



# Language Profiles in French, German and Spanish at Roskilde University, Denmark

Curriculum scenario for CLIL in the language classroom and in other subjects

## Why is this scenario interesting?

- The scenario focuses on vertical transitions between upper secondary (ISCED3) and tertiary education (ISCED6)
- Furthermore, the scenario promotes receptive and productive languaging practices which involve the interplay of languages, hereby taking horizontal transitions into account.
- The scenario also builds bridges between tertiary education and the labor market.

## Short description:

At [Roskilde University](#), Denmark, so-called [Language Profiles](#) in French, German and Spanish are offered as non-obligatory courses. Most of the students joining the Language Profiles choose the language that they have learnt in upper secondary education and hereby use the language competences that they have in their second or third foreign language in tertiary education.

The following description quotes the study regulations:

### *General content description*

In the language profile course, students strengthen their ability to read foreign language literature, work analytically with different academic traditions and communicate in the foreign language. Through this, students gain knowledge, develop skills and acquire competencies to enable them to function as knowledge workers in a globalized, transnational and multilingual context, both in public and private knowledge workplaces. Students with a language profile certificate will be able to contribute to their workplace with relevant professional knowledge in the profile language, and they will be able to communicate this knowledge and reflect on its application in a Danish and transnational context, and will have the tools to develop their intercultural communicative competencies on an ongoing basis as needed.

### *Knowledge, skills and competencies:*

Through their participation in a language profile program, language profile students acquire the following knowledge, skills and competencies in the chosen profile language:

- Knowledge of and skills in information retrieval in a second foreign language in relation to humanities or social science disciplines, so that the profile students become aware of how theory and/or empirical data in the profile language can be meaningfully applied in Danish and international contexts.
- Knowledge of and skills in reading texts in the profile language (reading strategies).
- Knowledge of academic content related to the profile language and the humanities or social science bachelor's degree programs as well as the inclusion of students' project work.
- Skills and competence to communicate this academic knowledge in the profile language, both orally and in writing, and to continuously and independently develop their intercultural communicative competencies.

### *Requirements for being admitted to the Language Profile final exam*

A student must complete three semesters of the Language Profile Programme before they are eligible for the Language Profile final exam. A semester can be completed in three different ways:

- Through participation in the Language Profile course;
- Through an international exchange at another university relevant to the Language Profile Programme;
- By including the profile language into the student's project work

### *Participation in the Language Profile course*

A Language Profile semester is approved as completed when a student:

- has participated actively, regularly and satisfactorily in 80% of the regular classes and related homework, and
- has participated actively and satisfactorily in the compulsory intensive seminar and the evaluation seminar.
- has prepared a communicative product and presented it at the evaluation seminar. The presentation is conducted in the profile language, with the inclusion of Danish/English if needed.

### *International exchange at a relevant university*

An exchange stay is approved as a completed Language Profile semester when a student who has been on an exchange stay at a university where the Profile language is used,

- prepares a portfolio assignment in which the student reflects on how they have worked with the learning objectives of the Language Profile during their stay. The portfolio assignment must be based on one of the ECTS-covered study activities at the host university in which the student has participated. The profile language must have been included as a working language in the course.
- gives a presentation about the exchange stay at the evaluation seminar in the same or the following semester based on the portfolio assignment.

The presentation must be given in the profile language, with the inclusion of Danish/English if needed.

### *Including the profile language into project work*

Inclusion of the profile language in your project work is recognized as a completed language profile semester, under the following conditions:

- the student participates in one of the language profile's semester courses and presents a language profile-relevant aspect of their project, on which the other language profile students give feedback (e.g. presentation of a theory, an interview guide, etc.)
- the student gives a presentation about their project at the evaluation seminar in the same or the following semester, including a communicative product that supports the presentation of the project. In the presentation, the student also reflects on how they have worked with the learning objectives of the Language Profile and the profile language in their project work.
- The presentation is conducted in the profile language, with the inclusion of Danish/English if needed.

### *The final exam of the Language Profile is described as follows:*

A student, that has passed three semesters at the Language Profile Programme, is entitled to present themselves to the final exam. The final exam is generally carried out in connection with the evaluation seminar in the student's third semester of the Language Profile.

The final exam is based on the project that the student has worked on in the same semester. The student must:

- find literature in the chosen profile language that is related to the student's semester project work. The literature list is attached to the presentation.
- write a synopsis in the profile language in which the learning and cognitive contribution of the text sources is presented in relation to the project work
- make a visually supported oral presentation in the profile language based on the synopsis
- answer questions about the presentation from students and teachers in the profile language
- discuss the presentation in the profile language, with the inclusion of Danish/English as needed
- reflect on the learning process and individual learning goals in the profile language, with the inclusion of Danish/English if needed
- actively participate in the evaluation seminar by asking questions to the other students' presentations

The synopsis is expected to be 1-2 standard pages. The oral presentation, including discussion and questions, is expected to last 20 minutes.

### **How does the scenario support transitions?**

- The scenario supports vertical transitions between upper secondary (ISCED3) and tertiary education (ISCED6): The students use the second and third foreign language that they have learnt in secondary education in the university context. The university teachers also have, in collaboration with teachers in upper secondary education and Institut français à Copenhagen, initiated a CLIL-project focusing on [French](#).
- The scenario also builds bridges between tertiary education and the labor market: Students can use the Language Profile to have a more distinctive profile when writing job applications and they will, when they have completed the Language Profile course, receive a certificate of participation that can be added to their cv.

Furthermore, the scenario supports horizontal transitions based on a receptive and productive translanguaging strategy.

	Aims of language learning	Aims of content learning	Approaches/methods
<b>ISCED6</b>	<p>The learning objectives of the Language Profile are that the student can:</p> <ul style="list-style-type: none"> <li>• Conduct independent and systematic information searches in a second foreign language in relation to humanities or social science subject areas and argue reflectively and analytically for when and how texts in the profile language (including theory and empirical data) can be included in the analysis of humanities or social science approaches.</li> <li>• Perform text reading in the profile language.</li> <li>• Communicate relevant humanities or social science knowledge in the profile language, both orally and in writing, and independently further develop their intercultural communicative competencies.</li> </ul>	<p>The learning objectives of the Language Profile are that the student can:</p> <ul style="list-style-type: none"> <li>• Build up knowledge of academic content related to the profile language and the humanities or social science bachelor's degree programs, with the involvement of the student's project work.</li> </ul>	<p>The language profile's teaching is characterized by:</p> <p><b>Language teaching based upon the content, methods and approaches of the bachelor programs</b></p> <p>In this course, language teaching is linked to teaching content that is both relevant to the profile language, and to themes and issues within the humanities and social science bachelor programmes, as well as to the students' project work.</p> <p>The teaching and working methods support the students' further development of their communicative competencies in academic and work-related contexts. Therefore, the focus is on communicative exercises, pair and group work and small presentations. Field trips to language environments where the profile language is used or interviews and dialogues with speakers of the profile language may also be included in the teaching.</p> <p>In the intensive seminar, students typically work in pairs or small groups that immerse themselves in a case or an issue related to the semester theme. The group prepares a communicative product that is presented at the evaluation seminar.</p>

			<p><b>A safe learning environment and translanguaging</b></p> <p>The Language Profile focuses on creating a safe learning environment where students want to try out the language. Through a translanguaging strategy, the Language Profile encourage students to use the profile language as much as possible and with the support of other languages they know.</p> <p>The teaching method also includes students developing individual language learning goals and strategies each semester, which they follow up on regularly.</p>
--	--	--	--

**Short description how the curriculum scenario establishes links between CLIL and plurilingual education:**

Through a receptive and productive translanguaging strategy, the Language Profile encourages students to use the profile language as much as possible and with the support of other languages they know.

See for more information about this strategy: Daryai-Hansen et al. (2016), Bojsen et al. (2023), Daryai-Hansen et al. (2023)

**Suggestions for further development:**

The Language profiles are non-obligatory courses without ECTS points. We suggest to change this status and to offer the Language Profile in other languages, e.g. including students' home languages.

**References:**

Bojsen, H., Daryai-Hansen, P., Holmen, A., & Risager, K. (Eds.) (2023). *Translanguaging and Epistemological Decentring in Higher Education and Research*. Multilingual Matters.

Daryai-Hansen, P., Barfod, S., & Schwarz, L. (2016). "A Call for (Trans)languaging: The Language Profiles at Roskilde University". In: Mazak, C. M. & Carrol, K. S. (eds.), *Translanguaging Practices in Higher Education: Beyond Monolingual Ideologies*. Bilingual Education and Bilingualism series. Multilingual Matters, 29-49.

Daryai-Hansen, P., Moore, D., Pearce, D. R., & Oyama, M. (2023). Fostering Students' Decentring and Multiperspectivity: A Cross-Discussion on Translanguaging as a Plurilingual Tool in Higher Education. In H. Bojsen, P. Daryai-Hansen, A. Holmen, & K. Risager (Eds.), *Translanguaging and Epistemological Decentring in Higher Education and Research* Multilingual Matters.

**Authors:**

Petra Daryai-Hansen, University of Copenhagen, [petra.dhansen@hum.ku.dk](mailto:petra.dhansen@hum.ku.dk)

Susanne Jacobsen Perez, Roskilde University, [susannep@ruc.dk](mailto:susannep@ruc.dk)