



The Danish National Centre for Foreign Languages

Danish Country Report
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Agenda



- Brief introduction to
 - The Danish National Center for Foreign Languages (<https://ncff.dk/om-os/about-us>)
 - The political picture
 - Organizational changes
 - NCFE-funded projects
 - NCFE-initiated projects

The NCFE



- Estd. 2018
- Major initiative in Danish National Strategy for Foreign Languages
- 100 m DKK (~14 m €) and five years
- Aims:
 - To induce more students to choose more foreign language subjects and thus reach a level of high proficiency in more languages than English
 - To enhance the quality and relevance of educational language programs
- Field of responsibility: All of the educational system
- Independent center – no ministerial tasks as such
 - Answers to two ministries
 - Is housed at two universities

Organizational changes



- The NCFE has had its life span extended by two years (till end of '25)
 - Originally 2018-22
 - Then -23
 - No additional funds
- We can have (demonstrate?) more of an impact
- We can (again) finance longer (and hence more impactful?) projects
- More time to transition to new role (knowledge center)



The political picture

- Ministry of Children and Education
- Focal points these days:
 - Inclusion
 - Vocational training
- Ministry of Higher Education & Science
- Some awareness of and focus on the importance of foreign languages (other than English)
 - Opinion pieces
 - 40 m DKK (~€ 5.5 m) (Mainly GE/FR)



- The 40 m DKK
 - Teacher training
 - more lessons
 - More practice placement abroad
 - University programs
 - More proficiency training
 - More focus on language as an additional competence

'Annual' report of the 'expert monitoring group' for the national strategy (stakeholders)



- Just out now (dated 2021)
- Gives a somewhat numbers-based view of the state of the FL area focusing on
 - Transition challenges
 - The supply and 'demand' (choice) of FL
 - The quality of programs and student achievement
 - The needs and wants of the (public and private) labor market
- There is not much positive development (yet) – except for Latin
- French is highly challenged (primary, lower and upper sec. and UNI and teacher training)

NCFF-funded projects

(applied for by institutions and organizations)



- Projects with potential for impact and CPD
 - Language coaching in upper secondary
 - Developing models for language as an additional competence
 - IT projects
 - Surveys of Language teachers' Corona and other work with IT
 - Action learning projects
 - Projects working with virtual exchanges, machine translation challenges etc.
 - Functional grammar projects
 - Vocabulary projects
 - Testing literacy

NCFF-initiated projects



- Continue with most of the activities we shared with you in 2020
- “Foreign Language advisor” CPD program up and running
 - 30 ECTS – across languages and levels
 - Materials developed and teaching delivered in collaboration between UNI and teacher trainers at university colleges (!)
 - 5 (6) municipalities + external funding
 - ~30 teachers (primary/lower sec) – but all teachers in the 5 municipalities get some CPD
 - 2022: appr. 15 new teachers (primary/lower *and* upper sec)
- Analysis by Epinion on supply and demand of FL teachers

NCFF-initiated projects/2



- Barriers analysis/student cognition analysis:
 - ~235 focus group interviews (~1000 students)
 - 3rd, 6th, 8th and years 1,2, and 3 of upper secondary
 - Student interviewers
 - Most transcribed and much has been coded (saturation)
 - Analyzing data now – many interesting insights
 - Interviews with management
 - Conference on 29 Nov. (In Danish 😞)
 - Later on, publications – form undetermined as yet
- Analysis of HE students' expectations and how they are (not?) met next year

Enjoy Scotland and SCILT



- Have a great meeting – sorry we couldn't be there
- Enjoy your Scottish dinner (and the lunches.... Yummy!)
- DO reach out to us if you have questions/want more info

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The Danish
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