

### 1.Start - Basic information

#### 1.1. Project information

**Project title** Developing the Language Awareness Approach in the Nordic and Baltic countries

**Project number** NPHZ-2013/10022

#### 1.2. Project access

**Editor access**

**Read only access**

### 2.Institutions - Institutions

#### 2.1.Coordinating institution Coordinating institution

Roskilde University (DK)

Type of institution: University

##### 2.1.2. Unit

Unit coordinating institution: Department of Culture and Identity

##### 2.1.3. Legal person

Name: Bayer, Martin

E-mail: mb@ruc.dk

Address:

Phone number:

##### 2.1.4. Contact person

Name: Daryai-Hansen, Petra

E-mail: pdh@ruc.dk

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RUC  
Universitetsvej 1, Postboks 260  
4000 Roskilde

Phone number: +45 26283730

#### 2.2.Partner institutions Partner institutions

Institution: LT-Vilnius University (LT)

Type of institution: University

Unit: Institute of Foreign Languages

Contact person: Chodzkiene, Loreta

Gender:

E-mail: loreta.chodzkiene@uki.vu.lt

Phone number:

Fax number:

Institution: LT-Vilnius S. Nėris Gymnasium (LT)  
Type of institution: Primary/secondary school  
Unit:  
Contact person: Kažukauskienė, Jolanta  
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E-mail: jolantadk@yahoo.com  
Phone number:  
Fax number:

Institution: LT-Vilnius "Šviesos" Elementary school (LT)  
Type of institution: Primary/secondary school  
Unit:  
Contact person: Batkauskienė, Vaida  
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Phone number:  
Fax number:

Institution: LT-Vilnius "Šviesos" Elementary school (LT)  
Type of institution: Primary/secondary school  
Unit:  
Contact person: Vadoklienė, Lina  
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Phone number:  
Fax number:

Institution: LV-Rezekne University of Applied Sciences (LV)  
Type of institution: University  
Unit:  
Contact person: Rimsane, Inta  
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Phone number:  
Fax number:

Institution: LV-Malta secondary school No. 1 (LV)  
Type of institution: Primary/secondary school  
Unit:  
Contact person: Stekele, Sandra  
Gender:  
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Phone number:  
Fax number:

Institution:	IS-University of Iceland (IS)
Type of institution:	University
Unit:	
Contact person:	Lefever, Samúel
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E-mail:	samuel@hi.is
Phone number:	
Fax number:	
Institution:	DK-Randersgades Skole (DK)
Type of institution:	Primary/secondary school
Unit:	
Contact person:	Poulsen, Mette
Gender:	
E-mail:	die_mette@yahoo.com
Phone number:	
Fax number:	
Institution:	LV-Malta secondary school No. 1 (LV)
Type of institution:	Primary/secondary school
Unit:	
Contact person:	Zeltina, Marija
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Phone number:	
Fax number:	
Institution:	LV-Malta secondary school No. 1 (LV)
Type of institution:	Primary/secondary school
Unit:	
Contact person:	Babre, Skaidrite
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Phone number:	
Fax number:	
Institution:	EE-Tartu Veeriku School (EE)
Type of institution:	Primary/secondary school
Unit:	
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Fax number:	

Institution: SE-Uppsala University (SE)  
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Institution: FI-University of Helsinki (FI-UH)  
Type of institution: University  
Unit: Department of teacher education  
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Phone number:  
Fax number:

Institution: DK-Randersgades Skole (DK)  
Type of institution: Primary/secondary school  
Unit:  
Contact person: Dahl Jensen, Rikke  
Gender:  
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Phone number:  
Fax number:

Institution: DK-Randersgades Skole (DK)  
Type of institution: Primary/secondary school  
Unit:  
Contact person: Kløve Sørensen, Zacha  
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Phone number:  
Fax number:

Institution: IS-Hraunvalla School (IS)  
Type of institution: Primary/secondary school  
Unit:  
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Phone number:  
Fax number:

Institution: FI-University of Turku (FI)  
Type of institution: University  
Unit:  
Contact person: Suomela-Salmi, Eija  
Gender:  
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Phone number:  
Fax number:

Institution: EE-University of Tartu (EE)  
Type of institution: University  
Unit: Institute of Media and Communication  
Contact person: Soll, Maie  
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E-mail: maie.soll@hm.ee  
Phone number:  
Fax number:

Institution: SE-Fridaskolan i Vänersborg (SE)  
Type of institution: Primary/secondary school  
Unit:  
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Institution: FI-L'École de Vähä-Heikkilä (FI)  
Type of institution: Primary/secondary school  
Unit:  
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### 3. Project description - Information about the project

#### 3.1. General information General information

##### 3.1.1. General description of the project

###### Give a short summary of the project (250 words max)

The Nordic and Baltic countries have long modelled various kinds of plurilingualism and the language awareness that comes with learning and speaking a language in this relative field. Yet there is currently a call for the reassessment of the position of language diversity in these countries: in fact some languages are privileged over others, and hierarchies introduced that include some languages while excluding others.

This three year project aims to take up the questions of language diversity as they apply to the Nordic and Baltic countries in the context of the Language Awareness approach being developed in European and international education more widely. This innovative approach integrates in the teaching/learning activities all sorts of linguistic varieties: e.g. the language(s) of education, foreign languages, regional languages, minority languages and migrant languages. The approach has been designed 1) to support language acquisition in general, 2) to recognize the diversity of languages, among them the languages already spoken by students and 3) to provide a framework for the development of metalinguistic competences amongst students by exposing them to the theory and practice of different languages. Nordic and Baltic countries provide many settings in which this approach could be used profitably as well as being countries where the experience of teachers and students with plurilingualism make them ideally placed to further develop the larger conversations fostered by the Language Awareness approach. The project will establish partnerships between universities and primary/secondary schools in seven Nordic and Baltic countries: Denmark, Estland, Finland, Iceland, Latvia, Lithuania, Sweden.

### **3.1.2. Other information**

#### **Web page**

**Project period** 01-Aug-2013 - 31-Jul-2016

#### **Previous Nordplus activities**

No

#### **Nordplus applications in this round**

No

## **3.2. Purpose and aims The purpose and aims of the project**

### **3.2.1. Purpose**

The objective of the project is to disseminate and exchange results and experiences in education by examining how the Language Awareness approach can be integrated and further developed in the Nordic/Baltic context. The project will facilitate the use of materials designed for the Language Awareness program in the Nordic/Baltic countries and collect information about plurilingualism in these countries, comparing them and make them available in the Nordic/Baltic context and internationally.

The project activities involve 21 partners from seven participating Nordic/Baltic countries and establishes partnerships between institutions in higher education (universities) and schools (primary and secondary schools) in these countries and between them. Furthermore, the project aims to inform the ECML's National Contact Points in the participating countries about the project results to increase the impact of the project.

The general objectives of the project are:

- to create a network of partners, i.e. researchers and teachers, from seven Nordic/Baltic countries
- to put into practice the Language Awareness approach in the Nordic/Baltic context
- to examine the impact of the Language Awareness approach on learners' and parents' attitudes towards language diversity, language learning and metalinguistic competences
- to contribute to the societal discussions on language diversity and language learning in the Nordic/Baltic countries.
- to disseminate the project results in the Nordic/Baltic context and internationally.

In concrete terms, the project will:

- publish a project website, where the results and experiences of the project are collected and distributed (e.g. information about the approach, teaching materials, surveys)

- organize two workshops for the researchers and teachers participating in the project
- translate existing teaching materials from English/French into eight Nordic/Baltic languages (Danish, Estonian, Finnish, Icelandic, Latvian, Lithuanian, Swedish, Norwegian)
- collect information about plurilingualism in the Nordic/Baltic countries
- design Language Awareness teaching materials for the countries that are involved in the project
- organize meetings between researchers and the teachers in each country to evaluate the approach and the teaching materials
- analyze the language autobiographies written by the students
- conduct surveys with the parents
- organize a conference to disseminate the project results
- publish joint articles to disseminate the project results
- integrate the materials that have been translated/developed into the FREPA database
- inform the ECML's National Contact Points in each country about the project and its outcomes

### 3.2.2. Aims and contribution

The Nordic/Baltic countries have not been represented in the major European and international projects focussing on the Language Awareness approach within the last years. They have f.i. not been represented in the EVLANG project, the Comenius II JaLing project and they have today no representatives on the EDiLiC international committee. This committee has, among others, members from Argentina, Austria, Canada, Germany, Ivory Coast, Great Britain, Greece, Hungary, Japan, Luxembourg, Madagascar, Malta, Portugal, Russian Federation and Switzerland.

The idea of applying for a Nord Plus Horizontal grant arose in November 2012 at the European Centre for Modern Languages (ECML) at the workshop of the FREPA project. FREPA is the acronym for 'Pluralistic approaches to languages and cultures'. During this workshop, the representatives from the Nordic/Baltic countries, among them the representatives of the ECML's National contact points, articulated and discussed the need to develop the Language Awareness approach in the Nordic/Baltic countries. Here, the countries decided to apply for a Nord Plus Horizontal grant to integrate and further develop this approach in their home contexts. The grant will give the partners the possibility to establish a network, to adapt and develop materials for the Nordic/Baltic context, to collect information about plurilingualism in the Nordic/Baltic countries and to compare the results.

Furthermore, the project gives the opportunity to expand and further develop experiences with language autobiographies in the Nordic/Baltic context. The work and research on language autobiography is inspired by the ELP. In contrast to the ELP, in the language autobiography, the narrative aspect is promoted, which allows the subject to emerge through her experience, her encounters with different languages, and not only her competence in those languages. The autobiography deals with a (re)appropriation of the languages used during the whole life. Véronique Simon, who is specialist within this field, will be part of the Nordic/Baltic project and will discuss this tool in the first workshop with the other participants.

Both the EDiLiC association and the FREPA team (who is represented in the Nordic/Baltic project by Petra Daryai-Hansen) have declared their interest in collaborating with the Nordic/Baltic project. The materials that are developed within the project can be integrated in the FREPA database, where teaching materials from all around the world are collected. Until now, there are only few

teaching materials from the Nordic/Baltic countries in the database. Michel Candelier, who is the chairman of the EDiLiC association, has agreed to participate in the two Nordic/Baltic workshops.

Finland is the only Nordic/Baltic country to have participated in one of the European projects. Finland was part of the Comenius II JaLing project where nine countries were represented: Austria, Czech Republic, Finland, France, Germany, Hungary, Poland, Slovenia, Spain. Due to the experience Finland has in the field, we have decided to give this country a special status in the project. Two researchers from Finland will be part of the project, among them Fred Dervin who is an authority within the field. These researchers will be represented at the workshops and the conference and follow the common Nordic/Baltic project.

The project activities involve 21 partners from seven participating Nordic/Baltic countries and establishes partnerships between institutions in higher education (universities) and schools (primary and secondary schools) in these countries and between them. Furthermore, the project aims to inform the ECML's National Contact Points in the participating countries about the project results to increase the impact of the project. Representatives of the ECML's National Contact Points contributed, as already mentioned, to the initial idea of applying for a Nord Plus Horizontal project.

### 3.2.3. Sectors

Higher education  
Primary/secondary/upper secondary Schools

## 3.3. Project content Project content

### 3.3.1. Type of activity

Conferences/seminars/workshops  
Development of teaching material (also for web)  
Dissemination of results/publications

### 3.3.2. Activity

The following activities are chosen to achieve the aims of the project:

PHASE 1: Integrating existing Language Awareness teaching materials in a Nordic/Baltic context

08/2013: Establishment of the project website

08/2013: 2-day workshop for teachers and researchers in a Nordic Country. Workshop title: "How can existing Language Awareness teaching materials be adapted in a Nordic/Baltic context?"

09/2013: Translation of existing teaching materials to eight Nordic/Baltic languages (Danish, Estonian, Finnish, Icelandic, Latvian, Lithuanian, Swedish, Norwegian)

09/2013: First contact to the ECML's National Contact Points

10/2013: The learners are introduced to the format of language biographies and start writing their language autobiography

10/2013: Survey 1: Parents' attitudes towards language diversity, language learning and metalinguistic competences



11/2013: Teaching session 1, teacher/researcher meeting and researcher/researcher skype meeting

02/2014: Teaching session 2, teacher/researcher meeting and researcher/researcher skype meeting

05/2014: Teaching session 3, teacher/researcher meeting and researcher/researcher skype meeting

05/2014: Survey 2: Parents' attitudes towards the Language Awareness approach and towards language diversity, language learning and metalinguistic competences

07/2014: EDiLiC conference, July 9th-11th in Rennes, France (optional, not financed by the grant)

## PHASE 2: Designing teaching materials for the Nordic/Baltic context

08/2014: Researcher pair skype meetings to clarify what languages should be integrated in a Nordic/Baltic context (i.e. migrant, regional, nordic/baltic languages)

08/2014: 2-day workshop in a baltic country.  
Workshop title: "Exchanging experiences and designing materials for the Nordic/Baltic context"

10/2014: Teaching session 4, teacher/researcher meeting and researcher/researcher skype meeting

02/2015: Teaching session 5, teacher/researcher meeting and researcher/researcher skype meeting

05/2015: Teaching session 6, teacher/researcher meeting and researcher/researcher skype meeting

06/2015: Survey 3: Teachers' experiences with the Language Awareness approach

06/2015: Survey 4: Learners' attitudes towards language diversity and language learning and learners' metalinguistic competences

06/2015: Survey 5: Parents' attitudes towards the Language Awareness approach and towards language diversity, language learning and metalinguistic competences

## PHASE 3: Collecting and distributing results and experiences

From 08/2015: Data analysis (surveys and autobiographies)

12/2015: 2-day conference (with workshops) in Denmark.  
Title of the conference: "Developing the Language Awareness approach in the Nordic and Baltic countries"

From 01/2016: Writing joint articles e.g. for "International Journal of Education for Diversities" and "International Journal of Multilingualism"

04/2016: Integrating the teaching materials in the FREPA database

05/2016: Finalizing the website and clarifying the maintenance

06/2016: Final contact to the ECML's National Contact Points

07/2016: Self-evaluation: Analysis of ability to carry out the project

### **3.3.3. Anchorage**

The researchers participating in the project are widely working in the field of plurilingual education and are interested in collecting data within this field and comparing the data in the Nordic/Baltic context.

Among the researchers, there are specialists for the Language Awareness Approach, pluralistic approaches to languages and cultures and the language autobiography.

The teachers have the possibility to use the teaching materials in their lessons, both the adapted existing teaching materials and the developed materials.

All the involved researchers and teachers will participate in the two workshops and the conference, which will give them the possibility:

- to be introduced to the Language Awareness approach
- to be introduced to the language autobiography
- to adapt existing teaching materials to the Nordic/Baltic context
- to develop teaching materials for the Nordic/Baltic context
- to compare experiences and results
- to disseminate the project results.

Teacher/researcher meetings and researcher/researcher skype meetings will be organized throughout the whole project period.

The ECML's National Contact Points will be informed about the project during the course of the project.

The project website, the conference and the joint articles will establish a joint dissemination platform.

## **3.4. Organisation Organisation of the project**

### **3.4.1. Sharing responsibilities and workload**

The partners involved will follow the project's activity plan.

Coordinator responsibilities:

- Maintain contact with Nord Plus, the EDiLiC association and the FREPA project
- Budget administration
- Organizing technical assistance, establishment and maintenance of the project website
- Coordinating the program for the workshops and the conference in cooperation with the other researchers and Michel Candelier
- Organizing establishment of and technical assistance with the surveys
- Providing general information about the Language Awareness approach for the website in cooperation with the other researchers

- Design, distribution and analysis of the self-evaluation at the end of the project

Researcher responsibilities:

- Preparing the workshops
- Participating in the workshops
- Participating in researcher skype meetings
- Participating in teacher-researcher meetings
- Finding translators to translate the existing teaching materials and the surveys
- Providing the country informations for the website
- Designing the surveys
- Collecting and analyzing data
- Presenting a paper at the Nordic/Baltic conference and designing workshops for the conference
- Contributing to disseminate the project results by writing joint articles and/or presenting papers at conferences
- Informing the ECML's National Contact Points about the project and its results

Teacher responsibilities:

- Preparing for the workshops
- Participating in the workshops (adapting and developing teaching materials)
- Introducing the language autobiography to the students
- Implementing the Language Awareness approach in at least six teaching sessions
- Participating in teacher-researcher meetings
- Helping the researchers to collect data (working continuously on the autobiography and giving the students and the parents access to the surveys)
- Answering the teacher-survey
- Informing the pilot school about the Nordic/Baltic project
- Contributing to design workshops for the conference
- Contributing to the website (teaching materials)

Responsibilities of the countries where the workshops/the conference take place:

- Organizing a common accommodation
- Organizing the catering
- Organizing the facilities (assistance, localities)

### **3.4.2. Effective communication**

The following measures will ensure effective communication about the project's activities between the countries and in the countries:

- informations on the project website
- the participants' participation at two workshops
- teacher-researcher meetings in the countries
- researcher pair skype meetings
- the participants' participation at a conference at the end of the project

### **3.4.2. Evaluation**

Project evaluations will be carried out during the whole project period. The following methods are envisaged:

- The students' evaluations will be collected through the language autobiographies.
- The parents' evaluations will be collected through the surveys.
- The teachers' evaluations will be collected through teacher-researcher meetings and an electronic survey at the end of the project.

Furthermore, a self-evaluation is initiated at the end of the project. The project coordinator will design an electronic survey focussing on the project participants' ability to carry out the project.

### **3.5.Results and dissemination Spredning av resultater**

#### **3.5.1. Results**

The immediate results/benefits of the project will be:

- the establishment of partnerships between universities and primary/secondary schools in seven Nordic and Baltic countries
- the creation of a Nordic/Baltic network focussing on the Language Awareness approach
- development of a project website informing teachers, teacher trainers, researchers, policy-makers and the wider public about the Language Awareness approach and the possibility of using it in the Nordic/Baltic context
- support to participating teachers in their effort to review existing practice in (language) teaching and to integrate the Language Awareness approach in their teaching practice
- support to participating researchers in their effort to collect and compare data within the field (data about plurilingualism in the Nordic/Baltic countries, data concerning teachers, students and parents reflecting on linguistic diversity, language learning and the Language Awareness approach)
- dissemination of information about the Language Awareness approach and its possible application in a Nordic/Baltic context to ECML's National Contact Points
- provision of practical tools necessary to implementation of the Language Awareness approach in the Nordic/Baltic context: existing relevant teaching materials will be translated into Nordic/Baltic languages; Language Awareness teaching materials will be created for the Nordic/Baltic countries; surveys in the Nordic/Baltic languages will be developed. All these tools will be integrated in the project website, the teaching materials will furthermore be included in the FREPA database.

The impact/long term-benefit will be that:

- the societal discussions on language diversity and language learning in the Nordic/Baltic countries will be influenced, i.e. the position of language diversity in these countries will be reassessed, the hierarchization of e.g. Nordic/Baltic languages and migrant, minority and regional languages will be discussed
- the need for coherent development of plurilingual education will be taken into account by relevant Nordic/Baltic stakeholders
- Nordic/Baltic education will be known internationally to be further developing the larger conversations fostered by the Language Awareness approach.

#### **3.5.2. Dissemination**

The target groups of the project are

- researchers in the Nordic/Baltic countries and worldwide
- teachers of languages and other subjects and teacher trainers
- policy makers, decision takers

The project network will disseminate throughout the whole project period and at the end by:

a. Contact with the wider public:

- a project website where the project's activities and results will be collected and distributed within the whole project period, integrating freely accessible papers

- integration of Baltic/Nordic teaching materials in the FREPA teaching material database
- informations about the Nordic/Baltic project on the EDiLiC website
- use of social networks to promote the project's activities

b. Contact with practitioners, associations, other projects and the ECML's National Contact Points:

- one national workshop in a Baltic country
- one national workshop in a Nordic country
- cooperation with the FREPA team and the EDiLiC association
- cooperation with the ECML's National Contact Points in the countries by giving them informations about the project, primarily at the beginning and the end of the project

c. Publications

- joint articles in peer-reviewed journals, e.g. International Journal of Education for Diversities, International Journal of Multilingualism, Journal of Applied Linguistics and Professional Practice, International Journal of the Sociology of Language, International Journal of the Sociology of Language

d. International conferences

- organization of an international conference on "Developing the Language Awareness approach in the Nordic/Baltic countries" at the end of the project in Denmark
- presentations of the project at European and international conferences, e.g. The European Conference on Educational Research

## 4. Budget - Budget

EUR - Euro	Nordplus contribution	Own Contribution	Sum
<b>Project support</b>			
Travel expenses	35 568	0	<b>35 568</b>
Board and lodging	22 472	0	<b>22 472</b>
Work hours (only own contribution)	0	79 088	<b>79 088</b>
Other costs (specify below)	20 952	0	<b>20 952</b>
<b>SUM - Project support</b>	<b>78 992</b>	<b>79 088</b>	<b>158 080</b>
<b>SUM - Total</b>	<b>78 992</b>	<b>79 088</b>	<b>158 080</b>

### Ev. comments to the budget

In agreement with Kjetil Myklebust and Frank Krohn, I will within the next two weeks forward the two letters of intent that have not been signed yet.

### 4.2. Attachment

#### Attachment

- \* [Maie.pdf](#)
- \* [Petra.pdf](#)
- \* [Eija.pdf](#)
- \* [Jolanta.tiff](#)
- \* [Aili.pdf](#)
- \* [Loreta.pdf](#)
- \* [Fred.pdf](#)
- \* [Lina\\_Vaida.pdf](#)
- \* [Veronique.pdf](#)
- \* [Mette\\_Rikke\\_Zacha.pdf](#)
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- \* [Sandra.pdf](#)
- \* [Skaidrite.pdf](#)
- \* [Samuel.pdf](#)
- \* [Inta.JPG](#)
- \* [Karin.pdf](#)
- \* [Budget.xlsx](#)