

Session C1 - English workshop

Danish as a second language in academia – giving voice to dilemmas behind the label (90 minutes)

Program text

In this workshop, we would like to share knowledge about second language use among students at Danish universities and reconsider labelling practices based on students' preferred identities.

Abstract

Background

As the student population in Danish universities continues to diversify, a larger number of students can be characterised as second language users of Danish. Recent surveys from the University of Copenhagen point to a clear but differentiated need for Danish language support linked to these students' participation in content classes (Larsen & Holmen in press). However, during interviews students have been shown to be strongly opposed to being labelled second language users or to register for courses under that label (Larsen 2013, Odgaard 2014). As a consequence, their language needs are either ignored or only partially addressed in courses with a more general scope. In this workshop, we would like to share knowledge about second language use among students at Danish universities and reconsider labelling practices based on students' preferred identities (Costino & Hyon 2007; Piller 2016).

Requisite of participant

Anyone interested in student diversity and the role it plays for the participatory roles and practices of students in their learning environment.

Content and structure

- 10-minute presentation of dilemmas expressed by student voices from surveys of their language needs at UCPH.
- 60 minutes of participant activity:

Group discussion of

- a) student dilemmas and possible solutions with respect to labelling and related institutional practices,
 - b) student diversity as a challenge and opportunity in university practices.
- 20-minute general thematic discussion based on participant activities.

Anticipated benefits

Insight into student perspectives on what constitutes exclusive versus inclusive university practices with respect to Danish.

Authors

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Literature

Costino, K. A. & Hyon, S. (2007). "A class for students like me": Reconsidering relationships among identity labels, residency status, and students' preferences for mainstream or multilingual composition. *Journal of Second Language Writing*, 16(2), 63-81.

Larsen, S. & Holmen, A. (in press). Towards more languages for more students at the University of Copenhagen: The interplay between local and global drivers of change. *CASALC Review*.

Laursen, K. Å. (2013): "Det er sprogligt. Selv hvor du ikke lægger mærke til det". En empirisk undersøgelse af sproglige og faglige vanskeligheder hos farmaceutstuderende med dansk som andetsprog på Københavns Universitet. *Københavnstudier i tosprogethed C4*. Københavns Universitet.

Odgaard, S. M. (2014). "Det er ikke et sprog, man bare kan samle op på gaden". En undersøgelse af behovet for kurser i akademisk dansk for studerende med dansk som andetsprog på Institut for Tværkulturelle og Regional Studier på Københavns Universitet. *Københavnstudier i tosprogethed C5*. Københavns Universitet.

Piller, I. (2016). *Linguistic diversity and social justice: An introduction to applied sociolinguistics*. Oxford: Oxford University Press.