

CHRISTIAN EFING

**Language and communication skills – what is the difference and what is required in training?**

The paper adopts a linguistic perspective in carrying out a systematic differentiation between language and communication skills. Empirical surveys then serve as a basis for discussing which skills trainees are required to have and the extent to which there is a correlation between the competences tested in the recruitment procedure and the competences necessary in training.

NINA JANICH

**Specialist language, professional identity and communication competence: a conflictive relationship**

The paper discusses the role played in professional identity by specialist language and specialist language competence. Specialisation and differentiation of specialist subjects and occupations are increasing the requirement to impart expert knowledge in a comprehensible manner. Against this background, it is necessary to promote the communication competence of experts.

FRANZ KAISER

**Language – a tool of the trade for commercial occupations**

This paper presents findings of a BIBB research project on commercial and business management occupations. These illustrate that language-based control of complex business processes is central to the professional exercising of commercial tasks. Notwithstanding this, the systematic imparting of such competences is delegated to language teaching at vocational schools, a venue far removed from the workplace.

ANDREA DAASE

**Multi-lingualism within the transitional area**

Establishing language teaching as an integral component

The author advocates the establishment of language teaching as an integral part of the transitional process and to provide skilled workers in this field with appropriate training. The concept of continuous language teaching offers one possible approach, although there is not as yet universal coverage within the transitional area.

ANNA LÜFFE, JENS REIMANN

**Occupationally related German courses for care staff**

Language support within the scope of the ESF-Federal Office for Migration and Refugees (BAMF) Programme

Workplace related knowledge of German plays a central role in the integration of persons from a migrant background and in securing their employment. The present paper takes the group of care workers as an example in describing the objective, general conditions and contents of the BAMF programme "Occupationally related support for German as a second language", promoting a combination of language and professional training to equip migrant skilled workers to meet their occupational requirements.

KLAUS BUDDEBERG, WIBKE RIEKMANN, ANKE GROTLÜSCHEN

**Integration of functional illiterates into the employment system**

Results from the leo. – Level One Study

Is firm mastery of written language a prerequisite for integration into the employment system? The latest results from the leo. – Level One Study indicate that 57 percent of the functionally illiterate are in active employment. Such work is, however, often limited to areas of activity in which simple auxiliary tasks for unskilled or semi-skilled workers prevail, the implications being lower levels of income and poorer advancement opportunities.

CHRISTIANE HOHENSTEIN, SYLVIA MANCHEN SPÖRRI

**English as a lingua franca in companies**

Challenges and opportunities of language diversity in intercultural work teams

Although multinational companies choose English as their corporate language, because they assume that this will facilitate communication to transcend language and cultural differences, often this is not the case. The present paper takes a case study as an example to outline possible problems in lingua franca communication and solution strategies.

CHRISTOPHE MORACE

**Occupationally related foreign language training at French institutes of higher education specialising in engineering**

The increasing internationalisation of labour markets means that the foreign language knowledge of employees is gaining in significance alongside their professional qualifications. The present paper depicts how acquisition of foreign languages is integrated into degree studies in Engineering at the Ecole Nationale Supérieure des Techniques Avancées (ENSTA) Bretagne. The paper concludes by summarising initial experiences with regard to implementation.

ROLF ARNOLD

**Facilitation didactics – the necessary support framework for sustainable competence maturity**

The European Education Strategy is an outcome strategy which focuses on people's actual competences. As the debate on competence tends to be conducted from much more of a curricular rather than a didactic perspective, the author investigates the question as to which didactic consequences are associated with the outcome orientation of initial and continuing training.

KLAUS BERGER, DICK MORAAL, STEFAN HÄUSELE

**Collective wage agreement based regulation for the funding of continuing vocational training in the scaffolding sector**

Collective wage agreement based regulation of continuing vocational training has been established across a wide range of major sectors over recent years. Only a few of these collective wage agreements have a fund system in place to involve all member companies in the financing of continuing training. The present paper takes the Social Fund in the scaffolding sector as an example in presenting current implementation practice and the potential which training funds based on collective wage agreements have to offer.

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Christiane Jäger (verantw.),

Dr. Astrid Recker (stellv. verantw.),

Katharina Reiffenhäuser,

Nicole Wickendick, Christian Woll

Telefon: 02 28 - 107-17 23/-17 24

E-Mail: bwp@bibb.de

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