

## Field for Dissertations

*Linguistic and communicative skills are key competencies in an individual's disposition to make use of the offerings institutions might provide. Thus, they play a special role among a person's capabilities, providing a necessary, if not sufficient, condition for using resources to acquire skills in domains specific to the particular goals the individual wants to achieve. Moreover, they play a key role in the individual's capacity to develop personal goals in the first place—goals in the sense of functioning within society (although reading skills are particularly relevant here, the [degree of] access to a second or foreign language may also play a decisive role).*

### **The role of oral and literacy competences in educational participation from the individual's point of view**

Within the CA, the individual's perception and assessment of his or her options and chances in goal setting and - achieving are crucial. In this research field therefore, individuals' autobiographic constructions will be investigated, focussing on the role of different dimensions of linguistic competence (oral / written, syntactic / discursive, production / comprehension . . .) perceived as a barrier or an advantage in educational participation. Data will be autobiographical narratives told by persons from different national, social or ethnic settings. These are analyzed from a linguistic point of view with respect to the person's construction of self and his or her attitude towards variants of linguistic competences and styles. These data should be complemented by assessments of the persons' level of linguistic competence.

There could be associated quantitative dissertation projects in this thematic field, using and extending the RS's longitudinal data and asking if and in what way levels of respective competences are responsible for allowing or withholding access to different forms of educational chances (acceptance in high ranking schools, different kinds of certificates etc.).