

PART 1 (relevant for teachers and researchers)

Checklist for Year 2

- ✓ You are part of one age group (grade 1-3, 4-6 or 7-9): In this group three existing teaching activities (those that have been used in Year 1) have to be translated and three new activities have to be developed for the Nordic/Baltic context.
- ✓ In your classroom, the three new teaching activities will be used and evaluated, and the work with the Language autobiography will be continued.
- ✓ Evaluations during the school year: students' and teachers' evaluations of the three new teaching activities.
- ✓ Evaluations at the end of the school year: students (focus group interviews), parents (survey), teachers (focus group interviews).
- ✓ If you have new students / a new group of students': remember the research permit sheets, the parents' preexperience survey and the language autobiography design for Year 1.
- ✓ You will all participate at the final conference in Copenhagen in 2016 and be part of a workshop or a presentation.
- ✓ Remember to sign our contract and to think about dissemination (pilot school, conferences, publications, ECML contact point, facebook, DELA-NOBA website)

Translation of three existing teaching activities

We have agreed that we will translate the following activities into the Nordic/Baltic languages:

Grade 1-3:

1. Ordleg: <http://carap.ecml.at/tabid/2700/PublicationID/11/Default.aspx>
2. Frère Jacques: <http://www.ncca.ie/uploadedfiles/publications/intercultural.pdf>
3. Cooking detective: http://jaling.ecml.at/pdfdocs/suppots/slovenia/cooking_detective.pdf

Grade 4-6:

1. Addictively tasty: <http://combat.ecml.at/TrainingKit/DidacticUnits/Addictivelytasty/tabid/2693/language/en-GB/Default.aspx>
2. Fairy tales: <http://combat.ecml.at/TrainingKit/DidacticUnits/Fairytales/tabid/2695/language/en-GB/Default.aspx>
3. Language detective: http://jaling.ecml.at/pdfdocs/suppots/slovenia/language_detective.pdf

Grade 7-9:

1. Science and scientist: <http://combat.ecml.at/TrainingKit/DidacticUnits/Scientists/tabid/2671/language/en-GB/Default.aspx>
2. Our beautiful world: <http://combat.ecml.at/TrainingKit/DidacticUnits/OurbeautifulearthAviewfromspace/tabid/2674/language/en-GB/Default.aspx>
3. (Fairy tales) Could you please tell which activity you have found?

How to proceed:

1. We will make a description of the teaching activities in English. You can of course further develop the activity. This should then be mentioned in your description. For the description of the activities, please use, as agreed in the workshop, the design of "Cooking detective": http://jaling.ecml.at/pdfdocs/suppots/slovenia/cooking_detective.pdf
This description should be ready by 1.2.2015.
2. I will organise it in such way that we can get the permission to use the activity and will then try to get word versions of the worksheets that have to be translated.

3. The activities will then be translated into the Nordic/Baltic languages by 1.5.2015. We have a bit of money for translation: 18 hours à 35€ = 630€ (=2 hours/activity). Please tell me who will translate the teaching activities.

Three new activities for the Nordic/Baltic context:

At the workshop you have developed three new teaching activities for the Nordic/Baltic context. Please use for the description of your activity the design of "Cooking detective":

http://jaling.ecml.at/pdffdocs/suppots/slovenia/cooking_detective.pdf

Send these teaching activities to the following researchers and to me to get a final feedback:

Grade 1-3: Petra, Maive

Grade 4-6: Samúel, Eija, Petra

Grade 7-12: Loreta, Véronique, Petra

All the e-mail addresses can be found on our website:

<http://www.ruc.dk/institutter/cuid/forskning/forskningsprojekter/delanoba/project-participants/>.

It would be wonderful if these activities could be sent by the end of october – should we say that the final deadline is the end of this year? These activities will be translated into the languages of the age group members and hopefully also into the other languages ^ Unfortunately we do not have money to pay for these translations...

Language autobiography in Year 2

Please continue the work with the language autobiographies in Year 2.

- Ask your students to for instance reflect on what languages they would like to learn.
- Ask you students to document their encounters with languages. They might discover much more about languages they meet everywhere (media, streets, school,...). The students might also use new technologies to document their encounters. You could make an exhibition based on this documentation.
- Véronique recommends the following website: <http://www.pluri-la.eu/>

Our website

The documents that I have collected in Vilnius will be uploaded on our website. Elisa will contact you if something is missing. Please write her an e-mail if you have any documents/information that should be uploaded. This is very important for our dissemination.

Contract

The following members have not signed the contract yet: Véronique, Inta, Karin and Satu.

Satu, your contract has been printed and will be sent to you.

Inta, Karin – have you received your contract and a single page that can be signed? Otherwise the contract will be sent to you.

Learning objectives in terms of knowledge, attitudes and skills (based on Mette's definition):

Language awareness activities help students build their self-esteem and their respect of others. LA motivates them to learn other languages and develops students' analytical skills. The students will get knowledge about other languages and cultures.

PART 2 (relevant for researchers and teachers who want to be part of the research activities)

Surveys Year 1

We have made a few corrections. I will correct the surveys together with Elisa and send the highlighted changes to the researchers. All the documents can be found here:

<https://drive.google.com/?usp=folder&authuser=0#folders/0B7x1PxR-I8IFRWZmTjRIaTRVWTg>

Evaluations for Year 2:

1. Teachers' experiences with the Language Awareness approach (Petra, Eija, Samúel)

We have agreed that we will at the end of this school year make focus group interviews across countries, 45 minutes, online (skype) in English. There will furthermore be one teacher group that will make the focus group interview with Inta, in a language of their choice.

In this interview we will talk about:

- The teachers' language awareness development in terms of knowledge, attitudes and skills
- Their pupils' language awareness development in terms of knowledge, attitudes and skills
- Integration of all students in the school community
- Outcomes of the Nordic-Baltic cooperation
- Obstacles and difficulties

2. Learners' attitudes towards language diversity and language learning and learners' metalinguistic competences (Loreta and – who else was part of this group?)

We have agreed that we will at the end of this school year make focus group interviews with the students. Questions have been formulated and presented by Loreta orally. Could you please send me the questions, Loreta? It is up to the countries how many children will be interviewed. If you as teacher might be interested in joining the analysis, please tell us.

3. Parents' attitudes towards the Language Awareness approach and towards language diversity, language learning and metalinguistic competences (Véronique and – who else was part of this group?)

The survey will be used at the end of the school year. We have agreed that we will use the parents survey from Year 1 and some additional questions will be added. Véronique has presented these questions orally. Could you please send them to me, Véronique?

4. Students' activity evaluations and Teachers' activity evaluations (the same as Year 1)

Those teachers who have new students / will work with a new class this year, furthermore need the following:

- Research permit sheets (the same as for Year 1)
- Parents' preexperience surveys (the same as for Year 1)
- Language autobiography (the same as for Year 1)

EDiLiC

Please join the association, this might give us the possibility that other Nordic-Baltic countries are part of EDiLiC's international committee. Costs: 2 years (26 euros) from July, 1st 2014 to June, 30 2016. See: http://www.edilic.org/gb/gb_index.php

Main research areas, dissemination, data sharing

- Wonderful news: We can design a special issue of the *International Journal of Education for Diversities* (see: <http://blogs.helsinki.fi/ije4d-journal/>) at the end of our project – thank you Fred and Heidi!
- We agreed that we, for a start, will focus on (1) our national contexts, (2) the Baltic context and (3) the Nordic context. For the conference and the final publication it is important that our approach goes across countries and across the Nordic and Baltic context.
- We have defined the following main research areas:
 1. Language policies in the Nordic/Baltic countries in comparison
 2. Migrant/minority languages
 3. The different perspectives: parents, teachers, students' language autobiographies, students' evaluations
 4. Furthermore, we have to work on a bibliography.
- Who can participate in the research: The teachers are very much invited to participate in the research. We have through our contract agreed that everybody in the project has access to the data. Before publishing/disseminating, the other participants will be invited to participate in the publication/presentation.
- Datasharing: It is important that we upload all our data on the google drive: <https://drive.google.com/?usp=folder&authuser=0&usp=folder#folders/0BznjAK0KbOdFcGya1lJdWlxc0E>. Elisa and I will reorganize the google drive. There will be a data sharing space, where all documents can be uploaded. If you have further suggestions concerning the google drive/datasharing, please contact me.
- We furthermore agreed that it might be interesting to make some focus group interviews and to contact other schools to be part of the project.

Letter to the National contact points of the ECML

The letter is attached to this e-mail. Please contact the national contact points as soon as possible and keep them informed.

Facebook: the open page

I suppose that the researchers will represent their countries. Please inform me if a teacher would like to be your substitute. The following could be posted: Information about our project, e.g. dissemination activities, the teaching materials we have chosen that will be translated (into all languages), the teaching materials we have developed (into all languages), conferences related to our project, information about other projects related to our project. I hope that everybody will help establishing a wide network. I have asked Elisa to organise this facebook cooperation – she will contact us.

Upcoming conferences

Eija has sent me information about the following upcoming conference: REMU: Receptive multilingualism: Multilingual resources in service of mutual understanding – REMU 2015. Deadline for the abstracts submission: 15th December 2014, University of Eastern Finland, see: <http://www.uef.fi/en/remu2015>. I hope that our project will be presented by someone at the conference. Please post information about conferences that might be interesting for our project in our internal facebook homepage and the open facebook page.

PART 3: DELA-NOBA's final conference in Copenhagen (March or April 2016)

Programme draft:

9.00-9.30 DELA-NOBA presentation (e.g. overall design and teachers)

9.30-10.15 Keynote: Candelier/de Pietro (financed by the ECML)

10.15-11.00 Keynote: Anne Holmen or Karen Risager (living in Denmark)

Coffee break

11.30-12.00 DELA-NOBA presentation (e.g. parents)

12.00-13.00 Workshop 1 (Grade 1-3) / Workshop 2 (Grade 7-12)

Lunch

14.15-15.15 Workshop 3 (Grade 4-6) / Workshop FREPA

15.15-15.45 DELA-NOBA presentation (e.g. students' language autobiographies)

15.45-16.15 DELA-NOBA presentation (e.g. migrant/minority languages)

16.15-17.00 Keynote: Fred Dervin (being part of the DELA-NOBA project)

I will contact the external keynote speakers and based on their suggestions send a doodle to all project participants. Please, contact me before the 15.11. if you have any other idea concerning the external keynote speakers.

The second day of your stay in Copenhagen, we will organize follow-up activities (we could for instance discuss if we will apply for a new project) and perhaps a visit at the International Profile School for the teachers.