



## **Developing the Language Awareness/Eveil aux langues Approach in the Nordic and Baltic countries – from a migrant language perspective**

The paper will introduce a three year project called Developing the Language Awareness/Eveil aux langues Approach in the Nordic and Baltic countries (DELA-NOBA) funded by Nordplus Horizontal from August 2013 to July 2016. The project takes up the questions of language diversity as they apply to the Nordic and Baltic countries in the context of the Language Awareness/Eveil aux langues approach being developed in European and international education more widely. The project aims to contribute to societal discussions on and attitudes towards language diversity and language learning in the Nordic/Baltic countries by focusing on “languages that the school does not intend to teach (which may or may not be the mother tongues of some pupils)” (Candelier 2003).

The paper will introduce some results of the project’s first year, focusing on the minority language perspective, namely that of migrant languages. We will present the project evaluation tools, primarily developed on the basis of the evaluation tools provided by the Eulang and Ja-Ling project and discuss preliminary findings from a migrant language perspective, presenting (a) an analysis of pre-surveys for parents, (b) an analysis of pre-surveys for teachers, (c) an analysis of the teachers’ choice of teaching materials, and (d) an analysis of the students’ language autobiographies. In the paper, emphasis will be placed on parents’, teachers’ and students’ use of migrant languages, their representations of migrant languages as well as their attitudes towards their inclusion in language teaching and learning.

The Nordic and Baltic countries have not yet been represented sufficiently in major European and international projects on the Language Awareness/Eveil aux langues approach and today they do not have representatives on the EDiLiC international committee. The objective of the project is to disseminate and exchange results and experiences in education by examining how the Language Awareness/Eveil aux langues approach can be integrated and further developed in the Nordic/Baltic context. The project establishes partnerships between universities and primary/secondary schools in seven Nordic and Baltic countries: Denmark, Estland, Finland, Iceland, Latvia, Lithuania, Sweden.