

### 1.Start - Basic information

#### 1.1. Project information

**Project title**

Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context (ELL-NB)

**Project number** NPHZ-2016/10118

#### 1.2. Project access

**Editor access**

**Read only access**

### 2.Institutions - Institutions

#### 2.1.Coordinating institution Coordinating institution

##### 2.1.1. Registration of coordinating institution

University of Copenhagen (DK)

Type of institution: University

##### 2.1.2. Unit

Unit coordinating institution: Institut for Engelsk, Germansk og Romansk

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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)

As is in most European countries, first and second foreign languages are now also introduced earlier in the Nordic/Baltic countries. Research is inconclusive of the effect of this policy, but there is a general agreement that an earlier start requires highly skilled teachers and that teaching must be carefully planned taking the age of learners into consideration. Among other aspects, it is emphasized how important it is to link earlier foreign language learning to plurilingual education.

So far the Nordic/Baltic countries have gained experiences with earlier foreign language learning and teaching within a national context: in primary schools and teacher education - partly followed by researchers. However, there has not yet been established a Nordic/Baltic educational cooperation to draw benefits from these national experiences and to disseminate them systematically even though we are facing the same challenges: How can we plan earlier foreign language learning/teaching? What kinds of teaching materials are available? How can we best educate teachers and student teachers in

earlier language learning/teaching? How can we integrate a plurilingual perspective, taking e.g. migrant languages and the Nordic/Baltic languages into account?

This two year project aims to take up these questions and to establish educational cooperation between universities, teacher education centres and primary schools in four Nordic/Baltic countries (Denmark, Lithuania, Norway and Sweden). The aim of this new network is to share and exchange national experiences systematically and to (further) develop initial and in-service teacher education course modules as well as innovative teaching materials in a Nordic-Baltic perspective.

### **3.1.2. Other information**

#### **Web page**

**Contract period** 2 years project (ends August 2018)

**Activity period** 08/2016 - 07/2018

### **3.1.3. Earlier/other Nordplus project**

#### **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 early foreign language learning and teaching can be further developed in the Nordic/Baltic context.

The project will facilitate a new Nordic/Baltic network and aims at a systematic exchange of experiences and research gained in national contexts to develop Early Foreign Language Learning and Teaching in the Nordic/Baltic Context. Focus is on Early English, French, German and Spanish including a general focus on plurilingualism, taking i.a. the Nordic/Baltic languages into account.

The project addresses three thematic areas:

- 1) Initial and in-service teacher education course modules using new learning and teaching platforms (focus on developing teachers' competencies)
- 2) Innovative teaching materials for Early English, French, German and Spanish (focus on collecting and further developing best practices based on research findings and recommendations)
- 3) The plurilingual perspective in early foreign language learning and teaching (focus on how to link early foreign language learning in English, French, German and Spanish to the wider context of plurilingual education)

The project activities involve 24 partners from four participating Nordic/Baltic countries and will establish collaboration between universities, teacher education centres and primary schools in these countries. To increase the impact of the project, the project will include cooperation with an international panel (including representatives from other Nordic-Baltic countries) and will inform the ECML's National Contact Points in the participating countries about the project results.

The general objectives of the project are:

- to create a network of partners, i.e. researchers, teacher trainers and primary school teachers, from four Nordic/Baltic countries
- to further develop early foreign language learning and teaching in the Nordic/Baltic context
- to pilot a plurilingual education within the context of early foreign language learning and teaching in the Nordic/Baltic context
- to contribute to the societal discussions on early foreign language learning, language learning in general and language diversity 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. existing research, publications/links about early foreign language learning; teaching materials for Early English, Early French, Early German, Early Spanish; teaching plans for schools and teacher education)
- organize two workshops for the researchers, teacher trainers and teachers participating in the project
- share and disseminate existing experiences on Early Foreign Language Learning and Teaching in the four participating countries
- (further) develop initial and in-service teacher education course programmes in the field of Early Foreign Language Learning
- (further) develop best practice teaching materials for Early English, French, German and Spanish
- integrate a plurilingual perspective in early foreign language learning and teaching
- translate a set of the project products (innovative teaching materials, teaching plans, programmes in teacher education) into eight Nordic/Baltic languages (Danish, Estonian, Finnish, Icelandic, Latvian, Lithuanian, Swedish, Norwegian)
- organize meetings between researchers, teacher trainers and teachers in each country and across countries to (further) develop and evaluate the project results
- organize a conference to disseminate the project results
- publish joint articles in the national and international context to disseminate the project results
- inform the ECML's National Contact Points in each country about the project and its outcomes
- cooperate with an international panel (including representatives from other Nordic-Baltic countries)

The aims of the project correspond with the general aims of Nordplus

- by strengthening and developing Nordic educational cooperation and contributing to the establishment of a Nordic-Baltic educational region;
- by supporting, developing, drawing benefit from and disseminating innovative products and processes in education through the systematic exchange of experiences and best practice;
- by contributing to the development of quality and innovation in the educational systems for lifelong learning in the participating countries by means of educational cooperation, as well as cooperating with schools as workplaces, about development projects and building of networks
- and, through the integration of plurilingual education, by encouraging students' and in service and student teachers' interest in Nordic-Baltic languages and mutual Nordic-Baltic linguistic recognition and understanding.

The aims of the project correspond with the specific aims of Nordplus Horizontal

- by supporting cross-sectoral network and project activities in the field of education
- by supporting network activities that aim to contribute to the development of quality and innovation in the educational systems for lifelong learning in the participating countries
- by supporting an innovative project that spans traditional categories and sectors through the integration of plurilingual education and can tackle new, different, broader or more complex issues and challenges.

### **3.2.2. Aims and contribution**

Within the field of foreign language education, the learning and teaching of foreign languages from an earlier age has been one of the key changes in Europe over the last decade. Children in most European countries learn their first foreign language at an earlier age and some countries also introduce the second foreign language earlier (Key Data, 2012; Nikolov & Djigunović, 2011). This is also the case in the Nordic/Baltic countries. This policy reflects the important role assigned to foreign languages in a globalized world and builds on a 'the earlier the better slogan' (Nikolov, 2009:5): Policy makers, parents and teachers assume that it is better to learn foreign languages earlier and that it is no longer possible to learn certain aspects (e.g. pronunciation) once learners have reached puberty.

Over the last 15 years, research projects have tried to answer the question if there is research evidence to indicate how effective it is that learners learn foreign languages earlier (see Blondin et al., 1998; Johnstone, 2002; Nikolov & Djigunovic, 2006; Nikolov, 2009; Edelenbos & Kubanek, 2009; Lambelet & Berthele, 2014). Studies point to the fact that learners in general enjoy and are motivated to learn first and second foreign languages earlier, but disagree about the effect of the early foreign language learning initiatives. De Houwer (2014: 14) points out that "the scientific evidence [...] is inconclusive at best and non-existent at worst".

Researchers agree that age should not be regarded as the only significant variable, but rather, as one of a number of variables to take into consideration, and that current foreign language policies imply major challenges within foreign language didactics. Earlier foreign language teaching requires highly skilled teachers, since earlier language learning must be carefully planned taking the age of learners into consideration. "The Early Language Learning in Europe Project" (ELLiE, see Enever, 2011, for an account of the main findings) presents a European longitudinal study including results from seven European countries (Croatia, England, Italy, the Netherlands, Poland, Spain and Sweden). Among other things, the project documents the importance of greater investment in initial and in-service early primary foreign language education and highly skilled teachers. The study "Languages for the Children of Europe" (European Commission, 2006) also emphasizes the fact that teachers are the key factor in the learning process of their learners. Consequently, it is an important recommendation for practice to acknowledge the fact that highly skilled teachers (linguistically, culturally and methodically) are required to teach these younger learners and that greater investment in pre- and in-service teacher education is needed (Daryai-Hansen, Gregersen, Søggaard & Revier, 2014).

Research also emphasizes a focus on plurilingualism: It is argued that first foreign language learning at an earlier age will allow more opportunities for learners to learn more languages in primary and secondary school. The importance of drawing on all language resources of the learners - including learners' first languages - is also stressed. Plurilingual education, in particular the Language Awareness Approach (see e.g. the Nordplus Horizontal DELA-NOBA project; Cummins & Persaud, 2014; Ntelioglou, Fannin, Montanera & Cummins, 2014) points to the fact that foreign language learning at an earlier age includes a limited number of languages (in most cases English, French and German) whereas other languages are excluded. From this perspective, early foreign language learning ought to integrate a general focus on plurilingualism as well. To support and strengthen language recognition in general and learners' specific linguistic knowledge and skills, early foreign language learning might also include migrant, minority and regional languages as well as Nordic/Baltic languages.

Over the last years, the Nordic/Baltic countries have gained experiences with earlier language learning/teaching in primary schools as well as in initial and in-service teacher education within a national context. In most countries, this has been followed by researchers. Sweden has participated in the ELLiE-project. Other Nordic/Baltic researchers/teacher trainers have international partners within the field.

However, there has not yet been established a Nordic/Baltic educational cooperation to draw benefits from these national experiences and to disseminate them systematically even though we are facing the same challenges: How can we plan successful earlier language learning/teaching? What kinds of teaching materials are available to teachers? How can they be further developed to suit the needs of the learners? How can we best educate teachers and student teachers in earlier language learning/teaching? How can a focus on plurilingualism be integrated in a Nordic/Baltic context taking i.a. migrant languages and Nordic/Baltic languages into account?

This two year project aims to take up these questions and to establish an educational cooperation between universities, teacher education centres and primary schools in four Nordic/Baltic countries (Denmark, Lithuania, Norway and Sweden).

The grant will give the partners the possibility to establish a network, to share, disseminate and compare existing knowledge and experiences and to (further) develop the field in a Nordic-Baltic perspective.

Focus is on Early English, French, German, Spanish and the project addresses three thematic areas: 1) Initial and in-service teacher education course modules using new learning and teaching platforms; 2) Innovative teaching materials for Early English, French, German and Spanish; 3) The plurilingual perspective in early foreign language learning and teaching.

In the first phase of the project (June-December 2016), researchers, teacher trainers and primary school teachers will share and disseminate experiences on early foreign language learning and teaching in the four participating countries within the three thematic areas. In the second phase of the project (January-December 2017) researchers, teacher trainers and primary school teachers collaborate on (further) development of early foreign language learning and teaching in the Nordic/Baltic context within the three



thematic areas. In the final phase (January-July 2018) researchers, teacher trainers and primary school teachers will collect and disseminate project results and experiences at a final conference and through national and international publications.

An important aspect of the project is the collaboration between researchers, teacher trainers and primary school teachers building bridges between theories and practices nationally as well as in the Nordic/Baltic context. Primary school teachers are central in our collaboration and have among other things the following tasks:

1) (Further) development: Designing, implementing, evaluating and (further) developing teaching materials and/or contributing to the design, evaluation and (further) development of teacher education course modules and/or contributing to the integration and evaluation of a plurilingual dimension in early foreign language learning and teaching

2) Dissemination: Contributing to the website and the Facebook page (e.g. by posting information on teaching materials) and informing their schools about the project. Contributing to the design of workshops for the conference and/or to the dissemination of project results through final publications. Concerning (1), the primary teachers will implement the teaching materials which have been developed during the project in their classrooms (thematic area 2 and 3). Concerning the teacher education course modules (thematic area 1), the primary teachers will be key partners to develop and evaluate new initiatives. In this thematic area, the teacher trainers will build bridges between theories and practices based on their practical and theoretical knowledge within the field.

### 3.2.3. Sectors

Higher education  
Primary/secondary/upper secondary Schools

## 3.3. 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: Sharing and disseminating experiences on Early Foreign Language Learning and Teaching in a Nordic/Baltic context

08/2016: Establishment of the project website "Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context"

08-09/2016: Preparing the workshop and the national contributions to the website in a national context: existing research, publications/links, teaching materials, teaching plans, international cooperation partners within the project's three thematic areas

09/2016: 2-day workshop for researchers, teacher trainers and teachers in Copenhagen, Denmark.

Workshop title: "Sharing Nordic/Baltic experiences on Early Foreign Language Learning and Teaching"

Thematic area 1: Initial and in-service teacher education course modules

Thematic area 2: Best practice teaching materials for Early English, French, German and Spanish

Thematic area 3: The plurilingual perspective in early foreign language learning and teaching

10/2016: First contact to the ECML's National Contact Points

10/2016: Establishment of the project's international panel

10-12/2016: Integrating all provided information into the website

10/2016: Based on the first workshop: Cross-sectoral national teacher/teacher trainer/researcher meeting in order to investigate ideas for (further) development

11/2016: Based on the three thematic areas: Cross-national researcher/teacher trainer skype meeting 1 in order to prepare workshop 2

12/2016: Based on the three thematic areas: Cross-national researcher/teacher trainer skype meeting 2 in order to prepare workshop 2

12/2016: Cross-sectoral national teacher/teacher trainer/researcher meeting in order to prepare workshop 2

PHASE 2: (Further) Development of Early Foreign Language Learning/Teaching for the Nordic/Baltic context

01/2017: 2-day workshop for researchers, teacher trainers and teachers in Copenhagen. Workshop title: "(Further) Development of Early Foreign Language Learning and Teaching for the Nordic/Baltic context"

Thematic area 1: (Further) Development of initial and in-service teacher education course modules using new learning and teaching platforms

Thematic area 2: (Further) Developing innovative teaching materials for Early English, French, German and Spanish

Thematic area 3: (Further) Development of the plurilingual perspective in early foreign language learning and teaching

02/2017: Establishment of the Facebook site "Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context" (ELL-NB)

02-12/2017: Regular updating of the project website and the Facebook site

02-07/2017: (Further) Development of Early Foreign Language Learning/Teaching for the Nordic/Baltic context in cross-national and cross-sectoral Nordic-Baltic networks (three national cross-sectoral teacher/teacher trainer/researcher meetings and three cross-national teacher/teacher and teacher trainer/researcher skype meetings)

Thematic area 1: (Further) Development of initial and in-service teacher education course modules using new learning and teaching platforms

Thematic area 2: (Further) Development of innovative teaching materials for Early English, French, German and Spanish

Thematic area 3: (Further) Development of the plurilingual perspective in early foreign language learning and teaching

08-12/2017: Implementation/evaluation of findings within the thematic areas (national cross-sectoral teacher/teacher trainer/researcher meetings and cross-national teacher/teacher and teacher trainer/researcher skype meetings)

PHASE 3: Collecting and disseminating the project results and experiences (final conference, final publications and translations)

01-07/2018: Regular updating of the project website and the Facebook site

01-03/2018: Translating a set of the project products (e.g. teaching materials, modules) into the Nordic/Baltic languages

03-05/2018: Preparing the presentations/workshops at the final conference

01-07/2018: Writing articles in national journals and joint articles in international journals

05/2018: 2-day conference (with workshops) in Copenhagen, Denmark. Title of the conference: "Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context"

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

07/2016: Finalizing the website, integrating all products into the website and clarifying the maintenance

07/2018: Self-evaluation: Analysis of ability to fulfill the aims of the project

### **3.3.3. Anchorage**

For years, the researchers/teacher trainers participating in the project have been widely involved in the field of early foreign language learning/teaching as they will continue to be in years to come. They are interested in establishing a network, sharing and disseminating their experiences and (further) developing this field through a cross-sectoral and cross-national Nordic-Baltic approach.

Among the researchers/teacher trainers, there are specialists for Early English, Early German, Early French, Early Spanish, the European Language Portfolio and Plurilingual Education.

The teachers have been integrating early foreign language learning in their teaching and they will have the possibility to use Nordic/Baltic teaching materials in their lessons, both the existing teaching materials and the developed materials.

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

- to share and disseminate their national experiences and to compare Nordic/Baltic experiences

- to be introduced to recent experiences on Early Foreign Language Learning and Teaching in a Nordic/Baltic context regarding initial and in-service teacher education course modules
- to be introduced to recent experiences on Early Foreign Language Learning and Teaching in a Nordic/Baltic context regarding best practice teaching materials for Early English, French, German and Spanish
- to be introduced to recent experiences on Early Foreign Language Learning and Teaching in a Nordic/Baltic context regarding the plurilingual perspective in early foreign language learning and teaching
- to (further) develop Early Foreign Language Learning and Teaching in a Nordic/Baltic context regarding initial and in-service teacher education course programmes
- to (further) develop Early Foreign Language Learning and Teaching in a Nordic/Baltic context regarding best practice teaching materials for Early English, French, German and Spanish
- to (further) develop Early Foreign Language Learning and Teaching in a Nordic/Baltic context regarding the plurilingual perspective in early foreign language learning and teaching
- to share and disseminate the project results.

Cross-sectoral teacher/teacher trainer/researcher meetings and cross-national teacher/teacher and researcher/teacher trainer 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 Facebook site, the final 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 activity plan.

Coordinator responsibilities:

- Maintain contact with Nordplus and the international panel
- Budget administration
- Organizing technical assistance, establishment and maintenance of the project website
- Organizing establishment and maintenance of the project Facebook site
- Coordinating the program for the workshops and the conference in cooperation with the other network partners
- Providing general information about Early Foreign Language Learning and Teaching for the website in cooperation with the other researchers/teacher trainers
- Organizing the translation of a set of the project products (e.g. teaching materials, modules) into the Nordic/Baltic languages
- Design, distribution and analysis of the self-evaluation at the end of the project

Researcher/teacher trainer responsibilities:

- Preparing the workshops and the final conference
- Participating in the workshops and the final conference
- Participating in cross-national researcher/teacher trainer skype meetings
- Participating in cross-sectoral teacher/researcher/teacher trainer meetings
- Finding translators to translate a set of the project products
- Contributing to the website and the Facebook site
- Contributing to the presentation, (further) development and evaluation of innovative teaching materials and/or contributing to the presentation, (further) development and evaluation of teacher education course modules and/or contributing to the integration and evaluation of a plurilingual dimension in early foreign language learning and teaching
- Presenting a paper at the final conference and designing workshops for the conference
- Contributing to the dissemination of the project results by writing articles in the national context, joint articles and/or the presentation of papers at conferences
- Informing their ECML's National Contact Point about the project and its results

Teacher responsibilities:

- Preparing for the workshops and the final conference

- Participating in the workshops and final conference
- Contributing to the design, implementation, evaluation and (further) development of innovative teaching materials and/or contributing to the design, evaluation and further development of teacher education course modules and/or contributing to the integration and evaluation of a plurilingual dimension in early foreign language learning and teaching
- Participating in cross-national teacher/teacher skype meetings
- Participating in cross-sectoral teacher/researcher/teacher trainer meetings
- Helping the researchers to collect data
- Informing their school about the project
- Contributing to the website and the Facebook page (e.g. by posting information on innovative teaching materials)
- Contributing to the design of workshops for the conference and/or the dissemination of the project results through final publications

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

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

### **3.4.2. Effective communication**

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

- information on the project website
- information on the Facebook page
- the participants' participation at two workshops
- cross-sectoral teacher/teacher trainer/researcher meetings in the countries
- cross-national researcher/teacher trainer skype meetings
- cross-national teacher/teacher 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 planned:

- A project participant survey after workshop 1 and 2
- The (further) developed teaching materials are evaluated by the teachers, their students and members of the international panel
- The (further) developed teacher training programmes are evaluated by the teachers and members of the international panel

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 fulfil the aims of the project.

## **3.5. Results and dissemination Project results and dissemination**

### **3.5.1. Results**

The immediate results/benefits of the project will be:

- the establishment of partnerships between universities, teacher education centres and primary schools in four Nordic/Baltic countries
- the creation of a Nordic/Baltic network focussing on Early Foreign Language Learning and Teaching
- development of a project website informing teachers, teacher trainers, researchers, policy-makers and the wider public about Early Foreign Language Learning and Teaching and the possibility to integrate a plurilingual approach in Early Foreign Language Learning and Teaching in the Nordic/Baltic context
- support to participating teachers in their effort to review existing practice in Early Foreign Language teaching and to integrate a plurilingual perspective in their teaching practice
- support to participating researchers and teacher trainers in their effort to (further) develop the field of Early Foreign Language learning and teaching in three thematic areas:
  - 1) Initial and in-service teacher education course modules using new learning and teaching platforms
  - 2) Innovative teaching materials for Early English, French, German and Spanish
  - 3) The plurilingual perspective in early foreign language learning and teaching
- dissemination of the project findings/results to ECML's National Contact Points

- dissemination of information about Early Foreign Language learning and teaching in a Nordic/Baltic context through cooperation with the international panel (including representatives from other Nordic-Baltic countries)
  - provision of practical tools necessary to the implementation of innovative early foreign language learning/teaching in the Nordic/Baltic context which in part will be translated into the Nordic/Baltic languages:
    - 1) Initial and in-service teacher education course modules using new learning and teaching platforms will be (further) developed
    - 2) Innovative teaching materials for Early English, French, German and Spanish will be (further) developed
    - 3) The plurilingual perspective in early foreign language learning and teaching will be (further) developed
- All these tools will be integrated in the project website and posted on the project Facebook page.

The impact/long term-benefit will be that:

- the need for coherent development of early foreign language learning and 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 within the field of early foreign language teaching/learning and plurilingual education.
- the societal discussions on early foreign language learning and language diversity in the Nordic/Baltic countries will be influenced, i.e. the position of language learning and language diversity in these countries will be reassessed
- through the plurilingual perspective the hierarchization of e.g. Nordic/Baltic languages and migrant, minority and regional languages will be discussed

### **3.5.2. Dissemination**

The target groups of the project are

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

The project network will disseminate the project results 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
- use of Facebook as a social network to promote the project activities

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

- two workshops in Copenhagen
- cooperation with an international panel (including representatives from other Nordic-Baltic countries)
- cooperation with the ECML's National Contact Points in the countries by giving them information about the project, primarily at the beginning and the end of the project

c. Publications

- joint articles in national journals (e.g. "Sprogforum" and "Sproglæreren" in Denmark, "Acta Paedagogica Vilnensia" in Lithuania, "Lingua" and "Alfa" in Sweden) and peer-reviewed joint articles in international journals (e.g. "The Language Learning Journal", "Early Childhood Education Journal", "Nordic Journal of Modern Language Methodology", "The Modern Language Journal", "Applied Linguistics", "Center for Educational Policy Studies Journal", "International Journal of Multilingualism")

d. International conferences

- organization of an international conference on "Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context" at the end of the project in Denmark
- presentations of the project at national Nordic/Baltic, European and international conferences, e.g. "The European Conference on Educational Research"

## 4. Budget - Budget

### 4.1. Budget

EUR - Euro	Nordplus contribution	Own Contribution	Sum
<b>Project support</b>			
Travel expenses	11 700	0	<b>11 700</b>
Board and lodging	24 540	0	<b>24 540</b>
Work hours (only own contribution)	0	96 662	<b>96 662</b>
Other costs (specify below)	13 734	0	<b>13 734</b>
<b>SUM - Project support</b>	<b>49 974</b>	<b>96 662</b>	<b>146 636</b>
<b>SUM - Total</b>	<b>49 974</b>	<b>96 662</b>	<b>146 636</b>

#### Ev. comments to the budget

Other costs comprise facilities (assistance/venues), website, translation and administrative expenses (see detailed budget).

The two workshops and the final conference will be held in Copenhagen in order to reduce the budget.

A detailed workhour plan (teachers and researchers/teacher trainers) is attached.

### 4.2. Attachment

#### Attachment

- \* [LOI\\_Beate Lindemann.pdf](#)
- \* [LOI\\_Anna Vera M Sigsgaard.pdf](#)
- \* [LOI\\_Heike Speitz.pdf](#)
- \* [LOI\\_Janet Enever\\_Eva Lindgren.pdf](#)
- \* [LOI\\_Marie Jungfalk Sørensen.pdf](#)
- \* [LOI\\_Mette Poulsen.pdf](#)
- \* [LOI\\_Rikke Jensen.pdf](#)
- \* [LOI\\_Selma Mesic.pdf](#)
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- \* [LOI\\_Sofi Rimmevik.pdf](#)
- \* [LOI\\_Anette Sandvær.pdf](#)
- \* [Detailed workhour plan .pdf](#)
- \* [Budget\\_1.3.2016.xls](#)