

Philippe Meirieu, Director of the Institut National de Recherche Pédagogique

#### Opening Remarks

The theme of this conference holds great interest for all those in search of the emerging conditions of the human factor in social relations where the problem of the function of language and the nature of training is particularly acute.

The recent evolution of thought on how to address socio-pedagogically the question of language can be characterized by a stratification of different perspectives. In the 60s and 70s, emphasis was placed on freedom of speech as it is tied to general personal development and on the role played within social interaction. The technical function of language is developed with textual analysis, and the grammar of texts in the late 70s and early 80s. Finally, the present point of view of cultural object appropriation marks the re-inscription of language into the ensemble of cultural knowledge and know-how, located within individual and social identity. These different ways of theorizing the relationships between language and training interfere with one another, and the central question of the conference is one of concept construction for training which integrates the various dimensions of language.

Furthermore, the international dimension of the colloquium allows the Institut National de Recherche Pédagogique to function as a melting pot for the different disciplines and countries.

Pierre Caspar

Teacher, Conservatoire National des Arts et Métiers

#### Introduction to the Conference

This conference, organized with the participation of three institutions, is addressed to researchers, teachers, practitioner/trainers and instructors, as well as to management and labor. In this sense, it is based on the mutual recognition of a diversity of functions. Its original title makes reference to the topic of the question of language in the workplace and how it is addressed in training. Today, the recognition of the selection of language practices in methods of evaluation and in appreciation interviews. In addition, the plural of languages authorizes one to think of different kinds of language (oral, written, symbolic, gestural, corporal practices, etc.).

The way of thinking being proposed is both interesting, because it takes as its focus identity and society, and confused, because it is linked to the status of an emerging field of study. The complexity of the relationship between technical instruction and general instruction, the scientific analysis of the workplace environment allowed by the Social Sciences, knowledge of the articulation of adult training in the workplace which are elements close to the social dimension, were determining factors in the construction of this conference.

The field of research is defined by French didactics and the technical sciences, information and communication sciences, techniques of expression, and theoretical approaches to workplace situations.

The idea is located at the interface of education, training and the workplace environment with socio-technical and linguistic reference practices.

Four hypotheses of work underlie the conference.

1. Work and language are intimately linked.
2. Written and communicational activities are professional activities which have not yet received real and symbolic recognition.
3. The consideration that the kinds of language in the workplace constitute a major focus in initial and continuous training.
4. Access to linguistic abilities is at issue in democracy.

Five major themes have been derived from the résumés of the paper abstracts for this colloquium:

1. The theme of Engineering for the construction of training mechanisms and programs
2. The technical theme, linked to the creation of training based on contributions from new technologies
3. Mutual recognition of and consideration for the aspects of language in the training environment
4. The theme of prospective thought and innovation
5. The positioning of work in relation to social and political issues

Anne Magnant, ministerial delegate for the French language  
Ministry of Culture and Communication

Paper

The general commission on the French language, a service attached to the Ministry of Culture since 1996, is responsible for assuring the coordination of action of government for the promotion of the French language and multilingualism. It is an alert and highly active organization. The general commission on the French language is also responsible for coordinating the mechanism for the enrichment of the French language, the objective of which is to endow our language with the necessary technical terminology to define modern reality, an area which is closely tied to the themes of this colloquium. As such, we participate in projects on the readability of administrative documents. Finally, I would like to note that we have recently organized a seminar on communication in the company setting.

In the context of this colloquium, the Délégation Générale à la Langue Française wishes to gather together thoughts and suggestions about:

1. The mastery of written and oral language in access to employment and in professional life.
2. The mastery of technical terminology as appropriation of concepts, and of technique.
3. The readability of documents (directions, forms for clients and citizens, response dossiers for international invitations to tender, etc.) as an essential element in company and administrative communication.
4. The appropriation of new communication technologies (correctors, vocal dictation, automatic translator, hypertext, e-mail, etc.) which offer a wide array of thinking in the area of training.

Anni Borzeix  
Centre National de la Recherche Scientifique  
Centre de Recherche en Gestion, Ecole Polytechnique

Genesis of a Network, Effects of a Perspective

“To paint the portrait of a network”... I propose to begin with a quick introduction of its origins (1987), its composition (interdisciplinary and federative), its goals (creation of links between the sciences and language and the sciences and work), these missions (production of knowledge, structuring of a scientific milieu and social intervention), its status (Groupe de Recherche of the Centre National de la Recherche Scientifique for four years) and its activities (research, meetings: study days, colloquiums, publications of the *Cahiers Language et Travail*, training).

I will then evoke our specific area of research (analysis of language practices in workplace situations), our empirical objective (which might be expressed in several ways: “verbalizations”, “linguistic interactions”, “communication”, “acts of language”), the theoretical horizon from which we will explore (vast nebula at the crossroads of socio-linguistics, also called constructivist or interactionist, conversation analysis and ethnomethodology, etc.)

I will complete the portrait with a few problematic and methodological options which bring together: work—all work, from the factory worker to the engineer including the teacher and student—conceived as a situated activity, an accomplishment practice, often collective; *language* in all its forms (oral, written, non-verbal, gestural, etc.) as a multidimensional object (instrumental, cognitive, collective, emotive) which concerns us because it *is* action and because it articulates meaning; *cognition* as a social process (and not only mental); *meaning* as the result of a co-construction (between transmitter and receiver); *empirical observation*, micro-analysis, recording and gathering of data in what are called “natural situations” (and not experimental) fixed in an institutional context.

In short, a network composed of a central core, a second circle of collaborators and assistant researchers, in addition to the 500 names of “interested sympathizers” on record. United by a common history (more than by rules) and common commitments, which have more in common with the “invisible college” than with the research unit or the inter-disciplinary or inter-establishment “group project”, than with the school of homogenous thought.

*Non-analytical catalogue* of subjects/notions/and concepts on which work—always relative to activities and work-place situations—has been done for the past ten years. I will develop two or three of these with the help of some examples which I find relevant given the subject of this colloquium (“issues of training”):

categorization and cognition? Knowledge in the work-place, communication abilities, language(s) and utterance, coordination of action, interaction, interpretation and contextualization, lexical generation and terminology, learning, rules and organizational memory, work-place documents and service relations.

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Anne Lazar

Institut National de Recherche Pédagogique, Didactiques des Disciplines

### Recognition of a Training Ethic in Professional Linguistic Practices

Cognitive power and the social power of speech and writing in workplace and training environments are certainly at the source of the organization of this colloquium. A growing concern which focuses on the links between general, professional and technological training in which the company is treated as a partner, questions the place of *basic learning in the professional high school and requires* a definition of the issues which can help to take up the democratic challenge of training. In the instruction of professional and technological bodies of knowledge, a number of bypasses, avoidance and obscuring between the cognitive confrontation of subjects and the nature of the ambiguity of language can be observed. The problematization of professional knowledge and its linguistic dimension reveals that the minor status of the body of knowledge taught is dependant upon the censure of certain documents, and that the relationship between the knowledge of students and instructors depends on this lack. The term of *professional and linguistic methodology* which comes from the synergies of epistemological solidarity between bodies of knowledge as well as between the partners of these bodies of knowledge succeeded the term of *graphic reason* borrowed from Jack Goody. The recognition of this organizational principle of bodies of knowledge applied to the didactic field of technical and professional fields of knowledge is a modification factor, sensitive to the relationship between the knowledge of teachers and students. And if one turns towards the definition of an *aesthetic of professional writing*, it should be supported by the recognition of a *training ethic*.

Michèle Lacoste  
University Paris-Nord

#### Language in the Workplace : The Virtues and Limits of an Ethnographical Approach

The different approaches represented in the network of “Language and Work” seem to me to be related by an ethnographical sensibility, which has concerned linguists, sociologists and psychologists as much as it has researchers in management.

This anthropological and ethnographical dimension of research has constituted a common language, necessary for collaboration between disciplines. On the level of conceptual and theoretical openings, anthropology invites us to understand the processes at the heart of situations and cultures. On a methodological level, the influence of anthropology and ethnography on various practices can be demonstrated in several ways: recourse to field work (allowing for both observation and dialogue with agents), primacy of situated activities, coming and going between a detailed principle and a global principle, heterogeneity of materials and multidimensional nature of the analyses.

Studies conducted according to this procedure have resulted in *a knowledge of the functioning of language in a context of the workplace*, from its forms, its finalities and its focuses. Some of the essential knowledge is: links between speech and activity, the contribution of language to the diverse demands of coordination, the necessity of communication for the training and development of abilities, and the relationship of language to professional identities and to organizational cultures.

However, this dimension is not enough to characterize the project which has driven the network of Language and Work: the link with social demand and thoughts on the evolution of work imply a move away from a purely anthropological perspective in order to turn to social questions, as the progressive constitution of research thematics shows, which will be briefly addressed in my conclusion.

Joël Lebeaume

University of Orléans—Institut Universitaire de Formation des Maîtres Orléans-Tours

### Teaching of Technical Practices in Instruction: What kinds of Language?

This paper proposes to study three aspects: language as scholastic accessory of technical practices for education; language as technical content; norms as specific, technical content.

The teaching of social practices in compulsory schooling and the organization of instruction are deeply marked by the classroom-workshop dilemma. The classroom should be neither a workroom nor a place for professional instruction. The legitimacy of practical instruction depends on their general instructional aims, which tend to conform instruction to scholastic norms. The “word about the deed” transforms young girls’ needlework into a lesson on sewing. With the instructions from 1898, it is a brilliantly organized lesson which isolates five fundamental activities: marking, knitting, mending, sewing and crochet, for which a notebook is used to permanently stabilize instruction.

The evolution of new programs of technology is not a sign of the times. Technical graphics have above all a specifically technical meaning and can only be introduced into instruction if their meaning of functional model of systems or objects, which they represent, or of operational models of conducted actions can be retained. Research contributes to their introduction within this process of modelling which requires an empirical referent from which the modelling can function and have meaning as a process of technical thought.

Technical language is technique since technical thought is expressed fundamentally by graphics, modelling, simulations, images and norms. Research on this language is relatively rare in France and abroad. J. Doulin (1997) calls attention to the introduction of a multitude of graphics at the high school level where no particular caution nor rational learning is given to these polyvalent and polysemous expressions. Mr. Gahlouz (1994) draws attention to normalized language presented in professional training without giving its code, contrary to the training of superiors. The evolution of technical language and graphics opens up a vast field of educational exploration for defining the coherence of these contents which are inseparable from socio-technical practices of technical thought and technology.



Philippe Zarifian  
University of Marne-la-Vallée

#### Experience and Civility in Youth Training

Conceptually and practically, the concept of civility is at the foundation of the concept of citizenship and it refers back to the association of two principles, that of “personal freedom” of body and thought and power to act, in tension with the principle of respect for others from the meaning of interdependence from the collectivity. Civility touches on solidarity of action and cooperation, and in professional activities, it refers back to a sense of a common future. In the present economic situation, civility enters into the tension with citizenship and salaried employment.

What relationship exists between civility and youth training?

The form of sociological instruction which put the study in contact with discipline and openness towards others, develops an original educational form which makes it possible to mobilize different uses of language (comprehensive, critical, reflexive, written formalization, oral expression and confrontation with another part of one’s self) all the while allowing for the activation of civility for young people, it also allows for the formalization and development of knowledge about linguistic practices. The existence of a relationship between the acquisition of linguistic practices and in educational forms and the activation of characteristics of a political relationship can be seen as the principle result of this dynamics.

Pierre Falzon

Ergonomic Laboratory of the Conservatoire National des Arts et Métiers, Paris

#### Working Language, Working through Language

The first ergonomics studies dealing with language considered it as a coding system of information which needed to be optimized like any other coding system. Later, an interest in technical language appeared with the objective of more efficient man-machine systems of communication. This trend allowed for the emergence of the notion of operative language, with the idea of spontaneous development, along side and interacting with professions and professional language, veritable tools of the workplace. Two actions are therefore possible, one dealing with operative language itself (for example, to remove all ambiguity from it), and the other with the instruction of operative language, the acquisition of which becomes an acquisition of the competence.

Current studies are interested in service situations and in the interactions which they result in. In these situations, language is particularly central, the realization of objectives depends totally on the success of the interaction.

Three ideas will be developed:

- The inequality (but also the mutual complimenting) of knowledge requires that each operator adapts his language to the other.
- This adaptation is based on a model of others, in great part constructed within interaction, upon the foundation of meta-cognitive abilities by which the language of the other is indexed in a body of knowledge.
- Service interactions, seen as situations of cooperation, result in conceptual and linguistic learning which target not only the realization of the task but also the transformation of the other.

Josiane Boutet

Institut Universitaire de Formation des Maîtres of Paris, University Paris 7

Groupe de Recherche Language and Work

#### Linguistic Abilities: From Workplace Situations to Training

To say that work is changing considerably from now on, is less than obvious. Among the numerous restructurings that can be observed, one will be studied here: the restructuring of linguistic activity, both oral and written, of the agents of work.

The linguistic dimension of work, or the linguistic part of work, has been the object of numerous analyses and descriptions within the group "Language and Work". We will evoke some of the workplace situations studied by the group in order, on the one hand, to show the different levels where language activity occurs (within Taylorian organizations as well as within newer forms of work organizations) and, on the other hand, in order to highlight the emergence of new abilities in language: abilities to communicate orally, as well as written abilities. Among the numerous questions which this passage from writing to communication of nearly all salaried workers raises, two will be addressed here:

- What kinds of (sociolinguistic) analyses can be proposed from this rise in the strength of linguistic abilities in the workplace?
- How can training institutions respond to this evolution and prepare the salaried workers of the future (all the while being confronted with the rise in illiteracy)?

Claudine Larcher

Institut National de Recherche Pédagogique, Didactique des Disciplines

Theoretical Knowledge: Linguistic, Ergonomic, and Didactic Aspects of Speech in the Workplace

As a specialist in the sciences, I am interested in three different themes: the participation of the sciences in the construction of linguistic abilities, the acquisition of specific kinds of language, schemes, graphs, symbolic codes and the relationship between gesture and discourse.

As for the first point, two issues of discursive abilities can be demonstrated: the structuring of individual thought within activities of the production of writing for oneself and an aptitude for the communication of one's thoughts and the comprehension of those of others.

The research of the Institut National de Recherche Pédagogique on writing in the sciences concerns especially informal writing in the workplace. Presently, the operation "La main à la pâte" which targets the development of the sciences in grade school, emphasizes the contributions of scientific instruction to the mastery of oral and written language of young students. The distinction between fundamental learning, on the one hand, and less fundamental learning, on the other, is called into question to the benefit of a valorization of spoken and written language in situations of activity which are inscribed within the scientific disciplines.

Work on communication relates back to that done on mediation which studied the means employed by instructors in the construction of the co-signification of utterances.

Moreover, if everyday language does not always use the correct scientific vocabulary (use of the word "weight", for example) specialists also use among themselves an inadequate vocabulary which confuses, for example, the register of objects with that of their characteristics or the register of phenomena with that of a model.

How does one help students acquire a vocabulary which distinguishes between different concepts, situate it in relationship to everyday language and make them into "specialists"? What assurance can one have that the same language is being spoken at the same time?

The multiplicity of information translated synthetically by schemes and graphs, in particular in biology, has resulted in, moreover, studies on the functioning of such tools and the difficulties which students encounter. Finally, the articulation between gesture and discourse relates back to situations where "demonstration" is at times considered as sufficient for communication: lab work or professional training situations where one demonstrates gesture and technique to students, but also teacher training situations. "The right words" which designate that which is relevant in gesture or an action, are not always available.

Jacques Colomb

“Didactiques des Disciplines” Institut National de Recherche Pédagogique

### How Students of Technology view General Instruction

Two studies conducted at the request of the high school and junior high school administration, were done in using representative samples from the seniors at different establishments which concentrated on the following subjects: English, art, physical education, French, history-geography (scientific disciplines were not considered among these as general instruction given their “applied” nature).

#### Description of the Population

The ensemble of the population comprised 1490 students of technology and 825 professional students. Among the latter, only the 5 largest groups of students enrolled were retained for the study: Mechanical-Electricity (11%), Electricity-Electronics (8%), Business-Sales (21%), Accounting-Management (28%), Secretarial-Office Automation (33%).

#### Analysis of several Responses

Three questions sought to identify how students viewed the various disciplines in their respective areas with regard to usefulness, attractiveness, and their expectations.

A large consensus (98%, 93%, 95%) on usefulness, attractiveness and expectations, respectively, in relation to the technological disciplines, confirms the deliberate choice of these sections. The other subjects, in order of their usefulness, tie in with their social representation and above all with their weight in the evaluation, as one might expect. On the other hand, attractiveness in relation to these subjects finds EPS in first place (67%) and math in last place (27%). The response to students’ expectations was overall very positive (around 70% for all the subjects).

The ensemble of these responses appears to translate into a good (indeed a very good) integration on the part of students of these sections within the education system.

One question asked students to situate, in relation to a certain number of activities, whether they liked them or not. If the order of activities can be considered to correspond to an “expected order” which highly favors “manipulative” activities, it should be highlighted that activities such as “debating”, “analyzing”, or “writing” gathered percentages between 60 and 70%, and the weakest scores were for “exposing” and “synthesizing” which were somewhere around 40%.

To conclude generally, the student populations questioned can be characterized by:

- an affirmative, deliberate choice of these orientations,
- a good (indeed, very good) integration within the present education system with regard to general instruction,
- finally, a very coherent image of the subjects which comes from the overall analysis of the responses.

Daniel Faïta

Centre National de la Recherche Scientifique, Aix-en-Provence

#### Technologies, Organizations, Evolution in Ways of Training

A constant: professional training cannot only be considered in training procedures, even when its objective is to allow persons to access definable qualifications in the strictest terms. Beyond this simple observation, it might be added that every kind of evolution or transformation of a technical process which implies a subject, comes into contact with the totality of the relationships maintained by the subject: with others, with means and tools of work, with the real and formal organization of the subject. Identify the contents of work, consider the links between different bodies of knowledge, abilities that the subject develops depending on the context, manage events, all of this requires a serious analysis of the activity. Variables: these bodies of knowledge are not immediately available, recalled at will. Ergonomics has always taught us that the appeal of professional knowledge by the verbalization of the agents provides scattered, contradictory, unreliable instruction. It is only through the collective work of "co-elaboration" that an efficient process of liaison between the analysis of practices and methods and educational principles can be identified. For this, technical training demands a precondition: the adjustment of analysis potential, of formalization and of verbalization of the agents (workers), and of concepts, categories, discourse and discursive practices of technical and professional training. Quite obviously, the path to follow is just as important as the distance between the two poles is itself, that is to say, between the possible abilities (and the possibilities) of active understanding. It is in approaching this linguistic and symbolic dimension, prior to or parallel with technical training, to which one must devote a specific thought. For our part, we are in the midst of experimentation, in the context of a PME (Petites et Moyennes Entreprises), contracted by a small business in the south of France, of a procedure of this type, which targets unqualified female workers, sometimes illiterate, but experienced in their field, to be able to follow technical training, necessary because of the arrival of new machines.

Jean Vogler

Groupe Permanent de Lutte contre l'Illettrisme, Paris

### Illiteracy in the Workplace

In France, the struggle against illiteracy was born from work and reports done on poverty in the 80s. We tend to think that it concerns only those who are excluded from mainstream society and thus relegate it to social programs. Nevertheless, it must not be forgotten that the "discovery" of illiteracy is also contemporary with the rise in unemployment at the end of the 70s: because it was necessary to place workers in retraining programs that we discovered that they lacked the instrumental capacities, necessary for acquiring knowledge and new professional behaviors. This lack, or insufficiency, which shall be called "illiteracy", thus appeared first as a factor of professional, and then social, exclusion. The "struggle" against illiteracy is the political will to avoid that exclusion by offering to those in need, the possibility to acquire the instrumental abilities necessary for their "conversion".

That is to say that all the agents in the struggle against illiteracy have been aware of this problem for a long time. They have, however, fought against a number of obstacles.

1. Ignorance (real or feigned) of the supervisory staff of union organizations for reasons of company and workers "image".
2. Dissimulation behavior of those interested, either because of shame or fear of losing their job.
3. Risks of location in relation to possible plans for restructuring.

Therefore, any mass sensibility campaign about this issue was doomed to failure. It was better to occasionally rely on local partners to advance thinking and develop arguments in light of innovative experiments. And thus, little by little, another approach was developed, an approach of economic usefulness for the training of weakly qualified salaried workers which leads organizations and companies to institute mechanisms which seek to "modernize without excluding".

Bernard Gardin  
University of Rouen

One of the most recurring themes in the speech of workers (including those at an intermediary level and even high up in the hierarchy) concerns the status of speech. Whether it is in the form of lament over the absence of time allotted to speech, the impossibility of speech due to technical mechanisms, the control of speech, the depreciation of each others' speech, formulated in terms of the depreciation of technical speech or utterances of socio-types or counter-socio-types, linguistic practices are the object of, often negative, evaluations. While the number of anthropologists and philosophers place at their origins an inseparability of language and work, the economic, social and technical dimensions of modern work complicate their relationships and make of them a troublesome couple, the aforementioned conditions act at once as factors of production and of rarefaction of work. Certainly, the cause is found in the dangerous potentiality of speech in the workplace, if one sees the work situation as world shaping at the same time as productive and transforming social and individual relationships, language, in this situation is at once a factor, a tool of this transformation and, at the same time, through its specific nature, a presentation, a performance of these transformations. And thus, also a medium for realization. Numerous theories and practices attempt to separate instrumental function from language practice and social function, but this is never done without mutilations, paradoxes and without leaving some marks. As for training, it should not attempt to reproduce these operations in only offering to those who have been trained an instrumental vision of workers' speech (as speech at work).



Yvon Bouchard  
Université du Québec à Rimouski, Canada

La réforme de l'éducation québécoise aux contours de la langue et de la formation professionnelle.

This writing tackles the question of the relationship between languages and work in Quebec, and of the problems of training which are associated to them. These fields are approached under the angle of the reform of the educational system which has been in hands for a few years, and which must lengthen for several other years to come. Language, work and training must be understood in the cultural context Québécois who is sensitive to the preservation of its identity since positioned in a geographical situation with a surrounding population mainly anglophone. Elements, which form the basic frame to understand the orientations taken by the school system which thus claims to offer to young people some qualifying education enabling them to integrate the labour market, and to be maintained there, and to the adults to play an active role there, concern school achievement in particular and the revitalization of vocational education. Several priority actions are put forward ensuring the attainment of the broad objectives. They imply interventions on several levels regarding mainly the improvement of the quality of training in primary language for a more successful insertion in work environment.

Anne-Lise Høstmark Tarrou,  
Centre d'Etudes Supérieures d'Akershus, Norway

An international perspective: which actuality?

This communication emphasises the importance of the mother tongue to fight cultural inequalities between different types of teachers. It reports the results of a Norwegian study based on empirical findings from a survey carried out within the population of secondary school teachers working in the section of craft and industry in the Norwegian upper secondary school system. This study puts in evidence the place of the language dimension as an element of selection within the world of education and training of teachers.

The empirical study was carried out in 1987, with a sample of 607 upper secondary school teachers of craft and industry subjects (AI) and Norwegian (N), in Norway. The stratified random sample of 607 teachers that participated in the empirical study was selected from among 1173 answers to a questionnaire, within each of the following groups of teachers – 95 teachers of Norwegian and 512 teachers of craft and industry subjects. The group of teachers of craft and industry subjects were divided into 92 teachers of handicrafts (A), 220 teachers of mechanics (M), 100 teachers in electro-technical subjects (E), 26 teachers of graphic arts (G), and 74 teachers of construction (C). See Høstmark Tarrou 1995, 1997, 1999.

The survey identifies two categories of teachers: the teachers of craft and industry subjects and the teachers in mother tongue (Norwegian). They have significantly different opinions regarding:

- the students' problems with the Norwegian language and their utilisation of the mother tongue,
- the students' possibilities to succeed at school, and
- the students' possibilities to succeed in learning Norwegian at school.

The identified differences in opinions between the groups of teachers, about the pupils' problems with the Norwegian language at school in the section of craft and industry, might explain the existence of problems with Norwegian and with the mastering of mother tongue, for pupils in this section in the Norwegian upper secondary school. These problems can be of such amplitude that they might weaken the pupils' self esteem. This situation has not yet been studied in depth. These opinions might also in an indirect way shed light on differences in the education and training of mother tongue, offered to different groups of teachers. The differences can be of such character that they might reinforce the inequalities of the professional status between teachers.

By using the analytical categories of Bourdieu, the results first of all make evident the importance of mother tongue for the symbolic mastery of practice. The importance of the mastering of symbolic concepts and the development of concepts for describing this field and the relation between language and work, are underlined. The communication ends up by questioning whether this analysis also is valid for understanding the challenges to teacher education and training in other countries.

Andreas Müller  
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#### Abstract

The communication in German industries relies on three different aspects: oral or verbal (face-to-face) communication, written communication and the communication by technical means. For each of these areas there are programs for the education of employees. It depends on different factors which programs are chosen, namely the needs that are defined by the size of the enterprise, the degrees of knowledge of the employees and finally the sectors where the enterprise deploys its activities. Since the enterprises became more sensible to the consequences of the financial crisis there is now a general tendency to charge external assessors with the development of courses and their realization. The employees that first suffered from the crisis by losing their jobs were in fact those who worked in the own departments of development and education. The most important focus of education programs is constituted by programs concerning technical instruments for communication. Communication is here understood as a macro-instrument to form networks for the daily work. It is often misunderstood as a resource just to obtain an information needed in the moment. As far as oral communication is concerned, the courses that are mainly found still belong to rather traditional rhetorics that are based on psychological methodologies or simple models of communication. The linguistics of conversation and spoken language have not been recognized yet. Nevertheless, it is possible to observe that a growing number of managers are searching for new methods. The key qualifications for efficiency, for example in intercultural negotiations, are seen more in a qualitative than in a measurable or quantitative way. Therefore, the relevance of microprocesses in the spoken discourse is increasing. It is nevertheless a long way from the awareness of the importance of linguistic means to the application of what we understand to be a linguistic method in an educational program. The use of authentic data, for example the analysis of transcriptions in an industrial program for education, is still an exception.

Michel Thiollent  
Rio de Janeiro Federal University, Brazil)

Changes on working and on professional training in Brazil.

In Brazil, productive activities have faced deep changes during these past years. The organization of working conditions are brought up-to-date, new technologies replace the old ones and informatization spreads itself very rapidly. As the unemployment rate increases, the need to cope with new professional techniques becomes urgent. Great part of the active working force in Brazil has only reached low educational standards: illiteracy still exists and the greatest part of workers (about 60%) has not concluded primary school. This fact places Brazil in a lesser favorable competitive position if compared to other emerging countries and is also a handicap in terms of citizenship. The weak educational levels of primary school result in adaptation difficulties for most workers involved with new technologies or with new organization methods. Nowadays, it has become each time more evident that primary school is essential when learning specialized technologies later in life. This fact is both realized by the government and by the employers and trade unions. In the educational system, a reformatory law known as the "LDB" (Law of Directives for Basic School) intends to modify the teaching concepts and the teaching methods, specially for secondary school. The results, however, are to come on the long run. Furthermore, different initiatives which seek to adjust primary and secondary school to higher levels are being financially supported by employers themselves and these initiatives are largely difused throughout television programs.

Trade unions, on their side, which had not taken part in this professional formation problem, have managed, since 1996, to play an important role elaborating formation and qualification programs together with school and universities.

Trade unions are not interested on training instruction courses in terms of claim. They also want to propose and execute such programs. In this context, training skills are seen as a question of citizenship.

Accordingly to the training programs proposed, language skills play an important role at all levels. As a matter of fact, these programs concern "alphabetization teams" in different cities - specially the ones in the industrial zone of Sao Paulo - the leveling of primary and secondary school as well as short-living specialized technique formation courses.

It is well known that the modern organization methods demand new specific skills from workers who are now highly demanded to be acquainted to communication skills, full control of oral and written language, team work and etc.

It is still commonly found among working relations subordination to authoritarian forms of command. Incoming technologies and quality management programs, however, demand more participation and communication. In Brazil, there are important debates about the changes on the production systems, informatization, new skills, etc. In order to adapt the adult formation and the professional formation to the new economical, social and technological scenario, there has to be a great effort on research and pedagogical techniques, specially those related to language skills. These techniques can be understood in following different aspects:

- learning to read and reinforcement of language skills by means of pedagogical theories based on practical actions;
- development of new vocabulary related to economy, working (labour) organization and to the new technologies, specially informatics;
- development of new communication and relationship skills as demanded by the new working conditions;
- closer exposure to foreign languages, notably English and Spanish.

A new conception of an appropriated professional formation can not limit itself to excludely dealing with wage-earning employees of modern companies. This new conception shall also take into consideration the possibility of placing unemployed workers within tertiary activities.

Anne Lazar, Institut National de Recherche Pédagogique

In conclusion

Organized by the Institut National de Recherche Pédagogique, in collaboration with the research network “Language and Work”, from the Centre National de la Recherche Scientifique and the Conservatoire National des Arts et Métiers, with help from the Délégation Générale à la Langue Française and the Ministry of Employment and Solidarity, this conference brought together practitioners of education and training and researchers in the social sciences in order to think in terms of culture and education about the opportunity and legitimacy of the conception of an instruction of professional linguistic writing and practices in the training which bears the same name. Plenary sessions, papers, and conferences all contributed to demonstrate the state of research in this area. The historical and present state of linguistic knowledge in the work milieu revealed advances in research privileging ethnographical approaches. Theoretical knowledge underscored the necessity of and interest for the processing of the object *language* and the constitution of a corpus of educational and didactic practices centered on speech in the places of vocational training.

Four hypotheses about work were confirmed.

*Work and language are intimately linked* and this relationship was tested at every level of work and training.

*Linguistic activity as an object of work poses the problem of its symbolic and wage recognition.* A language ethic in the workplace is related to the status of people and the status of the linguistic corpus in vocational training.

The consideration that the kinds of language in the workplace constitute a major focus in initial and continuous training. The conception of an instruction of operative language and its context becomes a means for addressing training institutions by introducing a linguistic dimension in psychological models.

*Access to linguistic abilities can be seen as a democratic issue*

*A concept of training which integrates the different dimensions of language guarantees social cohesion and democracy.*

The confirmation of these four basic hypotheses legitimizes this training space.

Five major themes have been developed:

*The theme of Engineering for the construction of training mechanisms and programs.*

The instruction of a linguistic and professional methodology based on the consideration of symbolic criteria, tested the texts and methodologies of rational and global decoding of the ensemble of technical graphics which represent an important sector of investigation.

*The technical theme, linked to the creation of training based on contributions from new technologies of communication.*

*Mutual recognition of and consideration for the aspects of language in the training environment.*

The socio-professional inscription of writings about work represents a new dimension: field journals, professional diaries and texts read and produced in *writing workshops* are productions situated at the interface of the workplace and the subjectivity of writers.

*The theme of prospective thought and innovation.*

The evolution of systems and signs and the role of language in relationship to innovation offers a broad scope of thinking. Work on association of technical abilities and abilities in communication considered as universal, generally comes within the competence of the construction of an *esthetic of professional writing* which is not a by-product of a so-called refined writing.

*The positioning of work in relation to social and political issues:* knowledge of language represents a theme of professional insertion.

Albane Cain

Institut National de Recherche Pédagogique/University of Cergy-Pontoise

Language and Work: What place does the school system assign to living languages in this context?

Teaching a living language in the French school system—English in this case—corresponds to an obvious three-part objective which is linguistic, cultural and intellectual.

It goes without saying that a language is learned in order to communicate. But learning a foreign language also facilitates access to other modes of thought, permits the acquisition of relative meaning and goes beyond stereotypes, recognizing the representations that one has of the foreigner for what they are. Finally, it is thanks to a mutual recognition of how languages function, as much a source as a target, that learning a foreign language also develops students' mental faculties.

This triptych base, established at the junior high level during an observation period, is considered the pedestal of secondary education. What becomes of these concerns when students of technology at the high school level, more advanced in their degree course and already focused on a larger specialization, are concerned?

A close comparative analysis of official texts and interviews with students of technology should permit us to provide an answer with regards to the two models at work in general, technological instruction as well as to determine their respective positions, if not in terms of opposition, distance, proximity or constants, most certainly in terms of an evolution, the nature and degree of which will be made clearer.

Emmanuel Fourcade

Laboratoire interuniversitaire de recherche en éducation scientifique et technologique, Cachan

### Constructing Adult Training: A Case Study in the GTM Construction Company

How does one go about constructing training support adapted to adult students and employable by temporary trainers? This is the central question to be addressed in this paper.

Observing the existing practices in the GTM construction company (Building—Public Works) has led us to envisage the internal training process in its totality: the different persons involved, organization, steps and methods, etc. But consideration has, above all, been given to the participation in the writing of two courses designed for the company's personnel working on site. One aspect of these courses is that they must be transmittable: written by a small work group, they are intended for use as is, by the temporary trainers, charged with assuring the diffusion of knowledge. This is why they are called "training references." The first one is concerned with crane drivers and takes as its theme the safe handling of a crane. The second is concerned with concrete and is addressed to supervisors.

Two subjects, two student profiles. Many different kinds of problems have arisen while the references were being written. One permanent preoccupation was the adaptation of the content for the every day needs of students in a work environment. But most of the obstacles are more educational, being linked to the diffusion of knowledge since many of them experience difficulties vis-à-vis written expression. Thus, hands-on work was instituted just as soon as the contents to be transmitted permitted it (models, construction, etc.). Participation methods favoring a dialogue within the group were given the greatest importance along with the use of pictures, drawings and schematics among other visual aids (transparencies, documents of synthesis, etc.). The solutions adopted at the moment still leave some questions to be answered.

Thanks to a comparative analysis, several currents of thought have emerged regarding: contents (their choice, the manner in which they are explained, etc.); diffusion of knowledge (methods, visual aids and all the aspects linked to both oral and written communication which these imply); and the evaluation process (that of the students but also that of the trainers).

Although based on a particular mechanism, this analysis reveals the general problems relative to any attempt at adult training.

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Institut Universitaire de Technologie de Vannes, University of Bretagne Sud

### Expression and Professional Programs

The study is based on the analysis of the totality of notes obtained by a class of Institut Universitaire de Technologie students during two years and in 24 subjects, two of which were training courses, and the empirical grading systems of 18 instructors, some of whom were professionals outside of education. It is also based on the results of efficiency and personality testing used by the recruiting offices and which demonstrate ability of expression, verbal logic, language mastery and relational aptitude (empathy, sociability, etc.)

The search for common structures between the different modes of evaluation was carried out by using a method of factor analysis (multiple factor analysis) and classical methods (comparison of averages, multiple regressions, and logistic regression). The presentation of the results can be done in an accessible manner. It shows how students are different, especially across the range of subjects taught which are themselves tied to the other modes of evaluation (efficiency, personality, etc.). The study uncovers common constants within the different variables. Although a brief summary would risk tainting the results, it can be indicated as an example, that expressive abilities are very predictive of success at the DUT. These abilities intervene in every "scholastic" exam, including job training, they are determining factors in the confrontation with the professional milieu, with guided projects, and they alone cross the lines of the different modes and methods of evaluation (scholastic, professional exams, etc.). Might we consider them as able to predict success in this program and indeed, in other programs? It is this which we would like to develop in our paper after having first specified the different theoretical and methodological references which we have borrowed from several disciplines and practices.



Alain Mercier, Institut Universitaire de Formation des Maîtres d'Aix-Marseille  
Jeanette Tambone, University of Provence

When the Supervising Instructors for AIS (Adaptation et Intégration Scolaires) Students in Training Indicate the Professional Techniques of "Predominantly Educational Assistance."

Object: The presentation of the first results of a study in progress of the professional practices and knowledge of special-needs instructors. The interaction between two teachers in training and their supervising instructor (an instructor who has had significant experience with "special needs") reveals the dominant variables in teaching which are culturally shared by the supervising instructors who do not have the same experience and which provide access to the corresponding systems of instruction.

The interaction between one group (two teachers in training and a supervising instructor) after the performance of the former has been recorded throughout the course of the year. The records are transcribed and their contents analyzed with the help of anthropological and institutional theoretical tools of math instruction and professional instruction: a study of the discourses of ostentation, chronogenesis and topogenesis. The identification of instruction recognized within the institutional culture of instructors and which makes up their semiotic universe can therefore be engaged.

Results Obtained: The teachers in training realize that they are offered a universe which is significantly less rich than that of a supervising instructor "E". They "test a project of solution" which is personal and which becomes the subject of a report. We interpret this semiotic poverty as the effect of the security control exercised by all those instructors in "real situations". We show how the phenomenon produces the loss of the problem which the action was supposed to solve. The variable principle action of the instructors is incontestably, if one believes the supervising instructor, the amount of time spent on the activities proposed by students. We interpret this and conclude that the supervising instructor should slow down the teaching time and adapt him/herself to the learning process of the students all the while maintaining a visible rhythm of study.

Expected Results: The expected exercise supposes that the teacher in training produces a method of teaching which allows students to participate in the production of teaching time. We attempt to identify as the specific objects of the culture of professionals of "predominantly educational assistance," the trace of whom we shall find in reports since it is a question of realizing a successful entry into the semiotic universe which is a professional culture.

Else Askerøi  
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#### On the importance of developing a professional vocational language in vocational training

It seems so obvious that pupils are enabled to express themselves professionally, that this is not explicit dealt with neither in curricula, textbooks nor didactics in Norwegian vocational training. The mastering of concepts, tools and techniques within a vocation, a vocational language (language du travail/métier – le quoi), represents only the first step, the *what*, or the fundamentals in the development of a professional language. A fully developed professional language (un langage professionnel – le pourquoi et le comment), provides for the *why*, the communication of theories, models and common assumptions used by experts and expressed within a specific vocation. A professional language represents a way of communicating and reasoning, whereas the usage of specific concepts serves as tools. Interviews with technical and vocational teachers reveal that acquisition of a professional language is relevant, important and interesting, but that no strategies or consciousness about how to deal with this were found among them. The author takes a didactic point of departure on how the development of a professional, vocational language could be stimulated in vocational training in upper secondary schools.

Alain Demerjian  
Center of Formation "Créfac", Dijon

### The Place of Writing in the World of Industrial Operators

The number of work documents of operators has grown in businesses due in part to the fact of Quality Assurance (ISO 9000), necessitating tracibility and reproducibility and in part to the fact of client service which proposes models adapted to short periods of time.

These work documents such as operating sheets, fabrication orders like the OF (Ordre de Fabrication), technical sheets and plans, equipment implementation specifications, and adjustment sheets, are concerned with product follow-up.

They might be presented in the simplified form of a page or in the form of manuals up to 30 pages in length which include text, drawings, blue prints and tolerance figures, the units of which are linked to the kinds of products and industrial means implemented (such as mm., degree Celsius, hertz, volts, bar, and tolerance % + or -).

Operators are obliged to use them more and more often as positions are vacated and filled or models are changed, which makes it necessary to read and understand orders, visualize the necessary pieces and parts to be assembled, adjust and use instruments of measurement, and calculate the necessary conversions at one's work station.

The concept of these documents generally follows a kind of logic adapted to the product, to the technology implemented, to the history of the business and the writers. This means that a change of workshop or type of equipment can destabilize an operator and limit his mobility as well as his multi-task potential within the establishment, between branches of the same establishment, or between different establishments.

Today, assisting operators in taking over work documents is essential to the employability of these persons, French or foreign, young or old, who have lost contact with the written word, object representations and figures. It is therefore a question of recognizing professional vocabulary, understanding the meaning of orders, the logic of the chain of operation of fabrication and machine functions, and locating information on a page or in a summary.

However, we must go beyond the adaptation of operators to fabrication documents, which would seem to say that the latter fully meet the needs of the former and are above reproach. Very often we have observed that form and content were not adapted to the operators since those who had written the documents were more accustomed to writing, drawing, and doing calculations due to their high level of training and their being unaware of the gap which separates them from the operators.

In order to reduce this gap between writers and operators, we propose the creation of action training for the writers of production documents and for the operators, in order to make the documents more relevant and efficient.

Florimond Rakotonoelina  
University Paris 3

### The Interactive Dimension of Self-Instruction Manuals for Micro-computing

If training in micro-computing employs the official channels of initial training (scholastic training), so-called recycled, or complementary, training and continuous professional training, it also employs unofficial channels which are often not addressed since they are difficult to evaluate (specialized press, manuals sold in the marketplace, educational software and learning software sold with certain products, etc.). In a world where information and communication technologies are increasingly present in every-day life, micro computing, a crossroads for these technologies, is an area where hardware and software produce numerous publications which permit access to knowledge. Judging by the amount of shelf-space occupied in book stores, one could think that these publications (which we will call "non-instructional" manuals) constitute a means, for all those who are unable to benefit from official training (either because of time or money) by which to receive a low-cost self-training in the most basic and necessary software (word-processing, tables, charts, etc.) in order to remain competitive in the work-place which considers the use of the micro-computer a necessary prerequisite for employment. My aim is to show how the goals of these "parallel channels" of training are identical to institutional training, that is, to train (either initially or complementarily) the users: beginners, advanced users and those who are experienced in the newer uses of the computer. Using a body of texts which consist of self-instruction manuals, I will analyze how the authors use language to introduce, within their texts, an "interactive dimension" in order to compensate for the absence of direct ties between the trainer and the user. However, this dimension is fundamental for two reasons. First, it helps the user enter into the dry discourse of these manuals (made up for the most part of declarative sequences: explanations, definitions, etc.) and instructions (explaining how to do something). Second, it furthers and facilitates the training of the user in providing him with spoken points of reference throughout the training.

Mathilde Bouthors  
Institut National de Recherche Pédagogique

#### Document Processing of Linguistic Abilities in the Workplace

From now on, information will be at the heart of social functioning both technically and scientifically speaking, as well as in everyday relations at work. The practice of democracy through the exchange of ideas, which is required by our societies, cannot be exercised in the future without research training and utilization, that is to say, its selection and the verification of its quality. One of the characteristics of the information system, which is presently being created on a world-wide scale, through satellites and the internet, is the speed with which information is transferred and its obsolescence in every sector of activity.

Documentation consists of managing this information through the use of linguistic tools which will permit the access of either primary documents or factual information. Similarly, through documents, especially periodicals, this information can be shaped by standardized articles at the editorial and/or scientific level. These efforts toward standardization highlight the difficulty which presently accompanies the evolution of techniques and knowledge, and the radical changes which they provoke in our behavior as well as our perception of reality. It is within the tension between the acceleration of changes and the necessity of time for the formation of thought and durable concepts that new demands are appearing in the mechanisms of training which will have to be conceived with information as a primary focus. On the one hand, it is a matter of being able to recognize necessary information which is scattered and fragmented within a diverse corpus. On the other hand, it is necessary to be able to organize it in coherent units which can then be articulated, argued and communicated to a third party. It would be illusory to claim that it is possible to train someone who could master information since no one can presently master every aspect of a subject, but it would be more modest and more democratic to train someone in the utilization of available information all the while being aware of its limits, practicing it on a technical, strategic and communicational level.

The possible content of information training and its pedagogical steps can be diverse: clarification and formulation of questions to be asked; identification of the producers of information; identification of the works to be studied and the vocabulary to be used; selection of information; verification of procedures and the quality of information; elaboration of dossiers, conclusions and projects which are products of its collection.

Tove Berg, Associate Professor  
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Profession, learning traditions and text. An analysis of some textbooks in vocational subjects in upper secondary school in Norway.

My project has emerged from an interest in how the participants in so-called vocational programs in upper secondary school (i.e. 11 programs ranging from mechanics and hairdressing to pre-nursing) go about using text as material - literally speaking - in their training. By participants I mean students as well as teachers, and I include to some extent textbook writers and their publishers - in my investigation. I focus on textbooks for a number of practical subjects and programs, e.g. building and construction, health- and social studies, nature and agriculture.

The recent school reform in secondary education in Norway, «Reform -94», has streamlined the practical/vocational programs so that most of them now have two basic years in school and two years of organized training in the workplace. One of the effects of the reform is that the theory load is heavier for most of the programs, and for two reasons: 1) The number of general subjects has increased as well as the number of lessons in some of the general subjects- 2) The theory proportion of the practical subjects themselves has increased. Hence the increasing importance of textbooks as study material in vocational subjects is evident. When practical and oral-based training programs in the workplace become school programs a resocialization takes place among the members. The oral discourse of the practice field has to adapt to or find a room within the school discourse, basically a written one. One of my aims has been to investigate how - and whether - the linguistic practices of the training situation in the workplace are reflected in the written discourse of the school, e.g. textbooks.

One of my presumptions is that many teachers in practical subjects, due to lack of emphasis on "textual awareness and competence" in their teacher training programs, have insufficient strategies as to handling text - textbooks included. It is also a fact that some of the vocational programs in school have a larger number of students with reading and writing disabilities. One would expect, therefore, that textbooks for these programs would show some awareness of this fact - along with an awareness of the traditions in the practice field, as mentioned above.

In a pilot study in 1966 I investigated a number of textbooks for vocational subjects and found, somewhat to my surprise, that many of these books were theoretic and linguistically advanced and "academic" to an extent that is not to be seen in modern textbooks for the general (pre-university) programs in the upper secondary school. Two examples may illustrate this: A textbook for the most advanced physics course (third year) in the general (preuniversity) program is far more accessible to the reader than a book for the first-year course in electronics in one of the vocational programs.

In my presentation I will focus on some of my findings as well as methodological approaches to textbook studies.

Marc Glady, University Paris 9, Dauphine  
Philippe Sailli, Institut Universitaire de Technologie, University du Littoral, Calais

Writing and Learning: The Role of the Field Journal in Alternating Educational Methods.

This paper focuses on the role of the field journal in alternating educational method plans. Presumably, it falls within the scope of the first aspect of the colloquium: Approaches to the Work Place and the Place of Oral and Written Language in Professional Training.

The presentation relies on teaching experience and student follow-up during a period of five years at the Institut Universitaire Professionnalisé Distribution Management in Roubaix (University of Lille II). This program proposes professionalized instruction based on a long-term apprenticeship in a business (13 months) for Master's students. The training rests on a weekly rotating schedule of 4 half-days of classes and presence in a business 3 to 4 days a week. The trainees experience, in all its magnitude, the profession of department manager in their specialization. The teaching plan is based on this professionalized experience. Among the educational methods employed to help trainees face the complexity of "management situations," an important place is occupied by the follow-up of the field journal, written by the students throughout the course of their year of training. This journal is important since it gives the trainee the opportunity to mature psychologically. It is a kind of development of the pursuit of autonomy in the face of forms of control and organization.

This paper will study both globally and sequentially, but also with the finesse of discourse analysis, the forms of learning allowed by the textualization of observation and experience in the field.

It is our hypothesis that the journal bares traces of the different stages of professional socialization (from the entry phase and the discovery of teamwork to the assuming of a professional role and the risks of organizational control and the experiencing of different forms of "reality shock"). We will attempt to understand specifically how writing fixes certain key moments of professional integration within an essentially enunciative dimension. Moreover, intellectual techniques which notably allow for the distancing of experience and the stabilizing of certain cognitive and emotional acquisitions will be understood as tools of cultural integration.

Simone Rannou

Institut National de Recherche Pédagogique, Didactique des Disciplines

#### A Place for Comments: Modifying Professional Writing in the School System

Within the framework of a study called “Definition of a New Didactic Form: General Instruction/Professional Instruction”, a group of seven teachers came together to develop mutual respect for both areas of instruction. They observed that the lay-out of the high school grade sheet contributes to the rift between the two kinds of instruction since there exists a very obvious separation between general instruction grades, which are located at the top of the page, and those of the technical subjects which are located at the bottom. Nearly all technical high schools have adopted this format. They have therefore decided to attack the problem of the reorganization of the grade sheet, “professional writing”, the representational and communicative function of which is highly significant within the educational institution. In questioning the reasons behind its original format, in proposing the adoption of new criteria for the order of presentation, by offering the absent participants (guidance counselors, students, etc.) a specific space in which to express themselves, the instructors have shown how the evaluative aspects are also components of the subjects taught.

The creation of a space for dialogue (the detachable section for comments), the opportunity for students to look over the grade sheet before the staff meeting, and the desire for a better readability of information, contribute to a greater “communicative” function for the grade sheet by facilitating exchanges between teachers, students, families and administration. Initially, the reorganization of the grade sheet produced a new model which was edited by the high school. Later, students, teachers and parents were also consulted.

This experimentation and evaluation have demonstrated the essential role played by professional writing in the desire for equality, the use of language and the lay-out of graphic conventions.



Jean-Pierre Chrétien  
Conservatoire National des Arts et Métiers, Paris

### The System of Speech Interruption: Schreberian Thoughts on Speech Education at the Conservatoire National des Arts et Métiers

The goal of this paper is to highlight several notions which orient the teaching practices which focus on speech, in our communication training at Conservatoire National des Arts et Métiers. And finally, to mobilize a few “exotic” main ideas from the famous *Memoirs of a Neuropath* by David Paul Schreber, published in 1903, and which were the object of countless commentaries and analyses by psychoanalysts, beginning with Freud himself (*The Case of Schreber*).

Schreber, in fact, was a particular instance of a “system of speech interruption”, the description of which seemed appropriate to us as we encounter it in our work on speech. There are, in our societies, psycho-sociological institutions of individual speech interruption. These mechanisms are not simply means of deprivation or confiscation, already amply described, but complex mental processes designed to lead subjects to suspend oral effectuation in the most ordinary circumstances in private life and at work. The “delirious” notions of Schreber provide an unexpected but pertinent descriptive framework, produced by a person who experiences more than any other, this kind of common interruption procedure in speech. “Common” here means “that which happens to everyone in the course of speech”. Schreber has therefore posed pseudo-theoretical summaries, unlike any others, and from this point of view, is appropriate for the real practice of speech when the subject is confronted with the primary question which occupies our educational methods of speech: why do I remain silent? (Schreber replies: “Because I am an idiot or something like that...”). It is precisely because of his situation, his need to describe how his speech was interrupted and his thought forced, that Schreber’s pseudo-theoretical neologisms fit the realities of speech and thought of the subjects who we encounter in our work.

This atypical theoretical equipment allows us, somewhat ironically, to find what we hear in our workshops when the question is asked: “What happens when I remain silent rather than say what I like?”

Moreover, through two concrete examples, we would like to show how we use a theatrical teaching methodology to try and direct the trainees with whom we work towards a self-interrogation of their own system of speech interruption. Again, Schreber with his “pretending to be” directs us towards a theatricality, production of the self, towards the on stage reconstruction of life’s moments which allow the subject to re-invest in that which we call oral paradoxes: simultaneous constraints to silence and to speech, nothing is said that has not already been said, that which cannot be said with certainty must remain unspoken, etc. Consequently, our work focuses on the contradiction of the actor who “pretends to be” and who accomplishes the impossible synthesis between being himself and someone else. The effects on those who stutter are well known and it is not surprising that theatricality is used for treatment in the paradoxical positioning of speech.

Jean-François Marcel  
University of Toulouse Le Mirail

### Writing as a Training Vector in the Process of Research Training

The process of research training places the instruments of education research in the service of training. Its point of departure is the experience of those who have been trained and the question they were asked about it. The process begins with the making problematic of this questioning (state of the question, problematic, hypothesis). It continues by developing the tasks used for data collection, the collection and the treatment of empirical data, etc.

Its goal is a training goal since it makes the claim that the research process offers the users a space conducive to a distancing from their methods. Its project is not to directly optimize the methods but rather to contribute to their evolution thanks to research methodologies. With this process, the researcher's posture is absent the ambiguity that one often finds in research-action, the researcher is not an expert in education (even if, by the way, it is his area of research), he intervenes as a trainer, expert in education research methodology.

Throughout the course of this process, the training vector will be writing, in the sense that it will constitute the privileged instrument in the decentralization of those trained.

Let's look briefly at the phases, not at all trivial, of research (where writing will be present and formative according to the diverse modalities) to study more closely the writing of the final document. Without further developing what we expect to find, we will say that it must offer to meet the demands of any university document.

This phase seems particularly useful because it is accompanied by the two-fold process of dis-appropriation/re-appropriation. Writing about one's professional activities means giving them up in order to place them in public. Produce a report means being preoccupied with its coherence, its readability, it means giving it a meaning destined for the reader, but a meaning which is different from that which it has in practice. It is between the meaning in practice and the meaning of the discourse about the practice (in the final discourse) that training is found.

Eliane Rothier Bautzer  
University of Caen

#### The “Neglected” Situation of the Context of Work in Formalization Tools and Nurses’ Training

Writing and communication are essential for nurses. For executives within the hierarchy who see in them the possibility for the professionalization of the body but also evaluative tools, keeping in mind the budgetary constraints which weigh heavy on the hospital.

For nurses seeking to be recognized in a status between a nurse’s aid and a doctor.

The problematic of identity which is not new, comes back to questions of organizational structure which imply changes in modes of evaluation, cooperation and recognition of all the tasks required for care. It is within this second range of questions that we will have more to say.

The mechanisms of continued training thus have to “bear” the problems linked to the relative failure of initial training. Frequently, requests are made concerning theoretical subjects which are taught exhaustively in IFSI (nurses diagnosis, for example!). Continuous training, with rare exception, is structured around educational theory, traditionally removed from the workplace. Nevertheless, we will present a few original, innovative mechanisms in the workplace, which are thus liable to make problematic the work context within the development and functioning of training mechanisms.

Michèle Taïeb, Paris

### The Use of Theater in Training

Actress, director, trainer, I create and produce communication modules within different organizations. An exercise in theatricality, my specificity is the construction of these modules by using the tools of theater.

- Improvisation makes the free expression of all kinds of concerns possible but always within a well-defined framework. To construct the plot, I use a method of questioning. Two questions, for example, are essential to this construction: What is my objective in this sequence and what is my obstacle? Improvisation also makes possible the implementation of personal sensibility and attention in order to communicate with others and above all to combine one's project with the uncertainty of the present.
- A textual project, a project of articulation, projection and address. This project also offers the transference of tensions (projection of one's own emotions about people and situations), the development of interpretive abilities, the autonomy of one's own reading, analysis and perspective. A project of the body, of relation and an organization of thought and the structure of expression.

Theater offers a playful space. It is located on the borders of writing and speech (book/stage), a space of difference, metaphorically empty, much like that gaping emptiness necessary for movement which is called "play" or "work". Play is therefore a motor, a dynamics, this movement which makes possible the awakening of hidden abilities of involvement, spontaneity and creativity. It allows one to take the necessary distance for the analysis of problems, proposes a questioning of reality and appearance, and permits a self-understanding of individuality, a questioning of the uniqueness of one's being, through the view each individual has to offer about directions, situations, a text, etc.

On the boarder of fiction and reality, of the serious and the playful, theater brings to light, only by the intermediary of a space designated as play area, questions linked to identity (Who is speaking inside me? Who is acting inside me?), to representation (to accept to be exposed to the other), to space (designated location), to time (determined duration), to the other (whether he is perceived as a similar other or another other). It makes possible the putting into motion of mental representations and is directed at individual behavior modification. It privileges self-knowledge and consciousness and it is a veritable school for socialization and communication.

Michel Thiollent  
State University of Rio de Janeiro, Brazil

### Questions of Language in a Training Mechanism for Unemployed Metallurgy Workers in Brazil

With the globalization and company restructuring, the area of metallurgy is characterized by an increase in the number of unemployed. The level of education of these, often inferior to a first degree, makes conversion difficult. One union (CNM/CUT) has developed a training mechanism (at the level of primary education) for those out of work. A large scale experiment more commonly known as *Projeto Integrar*. It is innovative in its educational approach and is interesting in the way it analyzes language.

Four principles relating to language can be highlighted:

1. Mastery of spoken and written language tied to the access to knowledge about the present-day world. Conventional subjects (Portuguese, history, geography, physics, chemistry, English, etc.) are taught in an integrated fashion in order to perfect language usage within these different aspects. Mastery of the Portuguese language, written language, technical register, elements of English, all of which are situated within a perspective of industrial transformations in progress.
2. Acquisition of a socio-economic vocabulary adapted to a new situation. Within the context of modernization, the vocabulary of management enters into daily life and changes one's perception of reality. For example, terms like "qualifications", "yield" and "productivity" tend to be substituted by "abilities", "performances" and "quality", respectively. The first group of terms refers to a Taylorist-Fordist vision, while the second group is associated with a recent vision of modernity. The documents used in training are written with consideration for critical method and lexical changes.
3. Relating language to technical skills. Workers in this area have professional training and experience tied to the use of machine-tools and fabrication procedure which evolves rapidly. It is, in fact, impossible to make the students able to master this evolution. In the beginning, the relation of language to technical skills is limited to an introduction to systems of measurement and computer skills, which makes a certain versatility possible.
4. Relating language to action. In Brazil, an educational tradition exists which has been derived from the influence of Paulo Freire. According to this tradition, learning new words does not only enrich vocabulary but it also amplifies one's ability to act and to transform one's situation. In this example, language learning is organized in such a way as to encourage students' to express themselves about questions relating to the possibilities of work or the formation of cooperatives. Learning of written language, with help from the computer, and spoken language, with the support of visual exposition, happens by means of exercises laden with significant contents. For example, it is a question of knowing how to write up a foundation project for a cooperative and being able to present it to the representatives of public organizations.

In conclusion, in the context of a system created for the needs of workers without jobs, questions of language are addressed in accordance with the four principles presented above.

Mette Hoie  
College of Akershus, Bekkestua, Norvège

Stability and change  
The role of language skills in innovation work

The importance of language in the workplace is increasingly important in all vocations.

Due to new technologies and the rapid transformation of work the need for innovation work and thus employees that are able to analyse and solve problems in cooperation with others is increasing. Language skills are vital to cope with these challenges. To stimulate the development of language skills in the workplace it is useful to apply a systemic approach to how these can be enhanced through changes in the educational system.

An important strategy to bring about change processes both in teacher education and in schools is to inspire experienced teachers to engage in innovation work through field based postgraduate education programs. Part-time partnership programs enable experienced teachers to work on tasks connected with their everyday work situation as a basis for experiential learning.

The article introduces and evaluates strategies using oral and written language to assist individual and collective reflection and evaluation of learning processes. Experiencing the active use of language in their own learning increases the teachers awareness of the importance of and possibilities for developing language skills in their pupils through technical and vocational education. This in turn constitutes challenging tasks for innovation projects in vocational schools to which the teachers may apply their developing competence in innovation work.

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#### The Radical Sales Leaflet, the Synoptic Synthesis Card and the Poster

Because communication in the company setting is the common space for all professional activities, and moreover, because the computer has become the principle tool for this communication, the training guaranteed to Gestion des Entreprises et des Administrations students by the Institut Universitaire de Technologie, Paris, 5, relies upon the production of tools like the synoptic synthesis card or the poster which will be presented here. The goal sought after is speed and therefore synthetic reformulation. But this in itself is insufficient. More visibility is necessary: the computer screen, upon which professional communication is not only produced but consulted, offers a restricted area (1/2 page). Satisfaction with a linear text, as synthetic as it might be, would remove all dynamics and readability even while the hypertext links offer possibilities of a dynamic approach to information.

The abstract, full-capacity networks, the synoptic synthesis card, the radical sales leaflet are textograms which take into consideration both the succession imposed by every kind of discourse and the simultaneousness which the synthetic approach to information on the computer screen demands.

Presenting, rather than showing the logical connections by using the hypertext links, marking the text with as many signs as possible to facilitate reading, both the overall contents and the close-ups, synthesizing immediately the results and presenting them from the expected point of view of the addressee, are the objectives of these textograms which imply, nevertheless, a systemic inversion of the logic of essay style, for example, which is often the only textual practice students in their last year of school receive.

This contribution proposes to explain the educational mechanisms (put into place for our students as well as for our trainees) in which these textograms take as their meaning the realization of the intended function, reports, etc.

Michelle Van Hooland  
Institut du Développement Social de Haute-Normandie

#### Practices and Tools of Training in the Initial Training of Youth Workers

The linguistic practice of social workers is not a new practice since language constitutes one of its essential elements, whether it is a question of the educational relationship or of professional documents. Yet, the place of spoken and written language is rarely present, indeed, not present at all, in the vocational training of social workers. And so, a study conducted in cooperation with youth workers specialized in vocational training at the Institut du développement social de Haute-Normandie reveals not only contradictory attitudes about language in the teaching environment but also professional expectations and interrogations.

The Institut du développement social de Haute-Normandie as a training organization for social work decided to implement an approach to language in its initial training modules as well as in its permanent training, similar to that of eleven other regional training institutes for social work. This, in the socialization module for the initial training of specialized youth workers, sociolinguistics, occupies a place along side clinical psychology, education or sociology, depending on a precise training mechanism with a lecture, study section and group work—or self training—and specific didactic tools such as educative resources and self training tools.



Nicole Lafforgue, Catherine Ghosn  
Institut Universitaire de Technologie de Toulouse

### A Critical Approach to Teaching “Initial Communication-Expression Training Institut Universitaire de Technologie” in Relation to the Realities of the Professional Milieu

The Programme Pédagogique National 97-98 mentions that instruction in expression and communication should contribute to the privileging of the student’s entry and evolution in professional life by familiarizing him with job search techniques.

Specific training and available markets result in solidly defined, short and long-term perspectives, which assumes that the company maintains close ties with the outside market and that the training process takes professional demands into consideration in order to be adaptable.

However, if these considerations concern a certain number of teachers, they are often forgotten when faced with material constraints.

Indeed, how does one adapt a practice to the professional demands of a two-year technical degree, given the reduction in class schedule which negatively effects quality of education? Do educational tools correspond to the technical evolution of the outside market and do they sufficiently prepare students for these parameters (technical, professional, relational and cultural concerns)? The analysis of these teaching mechanisms in view of the “realities” of the outside world will be completed by the evaluation of knowledge (of the teachers and students). These young people are in a key phase (end of their studies, in search of work) which creates a link between training and work.

The employment-cell is a poignant example and a justifiable analysis since it represents a partner-mediator between the two arenas in question. It is also well suited for redefining the objectives conceived for the realities of the field. It makes the validation of practices in use and the evaluation of the relevance and quality of training possible thanks to material and human interests rather than those of administration and theory.

This approach allows for suggestions that are likely to ameliorate the reconciliation between theoretical and practical objectives.

It would be necessary to open up onto the social-industrial environment. To follow as closely as possible the different recruiting methods and even to participate in them in order to better prepare our students. Relations with companies in the form of mutual “visits, would also work toward this end, but above all, they would nourish a “dialectic” between university vocational training and professional life. It would also be necessary to work towards a synergy between disciplines in order to offer our students transversal abilities.

René Amigues, Chimène Avila-Ponce, Laurent Garcion-Vautor  
Institut Universitaire de Formation des Maîtres d'Aix-Marseille

### Oral Teaching: the Transmission of Written Knowledge and the Training of Instructors

It is at school that written knowledge is transmitted. Thus, work being done on social interaction in the classroom or on educational communication has, for the most part, neglected the subjects taught. On the other hand, educational research is, for the most part, unfamiliar with the written character of knowledge and the questions of verbal and non-verbal interaction in the classroom.

We have considered the class as a place of temporal accomplishment of a collective activity of the management of knowledge. In order to characterize the work of the teacher and the students, we have brought together a large corpus which allows for the temporal organization of the moments and spaces of interaction in such a way as to situate speech acts and objects of activity.

This paper will present the analyses made of several pre-school classes (a small section with the oral competence of a three-year old) and of the physical sciences (classes of high school juniors in which technical language is predominant). The number of meetings (6 at the pre-school and 8 at the high school) were filmed in their entirety, completely re-transcribed and placed within the corpus.

To begin, the first analyses show the definite character of the situations and the existence of diverse registers of communication interaction linked to the different phases of conceptualization as guided by the teacher. They also show, and this is less known, the close connection between oral teaching and the written character of the written knowledge being transmitted (whatever the level of instruction and the experience of the teachers).

This project is meant to offer a structure for the analysis of the "professional gestures" of instructors in which oral activities, linked to the transmission of written knowledge, play a fundamental role in educational communication and the construction of thought. What remains is the question of the ability to teach these "gestures" in the professional training of instructors.

Philippe Astier  
University Paris 13, (Science and Education)

### Competence as Utterance

The notion of competence is the focus of numerous thoughts on work and training. It has been particularly emphasized for the past fifteen years, especially in order to understand knowledge mobilized by subjects in their field. But this is, for the most part, inaccessible to the researcher and to the subject himself. As a result, most of the steps of the analysis of work have created mechanisms of aid for verbalization (I. Oddone and Cloty; J. Theureau; C. Teiger; P. Vermersch) all of which seek to facilitate the co-construction of a word over the activity. In light of this work, the conclusion may be drawn that in the end, competence is only apprehended in action or in word.

It is with this second aspect that several thoughts might be developed, specifically, in the case of the formulation of experience acquired in a work situation within the context of the validation procedure of that which has been acquired professionally, a mechanism which articulates precisely the dimensions of work, of language and of training. And so, one can consider competence as an utterance.

This refers back, so it seems, to two perspectives of work:

- The analysis of the situation of communication and, especially, the situation of identities, roles and focuses of the “communicating”, “enunciator”, “interpreting”, and “addressee” (P. Charaudeau, 1983). From this perspective, one focuses less on the reference situation (work situation) than on the situation of language interaction created. The discourse produced is to be considered as a product of that precise interaction in the given situation. As a result, competence as utterance is therefore not only to that which has taken place, subject, in the work situation, that is to say, elsewhere and otherwise, but also what is taking place for him here and now, in the situation of communication and in the co-constructed contact which makes it possible.
- The analysis of signs in exchanges between participants, of the position of each subject in relation to this speech and the situation in which he finds himself, especially by the analysis of tensions, distances and modulations. (O. Galatanu, 1996).

Annick Fitoussi

Conservatoire National des Arts et Métiers, Paris

### The Relationship with the Book of Technicians in Training

This paper will address the complexity of the relationship between writing and the literary culture of Conservatoire National des Arts et Métiers students. Our training practices have revealed, like a Russian doll, that the writing space of a Conservatoire National des Arts et Métiers student is a locus woven into others. This is what makes it unique since as soon as it is a question of writing, it is these plural instances which are called together: school, knowledge, culture...in short, a tangle of several spaces which restrict the act of writing. From this observation, it is a question of demonstrating that, for most students, the universe of writing is the object of a trial process. Above all a trial process directed against “scholastic authorities” who would have, in a manner of speaking, hindered or compromised this relationship, this exchange with literature.

How does one move from the trial process to the project of writing? This question has been asked over and over again throughout the course of training, and, far from being an obstacle, it has become an essential means of thought and work. We will demonstrate the importance of this questioning as regards the “literary machine”, by referring to the understanding that students have of the library and of the way they see the Book. Often compared to an inaccessible labyrinth, the library inspires both repulsion and admiration. And still, within the logic of the trial process, it is the teachers who are responsible. They are accused with having been the first and initial momentum which would have made possible the discovery of the text. If, in fact, Conservatoire National des Arts et Métiers students remember the compulsory readings, synonymous with boredom or with useless memorization, is it not in order to serve notice of their right to access the text? We will insist, moreover, on the emergence of stereotypes applied to literary writing, which is, it seems to us, to come into contact with the demand for the status of autonomous reader. In this way, a dialogue with the book becomes possible again, once the School is no longer involved. A new realm of experimentation is opened up: the book as symbolic object finds its noble function, it is the mirror of history and the memory of humanity. And so another kind of contact with reading can be established.

First, an outlet, then a paper, the world of books is also a place conducive to the creation of a new alphabet primer. And since schoolteachers are no longer the possessors of literary culture, who are the representatives of this universe? We will highlight the approach proposed by students, of notions such as Culture or Erudition, on the one hand, and on the other hand, their unique way of seeing what constitutes them. The examination of the reading habits of writers like Calvino and Pennac generally holds the attention of Conservatoire National des Arts et Métiers students, who expect advice other than that offered by scholastic authorities. Thus the discovery that the book can be a meeting-place for two human destinies contributes greatly to an entirely different definition of it. At last, it can be accepted that the book has left a truly handsome heritage: the language which they have come to conquer in order to inscribe another voice. And from this perspective, even within a professional context, drinking from the source of literature allows for individualization in a coded genre and the forging of a more personal, and maybe even original, style.

Maguy Sillam

Institut Universitaire de Formation des Maîtres de Créteil

#### Development of the Professional Report: a Moment Rich in Learning

Introduced in France in 1991, with the creation of the Institut Universitaire de Formation des Maîtres, the professional report for schoolteachers in training is a recent element in the initial training of instructors. An important part of initial training, it contributes to research training and an understanding of the nature of the work of beginning teachers. It also facilitates communication through exchanges between trainers and “trainees”. Privileged spaces of exchange between school teachers and teachers in training, the mechanism put into place by the institution (seminar and individual follow-up), in order to make the appropriate methodological contributions, makes it possible to perfect their skills and their research methods, to engage in discussions with their peers, their trainers and outside observers from different fields, to encounter points of view, readings, realizations and to ask questions relevant to their professional development, to the use of educational tools and to the establishment of instrumental mechanisms in primary and secondary schooling.

Certainly, the professional report is a source of multiple oral and written exchanges within the framework of the seminar and follow-up, training in and between disciplines and training programs, but it also makes up a necessary moment in the initial stages of educational training since it represents a kind of analysis located at the crossroads of a better understanding of self and professional situations.

The object of oral and written communication in the institution, the professional report, which respects the standards of precise documentation, is a linguistic exercise, evaluated by an academic committee and which engages thoughts by teacher-researchers on:

- linguistic exercises of trainees
- thoughtful consideration about the teaching profession
- the place and dimension of communication as a training element in the field of education

We will explain in greater detail its different aspects by relying on a study of the results of the professional report of schoolteachers.

Alain André  
Aleph-écriture, Paris

### Writing Practical Experience in the Writing Workshop

Awareness of written communication in training is not new. It was developed under the aegis of technicism and normativity: the teaching of rules directing the production of standard writing, proper communication, good editorial style, readability, diverse editorial and graphical rules, etc.

This approach is being questioned. Competence in professional writing is an aptitude for the production of diverse texts in diverse situations using diverse media. It assumes the presence of participants and brings into play their abilities and their professional strategies. It is not merely a question of writing to take action: so-called writing of practical experience also assumes in this context a greater importance whether it is a question of capitalizing, legitimizing, formalizing or know-how.

Three tendencies can be affirmed, from this point of view, by trainers:

- making professional gestures a priority by focusing on abilities (to be accumulated and transmitted) within a logic which is that of formulation, and the analysis of practical experience;
- making a priority of the emergence of the meaning of practical, professional experience which writing allows by focusing on the participants, the contents, and the difficulties associated with changes in the work process;
- making the practice of the process of writing itself a priority by focusing on medium and its productivity.

It is this final position which the Aleph contributors have adopted in their writing workshops on practical professional experience. It allows them to work with the tools which are those of any workshop concerned with articulating the experience of a subject and the elaboration of texts capable of reaching readers. Writing gives rise to the emergence of meanings that the collective reader and the process of re-writing make, by distancing and in turn socializing in a new form. Concern with accompanying this project of enunciation leads to the use of tools and genres called "artistic": journal, fragment, narration etc., in stead of more traditional writing practices like reports, projects, and analytical articles of practices. We return by way of experience: narrative as "theoretical space for practical experience" (that is to say, a mimetic activity already in place, identification of themes, recognition of that which has been until then unknown). This project reminds us that writing is "one": that writing for one's job is above all, writing.

It is therefore a matter of evoking these theses, in light of several recent workshop experiments which focused on practical experience, with psychoanalysts, writing workshop leaders, and trainers who accompany writing teams of teachers committed to innovation.

Julia Billet  
Trainer "Expression", Paris

### Efficiency of Company Documents

Renault's communication service has in fact been studying writing in the workplace for several years (in 1991, a brochure on this theme was distributed to all their branches). A typology of documents was circulated. Norms were put into place and are operating today in all of Renault's branches. Efficiency is the key word in this organization ("efficiency of meetings", "efficient documents", etc.)

It is therefore our wish, first of all, to question the meaning of this efficiency and to attempt to measure what this concept covers and implies in communication as we might observe during our various encounters. Secondly, we will present our position on the place and role of the training for professional documents in this context.

These thoughts will address:

A review of the instituting of standardized writing at Renault.

The definition of efficiency in documents sent by the communication service at the Renault branches.

The representation of the documents produced by these norms: making writing technical, writing for non-writing or writing as little as possible.

The questions most often raised by technicians and executives encountered during training periods.

The addressee: to whom should one address documents? The categorical "blanketing" which covers up the problems of the addressee. The reduction in the amount being sent: what should read and not read?

Expectation: form obliges that all internal documents include three points: theme, objective, expectation. Thus, the third point anticipates almost certainly the response: your consideration. What is the true meaning? What might it mean within a company where the management policy tends more and more towards accountability at every level of production?

Documents in actual time: the report, in the typology of the documents, has to be realized in actual time. This happens, naturally, in practice. The grid proposed by standardization requires specifying the names of persons "for action" and the necessary delay. However, it seems that in most instances this participation in the meetings lack the necessary elements to evaluate time. And yet, this part is systematically filled. Everyone knows that the time limits will rarely be respected and yet, what is given to meaning and what is the underlying concept of writing? (writing and simultaneity, idea which is opposed to writing, object of distance).

### Training

Brief history of our encounters with Renault, from ordering to on-site needs.

The two largest axes of training: departure from professional documents of participants and their questions in order to construct and modify the training program. Make theoretical contributions, propose exercises adapted to the context. Understand, give meaning to the typology of the documents and come back to the meaning of writing, of communication, question the relationship between the person and writing: leave behind the representations and context of standardization to come back to it with more freedom.

Jeanine Dompnier  
Conservatoire National des Arts et Métiers, Paris

### Discovering Writing in a Milieu without Literature: “A Writing Workshop”

I will talk about the development of three phases of the workshop which, in moving from one to the other, to address the discoveries made and the overlap they assume.

Field experience, the remarks to be made will correspond to what was said, analyzed—after the experiment—more than a preliminary educational project.

We will talk about a kind of writing which opens onto creative writing, which is along this path—nourished, opened by a writer’s procedure, a structure of language...a page of literature—that is what we will rely on.

1. To help go beyond distrust of oneself—“I can’t, “the others know”—wall of separation—and even at times “since my education began with a Certificat d’Aptitude Professionnelle and a Brevet d’Etudes Professionnelles”.

To give precise directions which reassure and allow one to become an agent of the text—“something is created at once”.

2. Reading out loud, listening—diversity, wealth of texts “listen seriously”, no judgement—discovery to be listened to, recognized, to hear the words on one’s text.

3. Stages: moments of realization—of one’s self—dispose of the excess—add, displace, respect the silence—the unsaid: create a place for the reader—discover the need for language norms—and so search, rework: verb tenses, logical ties—always in place because they are necessary for the text, thus acquisition of language mastery which conditions liberty and responsibility that is taken “immediately something is created and worked on” “But there! We’re writing literature”.

The sentences in quotes are remarks made by workshop participants.



Béatrice Fraenkel, University Paris 3  
Sophie Pène, Institut Universitaire de Technologie Paris 5

#### New Figures of the Author: From Workshops on Writing to the Writings of Workshops

Teaching writing requires a culture of reading: realistic situation, writings of social communication, training in document analysis and synthesis have all opened up a range of themes and genres without displacing the representation of the well-read: a subject which uncovers the psyche by the writing of self, of feelings, and of private thoughts, which observes the operations of the mind through the operation of writing which in turn develops the ability to argue by developing one's knowledge of the world.

Everyone is conscious that this representation ignores the specificities of professional writing. Recent training mechanisms attempt to integrate them. But is this possible? Moreover, what is the aim of this attempt?

We can group together four areas of professional writings. Documents without subjects (a-syntactic lists, impersonal and anonymous directions and data). Subjectivity documents (competence and project documents, evaluations and contract objectives, diagnostic and decision documents). These different documents are all justifications of experience or of activity with diverse goals: recognition, training, defense of a project or a position, management of human resources. They bear witness to the importance of the linguistic mediation of the activity. Action and production are no longer sufficient. A point of view must be defended, the reasoning behind the activity must be demonstrated by personal commitment. Referential writing. The referent in a company is not the uncertain referent of narration or description but a dynamic referent, a process which poses problems of framework (Where does a word begin and end? How does one describe alloy?) and of repertory (the report must contain a model). This writing has important areas of focus. The description transforms the referent by the institution of procedures. Cooperative writing. Working on a subject from a distance, distance from others, projects assemble temporary teams of different cultures which bring to the fore the exchange of data and the interpretation, and impose new forms of information sharing.

The fixing of instruction in the culture of the learned opportunely meets the recent restriction of personal expression in professional writing. In learning how to write, one learns the subtlety of "meta-labor". What are the consequences for the learned of this attempt of bringing together the subject of art and the subject of skill?

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University Paris 7

Transposing Micrographics (images obtained from a microscope)

Tool and object of educational work, micrographics is present in junior high and high school. Biology, as a discipline, relies significantly on iconographic documents, and more specifically, on optic and electronic microscopic images.

1. Does instruction take into account the taking out of context of these iconographic images?
2. Is the help that micro-graphics supposedly offers to users, and specifically, to students, real and above all, evident? Are micrographics as analytical, realistic and concrete as one thinks?
3. How does one prepare students to give them a minimum of understanding about their contents?

When the information contained in micrographics has to be passed to the domain of diffusion—here, instruction—the resulting image of that transposing will be different from the one which was developed in the laboratory: its status as well as its characteristics will be modified. Moreover, the author, the reason for which it was made clear, the fabrication date and history as well as its presentation will be forgotten.

The analysis of educational manuals show above all, that the explanation of preparatory techniques (fixing, cutting, coloring) applied to the object in order to observe it, is given less and less attention: in some of these it is altogether non-existent.

Our study also shows that the student is unable to re-do the micrographic work without having foreknowledge of the methods of obtaining such images.

The results of our research show that as soon as micrographics has been considered as something other than an image to be contemplated, in other words, as an instrument of work whereby the students are supposed to demonstrate a relationship, they have found themselves facing significant problems. Micrographics which were to be nothing more than an intermediary for the acquisition of concepts turns out to be a stumbling-block for students.

Our choice of investigation is one of operational and functional interpretation of micrographics. As such, we are fully aware of our desire to move towards the use of micrographics as an instrument of activity and not as a means of illustration.

Abada Mhamdi

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Learning to Talk, Learning to Talk by Talking “About one’s Job” in the Socially Constructed Mechanisms:  
Work-Site Schools

During the analysis of risky work situations, we have observed a particular training practice (sic) in the firm (sic). The training process involves the filming of real work situations and their collective analysis in the course of an organized meeting held for that purpose (socially constructed device). It consists in creating collective deliberation to deriving operational lessons for accident prevention. The practical impact of this study is to decipher the functioning of discussion focusing on real work situations and show the contribution of methodologies allowing work situations to be understood and analyzed in terms of associated risks. Its originality holds in the collective elaboration and exchange of experiences and know-how.

The reflexive activities are considered as a unique work activity, which target mutual information, transformation of practices and realization. They appeal to a process of confrontation between different kinds of knowledge, know-how, logic and orientation. The reflexive activities developed and expressed during these meetings allow operators to develop and enrich their know-how and their knowledge of the field of risk diagnosis which privileges the transformation of the representations of work and practices. The confrontation of the latter takes as its target the sharing of experience and the construction of knowledge. Thus, the situation of a job, filmed and discussed collectively, becomes a training situation in itself and can contribute to the development of other ulterior training situations.

Catherine Teiger

Ergonomic Laboratory of the Conservatoire National des Arts et Métiers, Paris

### Learning to Speak

Learning by speaking about one's work within socially constructed mechanisms: the collective reconstruction of the results of work analysis (in the case of in-home care in Quebec)

This paper, which goes hand in hand with Abada Mhamdi's, seeks to show how socially constructed mechanisms (either the practice of management or the methodology of research), based on exchanges (between peers and/or between researcher and operator) about work, from the perspective of a distancing from the work itself (either a filmed work situation or the formalized reconstruction of the results of work analysis) give rise to reflexive collective activities which allow for the development of acquired knowledge and the construction of new knowledge and rules for action.

As for ergonomics, operators' speech about their work has different states but each are more or less linked to the construction of knowledge. Interviews are, traditionally, one of the three pillars of research methodology, along with observations which are equipped with the activity and the dimensions of the environment's parameters.

Speech about work thus occupies an important place with the different functions in the different stages of procedure which can be considered as a socially constructed mechanism within which all the agents in the situation are absorbed by their own point of view. Speech about work has also been, for some time, an object of research dealing with "training for action" of the agents of work (another socially constructed mechanism), centered around the process of appropriation of the concepts and methods of work analysis as a tool for the transformation of the representations of work and practices of action on work.

Over all, two phenomena can be observed: speech about work is not a "given" which it would suffice to gather, but a "construct" in the interaction, either with the researcher or between peers or between different agents: one learns to speak about work by speaking under certain conditions since the expression of that which one knows, without knowing one knows it, is not obvious. Moreover, one learns something about work (his own and that of others) by speaking about it since a dynamics is created between expression, realization, reflexive activity and confrontation which produces on an individual and collective level a discovery of the new elements which lead to changes in representations of the situation, work practices, the development of new knowledge about work, its conditions and its consequences.

In any case, it seems that the "distancing" from work, by whatever mechanism, plays a determining role in the activation of this reflexive collective activity which produces knowledge from exchanges about that which becomes "a possible common object" of thought, since it is externalized and de-individualized, and since each protagonist has, moreover, his own objectives.

The analysis of this process of individual and collective construction of knowledge about work and mutual learning comes from the first phase of collective reconstruction of the results of a study dealing with work/health relations of in-home care personnel in Quebec. In this case, the presentation by researchers of partially formalized results (obtained by observation and by collective and individual interviews with the participants) allows for the distancing.

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#### Transmission of Experience through Narrative: a Case Study

It is a question of a small team of “technician-advisors” for professional accident and sickness prevention who are developing a practice of rupture within a relatively decentralized institution. Responsible for the execution of programs conceived by their supervisors, they are creating for their activity, spaces of liberty. From 1979 to 1997, their story will show proof of a will to escape from technical and enclosure by rules and regulations to which others would have them confined. For them, it is a question of establishing a prevention from within, based on the needs of the producers considered as participants and interconnected by a professional network and not on an outside “expertise”.

In spite of the annual activity reports it produces, and the kinds of training it proposes (representations, problem resolution, communication), the team is convinced of a theoretical lack that needs to be compensated for. The team has therefore addressed itself to two researchers and with them has created a formalization group.

At the same time, the objective of the latter is two-fold. They want to create a space for a kind of expression, which by definition, is forbidden. The technicians had neither the right to speak about their activities outside of the workplace, nor to exchange their experiences with their colleagues. The researchers desire to promote the transmission of this novel experience by way of a written document.

Generally speaking, within the universe of the workplace, man (the human factor) is a pejorative category. Moreover, there exists a denial of the work, the subject, and the animate. Work is the domain of the filthy, the hidden, and the ignoble, contrary to the arts, letters and the sciences. The absence of major literary expression in the field of know-how and skilled labor is symptomatic of this. It is thought that a person is so attached to his job that distance needs to be put between the two in order to allow for a second opinion from a third party (a collective) of from the proposed mode of formalization: the narration of events.

Ivan Boissières, Gilbert de Terssac

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### Work as a Formative Experience

In one's work, the individual uses knowledge which belongs to his potential but this is done in a structured context where the required knowledge is specified and recognized through systems of classification. The realm of abilities is therefore separated into four areas: potential, use of knowledge, required knowledge and recognized knowledge. Thus the difficulty comes from the fact that the coding of abilities is complex and that the process of negotiation accompanies every form of recognition.

Nevertheless, such an outline assumes a certain stability within the organized universes that the transformations of work and the evolution of technologies have made difficult today. Thus, in the company, employment statutes are reformed, career paths are complicated and the logic of the work station breaks down in the face of the greater importance given to event management which calls into question traditional systems of reference and modes of operation. How, in this highly progressive context, does the organization meet the challenge of constructing specific abilities from the mechanisms of learning? Is the essential element located in the "knowledge of action" used in the workplace? In other words, is that which is fundamental to the analysis of knowledge in the workplace precisely the work, that is to say, the action rather than the response to the task at hand?

We propose to analyze the training methods in a company, and more specifically, in the area of supervision requiring rapid action within a wide geographical diversity. The article takes as its subject the forms (but also the practical difficulties) of the use of systems firmly established in workplace situation, which attempt to "give meaning to" new activities and tend to privilege exchanges of knowledge about common activities.

Indeed, in providing a "frame of reference" (Simon, 1947), training participates in the process of orientation: thus one could imagine that it is organized beforehand towards actions. In other words, our hypothesis is that training is prolonged in the course of action, through clarification of knowledge in use. The question is particularly important for unusual situations, non-nominal, in short, all those "crisis situations" which are common in today's companies.

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### Professional Didactics and Pragmatic Abilities

Professional situations of communication between human beings remain largely unknown. We know very little about the nature of the knowledge which structures the activity of those who have become experienced professionals in dialogue with clients or in interactions with their colleagues at work. We know very little about the process of development of these abilities, which most often takes place outside of formalized training.

This paper uses a series of studies dealing with activities consisting primarily of verbal interaction between technical training and experienced professionals and other professionals or clients (traffic agents of the SNCF, foremen from hospital technical services and automobile sales receiving clerks), we propose:

- On the one hand, to quickly show the way in which the question of training of required abilities for tasks which take place in and by dialogue is addressed in initial training and in continuous training (auto mechanic baccalaureate and continuous training for receiving clerks, initial training of railroad agents at the SNCF): limited understanding of professional situations of reference, return to French classes in initial training, role playing and approaches based on the dichotomy between technical abilities in a specialized area and communication abilities which are seen as universal.
- On the other hand, to show how the analysis of verbal interaction borrows from both theoretical and methodological contexts of ergonomic, cognitive psychology (and in particular the developmental approach) which constitute the basis of professional didactic procedure, and on the pragmatic theory of interlocutor engagement, developed by Trognon, following Searle and Vanderveken, permits one to propose the modalities of training based on the articulation between the repertory of technical knowledge as the base of activity and conceptualization of the situation (and specifically the one which is the object of exchanges, and the interlocutor) as organizational to the activity.

### Speech about Work: Formative/Foundational Effects of Linguistic Activity

New relations of spoken language probably demand training officers to consider the fact that the exercise of language by the subject is already a kind of “work”, a development of self in relation to a job done by oneself in a professional context. (These thoughts are developed from studies which deal with acquired abilities as well as with representations on work through discourse analysis in the analyses of training practices.)

#### 1. Speech in the workplace and discourse about work

A distinction will be established between:

linguistic practices in the workplace, that is to say, speech in the working environment.

the practice of language about work, that is to say, speech in the training environment. Only the latter will be the object of the following thoughts.

#### 2. Professional training and speech activity about work

If training implies “thought on knowledge at work in every activity”, it appeals to interpersonal communication and implies a verbal activity which will be addressed from the perspective of these two aspects, speech and linguistic: speech, in so far as the subjects communicate by language with a third party, and linguistic in so far as they mobilize for their own sake linguistically determined forms.

#### 3. Linguistic activity: realization of the nature of knowledge about work

The realization of the nature of knowledge about work and its analysis can lead the training officer or the researcher to recognize the formative and foundational properties of linguistic activity. By formative/foundational properties, I mean certain effects, conscience or not, of a verbalization about the work activity: the development effects of the subject’s identity, inherent in any discursive activity. The knowledge revealed in the subject’s speech is expressed through “subjectivity” of the speaker: in the E. Benveniste sense, the words themselves are the carriers of the position and attitude of the subject, as much in relation to himself as in relation to his entourage.

#### 4. Analysis of the bodies of knowledge on work: “foundational” effects and linguistic signs

Considering the nature of the bodies of knowledge on work requires the adoption—beyond the point of view of the analysis of contents (seeking to categorize the contents of speech about knowledge)—another point of view, that which seeks to locate linguistic forms which are unique and specific to subjects within which these contents are delivered. And then, analyzing the knowledge also comes back to locating the linguistic signs through which it is expressed in order to approach some of the effects of identity development of the subjects within their speech about work (distance, polyphony, modalizations).



Science as an Organized Activity: What kind of professional practice are we talking about?

Analysis of the object-participant relationship at the launch of a micro-rocket with Association National Sciences, Techniques et Jeunesse Science as an organized activity can be considered as a system of action which covers a number of varied activities of diffusion of science to the public, above all, in the context of non-formal education. These activities, not part of a school curriculum, are different from it by the nature of participation constraints (Crane et al. 1994, Guichard, 1996) and the objectives they pursue. But, how these objectives are dealt with by organizers is less known. The research being presented concerns the professional practice of organizers from French associations of scientific and technical culture, with the goal of determining the issues which are addressed during the sequence of an organized activity.

In so far as the activities which are developed by the associations depend largely on activities of technical object construction, we have been particularly interested in the process of the transformation of materials into objects with a specific end. We have analyzed this process during the sequence of an organized activity which was composed of four meetings of two hours, which took place during a vacation, at which time ten children ages 9 to 11, in groups, participated in a project of the construction and launching of a micro-rocket. The entire sequence was recorded on audiotape with the help of a portable microphone worn by the organizers.

We have divided the sequence chronologically into episodes in which we have analyzed the linguistic exchanges in order to consider the interaction between participants and the object under construction. We have also analyzed the scenario of the organized activity (spatial configuration, effective protocol, effective role of participants) and the commitment strategy of the organized activity. Moreover, we have attempted to locate, through the analysis of the practice of the organized activity, the nature of the knowledge at work in this kind of activity and the process of transformation of matter into a technical object (the micro-rocket).

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### Public Relations and the Job of Representation

This paper attempts to explain the reflexive framework of an educational program: the clarification of a study on the professional use of language.

Many kinds of training exist for the professions of communication. In Roubaix, the Institut Universitaire Professionnalis  "Infocom" offers "general training in communication". We are considering professional training in communication here as not only a matter of tools and techniques: the development of language abilities requires one to think about the forms of communication, the moments, the themes and the difficulties. Such a position is not new. Professional difficulties remain to be identified and conceived. Our proposal: within difficult language situations, a person in charge of communication is bound professionally to represent "his" company. But what does "to represent" mean? What does the job of representation consist of in a "public" framework, one of public relations (relations in public, with the public)? By analyzing this situation, the social spaces where professionals construct these representations, the relationship between the person in charge of public relations and this "one's self" which is the company, the trainer can obtain a "strategic" perspective and propose linguistic protocols and exercises.

Among all the documents in which a project of the public representation of a company can be found, we have concentrated primarily on a literary or journalistic "genre": the portrait. An analysis of texts will make locating some of the themes possible for those who are professionally confronted with the job of presenting another.

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#### Didactics of a Professional Document: The Automobile Letter (Transportation Lots)

The analysis of documents specific to the area of driving and road transportation services is responsible for the appearance of a limited number of documents which are presented, for the most part, in the form of official papers (drivers licenses, vehicle registration, CIRT) and forms (automobile letter, transportation receipt, etc.). The distinctive feature of these documents is two-fold: on the one hand, they are the translation of precise and particularly detailed legal texts. On the other hand, they can be inserted into a narrative "scenario" (in the cognitive sense of the word) corresponding to a professional activity (delivery, client's order, loading, the trip, unloading, the return). The readability of a document like the automobile letter thus depends on the following factors: an understanding specific to the form (use of space, different pages, knowledge of specific terms) knowledge of the legal context, and knowledge of the different phases of its use.

The repetitiveness of training situations at the level of vocational training can allow for the mastery of the rubrics to be completed, but these activities based on imitation are not sufficient for the development of abilities to adapt to diverse communication situations with which future professionals are confronted: choosing the document relevant to the transportation situation (the automobile letter is not used in certain instances), realizing and exploiting other documents in order to correctly fill out the form, reading a form formerly filled out in order to solve a particular problem, knowing the vocabulary used in the form and the tacit knowledge for its use (legal texts, administrative jargon, etc.).

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### Those in Charge in the Land of the Baboons: An Investigation with the Participation of Inspectors and Controllers

The case which is being referred to concerns the work relationship between operational executives (inspectors and postal workers) and checking account managerial agents from the financial services branch of the post office. In order to facilitate coordination between the organization and its clientele, the organization of services within the financial center was entirely restructured: institution of modular structures; simplification of the rules of bureaucratic functioning. These measures have had effects on the work of the operational managerial staff which is urged to work directly with the agents, to create a "proximity management" according to the directors, to abandon a written culture in favor of an oral culture (an increase in meetings, direct intervention with agents). We have analyzed the difficulties with which the operational managerial staff was confronted through the various duties it is supposed to fulfill (management of accounts, commercial activity, client service, programming of work and personnel management). Besides the fact that these activities create an atmosphere of contradiction: administrative or managerial logic opposed to a kind of "merchant" logic (Boltanski, Thévenot, 1991), the complex nature of work situations is above all the result of situated activities (Joseph, 1995). When executives work directly with agents, they are required to fulfill their duties in public and must be as competent with technical aspects as they are with communication. As a result, they must justify their decisions even if their actions resolve the problem, and to make their actions understandable for the agents by explaining their decisions as an expert would to a novice. The face to face relations oblige them to confirm, in every situation, a context of mutual understanding.

What is the nature of knowledge used in these complex situations? In order to work with agents *in situ*, the operational executives have at their disposal "scripts" or "frameworks" (Goffman, 1991) which are predetermined and stereotyped sequences of action which assumes that the situation is considered as known. Making these activities coherent assumes that individuals use signs drawn out of the circumstances which should be considered as any other resource for whatever context of experience. But this training project acquires strength of objectification of experience only when the activity becomes problematic. It therefore functions as a tool of location and correction of problems of the intelligibility of the situated activity. In any case, this project of location uses cognitive tools (bureaucratic objects and written supports) which permit each of the participants to realize that he is in a situation which is already known.

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In a company two kinds of editorial logic are at odds: what is the focus of training?

The workplace has developed tools of communication which privilege operations and which target productivity. In the area of company mail, responses to clients, constructed with the help of code-phrases, are one example of these. These "ready-made" writings introduce a mode of automated writing based on linear, analytical logic of an operational nature, which appeal to memorization. In this sense, they are different from personalized writings which are organized around a constructive, creative logic, and which take into consideration the context and the communicational effect. Each of these writings refers back to two different means of construction, which are distinctive and even mutually antagonistic. Having recourse to these two modes of writing for the same task assumes an ability on the part of the writer to move from one logic to the other. This movement is not without its problems for the correspondence operators who must, above all, privilege in their duties, the automated mode, and who, moreover, at the same time, constantly carry out the preparatory gestures of writing: verification of information and notation of the motive of communication on a computer page.

We will confront these two modes of writing and will show how an Action-Formation accompanying a correspondence service in its job of qualitative transformation of personalized documents, had to bear in mind these two kinds of editorial logic. We will demonstrate, specifically, the cognitive aspects linked to each mode of writing and will observe, more particularly, the predominance of operational logic in the personalized writings. We will illustrate through concrete examples, some of the elements of the formative procedure proposed in order to reintroduce, in conformity with the wishes of the company, the client into the center of personalized communication. Our comments will be based on observations from an Action-Formation which took place for seven years with the participation of the writers from the customer relations department of a company which does sales by correspondence in the region of Lille, and on the first results of research conducted in the context of a thesis in education science. In conclusion, we will show how the training, based in work-place situations, in concert with the qualitative objectives of the company, modify the educative strategies of a teaching discipline and become the actual focus of continued training.

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#### Transcoding in Vocational and Technological Training

The analysis of specific kinds of language in a professional or technological area conducted jointly by a team of teachers, associating a language teacher with specialty teachers, made it possible to analyze that which is specific in each kind of language, whether it is verbal or non-verbal, and highlighted the need for real training in these kinds of language, a linguistic type of learning which relies on a technical culture, specific to each area.

The first example, the hotel-restaurant business, shows the need for personnel in contact with clientele, of a dual linguistic aptitude for communication, which presupposes a transposition of specialized culinary language into a language acceptable to clients.

The area of electronics is characterized by many different kinds of language: texts, tables, graphic language, schematics, etc. Learning non-verbal language is, however, far from easy, even if at times the analogy of transcription with reality may be of help: the passage by way of verbalization of systems seems unavoidable for understanding and acquiring specific kinds of language.

These examples join with the studies of psycholinguists who believe that all thought assumes a propositional form and reaffirms the need for learning in context, the types of language (which include the document form, its syntax and its specific register) being inseparable from the technical culture of an area.

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### Graphic Arts and Technical Graphics

Technology has always relied on the use of graphic arts (technical, industrial), and among them industrial drawing is considered as the privileged means of communication between technicians. But today, since various techniques are evolving and overlapping with one another, traditional drawing is little by little ceding its place to graphic arts from other areas: industrial automation, information technology, automation, production management, economics, etc. Moreover, technology is progressively losing its strictly professional status and becoming a general discipline open to all students.

The observation of the evolution of technical graphics and their use, in particular, in this last decade of the 20<sup>th</sup> century, leads us to ask a two-fold question:

- What does education have to offer in the area of technical, industrial graphics? (Which ones most used, what purpose do they serve, where can they be found, how are they presented and taught?)
- What is the reaction of students to this education? (Where do they find it, how do they use it, how do they obtain it?)

In order to answer these questions, an inventory was taken in 1996 in order to locate the ways of thinking and plans of action specific to bettering technical graphic's instruction and making access to technology easy for everyone.

Two types of procedures are proposed for discussion.

- Should not the learning of technical graphics, as practiced today, evolve progressively towards a methodology of rational and global decoding of the ensemble of technical graphics, constructed as a sort of "technology of technical communication"?
- Along with this necessary evolution, it appears that another process must also be taken into consideration if one wishes to give to this rational learning its true educational dimension, that is, to underscore the strong link between technical graphics considered as symbolic systems of representation of real technical systems, and the modeling operations where these systems are located.

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#### Roles and Effects of the Mediation in the Institutionalization of Technical Activities

This paper is concerned with one part of a study in progress which is interested in the roles and effects of diverse mediations in the institutionalization of technical activities. By institutionalization, we mean the translation of the cultural system (values, ideas, symbols) within the social organization by means of norms of action, roles and groups which exercise direct and immediate control upon social action.

The case under study concerns the practices relative to the conception and realization of constructed space in a society which belongs to an oral civilization, the traditional Berber society of Kabylia (Algeria). The approach we advocate is an anthropotechnological one which considers all of the systemic relationships between an individual and his environment in the course of an activity (Wisner, 1997). It considers technical subjects as an entirely social phenomenon in relation to other social phenomena.

Among the mediations (instruments, signs, procedures, machines, methods, laws, organizational forms of work) which comprise an activity, the rules (norms, rules, recognized uses) are the unavoidable mediations which come between the individual and the community (social organization).

Our hypothesis is that these institutions are likely to help understand the system which governs the production of constructed space and of its environment in the traditional society of Kabylia, thus, the representations relative to its conception and its realization, and from that, the conditions and forms of use of diverse tools of media.

The study is based on the study and analysis of the contents of general ethnographical documents (describing or analyzing traditional Kabyle construction) and documents of a legal character (the corpus studied is comprised of sixty or so village or tribal customaries, collected in the 19<sup>th</sup> century) to understand the system which governs the conception and realization of the constructed setting of traditional Kabyle society.

The results which we will demonstrate in this paper are concerned with representations relative to the appropriation of space, whether or not this appropriation depends on property. The establishment of boundaries, distinction, marking off, identification and the control of space use the tools of mediation, which are specific to the society under consideration. The analysis of these representations shows us, among other things, why a mediator-tool like writing (known by the traditional Kabyle society) has not been more decisive in questions relative to property.



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### Training in Professional Documents: The Enunciative Dimension

Quality, transversality, and distance enhance the place of daily written activity in companies. The evolution of these activities creates new needs for training, especially for professional writing. Human resources management and salaried employees each expect different solutions. In the case of the former, it is a question of revitalization, increase in efficiency and productivity and also a bettering of global cognitive abilities. For the latter, it is a question of time management, motivation and production of standardized documents. The concerns have one point in common, productive activity. They also diverge since some are worried about reducing inspection time (reading or rereading), while others wish to reduce as much as possible the time spent in their production.

What means are available to continuous training to respond to these concerns? First of all, it can propose a new path, neither French language classes, nor communication training, the work around professional documents should bear in mind the actual or prescribed activity that these documents accompany. Next, it is possible to use this job of explaining the situation of writing and work as a lever in order to facilitate a realization of the place of writing for everyone. Finally, it is a question of renouncing the prescribed, the imaginary norm, and the above average in order to gain a margin of maneuverability in writing and place writing within the situation.

We will offer thoughts about these practices at work in training which go beyond the mastery of language and touch on the mastery of the professional environment. What are the structuring questions used to strengthen an ability for professional writing? What are the recurring questions to which salaried employees want answers in order to construct their identity as an author?

We will also address the knowledge behind these training sessions, whether it is a question of that expressed by the participants in training, by the hierarchy or by the trainer. How did he respond to the expectations expressed before the training session? This work on the enunciative situation, does it actually come back to professional life? We will finally address the difficulties which continue after training, whether they are linguistic or not.

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#### Integrating the Report into Different Areas of Specialization in the Company

Teachers at the professional high school level have been required, since the creation of professional baccalaureates, to evaluate a training program that combines progress made in the establishment and experience gained from training periods in the professional milieu.

Several organizations concerned with education have combined forces with students to make this task possible: frames of reference which make possible the creation of learning lists, likely to be distributed and shared between the school and the company, exams during training which result in a selection process, consultation with tutors, tasks that are significant in the context of the company, diverse methods of evaluation created by teachers and professionals, narratives written about the work-day, oral presentation of everyone's experience, written reports, etc.

At the Institut Universitaire de Formation des Maîtres, Créteil, during their training period, student teachers in general education produce monographs on the integration of the report into different areas of professional specialization. Examining this corpus makes the evaluation of their competition as well as the location of the different uses of systems of representation of work and training possible.

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Problems with English Instruction in tertiary sections "Brevet de Technicien Supérieur"

Confronting the representations of two social agents: companies and teachers.

The advanced vocational diploma is a qualified professional training which gives students the opportunity to enter the work force after having completed two years of studies after the baccalaureate. In 1997-98, 140,660 students were in tertiary programs "Brevet de Technicien Supérieur" over a total of 201,066 in combined sections. For 94% of them, English is the first language studied. We have considered the kind of correlation which exists between theories of learning and social representations which underlie the teaching-learning act and the nature of the needs of communication in English in the professional setting for intermediary personnel.

In the present economic situation: globalization of markets, growth of the European Union, the approach of a single money, companies cannot exclude languages from their policy. This structural change in the professional setting has already lead upper level management and company officials to be concerned about their mastery of English as well as the languages of their clients. We have come to believe that knowledge of English is also a growing concern for those intermediary persons for whom this ability is no longer simply something additional in their C.V., but an essential element of general culture. Language ability required by companies today greatly exceeds syntax and reaches as far as the meta-cognitive and intercultural levels.

The research which is the object of this paper attempts to examine the needs of companies as regards ability in English for personnel hired at a middle-management level, intermediary professions and employees, and on the representations of teachers of English in upper and tertiary technical sections. An analysis based on the results of a study done with 200 teachers from three different academies and from 120 companies in Ile-de-France, examines the representations of company officials (recruiters, training officials, service officials, directors) and teachers in charge of training students "Brevet de Technicien Supérieur".

This analysis is organized around the following questions:

- What kinds of English abilities are required in the professional practice?
- How does one define the communication situations in foreign languages in companies?
- How are the links between the companies' needs and the objectives of initial training perceived?

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### Once Upon a Time in the Workplace: Imagination and Representations of Professions in the Past and Future

In a society in the midst of change, the professional values and representations, acquired by young people, are constantly disrupted. What imaginary forms can these representations of professions take and what might be deduced from them?

We have studied original documents of adolescents, produced in the context of a contest sponsored by the Office National d'Information sur les Professions. The objective of this project was not to determine objective knowledge about professions, but to arouse imagination and privilege the creative expression of these young people regarding professions in the past and future. Through this study, we have attempted to establish a link between imagination, representations and temporal perspectives. Young people attribute specific values to the past and future, they project themselves therein in different ways. Indeed, research shows, overall, that young people tend to have a nostalgic vision of the past and an anguished one of the future.

This study underscores just how much the representations are stereotyped and sexually marked. Having said this, the originality of our work is more concerned with the nature and quality of these representations, and makes it possible for us to consider the relationship human beings have with professions and the world. Young people wonder about the meaning of the word "profession" and its place in one's life. From an existential point of view, the profession contributes to the development of the human being in society.

In their approach to the workplace, young people demonstrate a certain social maturity. Indeed, they place the profession within a context and they establish typological correspondences between the world and the workplace. Thus, in the future, the world is technical and marked by macro-social problems; the emblematic figure of the professional is the scientist. In the past, the context was on a human scale; the problems were relational and affective and the emblematic figure of the worker was the artisan. Texts thus show a certain sensitivity to the intricacies between the profession, the person and the environment.

In order to support our study, we present different theoretical approaches to the notion of the imagination. We also address the practice of writing and its functions during adolescence. From former work relative to young people's representations, we put together the questions which underlie our research hypotheses. Then, we define and follow a methodological procedure which consists of a thematic analysis and statistical work. We then present our results and we interpret them in the light of our hypotheses.

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### The Workplace Seen Through the Eyes of the Students of a Technological University

Instructors from the culture and communication group at Institut Universitaire de Technologie, Bordeaux 1, organized in May 1996 and 1997 an exposition-debate day, concentrating on the question of work. In the framework of this educational and cultural day, different examples (oral, written, iconographic) of work, produced by first year students from the departments of Civil, Mechanical and Electronic Engineering. Their photography (in black and white), which shows men and women in the workplace environment (building work sites, mechanical industries, agricultural activities, business, etc.), associated with texts (work as experienced by students), but also their reports (articles brought together in journals), attributing to the anonymous agents of social and professional life—those forgotten in the workplace—the chance to express themselves, and their exchange of thoughts during round table discussions (work-creation, work and generosity, the view of students and writers of work, the representation of work in art, current events about workers' struggle, training, education and the values of work, women in the workplace, work and non-work, etc.), make up a valuable testimony for understanding what is an important part today, even if it is often obscured, of the social reality of the workplace in France, its hardships and sufferings.

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#### Training in Speech: The Interactive Treatment of Knowledge

In this paper, I propose to present a project that I am working on at the University of Mannheim. It concerns a sociolinguistic study, which rests on the methodological foundations inspired by ethnomethodology and anthropology. By analyzing three different corpuses of data, German, French and Spanish, the project attempts to locate that which can be considered as factors of “cultural” influence in the company setting. Thus, following the principles of ethnomethodology, it goes without saying that the culture of the company setting is a reality produced in a continuous manner by the very ones who participate in the company environment.

The linguistic material which makes it possible to study this factor is made up of verbal interactions in the company setting in the form of transcriptions. By using the transcriptions from three languages, I hope to show how the speakers treat their own knowledge, obtained in their professional activity, and how what can be called “official speech” of the company, intervenes in their linguistic acts. In referring to official speech, the speakers, for the most part management or heads of service, encourage their interlocutors to think about what they know and make it conform as much as possible to the normative level. It is therefore not only a question of a specific form of training, but also a dictated social convergence: superiors manipulate employee conduct.

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#### Language and Trans-Cultural Interaction in the Work Environment

In the training of social-workers, youth workers and other workers from the public sector or those who move in the professional arena of “child-mother” or “child-school”, it is said that the goal is the well-being of the child. Certainly, this includes not only what the child thinks, but also a minimal understanding of cultural and communicational codes at work in the community to which he belongs.

However, we all know that codes vary between communities and that our particular vision of things does not necessarily correspond to reality.

And so, a question is raised: what happens when the training in use favors the imagination of this community and at the same time, this imagination, in practice, creates a certain representation which functions equally well on either side.

From examples taken from the waiting time for qualifying exams, and with practitioners, we will attempt to show how these questions might possibly corrupt the facts.