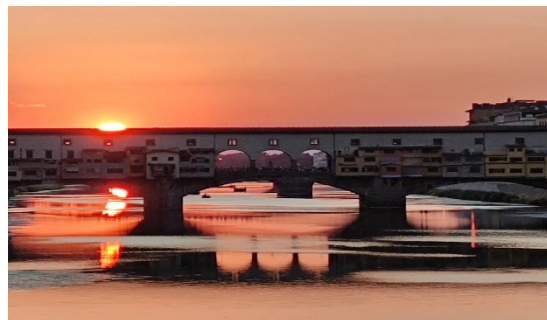




CLIL in Secondary School: Practical Activities for All Teachers

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For many years now, CLIL has been recognized as a fundamental methodology for language teaching and learning: by teaching a language through a foreign or second language, students acquire competences while improving their language skills.

This approach responds to the needs of a multicultural and multilingual society, resulting in a growing trend of including CLIL courses in schools and educational institutions.

Our school has been using the CLIL methodology teaching different subjects for the last 15 years. By participating in the Erasmus+ program we aspired to gather the necessary training and knowledge to update and optimize the school's bilingual plan, along with the acquisition of new methodological skills, that increase the motivation of our teachers and students with cooperative, creative, and inclusive activities.

The course chosen was scheduled in Florence, during the summer, from the 25th to the 30th of July 2022, enrolling four other students from the following schools in Europe: *IES Santa Catalina (Córdoba, Spain)*, *Warsaw Bilingual School (Warsaw, Poland)*, *Orchidea Iskola (Budapest, Hungary)* and *ZS Sofie Ricany School, (Říčany, Central Bohemia, Czech Republic)*.

The first day was a presentation of the school, the course program, and the different activities that we were going to do during the week, as well as our selves. Throughout the second part of the day, we were introduced to the CLIL methodology, and the challenges faced from both academic subject and language teachers.

The rest of the days of the course were dedicated to different subjects, such as Science, History, Geography and Arts, learning many strategies to create content-driven lessons in a foreign language (English) using fun and engaging methodology.

At the same time, every day one of the students had to introduce his or her school through a digital presentation.

The last day was an excursion around Tuscany, visiting San Gimignano, Siena, a Chianti Vineyard and Pisa.

Through individual, pair, group, team, and whole-class work and discussion, we experienced firsthand how CLIL promotes interdisciplinary learning, using the four skills (reading, writing, listening, and speaking). We employed movie trailers and film clips, role play, textbooks material, comprehension questions, games, and different resources to use with our students once we start the school year.

We also learned how to select appropriate and already prepared content for second language learners and became capable of creating new content for classroom use with authentic materials from the real world of native speakers.

In addition, we discovered how to scaffold content knowledge and language learning and adapt our activities according to students' abilities and needs.

At the end of the course, I returned to my school with renewed enthusiasm, ideas, strategies, and activities to integrate into the course curricula for successful and motivating CLIL lessons with my secondary school students.

The course has made me feel at ease with teaching an academic subject in a foreign language such as English. It has helped me to design learning activities focused on learning objectives in language and content, creating an inclusive classroom environment where learning is fun and engaging.

I really recommend to anyone to take part of this program and to enjoy the experience.

