

Reconstructing transitions through students' visualisations of CLIL experiences in primary and secondary schools

Collaboration scenario for CLIL in the language classroom and in other subjects

Why is this scenario interesting?

- This scenario describes “transition as lived”, i.e., the way pupils perceive or reconstruct their CLIL transition, in French and Spanish.
- It makes use of a draw-and-write methodology that enables pupils to compare their actual situation in CLIL with past or future experiences.
- It unveils how students perceive obstacles and affordances in CLIL transitions, related to linguistic skills, methodological approaches, structural and curricular changes, and their own personal emotional and physical development.

Short description:

This scenario aims at bringing together students and teachers from a primary and secondary school in Hamburg, Germany, with CLIL experiences in French, Spanish or Portuguese, for example. It integrates the nano (students), micro (teachers) and meso (institutions) level. The schools are part of the network of European Schools implementing CLIL programs in different languages, ranging from Arabic to Turkish. The main idea is to let students visualize their individual CLIL experiences and transition from primary to secondary education through drawings (see [Template_Students Drawings](#)) which will then be co-interpreted by teachers from both educational levels, during focus groups interviews. The drawings will be produced individually and following slightly different instructions: for the students at primary school, we will ask students to draw their CLIL experience in the primary school and to envisage their CLIL experience in the secondary school; for students at the secondary school, we will ask them to draw their current experience and the past experience at the primary school. This way, transition as envisioned and as experienced will be at the heart of the drawing production. Students will additionally be called to produce a small text in a language of their choice about their drawings. The aim of the focus group interviews with teachers of both schools is to let them discuss their CLIL practices and how they prepare (primary education teachers) or build upon students' experiences (secondary teachers) in the transition between educational levels. Drawings and teacher reflections will be presented and shared in a public and bilateral exhibition between both schools, which allows students to comment on each other's perspective. Parents might be called as co-discussants. Finally, the exhibition will be

Duration: Three lessons. A shorter version could be carried out in one lesson (without the exhibition).

Possibilities of differentiation: Depending on time and resources, the three phases can be dissociated. For example, teachers and students can decide on just collecting, comparing, and commenting on their own drawings, without engaging in subsequent exchanges with the transitional school. Likewise, depending on the resources of the school, the third phase might be skipped.

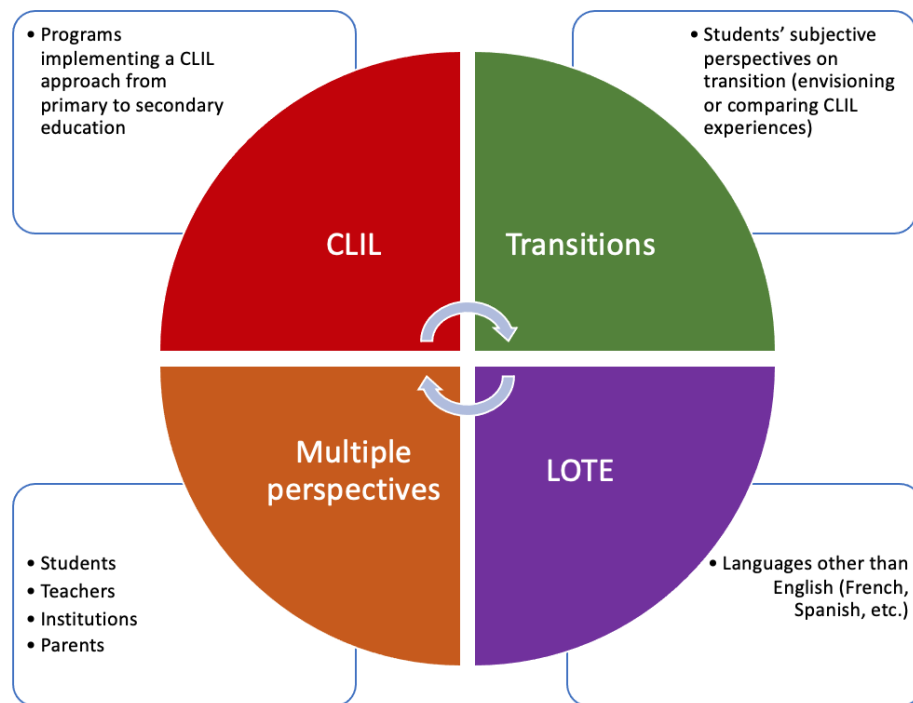
How does this scenario support transitions?

This project establishes successful transitions at several levels:

- Students' productions will be available in both schools, promoting institutional reflection on how students view their experience or expect to experience it;
- Students' will have contact with productions from the other school, thus anticipating and comparing lived experiences with CLIL, at primary and secondary school;
- Teacher will be called to collaboratively analyse students' drawings, of their school and of the partner institution, therefore seeing their own practices from students' eyes, which might support their awareness of transition beyond the bubble of their own institution.

The next figure visualizes how we conceived the project.

Horizontal transitions are taken into account through bilingual templates and the possibility to include reflections on students' linguistic repertoires in the drawing production and focus groups with teachers.



| | Description of the collaboration | Major objectives | Activities / Tools |
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| Before | <p>Before the collaboration event:</p> <ul style="list-style-type: none"> • Together with teachers, researchers will collect drawings about CLIL classrooms, in primary and secondary schools. • Focus groups with teachers about the drawings will be developed: the aim is to connect them to their teaching practices - does it correspond to their aim, what surprises them. • In collaboration with the school board, a week to have an exhibition for the school actors will be decided upon. | <ul style="list-style-type: none"> • Students visually reconstruct their CLIL and transition experience in secondary and primary school and reflect on their own transition process from primary to secondary education; • Teachers from both levels interpret kids' drawings in focus groups and reflect upon their CLIL practices and the transition between CLIL in primary and secondary education; | <ul style="list-style-type: none"> • Drawing templates with instructions to pupils: one inciting the envisioning of the transition experience and another the comparison of past CLIL experience in primary and the current one at secondary school. See Template Students Drawings for inspiration • Guidelines for focus group interviews with teachers; • List of criteria to preselect and cluster the drawings for the exhibition; • Content analyzing of teacher interviews and choosing quotes for the exhibition. |
| During | <p>The collaboration event is conceptualized in terms of a joint bilateral exhibition, comprising students' drawings from partner schools and teachers' voices from the focus group interviews.</p> <p>Students are expected to visit the exhibition in their schools and in the partner school and leave comments on the productions of their counterparts.</p> | <ul style="list-style-type: none"> • Students can compare their CLIL experiences, transitions or expectations about the transition; • Teachers can interpret students' CLIL and transition experiences and expectations in relation to the CLIL practices they develop in the classroom. | <ul style="list-style-type: none"> • Selected drawings and teachers' comments printed in A1 format • Bilingual templates for the comment sheets, that can be filled in by students, teachers and the enlarged school community while visiting the exhibition. |
| After | <p>After the exhibition week:</p> | <p>The involved institutions and the school community can reflect on the way transition is prepared and enhanced.</p> | <ul style="list-style-type: none"> • Selected drawings and teachers' comments printed in A1 format |

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| | <ul style="list-style-type: none"> • The drawings will still be visible and all the community can leave comments on the productions. • A website presenting the project and its products will be available. Readers are able to make comments. | | <ul style="list-style-type: none"> • Bilingual templates for the comment sheets, that can be filled in by students, teachers and the enlarged school community while visiting the exhibition. <p>The website with the comment functionality (could be in form of an Instagram page).</p> |
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Short description how the collaboration supports plurilingual education:

Bilingual templates are used. During drawing production, students might represent their linguistic repertoire and how they are used to learn languages and the content. This issue can also be integrated in the focus group interviews with teachers, so that they can collaboratively reflect about their students' linguistic repertoires.

Products that could be added to a portfolio:

Drawings (before and after the transition);

Interviews with teachers and students from the new school;

Interviews with other students experiencing transition in a similar context;

Photos of the two transitional schools, comparing spaces and organization of the classrooms;

If an e-portfolio: short videos and voice threads.

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