Doing praxis-based research

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Short presentation round

- You and your project

- Are you doing praxis-based research?

- Do you think that it is important to do praxis-based research?

What is the most beautiful/ugly language in the World?

"Beautiful: I'd say it's between the Spanish and French languages, although Italian has a subtle beauty and Portuguese has lovely romantic tones as well.

Ugly: Definitely German, Russian is very harsh as well. Japanese is just too much, too maniac like. Danish is horrible as well."

SummerRain, Forum Member 08-02-2010, 19:56

http://forums.digitalspy.co.uk/showthread.php?s=ef4bdc67785ea28003a236ff76d24ca0&t=1213673

Language representations – a definition

➢ language attitude research, social psychology, linguistic anthropology...

- Hall's (1997, 25) constructivistic definition: "[…] things don't mean: we construct meaning, using representational systems."

- Bourdieu (1982:135): "[…] représentations mentales, c'est-à-dire d'actes de perception et d'appréciation, […] où les agents investissent leurs intérêts et leurs présupposés"

Language hierarchisations in Denmark

"**Engelsk** har en vældig høj status […]. **Dansk** har [...] naturligvis også en høj status […]. Efter engelsk og dansk kommer de øvrige fremmedsprog som der er udstrakt undervisning i: **tysk, fransk, spansk** m.v., og til sidst kommer indvandrersprog som **tyrkisk, arabisk, […] mandarin** m.v." (Lund/Risager 2001, 6)
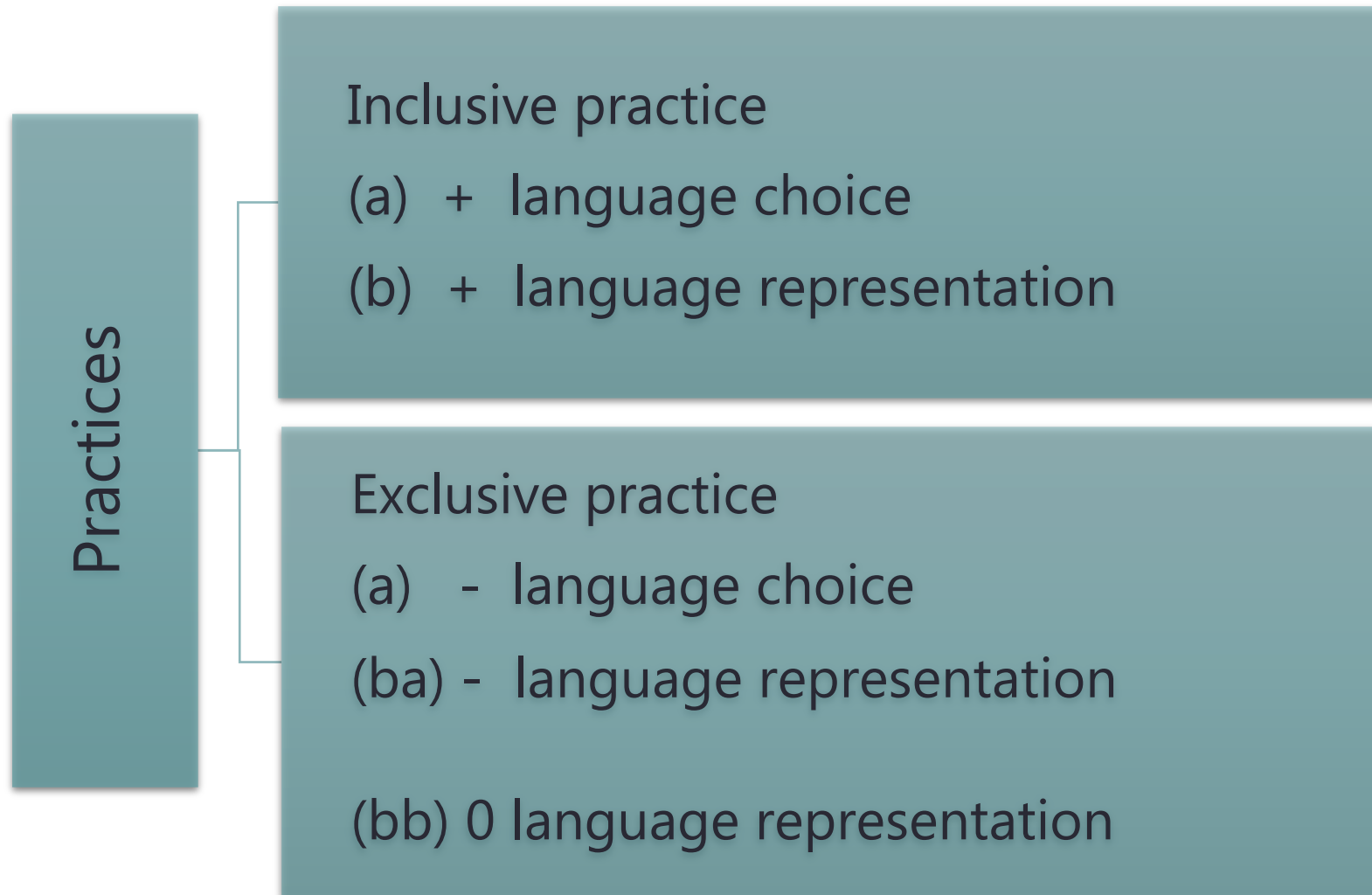
Risager (2005): **three levels**

Initial research questions

- Can Lund/Risager and Risager's language hierarchy be empirically substantiated?

- Are there internal hierarchisations? (Calvet 1987, 75)

- Are these trends particular to Denmark or are such hierarchisations also manifest in other European countries?
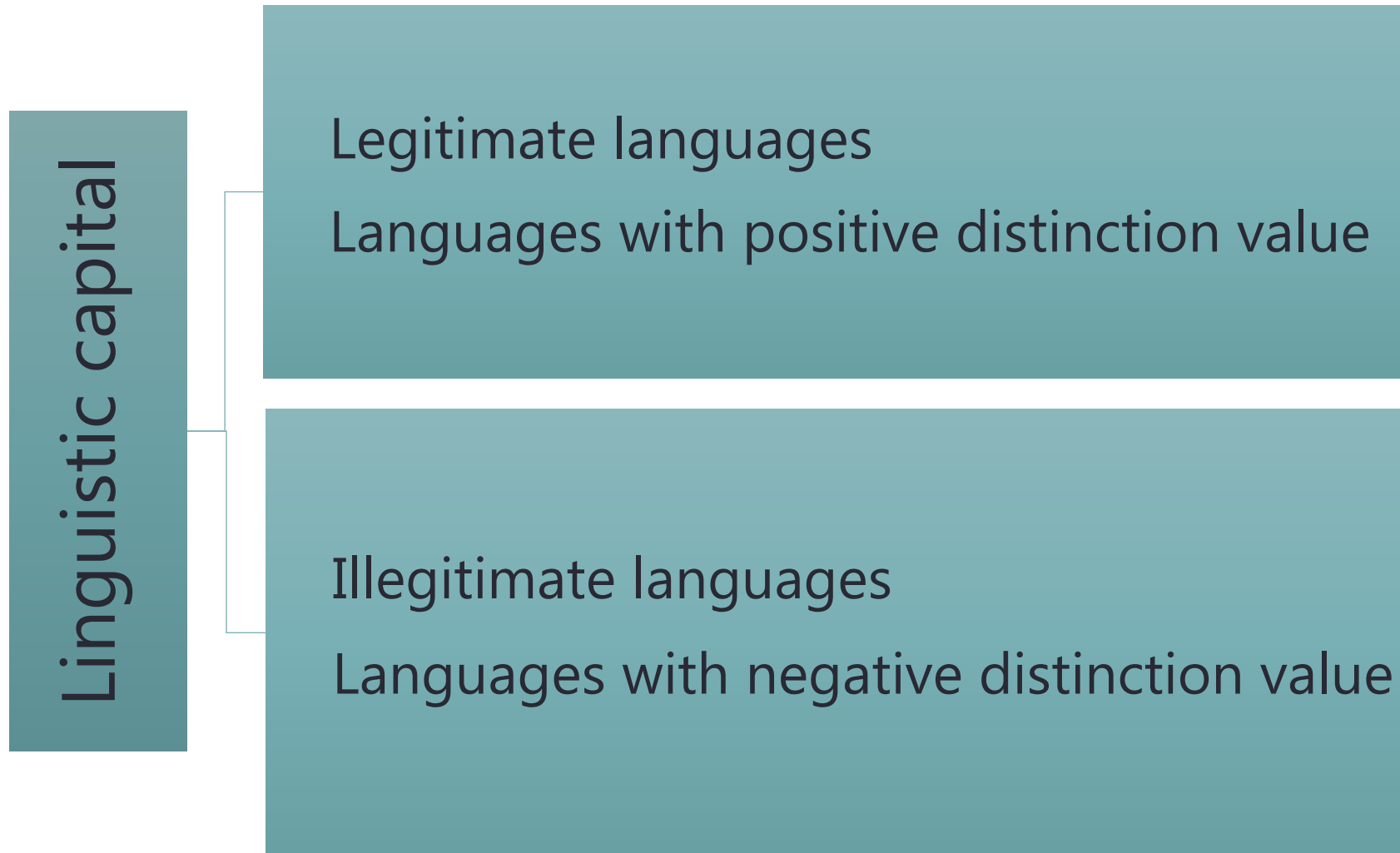
Project design

- comparison between Denmark and Germany

- representation of 'foreign' languages

- focus on official language/educational policies (2003-2008)

- 1,940 Danish language representations

- 1,154 German language representations
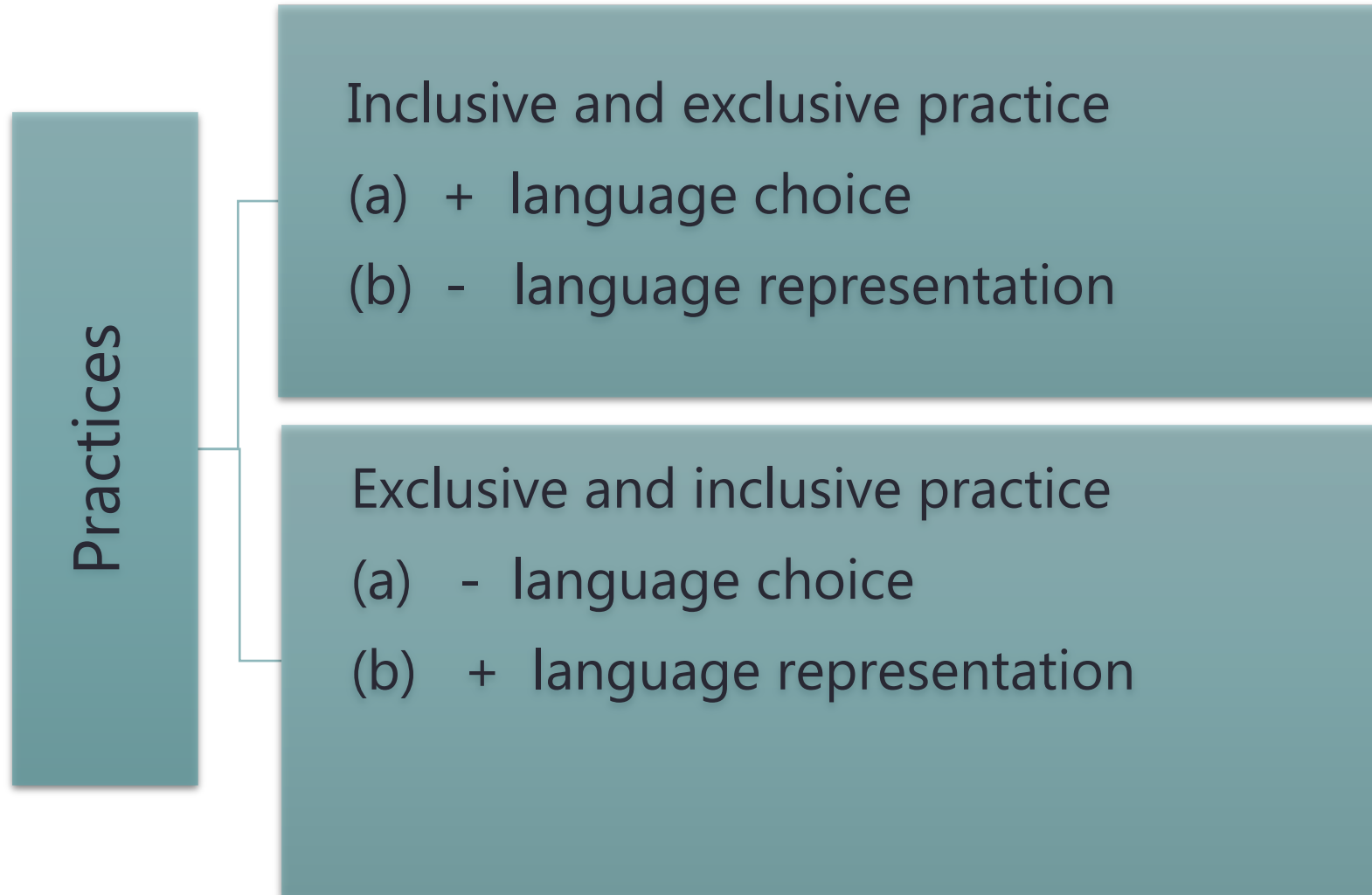
Language hierarchisations (Risager 2005)

Practices

Inclusive practice

(a) + language choice

(b) + language representation

Exclusive practice

(a)   - language choice

(ba) - language representation

(bb) 0 language representation

Bourdieu's linguistic market

Linguistic capital

Legitimate languages

Languages with positive distinction value

Illegitimate languages

Languages with negative distinction value

Language hierarchisations: convergence and divergence

Practices

Inclusive and exclusive practice

(a) + language choice

(b) - language representation

Exclusive and inclusive practice

(a) - language choice

(b) + language representation

Language hierarchisations in the Danish discourse

English

English >< Danish

Immigrant languages

Antihegemonic discourse

Language hierarchisations in the German discourse
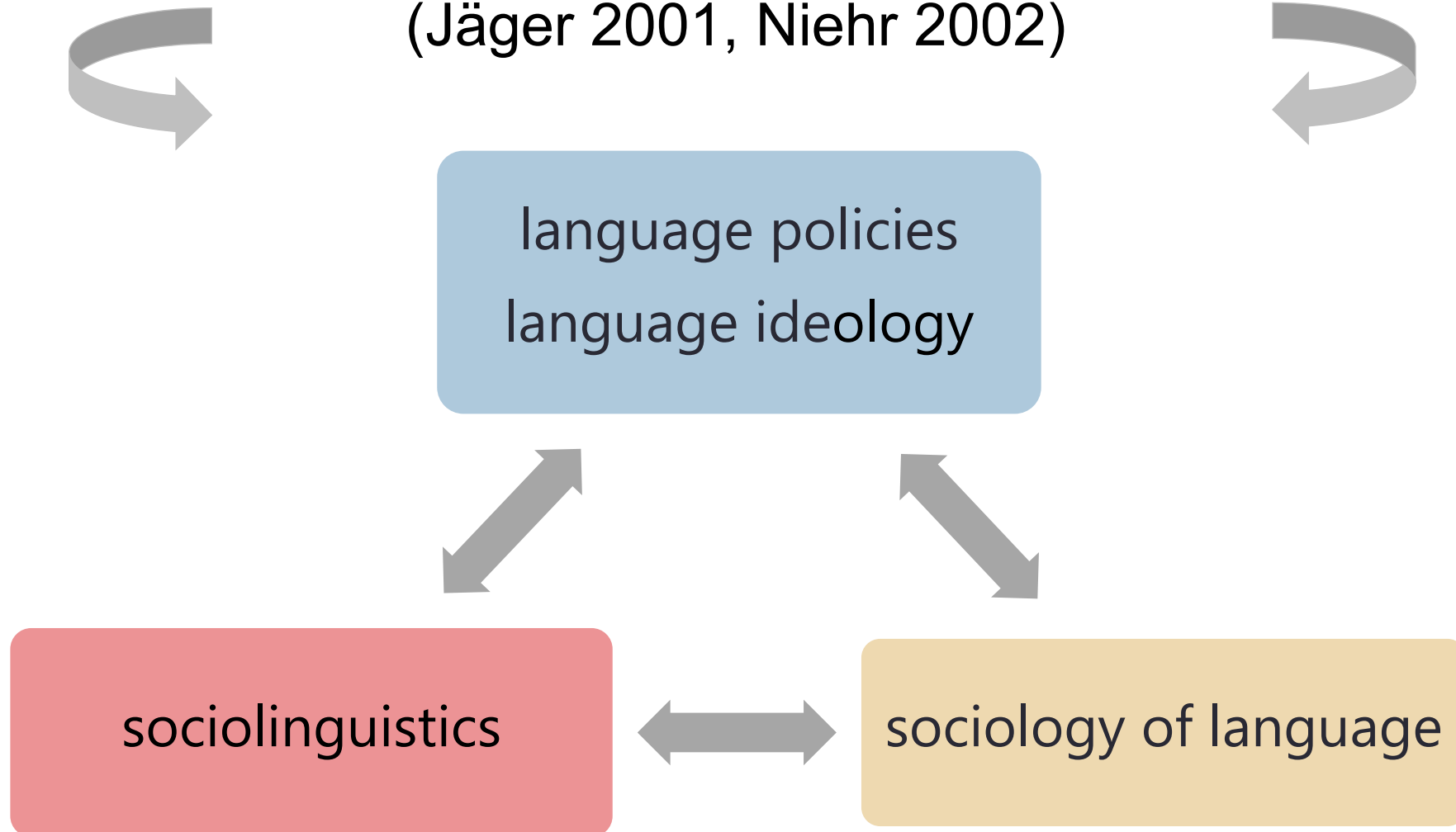
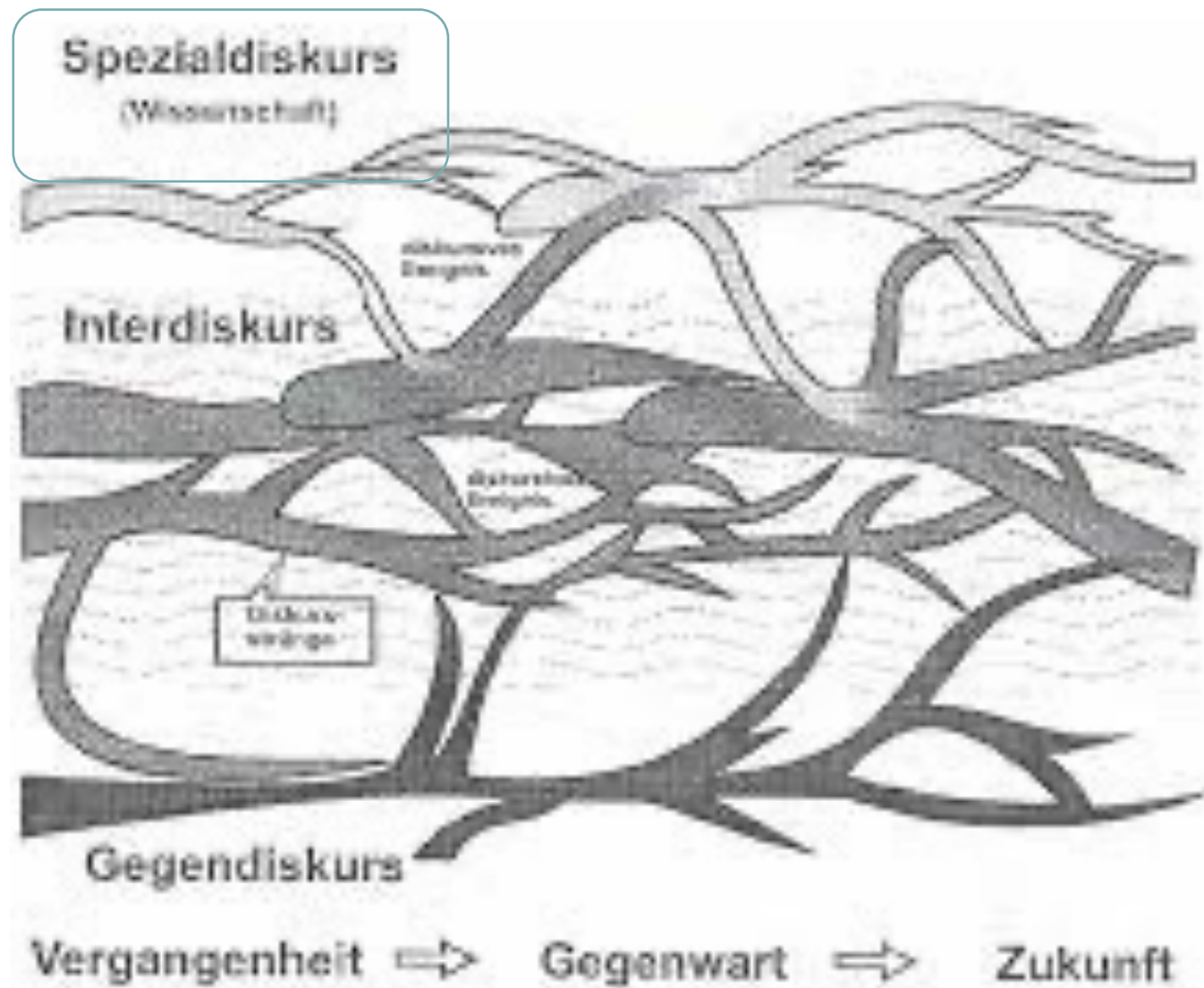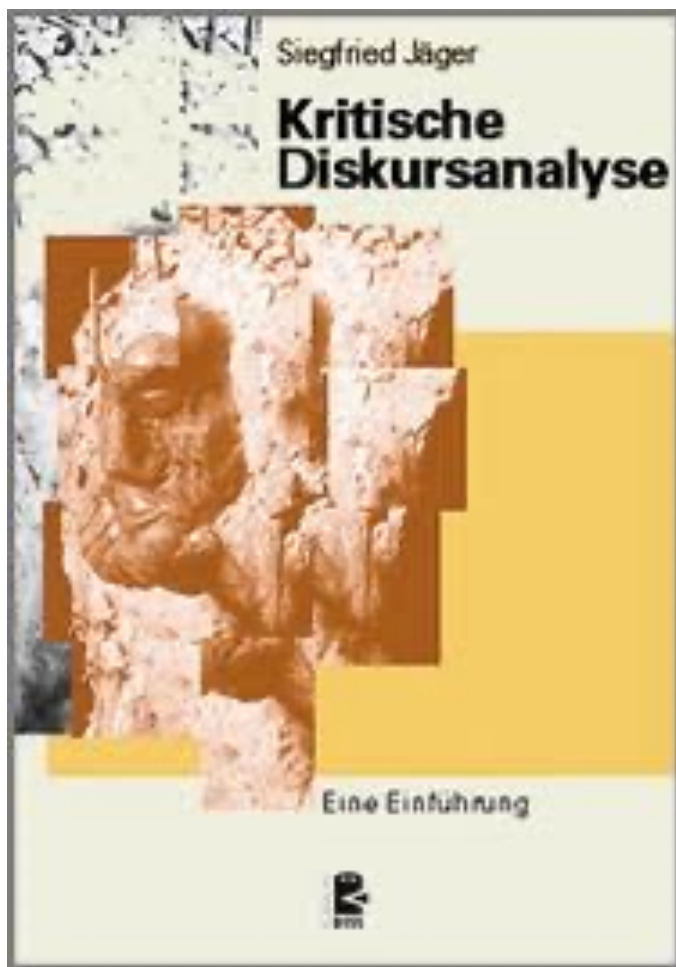Two European languages (+ others, receptive)

language diversity

English, French

English >< German

Immigrant languages

Comparative critical discourse analysis (Jäger 2001, Niehr 2002)

language policies

language ideology

sociolinguistics

sociology of language

Siegfried Jäger

Kritische Diskursanalyse

Eine Einführung

Spezialdiskurs
(Wissenschaft)

Interdiskurs

Gegendiskurs

Vergangenheit ⇨ Gegenwart ⇨ Zukunft

Dehierarchisation

Main research area today: foreign language education with specific focus on

- plurilingual education

- Content and Language Integrated Learning

- intercultural education

- teacher/student cognition

August 2017

IMPACT OF HUMANITIES RESEARCH: 24 CASE STUDIES

Interest in research impact – the contribution research makes to society – continues to grow in Denmark and abroad. The cases presented here by the Faculty of Humanities at the University of Copenhagen illustrate how research can, in a number of ways, make important contributions to social, cultural and political developments.

Society benefits from humanities research, whether conducted by universities in collaboration with external partners such as private companies or government agencies, or carried out using a more traditional approach.
The knowledge generated is transferred to society in numerous formal and informal ways through verbal and written communication, business collaborations, networking, continuing education, public-sector services, etc. – not forgetting the enormous value represented by the knowledge and competencies of our graduates, of course.

With these detailed case studies the Faculty of Humanities wishes to illustrate the value of the multiple contributions made by our researchers, including areas where the impact of their work cannot be quantified in straightforward terms such as 'the number of patents taken out'.

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BUILDING BRIDGES BETWEEN LANGUAGES

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Research and impact on society

A great deal of the knowledge that we live by and use to develop our society originates from research. When society embraces this knowledge, we are talking about impact. There can be:

- *Impact of interventions.* Research results lead to changes in practices, guidelines, laws, etc.
- *Process-impact in collaborations.* Happens in the encounter between researchers and collaborative partners.
- *Expert-impact.* Impact through society's use of our experts. This can be in councils, boards, or as experts in the media.
- *Impact of basic research* that can change the way we think.

It is an example of impact on society, when Ayo Wahlberg, professor at the Department of Anthropology, reinforces the user perspective on the world's largest fertility clinic with his research. Or when research at the department contributes to the development of a website, that helps people taking cholesterol-lowering medication to increase their quality of life. Read more

Impact

Supra level: Council of Europe, ECML, Nordic-Baltic context

Macro level: collaboration with the Danish ministries, NCFF, press/media

Meso level: institutions in primary, secondary and tertiary education

Micro level: collaboration with teachers, press/media

Nano level: collaboration with students in primary, secondary and tertiary education and ph.d.-students

Macro, e.g.

- 2019-Present: Appointed member, *Faggruppe for tysk*, Ministry of Education

- 2017-Present: Appointed member, Working Group on Adjusting the Academic Minimum Standards, Ministry of Education

- 2017-Present: Appointed member, *Fagligt forum for tysk*, Ministry of Education

- 2016-Present: Appointed member, Quality assurance of General Certificate of Lower Secondary Education in German, Ministry of Education

- 2016-Present: Appointed member, Think Tank about Language, Gymnasieskolernes Lærerforening

- 2016: Appointed member, Curriculum group in German, Ministry of Education

- 2014-Present: Member, Consortium for Language and Subject Matter Didactics in Primary and Lower Secondary School, University of Copenhagen

Supra, e.g.

- Appointed member, *Ad-Hoc* Working Group for preparing a Draft Recommendation of the Committee of Ministers on the contribution of plurilingual education to democracy, Council of Europe

- *Developing teacher competences for pluralistic approaches* (European Centre for Modern Languages, Council of Europe)

- *Education for plurilingualism: Metalinguistic awareness in early instructed language learning* (National Research Foundation Norway)

Danish and European research/development projects, e.g.

- *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (European Centre for Modern Languages, Council of Europe)

- *Elevernes internationale kompetencer i de gymnasiale uddannelser* (Danish Ministry of Education)

- INTERREG projects focusing on language skills and intercultural competences in the Danish-German Fehmarn Belt region *Den Mentale bro*, *Belt Science*, *kultKIT*, *KursKultur*

- *Sprogprofilerne i fransk, spansk og tysk* (Roskilde University)

- *Den sprogstrategiske satsning - flere sprog til flere studerende* (University of Copenhagen)

Project coordination, e.g.

- *Developing the Language Awareness approach in the Nordic and Baltic countries* (financed by Nordplus Horizontal)

- *Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context* (financed by Nordplus Horizontal)

- *Tidligere sprogstart - ny begynderdidaktik med fokus på flersprogethed* (financed by A.P. Møller og Hustru Chastine McKinney Møllers Fond til Almene Formaal)

- *Kvalitetsudvikling og efteruddannelse i et brobygningsperspektiv – en behovsanalyse i faget tysk* (financed by NCFF)

- *Tyskelevernes og -studerendes kognition* (financed by NCFF)

Project coordination, the next three years

- *CLIL in Languages Other Than English – Successful Transitions across Educational Stages* (financed by European Centre for Modern Languages, Council of Europe).

- *Plurilingual Education – Minority and Majority Students' Language Awareness across Educational Levels* (financed by the Independent Research Fund Denmark)

Combining national and international research and development

KØBENHAVNS UNIVERSITET

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Tidligere sprogstart
- Ny begynderdidaktik med fokus på flersprogethed

Søg…   Hele KU

Tidligere sprogstart

❯ Materiale engelsk
❯ Materiale fransk
❯ Materiale tysk
❯ Praksisanbefalinger
❯ PD-modul
❯ Projektets publikationer
❯ Litteraturopsamling
❯ Slidesamling
❯ Nationalt netværk
❯ Om projektet
❯ Kontakt

❯ Konsortiet for sprog og fagdidaktik i folkeskolen
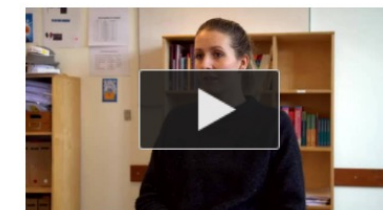
Tidligere sprogstart

- Ny begynderdidaktik med fokus på flersprogethed

I projektet Tidligere Sprogstart har sproglærere fra fem københavnske folkeskoler i samarbejde med faglige konsulenter fra Københavns Universitet og Københavns Professionshøjskole fra 2016 til 2018 opdateret og udviklet
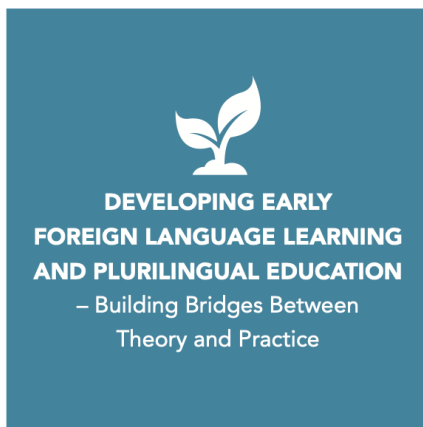
- pædagogiske metoder og materialer til tidlig sprogundervisning i engelsk, fransk og tysk
- grund-, efter- og videreuddannelse inden for begynderdidaktik og flersprogethedsdidaktik

Projektet har modtaget en bevilling på 12.350.000 kr. fra A. P. Møller og Hustru Chastine McKinney Møllers Fond til Almene Formaal.

Om projektets undervisningsmateriale

https://tidligeresprogstart.ku.dk/praksisanbefalinger/Key_principles_FINAL_15.06.18.pdf

DEVELOPING EARLY FOREIGN LANGUAGE LEARNING AND PLURILINGUAL EDUCATION – Building Bridges Between Theory and Practice

KEY PRINCIPLES

KØBENHAVNS UNIVERSITET   UCC UNIVERSITY COLLEGE   METROPOLITAN UNIVERSITY COLLEGE METROPOL   KØBENHAVNS KOMMUNE   NORDPLUS

1. marts 2018 blev professionshøjskolerne UCC og Metropol til Københavns Professionshøjskole

Key principles based on theory and practice

EARLY LANGUAGE LEARNING

Note that linguistic, cultural and didactic competences are essential for teaching early language learners;
therefore invest in didactic, linguistic and cultural pre- and in-service teacher education
Allow sufficient time for early language learning
Make sure the students have successful learning experiences

Content focus

Topics to be rooted in student interests
Create situations for meaningful language use
Include the cultural dimension and work with the cultural knowledge represented by
the students in your classroom
Content-based instruction: Include topics from other subjects in school e.g. Natural Sciences,
Art, Physical Education

Language acquisition focus

Let imitation be central to the student's learning
Let games be central to the student's learning
Let narration be central to the student's learning
Work from the beginning with language awareness
Thematise language learning strategies
Use the new foreign language as much as possible
Use chunks to initiate and support language acquisition
For vocabulary acquisition work with semantic fields
Use the body and senses to initiate and support language acquisition

Productive skills

Focus on oral interaction
Work from the beginning with the students' fluency
Provide opportunities for students to initiate interaction
Include from the beginning all language skills - also writing

Receptive skills

Focus on listening comprehension
Include from the beginning all language skills - also reading

Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context

Søg...   Hele KU ▾   🔍

■ Learning and Teaching in the Nordic/Baltic Context

❭ About the project
❭ Phases of the project
❭ Participants
❭ Sharing Experiences
❭ (Further) Development
❭ Contact

How to develop Early Foreign Language Learning and Teaching in the Nordic/Baltic Context?

The 2-year project *Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context* aims to establish educational collaboration between universities, teacher education centres and primary schools in four Nordic/Baltic countries Denmark, Lithuania, Norway and Sweden. The focus is on early English, French, German and Spanish including a general focus on plurilingualism.

The aim of this new collaboration is to share and exchange national experiences systematically. The project addresses three thematic areas:

- Initial and in-service teacher education course modules addressing early English, French, German and Spanish using new learning and teaching platforms
- Innovative teaching materials for early English, French, German and Spanish
- The plurilingual perspective in early foreign language learning and teaching

Supported by

NORDPLUS Horizontal

A collaboration between

HSN Høgskolen i Sørøst-Norge

PROFESSIONSHØJSKOLEN

Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context

Søg...   Hele KU ▾   🔍

Learning and Teaching in the Nordic/Baltic Context

❯ About the project

❯ Phases of the project

❯ Participants

❯ Sharing Experiences

❯ (Further) Development

  ▪ **Teacher education course modules**

  ▪ Teaching materials

  ▪ Slides from the final conference

❯ Contact

Teacher education course modules

The project team has developed a set of tools for teacher education course modules. The following tools have been translated into eight Nordic/Baltic languages and English.

- Key Principles for Early Language Learning and Plurilingual Education

Danish	English	Estonian
Finnish	Icelandic	Latvian
Lithuanian	Norwegian	Swedish

Fakultetets oplæg om karrieretrin: Karrieretrin kriteriepapir (adjunkter, lektorer, professorer) – UDKAST

1. Forskning

2. Undervisning

3. Ekstern finansiering

4. Organisatorisk bidrag

5. **Samfundsmæssig impact**

6. Ledelse

Fakultetets oplæg om karrieretrin: Karrieretrin kriteriepapir – UDKAST

	Adjunkter	Lektorer	Professorer
Samfundsmæssig impact	• Forstår at sætte sin forskning og undervisning ind i et samfundsmæssigt perspektiv • Oparbejder et vist samarbejde med interessenter i private og/eller offentlige organisationer • Arbejder med og forstår at beskrive sin forskning i populærvidenskabelig form	• Kommunikerer viden om og værdien af forskningsresultater til relevante aktører og interessenter • Fortsat udbygget samarbejde med interessenter i private og/eller offentlige organisationer • Bidrag til national/international populærvidenskabelig formidling	• Deltager i og former den offentlige debat inden for sit forskningsområde • Strategisk samarbejde med offentlige og private organisationer og betydningsfuldt netværk af eksterne interessenter • Regelmæssige bidrag til national /international populærvidenskabelig formidling

Research Councils UK
https://www.gla.ac.uk/media/Media_426471_smxx.pdf

- Research impacts can become manifest at any stage in the research life cycle and beyond, often stemming from unexpected/unintended outcomes. **The Impact Summary and Pathways to Impact Statement are designed to encourage researchers to start thinking about potential beneficiaries and pathways to impact whilst planning your projects**.

- Potential impacts can be generated through a range of diverse pathways, can take many forms, can become manifest at different stages in the research process and beyond and can be promoted through many different mechanisms.

➢ Independent Research Fund Denmark