals/research/lwp/index.aspx>

A project (since 1996) of researchers at Victoria University of Wellington: an innovative study of spoken communication in New Zealand workplaces. The aims of the project are to: Identify characteristics of effective communication between people, diagnose possible causes of miscommunication, and explore possible applications of the findings for New Zealand workplaces.