



**Minutes of the 2nd Transnational Meeting of the ADiBE Project in
Münster, Germany, from October 24th to 26th, 2019**

October 24th, 2019

VENUE: Festsaal, Schlossplatz 5, Universität Münster (Germany)

STARTING TIME 3.00 pm

ATTENDANCE

Attendants: Silvia Bauer-Marschallinger, Kim Bower, Antonio Vicente Casas Pedrosa, Do Coyle, Christiane Dalton-Puffer, Stephan Gabel, Helen Heaney, Trinidad Jerez Montoya, Frauke Matz, Tarja Nikula, Marisa Pérez Cañado, Diego Rascón Moreno, Ricardo Römhild, Dominik Rumlich, Marcus Saller, Kristiina Skinnari, and Y.L. Teresa Ting.

Philipp Siepmann is **excused**, as he is on paternity leave.

1- Welcome and approval of the first meeting minutes

Frauke Matz, Head of the English Department at University of Münster, welcomes those present and introduces the members of the Münster Team in charge of the organization of the 2nd transnational ADiBE meeting: Thomas Janzen and Clarissa Diekmann (student assistants), Ricardo Römhild (PhD researcher), Stephan Gabel (lecturer), Marcus Saller (lecturer), and absent Philipp Siepmann (PhD researcher).

This leads to the presentations of all teams, each of their members present introducing themselves, as some of them joined the project after the 1st transnational meeting: Austria (Silvia Bauer-Marschallinger, Helen Heaney, and Christiane Dalton-Puffer –from the University of Vienna), Finland (Tarja Nikula and Kristiina Skinnari – from the University of Jyväskylä), Germany (Ricardo Römhild, Frauke Matz, Stephan Gabel, and Marcus Saller –from the University of Münster–, and Dominik Rumlich – from the University of Paderborn), Spain (Diego Rascón Moreno, Antonio Vicente Casas Pedrosa, and Marisa Pérez Cañado –from the University of Jaén–, and Trinidad Jerez Montoya –from the Córdoba Teacher Training Center), United Kingdom (Do Coyle –from the University of Edinburgh– and Kim Bower –from the University of Sheffield Hallam), and Italy (Teresa Ting –from the University of Calabria).

Marisa Pérez Cañado welcomes the members in the room as the Coordinator of the Project and thanks the organizing team. She makes reference to the conference dossier that will be used. It includes the minutes of the 1st transnational ADiBE meeting in Córdoba, Spain, and which are approved by everyone.

2- Stocktaking on Output 1

The Coordinator introduces the information that will be addressed as part of the stocktaking on Output 1 and refers to its structure. A PowerPoint presentation prepared by the University of Jaén will be employed as guide and visual support throughout this block.

To begin with, Diego Rascón Moreno makes a detailed description of the validation process undertaken from 8th April to 16th August, once the whole ADiBE team had reviewed and made suggestions to the instruments in March and start of April. The analyses of both phases of the validation process, the expert ratings approach and the pilot study are reported on. The subsequent decisions (upon deleting or modifying items) that had to be taken on the basis of the quantitative and qualitative analyses are explained.

Then, the administration process in every country is described. Each team, the Spanish, the Austrian, the German, the Finnish, the Italian, and the British, devotes approximately 10 minutes to it. Some difficulties to be allowed to make class observations are highlighted, and doubts are raised, especially by countries which could

not begin the administration yet, about the understandability of some items for the stakeholders. The Spanish team cleared them up by telling its recent successful experience gathering the data and by recommending reading aloud the items in class in the case of the student survey.

3- Description of next steps for Output 1

Marisa expounds on the range of statistical operations that should be made to the quantitative data gathered once the administration is finished, following the recommendations of the statisticians of the project, Valentina Cueva López and Cristina Fernández Durán, from the University of Jaén. It is not clear, though, how to analyze the open data. After some reflection, it is agreed that a template in English following the interview protocol structure and the method of grounded theory analysis will be employed. Each country/researcher will include the main themes that have emerged, which will be later shared among all ADiBE members.

This first session finishes at 18.00.

October 25th, 2019

STARTING TIME 8.45 am

ATTENDANCE:

Attendants: All who were present yesterday except for Stephan Gabel and Marcus Saller, who have to teach.

3- Description of next steps for Output 1 (continuation)

The day begins by talking about the future dissemination of results derived from Output 1. The Coordinator of the project refers to the next AILA conference, to which a few of the attendants sent in September a proposal to participate in the symposium to be held on attention to diversity. Kim Bower mentions the meeting in Sheffield (England) that she will host under the name of “Language World” at the end of June

2021 as another chance for dissemination. Do Coyle suggests including the link to the ADiBE website at the end of our emails (and in our Twitter/Facebook/YouTube accounts). Teresa Ting recommends the creation of a kind of library with different types of resources on the web. They would be classified into different categories.

Afterwards, where, what and when to publish is discussed. Marisa makes reference to a few high-impact journals indexed in the Journal Citation Report database. It is agreed that the publication of a monograph in the *International Journal of Bilingual Education* will be aimed for and that abstracts (following the journal guidelines and probably based on those submitted to the AILA conference) will be prepared by the 10th of November. Considering that there are between 6 and 8 articles per issue of this journal, the monograph could consist of a general overview article, one on the research instruments, and one per country (6).

Marisa reminds that it is compulsory to hand in an interim report by the end of February, so the end of January must be the deadline for sending a one or two-page document of the results obtained per country regarding the first output (O1).

4- Financial report

At 09.15, Antonio Vicente Casas Pedrosa (Nono) takes the floor. Firstly he remarks the importance of signing each day of the meeting in the available sheets with all the member names so that the corresponding certificates of attendance can be issued. He then moves to give, for slightly more than thirty minutes, a very complete report on the financial situation of the ADiBE project. Several questions follow at different moments of his presentation supported by the PowerPoint program. They are properly answered (e.g. part-time minor contracts should follow each institution/country regulations) and he encourages attendants to address him additional doubts that they may have either during the breaks of the meeting or through email.

5- Presentation of and work on Output 2

Teresa Ting and Trinidad Jerez Montoya get the whole team started on this output. To begin with, following their recommendation, it is agreed that a text about the underlying values of the project which the teachers could consider when developing their materials would be written up: The mission statement text, jointly designed by all countries and typeset in an homogenous way, would deal with Multimodality,

Knowledge construction, Scaffolding, Learner centredness, Dialogue classroom, Teachers as designers and Explicitness.

Then, it is discussed that each country would draw up two projects, to have 12 in total. Each of them would include 15 activities divided into three levels: high, medium and low. It is reminded that copyright issues should be taken into account and it is informed that Nina Lancaster, an English as a Foreign Language teacher, and Carmen Plata, a Biology teacher, will be experts in CLIL implementation at the grassroots level (Secondary education) that will help with the design of materials in Spain.

After a short coffee break, Teresa shows the CLIL materials that she developed for the upper Secondary Curriculum in collaboration with Cambridge University Press (CUP). This publisher asked her to develop two pages for each of the six disciplines, with a common topic: Pollution. An example of how multilevel entry into a module on “The Industrial Revolution” can be set up is illustrated. We divide in three groups to discuss the organization of low (L), medium (M) and high (H) achievers around the module:

L: Christiane, Diego, Do, Frauke & Kristiina

M: Kim, Nono, Silvia & Trinidad

H: Dominik, Helen, Marisa & Tarja

The groupwork also involves reflecting on the thinking skills (e.g. Bloom’s Taxonomy) called upon each task in the learning progression, as well as the cognitive discourse functions (e.g. Dalton-Puffer’s) each type of achievers need to access and move through the content-packed information. The session is discontinued at 12:30 for a lunch break.

6. Continued work on Output 2

The work on Output 2 continues at 15:30. The structure for the projects and types of activities are discussed based on the analysis in groups of the CUP CLIL materials. Proposals are also made regarding the Guidelines Manual for teachers.

Trini expounds on the desired multimodality of materials to achieve a variety of task-types. She shows various ICT resources. Frauke Matz brings up the issue of students’ privacy policies. She reasonably asks to choose materials which do not

retrieve personal data since teachers in Germany are not allowed to use those resources with their students.

Further decisions are taken. On the one hand, a coordinated feedback process whereby we send one of our projects to one partner and the other project to another partner, and likewise receive two projects from two different partners will be followed. On the other hand, the satisfaction questionnaires for students and teachers that will be devised to find out which of the materials worked / did not work will include around 20 items. They will be based on the same sections already considered in the Output 1 research tools.

7. Wrap-up and next steps

Given that the Spanish team has to leave either in the evening or the following day early in the morning, this last section in the schedule is also covered. A series of due dates for the following phases of the project materials design up to the piloting stage are set. They are gathered in the table below:

November 10th, 2019	Abstracts for the journal issue
November 15th, 2019	Identify the content subjects and the topics that will be comprised in each project
January 31st, 2020	One- or two-page report on the quantitative and the qualitative data for O1 sent by each country
February 15th, 2020	Draft 1
February 28th, 2020	Feedback on draft 1
March 15th, 2020	Draft 2
March 20th, 2020	Feedback on draft 2
20th September, 2020 (Sunday)-	Trip to Finland
21st-22nd September, 2020 (Monday-Tuesday)	3 rd Transnational ADiBE Meeting in Jyväskylä University(Finland)
23rd September, 2020 (Wednesday)	Trip back home

After a short break at around 18:00, work goes on for almost another hour, until 19:00. During this last part of the session the common elaboration of the mission statement text starts through the use of an online application (Padlet).

On the following day, **26th October**, the Austrian, Finnish, German, Italian, and UK teams meet and progress in the Output 2 tasks set for the end of the month as they gather several ideas for each of the underlying values in the mission statement text.

THE COORDINATOR

THE SECRETARY

Marisa Pérez Cañado

Diego Rascón Moreno



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