



### Records of the 4th Transnational Project Meeting (TPM 4)

**Number of the meeting:** the 4th Transnational Project Meeting (TPM4)

**Date of the Meeting:** 05.05.-06.05.2022

**Location:** Limerick (hybrid participation was possible)

**Hosting Institution:** University of Limerick, Limerick, Ireland

**Day 1: 5th of May, 2022**

**09:30-17.30**

This TPM took place as planned in the project proposal. Four partners sent in-person teams (AMU, ION, BREM, BIEL) and two partners participated online (CTI, ODN) with the University of Limerick participants hosting this TPM.





The meeting began with a welcome address by Dr Angela Farrell and Michelle Daly and they led the first session, an interactive materials development workshop with input from both online and face-to-face participants.







After the morning break, we began with a general discussion on typical teacher training sessions in each country that our partners represent to set the context for the IO2 Workshop Overviews.

We then proceeded with an overview and content discussion of each IO2 workshops as per the agenda. **Workshop 1** – Second Language Acquisition and Multilingualism was led by Emilia Wąsikiewicz-Firlej and Anna Szczepaniak-Kozak (AMU) and began by summarising the outline. Suggestions were welcomed to include an introduction for teachers.



Next, **Workshop 2** - Introduction to language-sensitive teaching and **Workshop 3** - Subject-specific language-sensitive teaching (the humanities) were led by Angela Farrell (UL). We then proceeded to **Workshop 4** – Foreign Language Teaching in Diverse Multilingual Contexts led by Sandra Ballweg (BIEL) and debated whether this workshop will go ahead and if it is needed.



**Workshop 5** - Subject-specific Language Sensitive Teaching (Sciences) led by Sylwia Adamczak-Krysztofowicz, there was a discussion on the current practices of training subject (not language) teachers on the language needs of students so the students can understand the content/questions, etc.

In **Workshop 6** – Subject-oriented Language Teaching, Andrea Daase (BREM) outlined that this links closely to Workshop 2, so we need to ensure there is no overlap. Andrea Daase also highlighted that language is the fundamental element of learning and the need to review the literature of each partner country. Later, the discussion turned to functional grammar and using graphics e.g., in biology. Katja Baginski (BREM) also presented the Mathematikvideo zum Thema [Kombinatorik: Multiplikations- und Additionsverfahren](#).





Turning to **Workshop 10** – Integration of Home and School Language – Interaction between School and Parents led by Sandra Ballweg and Emilia Wąsikiewicz-Firlej (BIEL/AMU) in which the outline of the workshop was summarised and the need for family school partners – good practice examples.



In the concluding remarks of Day 1, we looked ahead to reschedule Day 2 to ensure adequate time for each item on the agenda.

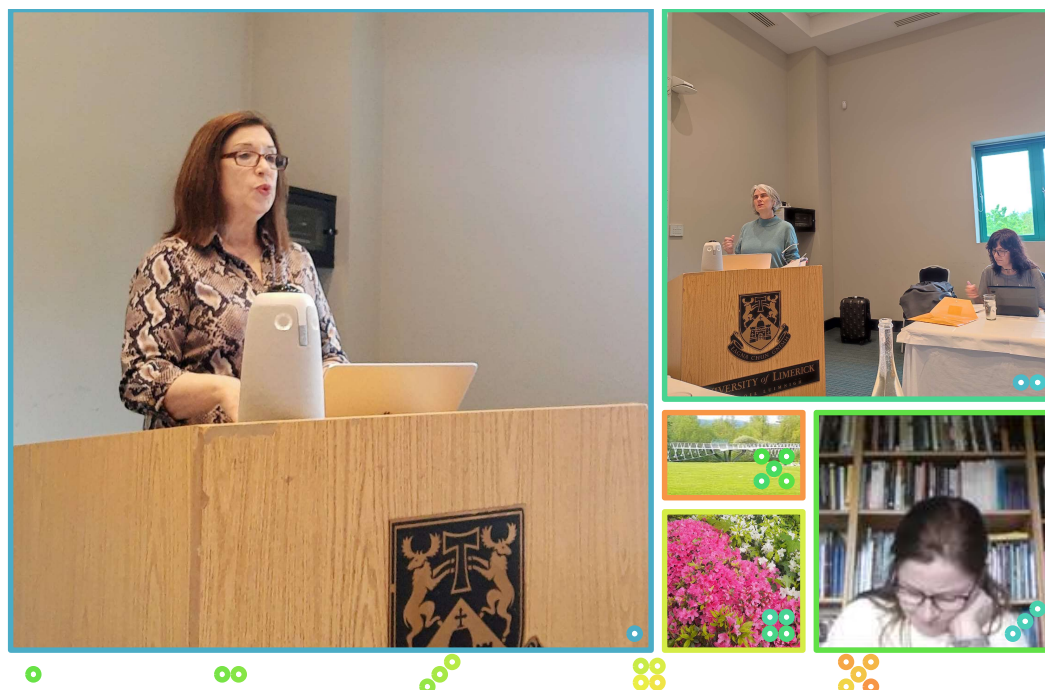
### Dinner at Kilmurry Hotel





**Day 2: 6th of May, 2022**  
**09:30-17.00**

After the opening and welcome address, the meeting continued with IO2 workshop discussions.





**Workshop 7** - Multilingual school development/whole school development – was led by Maria Tzouma and Stefan Sirmakesis (ISch). The concept of bottom-up reform was discussed. The literature on school reform and change would support this approach to reform and change at the school level.



**Workshop 8** - Psychological, emotional and cultural aspects of the migrant experience and its impact on learning (trauma) – was led by Maria Fountana (CTI) and Andrea Daase (BREM). This conversation focused on the psychological, emotional and cultural aspects of the migrant experience and its impact on learning (trauma).

### Lunch break at the Pavillion





Following the lunch break, **Workshop 9** - Preparing 1st, 2nd and 3rd generation migrant children for vocational education - was led by Andrea Daase (BREM). Partners consulted on whether the project should just focus on linguistic challenges in vocational training and what can be done in terms of language sensitivity teaching and/or should we focus on intercultural/digital competence also. But, the issue was raised that vocational education is wide-ranging. Many noted the importance of differentiating between first, second and third generations.



**Management Issues** were led by Anna Kozak (AMU). She spoke about the expected change in the consortium: Padeborn University will replace Bielefeld University due to personnel changes.

Day 2 concluded with a closing ceremony by the UL hosts and project leader – Anna Kozak (AMU), followed by a presentation of Attendance Certificates and group photos.

