

The Language Strategy - More Languages for More Students 2013-2018

UNIVERSITY OF COPENHAGEN



Contents

Foreword: From Strategy to Practice	4
Steering Committee	6
Project Team	6
The Language Strategy: Process & Product	7
Pilot Projects:	
Upgrading Spanish language skills for specific purposes	8
Strategies for reading primary sources in German and French	10
Integrating support for academic English at Animal Science	12
Strategies for reading medical research in English	14
Strategies for reading primary sources in Ancient Greek	16
Developing French language skills for diplomacy	18
Strategies for reading primary sources in German	20
Online language support for academic English	22
Integrating support for writing portfolio papers at Sociology	24
Reflections from the Language Instructors	26
Language Instructors by Project	28
Pilot Project Overview	29

Foreword: From Strategy to Practice



Jens Erik Mogensen

*Associate Dean for Education
at the Faculty of Humanities*

In a period where foreign language education is on the decline, the University of Copenhagen launched an innovative, research-based five-year strategic initiative to counteract this trend: The Language Strategy: “More Languages for More Students” (2013-2018). We could not have envisaged how visionary and expansive this initiative would become.

Results from the 36 pilot projects across the University's six faculties have proven to demonstrate the breadth of options available for working with our students on academic foreign language development within English, Danish and a range of other languages (mainly German and French, but also Arabic, Chinese, Greek, Latin and Spanish).

Over the past five years, The Language Strategy has systematically developed a catalogue of insights and experiences related to the integration of content and language in higher education.

Results from the initiative directly address concerns regarding foreign language competence development for education and industry that have been an element of increasing public debate for the past decade. The cumulative experiences from the initiative provide a range of substantive designs for strengthening university students' skills in foreign languages. At the same time, these insights provide a foundation to support the construction and implementation of the national language strategy.

In their studies and careers, our local students find that their disciplinary work takes them beyond the borders of Denmark and the Danish language. Their needs include language for study abroad, travel for fieldwork, international internships, or in connections with study groups or professional development. Foreign language development for these situations is often a supplementary competence rather than an integral part of one's subject. Language proficiency is an additional qualification that enables us to gain perspective, engage in an

international academic discourse or socialise and network. Language training for this type of support can take many different forms from a day's intensive course to a full semester. This can be realized as electives, free-standing offers, or elements integrated into existing courses.

Naturally, with increased demand for English medium instruction (EMI) in courses and degree programmes across the university, focused support for developing academic English skills for all our students is a significant element of The Language Strategy. Academic English pilot projects integrated directly into disciplinary courses focus on raising awareness and competencies in all skill areas, but particularly focus on academic writing and the development of critical reading skills across the disciplines. Pilot

projects with a focus on academic language use in other foreign languages, e.g. French, German, and Greek, supplement students' needs beyond Danish and English medium instruction and provide access to original source material. Lastly, pilot projects also shed light on the need for awareness raising and strengthening of Danish as an academic language across disciplines, genres, and text types.

In this booklet, you will find a catalogue of good practice that demonstrates the breadth and scope of The Language Strategy. Through data and input from the participating content lecturers, academic language consultants, and students, we hope the following pages motivate continued dialogue regarding foreign language competence development in Denmark.

Anne Holmen

*Professor and Director
of the Centre for
Internationalisation
and Parallel Language Use*



One of the core mandates of The Language Strategy has been to engage the University in a dialogue about students' needs for foreign languages and the kinds of language instruction that best facilitate learning languages. The summative reflections presented here, on a number of Language Strategy pilot projects, represent some of "the final words" of this comprehensive, five-year dialogue. At the same time, they point to central lessons that can be taken forward in policy and practice. They highlight the merits of language instruction that is tailored carefully to the needs of students in their programmes, and developed jointly based on the expertise of content teachers and language instructors.

Steering Committee

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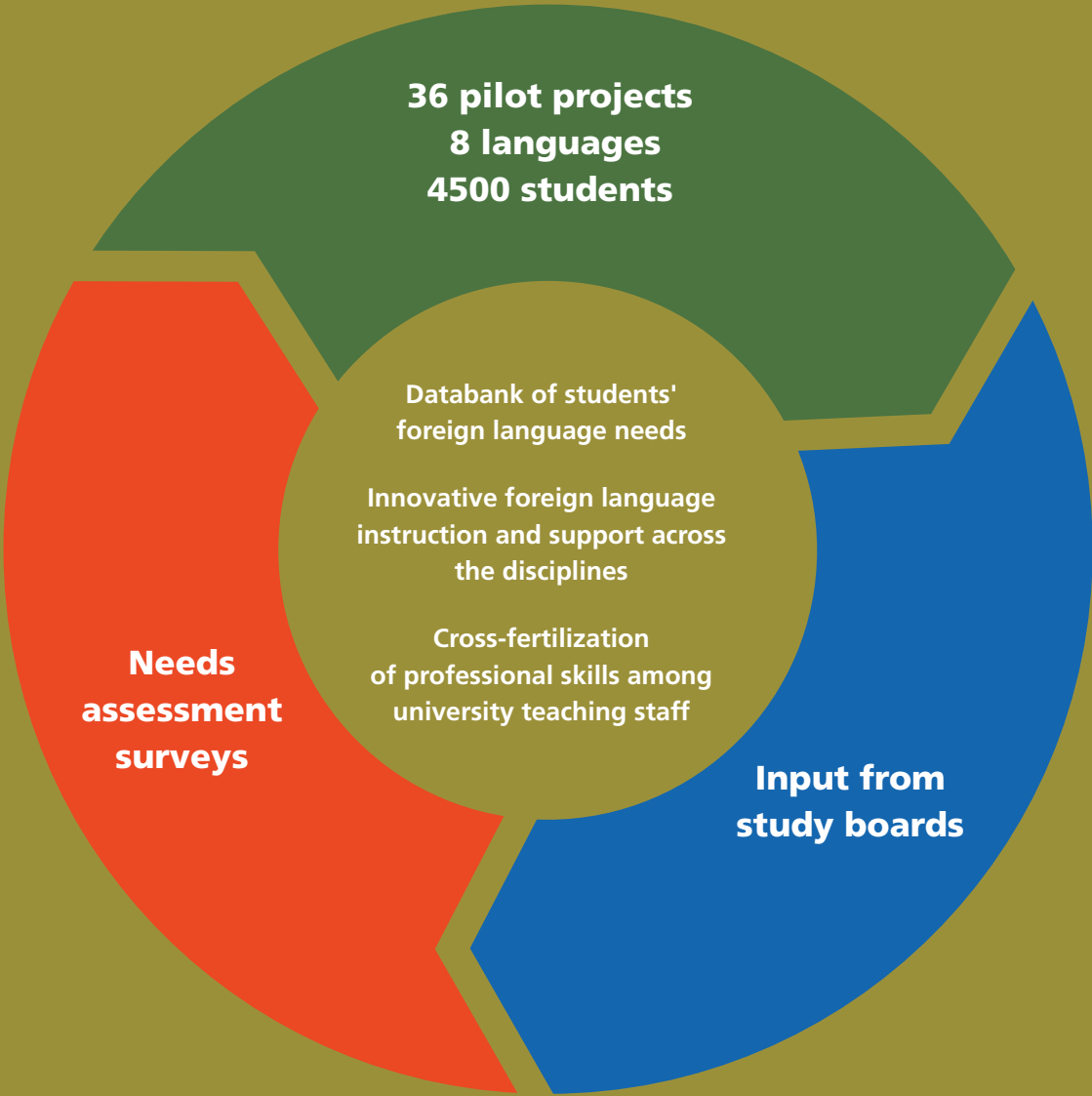
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The Language Strategy: Process & Product



Upgrading Spanish language skills for specific purposes



Marie Ørum Wikman

PhD Fellow,

Department of English,

Germanic and Romance Studies

Why did you get involved?

For me, apart from finding the overall objectives of the project really relevant, it was particularly this attempt to rethink teaching by relating it more closely to the specific needs of the students; aside from this, it was also a really exciting possibility to explore the integration of my own double background within ethnography and Spanish.

What is your takeaway?

Although the students came from across the university, I actually think

the course worked very well. They were all about to go abroad on field trips, some in Latin America, some in Spain – in Spanish speaking countries. And they were about to travel and use their academic skills in these countries, so they seemed to have a lot of in common, which made it quite a good group. The one thing that really blew me away was how highly motivated the students were. They were really eager to learn more language before going and they seemed to appreciate a focus on practice. They generally expressed

that they felt better prepared for their fieldwork – that they had learned a variety of strategies or tools that would help them engage in these specific activities during their fieldwork.

For me, one of the finer takeaways, something that I hadn't really thought about before teaching the course, was that several of the students expressed that they felt more confident about their upcoming fieldwork. We all know that you don't learn to speak a

Student comment

"We reviewed many of the situations I could conceivably experience and this will definitely be a huge help. The same applies to the letter writing and grammar exercises, and the awareness I have gained regarding my strengths and weaknesses."

language in a week – and indeed some of the students also requested that the course had been more language-intensive, but I would like to think that we prepared the students also to learn more language during their stays abroad. At least that was what I sensed from some of the students, that this confidence, which they had gained from taking the course, would help them.

I remember one student in particular who had been struggling throughout the week because of a lower level

language proficiency. But after the students had conducted interviews with two native speakers, he expressed to me that this had given him confidence to perhaps do interviews in the future. This was a really nice experience – because it is a dilemma – you don't learn Spanish in a week. This issue about confidence is an interesting takeaway to consider.

@HUM: Projects 4 & 16

Spanish for fieldwork

Stand alone – intensive one-week course

Level

Pan-university, all levels

Implemented

Spring Semesters 2015 & 2016

Focus

Spanish course with special attention to situations students experience during fieldwork in the Spanish speaking world. Active learning curriculum included contributions from experienced field workers as well as opportunities to interview professionals from the Spanish speaking world.

Pre-requisite

Screening for minimum threshold level oral proficiency

Strategies for reading primary sources in German and French



Sabrina Ebbersmeyer

*Associate Professor,
Department of Media,
Cognition and Communication*

Why did you get involved in this project?

So, I am a language fan and I am working on the European history of philosophy. This requires reading texts in several foreign languages. That is why I am enthusiastic about learning foreign languages, so that we can read and understand these texts. I was teaching in a Master's course on Kant's philosophy, the German enlightenment philosopher, Immanuel Kant. We read one of his core texts, that is his *Kritik der reinen Vernunft*, which is written in German – and we all realized that all the translations we read are just, in a sense, interpretations. I wanted to engage the students and get them to reflect on what they were actually reading, and what the text said, and how they could get an independent opinion about a text that they read in translation. That is why I was very, very enthusiastic about the pilot project.

What was your takeaway?

For me, personally, in terms of teaching, I think it is important to work at a certain standard and level. I come from a German background. In Germany it is still standard to read

texts in their original language. If you want to do research, you just have to have the abilities to read original texts. So that is why I am very keen, not only for my own research but also for my students, to keep them at a high level. And I think that without access to the original languages, this is just not working in the case of history of philosophy.

What has happened since the pilot project?

We had one pilot project that was specifically linked to one Master's course and that was a great thing. But then I got the feeling that what the students actually needed was a bit of a broader background, not for one specific philosophical text, but rather to get some skills in how to deal with original texts. Philosophy students don't have to actually study German and French for 20 years to check the text. They have to acquire skills in how to reconstruct a sentence and how to understand vocabulary.

We thought about how we could continue to integrate language development and skills in the teaching. We concluded that it

would be better to not link language instruction to a specific course but rather to include a broader language course. We felt that if the students think of language training as related to one specific course, then it is relevant for very few students. So the idea now is that the language course is completely detached from any specific course, but it gives students additional tools to perform better in all the courses.

This language course is completely optional. This was a first try. The evaluation showed that the students were very happy. We could develop it even further and integrate it better into the curriculum, to make it more attractive, so that the students could perhaps get some credits for it. They don't get anything now. And even though they couldn't earn any credits, there were more than 30 students. But it would be nice to have it better integrated. I hope it will continue to get funded.

@HUM: Project 7

Reading skills in German and French for Philosophy

Integrated language instruction

Content courses

- *Kants Kritik der reinen Vernunft*
- Philosophy in France in the 20th Century

Degree

MA in Philosophy

Implemented

Autumn Semester 2015

Pilot interventions

- For each of the two content courses, 10 lessons were devoted to instruction focusing on strategies for reading texts that were part of the course syllabi.
- The German course had two strands based on the language of teaching most suitable for the student population.

Language instructors

- Morten Dyssel (German)
- Nina Rasmussen (German)
- Lisbeth Verstraete-Hansen (French)

Integrating support for academic English at Animal Science



Hanne Helene Hansen

*Associate Professor,
Department of Veterinary
and Animal Sciences*

Why did you get involved?

I have been teaching cattle production in Denmark for about 20 years and there is a huge need for The Language Strategy. We have a Master of Science degree programme in Animal Science that is only offered in English. All teaching, projects, theses, and exams must be in English. Most of the students really need support with regards to writing in English. That is why I got involved.

What is your takeaway?

The language instruction has been a huge success. I can't say that enough. It is not just about getting the right English word. It is about making sentences, it is about making a paragraph. It is about getting your thoughts into a paragraph. There is a great need for this kind of teaching.

The three censurers that have evaluated MSc or course projects for me, both before and after the language instruction, have all said that there has been an enormous improvement in the quality of the work. The students who have taken the time and energy to take the classes have gotten a huge reward from the teaching. No question about it – the rewards are both for the students who have been to the training, and

Student comments

"It is great to get this kind of feedback, so we are not stuck with 'the language issue' ourselves."

"It gives a really nice basis for writing reports and more importantly how to improve them."

for the censors who have to read and evaluate the written texts. You can separate the texts from students that have attended and understood the training sessions and those that haven't after reading the first page. There is no question in my mind that the teaching was needed, extremely needed. This project has illustrated how important support for language skills can be on the end product.

As a native English speaker I am very frustrated that most of the students didn't know how to write a paragraph. Most didn't know what a paragraph is! However, academic English language skills is not within my teaching scope. For my personal scientific pride I would try

to correct the worst mistakes and/or try to include some basic English academic skills in my teaching. It takes a lot longer to read a poorly written text than a well written text. Unfortunately, many of the students don't have the basic tools to identify what makes a well written English academic texts. This project has provided a serious chance for me to focus on the scientific content of the project reports and theses.

And as for the future?

We will continue to provide language instruction this year because it was so important for our course. It is still so desperately needed. The success of this project has made it clear to me that a continuation of this kind of support is necessary.

@SUND: Project 14

Academic English at Animal Science

Integrated language instruction

Content course

Livestock and Equine Production Science

Degree

MSc in Animal Science

Implemented

Autumn Semesters 2015, 2016 & 2017

Pilot interventions

- Introductory lecture on academic writing in English
- Lecture on presentation skills in English
- Mid-semester feedback on draft of report
- Joint feedback workshop with feedback on content, structure and language

Language instructor

Sophie Swerts Knudsen

Strategies for reading medical research in English



Simon Francis Thomsen

*Professor & Head of Center for
Medical Research Methodology*

Why did you get involved?

Basically, we saw the call for educational funding that was announced around the university to propose projects that could lead to advances in teaching throughout the university, not only at my faculty but across the university. We submitted the proposal for a pilot because we wanted to make a project that would enhance the reading skills, or at least measure the reading skills at the bachelor level, and try to find out whether a more structured approach to reading skills and strategies would enhance the outcome of the classes – particularly

in relation to understanding original research papers and research articles in the medical curriculum.

What is your takeaway?

Very positive. We got to collaborate with the Humanities, which I think is really needed. We can learn a lot from the other faculties, not least from the Humanities. So, my personal takeaway was the collaboration, including a publication about reading strategies among medical students. I developed my own ideas for furthering my own teaching. It also enhanced the research-based teaching in my course.

Research Article

"The Need for Focused Literacy Training in the Medical School Curriculum: A Cross-Sectional Study of Undergraduate Students"

<https://doi.org/10.1155/2017/7273824>

Did the students benefit from the project?

I think so – at least that is what they said after the classes. We did this as a pilot study, so we only managed to teach a few classes with this extracurricular content. And the students were quite happy about it; they said that they had developed more mature strategies for understanding original research papers to an extent that they were not able to do before. The regular course did not address the problems in such a detailed way as we did in the pilot. So, it was very good that we got this project running.

What role do you see foreign language support having in your unit?

I would like to see it stressed. I think that any collaborative arrangements with other faculties, particularly Humanities, would be advantageous. CIP is doing a wonderful job of enhancing language understanding and reading capabilities among the students and the teachers. I think it should have a more profound role in the future, and I would support that.

@SUND: Project 15

Critical reading skills of scientific articles in English for Medicine

Integrated language instruction

Content course

Preparatory course in Bachelor's Thesis

Degree

BSc in Medicine

Implemented

Autumn Semesters 2015 & 2016
Spring Semester 2016

Pilot interventions

- Workshop 1: The structure of an empirical paper
- Workshop 2: Language usage for argumentation in empirical papers

Language instructor

Joyce Kling

Strategies for reading primary sources in Ancient Greek



Leo Catana

*Associate Professor,
Department of Media,
Cognition and Communication*

Why did you get involved?

Being an historian of philosophy, I think it's very important to master the languages in which the primary sources are written. If the student are working on print materials they need to master the relevant languages, i.e. French, Greek, Latin, etc. If you want the students to familiarize themselves with the scientific literature relevant to their topic, they need to know the languages in which this literature is written as well. If you want the students to proceed and perhaps publish articles, the journals will typically require them to cite the material in the original language. And finally, if the students want to carry out an MA abroad, or perhaps a PhD, they will often be expected to master the relevant language skills.

The language requirements at BA and MA levels in Philosophy are fairly modest, Danish and English, plus a third language. But that third language is not specified in the curriculum, which means that some students would know Spanish and some would know German, etc. This language requirement makes sense, as not all areas in philosophy presuppose language skills beyond Danish and English. I felt I had to provide for those students wishing to work on ancient philosophy, and that was why I got involved.

What did you gain from this experience?

I found it enriching because the linguistic approach supported what I would call the ordinary, content-oriented approach that I provided. I mean, we're in the Humanities, we're working on texts and these texts consist of language and various

expressions and ideas conveyed in that language. In order to understand the ideas you have to understand the language in which these ideas are conveyed. So I found that it was very constructive to collaborate closely with a linguist who could give an account of the language component. That supported my teaching well.

What is in the future for this course?

I applied for money from my department to make an intensive summer course, and they agreed to do so because they understand the argument that while not all philosophy students need these language skills, some do. So my department provided an intensive two-week course. This model will not work in the long run, but at least this summer there has been some language teaching in Ancient Greek.

@HUM: Projects 17

Reading skills in ancient Greek for Philosophy students

Integrated language instruction

Content course

Sophistry, Rhetoric and Philosophy in Classical Greek Thought: Plato's Gorgias

Degree

MA in Philosophy

Implemented

Autumn Semester 2015

Pilot interventions

- 10 lessons in the morphology and syntax of Ancient Greek unfolded on the basis of course texts selected jointly by the content teacher and language instructor
- Instruction is built on top of an intensive, pre-semester course in Ancient Greek offered by the Department of Philosophy.

Language instructor

Gorm Tortzen

Developing French language skills for diplomacy



Martin Marcussen

*Professor,
Department of Political Science*

Why did you get started with The Language Strategy?

My interest started already ten years ago when I was an exchange coordinator at the department. I had plenty of applicants for programmes in Rome, Paris, Madrid, but the students really did not understand the language of instruction in these places. I realized that there was a problem with our students' language proficiency. The situation worsened over the years, and five years ago I recognized something that was actually more serious. One thing was that they did not have the language proficiency, but another thing was that our students increasingly did not think that it was necessary to speak other languages than English. They could not see the use of it.

So my colleagues and I had a serious talk about this – should everything just be taught in English or should we insist on including other languages in the internationalization process? And this is basically where the discussion started. The concrete catalyst for starting with French instruction was The Language Strategy. Anders Berg-Sørensen [Head of Studies] picked up the ball

and played it to me and some other colleagues – and we received it with gratitude.

We've had the language course for one semester, as a test, and we have evaluated it now and we would like to actually be even more ambitious than we were initially. We have expanded on the number of foreign language contact hours in my course. And we also have some required French texts in our syllabus. We really think that it is necessary to redirect our students' attention towards the language and make them realize that it is possible to start learning a new language in their mid-20s. They also need to realize that it is also possible for them to use that language in terms of their professional career, and that a language, which is new to them, can open doors of knowledge, of networks, etc. and add to their CVs. It will give them a comparative advantage.

What about your personal takeaway, as a teacher?

I personally think it makes my teaching more interesting. This is my individual perspective because

I study diplomacy, and within diplomacy there is a lingua franca; it is French. Much of the interesting research is conducted in French, and much of the practical everyday business and organizational matters are related to the French language in one way or another. So it is useful for my research and it also opens doors for me.

Have you talked to the students about their reactions to the inclusion of French in the course?

Yes, and one of the positive results from the pilot course was that around 10% of the participating students actually went on to continue to learn languages. This is already a little victory, as we see it. Another indicator that this is not altogether bad is that this year there are 65 students signed up for Diplomacy, knowing that there are two weeks of very intensive language training involved and that some texts are in French.

@SAMF: Project 25

French for Political Science

Integrated language instruction

Content course
Diplomacy in Transformation

Degree
MSc in Political Science

Implemented
Autumn Semester 2017

Pilot interventions

- Tailor-made group instruction
- Plenary lecture in French by diplomat from the French Embassy

Language instructor
Anne Sofie Hjuler

Strategies for reading primary sources in German



Carsten Selch Jensen

*Associate Professor &
Head of Studies,
Department of Church History*

How did you get involved?

We are a faculty with very strong focus on language skills, so it was quite obvious that Theology should be part of the project. And we were very interested in not just the scholarly approach, but you could say the everyday experience of the students, learning to cope in a foreign language, English, German, whatever is needed, on a day to day basis.

What is your takeaway?

I believe, on a very general level, it is an awareness among the students and also among my colleagues, that it is important to have that

Student comments

"I think German should be obligatory for all new students in Theology."

"Not having the language really limits access to the German academic tradition."

ongoing focus on language skills. At the moment, we are focusing on German and German reading skills. I am not sure if we would have become involved right then if we had not had this initiative with the entire university. This simply made us aware of putting some resources toward this area also.

So it has been like a catalyst to push it forward?

Yeah, it is not just something we talk about. It is actually something we go out and involve ourselves and the students in. And the funny part is, the German project, that came 99% from the students – "Well now

we have had this focus on English – how about German – we need some German skills." I think that is great. I think it is really this awareness that we have to continue with.

I think the big challenge here at the University of Copenhagen overall is that suddenly you have a lot of money and a lot of people and then the great danger is that two years later, the money has all been spent and it all goes away again. So we really have to work hard on keeping the good stuff, the good seminars and the good ideas, and make sure they will live on.

@TEO: Project 29

Reading skills in German for Theology

Integrated language instruction

Content course

History of the Christian Church and Doctrine, 1

Degree

BA in Theology

Implemented

Spring Semester 2017

Pilot interventions

- Five 2-hour lessons focusing on reading skills in German
- Five videos on German grammar and syntax supplemented these lessons as a self-study option

Language instructor

Henrik Rye Møller

Content teacher

Steffen Kjeldgaard-Pedersen

Online language support for academic English



Lars Klingenberg
*Project Manager &
Teaching Assistant
Professor, Department
of Nutrition,
Exercise, and Sport*

How did you get involved?

When we started teaching entire degree programmes in English, we recognized that the students' proficiency in English was not as good as we had assumed. We noticed that exam grades dropped markedly when the language of instruction shifted from Danish to English, so we had to do something. This project is essentially a continuation of academic English support that we had implemented earlier. I was asked to come on board as I was involved

in many initiatives at our department to enhance teaching and in the development of online materials.

What is your takeaway?

When teaching, I could see that the students hesitated when speaking in English in class discussions. They were hampered by the fact that they were not able to express themselves. So, my impression was they were kind of held back in terms of their academic level because of their language. This course has helped them, mostly in having confidence in themselves and having somewhere to go to get help.

One thing that I think is essential about the *Toolbox of English Medium Instruction (TOEMI)* is that it focuses on general study techniques. It is not just about language. It's about how to cope with different stages of writing and how to develop reading

strategies. That combination is excellent, and I can see that they are using it when they are writing. For example, when they are structuring their reports, I can see that they are thinking about how should we structure our paragraphs – this basic idea of the topic sentence.

What about the future?

I've learned a lot about how students approach online tools. I have learned that it is not just enough to provide a free tool for them to use. We have to constantly remind the students to use these tools, to work actively with these tools in our teaching. So the next step for us is to work on integrating the TOEMI as a component that we refer to in the content courses at the right stages of the programmes. I think this is quite essential – it doesn't just happen automatically.

We will continue to work with the TOEMI and guide the students towards it. We decided that all students, not just on that particular master's programme, but all the master's programmes and all the bachelor students will be automatically assigned to it. We will encourage all the people responsible for the programmes to guide the students to the TOEMI. I see this as an essential part of the introduction to the students. Even though we have 100% Danish taught courses, the students still have to write assignments in English; they have to read in English; and they will have teachers coming in from different parts of the world giving lectures in English. And they have to cope with this. When they are done at the university, they may find themselves working in an industry where they will face people who speak English. So I think this is vital.

@SCIENCE: Project 35

Stand alone language instruction

Degrees

MSc in Human Nutrition & MSc in Clinical Nutrition

Implemented

Autumn Semester 2018

Pilot intervention

Toolbox of English Medium Instruction (TOEMI) – an online toolbox supporting students' development of reading, writing, speaking and listening in English for academic purposes

Developers

- Sophie Swerts Knudsen
- Lars Klingenberg
- Sanne Larsen

Integrating support for writing portfolio papers at Sociology



Jakob Johan Demant

*Associate Professor,
Department of Sociology*

Why did you get involved?

I first heard about the possibility to participate in this initiative from our Head of Studies. I thought it was a very good idea to provide this kind of support for our students because it is very challenging for them to write academic papers in English. So I seized the opportunity and was involved in two runs of the pilot course interventions in the Autumn semesters 2016 and 2017.

What is your takeaway?

That it is a really good idea to involve language professionals in this part of the process. And, if possible, I would love to continue integrating such a supplement in my teaching.

Has it changed the way you teach?

I wouldn't say that it changed what I have been communicating to the students about writing, but it facilitated a process that we have been working on. It was more a question of integrating additional support into the teaching – in terms of when the students hand in their portfolio papers. We made space in the teaching for an introductory lecture on academic writing in English and feedback on language.

Can you see a difference with the student production?

Yeah, no question about that. When I have asked the students previously whether they have felt confident about discussing highly complex matters in class in English and about writing in English, most of them say yes. But my experience has been that when it comes down to business, they are actually not that confident. Before we had this support, we saw that some of the papers were very poor in terms of language – to the extent that their texts became very difficult to read and understand. And that had a great impact on their final grade.

The students have been very positive about the support they received for writing, especially in the final run in 2017 where we managed to integrate it more effectively into the course. They received it as a welcome addition to the teaching and most of them seized the opportunity and used it – although they always complain a little about the timing. But they actually handed in their papers for feedback. So I would say there was both a perception that it was very good, and I also see as an outcome that was really positive.

Do you see a possibility for the future?

Without the funding, no, not really. Because, I think that the good thing about this initiative is that it is dedicated, trained professionals that go in and take care of this process as a specific part of working academically. I would not be able to do it myself. I'd say that I have written quite a lot of papers, but I don't feel very confident writing in English. I can do it, and I do it. But I cannot just transfer those skills to teaching writing to my students. Of course, in supervising my students, I can say a lot about the structure of a paper – but in terms of the language quality and the particular ways of stating an argument and the use of words – I would need to have someone from the outside to help me do that. I think that if and when we are asking the students to deliver up to 30 pages of theoretical argumentation in English – if we demand that from the students – we need to facilitate it.

@SAMF:

Project 36

Integration of support for written academic English at Sociology

Integrated language instruction

Content course

Advanced Culture, Lifestyle and Everyday Life

Degree

MSc in Sociology

Implemented

Autumn Semesters
2016 & 2017

Pilot interventions

- Introductory lecture on academic writing in English
- Electronic feedback on draft of portfolio paper
- Feedback workshop based on electronic feedback

Language instructor

Nina Rasmussen

Reflections from the Language Instructors



Anne Sofie Hjuler

Language Instructor (French)

Teaching French to Political Science students with no French skills in one week was a task that required me to rethink language teaching and come up with something that wouldn't feel meaningless. People thought that it was a kind of mission impossible to teach any language skills in a week. Nevertheless, I experienced that it was actually possible to have the students understand most of a news article in French and the main points of a lecture in French by focusing on strategic approaches to language acquisition. It was amazing to see how the students' motivation to study French increased when they realized how much they could actually decipher from authentic texts in French. Raising their awareness of their skills really made a difference.



Katja Årosin Laursen

Academic Language Consultant (Danish)

To me, a key factor in strengthening students' language skills is that content teachers and students jointly take on the responsibility of working with disciplinary literacy. This implies that content teachers create an awareness of why and how a discipline should be communicated in a certain way, and that the students get opportunities to practise and get feedback on their oral and written communicative skills in the individual courses. In my experience, academic language development initiatives should always be adapted to the individual course for the best possible result.



Sophie Swerts Knudsen

Academic Language Consultant (English)

I learned a great deal about the students – what they know and what they don't know. I also learned a great deal from working with the content teachers. It was an amazing experience to develop teaching materials to create an integrated content and language learning experience. That is probably the biggest thing that I learned from The Language Strategy. A minimal amount of input can have a major impact for the students – and for the content teachers, too.



Nina Rasmussen

Academic Language Consultant (English)

I have been impressed by how little it takes to help the students. With just a couple of hours of feedback, where you instruct the students in how they can help each other, you can see changes in their writing. You can see that they take on board the material that you present. In the pilots, we typically have an introductory lecture followed by electronic and then face-to-face feedback. And I think that is the model that works best because the students benefit from the opportunity to meet face to face and ask clarifying questions. The students need, want, and appreciate feedback.

Language Instructors by Project

Name

Anna Meyling Andersen

Anne Sofie Hjulær

Anna Sandberg

Chresteria Neutzsky-Wulff

Gorm Tortzen

Henrik Rye Møller

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Nina Rasmussen

Peder Flemested

Pete Westbrook

Peter Borum

Sanne Larsen

Simon Hartling

Slobodanka Dimova

Sophie Swerts Knudsen

Tue Søvstø

Viggo Bank Jensen

Project number

@SAMF 9

@SAMF 25, @HUM 39

@HUM 20, @HUM 39

@HUM 31

@HUM 17

@TEO 29

@SUND 15, SAMF 23, SAMF 24

@SUND 2, @SUND 12, @SCIENCE 26, @SCIENCE 27, @SUND 33

@HUM 7

@HUM 4, @HUM 16

@SUND 3

@HUM 7

@SCIENCE 5, @JURA 6, @HUM 7, @SAMF 8, @HUM 10, @SCIENCE 11,

@SCIENCE 21, @SCIENCE 26, @SAMF 36, @HUM 38

@HUM 18

@JURA 6, @SUND 28

@HUM 20

@SUND 14, @SCIENCE 27, @SCIENCE 35, @SUND 37

@HUM 10

@HUM 34

@SCIENCE 5, @JURA 6, @SCIENCE 11, @HUM 13, @SUND 14,

@HUM 30, @SCIENCE 35, @HUM 38

@HUM 19

@HUM 10

Pilot Project Overview

Number	Pilot Project Title	Level	Language
@SUND 2/12	Academic Danish for IT and Health	Undergraduate	Danish
@SUND 3	Chinese language in relation to Chinese healthcare	Graduate	Chinese
@HUM 4/16	Spanish language for fieldwork	Undergraduate & Graduate	Spanish
@SCIENCE 5	SPOT events in academic English across SCIENCE	Undergraduate & Graduate	English
@JURA 6	International Law - from Danish to English medium instruction	Undergraduate	English
@HUM 7	Reading skills in German and French for Philosophy	Graduate	German, French
@SAMF 8	Written academic English for students of Economics	Undergraduate	English
@SAMF 9	Arabic for fieldwork	Undergraduate & Graduate	Arabic
@HUM 10	Development of literacy courses in French, Italian and German	Undergraduate & Graduate	German, French, Italian
@SCIENCE 11	Integrated academic English support for graduate studies at Food Science	Graduate	English

Number	Pilot Project Title	Level	Language
@HUM 13	Reading skills in English for Pedagogy	Undergraduate	English
@SUND 14	Academic English at Animal Science	Graduate	English
@SUND 15	Critical reading skills of scientific articles in English for Medicine	Undergraduate	English
@HUM 17	Reading skills in ancient Greek for Philosophy students	Graduate	Ancient Greek
@HUM 18	Reading skills in ancient Greek inscriptions for History students	Graduate	Ancient Greek
@HUM 19	Reading skills in medieval Latin for History students	Graduate	Latin
@HUM 20/39	Reading skills for Comparative Literature	Undergraduate	German, French
@SCIENCE 21	Supporting English academic writing at Environmental and Natural Resource Economics	Graduate	English
@SAMF 23	Reading strategies in English for first semester Political Science	Undergraduate	English
@SAMF 24	Supporting English medium instruction for Political Science	Undergraduate	English
@SAMF 25	French for Political Science	Graduate	French

Number	Pilot Project Title	Level	Language
@SCIENCE 26	Academic language feedback for Physics and Nanoscience bachelor projects	Undergraduate	English
@SCIENCE 27	Academic writing at Biochemistry	Undergraduate	English
@SUND 28	Bilingual terminology for biomedical engineering	Graduate	Danish & English
@TEO 29	Reading skills in German for Theology	Undergraduate	German
@HUM 30	Reading skills in English for students of History	Undergraduate	English
@HUM 31	Digital foreign language learning resources for students	Undergraduate & Graduate	Multiple
@SUND 33	Written Danish for dental hygienists	Undergraduate	Danish
@HUM 34	Academic discussion in English for PhD fellows	PhD	English
@SCIENCE 35	Online introductory course in academic English for MSc students	Graduate	English
@SAMF 36	Integration of support for written academic English at Sociology	Graduate	English
@SUND 37	Writing for publication in the health sciences	PhD	English
@HUM 38	Development of language instruction and assessment for outbound exchange students	Undergraduate & Graduate	German, French, English

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