

# LANGUAGE POLICY

THE ROYAL DANISH ACADEMY OF MUSIC  
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ACADEMY OF MUSIC

# LANGUAGE POLICY AT RDAM

**The language policy is applicable to everyone, who takes part in daily activities at The Royal Danish Academy of Music, including students, teachers, and technical/administrative staff.**

The language policy supports the Academy's efforts in taking responsibility for providing students with the best possible conditions for receiving and completing their education at an institution with a diverse student body and linguistic profile.

In order to achieve this, it is essential that The Academy clarifies the requirements and expectations for the individual – depending on their cultural and linguistic background.

At RDAM, the language policy is an important tool that supports the use of language in an institution with a diverse student body.

Therefore, the language policy takes into account:

- RDAM's position as a Danish educational institution that, in terms of language, culture, history, and politics, is closely related to a Scandinavian teaching tradition.
- That RDAM has students and teachers of many nationalities, and with that, a linguistic diversity, where students use English as their first, second or third language.

RDAM introduced its first language policy in 2009. This new language policy was developed in 2022-2023 based on internal evaluation and review.

It is inspired by the "More Parallel, Please!", a 2018 publication of the Nordic Council of Ministers.

The Centre for Internationalisation og Parallel Language Use (CIP) at the University of Copenhagen has provided support in the development of this policy.

# CULTURE OF LANGUAGE USE

**All students at RDAM should have equal opportunities to access and participate in teaching activities.**

This is ensured through efforts such as the language policy, which is a short de-

scription of the linguistic requirements and expectations for students, teachers, and the administration at RDAM.

The vision for the culture of language use at RDAM is:

*RDAM aims to establish a culture of language use that contributes to strengthening the development of the institution and its students.*

*RDAM works towards developing and improving the usage of language in multicultural learning environments. (International Strategy 2023-2027)*

# LANGUAGE OF INSTRUCTION AND 'THE INTERNATIONAL CLASSROOM'

**RDAM is a Danish educational institution, where the primary language of instruction and working language is Danish – but communication takes place in Danish and English.**

All students and staff are expected to be able to communicate in English. At RDAM, inclusion should govern the choice of language in any given situation. This means that in both written and verbal communication, the sender should actively consider the linguistic profile of the receiver. In practice, all students and staff should be conscious of their use of language and the receiver of their communication so that no one is overlooked.

Currently, there are many digital tools to support language and communication, which the Academy will regularly work on compiling in a toolbox that can be used to support daily communication.

Based on RDAM's vision of an inclusive culture of language use, it is recommended that teachers and students discuss (when necessary), when and how such technologies can be used. RDAM recommends that dialogue be sought, where

mutual agreements and knowledge sharing can optimise communication without restricting it, and advocates for openness regarding such digital tools.

'The international classroom' comprises students with different academic, linguistic, and cultural backgrounds. Academic differences can arise from, for example, the Danish focus on independent thought and taking responsibility for own learning. Cultural differences can be seen in the many differing musical and professional traditions.

Encompassing more than language of instruction, it also focusses on how the Academy supports students and teachers in engaging with teaching practices in the classroom that embrace multicultural approaches.

The Academy is continually working toward providing support and competence development in this area through activities at the start of the academic year, courses, digital learning resources, etc.

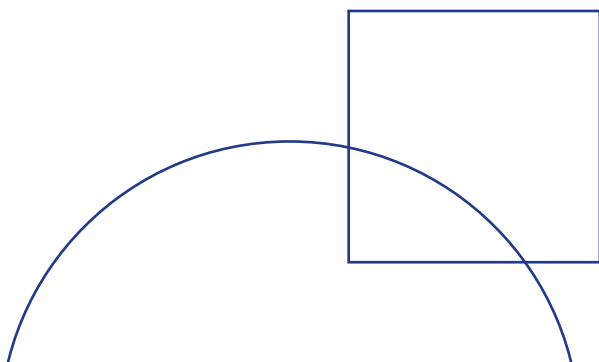
## LANGUAGE AND SOCIAL LIFE

**Language plays a central role in social life at the academy, where the students spend many hours. Social connections are critical for both well-being and learning, and it is important to acknowledge and support different linguistic needs.**

Some students might need to communicate in their native language in a relaxed

and safe environment, while others might seek out social groups encompassing different professional and national backgrounds. The Academy acknowledges the need for comfortable linguistic environments, but at the same time, also encourages individual students to step out of their comfort zones in social situations in order to strengthen their linguistic development in Danish and English.

RDAM recommends that everyone consciously creates space for a diverse linguistic environment by involving fellow students and colleagues in a community that has an inclusive approach to language use. This nurtures a sense of community and helps prevent loneliness amongst students at the Academy.



# LINGUISTIC COMPETENCIES OF STUDENTS AND STAFF

**All students – Danish and international – at RDAM are expected to be able to receive instruction in English.**

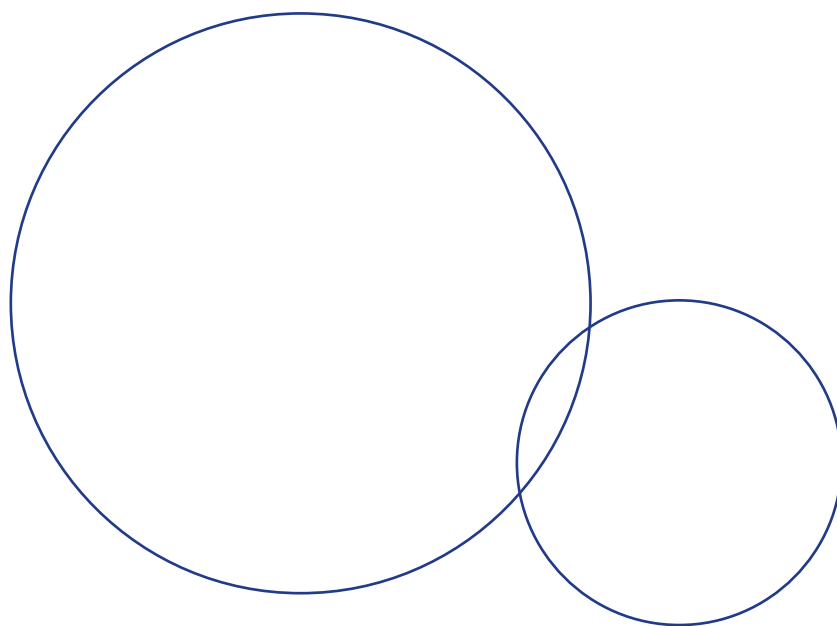
The formal language requirements can be found as part of the audition requirements on the website. The Academy provides information about external Danish language courses to students at the beginning of the academic year and on the intranet.

For staff at RDAM – teachers and administration – artistic and professional qualifications form the basis of employment and are secondary to linguistic qualifications. The Academy acknowledges that linguistic competences are developed over time, and employees can apply for linguistic

competence development where necessary.

For teachers, daily communication includes both the teaching itself as well as matters that directly or indirectly relate to the students. Thus, teaching materials/bibliographies and group communication in rehearsals and meetings should take into account the needs of all students involved.

Both Danish and international teachers should expect to make conscious choices when deciding the language to use at meetings.



## LANGUAGE AND GENDER GENDER-NEUTRAL LANGUAGE AND USE OF PRONOUNS

**RDAM places great emphasis on communication that builds positive relations. An awareness of gender-neutral language and the use of pronouns are considered to be very important elements.**

The Academy recommends that gender-neutral language is used in larger gatherings and in situations where the receiver's gender is unknown. A person's choice of pronouns are personal and should always be respected.

# ADMINISTRATIVE LANGUAGE

**All staff in administrative and technical positions at RDAM are expected to be able to communicate verbally and provide help and guidance in English. It is RDAM's aim that all study administrators can provide accurate and correct guidance for students and teachers in all matters related to their studies or teaching at RDAM.**

RDAM hopes that all international students are able to receive information regarding their studies on equal footing with Danish students. Therefore, targeted efforts will be made to ensure the effective communication of information for international students.

As far as possible, all relevant information will be made available in English, including the most important regulations, guidelines, and curricula. This will be available on the website or intranet, depending on relevance. In general, information and guidance in English should be as accessible as in Danish.

In extraordinary circumstances, administrative staff can refer students to alternative digital solutions, such as "Information only available in Danish – please use a digital translation tool".

## OTHER PRINCIPLES OF THE LANGUAGE POLICY

- The primary administrative language at RDAM is Danish. The use of English is recognised as a necessary supplement. Other languages are not used.
- Guidelines on correct language use issued by Dansk Sprognævn (The Danish Language Council) and Retsskrivningsordbogen (The official dictionary of Danish orthography) should be followed.
- As an educational institution, RDAM considers the needs of individual students and teachers for teaching and learning in English.
- English is the main second language used in teaching and written communication from the Study Administration.
- British English should be used in official written communication.
- The translation of 'Det Kongelige Danske Musikkonservatorium' is 'The Royal Danish Academy of Music', and where relevant, it is abbreviated to 'RDAM'. The translation of 'konservatoriet' is 'The Academy'.
- The website is available in Danish and English. Up-to-date translations and of the homepage and relevant news to English are a priority. However, certain parts of the website, which are mainly for Danish audiences, are only in Danish.
- In general, information on the intranet and other internal communication should be provided in both Danish and English. In cases where a complete translation is not feasible, a short summary of the most important points should be provided. In extraordinary circumstances, students and teachers can be referred to the use of digital translation tools.
- Communication of RDAM's social media platforms should be in Danish and English.
- RDAM will regularly evaluate the language policy with input from students, the International Committee, and the Educational Forum.