



## O3 Educational Program and Work plan

During the 12 months period (April 2017 - March 2018) output O3 - Educational Program and Work plan of the ERASMUS+ Project EDUGATE was carried out.

Within the framework of O3-A1-Index and overall template preparation the coordinator, **University of Goteborg (SE)** proposed a draft index of educational program and work plan. [The provided educational program and work plan were analyzed and validated by all the partners of this project.](#)

During the second step O3-A2- Educational program and work plan preparation/writing - all the partners delivered a chapter of the educational program and work plan to the others for revision.



Every partner worked on the description of its local and cultural aspects. Based on the chapters composed, the draft of the educational program and work plan was produced and evaluated.

During the third stage - Evaluation of the Educational program and work plan an assessment report with comments and recommendation was delivered in order to improve and finalize the relevant educational program and work plan.

The fourth stage - Finalization of the Educational program and work plan - partners revised and finalized the educational program and work plan according to the recommendations. The fifth stage - **Translation in all the partners' languages** - intended for each partner to translate the Educational program and work plan in its own language.



This Intellectual Output describes the second language teaching/learning methodology in the daily activities of the ECEC services (**Early Childhood Education and Care**) and shows the topics on which to build the teaching activities, identified in close collaboration with the educators and based on the game and active participation of the children.

The research is supported by the contemporary theories on bilingualism in terms of translingual and on the learning process in general.

**The Bicocca University (UNIMIB-IT)** drafted two chapters. The first one proposes a discussion on multilingual and bilingual acquisitions (terms that overlap in literature); according to the definition of Grosjean (1999) a bilingual is a person who regularly uses two languages, regardless of his level of competence in both languages.

When a child learns more than one language from his/her birth, his/her languages will grow simultaneously with the development of other cognitive functions; on the other hand, if a child begins to acquire L2 at a later stage, after three years of age (Kovelman et al., 2008) she/he must first have developed the language skills necessary for the acquisition of the first language. His/her expertise in L1 will act as a basis for the acquisition of L2.

Among the advantages of multilingualism, the research suggests that children who know more than one language seem to understand the language structures and thus they develop a sensitivity to language (Bialystock 2002). Thus multilingualism would produce cognitive flexibility and control of the benefits of attention because of the regular use of one or more languages allows to continuously select the language to be used.



 <https://www.facebook.com/inedugate/>

 <https://twitter.com/InEdugate>

 <http://edugateerasmus.eu/>

