



## Immersive learning pathways

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### Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	<b>X multilingualism, plurilinguisme, Mehrsprachigkeit</b> <b>X intercultural learning, apprentissage interculturel, interkulturelles Lernen</b> <input type="checkbox"/> school climate, climat scolaire, Schulklima <input type="checkbox"/> professional development, développement professionnel, fachliche Entwicklung				
Target group Groupe cible Zielgruppe	<input type="checkbox"/> primary, primaire, Grundschule	<b>X lower sec., college, Unterstufe</b>	<b>X upper sec., lycée, Oberstufe</b>	<input type="checkbox"/> vocational, voie professionnelle, berufsbildende Schule	<input type="checkbox"/> adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	- <b>immersive learning environment / environnement d'apprentissage immersive / immersive Lernumgebung</b> - <b>language sensitive teaching / enseignement sensible à la langue / sprachensensibler Unterricht</b>				

### Concept, Concept, Konzept

- X learning and teaching, apprendre et enseigner, lernen und lehren**
- X cooperating, coopérer, zusammenarbeiten**
- X project management, gestion de projet, Projektmanagement**
- survey and interview, enquête et interview, Umfrage und Interview
- event and communication, événement et communication, Veranstaltung und Kommunikation

### Format, Format, Format

- learner's work / teacher's project, travaux d'élèves / projet pédagogique, SchülerInnenarbeit, Unterrichtsprojekt
- audio/video recording, enregistrement audio/video, Audio-/Videoaufnahme
- X report and analyse, compte-rendu et analyse, Bericht und Analyse**
- scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
- test and assessment, test et évaluation, Test und Beurteilung

### Relevance, Pertinence, Relevanz

Among the European network of EOL partner schools, there are some schools which provide their students an immersive language learning environment. Here is what a specific school within the network set up in order to guarantee the quality of learning environments and multilingual and intercultural pathways.

Parmi le réseau européen d'écoles partenaires d'EOL, certaines écoles offrent à leurs élèves un environnement d'apprentissage immersif des langues. Voici un exemple de ce qu'un établissement du réseau au profil particulier a mis en place afin de garantir la qualité des environnements d'apprentissage et des parcours multilingues et interculturels.

Im europäischen Netzwerk der EOL-Partnerschulen gibt es einige Schulen, die ihren SchülerInnen eine immersive Sprachenlernumgebung bieten. Hier ist ein besonderes Beispiel einer Schule im Netzwerk, das die Qualität der Lernumgebungen und der mehrsprachigen und interkulturellen Schullaufbahnen gewährleistet.

## IMMERSIVE LEARNING PATHWAYS

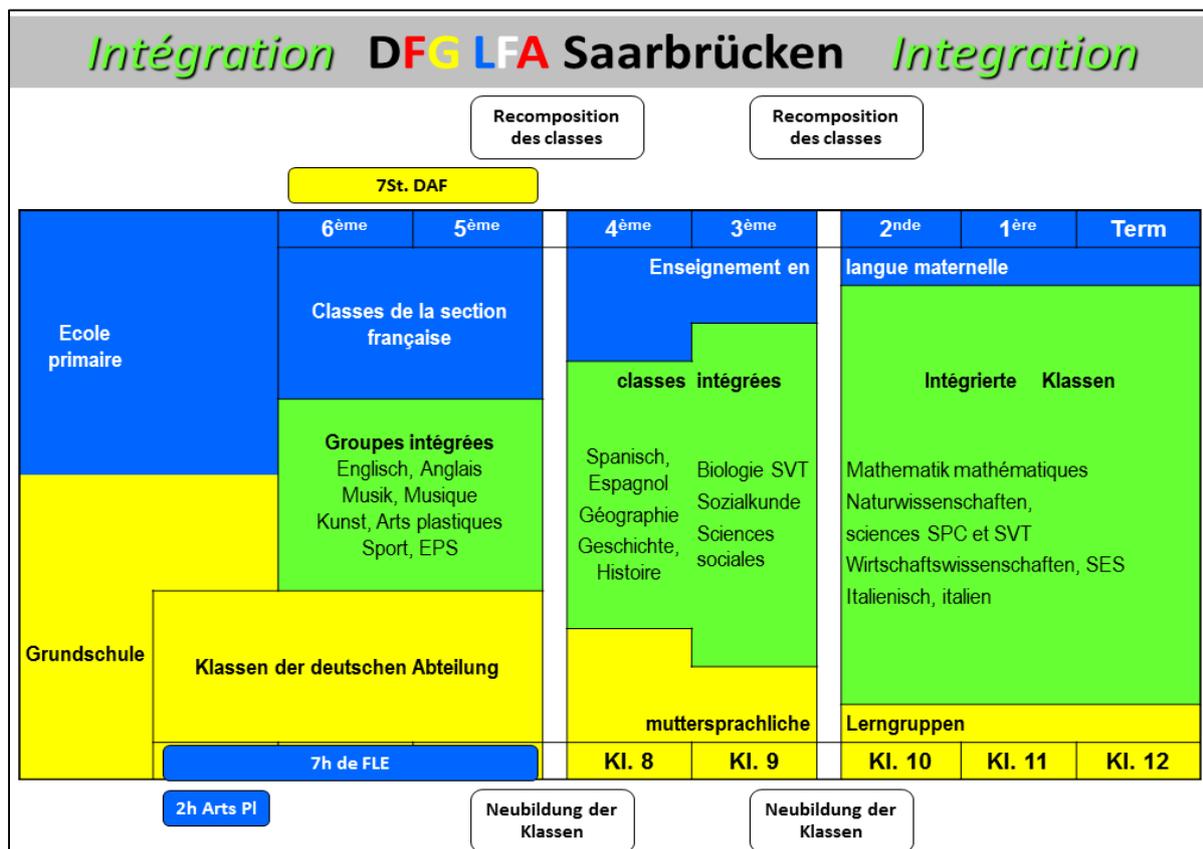
### Franco-German high school

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The Franco-German high school offers two languages of schooling on a school path that aims for level C1. The Franco-German lycées are aimed at pupils from 10 to 18 years old. The network of Franco-German high schools has three institutions in Saarbrücken (Germany), Freiburg im Breisgau (Germany) and Buc (France). The Franco-German grammar school in Saarbrücken offers plurilingual and intercultural education in a cross-border context.

Half of the students who enter the Franco-German high school have no knowledge of the second language of instruction when they arrive at the school; all validate a level C1 at the baccalaureate.

Teaching immersion in the language of the partner gradually broadens to include all disciplines throughout the student's academic career. Half of the teaching staff is made up of French teachers, half are German teachers. It is a bilateral school organisation that allows all students to become multilingual at C1 level in German and French, at least at the B2 level, and to develop recognised intercultural skills.



### Impact on the organisation of learning environments

The team has developed a reflection on the layout of the class in the service of exchanges between peers. The classrooms are equipped in the form of workshops and equipped with tablets to promote cooperation between French and German students. The change in class organisation and learning had an immediate effect on the classroom climate and the effectiveness of learning.

### Impact on language-sensitive teaching

After three years of schooling, French and German students are gradually grouped together into science classes. The teaching languages alternate and the pupils work in intercultural pairs. The aim is to support student-to-student collaborative work through science and to develop the appetite for science through a plurilingual and intercultural approach. French and German science teachers are working in parallel on the same progressive learning outcomes.

### Impact on the organisation of the student's career

Internal exchange at the school to support language learning

We find that some students have difficulties in learning the partner's language and motivation to discover the culture of the partner country. From the beginning of the 6th year, pupils follow 10 hours of teaching per week in an integrated group. We create groups of mixed German and French speaking students, which forces students to speak the partner's language when they communicate with each other. Co-operation activities are favorites in the classroom, the class plan mixes French and German speaking pupils, and an integration stay takes place in September to get to know each other.

The teachers favour the creation of Franco-German pairs by affinity. Towards the end of the first trimester, parents are invited and they are asked to contribute to the meetings of the two students outside school time within a family setting. According to students, these encounters significantly reinforce their motivation to learn the partner's language.

<https://dfg-lfa.org/fr/unterricht/internationaler-austausch/>