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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.