

From language for work to language through work – The Language for Work Network and its tools for supporting work-related L2 development

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Agenda

Participant introduction

Background infos on the LfW network

Basics of work-related language (learning)

LfW outputs



Participant introductions

Activity 1. Think, write, interact

1. Think

Why is work-related L2 of interest to you?

2. Write (in easy-to-read letters 😊) on a flash card

- your name
- what work you do
- why is work-related L2 of interest for you

3 mins

3. Interact!

Stand up and socialise.

Talk **1:1** with as many other participants as possible.

Ask each person you meet **two Qs**:

Who are you?

Why is work-related L2 of interest to you?

7 mins

While I'm presenting some of the LfW outputs and experiences ...

please consider...

if and how they can be of any interest
and use for you and your practice.



Language for Work

- is the outcome of two projects of the European Centre for Modern Languages, Council of Europe (2012-2018)
- refers to a coherent approach to issues regarding work-related second language development with focus on the integration of migrants, refugees and ethnic minorities.
- includes the LfW network and its website.

Language for Work Network

A European answer to a global challenge

<http://languageforwork.ecml.at>



Learning network for professionals supporting work-related L2 development for adult migrants and ethnic minorities; membership organisation with 165 persons + 12 organisations in 35 countries; web-based resource-centre; managed and administered by its members, with the support of the **European Centre of Modern Languages** (www.ecml.at), part of the Council of Europe.

The LfW website

contains a comprehensive set of resources, defining both competences and practice. At the same time, it is a platform for an active network of practitioners, where teachers, providers, employers and authorities can share expertise and develop practice. The website brings together the results of the two LfW projects.

Why work-related language learning? Or La part langagière du travail*

The new work order or the second and third industrial revolution

The rise of service industries, globalised economic systems, new technologies have been changing radically work activities and organisation, greatly increasing the language and communicative demands of work at **all levels** of **employment** for **all employees, natives and migrants**.

Workplace requirements

- In today's workplace communication is central to work
- Language is central to communication
- Language and communication skills have become vocational skills

* Boutet 2001

A few examples*

Decentralised forms of work organisation	Communicating and explaining decisions and solutions to colleagues and management	<i>“ The employee has to make independant decisions at night. He also needs to justify his decisions.” (Operation manager)</i>
Quality assurance	Communicating changes in work processes	<i>“ We have so-called 5 minute talks every morning to discuss quality assurance.” (Operation manager)</i>
	Reading and writing documentation	<i>“Every handshake [detail] has to be documented” (Worker)</i>
Automisation, robotisation, new technologies	Reading displays Communicating changes/errors	<i>“ You cannot rely on work routines. Sometimes there a minor changes – you have to read it thoroughly every time.” (Skilled worker)</i>
Certification / auditing	Describing and explaining 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?’” (Head of personell)</i>
Health and safety legislation	Reading and writing short records Understanding training (compulsory and legally binding)	<i>“The cleaning and disinfection of the kitchen are also written down by the workers and signed.” (Commis de cuisine)</i>

* DIE Project Deutsch am Arbeitsplatz

Why focus on work-related L2 learning for migrants/ethnic minorities?



1. Migration and employment

- Reliance on migrant labour, particularly in lower-paid sectors
- Mismatch between qualifications/potential and employment situation (Stirling 2015)

2. Labour market integration and its contradictions

- Reception country wants to benefit from migrant's contribution, but
- Language development support ends, when employment is found
- Migrants wants to secure best possible job, but
- The most vulnerable remain caught in the low-pay, low-language trap

3. Learner requirements

- Work-related L2 learning suitable way to meet needs of learner

4. Outcomes for employer (and society at large)

- Improved goods and services – '*Better language, better care*'

Snapshot 1: EU 28 states, 1 Jan. 2018

Bei a population of 508 m https://europa.eu/european-union/about-eu/figures/living_en#size-and-population

22.3m citizens of non-member states living in EU-28 states
= 4.4% of the EU-28 population



Mrs **Bahmani**, taxi driver in Frankfurt/Main

16m EU-28 citizens living in one of the EU Member States with the citizenship of another EU Member State



Mr **Vasquez**, elderly carer in Stockholm

Largest numbers of non-nationals: **Germany** with 9.7m

Highest rate of non-nationals: **Luxembourg** with 48 %

Lowest rate: Romania (0.6%), Lithuania (0.9%), Poland 1%

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration_and_migrant_population_statistics

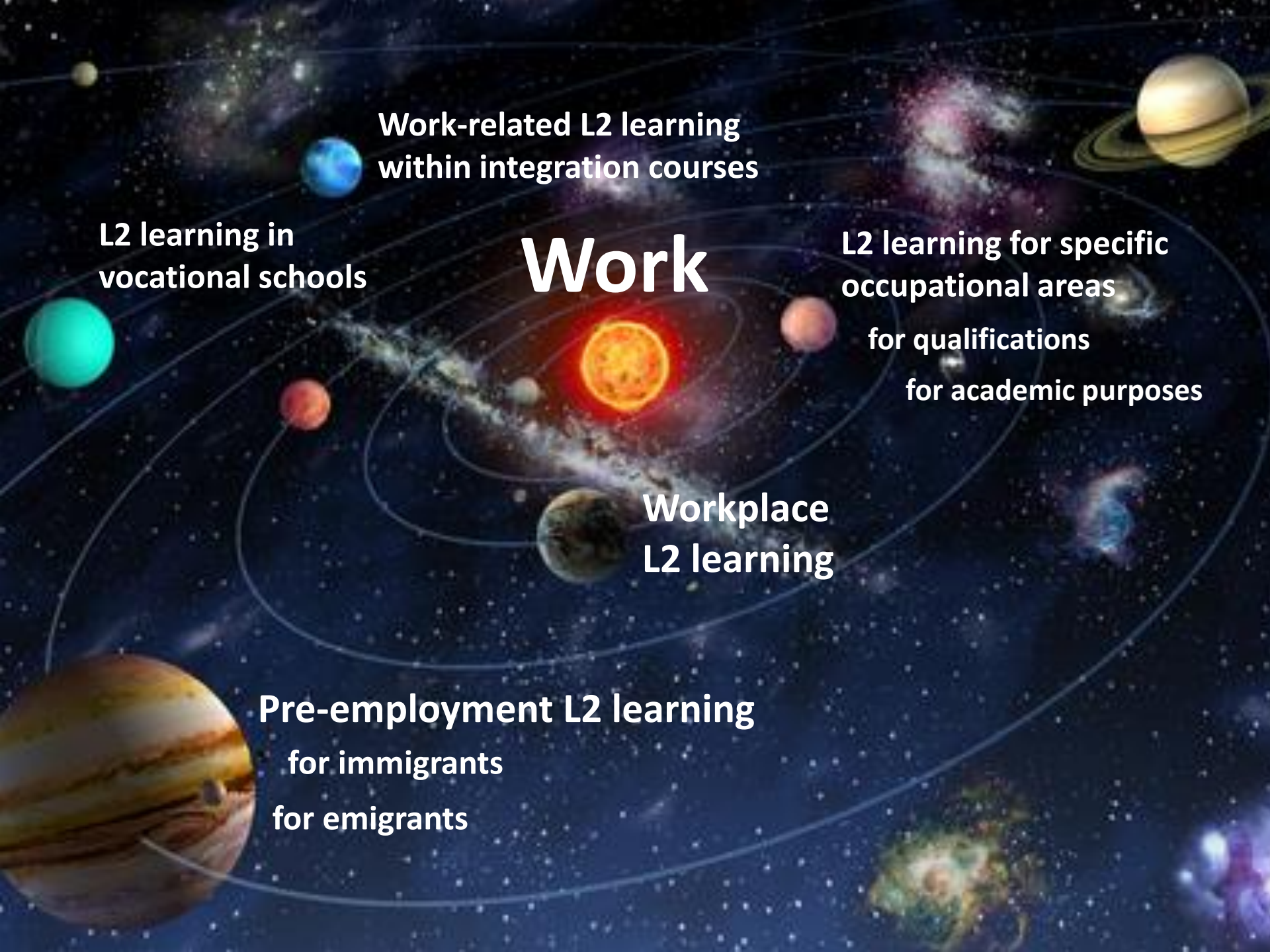
What is work-related L2 learning?

<https://www.youtube.com/watch?v=xYrMmJ0BQII>

What are work-related language skills?

For LfW, work-related language skills are the skills people need to

- **Find suitable employment**
= job-search, CV writing, job applications, interviews, etc.
- **Participate in work**
= job tasks, health and safety, employment rights & responsibilities, etc.
- **Progress and develop**
= participate in learning and development at work and outside work



**Work-related L2 learning
within integration courses**

**L2 learning in
vocational schools**

Work

**L2 learning for specific
occupational areas
for qualifications
for academic purposes**

**Workplace
L2 learning**

**Pre-employment L2 learning
for immigrants
for emigrants**

What contexts defines work-related language skills?

For LfW, skills are shaped by

- **Social norms around work**
- **Legislation, regulation** – health and safety law, quality standards, etc.
- **Type of occupation** – engineering, healthcare, retail, hospitality, etc.
- **Social norms of specific workplace**
- **Communicative demands of actual job**
- **And more, e.g. technology**

All these thing are continuously changing

Orientations & terminology

Orientation 1.

Language = a formal system of grammar and lexis to be learnt in school

Learning = ‘thing’ that can be delivered/provided

Learning = instruction/training of learner (by instructor)

Teacher/learning provider **delivers** the learning

Learner ‘receives’ the learning

Orientation 2.

Language = instrument to construct social realities

Learning = process, that can be supported

Learning = process by which learner acquires L2

Teacher/learning provider (+ others) **supports** the learning

Learner ‘does’ the learning

Orientations, terminology

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- Resource bank
- Quick guide: how to help adult migrants develop w-r language skills
- Collection of practices
- Competences required to support work-related L2 learning
- Communicating with migrants: Guide for management and staff working in job centres and public services
- Publications, contribution to conferences, trainings, etc.

Winner of European Language Label Award 2018



From the resource bank



ArbetSam (SE) is a comprehensive system of **workplace learning (elderly care)** integrating

- **formal learning:** Workplace opportunities to achieve national vocational qualifications with Swedish language support
- **non-formal learning:** New structures + roles to reinforce learning via management systems (i.e. supervision, team meetings etc.)
- **informal learning:** Systems to connect formal and non-formal learning with everyday work activity and interactions with colleagues (mentorship)

Focus on **reflective learning**

Inclusive language development for **all staff**, migrant + non-migrant

Partnership-based Connects employers, VET providers, Sfi learning

Shared responsibility for language development



Find out more about ArbetSam approach



High quality English language resources available from

<https://languageforwork.ecml.at/ResourceCentre/tabid/4074/language/en-GB/Default.aspx?countries=Sweden&>

*Description of
SpråkSam
approach*



*Council of Europe's
language reference levels
contextualised for work in
adult social care*



*Manager's
overview*



*Full description
of ArbetSam
approach*



Quick Guide

- Commissioned by the project' sponsors
- Written by project team, in consultation with Network members
- Aimed at professionals working in different areas, including
 - Language learning by adult migrants
 - Integration programmes
 - Vocational education and training
 - Adult/continuing education
 - Human resources
 - Labour market support services

Quick Guide contents

- Meaning of ‘work-related language skills’
- Language level needed for work
- Ways to help
- Expertise needed to help
- Language learning barriers and enablers for migrants
- Learning outside of the classroom
- Low-pay, limited-language trap
- Learning at work
- Find out more

+ mini case studies

Quick Guide language editions

Written in **English**, other language editions by network members (unpaid)

Bulgarian Irina Mitarcheva

Croatian Klara Bilić Meštrić

Dutch Annemarie Nuwenhoud, Bregje Kaars Sijpesteijn, Toon van der Ven

Finnish Kristel Kivisik

French Christophe Portefin, Annabelle Presa

German Rita Leinecke

Irish Deirdre Ní Loingsigh

Italian Andrea Ghezzi

Romanian Doris Mihailovici

Russian Ksenia Golubina, Eugenia Sheveleva

Slowak Bibiána Čermáková

Spanish María Teresa Hernández García

Swedish Kerstin Sjösvärd, Olga Orrit

Printed editions produced in Germany, and Italy

Collection of practices (35)

Rationale

Document practice in work-related L2 learning

Identify

- **How** practices support learning
- **Contexts/settings** and **key actors, stakeholders**
- **Competences** helpful to **actors** wanting to support work-related L2 learning in different ways, contexts

Format of the collection of practices

What	Type of support the practice offers
Country	Country the practice comes from
Language	Language that the practice targets
Learners	Type of learner the practice aims to support
How	How the practice supports work-related language learning
Where	Where the practice takes place
Overview	Brief description of the practice
Links and references	Links and references to more information about the practice
Source	Person who supplied information about the practice
Contacts	Who to contact for more information about the practice

Competences for different **supporters** in different **settings**

Logic chain

Who can usefully support work-related L2 learning?



Where and **how**?



What **competences** does that imply?



Supporters in **settings**

Learners

Status 1 = **Adult** who can benefit from support for **work-related L2**

‘Adult’ = of working age (i.e. not school children)

‘Benefit from support for work-related L2’ = migrant, ethnic minority

Status 2 = Relationship to work

Employed = formally working, paid or unpaid, employed or self-employed

Job seeker = seeking work

VET student = enrolled in vocational education or training

Supporters, other actors, stakeholders

- **Supporters**

People, organisations who can (realistically) take on the role of a **practical supporter** of work-related L2 learning. Supporters can be trained.

- **Other actors**

People, organisations who are present, but cannot (realistically) take on the role of a practical supporter, or be trained – e.g. customers at a petrol station where the learner works.

- **Stakeholders**

People, organisations that have an interest in learner's L2 proficiency, but cannot (realistically) take on the role of a practical supporter, e.g. government, local authorities, chambers of commerce.

Supporters

Individuals

- **Teachers**
- **Colleagues, managers**
- **Volunteers**

Organisations

- **Learning providers**
- **Employers**
- **Job centres**
- **Community organisations**

Settings

- **At work**
- **Education and training centres**
- **Higher education**
- **Community settings***
- **Online**

*Settings outside of work and/or education – e.g. community centres, job centres, trade union centres, voluntary organisations, leisure centres, libraries and individuals' own homes

How the competences are organised

The competences are presented by supporter, in a range of 'settings' where opportunities exist for different combinations of actors to support work-related L2 learning

- General competences helpful to supporters of learning by migrants and refugees across all settings
- Setting 1: Learner, L2 teacher and L2 learning provider – ▲
- Setting 2: Learner, L2 teacher, L2 learning provider, Job Centre – ■
- Setting 3: Learner, L2 teacher, L2 learning provider, Job Centre, VET providers, volunteers and/or other partners in the community – ◆
- Setting 4: Learner, L2 teacher, L2 learning provider, employer/management, colleagues (e.g. as mentors), trade unions and workers' representatives – ◆
- Cross-cutting dimension: precarious workers

Working hypothesis

Cross-cutting dimension: precarious workers

Precarious workers

- Casual workers ('gig economy')
- Temporary workers
- Workers without papers
- Isolated workers, e.g. live-in domestic and/or care workers, informally employed by a family, e. g. *interna* in Spain, *badanti* in Italy, etc.

May appear in different settings, e.g. work-related courses in adult education centres

May be known to job centres

Question

Are specific, **additional competences** needed to reach these workers?

Setting 1: ▲

Learner, **L2 teacher** and L2 learning provider

is familiar with

- local/regional labour market
- methods & instruments for analysing work-related language requirements

is willing to

engage with the learners' field of work (present or prospective)

L2 teacher

is able to

- organise work placements
- manage the different language resources and vocational perspectives of the learners

Setting 1: L2 language provider

is familiar with

- needs and requirements analysis and how to support staff to implement/adapt it

is aware of

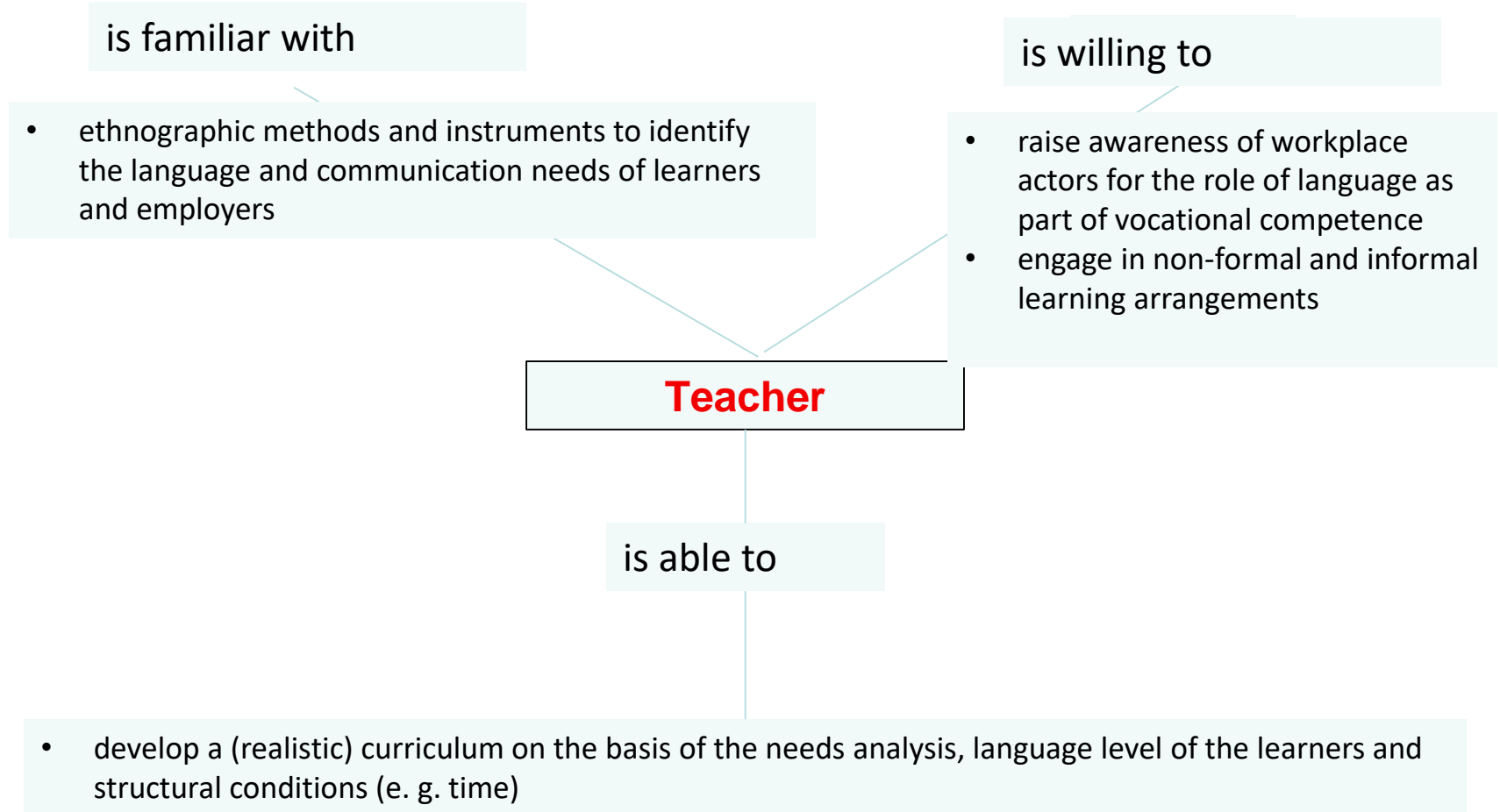
- the psychosocial situation of migrants , especially refugees, and how it can impact on their L2 learning

**L2 language
provider**

is able to

- provide information and guidance to learners to support their language and vocational development

Setting 4: Learner, **L2 teacher**, L2 learning provider, employer/management, colleagues (e.g. as mentors), trade unions and workers' representatives –



Setting 4: L2 language provider

is familiar with

- relevant legislation and rules re. migrants and refugees' employment

is aware of

- the learners' different educational systems and backgrounds

**L2 language
provider**

is able to

- provide guidance and support for companies actors (employer, managers, trade unions, co-workers, etc.)

Setting 4: Employer/managers

is familiar with

- the basics of L2 language learning, enablers and barriers

is aware that

- language is not learnt automatically when someone is employment

Employer/manager

is able to

- create routines that support language development at the workplace

Setting 4: Colleague/mentor

is familiar with

- routines in place in case of misunderstanding (what to do, whom to contact, etc.)
- for mentor: ways of supporting L2 speaking colleagues without taking over the job

is open-minded
towards

- colleagues speaking another language/other languages and from a different culture

Colleague/mentor

is able to

- give management relevant information on language and communication requirements of own workplace and
- (for mentor) help to establish routines and a supportive environment for language learning

Overall competences for all key actors

Awareness that education, work, public administration are different functional systems, each with its own aims and goals, priorities, power relations, logics, dynamics.

Willingness to find an interface between own aims (as L2 teachers, provider, employer, trade union, job center, volunteer, etc.) with the aims of the others and of the learners.

Other side of the coin

Strategies, tips for inclusive communication in labour market administration and public services *

For administrative staff communication with a growingly diverse clientele – culturally and linguistically – is getting more and more challenging.

Short resource offers guidance to **managers** and **staff** how to make communication more accessible for all clients.

*in German and English

In groups, please, discuss

- Anything new, surprising, irritating, of particular interest for you?
- Which product could be of help for your practice?

Benefit from diversity across Europe!

*Sharing und cooperating
Innovation*



and more effective local solutions!

Join the LfW network!

*Thank you for your
interest,*

The LfW Network