



The European Centre for Modern Languages of the Council of Europe

***“The fight against exclusion from the labour
market begins ... IN the workplace”***

***Work-related 12 development towards inclusion
and participation***

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Agenda

- Some facts & figures about migration in Germany
- Some insights from DIE DaA research
- Pointers for discussion and policy-making



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Some facts & figures about Germany

Population (end of 2014)	81.5 m
With migration background*	16.4 m (=20,3%)
▪ Foreigners	8.2 m
Estimated new arrivals in 2015 (Tagesthemen 21.03.2016)	2.000.000 – 850.000 = 1.140.000

<https://www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/Bevoelkerung/MigrationIntegration/MigrationIntegration.html>

*Migrationshintergrund/migration background indicates

- all persons immigrated into the **present** territory of the Federal Republic of Germany **after 1949**
- all foreigners born in Germany
- all Germans children born in Germany with at least one immigrant or foreign parent

Statistisches Bundesamt/Federal Statistic Office 2012



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Meet six of the 16.4 million migrants



Picture 1 Mara Monetti Fotografie

Picture 2, 5 and 6: DaA Projekt

Picture 3: Volkshochschule der Stadt Duisburg, IQ Integration durch Qualifizierung, Modellprojekt „komma-NRW“

Picture 4: <http://www.welt.de/themen/josep-guardiola/>



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At work they speak German

As their managers say:

- *„to understand work and produce quality”*
- *“communicate goals, & ensure procedures”*
but also because
- *“integration means ... language, the language of the company”*

or as Pep Guardiola put it:

“because a team needs a common language”



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Some insights about the DIE DaA Project

Research project “Deutsch am Arbeitsplatz (DaA) German at the Workplace – Study on Workplace Communication as a Basis for Organizational Second Language Development, 2007-2009

Sponsor: VolkswagenStiftung

DaA Studygroup of researchers and practitioners: Deutsches Institut für Erwachsenenbildung, ERFA, Friedrich-Schiller-Universität Jena, Institut für Gesprächsforschung, Verband Wiener Volksbildung, VHS Arbeit und Beruf GmbH Braunschweig



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DaA Project overview

- **Company ethnography**
 - 15 companies: 14 SMEs + 1 large industrial goods manufacturer
 - catering, food processing, electrical engineering, metal processing logistics, and elderly care
- **Corpus** of 70 recorded **oral** interactions at work & about 150 **written** texts (emails, notices, bulletins, nursing care documentation, etc.)
- **Language analysis** of the corpus according to categories of didactics
 - 56 conversations & 100 emails

Note: Results are not representative, but match with other/international research



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Selected Finding of Company Ethnography



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Methodology and research questions

Design

- 33 semi-guided qualitative interviews with various company stakeholders:
 - employees “with and without a migration background”
 - supervisors, heads of personnel and human resources, management
 - workers’ council
- Participant observation
- Content-analytical evaluation of interviews

Research questions

- Which are the communicative requirements linked to tasks and roles?
- Which factors impact on communication?
- What are the consequences for practice and research?

Methodological design (see Flick 1995, Hoffmann 2000, Kuckartz 2008, Meuser/Nagel 2005, Stockmann 2010)



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Key Findings

- Communication is central to work, language is central to communication
- Communicative competences are vital for employability and vocational competences
 - Access to labour market
 - Job security
 - Participation in vocational education & training
 - Career chances, escaping low-pay trap
 - ...
- Independently of economic sector, trade, qualification
- Interdependency between communication and structural changes



see Belfiore 2004, Schrader 2011, Grünhage-Monetti 2011, Zimmer 2013, Bohlinger 2013



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Communication and structural changes: examples

Decentralised forms of work organisation	Communicate and explain decisions & solutions to colleagues and management	<i>“ The employee has to make independant decisions at night. He also needs to justify his decisions.”</i> (Operation manager)
Quality assurance	Communicate work processes Read and write documentation	<i>“ We have so-called 5 minute talks every morning to discuss quality assurance.”</i> (Operation manager) <i>“Every handshake [detail] has to be documented”</i> (Worker processing industry)
Automation, robotisation, new technologies	Read displays Communicate changes/errors	<i>“ You cannot rely on work routines. Sometimes there a minor changes – you have to read it thoroughly every time.”</i> (Skilled worker)
Certification / auditing	Describe and explain own error management	<i>“The auditor... adresses the worker , points out to the defect-catalogue and asks: ‘What do you do in case of such an error?’”</i> (Head of personell)
Health and safety legislation	Read and write short records Understand training (compulsory and legally binding)	<i>“The cleaning and disinfection of the kitchen are also written down by the workers and signed.”</i> (Commis de cuisine)



Discrepancies: examples

Development towards more democratic and “richer” communicative practices	Language as a tool for selection, discrimination/exclusion	<i>If the foreman does not understand the worker, he does not look twice but chooses somebody else... That is not nice but it is the reality on the shopfloor.</i> (Operation manager)
Low level of communicative competence required by tasks	Higher level of communicative competence required by the organization of work	<i>“I do not talk to my cleaning rags”</i> (Cleaner) <i>“Production assistants must take part in performance appraisals. That’s an enormous hurdle.”</i> (HRM)
Use of other languages than German in the workplace: + an asset	<ul style="list-style-type: none"> ▪ Prevents from exercising German ▪ Loss of control ▪ (Self-)exclusion ▪ ... 	<i>“We have our woman here...who speaks Russian”</i> (Employer) <i>“Russian is not ‘verboten’ but nor is it allowed”</i> (Worker)
Semiskilled elderly workers: Before: low level of competence required	Now: higher level of competence required	<i>„Why speak [communicate] in the workplace? They are here to work“</i> (Employer)
Company policy: emphasis on communication	Reality: operational pressure	<i>“Nurse always running, never talking.”</i> (Nurse /elderly care)



Communicative competence is a

- **Key vocational competence for all employees in all sectors, and positions**



- **Central factor of inclusion and participation in work's life, in order to**
 - Perform own job tasks
 - *“Language is necessary “to understand the work and to produce quality, to communicate goals, to ensure procedures” (Works manager)*
 - Exercise own rights and duties as an employee



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Communicative competence is a key to

- Improving career prospects
 - match language & vocational / professional competencies & qualifications
 - escape the low paid trap
- Participation in relevant social networks (colleagues, employer, managers, clients, etc.)

“We are at the same level, we see each other every day, several times a day, it starts with greeting and small talk, how you talk, and so the day goes on...” (Foreman/metal working company)
- Attending further vocational training
- Strengthening own professional identity
 - *“Most of the time they sit, so to say, in the back row”* (Supervisor)
 - *“Now [after the German language course] they are more self-sure and self-confident”* (HRM)



VHS Duisburg, IQ Integration durch Qualifizierung, Modellprojekt „komma-NRW“



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Selected Findings of Language Analysis



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Language Analysis and Profile deutsch 2.0

Research questions

- Which communicative functions occur in the investigated work contexts?
- On which linguistic levels, as described in the CEFR/Profile deutsch, are they realised (in terms of grammar and vocabulary)?
- Are there branch-specific communicative functions and realisations?



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Analysis categories

- Communicative functions and levels of language competences
- Medium of communication (written/oral) and underlying concepts
- Grammar and vocabulary
- Vocabulary für specific purposes
- Prosody/Spoken interaction
- Sector-specific communicative functions



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Key findings

- Realisations of communicate functions are not scalable, range across all A- and B-levels of grammatical complexity
- Eminent role of prosody in spoken interaction
- ‘Transgressive’ examples of oral communication following the written ‘monologue’ model – e.g. health and safety instructions– and of written communication following the oral ‘dialogue’ model – e.g. birthday invitation to colleagues via e-mail
- Very differentiated role of vocabulary for specific purposes
Minor role in informal workplace oral exchanges, great(er) role in formal communications (reading & writing of documents/manuals, health and safety instructions, etc.)
- Only one example of “branch-specific” communicative function: “describing a procedure while undertaking it” in the (elderly) care



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Workplace L2: an issue of social justice

Migrants are

- a constitutive part of society and economy in Germany
- over-represented in low-paid, dangerous and vulnerable jobs
- over-proportionally threatened by long-term unemployment
- underrepresented in adult /further education
- ...



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Two questions

Why not invest in the people who contribute actively to the (economic) development of the host country?

Why not support the development of the L2 there, where it is used?

Workplace L2 development needs adequate policies and practices



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Pointers for development of policy and practice



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We need policies which

- Recognise communicative skills as vocational skills (not only for migrants)
- Promote the issue with the different stakeholders, in particular with employers and their representative bodies
- Build up cooperation among relevant bodies (ministries, social partners, migrants ' organisations, research, practice, etc.)
- Turn time-limited projects into regular provision
- Offer incentives to support L2 development
- ...



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As for research and practice we need

- More (interdisciplinary) research
- Stronger cooperation between research, practice and business
 - e.g. how to support employers in making their working place into (language) learning spaces
- Regular provision of non-formal and informal learning formats (mentorship, coaching, collegial reflective practice)
- Provision which builds on the characteristics of workplace learning
- ...



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The house believes...

... that appropriate workplace L2 development is a powerful instrument towards (linguistic) integration also of refugees.



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