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Title: Teaching in Danish (as L2) at the University of Copenhagen

- Perspectives and activities from the classroom

The University of Copenhagen now has its first official language policy, which states that: *"In general, it is expected that tenure-track assistant professors, associate professors and professors are able to contribute to teaching in Danish after 3-6 years, including grading and supervising students"* (KU 2021). This expectation puts pressure on international employees to learn Danish at a high level within a short time. However, the formulations in the language policy leave you with several unanswered questions, for instance: What does the wording „contribute to teaching" mean? Who decides how the language policy should be implemented? Which roles do language attitudes, economy and collegial support play in language acquisition and teaching? How, and by who, are international employees assessed and considered ready for teaching in Danish?

In this presentation, we describe how we prepare international employees for contributing to teaching in Danish (as L2) through different Danish language courses. Among these are workshops, individual lessons with one participant and bigger groups with more participants. Common to the courses is that they aim at preparing employees for contributing to teaching in Danish based on the participants' personal and actual needs. Activities and exercises on the courses include consciousness-raising about language needs and use through needs analyses and dialogue. Furthermore, we work with individual academic presentations, discussions about parallel language use and mediation in several languages, group exercises including role-play, focus on vocabulary related to teaching and individual constructive feedback. Teaching in Danish requires a certain language level, often with B2+ or C1 as a minimum (discussed in Dimova & Kling 2018; Gregersen, Holmen & Larsen 2021), but our experience shows that the journey towards contributing to teaching in Danish can begin much earlier. The level of Danish which is taught at our different courses differ, and right from the beginning of the employees' Danish acquisition, it makes sense to introduce and practice work-related vocabulary and activities and even practice language functions related to teaching, for instance describing your teaching activities. We will present actual programs and activities from the courses to illustrate how we prepare the employees for contributing to teaching in Danish, and we will include quotes from participants regarding their outcomes of the courses. Finally, we would like to invite the audience to participate in a discussion of language requirements, challenges and practices across the Nordic universities.

Dimova, Slobodanka & Kling, Joyce (2018): Assessing EMI Lecturer Language. Proficiency across Disciplines. *TESOL Quarterly*, 50, 634-656.

Gregersen, Frans, Holmen, Anne & Larsen, Sanne (2021): "En utopisk-realistisk sprogpolitik – nogle scenarier som udgangspunkt for en kritisk diskussion af Københavns Universitets nye sprogpolitik" i Kristiansen, Tore & Holmen, Anne (red.): *Sprogs status i rigsfællesskabet 2031*. Københavnerstudier i tosprogethed. Bind C13.

KU 2021 *Sprogpolitik for Københavns Universitet*:

https://cip.ku.dk/om/om_parallelsproglighed/KU_sprogpolitik_jan_2021_til_web.pdf