



Danish as a Second Language

– Curriculum Guidelines and
Educational Practice

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Overview

- Background
 - Minorities and minority students in Denmark
 - DSL in the Danish public school
 - Focus area and questions for the study
- The implied pedagogic approach of DSL
- Empirical grounding
 - Levels of context, levels of analysis

- How does the official pedagogic discourse present the subject, DSL, as seen through *Fælles Mål – Faghæfte 19*?
- Which pedagogy for DSL does the recontextualized official pedagogic discourse imply?
- How are institutionally privileged values taught and which affordances or spaces does DSL instruction allow for bilingual students to obtain access to the institutionally privileged values?
- (How) can Systemic Functional Linguistics help to create an awareness of the implicit linguistic requirements in the Danish public school, and more specifically in DSL?

“In Denmark, [...] the policy is that all children and youths shall have equal access to education and that the obstacles that individuals may have to conquer to gain the experience and knowledge that is required will be removed. It was first seen as important to establish equality between young people coming from different regions, then between the gender groups and between different socio-economic groups and most recently between groups with different ethnical backgrounds”

(Mats Ekholm, 2003, p.13).

Danish as a Second Language - A new term, a new subject

- "Instruction in Danish as a second language is provided for bilingual students in grades K- 10, in as much as this is necessary."
- "Bilingual children are perceived as children who speak a different mother tongue than Danish, and who do not learn Danish until they make contact with the surrounding society, possibly for the first time through the school's instruction."

DSL Curriculum Guidelines

1. The aim of Danish as a Second Language instruction is that students, on the basis of their linguistic and cultural prerequisites, acquire skills in understanding and using spoken and and written Danish. Instruction must promote the students' desire to use danish, and it must develop their awareness of Danish culture, language and language use as well as language acquisition.
2. The instruction must promote the individual students' peronal and linguistic development and understanding of the interaction between Danish language and culture, and the student's mother tongue and cultural background. The instruction must thereby contribute to the student's development of the prerequisites for active and equal participation in school, education and society.

Milestones and End Goals

- Communicative proficiency (spoken and written language)
- Language and language use
- Knowledge about language learning and own learning
- Language, culture and society

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The implied pedagogical approach of Fælles Mål as seen through the pedagogic device

- A recontextualization from a research and development area to a school subject
- Reflects the majority-minority relationship in Danish society
 - The student as lacking in (language) experience and skills
 - The teacher as knowledgeable (authoritative)
- Classification and Framing of DSL results in a presumably frustrating document for DSL-teachers

”Jeg fatter ikke, hvad det er, vi gætter”

T: Listen to the music. Is it impressionistic or expressionistic? There isn't one correct answer.

Q: I know, I know

T: Qemal?

Q: What was the first thing you said?

T: Impressionism or expressionism?

Q: Expressionism

T: No. I mean... Pernille?

Q: I don't get what we're guessing!

P: Impressionism

Gitz-Johansen (2006), p. 139

The next step...

- to examine examples of actual pedagogic practice within DSL when taught as an element in other subjects
- to identify examples of institutionally privileged values
- Focus Questions

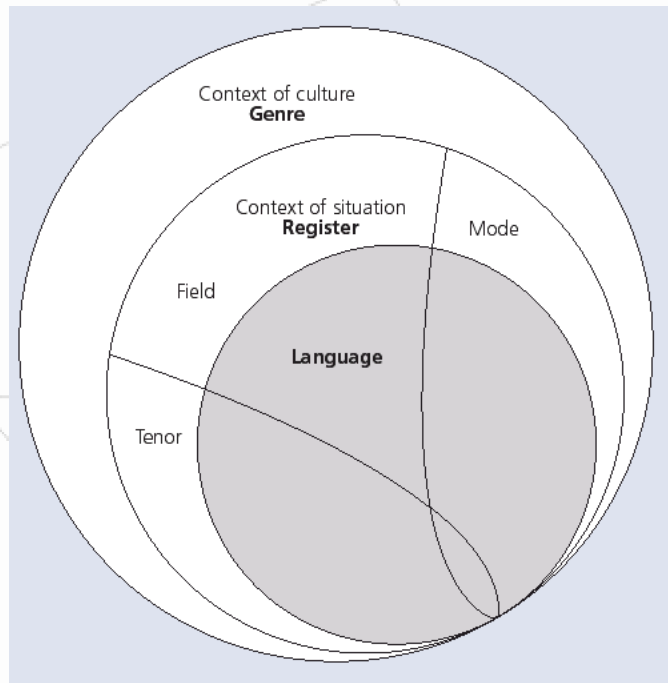
Focus Questions

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The butterflies and the seahorses

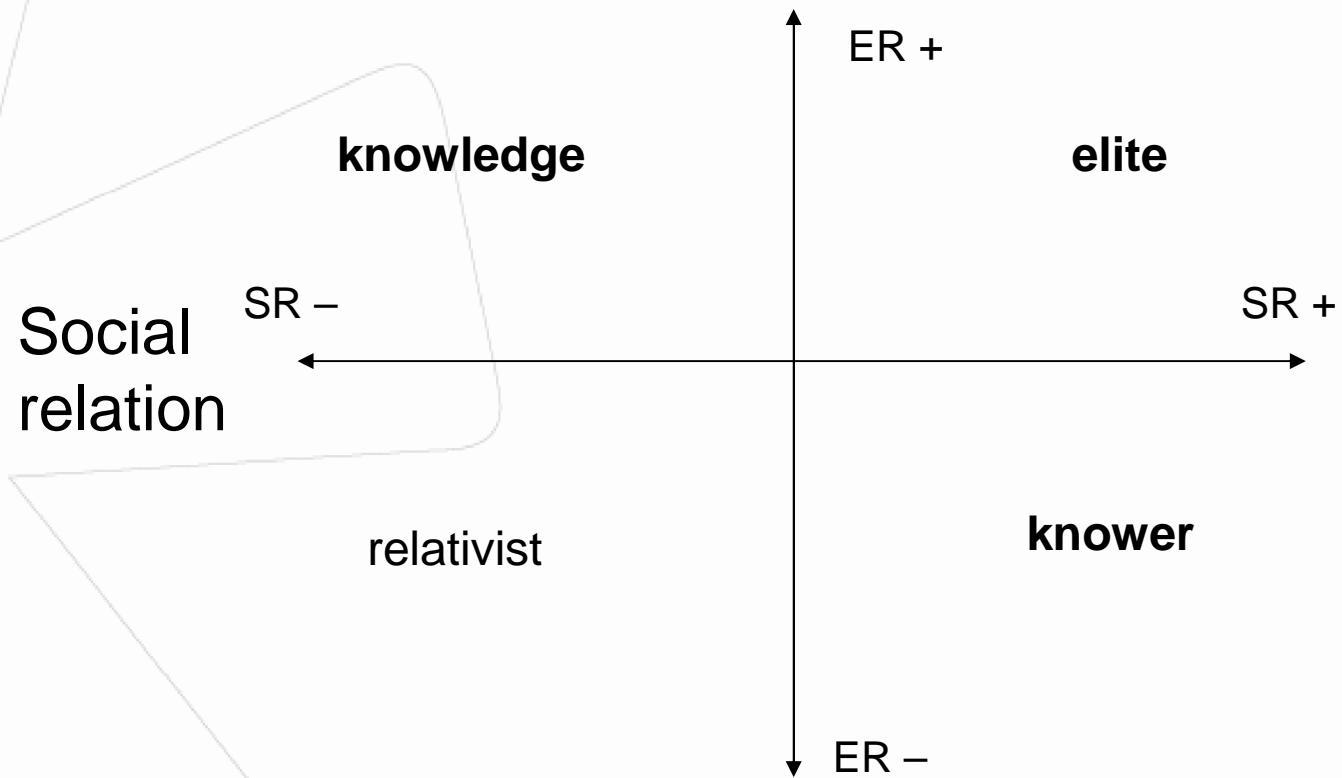
- Video recorded classroom observations of DSL and history lessons – ‘Vikings’ unit
- Examples of texts used throughout the thematic unit
- Collected student sample texts (if possible incl. teacher feedback/evaluations)
- Following the observations: Teacher interviews using the recorded observations as the point of departure

Levels of context – levels of analysis



- Curriculum guidelines for DSL
- School
- Classroom
- School subject, history w. DSL as an element
- Interactions between teacher(s) and students

Epistemic relation



Maton (2006, p. 97)

Questions and concerns

- Developing the interplay between the Bernsteinian approach and SFL's social semiotic language theory to help in my project
- Choosing appropriate elements from SFL theory for analyzing the different levels of context
- What can I hope to see in the collected data?
- Others?

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