

# Conference on Danish as a Foreign Language

## Sociolinguistic Perspectives on Language Learning

Wednesday 07.05.2008 at 16.15-19.00

Raum SOE-E-2 „Legogebäude“  
Deutsches Seminar, Universität Zürich  
Schönberggasse 11, 8001 Zürich

16.15 - 17.00

### Modern Sociolinguistic Understanding of Second Language Acquisition

In this presentation I will discuss the development of current sociolinguistic perspectives on the concepts of Second Language and Language Variation. I will present the notion of Languageing and to illustrate my points I will present data from adolescent second language learners, particularly Turkish-speaking learners of Danish, and I will present data from late modern urban youth's transgression of conservative norms.

The talk will be held in English.

**J. N. Jørgensen**

17.00 - 17.45

### How easy is it to speak with a silver spoon in your mouth?

Many Danes pride themselves in the thought that Danish is an extremely difficult language to learn compared to other languages. The fact that few adult learners reach a native level of pronunciation in Danish is common knowledge. Yet in the boulevard press as well as on the internet expectations and attitudes to the pronunciation of the royal learners of Danish are widely expressed. Analyzing how different media and websites express their views on this matter, I want to approach an understanding of whether royal learners can be compared to ordinary learners and whether royal learners are a convenient target of mudslinging linguistic minority debate.

The talk will be held in English

**Juni S. Arnfast**

18.00 - 18.45

### Don't!

### Why it isn't dead-easy either to learn Danish as a second language when you are three years old and attending kindergarten

It is a widely held assumption that children learn language easily, effortlessly and inevitably. Also, it is believed that the linguistic and social development of children is best supported in the peer groups of institutional settings. In Denmark this view-point even resulted in new legislation during the 1990's in order to ensure that linguistic minority children attend a public kindergarten similar to the majority children (*The Folkeskole Act*, 2006).<sup>1</sup> This legislation is highly controversial however.

With examples from my ongoing PhD. project I will question these assumptions. The objective is to investigate the relation between the individual's competence as demonstrated by his use of resources, his possibilities for participation within activities, and his position in the peer group community of practice. I take a starting point in peer group play activities and I demonstrate how complex it can be to get to participate, and particularly to obtain the position that the child itself finds most satisfactory. On the basis of these analyses, I conclude that the use of more, more complex and more varied resources does not necessarily lead to greater access to central positions in the peer group activities. The social context in which the child finds itself, thus, has enormous influence on the social and linguistic development of the child, and as a

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consequence it cannot be considered easier to learn or acquire a second language for children than for adults in situations like this.

The talk will be held in English.

**Martha Sif Karrebæk**

<sup>1</sup> An alternative possibility is that the linguistic minority child if found in need for it receives extensive 'language stimulation' outside kindergarten.

**19.00 - 20.00 Apéro** Im SOD, 1. Stock

**Thursday 08.05.2008 at 12-18**

**Raum 5, EG**

Deutsches Seminar, Universität Basel  
Nadelberg 4, 4051 Basel

**12.15 - 13.00**

### **At forstå talt dansk**

Mit oplæg skal handle om arbejdet med lytning/lytte-forståelse i undervisningen i dansk som andetsprog. Først vil jeg kort skitsere udviklingen i tilgangen til lytning i andetsprogpædagogik. Dernæst vil jeg præsentere nogle af de lyttematerialer vi bruger i undervisningen i dansk som andetsprog i Danmark, materialer som måske også kan have interesse for danskstuderende i Schweiz.

Foredraget holdes på dansk.

**Inger Jacobsen**

Anbefalet læsning: Michael Rost: Listening, in: Carter, Ronald & David Nunan (eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press 2001, p. 7-14

### **Understanding Spoken Danish**

My talk will be about listening and listening comprehension in second language classrooms. First, I will outline the development of approaches to listening in second language teaching generally, second, I will present some listening materials used in the teaching of Danish as a second language (in Denmark). Some of the materials may be of interest to Swiss students of Danish as a foreign language.

Recommended reading: Michael Rost: Listening, in: Carter, Ronald & David Nunan (eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press 2001, p. 7-14.

The talk will be held in Danish.

**13.00 - 13.45**

### **Materialer og metoder i sprogundervisningen**

Undervisning i dansk som andetsprog - en præsentation af sprogpædagogiske tilgange i metodehistorisk belysning og gennem eksempler fra udvalgte lærebøger i dansk som fremmed- og andetsprog.

Foredraget holdes på dansk.

**Anette Hagel-Sørensen**

Anbefalet læsning: 'Major trends in twentieth-century language teaching' i Jack C. Richards & Theodore S. Rodgers (red.): *Approaches and Methods in Language Teaching*. Cambridge UP 2001 (2<sup>nd</sup> edition). Part 1 s. 3-69.

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Teaching Danish as a Second Language - a presentation of trends in the teaching of Danish as a second language as illustrated in a selection of teaching materials considered in a methodological and historical perspective. Recommended pre-reading: 'Major trends in twentieth-century language teaching' in Jack C. Richards & Theodore S. Rodgers (eds.): *Approaches and Methods in Language Teaching*. Cambridge UP 2001 (2<sup>nd</sup> edition). Part 1 pp. 3-69.i  
The talk will be held in Danish.

14.15 - 15.00

### På vej mod effektiv udtaleundervisning

Når man spørger udlændinge, hvad de synes er det sværeste ved at lære dansk, svarer langt de fleste entydigt udtalen. I dette foredrag vil jeg fortælle om nogle af de vigtigste nyere tiltag inden for undervisningen i dansk udtale for voksne. I den forbindelse vil jeg beskrive nogle konkrete observationer af vellykket undervisning i dansk udtale, og jeg vil fremhæve nogle af de karakteristika ved undervisningen, som er pædagogisk og videnskabeligt anbefalelsesværdige. Jeg vil også give en kort introduktion til et internetbaseret e-læringsunivers, der giver gode muligheder for at arbejde aktivt med egen udtale af dansk. - Også når man lærer dansk i fx Schweiz.

Foredraget holdes på dansk.

**Katrine Kirk**

### Heading towards Teaching Effective Pronunciation

If you ask foreigners what they find most difficult when learning Danish as a second language, pronunciation is in most cases the unanimous answer. In this presentation I will talk about some of the most important new initiatives when teaching Danish pronunciation to adults. In this connection I will describe some concrete observations of successful teaching in Danish pronunciation, and I will accentuate some of the characteristics of the teaching methods which are recommended pedagogically and scientifically. I will also give a short introduction to an Internet based e-learning universe which offers good possibilities for working actively with ones own pronunciation of Danish, even when learning Danish abroad, in Switzerland for example.

The talk will be held in Danish.

15.00 - 15.45

### 'Risengrød' (rice porridge) and other Danish Specialities

Challenges in learning Danish as a foreign language: Pronunciation, speech acts and idioms. You often hear people say that Danish is a difficult language to learn; a more positive attitude would be to call it challenging. Some of the most obvious challenges in learning Danish as a foreign language, you will find in connection with pronunciation of vowels, in colloquial speech acts and in idiomatic expressions. On the background of more than 20 years' experience of teaching foreigners Danish I will present and discuss problems (or challenges) in pronouncing the Danish front vowels, problems using the most adequate speech act in everyday interaction, and on differences between idioms of two different languages (Danish and a foreign language) and the misunderstandings that are connected with that. The focus will be on authentic examples and examples from own teaching material.

The talk will be held in English.

**Nina Møller Andersen**

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16.15 - 17.00

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The talk will be held in English.

**Martha Sif Karrebæk, ph.d.-studerende, INSS**

17.00 - 17.45

### **First, Second and Later Languages**

The simultaneous use of features usually assumed to belong to different languages is stigmatized in language classes, but may be effective in facilitating interaction and raising linguistic awareness as well as competence. In this presentation I will present data to support this point, and I will compare the code choice patterns and their development among late modern bilinguals.

The talk will be held in English.

**J. N. Jørgensen**

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# Conference on Danish as a Foreign Language

## Sociolinguistic Perspectives on Language Learning

Friday 09.05.2008 at 9.00-17.00

Raum SOD-0-002  
Deutsches Seminar, Universität Zürich  
Schönberggasse 9, 8001 Zürich

### Second Language Pronunciation - Teaching and Acquisition

9.15 - 10.00

#### 'Risengrød' (rice porridge) and other Danish Specialities

Challenges in learning Danish as a foreign language: Pronunciation, speech acts and idioms. You often hear people say that Danish is a difficult language to learn; a more positive attitude would be to call it challenging. Some of the most obvious challenges in learning Danish as a foreign language, you will find in connection with pronunciation of vowels, in colloquial speech acts and in idiomatic expressions. On the background of more than 20 years' experience of teaching foreigners Danish I will present and discuss problems (or challenges) in pronouncing the Danish front vowels, problems using the most adequate speech act in everyday interaction, and on differences between idioms of two different languages (Danish and a foreign language) and the misunderstandings that are connected with that. The focus will be on authentic examples and examples from own teaching material.

The talk will be held in English.

**Nina Møller Andersen**

10.00 - 10.30 Coffee break

10.30 - 11.15

#### Portfolios, Self-evaluation and Motivation in Second Language Learning

As a part of my PhD project "Pronunciation teaching and learning. Danish as a second language", I use data from two different beginners' classes in Danish at Swiss universities. In addition to audio recordings of individual interviews, readings and task solving in groups, I also focus on the way the students think of and evaluate themselves as language learners. This analysis is based on portfolios written in German and Danish and on questionnaires regarding motivation, self-evaluation and contact with native speakers. Data collection commenced in September 2007 and will continue until December 2008, i.e. three semesters in all. The material and the analyses that I present here are thus to be considered as work in progress. After a short presentation of the overall project, I will show examples and analyses of how the students view their own role as language learners.

The talk will be held in English.

**Ursula Ritzau**

11.15 -12.00

#### Learning Danish as a Second or a Foreign Language - a Discussion of the Process of Acquiring a Language in Different Settings

From a hermeneutic point of view, I will discuss advantages and disadvantages in the acquisition of Danish as a second versus a foreign language. To illustrate various points I will present my data, a longitudinal study of Italian learners' acquisition of Danish as a foreign and second language respectively and the learners' use of communication strategies in different settings. I will also briefly comment on Bourdieu's notion of linguistic capital and the debate in Denmark regarding a law on language use, and I will discuss the usefulness of these various concepts in the discussion of language acquisition.

The talk will be held in English.

**Katja Vilien**

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**12.00 - 13.30 Lunch break** (at own expense)

**13.30 - 14.15**

### **How well do you want to speak Danish? - On factors influencing motivation and pronunciation**

Learners of all sorts are driven by complex motives in their language learning process. Still, when it comes to the pronunciation part of the process, foreign language learners' and second language learners' motivation is influenced by highly different factors. On the basis of a selection of data-samples I want to present some of the factors influencing the motivation for working with pronunciation in second language learners of Danish.

The talk will be held in English.

**Juni Söderberg Arnfast**

**14.15 - 15.00**

### **Aspects of second language learning**

The contrastive hypothesis has proven to be attractive with respect both to the acquisition of pronunciation and to variation in pronunciation more than with respect to other aspects of second language learning. Alternative theorizing involves inherent qualities of the target language pronunciation and their effect on the acquisition.

The talk will be held in English.

**Juni Söderberg Arnfast & Lene Mølgaard og J. N. Jørgensen**

#### **Arranged by:**

Dansk som Andetsprog

v/ Normann Jørgensen

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