

UCplus  
Dansk

# Language as a bridge to employment, education and community engagement

- From foreign language instruction to the professionalization of second-language learning
- Danish language education
  - a functional, communicative, fluent, and appropriate language
- Danish language education
  - language learning in an application-oriented context
  - UCplus experiences



# UCplus Dansk

– Denmark's largest language center

- UCplus is a privately owned educational center
- 18 years with the Official Danish Language Education
- Contracts with 13 municipalities
- Teaching in companies and at educational institutions
- Labor Market Training Programs – Transport and Security Courses

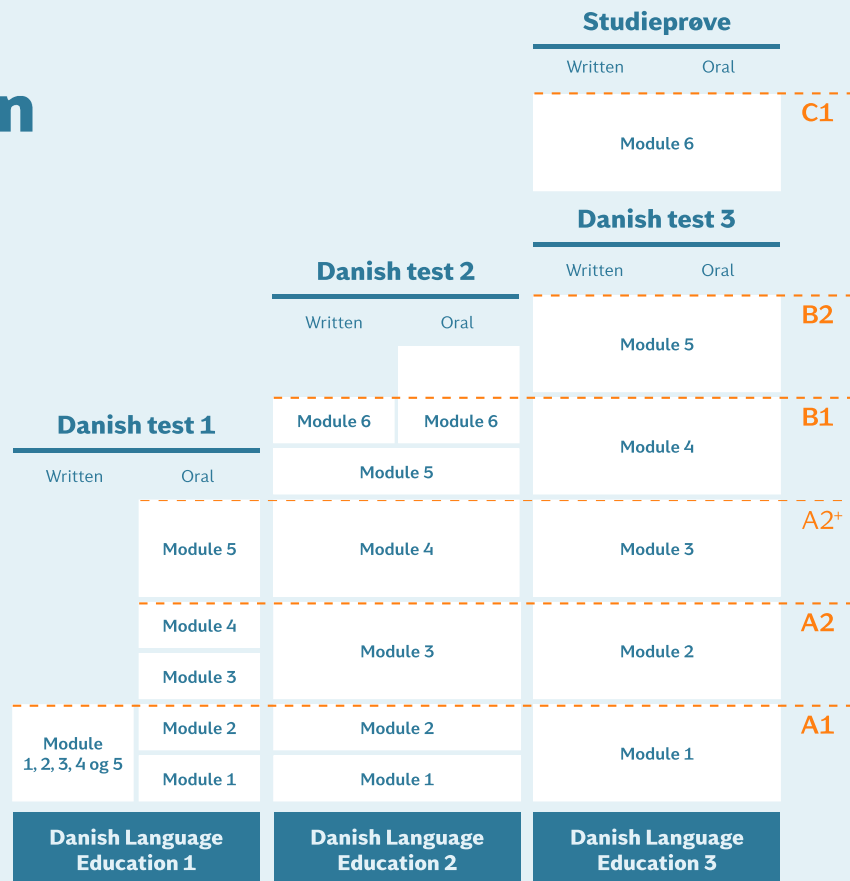
We collaborate  
with municipalities,  
companies, and  
educational centers  
throughout  
Denmark



# The Official Danish Language Education

– Teaching at 17 language levels

All foreigners are entitled to free Danish education for 1.2 full-time years within their first 5 years in Denmark



\* A1, A2, B1, B2 and C1 refer to the levels in the Council of Europe's description of language tests

# Teaching qualifications regulated by law

**1986:** 48-hour course, no specific content requirements

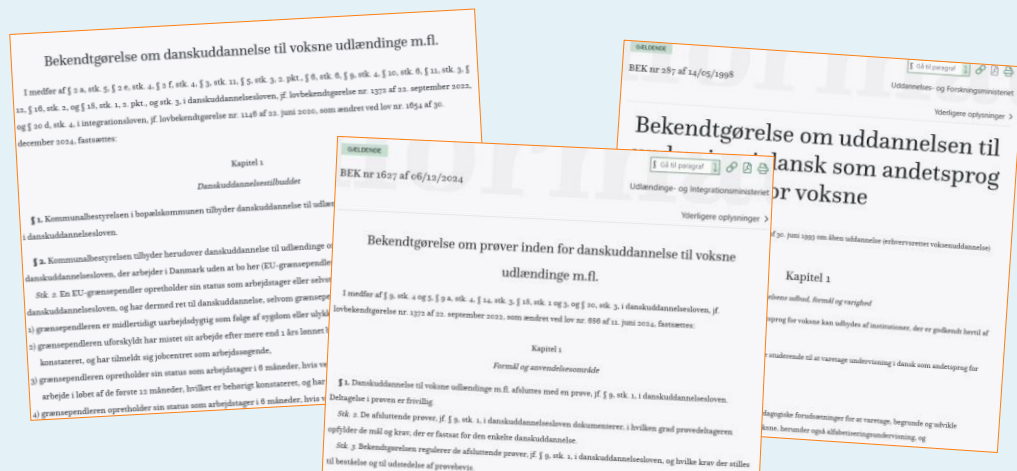
**1986:** 150-hour course in Danish as a second language, language pedagogy, and cultural understanding

**1998:** Education program for teaching Danish as a second language to adults

**2003:** Danish Education 1, 2, and 3 with syllabi and guidelines influenced by the CEFR and a communicative, functional view of language

## Legal requirements for teachers today

- Bachelor's degree in a language subject and
- Further education in Danish as a Second Language for Adults comprising:
  - Language Description (10.5 ECTS)
  - Second Language Acquisition (10.5 ECTS)
  - Culture and Language (10.5 ECTS)
  - Second Language Pedagogy with Practicum (16.5 ECTS)
  - Final Project (12 ECTS)



# The professionalization of second-language learning in Denmark

## Immigrants

1970s: Political refugees  
Labor

1973: Labor immigration is stopped

## Refugees and family reunification

1980–2020: Refugees and family reunification

## International labor

Now: A significant need for labor  
Ukrainian refugees

### The 1980s

The first instruction in Danish as a second language.

### 1990

The first law stipulating that foreigners must be offered Danish language instruction.

### 2003

The Danish Education Act. Instruction in society, culture, and citizenship.

### 2017

Introduction of standardized tests and examinations.

### 2018

EU procurement rules: Danish language education is put out to tender every four years or taken over by the municipalities

**Goal:** Adequate Danish to enable employment.

**Method:** Language immersion

**Goal:** Integration of refugees. Focus on workforce, citizenship and democracy

**Method:** Communicative language teaching.

**Goal:** Attract and firmly establish an international workforce.

**Method:** Meaningful communication and translanguaging

# From functional language to meaningful communication and translinguaging

## 2003: The Official Danish Language Education

- Vocabulary and semantics
- Pronunciation
- Morphology and syntax
- Textual linguistics
- Pragmatics and conversational skills

### Added since then:

- Authentic language use, differences between spoken and written language, online language use
- CEFR (2020): reception, production, interaction, and mediation

In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation)

Anne Holmen, KU 2025  
(CEFR 2018, p. 103)

# Language learning from meaningful forms of communication

## Methods

- Authentic materials and situations
- Task-based learning
- Cooperative learning
- Inclusive and activating pedagogy

The teacher needs to ask three didactic questions:

- What am I teaching ? (content)
- How will I teach it? (form and activities)
- Why? (reflection over what and how)

Elena Maslo, 16. februar 2024

“

We learn language, when language makes sense. The teacher's task is to create settings and situations in which meaningful communication can take place. Content that comes from the speaker's real world; experiences, interests, needs and goals.

Elena Maslo, 16. februar 2024



# UCplus offers flexible teaching solutions

## Place

- In the classroom
- At place of work
- At place of study

## Time

- Mornings
- Afternoons
- Evenings
- Saturdays

## Content

- Language for work and everyday life
- Cultural understanding
- Society and citizenship



# The language center as a partner for companies and educational institutions

– in collaboration with the municipality

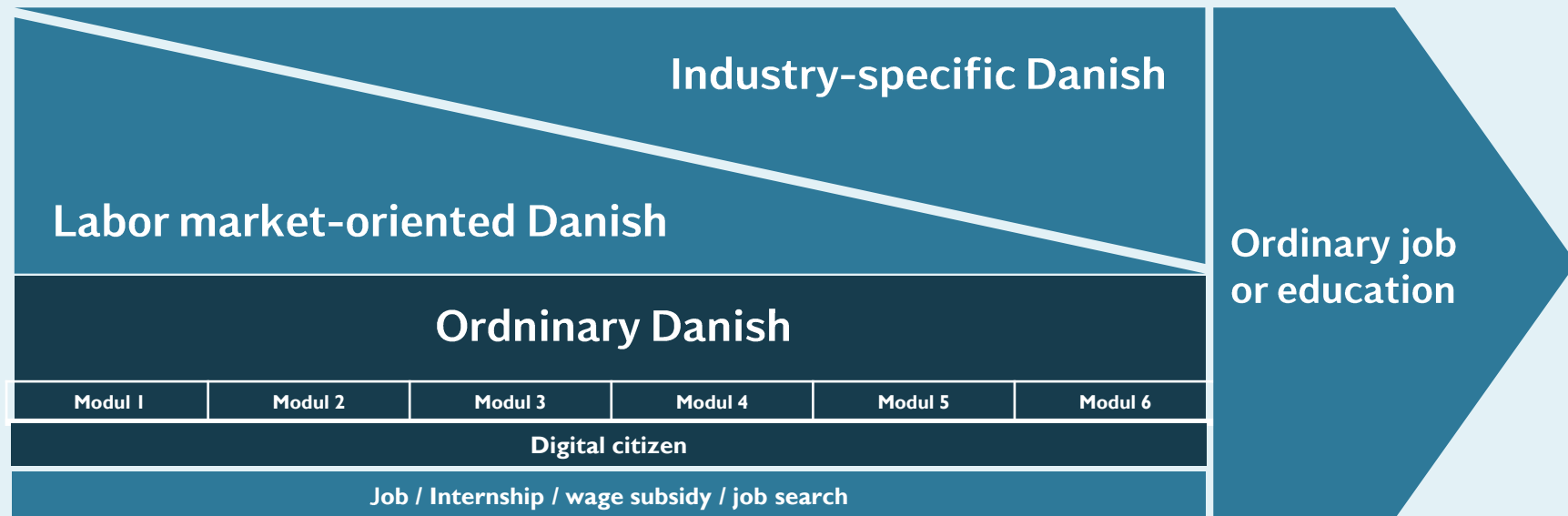
- Danish instruction in a practical, application-oriented context
- Courses for companies on internal communication and support for employees' language development
- Training of language mentors among the company's employees  
annelse af sprogmentorere blandt virksomhedens medarbejdere

Language centers  
must help companies  
recruit, upskill and  
retain labor.

– Good for citizens,  
society and businesses



# Employment- and everyday life-oriented instruction



# Mapping of language needs for labor market and education

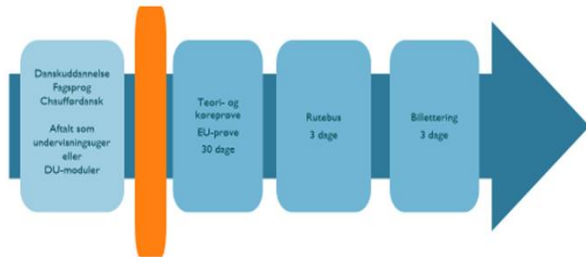


# Development of teaching materials and planning of teaching sequences

- Setting professional learning objectives
- Development of teaching materials



# Ex The Danish and Driver's Education programme





**Ex. Industry-targeted instruction**  
at Textilia (laundry)





↑ Bus  
↑ Akutmodtagelse  
↑ P Parkering 1, 4, 5, 8, 9, 10  
→ Center for Fordybelse og Tro  
↑ 21-23  
↑ UD Udgang  
Borgmester Ib Juul's Vej 1 og 81

## OPKVALIFICERING TIL JOB INDENFOR HOSPITALSRENGØRING

Kom på virksomhedsskole hos Forenede Service og UCplus



**Hvornår:** Start 1. marts 2018

**Hvem:** Jobparate flygtninge

**Hvor:** Rigshospitalet og Hvidovre hospital

**Hvad:** 3 måneders forløb med kombineret praktik, faglig oplæring og brancherettet danskundervisning

**Hvorfor:** Målet er 75% i job

## Ex. Hospital cleaning

– internships, mentors and industry-specific Danish at hospitals





Material developed by a doctor and a  
second-language instructor for  
teaching at Lillebælt Hospital

**Ex bridge-building to  
Social- and Health Care education**

# Considerations concerning the development of teaching of materials

- How to support the development of the learner's general Danish?
- How do we best support learning of professional/technical language?
- What should the balance be between speaking, listening, reading, and writing?
- How do we move away from rote memorization to comprehension-based learning
- How do we teach them how to learn?
- Options for differentiation
- “Gray-area” language

# Considerations

## What works?

- Authenticity - meeting the industry (visits, practicum, job)
- Clear objectives for the teaching
- Good job opportunities
- Activating the participants

## What can be tricky?

- Finding balance between everyday Danish and professional Danish
- Establishing collaborations with other professions
- Volume – having different professional and linguistic levels amongst participants on the same course (differentiation)

# Learning managing System

– with auto-correcting tasks and flashcards  
that support individual learning

## Module-targeted tasks, that are

- supplement to the lessons
- corrected automatically
- enable flexibility
- secure optimal learning
- developed in Moodle
- Allow the teacher to monitor the progression of the participants

## The Future: AI as support for

- Planning of instruction
- Adaptive assignments
- Prompt for individual pronunciation training
- Virtual reality training scenarios

# Sociale activities create community feeling and strong networks

New participants are encouraged to join associations in DK and to take part in our own social activities.

**Social  
networks &  
participation**



**Thank you  
for listening!**