

Platform/project title:	<i>Language strategies and language needs</i>
Name(s) and position(s) of platform director(s):	<i>Anne Holmen, professor Director of Centre for Internationalisation and Parallel Language Use (CIP)</i>
Names and positions of members of platform:	<i>Project team (More Languages for More Students): Sanne Larsen (post doc), Joyce Kling (post doc), Karsten Schou (senior adviser), Anne Sophie Grauslund Kristensen (res.ass.). Collaborators at CIP: Sophie Swerts-Knudsen, Nina Rasmussen, Pete Westbrook, Katja Årosin Laursen (language consultants at CIP) Collaborators at all the faculties across UCPH: study boards, lecturers, coordinators engaged in integrating language skills with content teaching Collaborators at ENGEROM, TORS, SAXO, and INSS: lecturers in Chinese, Arabic, Spanish, French, German, Classical Greek, Latin, Danish as a second language Affiliated through platform activities: Petra Daryai-Hansen (assoc.prof., ENGEROM), Slobodanka Dimova (assoc.prof., CIP), Karen-Margrete Frederiksen (language consultant, CIP), Birgit Henriksen (prof., ENGEROM), Anne Sofie Jakobsen (PhD-student, CIP), Marta Kirilova (res.ass., NORS), Janus Mortensen (assoc.prof., CIP), Camilla Falk Rønne Nissen (PhD-student, NORS), Pernille Ratleff (consultant, TEACH), Anne Smedegaard (consultant, TEACH); Lisbeth Verstraete-Hansen (assoc.prof.), Martin Carlsholt Unger (PhD-student, CIP)</i>

Description of platform profile, achievements, aims and plans.

1. Brief introduction to research profile of platform/project/group

“Language strategies and language needs” refers to research activities carried out as part of a current UCPH-wide project on “More Languages for More Students” (MLMS) funded by the University Board 2013-18) as well as to a permanent research focus at the Centre for Internationalisation and Parallel Language Use. Activities include individual and joint research projects and overlapping platform activities in the form of seminars, conferences, visiting scholars, and joint publications. Focal areas in projects as well as platform activities are motivated by and support core activities of the Centre: the development, implementation, and evaluation of appropriate language courses and language policy practices related to faculty, administrative staff, and students across UCPH. These activities fall within a broad definition of applied linguistics, and are often based on needs analysis and on combined bottom-up and top-down sociolinguistic approaches. Development of these methodologies is another research area for the platform. Other research activities concern more general socio- and psycholinguistic questions and respond to, e.g., the need for developing conceptual frameworks on language competences, on language testing and assessment and language policy, or for adopting a critical lens on language proficiency and language identity issues in academia. Comparative studies of how languages are integrated into content programs (as English Medium Instruction, Partial EMI, Content and Language Integrated Learning, translanguaging practices etc.) across different disciplines at UCPH and across different European university contexts make up another strongpoint.

2. Brief overview of current research topics

- Issues of languages-in-education related to multilingual, non-Anglophone university contexts: spoken and written academic genres (including linguistic aspects of pedagogy for teaching staff), students’ academic writing and

feedback, academic vocabulary, academic reading across languages, literacy goals, the local language in a situation of parallel language use, the relationship between language policy and language use, the relationship between language policy and testing

- Gaining knowledge from studies on language needs and motivation, including developing new methodologies
- The effect of medium of instruction - and language choice in course literature and exams - for teaching and learning
- Variants of content and language integration in higher education programs (EMI, PEMI, CLIL, translanguaging practices)
- Use of standardized language proficiency test scores for university admission
- Linguistic diversity among students at UCPH – description, labeling and perceived effect on learning
- Challenges and opportunities in the multilingual, multicultural classroom

3. What are the main scientific achievements? (in the strategy period)

MLMS-project:

- Based on extensive surveys across UCPH, insight into students' expectations concerning the use of languages for their profession as well as their current experience with languages during their study programs, including study abroad periods and exams (based on 10 surveys focusing on language needs among more than 6,000 students, including PhD students).
- Identification of patterns of integration of language and content within study programs relevant to multilingual, Nordic, public non-Anglophone universities and thus qualifying the frameworks based predominantly on settings in which EMI is standard (based on 37 pilot projects which have been developed according to local needs and wishes across UCPH).
- Analyses of the development and implementation of an ambitious multilingual language strategy in a traditional discipline-oriented university – seen as organizational change. This includes work at macro, meso and micro levels and identification of institutional and individual barriers as well as agents of change (based on contact with study boards, coordinators and councilors across UCPH, as well as dissemination of results to local stakeholders and their feedback, based on documents and 60 + meetings).
- Empirical underpinnings for conceptualizing language competences in academia, including the complexities involved in distinguishing between language competence per se, languages as domain-specific study skills, other study skills, and content knowledge.

The MLMS-project has contributed significantly to strengthening research links within the Centre, including the pedagogical support unit at Humanities (TEACH). During the strategy period, there has been an increased focus on conceptualizations of language dimensions of study programs, on students' academic writing and reading, on academic vocabulary, on content lecturers' experience with language use when teaching, and on teacher cognition in higher education. In addition, the validation and further development of the Test of Oral English Proficiency for Academic Staff (TOEPAS), has added a fruitful language assessment dimension to the platform and has given UCPH a leading position in academic language testing within universities in Northern Europe. As a consequence, TOEPAS was nominated for UCPH's innovation prize 2017. Through platform activities the Centre has strengthened its key role among language centres at Danish universities and internationally, and in research collaboration within the fields of language teaching, learning, and testing in academia.

Networks:

- Nordic network on Parallel Language Use at Nordic Universities, visits to universities across non-Anglophone Europe, seminars, conference May 2017 in Oslo, report to be published 2017
- IntlUni - The Challenges of the Multilingual and Multicultural Learning Space in the International University. ERASMUS network: 38 partners in 27 countries (2012-2015)

- EQiPP - Educational Quality at Universities for inclusive international Programmes. ERASMUS+ network: 7 European universities developing modules for the use of educational developers and teacher trainers working with university teaching staff in internationalized programmes (2016-2019)
- TAEC - Transnational Alignment of English Competences for University Lecturers (TAEC). ERASMUS+ network: 7 European universities developing a common set of rules for transnational quality assurance of EMI programs in Europe. The partners work together to identify and differentiate between local and transnational needs in relation to EMI programs and adapt the existing local assessment scale (TOEPAS) to the CEFR scale (2017-2020)

Conference presentations (limited to 2017 because of space)

Dimova, S. & Swerts, S.K.: *Slipping through the cracks: Students' academic literacy in EMI*. Presentation at the Language Testing Research Colloquium, Bogota, Colombia. LTRC

Holmen, A.: *Mulige initiativer for at få migranter i gang med og fastholde i universitetsuddannelser i Norden*. Afslutningskonference for det nordiske parallelsprogsnetværk, Oslo.

Holmen, A.: *The Nordic university as a multilingual site. A new perspective on academia?* Kari Sajavaara lecture, University of Jyväskylä

Holmen, A.: *Gatekeepers and burning souls. The role of agency in institutional change of language policy*. Seminar, University of Jyväskylä

Kling, J.: *Internationalisation in Danish higher education: A response from the north*. In E. Dafouz & P. Moore (Chair), Internationalisation and glocalisation in higher education: The view from south-west Europe. Symposium at the world congress of the International Association of Applied Linguistics, Rio de Janeiro Brazil.

Larsen, S. & Holmen, A.: *Qualifying and expanding parallel language policy: Towards more languages for more students*. Conference Multilingualism in Society, Politics and Education, Freiburg im Breisgau, Germany.

Larsen, S. & Holmen, A.: *Danish as a second language in academia. Giving voice to dilemmas behind the label*. DUN

Larsen, S.: *Re-contextualising academic writing: The experiences of temporary sojourners in Danish academia*. Conference Multilingualism in Society, Politics and Education, Freiburg im Breisgau, Germany.

Rasmussen, N.: *The role of assessment in improving students' written academic English*. Conference International Association of Teachers of English as a Foreign Language (IATEFL), Glasgow, Scotland.

Swerts, S. K. & Dimova, S.: *Reading Strategies in EMI: Teacher and students' perspectives*. Conference Multilingualism in Society, Politics and Education, Freiburg im Breisgau, Germany.

4. Examples of recent key publications

Daryai-Hansen, P. & Kirilova, M. (2017): Plurilingual Internationalization in Danish Higher Education. *International Journal of Bias, Identity, and Diversities in Education*

Holmen, A. (in press): Shaping a Danish multilingual university language policy. Gatekeepers and drivers of change. In Siiner, M., Hult, F. & Kupisch, T. (eds.): *Bridging Language Acquisition and Language Policy*. Springer

Kling, J., Larsen S. & Thomsen, S. F. (forthcoming). The need for focused literacy training in the medical school curriculum: A cross-sectional study of undergraduate students. In *International Scholarly Research Notices*.

Larsen, S. & Holmen, A. (2016): Towards more languages for more students at University of Copenhagen. The interplay between local and global drivers of change. In *CASALC Review 2*, 132-144

Larsen, S., Daryai-Hansen, P. & Holmen, A. (2016): Flersproget internationalisering på Københavns Universitet – andre sprog end engelsk. *Sprogforum* 62, 51-57

Surveys carried out at UCPH: <http://cip.ku.dk/satsningsomraader/sprogstrategisk-satsning/formidling/rapporter/>

5. Examples of outreach activities and impact

Outreach outside UCPH:

- Taking part in the consortium of Language and Didactics in Primary School

- Conducting research: Early Start – Competence development of language teachers from primary school
- Running in service training seminars for language teachers in high school in Denmark and Greenland
- Member of ThinkTank (Gymnasieskolernes læreforening) and committee on reform of curriculum in German at upper secondary level
- Conducting competence development on Danish L2 and workshop on language policy at University of Greenland
- Taking part in DUN network (Dansk Universitetspædagogisk Netværk), SIG on The International Classroom
- Serving as member of panel and co-editors of the popular journals *Sprogforum* and *Copenhagen Studies in Bilingualism*
- Serving as reviewers for international journals in the field of applied linguistics, e.g., TESOL Quarterly, ALAPP, Nordand, Applied Linguistics
- Serving as board members of international associations, e.g., ICLHE, EALTA, EDiLiC, ICC Global, CultNet, Researching Multilingually

Outreach inside UCPH, but outside language departments:

- Organizing courses for students and advising lecturers and staff
- Producing two booklets on voices from the international classroom

6. Key challenges for advancing the scientific impact of the platform/project/group

- To capitalize on the insights gained from the MLMS-project in future research activities, without having the current project funding.
- To maintain and further promote the awareness of the key role of languages for learning and teaching at UCPH – and beyond - particularly in the form of further collaboration with content teachers. This involves contributing to a new national language strategy.
- To increase cooperation between researchers at CIP and researchers at language departments like ENGEROM, INSS and TORS.

7. Aims and plans for the coming strategy period (2018-2021):

- To develop procedures in language policy (inclusive rather than regulatory) with the purpose of clarifying UCPH's culture for parallel language use and of enhancing the awareness of language as medium of instruction and as study skill.
- To disseminate insights from the MLMS-project plus other platform projects across UCPH and support the new university strategy (2018-23) with a research base
- To strengthen international comparative studies on languages for teaching and learning across universities with different language profiles