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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.