



Nellip

Network of European Language Labelled Initiatives and Projects



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

SWEDEN



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



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
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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
Adult Education, Sweden**

ALFA – an alphabetization project

This project is an alphabetization project that concerns learning Swedish as a second language while working on the native language. The idea is to learn Swedish and increase literacy through native language and Swedish at the same time. The teachers in native language and in Swedish teach some classes together and some classes alone. The cooperation between the teachers in the classroom increases the student's ability to interpret and attain new words and phrases. This leads to an increased ability to fully use the content of the education.

The education is based on different themes. Visits to museums and visits to the school from experts are frequent. Each group visits the museum every third week. The visits to the museum are later the base for the work in the classroom. The students take pictures, and then use the pictures to write or talk about the specific area

The aims of this project were for students to gain literacy in Swedish at the same time as in their mother tongue. It has been scientifically proven that people who have the foundations of reading and writing in their mother tongue have an easier time learning a new language. For the students to gain independence in society and equality was another objective.

The results were above expectations, one teacher reported. The students in her class had written letters, taken part of chatting and using the computer to get closer to friends and family in other countries. The feedback from the students was on going and positive. These classes also offered a greater insight to the society as a whole and the students also attained self-confidence from these experiences.

The reason this project was selected as a best practice was really that it considers multiple aspects of learning a new language. The teachers of Landskrona saw the benefits of working together in the goal of increasing literacy and language acquisition, and it worked successfully. This project is transversal, it can be adapted into any language, as long as one cooperates with the teachers of the native tongue.

Further the teachers involved the surrounding environment to create a learning situation which was not just set in a classroom. To be able to show the students the link between different instances in society such as the library, the museum, the local history makes the studies all the more fulfilling.

The alphabetization project really has a comprehensive approach. The elements of the project ensure that the needs of the students are identified and met by adapting the different assignments and also the different languages used in combination with Swedish.

It is my belief that this project promotes added value to language learning. It emphasizes the need of skill in the mother tongue when learning a new language. This has then contributed to more collaboration between teachers in ways that they had not previously done.

This project also consists of motivation enhancement by considering the whole situation in language learning and collaboration with different instances in society. Initiatives should motivate the students and teachers to improve their language skills, and for both student and teachers I believe that this project does that.

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Partnership

Landskrona

Project duration

2003-2004 +

2004-2006 in Albanian and Swedish

2005- 2006 groups in Arabic, Dari and Swedish

http://nellip.pixel-online.org/CS_scheda.php?art_id=70

Best Practice in Vocational Education and Training, Sweden



Languages and Food Cultures

This project was provided by Nyköping's hotel and restaurant school. The aim of this project was to create more motivation in language studies by working with practical use of languages, in this case restaurant studies. To integrate language and content of studies.

The objectives were to increase the level of language skills, for students to learn in a natural way, to use other sources than text- and workbooks, to get cultural input via food and to have fun while learning. It seemed obvious to tie the language studies with the students' general choice of education and take advantage of the resources available as far as kitchens and the interests of the students.

When it comes to results the promoters report that the students really appreciated this method of working. They gained in skill as well as in confidence in their linguistic abilities. Another result to bring up is that the Italian class went to Italy to visit a similar programme there. When they were there it was evident that they felt comfortable in speaking Italian while working in the kitchen and they could collaborate with the Italian students.

This project was selected as an example of a best practice due to the fact that it meets several of the European commission's criteria for projects in language learning. The following criteria are met: the Food and Cultures project has a comprehensive approach. Every element of the language initiative should ensure that the needs of the students are identified and met, and in this case the project is designed to meet the main interest of the students; cooking. The students have made a choice of what to work with and within that choice this program is highly relevant. To create the method and the content of the language studies around the focal point of the education really meet the criterion around comprehensive approach.

Furthermore, this project has added value. According to the European criteria initiatives should provide a tangible improvement in the teaching and learning of languages. This raises the level of language studies as well as incorporate words and phrases that the students will use in their coming work life.

The third criterion met is the motivation enhancement. Initiatives should motivate the students and teachers to improve their language skills. Both students and teachers gain from the food and culture project. The teachers get the chance of further training and new methodology in their subjects. The teachers also get to cooperate outside their subjects with the cooking teacher, for example. The students' motivation can be increased due to the fact that the studies are preparatory for their careers and they see how their language skills can be used and in what way they are needed.

Innovation is another aspect of criteria that this project meets. It is original and evident in its contents.

This project clearly has a European emphasis. The Food and culture project consisted of English, French, Italian and Spanish. However, the project is also transversal as it is possible to create the learning situation in any given language or languages. Initiatives should potentially be a source of inspiration for other language projects in different countries, this project could be that.

Project coordinator

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Project duration

7 years
2005 – on going

http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=93

Best Practice in School Education, Sweden



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

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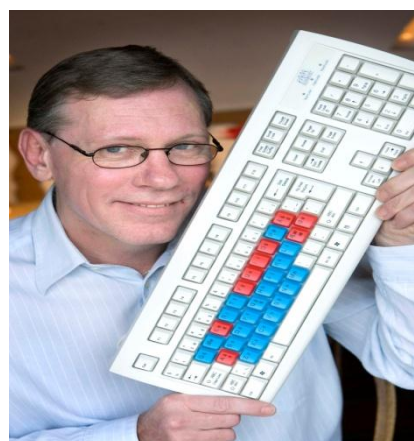
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Project duration

10 years
2002 – on going



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

Best Practice in School Education, Sweden



Language Cafés

The Language Café project is a tutoring and socio-cultural programme for international exchange students at Lund University and pupils at Fågelskolan in Lund, Sweden. The pupils are from grade 8 and 9 (aged 14-15) of the Swedish compulsory school. Students and pupils meet in the school cafeteria, in a relaxed atmosphere, to discuss and talk about topics such as everyday life, culture, traditions and spare time activities in their different countries.

The pupils have the opportunity of practicing the foreign language they learn talking to native speakers. The pupils get inspired, motivated and acquire self-confidence when they are able to talk to students in a foreign language and experience that they are able to communicate around different topics.

The pupils learn to use strategies to overcome language barriers and develop their communication skills. Both pupils and students gain from the mutual exchange of knowledge. Pupils and students widen their perspectives on the world and develop understanding of different codes and cultures.

The goal of increasing skills in communication is met each semester. The achievement is measured both regarding grades and also regarding drop-outs from language classes, the latter has been reduced since the project started.

This project was selected as best practice due to different aspects. It has been ongoing for almost 10 years and due to this project, a number of new collaborations, conferences, information exchanges and now the partnership in the Nellip project have been made possible. The project has a very comprehensive approach. When studying a foreign language it is evident that being able to use it with people from all over the world is comprehensible and one realizes the purpose of it.

The needs of the students are identified and met, through preparations and summarizing before and after the cafés. There is always time given to prepare for the language café in the language lesson. The pupils speak about matters that they are interested in and they can choose topics that are relevant to them.

This project could also contribute to motivation enhancement. The fact that you know that in a certain amount of time you will use the language in a real conversation setting can add motivation to prepare and study.

The project has European emphasis. In this case the languages used are English, French, German and Spanish. But it is possible to create a language café in any given language, which also makes the project transferable. Language Cafés could potentially be a source of inspiration for other language projects in different countries.

Project coordinator

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Partnership

Lund University, International Desk

Web site

<http://www.lund.se/Grundskolor/Grundskola-Fagelskolan/Om-skolan/Language-Cafes/>

Project duration

9 years
2003 – on going



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=71

Best Practice in School Education, Sweden



The State of the Nation

In the project, The State of the Nation, children are working together with questions such as citizenship, politics, culture, education, industry, environment, health and identity. The children work with common themes and send their work over to a school in another country via e-mail. The works are adapted in the classroom and then groups of children discuss their work in a videoconference. The goals of the project are multiple: To develop young pupils' linguistic and communicative skills in a partnership with a school abroad, to learn a new language in a natural way, to develop as an individual and to discover similarities and differences in different societies and cultures. It also aims to strengthen children's self-confidence and to give them a deeper understanding of themselves and the children in England and Portugal with whom they are working.

Some reported results are that when using e-mails, community zero and video conferences, the motivation and enthusiasm for learning among the pupils have increased. Pupils' self-confidence has been strengthened, and their language skills have improved. All pupils dare to communicate in English even pupils who rarely speak in classroom. Underachievers are promoted and feel confirmed. Pupils get motivated and have fun. The working method gives the pupils a natural approach to English. The teachers had never experienced such a big improvement in language learning.

When the pupils go from grade 6 to grade seven their new teachers say that it is easier for them to communicate and they assimilate new languages in a completely different way than other students. All students who have worked with video conferencing, community zero and email and have passed national tests in English. Parents say that their children have gained more self-confidence.

The reasons for choosing this project as an example of a best practice are many. It is a very long-lasting and successful project. To be able to report that all children who have taken part of this project have passed the national tests in English is tremendous. Furthermore the European criterion which states that initiatives should provide a tangible improvement in the teaching and learning of languages is met. The results of working with video conferencing and exchanges have not only provided knowledge and experiences for the pupils. It has also enriched the teachers and involved parents.

The State of the Nation project also meets the criterion for mobility in language teaching. The students interact and learn through video conferences, which moves the learning outside the regular classroom as well.

As reported in the case study the teachers of the municipality of Sandviken have also gained a lot from this project. The network of contacts that they have built has been incredibly valuable for the development of language learning in the community and for the training of the teachers. In the years since the project started between 2-300 teachers have attended different Comenius courses abroad.

The project has a comprehensive approach. Every element of the language initiative should ensure that the needs of the students are identified and met. This method allows every pupil to work at their own level giving them confirmation and acknowledgement. To be able to work and learn in a situation of authentic language use is very valuable to all students of all different levels of linguistic skills.

Project coordinator

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Partnership

Sandviken Municipality, Sweden
The project is between three schools in three countries:
Kungsgarden School, Headley Park School, Bristol and
Senhora DA Hora Porto, Portugal

Web site

<http://sandviken.se/omskolan/projekt/videokonferenser.4.17c477910355e9d1ff80002906.html>

Project duration

15 years
1997 – on going



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=85

Best Practice in Adult Education, Sweden



ALFA– an alphabetization project

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Partnership

Landskrona municipality

Project duration

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