



Nellip

Network of European Language Labelled Initiatives and Projects



EXAMPLES OF BEST PRACTICE IN PROJECTS THAT WERE AWARDED THE EUROPEAN LANGUAGE LABEL

DENMARK



This project has been funded with support from the European Commission.
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Best Practice in School Education, Denmark



Alphabet Keyboard

The initiative provides an easy tool for teaching to read and write in training classes, preschool and in the youngest classes. More than 95% of the letters in a book or in a newspaper are lowercase letters, while on a standard keyboard there are only uppercase letter. It causes problems for many children in schooling age, since they have difficulties in recognizing the letters when they start working with computers.

The solution is a keyboard where the letter keys are colored, so it's easy to distinguish from the other keys. Red is used for vowels and blue for consonants. The individual letters are given in both uppercase and lowercase version on the same key.

The project's overall objective is to clarify what options Alphabet keyboard holds for the future of digital teaching in public schools. The project promoters also wanted to find out if it could be proved that the Alphabet keyboard has a beneficial effect on children's learning of letters and if it makes learning and using of PC more efficient.

Overall the pupils of the trial school (Skansevejens skole) were 30% faster on the Alphabet keyboard and in some cases twice as fast. The teachers reported that it was exciting to follow the pupils' different strategies for solving the tasks. One of the strategies the pupils took advantage of was running the forefinger systematically over the keys in the three letter rows. On the standard keyboard the forefinger was run over all the keys and often the pupils tried using the numbers as a solution.

This strategy turned out to be repeated by several first, second and third year pupils – which supports the theoretical cognition framework for the project, which is based on visual learning. With this strategy, the colours on the Alphabet keyboard help to limit the area to just the letters. This obviously had a big impact on how quickly the pupils could solve the task.

We chose this project to be presented as best practice due to the fact that the Alphabet keyboard has undoubtedly proved to have a considerable impact on the effectiveness of teaching. The teacher can use the PC as a tool for learning and not just for training in the use of the PC.

Furthermore the project is innovative in the sense that there are no similar projects that we are aware of. The creator had a truly original idea and to use visual aids in the form of colors proved to work well. The project also meets each student's need in the sense that they can learn how to write faster and recognize the letters easier while learning how to spell words.

The project at Skansevejens School in Fredericia, Denmark shows that the Alphabet keyboard truly has a beneficial effect on children's learning of letters. This can be seen, measured and evaluated. The Alphabet keyboard can also make learning and the use of the PC more efficient for both pupils and individual teachers in schools.

It is transversal in the case of using this product to assist in learning how to read and write. Children from different countries can experience the same difficulty in recognizing the letters on a keyboard to the ones that they see in front of them in a text which would make a case for trying out this product.

Project coordinator

Chriba.dk and Børnehaveklasseleder.dk

Contact details

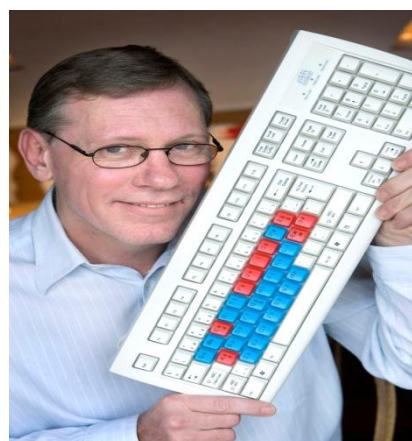
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Web site

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Project duration

10 years
2002 – on going



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=86

Best Practice in School Education, Denmark



Professor Dr. ABC

The project aims to introduce children living close to the Danish –German border to the neighboring language and culture from kindergarten up until the time when they get their first foreign language classes in school. The project focuses on early language learning of both cultural and linguistic knowledge - an interaction between these two fundamental dimensions of the learning of first language as well as second, third etc language. There is also a focus on a playful approach.

The goal of the project has always been to make preschool children from Region South Jutland-Schleswig interested in neighboring languages Danish and German. The project wants to show that it can be fun to learn another language, and that it does not have to be difficult because there are so many similarities between Danish and German.

The project has not only the children as a target group but also the participating pedagogues and teachers, who can experience that the project gives them inspiration to work with languages. There has been much effort in the preparation of the different parts of the project to make it easy to use for pedagogues and teachers, and the project contributes to improve young learners' language skills as stated in the national educational goals.

Some results are that it has been a pleasure to work with the Prof. dr. ABC project because there has been so much positive feedback from children, parents, pedagogues and teachers. They experienced that institutions that already have participated in the project, wanted to take part again. This project was selected as a best practice due to several reasons. It promotes multilingualism and intercultural understanding for pupils in kindergarten and older. The website is very user friendly, when you enter the website you have the option of choosing German or Danish right away. The pupils are asked to help the professor with different tasks and receive a medal after a completed assignment.

The project enhances the quality of language teaching due to the fact that on the website a number of different games and songs are presented. The child can decide what activity to do and get instant feedback, as well as, repetition. The professor speaks Danish when you press a certain colour on the page for example, then he also says it in German immediately after. In the section for older pupils they get taught history, cultural history and get to experience and learn why it is quite natural to be bilingual in the particular area. Dr. Professor ABC absolutely promotes new approaches to language teaching and learning through this interactive website. The project is transversal in the sense that you can apply the same method and assignments in different languages. However, you cannot use the exact project since it is in Danish and German. Further it promotes multilingualism in two languages at least. The project also focuses on the development of tools for monitoring progresses in the field of language learning.

Project coordinator

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Partnership



Web site

<http://www.prof-dr-abc.com/>

Project duration

6 years
2006 – on going



http://projects.pixel-online.org/nellip/DB_database_scheda.php?art_id=79

Best Practice in Adult Education, Denmark



Digital Pronunciation Trainer

This project is a co-operation between researchers from the southern University of Denmark in Odense and two engineers. It is a pronunciation tool that students of Danish can use in a computer. The results of each student are easily monitored by the teachers. The pronunciation trainer consists of two modules, one for the student which is a practice module and one which is more of an administrative/assessment based module.

The objectives are to use speech recognition technology for useful purposes. Another objective is for learners of Danish as a second language to improve their pronunciation skills. Some reported results are that the learners demonstrate better pronunciation of Danish after using the tool. Another aspect presented was the fact that the learners also increased their vocabulary quite a bit. One of the promoters also mentions that the tool itself is too limited only focusing on pronunciation, so the creators have re-developed the tool to make it part of a bigger project package. A project which includes more areas of language learning than just pronunciation.

This project was chosen as a best practice on the grounds that it meets several criteria stated by the European Commission regarding the language label initiatives; it demonstrates enhancement of quality of language teaching by adding resources to the teacher. The teacher is only present in the lesson and after that he/she cannot assist the student with feedback on pronunciation. This device makes it possible for the student to practice at his/her own pace, at a suitable time. It also provides the possibility of recording, sending in via the computer to get feedback from the teacher even when not in class. It also gives the teacher an excellent way of monitoring progress in each student, and therefore meet the student's need at his/her own level.

This project is innovative and also demonstrates promotion of new approaches to language teaching and learning. Another met criterion is the support of mobility for language learning, as you can use this device in any place as long as you have a computer and the gear needed. This makes it possible for the student to practice at any time, which is important.

The criterion of focusing on the development of tools for monitoring progresses in the field of language learning is also met adequately. Since the teacher can monitor and save students' performances it provides a good opportunity in this area.

The project has developed and is now a computer game with a lot more aspects of language learning included. There the digital pronunciation trainer is part of the new project <http://dk-sim.dk/en/>. This project that has evolved from the digital pronunciation trainer has now won the ELL in Denmark 2012.

Project coordinator

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Partnership

Integrationsministeriet (Ministry of integration)
Odense Kommune (Municipality of Odense)
KL/Momsfondet
Syddansk Universitet (University of Southern Denmark)

Web site

http://troels.myram.dk/index.php?page=digital_udtaetraener

Project duration

10 years
2002 – on going



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=73

Best Practice in Vocational Education and Training, Denmark



Nordic Language Pilots

Project Manager for the Nordic languages pilots Lis Madsen has developed a training concept which was proven very useful in the training of Nordic school teachers. The courses directly give the participants an insight in the Nordic languages and Nordic culture and literature. On the courses they also work with developing new methods and didactics specific for neighboring languages.

The Language Pilots continually work to develop the area and act as ambassadors for education in Nordic languages. The aim is to enhance the teaching of the Scandinavian languages in school, so that everybody living in the Nordic countries can continue to communicate in common Nordic languages; Danish, Norwegian or Swedish. The goal, in other words, is that children and young people can understand spoken and written Danish, Norwegian and Swedish.

The evaluation of the pilot phase showed that it was a highly successful project in the sense that the participants in the course improved their ability to learn and practice the neighboring languages, and that after the course they established contacts between teachers across national borders- Further on they developed and tested various new ways to encourage neighboring language teaching, and the participants spread their knowledge to other teachers through training and peer guidance.

They have not yet studied the effect on children and young people, as it would require more resources than there are in the project. But it would be desirable to do follow-up research in the project.

This project was chosen as a best practice on the grounds that it has a clear teaching improvement aspect. It provides the Nordic language teachers with methodology, facts, workshops and a wider network over country borders. As of now 134 Nordic language teachers have taken part of the Nordic language pilots and the project is still on-going. Each language pilot continues to inform their respective schools or organizations about their findings and results of the project. They train other teachers in the field.

This project also emphasizes the European, or rather the Nordic, aspect establishing and reinforcing cross national contacts. It actively improves understanding between cultures and promotes the use of neighboring languages in cross border communication. The courses and initiatives serve as inspiration for many different neighboring language activities and methods.

The project is very innovative in two senses; first the original idea produced by Lis Madsen. It is her concept that has grown into this large network of Nordic language teachers. Secondly it is innovative within the framework of the project as the courses focus on new methods and how to improve the didactics in the field of language teaching.

The motivation enhancement criterion is also met in this project. The European criteria for the language label states (amongst other) that the project should enhance motivation in students and teachers. It is my belief that the Nordic Language Pilots by further educating teachers and developing new methods of teaching Nordic languages does motivate the teachers. By generating more knowledge and skill in the teachers, the students' motivation can increase as well.

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Nordisk Ministerråd gennem Nordens Sprogråd (Nordic Ministry through the Nordic Language council)

Web site

<http://www.sprogpiloter.dk/>

Project duration

7 years
2052 – on going



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=89