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Integrating EFL Learning and Sports: An Interdisciplinary Approach

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ABSTRACT

The present thesis aims to present a didactic proposal regarding the progressive, innovative implementation of gamification devices, alongside other innovative methods, within English as a Foreign Language classrooms. The planning will also carry an interdisciplinary focus, as the subject of physical education will be implemented in the acquisition of English as a Foreign Language related knowledge by the students. This interdisciplinary introduction aims to provide newer, practical contexts where the students apply the sports vocabulary concepts taught hitherto. Furthermore, the introduction of gamification in this process, as well as the fostering of the different communicative elements through group, interactive activities, succours the students' communication prowess. This series of activities is tailored for students with A1 and A2 learners, who study the 2nd course of Spanish Compulsory Secondary Education. This introduction of gamification will also be carried out involving the task-based language teaching method, as well as the communicative method and the multi-sensorial approach.

Keywords: Gamification, activities, communication, interdisciplinarity, EFL (English as a foreign language).

RESUMEN

La propuesta descrita tiene como objetivo presentar sugerencias dedicadas a la integración innovadora de herramientas de gamificación, junto a distintos métodos, en clases de inglés como lengua extranjera. Esta iniciativa adoptará un enfoque interdisciplinario, incorporando la Educación Física en pos de facilitar la adquisición de nuevos conocimientos de inglés como lengua extranjera entre los estudiantes. El objetivo de esta interdisciplinaria es proporcionar contextos prácticos donde los estudiantes puedan aplicar los conceptos que han aprendido. Además, el uso de la gamificación en este plan lectivo, junto con la promoción de varios elementos comunicativos en actividades grupales e interactivas, mejora las habilidades de comunicación de los estudiantes. Este conjunto de actividades está específicamente diseñado para estudiantes de nivel A1 y A2, que cursan el 2º año de la Educación Secundaria Obligatoria en España. La introducción de gamificación en el aula será complementada con el método de aprendizaje por tareas, el enfoque comunicativo y la enseñanza multisensorial.

Palabras clave: Gamificación, actividades, comunicación, interdisciplinaria, inglés como lengua extranjera.

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1. INTRODUCTION

The application of interactive gaming in an educational context, also known as gamification, has become a prevalent approach within classrooms worldwide, primarily in the current century. Gaming processes, more than just sources of entertainment, are increasingly considered viable alternatives to traditional teaching methods. Furthermore, these methods can also cater to modern learning styles, as well as the different pacing needs of students. The surge of these interactive educational alternatives can be attributed to the COVID-19 pandemic, during which many educators had to adjust their teaching approaches due to the unprecedented challenges posed by the pandemic (Castillo-Cuesta, 2022).

Gamification has also become increasingly common in EFL (English as a Foreign Language) instruction. Within the context of EFL, the positive effects of this method appear promising. Research and speculation on the topic of gamification have been growing rapidly in recent years, with the majority of researchers agreeing on the potential benefits that gamification can bring to EFL learning contexts. As Hashim et al. (2019) point out, "The traditional method of teaching is unfavourable for ESL learners. This, in return, provides a positive feeling towards learning grammar through online games" (p. 46). Thus, gamification promises to be a viable alternative to traditional teaching methods, introducing numerous beneficial aspects within the learning process, such as interactive contexts, online platforms, and collaborative and interactive tasks (Kessler, 2018, as cited in Zhang & Hasim, 2023).

In order to deploy gamification strategies in EFL classrooms, it is important to consider the different interdisciplinary approaches that often arise in modern education. Specifically, interdisciplinarity as a whole is useful for obtaining potential solutions to the different cultural or social challenges that can appear in the educational environment (Meschede & Knautz, 2017). Interdisciplinary approaches applied to foreign languages can also be combined with other technological, innovative approaches, such as gamification. Several studies (Meschede & Knautz, 2017) have argued that the interdisciplinary rate of gamification approaches has sharply increased, as this approach is becoming a topic of interest in modern education.

Nevertheless, the aspect of gamification in interdisciplinary methods that involve EFL contexts currently has not received much attention in recent research. Therefore, research and careful analysis about this topic should be carried out due to its current importance stated earlier.

This especially gains importance in the ongoing educative situation, when most educators are deploying it within modern educational settings. The research should, therefore, especially delve into the components that enable gamification in EFL contexts.

To explore this knowledge gap, this study broadly aims to tackle some research issues of technology and gamification introduction in interdisciplinary processes within EFL and physical education (henceforth P.E.) classrooms. Furthermore, the lesson plan also attempts to show the potential improvement in engagement and communication between students while performing diverse technological-based tasks in an interdisciplinary context. To do this, different gamification tasks based on the topic of sports vocabulary (which introduces interactive EFL content in both language and physical contexts) will be displayed within the didactic proposal, creating an optimal, gradual way of introducing students to a more interactive classroom environment. To execute these processes correctly, this didactic proposal will also adapt and model the tasks and activities present in it on methods such as TBLT (Task-Based Language Teaching), CLT (Communicative Language Teaching), and multi-sensorial learning to ensure a more engaging experience for the learners.

One of the primary objectives of this proposal is mainly to observe and evaluate the positive effects and potential achievements that appear within the students' linguistic competence regarding vocabulary while working with ICT devices in an EFL context. It is also important for this proposal to disclose the benefits that gamification can present within an educational EFL program. These benefits will especially be focused on the participation and correct execution of interactive vocabulary-based tasks. The other main objective of the didactic proposal is to demonstrate the possibilities of tangible communicative improvement and further educational success. This would be achieved through the implementation of interactive tasks and applying them through interdisciplinary processes in EFL contexts.

However, certain curricular elements will not be taken into account within this didactic proposal. Since the usage of traditional elements in EFL contexts is beyond the scope of this study, these will not be taken into consideration, as they would not suit the proposed gamification tasks. Furthermore, this unit will not attempt to establish a connection between grammatical clauses and structures and gamification processes in EFL contexts. This is fundamental to remark given that the main focus of the proposal does not pivot around English grammar learning. Having said this, further research on the topic of grammar enhancement

through gamification is pertinent, as it involves a question that should also be considered by teachers and investigators.

To gather and put together this lesson plan, as it has been previously introduced, this approach is characterized by different pedagogical methodologies that will be employed in it. The methods applied are mainly based on an interactive, engaging perspective. Hence, this is why it was decided to apply the TBLT approach (task-based learning teaching), CLT (communicative language teaching), the multi-sensory structure approach, and the aforementioned gamification methods when performing interactive tasks. Specifically, these methodologies will be utilized as a means and a tool for learners to develop their vocabulary proficiency in autonomous, collaborative tasks. The goal of using these methods is to promote effective interactions and cooperation amongst the different students. Furthermore, these two methodologies are also presented to the students owing to their inherent suitability to apply in gamification-based contexts (such as the ones featured in this planning). Besides, their characteristics, which will be further explained and contextualized in the theoretical framework, are adequate to apply in this interdisciplinary context.

This didactic proposal is directed to students between the ages of 13 to 14 years old, that is, teenagers who are taking the second course of Compulsory Secondary Education. The activities and tasks proposed in this essay will primarily address the challenge of introducing interactive, gamification-based activities within an interdisciplinary approach (alongside the subject of P.E.). The different tasks present in the proposal will combine gamification devices with a gymkhana based on physical tasks. This strain of physical activities will be carried out along the different sessions of the proposal. Likewise, the lesson plan also aims to present varied content, which would usually be fulfilled through typical tasks within a normal classroom, with a technologically oriented, avant-garde methodology. This proposal will also reference the educational resources and environment of a secondary education high school located in Cuéllar, a town near Segovia, Spain. The planning will take the resources that this high school provides its students as a reference. Likewise, the proposal will also explore how different technologies and areas of the high school, like the different rooms or the playground, can enhance the pupils' performance and capabilities.

Ultimately, it is important to remark that this master's thesis consists of three main sections. The first main section of this thesis will be the theoretical framework, in which a broad

explanation of the different elements, methodologies, and approaches utilized in this lesson plan will be displayed. This section will be followed by a complete didactic proposal, which will introduce the essential aspects of the planning, such as the temporization of the sessions, the legal framework, the explanation of the activities within the sessions, and how will the students be evaluated. Finally, in the third session, the conclusions about how this proposal can give way for an innovative teaching experience will be highlighted. These main sections do not include both the bibliographical references and the appendices.

2. THEORETICAL BACKGROUND

2.1 Gamification in EFL

The approach of gamification as an educational method has been accomplished successfully over vastly different academic environments, ranging from more traditionally sound ones to others which were more adapted to the currently available technology (Legaki et al., 2020). This implementation of gamified environments in language learning teaching has progressively surpassed the boundaries of educational environments to engage users in the various digital gamified processes available (Kapp, 2012). Gamification's versatility is triggered through its application in different EFL classrooms all over the world. This is mainly due to it being the recipient of numerous innovative aspects, which especially alter the common, rather outdated classical structure of a session (Zhang & Hasim, 2023). It is therefore clear that gamification is one of the most prominent current methods and will only get more popular as technological innovations progress and feature more recurrently in worldwide EFL classrooms.

2.1.1 Contextualization and Benefits of Gamification in EFL

During this current century, different new and innovative methodologies have arisen and made their way into various educational contexts (Serdyukov, 2017), specifically making an impact in EFL classrooms. Researchers in the last decades have also tried to find and delimit different methodological ways to actively involve students in EFL classrooms, such as interactive-based methods. As such, the field of language education has recognized the necessity of diversifying its approaches to accommodate the varying needs and capabilities of students. This is why, in recent years, many experts (Zhang & Hasim, 2023; Castillo-Cuesta, 2022; Hashim et al., 2019; among others) have pointed out the countless benefits that the introduction of games in EFL educational contexts can present.

Following the creation of gaming processes, its implementation in educational contexts has been coined with the term "gamification". Gamification is a straightforward, dynamic method to implement in EFL educational environments, engaging both students and teachers. The concept of gamification is defined by several authors (Rutledge et al., 2018; Legaki et al., 2020) as "the application of game design elements to traditional non-game contexts" (Rutledge et al., 2018, p. 4). This application holds particular prevalence in EFL contexts as, according to

the research carried out on the issue (Rahman, M. H. A. et al., 2018), it facilitates a more comprehensive understanding of the content learned by the students during the sessions via atypical, ludic browsers.

Focusing on the aforementioned plentiful advantages that gamified environments, computer games, and platforms can convey in EFL classrooms, the enhancement of the student's educational self-sufficiency ranks as one of the main reasons why this approach is increasingly preferred by educators (Zohud, 2019). Another virtue of language gamification approaches is the fact that it helps the students relieve the learning distress that the educational process might cause them (Hwang et al., 2017). Adding up to the already mentioned benefits, this learning approach provides both educators and students with an opportunity to improve their proficiency regarding the usage of technology. However, some educators' technological preparation is sometimes a disregarded aspect in certain gamified educational contexts (Kessler, 2018, as cited in Zhang & Hasim, 2023).

On the other hand, teachers must also be aware of the different aspects and/or elements that are implicitly attached to the gamification process, and which serve to promote competitive learning processes and an active process of studying content (Rahman, M. H. A. et al., 2018). Likewise, it is also crucial to distinguish the specific differences between the term "gamification" and what society generally refers to as games. This distinction implies, broadly, the implementation of different gaming features through the usage of certain methods with diverse effectiveness, mainly to seek different goals related to a certain field such as education (Landers et al., 2018). Deriving from this approach, it is also crucial to find a suitable way for their introduction to young audiences, so that screens and games do not carry out a possibly adverse effect.

2.1.2 Gamification and TBLT

As it has been stated earlier, interactive, gamification methods are procuring more attention progressively from both lecturers and investigators. According to researchers and different studies (e.g. Hashim et al., 2019; Zhang & Hasim, 2023; among others), this process of implementation in language classrooms has proven to be successful as it has yielded positive results. It is especially positive to observe how this method aids connect the learner to potentially challenging language content (Zhang & Hasim, 2023). Notwithstanding, there are numerous EFL contexts in which, for gamification to be successful, there need to be suitable,

complementing methodologies that can succinctly cover different learning aspects to increase the pupil's interest (Cam et al., 2017).

One of the methodologies that can be labelled as complementing gamification processes is the task-based learning approach (TBLT). The TBLT approach is especially suitable to combine with gamification within EFL contexts, as their main aims are rather similar. Namely within the TBLT approach, according to Nunan (2004), the educator wants to primarily emphasize communicative and meaningful interactions, as well as the realization of a certain learning process instead of individual workload. When comparing these main purposes with gamification ones, we can observe that both approaches vow to engage learners in a positive EFL learning experience, while giving them the freedom to work cooperatively with concrete and interactive materials (Tu & Huang, 2019). According to the same authors, in both methodologies, these processes are carried out following a clear teaching and educational objective.

Furthermore, the evidence around the effectiveness of task-based teaching within gamified resources and contexts has been researched by a certain number of studies, such as Lin (2021). The results show that the application of TBLT, in conjunction with the gamified learning environments, produces an improvement in students' attention (Lin, 2021). Furthermore, the student's awareness of their own regulated learning process is also enhanced (Lin, 2021). As a result, the implementation of TBLT also fostered the communication process amongst the group members of the classroom, leading to better cooperation instances altogether (Lin, 2021).

It is already clear that TBLT is fully suitable to apply in gamified contexts, according to the evidence presented in the previously mentioned studies. However, in terms of practical application in classrooms, technologies and ICTs provide a useful and adequate way of putting TBLT into practice, while this method works as a theoretical framework that encompasses the usage of technological devices in classrooms (Doughty & Long, 2003, as cited in Lai & Li, 2011). Furthermore, there has been recent research which involves the influence and addition of different platforms used with gamification of task-based related practices, such as Kahoot, Mentimeter, or Canva (Belda-Medina, 2021). The study, as it has been hinted earlier, observed an improvement in the communicative process among the different students who were involved in the creation of TBLT online presentations (Belda-Medina, 2021). To do so, they employed websites like Canva or Genial.ly.

Additionally (and as it happened with gamified contexts), some previous research (Ortega, 2009a, as cited in Lai & Li, 2011) has pinpointed certain correlations between the objectives of both technology and TBLT. Those correlations are established as they both try to enhance language and its authenticity in classrooms. They do so by exposing the learners to various learning choices while promoting a certain language community through interaction (Ortega, 2009a, as cited in Lai & Li, 2011). Notwithstanding, in some contexts, it is further indispensable to widen the scope of tasks (by introducing different quests or challenges) in order for technologies to harness their educative potential (Ortega, 2009a, as cited in Lai & Li, 2011).

However, before the TBLT methodology (or any methodology for that matter) is implemented within the EFL educational context, it is essential to narrow down the potential language items that the educator wants to work with. Otherwise, the application of task-based language teaching would be inefficient and inadequate in a language environment, as it would not delve into boosting the student's knowledge but would rather make the process more complex. Regarding the language purposes which suit this approach best, these are vocabulary acquisition and learning. Numerous researchers (Putri, 2022; Lu & Fan, 2021) have studied the potentially positive effects that TBLT can have when learning vocabulary. For instance, in the study carried out by Putri (2022), it was found that, generally, students were able to recognize and grasp more instances of vocabulary than in other circumstances. Nonetheless, the educator should be aware of the plausible risks that can occur within this process. This is to avoid non-suitable methodologies, as he/she should be aware of the different personal and social conditions that can affect the outcome (Putri, 2022).

2.1.3 Gamification and the CLT Approach

The relationship and similarities between task-based language teaching and gamified learning contexts are evident. This statement asserts that peer interaction and communication amongst equals are crucial for the correct development of the different tasks performed in any task-based approach (Motlagh et al., 2014). For this reason, the communicative approach, also referred to as CLT, helps students and teachers achieve communicational prowess while maintaining a mutual sense of community, which may result in the development of different relationships between group participation and a more effective learning process (Brindley et al., 2009). Likewise, it is also essential to note that the CLT approach is one of the most effective

methods when it comes to peer communication, as well as the most employed approach within EFL contexts (Larsen-Freeman & Anderson, 2011).

Being such a popular and widespread method, CLT's clear effectiveness within a gamification-based context is manifest, as some studies (Martínez-Roig et al., 2022) have stated that CLT's effect when combined with a gamified methodology offers a higher frequency of positive responses towards the tasks and activities performed. In addition, it can also proffer diverse engagement (generally positive) depending on the learner's situation within the gamified environment (Martínez-Roig et al., 2022). Besides, communicative language can perform plenty of functions both as an autonomous method and within a hypothetical gamified context, always basing the learning process on the communicative exchanges between users (Moreno, 2017, as cited in Martínez-Roig et al., 2022), as well as on the communicative significance of the tasks carried out (Martínez-Roig et al., 2022).

Some of the functions which have been stated above are ideally suited for the teaching of vocabulary while relying on this method, as several studies (e.g. Anggraheni et al., 2020; Asrul & Dahlan, 2022) have discovered that the usage of CLT with the purpose of enhancing students' vocabulary knowledge is successful. Adding up, this process of indirect knowledge acquisition provides the learners with an attractive learning and educational experience (Anggraheni et al., 2020). This enhanced acquisition process is often further simplified with the usage of external resources, such as realia or online gadgets (Asrul & Dahlan, 2022).

In the study performed by Anggraheni et al. (2020), some of the gamified platforms which are used in this proposal also make an appearance, namely Kahoot, alongside other gamification-based tasks retrieved from several educational websites, such as the British Council (Anggraheni et al., 2020). This study found that the usage of these platforms and websites in a communicative-based, online environment can boost their vocabulary usage and understanding (Anggraheni et al., 2020). As it was the case with the methods mentioned earlier, communicative-based environments such as this one also make the process more motivating and engaging for students. Nevertheless, future studies are needed to focus on the influence and positive effects these platforms have on specialized CLT instances while working in face-to-face educational environments.

2.1.4 Gamification and the Multi-Sensory Structure Approach

The implementation of both TBLT and CLT has proven to be beneficial when applied in gaming contexts, due to the potential learning and knowledge gaps that they both fill. Nevertheless, as younger learners normally rely on their senses while participating in the learning process, it is important to provide them with tasks involving different sense activation. To do this, the multi-sensory approach has also been studied when executed in EFL contexts (Jubran, 2012; Ratnawati et al., 2023). The results when applying and developing this method in language contexts have been positive, as multi-sensory tasks often can enhance and foster the optimal working of the child's nerve connections, therefore providing them with a better understanding of what is happening in their surroundings and the educational realm (Ratnawati et al., 2023).

Moreover, these multi-sensory approaches not only aid learners in developing their understanding and overall knowledge but also encourage the learner to make more active, sharper use of their senses (they may use their sight, taste...) in an educational setting (Ratnawati et al., 2023). Given that the nerves and senses work together to enrich the learner's learning experience, the main tasks where this sharper usage of the senses occurs are normally physically based tasks and activities (Ratnawati, et al., 2023). Furthermore, this procedure of sense introduction in classrooms also succours the levelling of students with diverse styles of learning (Saroyan, 2022, as cited in Ratnawati et al., 2023).

Furthermore, the different advantages that this method brings in language contexts are also present in gamified environments and contexts, as according to the study carried out by Bekes (2021), gamified scenarios can be enhanced when the different senses are activated. This enhancement of the student's performance mainly occurs owing to the connections with the learning material being more diverse and wide-ranging. As mentioned by Bekes (2021), there are plentiful ways of introducing this multi-sensory approach within gamification, such as the creation of scavenger hunt tasks. Alternatively, another common method of implementing multi-sensory-based tasks is through the usage of augmented reality, which could enhance learners' collaboration within the task completion process (Bekes, 2021).

These task varieties, which are introduced within gamified contexts, are also quite suitable for teaching vocabulary concepts and terms within a multi-sensory educational

environment. Vocabulary is especially effective for learning in this type of environment mainly because of the increased retention that learners may present when interacting and working through their senses (Algrni, 2020). In this previous study (Algrni, 2020), the effectiveness of vocabulary instruction among female students with learning difficulties was tested. The results showed that, alongside an improvement in retention, the study provides more freedom within the education of people with learning difficulties (such as a low level of English, or learning disabilities), as this method provides them with a series of personalized tasks that involve them in the learning process, unlike regular teacher's book activities (Algrni, 2020).

2.2 Interdisciplinarity within EFL

The teaching of EFL is involved in constant evolution. Most of the previously mentioned methodologies, such as gamification, have helped to enhance language processes, and have fostered the students' communicational prowess and interest. Following this reasoning, it is of utmost importance that the EFL classroom explores different cross-curricular alternatives, eliminating the burdens of the classroom, and trying to achieve coveted diversification. This can be realized in educational contexts through the application of interdisciplinarity. This process is primarily seen as a way of introducing the students to the recognition of different views from external educational fields, namely sciences, geography, or physical education (P.E.) (Moran, 2010).

The application of interdisciplinary processes is sometimes complex to carry out in education, as the concept of interdisciplinarity is not accurately narrowed down. Regarding this, interdisciplinarity presents an ambitious process which derives itself from the traditionally distant disciplines that exist, and which seeks after a homogeneous knowledge path (Moran, 2010). Given this issue, interdisciplinarity can sometimes be a difficult approach to implement in classrooms. Nonetheless, educators shall be conscious of the potential benefits that this methodology brings to language classes.

2.2.1 Implications of Interdisciplinarity in Education

Interdisciplinary processes usually aim to fill the knowledge and learning gaps that can be argued arise as a result of regular disciplinary approaches in classrooms (Chettiparamb, 2007). However, interdisciplinarity also emphasizes achieving different motives around the

learning system that might influence the different components of the educational environment (Chettiparamb, 2007). These different learning motives might appear in the application of interdisciplinarity in both lower and higher education, but they should be dealt with differently. In the case of secondary education, it is essential to introduce learners to varied learning situations, with the purpose of achieving goals such as an increase in knowledge linked with cognitive development (Lenoir & Hasni, 2016). On the other hand, regarding higher education, these motives directed toward students' state that "interdisciplinarity makes it possible for students to adjust to inevitable fluctuations in the job market" (OECD, 1972, p. 49). Furthermore, the same article asserts that teachers would be motivated by "finding a human solution to the issue of growing specialization, which would lead in fact to increasingly superficial knowledge" (OECD, 1972, p. 49). Following this current of thought, the generalization of knowledge by merging specialized fields would provide meaningful alternatives and additional information to the pupils.

Regarding the process of interdisciplinarity applied in classrooms, its practical implementation has been debated, especially within the realm of higher education. According to Bear & Skorton (2019), understanding the different links and relations between the different knowledge fields available will guide them towards a better and more successful working life. Likewise, integrative approaches also can lead to the development of fundamental, "baseline" skills (Bear & Skorton, 2019). Nonetheless, it could be argued that this process of understanding relations between different knowledge fields would also be advantageous for secondary students to comprehend via practical tasks (Fidalgo-Neto et al., 2014; Tonnetti & Lentillon-Kaestner, 2023).

When referring to the previous study's findings regarding interdisciplinarity in secondary education, teachers show a positive vision when applying it in classrooms, as it is clear that interdisciplinary activities and projects are closer to the students' likings and interests than other disciplinary views are (Tonnetti & Lentillon-Kaestner, 2023). However, these authors also emphasize that the difficulty for teachers to implement interdisciplinary approaches is evident, as the different disciplinary content and resources available can often halt the interdisciplinary process and make it unfeasible (Tonnetti & Lentillon-Kaestner, 2023). Furthermore, other problems are also prone to appear regarding the implementation of interdisciplinarity. Specifically, the results of several investigations (Fidalgo-Neto et al., 2014) suggest that organizational and governmental shortfalls that impede methodological variations

can damage interdisciplinarity's success and application possibilities. The inefficiency that school boards might present when planning a successful interdisciplinary approach also represents an issue to solve (Fidalgo-Neto et al., 2014).

To avoid these issues, several authors have made different clarifications regarding the topic, as it is necessary to establish a strong link between the disciplines. It is important as well to take into account the complementary purposes of interdisciplinarity to link these disciplines instead of adding up elements at random (Bartlett, 2005; Locke, 2008; Pountney & McPhail, 2019, as cited in Tonnetti & Lentillon-Kaestner, 2023). Regarding the issue of the lack of institutional measures to promote interdisciplinarity in secondary education, Fidalgo-Neto et al. (2014) state that teachers and educators should set forth their views and proposals to the corresponding governmental ministries to potentially obtain more institutional support (Fidalgo-Neto et al., 2014).

2.2.2 Implications of Interdisciplinarity in EFL and its Relationship with Sports

It is clear that the previously mentioned concept of interdisciplinarity is also becoming very prominent within general EFL contexts, as well as the research around it. In his study, Hu (2020) compiles different definitions revolving around this topic. Combining all of these plausible definitions, it is of utmost importance for the EFL interdisciplinary process to cross all the potential boundaries that may exist while providing the students with nonidentical problem-solving tasks that might integrate different disciplines in a complex and elaborated manner (Hu, 2020). In addition, the methodological patterns and approaches used in EFL classrooms should also be adaptable and flexible towards potential environmental and educational modifications.

Once all of those factors are considered, it can be perceived that interdisciplinarity offers a lot of possibilities for teachers to implement in their classrooms. Namely, EFL teaching has often been successfully comprised into interdisciplinary proposals alongside other subjects, such as literature (Kaïd & Touhami, 2020) or ecology (Porto, 2016). Furthermore, the interdisciplinary relationship between language learning and sport-based physical education has also been considered by researchers (Christopher et al., 2012). All of these fields mentioned shall be applied in general, real-life contexts, as their effectiveness regarding a useful methodology cannot be overlooked.

Although most of the studies disclosed above pivot their investigation on several subjects, there also exist other articles and research that center on the interdisciplinary process and its potential benefits towards learning a foreign language through EFL application (Syahril, 2019). The results of this research ratify the hypothesis which states that interdisciplinarity helps ease the education process, as engagement is prone to appear when applying interdisciplinary processes in classrooms (Syahril, 2019). Furthermore, the combination of EFL learning and the rest of the available knowledge fields was perceived as beneficial owing to the development of thinking skills in realistic educational contexts (Syahril, 2019). This could be further translated to other disciplines which might bring newly minted elements to education thanks to interdisciplinarity.

While language learning is especially focused on in certain interdisciplinary approaches, its affiliation and combination with sports has already been classified and encompassed by some studies (Sallis et al., 1999). This study affirms that physical education does not impede academic success and positive educational achievements. Conversely, the implementation of physical education commonly helps students. Furthermore, the benefits that sports and exercise bring to educative and language purposes have been demonstrated (Coral & Lleixá, 2016). In this dissertation, it is asserted that students' oral development and participation are fostered and given more opportunities when they are involved in "balanced tasks that incorporate language and movement without slowing down the pace" (Coral & Lleixá, 2016, p. 15).

Regarding the diverse research that has focused on the combination of teaching English in an EFL context through different sports-based tasks and activities, some studies (Christopher et al., 2012) have shown that the implementation of sports activities allows students to apply language in active, ever-changing contexts. This implementation process also helps them enhance their communication and social skills while learning both language and sports content (Christopher et al., 2012). Furthermore, the fact that they are immersed in a dynamic and easy-going environment helps them to feel positively both physically and mentally, as they are more acquiescent when it comes to learning new terms and new vocabulary (Christopher et al., 2012).

2.2.3 Interdisciplinarity in EFL Vocabulary Learning

The potential learning freedom that interdisciplinarity brings to the table, as seen within the previous subsection, must be directed and focused to achieve a specific, concrete learning

objective. In most cases, when the interdisciplinarity process is applied in classrooms, it is used to study the process of vocabulary learning and the improvement in pupils' understanding of the different concepts reviewed. Some studies signal (Nowacek, 2005) that the interdisciplinary process by itself is based on specific vocabulary, with which the students can deploy alternative knowledge paths and manners which may involve other disciplines (Nowacek, 2005).

This specific vocabulary's application within interdisciplinary contexts has been applied in numerous fields. For instance, different vocabulary learning instances were employed within an educational proposal (Solomon & Murata, 2008), which intertwined physical education activities and approaches with original content from the subject of language arts. In it, several activities featured and revolved around the topic of vocabulary increment by the learners. This study also wanted to follow the idea that both movements through physical exercise and content learning are intertwined, and that the first can help to enhance the latter (Sallis et al., 1999, as cited in Solomon & Murata, 2008).

Specifically, it is important to remark that there have not been many studies that have specifically focused on the EFL vocabulary aspect within interdisciplinarity in lower education. Rather, there have been individual vocabulary-based activities and tasks in broader studies focusing on interdisciplinarity (such as Hsu & Liang, 2021). However, in this limited sample, the research stated that the communicative processes derived from the different vocabulary tasks performed permitted a better understanding and communication among equals (Hsu & Liang, 2021). Ultimately, it is believed the enhancement of communication also enables a more frequent usage of the target vocabulary (Hsu & Liang, 2021).

Conversely, there has been a bigger amount of research studying this issue of vocabulary learning in interdisciplinary EFL contexts within higher education. For instance, there are studies which have analyzed specific unit objectives and small tokens present within a larger teaching planning in higher educational contexts, employing an English for specific purposes technique (Chaovanapricha & Chaturongakul, 2020). In this research, the authors point out that the implementation and assimilation processes of several terms studied were easier and more natural for the teachers when an interdisciplinary, collaborative environment was deployed in the classroom (Chaovanapricha & Chaturongakul, 2020). Similarly, the students who were exposed to this interdisciplinary process also enhanced their understanding of the topic, owing to the increase in motivation from the teacher (Chaovanapricha & Chaturongakul, 2020). This

evidence seemingly suggests that interdisciplinarity is both beneficial for the teacher and for the students regarding vocabulary learning. However, further studies should also analyze if vocabulary EFL learning in interdisciplinary contexts also translates to lower educational levels, such as high schools.

Subsequently, this better understanding by the students (which is mentioned earlier) also fostered the development of the different skills that were featured in that specific EFL context, such as reading prowess. Nonetheless, there are manifold research gaps within this issue, such as the sharing of different viewpoints regarding interdisciplinarity as a whole, especially focusing on instruction within EFL contexts (Chaovanapricha & Chaturongakul, 2020).

2.2.4 Strengths and Limitations of EFL Interdisciplinary Learning

Interdisciplinary learning, as it has been asserted earlier, presents a vast number of virtues, which can be applied within numerous learning contexts. These interdisciplinary plans can adopt numerous perspectives when it comes to the wide range of fields that this process can work on. The vast scope of possibilities available is one of the issues that lecturers have to overcome. Nevertheless, it is equally as important to establish the general benefits and limitations that all interdisciplinary processes share and that can affect both students and teachers in different ways.

First and foremost, the potential that interdisciplinarity brings to the educational process is undeniable, as this process always produces new knowledge or a new dynamic by merging the manifold fields in which it works (Barthes, 1977; Moran, 2010). Nonetheless, the importance of addressing the distinctive features that converge in it is crucial, as that process needs to be defined in order to be successful. When focusing specifically on interdisciplinarity in EFL learning, the advantages that the student and the teacher can achieve multiply, as they can benefit through this process in numerous ways, such as getting feedback through a constant communicational process, or reducing the expectancy of failure by giving confidence to the students when there are mistakes (Chaovanapricha & Chaturongakul, 2020).

Regarding the upsides that students might obtain from the application of EFL interdisciplinarity, it is fundamental to control the variables and materials involved, as well as the different feedback from others to obtain an optimal result (Horn et al., 2008). If this process is performed correctly, interdisciplinarity can lead to “outstanding opportunities for personal

and professional growth” (Horn et al., 2008, p.8). Namely, in this specific study, those opportunities are provided by interdisciplinary collaborations and partnerships, which help the students develop new ways of rationalization and implement them in a communicative process with their partners (Horn et al., 2008). Several studies have further backed this hypothesis and remarked the positive attitude of students towards these approaches (Chaovanapricha & Chaturongakul, 2020).

Conversely, several specific drawbacks may arise when it comes to EFL interdisciplinarity procedures. In this case, the teacher may feel that the time consumption does not match the performance obtained by the students, or that the students do not quite comprehend the content due to it being completely novel (Chaovanapricha & Chaturongakul, 2020). Moreover, some of the pupils involved in this study argued that the learning pace was at times excessive. Regarding the lecturer’s perspectives, these authors present a diagram with the main instances of the benefits and drawbacks that teachers might perceive around their own performance while dealing with interdisciplinarity in higher education contexts.

Within this diagram, the authors specifically affirm that most of the benefits resulting from the process of interdisciplinary learning are related to the welfare of the teachers and students within an educational context. That is, the diagram broadly refers to the different benefits regarding time consumption, such as the spontaneous, instant feedback produced by the teacher (Chaovanapricha & Chaturongakul, 2020). Besides, the teacher can also be positively impacted by intangible aspects such as the feelings that can be present when partaking in lessons. This way, the teacher’s confidence receives a boost as the potential learning gaps are succinctly covered by the subject teacher, and the leverage that the subject teacher might acquire also profits both parties (Chaovanapricha & Chaturongakul, 2020).

On the other hand, there are also several drawbacks which are visible and can be perceived when putting these interdisciplinary techniques into practice. Firstly, one problem that teachers might show is the aforementioned large amount of time that interdisciplinary lessons require, especially regarding their correct orchestration (Chaovanapricha & Chaturongakul, 2020). Likewise, the respective fixed elements that are present in the classrooms (such as physical elements like books and furniture), as well as the different constraints that may alter the course of the session (such as schedules or time limits) are also negative factors that can worsen the interdisciplinary experience if not managed correctly

(Chaovanapricha & Chaturongakul, 2020). In this regard, the educator's role is to consider different pathways to overcome these potential limitations, so as to ultimately provide a valuable and enriching interdisciplinary experience to young foreign language learners.

These potential limitations should be dealt with by educators through a series of stages and levels, which are necessary to itemize to develop a well-founded interdisciplinary process. First of all, the different educators shall establish different meetings before the realization of this interdisciplinary proposal, and several topics, such as the assignation of roles within tasks or the scope that the unit will have, should be addressed within those meetings (Chaovanapricha & Chaturongakul, 2020). Furthermore, when the ideas and scope of the aforesaid proposal are defined, the meetings shall pivot around the manner and procedures that have to be executed to ensure the correct outcome of this process. Concurrently, the interdisciplinary teaching process shall be taking place ordinarily (Chaovanapricha & Chaturongakul, 2020). Finally, after the interdisciplinary interventions have finished, a final reunion shall take place in hindsight to evaluate the effectiveness of the interventions, and the communicational work rate among teachers (Chaovanapricha & Chaturongakul, 2020).

Referring to the previous explanation, it is of utmost importance to understand that the vast majority of benefits are related to the relationships and the welfare of the teachers and students in an interdisciplinary EFL context. That is, most of these characteristics show that the communicative connection between educators and students is enhanced through the interdisciplinary process within higher education. On the other hand, most of the limitations and drawbacks this approach presents deal with external issues, such as the materials, content, or time available for educators to deploy the different features required for interdisciplinary approaches.

There is no doubt that interdisciplinary processes encompass many aspects that are necessary for a correct learning process, such as the ones mentioned above, and that have to do with both teachers and students. However, it is also crucial to address that there are times when educational research and scenarios present numerous limitations that can be argued halt the interdisciplinary process. This type of process may intertwine with different quandaries and hurdles that are virtually impossible to tackle in their respective fields, which can span from overly repetitive concepts to unnecessary methods applied within inadequate fields (Campbell,

2005, as cited in Kluger & Batzke, 2020). This, as a result, might render the interdisciplinary process ineffective altogether.

3. PROPOSAL DESIGN

3.1 Justification

As the aforementioned evidence shows, the issue revolving around the implementation of newer methodologies in classrooms has recently gained exposure. Specifically, the potential benefits and virtues of these interactive methods, as well as the potential educational environment that educators can obtain from them, have been recommended in numerous contexts. Particularly, the newer and more innovative methodologies suit well with language learning, as practical elements can be employed in a vast majority of ways in classrooms. Nevertheless, it is necessary for educators to recognize the different characteristics and needs of the students before carrying out these methodologies in EFL classrooms.

Hence, this is why the didactic proposal presented below will mostly be devoted to treating the topic of sports vocabulary and its teaching within an EFL classroom. In terms of the pedagogical virtues that the proposal can bring to the table, it is important to note that (given that this is an interdisciplinary approach) the teenagers will be able to activate their language learning in vocabulary contexts. This aspect, focusing on secondary education, has not been given much attention, as it is not usually worked extensively on in the classroom. Furthermore, the fact that the different types of activities are intertwined with each other helps the students to fulfil their knowledge gaps around the topic, as well as suiting their interest regarding this field. Likewise, to boost the interactive aspect of the unit, the introduction of gamification platforms and devices can also increment the student's skill when working with them, as it has been previously researched and analyzed.

Besides, both the interactive, physical activities and the language activities presented within the proposal below provide a rich variety of specific vocabulary. This vocabulary acquired by the students will later be potentially used in realistic contexts. One example of these realistic contexts could be the one presented in the *Treasure Island* activity described in this proposal, in which the different groups have to employ specific vocabulary to communicate between peers while achieving a goal. Moreover, the interdisciplinary process also aids students in this process, as the knowledge of both subjects (P.E. and English) is intertwined and employed by them in these practical activities.

3.2 Context and Temporization

The proposed educational experiment is set to take place in a fictitious high school institution. The school's resources and environment are modelled after a public secondary education high school, situated in Cuéllar. This public high school is equipped with a vast playground, a few computer rooms, traditional classrooms, a football and basketball court, a music room, a gymnasium, and a language classroom. Also, additional non-educational amenities include a cafeteria and cleaning services.

The school's infrastructure supports the successful execution of lessons and in-class activities. The school also houses a library, often used for plenty of activities such as Slam poetry contests. The classrooms are designed to provide personal space for students, furnished with comfortable seating and desks, conducive to the students' educational performance. Each classroom is equipped with a traditional blackboard and chalk, along with a digital whiteboard and a projector for interactive learning. Neutral lighting in the classrooms ensures clear visibility of the board and aids students' concentration.

The school offers a bilingual program, enabling students to communicate and study in English daily, as well as an exchange program. Extracurricular activities, such as trips to Germany, Italy, or the U.S.A., are occasionally organized throughout the academic year. Furthermore, other extracurricular programs are also being considered, such as different exchanges to nearby cities for younger learners. These programs all vow to boost the availability of English for young learners in real contexts.

The high school provides an optimal educational context for different teenagers, and its services are sufficient for the correct development of this interdisciplinary proposal. In recent times, this high school has been trying to reach out to teenagers who are not interested in attending classes through a school reintegration program. To comply with the quality standards in the school, the chairs and tables in the classrooms have recently been replaced with new ones, thus enhancing the students' comfort and educational environment. These adapted chairs and tables are necessary to ensure the welfare of the different students with special needs during the learning process.

This gamification proposal will be implemented in a 2nd *ESO* class, consisting of precisely 22 students. Out of these pupils, approximately 70% (15) of them are Spanish. The remaining students have diverse nationalities, with three students (13%) being Bulgarian, three

(13%) Romanian, and one (4%) Bolivian. Notably, one Spanish student has a visual impairment and uses specialized glasses and technological devices provided by the school.

Moreover, some of these students present a lower level of English proficiency than their classmates. This variety of second language proficiency within the students will be taken into account when arranging the groups. Specifically, in the class, 13 students are bilingual and oscillate around an A2 level. Conversely, there are around 8 students who are monolingual and have an A1 level. Finally, the class also has a recently arrived Bolivian student, who presents a lower A1 proficiency when compared to the rest of the monolingual students.

The activities primarily adopt an interactive approach, leveraging gamification technologies and devices. Initially, students will be systematically divided into groups to ensure active participation and involvement. Moreover, students of different nationalities will be integrated to foster cooperation during the activity. The composition of the groups will be as follows:

Table 1.

Nationalities and language level of the students in this course

GROUP 1 - 2 Spanish (A2) - 1 Bulgarian (A1)	GROUP 2 - 1 Spanish (A2) - 1 Romanian (A2) - 1 Spanish (A1)	GROUP 3 - 1 Bulgarian (A2) - 1 Spanish (A2) - 1 Spanish (A1)	GROUP 4 - 1 Spanish (A2) - 1 Romanian (A1) - 1 Spanish (A1)
GROUP 5 - 1 Spanish (A2) - 1 Romanian (A2) - 1 Spanish (A1)	GROUP 6 - 2 Spanish (A2) - 1 Bolivian (A1-)	GROUP 7 - 1 Spanish (A2) - 1 Bulgarian (A2) - 2 Spanish (A1)	

The composition of the previously mentioned groups obeys a series of different factors, such as the promotion of equality and inclusion by assigning at least one foreign student to each group. Furthermore, as stated earlier, the promotion of communication between different parties is also another objective of this specific disposition. It has to be remarked that, given the level of disparity in this class, the groups are composed to foster the integration of the lower-level English learners alongside their own peers.

During the first four sessions of the project, the students will be working within the aforementioned groups, solving different gamification-based activities and physical activities

revolving around sports terms, elements, and general vocabulary. These activities will primarily take place within the classroom. In the last two sessions of the project, however, the action will take place in the playground. This way, the interdisciplinarity with P.E. will allow the students to merge in a joined learning experience resulting from this versatile process.

Regarding the structure of these sessions, each lesson in this pedagogical plan will incorporate either two or three activities. This is designed to avoid overburdening the students and to maintain their concentration. To ensure comprehension within these lessons, English will be the primary language used. Spanish, as most of the students' first language, will only be employed in exceptional circumstances, such as for clarifying questions. Furthermore, some of the activities performed will have the specific functions of opening or closing the aforesaid sessions so that the lessons themselves help students trigger previous knowledge.

The gamification resources and activities will be integrated within a specific learning context, focusing on the aforementioned theme of sports vocabulary. The range of vocabulary which will be performed within this unit will encompass sports names, equipment, sports actions, etcetera. Regarding the length of the planning, this learning context will consist of exactly six sessions, each lasting 50 minutes. In each session, manifold aspects of sports will be explored and reviewed through different tasks and activities, both physical and non-physical.

This didactic unit's learning situation, consisting of four sessions, will be carried out in the classroom. This first part of the lesson planning will treat the main topic of sports vocabulary and its correct comprehension and understanding by the students. Moreover, as it has been mentioned before, some interactive and physical activities applying the acquired knowledge will also be carried out. These activities will be enhanced with an overview and explanations from the teacher about the meaning and purpose of each term.

Constituting the second part of this didactic unit, the final two sessions will consist of a physical gymkhana. These last two sessions will help the students carry out the practical, physical application of the acquired knowledge. It will be entirely held on the playground of this high school, and both sessions will involve physical activities (enhanced by gamification devices). This gymkhana will contain different activities that will work on different aspects of sports vocabulary seen during the previous lessons. In order to control the development of the session, students will be given different minute time limits to perform each task.

These sessions will take place on Mondays, Thursdays, and Fridays. As previously mentioned, each session will last a total of 50 minutes and will feature two to three main activities. This is to ensure a diverse range of tasks that require varying levels of output from the students. The planning will be divided into two differentiated parts, as seen in the table below:

Table 2.

Temporalization of the didactic proposal

1 st week	MONDAY (9 th December)	50 min (Learning sit.)
1 st week	THURSDAY (12 th December)	50 min (Learning sit.)
1 st week	FRIDAY (13 th December)	50 min (Learning sit.)
2 nd week	MONDAY (16 th December)	50 min (Learning sit.)
2 nd week	THURSDAY (19 th December)	50 min (gymkhana)
2 nd week	FRIDAY (20 th December)	50 min (gymkhana)

As can be seen within the previous table, the planning will span a total of two weeks. During this time, and as it has been previously remarked, the lessons will alternate between different interactive and collaborative activities (which will revolve around the instruction of vocabulary related to sports) and other physical activities related to the topics studied in the unit. Thereafter, during the final sessions of the planning, a final physical gymkhana will take place, in which the students will use the acquired vocabulary within real sporting contexts. This proposed planning is anticipated to take place towards the end of the first academic quarter, i.e., in December, and end just before the Christmas break.

3.3 Objectives

This lesson plan adheres to five of the different stage objectives specified in Article 7 of the *Real Decreto 217/2022*, which are the following:

- To develop fundamental skills in the utilization of information sources for the acquisition of new knowledge, applying a critical perspective. This involves the development of basic technological competencies and the execution of advanced ethical reflections on their functioning and use. (Objective e)

- To conceive scientific knowledge as an integrated knowledge, which is structured among different disciplines, as well as knowing and applying the methods to identify problems in various fields of knowledge and experience. (Objective f)

- To encourage entrepreneurial spirit and self-confidence, participation, a critical perspective, personal initiative, and the social skills related to learning, planning, decision-making, and accepting responsibility. (Objective g)

- To understand and express oneself appropriately in one or more foreign languages. (Objective i)

- To understand and accept the functioning of one's and others' bodies, as well as respect the differences among people and include physical education and sports as a means of social and personal development. (Objective k)

In addition to these, another pivotal aim of this unit is to facilitate students' mastery of technological applications and devices. The enhancement of the pupils' technological proficiency can be achieved by promoting interaction and cooperation among students, thereby fostering social interactions and interplays. For this reason, some of the objectives which are stated below, such as objective e, comply with this aim. This will be later translated into the activities by the active usage of tablets and other technological gadgets.

3.4 Legal Framework

Given that this unit presents the particularity of complying with two different subjects, the legal documents and framework on which this lesson planning is going to be based will differ in some instances between the two disciplines. Likewise, the specific competences which this planning complies with are extracted from the specialties of Foreign Language (FL) and physical education (P.E.). This legal framework presented below also complies with the different, progressive structural levels of curricular application, which will be highlighted. This didactic unit complies with legal regulations at various levels.

Regarding the legislation and regulations concerning foreign languages, this proposal follows different legal documents encompassed at different structural levels. At the SUPRA level, recommendations from the Common European Framework of Language (CEFR) for different language levels have been taken into account. At the MACRO level, the planning was

developed in accordance with *Ley Orgánica 3/2020*, of December 29th, which modifies *Ley Orgánica 2/2006*, of May 3rd, of education (*LOMLOE*). The stage objectives featured in each session have been drawn from the *Real Decreto 217/2022*, of March 29th, which establishes the organization and minimum teachings of compulsory secondary education. Furthermore, two cross-cultural contents have also been retrieved. One of these contents was retrieved from article 6.5 of the *Real Decreto 217/2022*, and another one was extracted from article 10 of the *Decreto 39/2022*. Regarding the MESO level, the work complies with regulations established in *Decreto 39/2022*, of September 29th, which sets the organization and curriculum of compulsory secondary education in the Community of *Castilla y León*. The key and specific competences included in the different sessions and activities are extracted from this document. At the MICRO level, the study does not adhere to any specific documents, as this hypothetical high school does not have an internal document or a yearly program. Lastly, measures such as discussions on diversity have been implemented, considering potential challenges such as students with disabilities or specific conflicts, which fall under the NANO level. Adding up to the measures established by the high school regarding diversity within the NANO level, the different departments usually organize events and activities, in which experts and doctors from certain fields give colloquiums or speeches on selected days, such as the International Peace Day.

In this context, it is important to note that one student has a mild visual impairment. To accommodate this, the high school has arranged for specialized visual elements in the classrooms where this didactic plan is implemented. Other non-significant measures include the provision of adapted chairs and desks for students with physical impairments, and the organization of team collaborative activities designed to support students with social difficulties. Furthermore, some measures directed to foster the inclusion and diversity of this high school have been implemented, such as an Exchange program for students over 16 years old, in which they will have the opportunity to travel to other countries and stay there with a native family for two months.

Moving on, it is also essential to focus on the suitable legal documents that will concern the content of physical education-based sessions. Regarding the levels of curricular application, within the SUPRA level, this part of the unit does not comply with any universal decree or framework specifically. However, at the MACRO level, the different elements and planning of the physical education-based activities were elaborated according to the *Ley Orgánica 3/2020*, of December 29th, which modifies *Ley Orgánica 2/2006*, of May 3rd, of education. An objective

featured within these physical sessions has also been retrieved from the aforementioned *Real Decreto 217/2022*. Moving on to the MESO level, this proposal extracts the specific competences and evaluation criteria regarding physical education from the *Decreto 39/2022*, of September 29th, which sets the organization and curriculum of compulsory secondary education in the Community of *Castilla y León*. Moreover, moving on to the MICRO level, the educational center again does not have any specific decree or document which implements any rule, but there are certain adjustments which have been elaborated to favor the correct participation of students with physical impairment, as well as a code of conduct regarding violence or sporadic confrontation, which are encompassed in the NANO level.

Alongside compliance with these structural and curricular levels, this lesson planning also fulfills with the aforesaid specific competences established in the *Decreto 39/2022*. Specifically, the competences which are referred to in this work are specific competences number 2 (subsections 2.1 and 2.2), 3 (subsection 3.1), and 5 (subsection 5.3) of the Foreign Language specialty. Likewise, the physical education subdivision of this planning will also comply with the different specific competences of its speciality, namely competences number 2 (subsections 2.1 and 2.2) and 3 (subsection 3.2) of the physical education subject. The general information around the didactic proposal is presented within the table below:

Table 3.

A brief explanation of the didactic proposal

Stage: Compulsory Secondary Education	Course/Level: 2º ESO (A1/A2)	Time: 300 minutes (6 sessions)													
<p>Stage objectives: e), f), g), i), k)</p> <p>Cross-curricular contents: Article 6.5- Mutual respect and cooperation among equals. (<i>Real Decreto 217/2022</i>) Article 10.1- Usage of Information and Communication Technologies (ICTs) (<i>Decreto 39/2022</i>) <u>Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. (boe.es)</u> <u>BOCyL n.º 190, 30 de septiembre de 2022 - Disp. 003 (jcyL.es)</u></p>															
<p>Key competences (<i>Decreto 39/2022</i>):</p> <ul style="list-style-type: none"> - CCL (linguistic communication) - CD (digital competence) - CP (plurilingual competence) - CPSAA (personal, social, and learning to learn competence) 		<p>Specific competences:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">FOREIGN LANGUAGE</td> <td style="text-align: center;">PHYSICAL EDUCATION</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">-</td> </tr> </table>		FOREIGN LANGUAGE	PHYSICAL EDUCATION	2	2	3	3	5	-				
FOREIGN LANGUAGE	PHYSICAL EDUCATION														
2	2														
3	3														
5	-														
<p>Contents:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">FOREIGN LANGUAGE</td> <td style="text-align: center;">PHYSICAL EDUCATION</td> </tr> <tr> <td style="text-align: center;">A: 1, 4, 13</td> <td style="text-align: center;">A:1</td> </tr> <tr> <td style="text-align: center;">C: 1, 2</td> <td style="text-align: center;">C:1</td> </tr> </table>		FOREIGN LANGUAGE	PHYSICAL EDUCATION	A: 1, 4, 13	A:1	C: 1, 2	C:1	<p>Assessment/evaluation criteria:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">FOREIGN LANGUAGE</td> <td style="text-align: center;">PHYSICAL EDUCATION</td> </tr> <tr> <td style="text-align: center;">2.1/2.2</td> <td style="text-align: center;">2.1/2.2</td> </tr> <tr> <td style="text-align: center;">3.1 // 5.3</td> <td style="text-align: center;">3.2</td> </tr> </table>		FOREIGN LANGUAGE	PHYSICAL EDUCATION	2.1/2.2	2.1/2.2	3.1 // 5.3	3.2
FOREIGN LANGUAGE	PHYSICAL EDUCATION														
A: 1, 4, 13	A:1														
C: 1, 2	C:1														
FOREIGN LANGUAGE	PHYSICAL EDUCATION														
2.1/2.2	2.1/2.2														
3.1 // 5.3	3.2														

Attention towards diversity:

- Different tools and special equipment have been enabled for the students with physical impairment to use, such as adapted chairs and desks (in order to improve their comfort and ease their learning process). Other strategies and elements have been adopted, such as:
- Different visual, specialized tools and machinery, which vow to help students with visual impairments.
- Various group activities with the idea of promoting social interactions between students with social difficulties.

In this table, the broad aspects of the unit and the different regulations complied with are described. When observing the table, it can be seen that the unit complies with the stage objectives published within the aforementioned *Real Decreto 217/2022*, of March 29th, which establishes the organization and minimum teachings of compulsory secondary education. The key competences present also suit the regional legal regulations, as it was mentioned within the Legal Framework subsection. Regarding the specific competences and contents, they have been retrieved from the *Decreto 39/2022*, which regulates the organization and curriculum of compulsory secondary education in the community of *Castilla y León*. Furthermore, this planning also complies with the basic instances of the *LOMLOE* that help foster the granting of access and inclusion, as well as the facilitation of diversity in the classroom (through measures).

3.5 Key Competences

As it has been stated earlier, the key competences present in this proposal comply with the *BOCyL* nº 190. Specifically, these key competences are in compliance with the *Decreto 39/2022*, of September 29th, which sets the organization and curriculum of compulsory secondary education in the community of *Castilla y León*. Furthermore, the full acquisition of the key competences which are encompassed in this proposal is necessary for the didactic planning to function correctly. Specifically, the proposal deals with a total of four key competences.

Firstly, linguistic communication competence (CCL) vows to increase the students' communication rate in the classroom, as well as fostering their production of ideas and the expression of their feelings while using the Foreign Language. The digital competence (CD), on the other hand, provides the learners with external, interactive support. Gamification devices also provide learners with intuitive content that aids them in applying and adapting their knowledge. The multilingual competence (CP) needs a thorough and correct understanding by the learners, as well as a daily usage of the Foreign Language studied, to be effective and useful in an educational environment. Lastly, the personal, social, and learning-to-learn competence (CPSAA) helps the students to gather knowledge about their own physical decisions, ideas, and feelings. Besides, it can also help the pupils when recognizing these aspects and expressing them in the targeted Foreign Language.

Regarding the physical education part of the proposal, it is also going to be of utmost important to ensure the acquisition of these key competences within the physical activities and tasks. Firstly, the personal, social, and learning-to-learn competence (CPSAA) will aid in the physical process regarding their decision-making skills, as well as in their ability to take the responsibility for their physical responses. Furthermore, the linguistic communication competence (CCL) could also help enhance the aforementioned abilities. This is mainly due to the constant communicative process carried out in a physical setting, which might enhance both student's engagement in physical activities, as well as the personal initiative when working with equals. On the other hand, the digital competence (CD) provides them with different technology (normally in the form of interactive devices) which encourages and helps the students to perform better during these physical activities.

When summarizing the virtues of these four key competences, it is important to note that all four intend to improve the interaction processes between equals. This is mostly to enhance and promote a fair and correct usage of English among students in classrooms. Likewise, the fostering of gamification and interaction with technology present within some of these competences will also help boost the students' engagement in the educational process. These commonalities amongst competences can ultimately improve both the teaching and learning processes by educators and pupils.

3.6 Materials & Methodology

Focusing on the materials selected for the sessions, they align with the different objectives of the activities mentioned above. The main emphasis of the resources and materials used inside and outside of the classroom is to provide an agile and interactive way of understanding the interdisciplinary process carried out. This didactic plan will specifically incorporate tablets (one tablet per student), a projector, different sheets of paper with hints (which will be located along the playground during the last two sessions) providing additional information to the pupils, a deck of cards which will be used in the gymkhana, and different additional devices. These additional devices consist of extra tablets or an interactive whiteboard with which the students will occasionally interact.

As observed previously, the usage of both different manual items and interactive devices provides the pupil with a diverse learning experience. This heterogeneous experience can be beneficial for them as the pupil interacts with various stimuli and can elaborate his/her output in a more versatile manner. Some of these tools will be used indoors, specifically in the students' classrooms. Conversely, some portable devices such as an extra tablet will be used within the physical gymkhana, in the playground.

Furthermore, various applications, browsers, and websites such as Kahoot, Canva, Songl.io, Quizizz, or Mentimeter will be utilized and/or discussed during this program. Alongside these interactive materials, students will also employ their everyday working materials if needed, such as pencils, dictionaries, and written notes, particularly during the activities that do not offer gamification devices, held in the classroom. On the other hand, the physical gymkhana will also highlight the applications mentioned above.

Notwithstanding, it will not feature any of the students' daily working material aside from the cards or paper sheets that appear in some of the activities held in the playground.

Focusing on the methodologies presented in this lesson approach, as contextualized and seen in the background, are mainly based on communicative, technological ways of learning. Regarding the main methodology employed within this didactic unit, the most prevalent approach used will be gamification, which is recurrent in the outcome of the unit. One of the key aspects of the game-based environment that this proposal presents is that students will be able to trigger their previously learned knowledge through different tools. This process of gathering knowledge can be boosted by the implementation of strategies to track the student's performance and that can further promote correct language usage in interactive, EFL contexts. As contextualized before, the increase in both students' and educators' motivation can also entail foreseeable positive traits when applying this specific approach, especially while working with interactive devices (ICTs) collaboratively with their respective work groups.

This gamified environment will be complemented by adopting a Task-Based Language Teaching (TBLT) approach, which encourages students to express themselves freely, having an autonomous consciousness of the content that they learn. In the tasks that follow this approach, communicative action and interaction among equals take a primary role, as students will have to discuss accordingly alongside their group while taking into account other's opinions to potentially negotiate key aspects that affect the final outcome of the task. During this process, both their knowledge and social skills would be enhanced by mutual communication with their peers and by the different autonomous thinking processes carried out. In this context, the teacher will primarily serve as a guide, especially during practical sessions. The aim is to observe how students, given complete autonomy, interact with their peers and generate various outputs such as an interview script, dialogues, discussions about the outcome of an activity, and more. Considering the range of tasks present in this plan, it is crucial for students to collaborate and communicate in tasks where the L2 can be used.

When referring to communicative processes, this proposal also integrates a Communicative Language Teaching (CLT) approach within a favourable learning environment. The CLT approach aims to complement TBLT by enhancing and promoting their communication processes in the tasks performed. It also allows students to foster

free, autonomous expression (which also is encouraged by TBLT), as well as providing the students with non-diagnostic, unbiased external conditions. The aforementioned communication prowess will be further enhanced in the learning environment by the exchange of ideas among equals and the possible interpretations that students may give to those ideas. Moreover, this process also allows students to not only improve their communication related to the topic mentioned, but also their social skills as a part of a larger student community.

Lastly, the multi-sensorial approach will also function as a practical method within this lesson planning. Through this approach, the students will be able to work and stimulate their different senses through the interdisciplinary process within both the physical activities, and the regular language activities. Likewise, this method will also help the learner to process different information and knowledge in various ways, as well as developing different practical abilities in the realization of the tasks. This way, multi-sensory will serve as a complementary tool for both gamification, TBLT, and CLT-based activities to reach a certain rate of effectiveness in the classroom.

All of these approaches share common elements that this proposal advocates and implements, which would be social interactions to achieve a common goal and diverse communicative pathways that students can undertake. These pathways are established to foster optimal communication among peers and to boost the gamification process's effectiveness in the classroom. The methodologies are intertwined in this proposal, as they advocate for task completion as a cornerstone for learning in communicative contexts. Furthermore, these methods seek to mediate the knowledge disclosed in classrooms while essentially focusing on combining elements of differing natures (Savignon, 1987; Oxford, 2006). In this case, these elements are both foreign language elements and physical education elements.

3.7 Sessions & Activities

The lesson planning for these hypothetical groups essentially comprises two distinct parts, which are divided and encompassed within a learning situation and a following physical gymkhana, as seen in the subsequent tables. The first part of the unit spans four sessions, during which different language and physical activities (involving

varied methodologies such as TBLT or CLT) will be held in the classroom, as it has been remarked. More specifically, the students will undertake interactive activities through gamification platforms that could be typically performed in conventional learning environments, intertwined with physical activities in which students will apply that knowledge in a practical context. Besides, this learning situation's sessions will commonly include both introductory and closing activities. The sessions will generally adhere to the aforementioned approaches, and to their main goals regarding knowledge acquisition. The sessions will also comply with the pertinent legal regulations, as it is specifically detailed in the session charts (see Appendix 1).

Subsequently, the final two sessions of this project will comprise an interactive gymkhana based on physical education activities. The students will be introduced to several gamification devices and platforms, with which they will interact using the previously mentioned methods while participating in different physical activities detailed within this subsection. While the gymkhana officially takes place only during the final two sessions of the project, the students will also use the different sports vocabulary terms seen during the previous lessons. The following tables depicting the general characteristics of the two subdivisions of this didactic proposal provide a concise explanation of the different elements pertaining to the lessons themselves:

Learning situation: Play with Sports! (Sessions 1-4)

Table 4.

Overview of the first learning situation of the proposal

<u>SESSIONS</u>	<u>SESSION 1</u>	<u>SESSION 2</u>	<u>SESSION 3</u>	<u>SESSION 4</u>
<u>COMPETENCES</u>	2,3 (FOREIGN LANGUAGE) 2 (PHYSICAL EDUCATION)	2,3 (FOREIGN LANGUAGE) 2,3 (PHYSICAL EDUCATION)	2,3 (FOREIGN LANGUAGE) 2 (PHYSICAL EDUCATION)	2,3 (FOREIGN LANGUAGE) 3 (PHYSICAL EDUCATION)
<u>OBJECTIVES</u>	e, i, k	g, i, k	f, g, i	e, g, i, k
<u>DESCRIPTION</u>	An introductory lesson, in which the teacher will briefly present the terms to the learners through gamification-based activities.	Focuses on the understanding of sports terms through music activities and physical activities.	Emphasis on collaborative, language-related activities related to the exchange of information among peers and the understanding of sport concepts.	This final task session will allow students to create and represent a fictitious sports interview using previously acquired elements and terms.
<u>MATERIALS/DEVICES USED</u>	Tablets, paper, Mentimeter browser, one basketball.	Tablets, paper, Songl.io platform.	Tablets, paper fragments, Kahoot questionnaire.	Tablets, paper fragments, toy microphone, relay sticks.

The first four sessions give way to a learning situation, named *Play with Sports!* In this learning situation, the students would acquire and become familiarized with the sports vocabulary featured in the unit. Moreover, the different groups would have to choose a certain nickname related to sports before the start of this learning situation. During these four sessions, the pupils are asked to sit in groups, with a different number of tables put together depending on the number of students that each group contains.

3.7.1 Session 1

The initial session (see chart in Appendix 1) of this didactic proposal and this learning situation commences with a series of opening activities, pivoting on the introduction of the learners to sports vocabulary. The first activity serves the function of a brainstorming, warm-up task and it lasts total of 10 minutes. Firstly, the instructor has to create a mind map on the Mentimeter gamification platform. In it, the pupils (entering the Mentimeter website using their tablets, and typing a code to enter the activity, which the teacher would have previously provided them) have to type in at least three sports terms in English, submit these final terms, and eventually fill out the Mentimeter mind map before the end of the activity. After this process has finished, the different groups will briefly discuss the chosen terms. In the process, they would also be able to familiarise themselves with the functioning of this gamification platform, as well as share knowledge about the topic between them.

Right after this, the session moves on to the following practical, reinforcement activity. In it, using a basketball, they pass the ball between each group while naming different sports items, as they also describe those different items with their own words. As the activity progresses, the teacher shall also intervene in the process, suggesting different terms or ideas to the class. Thus, this would help ensure a total, inclusive participation towards all of the members conforming the different groups. During the activity, the students can also ask pertinent questions referring to the featured vocabulary for other students to answer. This activity lasts 20 minutes and would help the students achieve meaningful interactions between each other with specific sports vocabulary, carrying out a meaningful communicative process. This communicative process would also allow them to reinforce the usage of the different terms suggested in the previous exercise, as well as the terms that the teacher may suggest.

To conclude the session, the teachers (P.E. and English teachers) copy some of the descriptions made by the groups in a Mentimeter template, as the groups have to guess which word is associated with a certain description. To do so, students have to enter the Mentimeter website again, as they are provided with the aforesaid descriptions. The groups have a total of 20 minutes to complete this wrap-up activity. During this time period, the students have time to discuss between them which sports term may the description refer to. This session vows to introduce the learner to gamification devices that will be useful in future classes, while working on the meaning of sports vocabulary terms. This way, students both participate in trying to actively describe a potentially unknown concept and in guessing it.

3.7.2 Session 2

In the subsequent session (see chart in Appendix 1), the opening activity consists of a listening exercise, lasting a total of 15 minutes. In it, the pupils hear different sport-related songs with their tablets, after which each group has to select one of them by using the gamification platform Songl.io. This selection process takes place, specifically, by answering a quiz created by the English teacher in which different fragments of the songs are included. After they select a song, this opening activity ends. During the process, the students would be indirectly working on their auditory ability, as well as their tactile ability when working with gamification devices.

Moving on, the students would have to design a choreography for that specific song within a reinforcement activity that would last for 30 minutes. To design this choreography, they must communicate between each other using the different sports vocabulary seen during the first session and the previous knowledge that the group members might have. To obtain ideas for the representation, the students are able to search for online images of similar choreographies, thus obtaining possible dancing moves which they can further implement in the choreography. These ideas and possible moves to include must be written down in the form of a draft on a paper sheet and given to the teacher at the end of the session. As the different groups finish designing their moves for the choreography, they briefly represent it (30 seconds/1 minute) in order. The students have 30 minutes to finish arranging and performing the representation. In this process, the students would have to effectively communicate with each other, as well as employ their different motor virtues and kinaesthetic sense to shape a final output. During the

elaboration of the choreography, their command of the English vocabulary would be reinforced by its usage within this communicative process prior to the physical representation.

In the closing activity of this session, the students establish a brief discussion about the songs that they have chosen. Furthermore, in this discussion, the teacher asks them different questions regarding the choreographies, such as “Which song did you find more original?”, which the different groups briefly answer in turns. The teacher also asks them to choose their favourite one. This wrap-up discussion lasts 5 minutes and closes out the session.

3.7.3 Session 3

The third session of the proposal (see chart in Appendix 1) starts with an introductory activity of 5 minutes. It deals with the reading of a sport-related text on the student’s tablets, which have been previously placed all along the classroom. Specifically, these tablets would be located on different desks around it. The students have this interactive text sent to them by the teacher, through the Microsoft Teams platform, after the activity ends. As the activity begins, the pupils must walk around the classroom in order, as they reach one of the previously placed tablets in the classroom (which will be located on the aforementioned tables) and read the text featured, which would be the same on every tablet.

After all the students have finished reading the text, the pupils would move on to a reinforcement, 30-minute task consisting of a Jigsaw challenge, in which the groups are provided with different fragments of a text (see Appendix 3). Likewise, all groups are also provided with different spare fragments, which they shall also use during the activity. Each of these papers contains a fragment of a general story revolving around Usain Bolt. They have to first read all the fragments and order them correctly. However, each group is missing one different fragment, which is necessary to complete the story. To find the fragment, they must talk with their classmates while moving around the classroom and negotiating with other groups to swap their different spare fragments for the missing fragment. The task would be successfully completed if the students order the text coherently and correctly, including all of the six fragments of the story, in the time period available for this reinforcement activity. For this task, the students would have to work

collaboratively, as they would employ their knowledge and shared ideas towards achieving a final goal.

Next, the final activity that closes out the session is based on the game show *Who Wants to be a Millionaire?* For this task, each group has twelve different questions that involve the usage of different sports vocabulary. The group which gathers the most correct answers in 15 minutes is declared the winner. This session mainly focuses on the student's decision-making capacities, while applying external knowledge to the specific activities they are carrying out.

3.7.4 Session 4

Moving on to the fourth and final session of the learning situation (see chart in Appendix 1), the students will carry out the final task, in which they have to interpret the role of a journalist, as they have the challenge of interviewing a famous sportsperson. To perform this final task, the groups first create the script for a simulated interview between a famous sportsperson and a reporter. During the creation of the script, the English teacher moves around the class to help the students. They are assigned different roles for the upcoming presentation: two members of the group must be the interviewers, one member of the group must be the famous sportsperson, and another member of the group must be the moderator of that interview. After the roles are assigned, each group is given around 35 minutes to prepare the script. In this script, the pupils have to use the sports vocabulary that they have been working on during the previous sessions, as well as ask varied questions related to a certain sport. Every intervention made by the students in the representation must be previously written down in the script. After this, a brief representation from each group (of around 1 minute each) takes place. For this representation, a toy microphone is used to indicate each student's turn to speak. When each pupil finishes doing their dialogue, they have to pass along the microphone to a peer. In this activity, the fostering of communicative exchanges through the usage of Foreign Language in a realistic, meaningful context is developed, without the potential enhancement of student's linguistic proficiency and confidence.

After this final task, the English teacher will have a series of questions arranged and displayed in some of the tablets available in the classroom. In this final, closing activity, which lasts for 5 minutes and will wrap up this learning situation, the members of each group must walk in relays across the classroom, trying to answer the different

reflection questions that the teacher has prepared. These questions are both displayed on the available tablets and asked to the students by the English teacher and by the physical education teacher to the group members. This session puts to the test the capacity of the students to cooperate and create an optimal written output. On another note, it would also help them to identify which key elements of the sports vocabulary are pertinent for the interview and for their answers to this task.

Physical Gymkhana: Survival of the Fittest (Sessions 5-6)

Table 5.

Overview of the physical Gymkhana of the proposal

<u>SESSIONS</u>	<u>SESSION 5</u>	<u>SESSION 6</u>
<u>COMPETENCES</u>	3 (FOREIGN LANGUAGE) 2, 3 (PHYSICAL EDUCATION)	3,5 (FOREIGN LANGUAGE) 2,3 (PHYSICAL EDUCATION)
<u>OBJECTIVES</u>	f, g, i, k	f, g, i, k
<u>DESCRIPTION</u>	The pupils will initiate the physical gymkhana which intends to foster the understanding of cooperation among the students.	The final session develops the main principles of the previous one while the students engage in sport-specific physical activities.
<u>MATERIALS/DEVICES USED</u>	Tablets, basketball, deck of cards, Google Maps platform, Quizizz platform.	A football, a basketball, a baseball bat, a baseball, one tablet, Kahoot platform, Canva platform, Mentimeter platform, peer evaluation rubric.

The following two classes are encompassed within a physical gymkhana (coined as *Survival of the Fittest*) that includes sessions 5 and 6 (see charts in Appendix 1). In this physical gymkhana, points are awarded to the groups which perform the best within the different activities, as the best group in each activity receives a total of 5 points. The group with the most points at the end of the gymkhana obtains a physical reward. However, the winners of the gymkhana do not have tangible benefits regarding the assessment of their performance.

3.7.5 Session 5

The first session of the physical gymkhana starts with an activity called *Treasure Island*, an activity that resembles the scavenger hunt-based tasks that are normally seen within classrooms. However, in this activity, the action is moved to the playground. The different groups must retrieve several sports balls that have been placed by the teacher in random places all around the high school. To retrieve those balls, the students are helped by the Google Maps tool (which indicates them their exact location within the high school), as well as several hints provided by the teacher about the balls' placement. Specifically, each group has two different hint cards (see Appendix 3) with clues. The activity lasts for 30 minutes, and the group that retrieves the largest amount of balls in that time is declared the victor of the bout. In this activity, the students will have to develop their independent and group motor abilities while triggering their English vocabulary knowledge from previous sessions.

The following 20 minutes are dedicated to the final activity of the day, nicknamed *Pick your Poison*. In this activity, the students, in groups, order themselves in rows. After that, the teacher approaches each group, and they have to guess the correct answer to a certain multiple-choice Quizizz question in order to avoid punishment, which is presented to them in the form of a card deck. If they answer the question incorrectly, all members of the group must comply with one of the punishments featured, and a point is deducted from their total. Their total points are reinstated if they comply correctly with the punishment. If they guess the question correctly, the pupils save themselves from the punishment until the next round. Both the teams that guessed the most questions, and the team with the most punishments complied with are the victors. In this session, the students are asked to work collaboratively to complete certain tasks, in which they would enhance both their kinaesthetic abilities and virtues, as well as their tactile skills through foreign devices.

3.7.6 Session 6

The final session of the gymkhana begins with a basketball activity. This task has a total duration of 10 minutes, and it starts with the groups arriving at the basketball court. The teacher then requests the students to form rows while in groups. When the rows are formed, the teacher asks each group a Kahoot question related to the terms and information given in class. The students then answer these questions and, if the group

guesses the question correctly, they would be able to shoot the ball. However, if they get it wrong, each group member then would have to dribble with a basketball through a circuit previously designed by the teacher. Therefore, the group with the most baskets made is declared the winner.

Moving on, for the following activity, the students go to the football pitch. For this 15-minute activity, the students again put themselves in rows as the teacher, provided with an interactive tablet, asks each group to draw the way they are going to dribble to the goal, and where are they going to place their shot. For this activity, two people in the group have the role of drawers, and the two remaining members of the group are the football players. The teacher awards the most points to the groups whose dribbles and shots resemble the most to the drawing previously depicted.

To finish off the gymkhana, the pupils head to a field located next to the high school. In this case, this field is employed to perform a task involving baseball. The 15-minute activity, a Mentimeter-powered survey created by the teacher. In this survey, the students predict how far they think they can hit the ball. Each member of the group has at least one opportunity to throw. The group member who throws the ball farther than predicted gets a point. If their shot does not reach the distance indicated, they would lose that point. The group that obtains the farthest shot gains three extra points. They have a total of 20 minutes to make their predictions and their hits. Ultimately, whichever group, altogether, records the farthest total distance with their hits would be the winner of this final activity.

At the end of this sixth session, the students have to return to the classroom to evaluate their classmates through different peer evaluation rubrics (see Appendix 3) in the closing activity lasting a total of 10 minutes. One of these rubrics would correspond to the English evaluation of the planning, and the other would correspond to the P.E. evaluation process. The teacher would then ask the pupils to evaluate each member of their own group, with different rubrics, as the students give the paper sheets back to the teacher at the end of the class to close the didactic proposal.

The aforementioned tasks and activities which this unit proposes are mainly based on signature communication and group work that is commonly carried with the methodologies explained earlier in the proposal. Also, the activities above promote an

inclusive and free learning style, as all student's characteristics have been taken into account (such as their English level) when forming the groups and designing the activities. Nonetheless, there is a wide variety of activities included, as the unit strives to achieve both a theoretical understanding of terms, but most importantly, a practical one. The main characteristics of the different activities present in the proposal are summarized in the following table:

Table 6.

Overview of the activities in the proposal

LIST OF ACTIVITIES			
SESSIONS	ACTIVITIES//LENGTH	METHOD	RESOURCES
SESSION 1	NAME A SPORTS ITEM (Warm-up, 10 minutes)	GAMIFICATION	Mentimeter platform, tablets
	“PASS” THE DESCRIPTION (Reinforcement, 20 minutes)	TBLT, CLT	Basketball
	GUESS THE WORD (Wrap-up, 20 minutes)	GAMIFICATION	Mentimeter platform, tablets, papers
SESSION 2	LISTEN AND SELECT (Warm-up, 15 minutes)	GAMIFICATION, MULTI-SENSORY	Songl.io platform, tablets
	<i>DANCE WITH THE STARS</i> (Reinforcement, 30 minutes)	TBLT, CLT, MULTI-SENSORY	Tablets, papers (optional)
	DISCUSSION (Wrap-up, 5 minutes)	CLT	N/A

SESSION 3	INTERACTIVE READING (Warm-up, 5 minutes)	N/A	Tablets
	JIGSAW: “THE STORY OF USAIN BOLT” (Reinforcement, 30 minutes)	TBLT, CLT	Paper fragments
	WHO WANTS TO BE A MILLIONAIRE? (Wrap-up, 15 minutes)	GAMIFICATION	Kahoot platform, tablets
SESSION 4	CREATE AND REPRESENT AN INTERVIEW (Reinforcement (final task), 45 minutes)	TBLT, CLT	Tablets, paper fragments, toy microphone
	RELAY DRILL (Wrap-up, 5 minutes)	CLT	Relay sticks, tablets
SESSION 5	TREASURE ISLAND (30 minutes)	CLT, GAMIFICATION, MULTI-SENSORY	Tablets, basketball, Google Maps platform
	PICK YOUR POISON (20 minutes)	GAMIFICATION, MULTI-SENSORY	Deck of cards, Quizizz platform, tablets
SESSION 6	ATTACK THE HOOT (10 minutes)	GAMIFICATION, MULTI-SENSORY	Basketball, one tablet, Kahoot platform
	DRIBBLING WITH FLAIR (15 minutes)	CLT, GAMIFICATION, MULTI-SENSORY	Football, one tablet, Canva platform
	WINNER STAYS (15 minutes)	CLT, GAMIFICATION, MULTI-SENSORY	Baseball, baseball bat, Mentimeter platform, one tablet
	ASSESS YOUR CLASSMATES! (Wrap-up, 10 minutes)	N/A	Peer evaluation rubric

3.8 Assessment

Concerning the evaluation process, students will be assessed through their performance in the proposal's activities, primarily determining their contribution to the final group work. This assessment process will be carried out through the grading of the spoken and written output produced by the student's group, which will significantly contribute to the student's final marks. Regarding foreign language activities, this evaluation process will be based on specific achievement indicators, derived from the previously mentioned specific, foreign language competences number 2,3 and 5, as established within the *Decreto 39/2022*, of September 29th, which determines the organization and curriculum of Compulsory Secondary Education. Specifically, the evaluation criteria that foreign language will be evaluated with are subsections 2.1 and 2.2, as well as subsections 3.1 and 5.3. The evaluation criteria above focus on the correct expression of brief oral and written text, suitable to different communicative settings which are relevant to the student and to the environment, the planning and writing of brief texts with coherence, clarity and a correct expression through both digital and non-digital tools, and the planning of interactive situations about everyday life or recurrent topics, through different resources, showing empathy and respect in their interventions.

Moreover, given that this is an interdisciplinary-based didactic unit, the evaluation of the different physical education activities will also be based on different specific achievement indicators. These indicators will also be derived from the specific physical education competences number 2 and 3 of the *Decreto 39/2022*, of September 29th. As it has been mentioned previously, the evaluation criteria taken into account to evaluate physical activities will be subsections 2.1 and 2.2, as well as 3.2. These evaluation criteria broadly focus on the autonomous development of the different individual and cooperative motor activities, while incorporating different self-assessment strategies, the movement interpretation in different motor-related contexts while applying basic principles in playful situations, and the cooperation and collaboration in the practice of different motor projections to achieve individual or group objectives while participating with progressive autonomy.

Moreover, as mentioned at the beginning of this section, the evaluation process of this planning regarding EFL learning will predominantly be based on the evaluation of the student's spoken and written output performed by the teacher, which will be entirely

based on both the achievement indicators and the subsequent rubrics which are established for the different evaluation criteria (See Appendices 1 and 2) Their overall performance will mainly be monitored by the English lecturer through both an analysis of the student's performance within the tasks and activities and through pupil participation, which will also be an important factor within this evaluation process. The evaluation percentages regarding EFL will be as follows:

Table 7.

Evaluation criteria of the English subject within the didactic proposal

EVALUATION PERCENTAGE	ASPECTS EVALUATED
50 %	Written and spoken English output and usage in activities/tasks.
20 %	Written and spoken output of the final task.
15 %	Participation, work rate, and engagement in both classroom and gymkhana sessions.
15 %	Peer evaluation.

Observing these percentages stated above, it can be said that the main aspect that will be considered to grade the students is their overall evaluated performance within the different language tasks performed throughout the unit, evaluated through the achievement indicators included in the previously mentioned rubric. Another key percentage of the English assessment process corresponds to the student's work and output performed during session four's final task. Moreover, the student will have to comprehend, use, and engage with their group peers in the different gamified contexts that are presented to them, as well as apply autonomous learning processes while working collaboratively. Furthermore, a certain percentage of the final mark will be dictated by the student's teammates, as they will have to evaluate their peers' performance through a form provided by the teacher (see Appendix 3).

On the other hand, the physical education subdivision of the interdisciplinary approach will have to implement a different kind of evaluation percentages. However, the qualities and requirements evaluated will be rather similar. These criteria will essentially focus on the different coordination that the students present alongside their group, as well as the different motor development in the activities carried out. For further clarification and explanation, the percentages regarding P. E.'s evaluation will be the following:

Table 8.

Evaluation criteria of the P.E. activities within the didactic proposal

EVALUATION PERCENTAGE	ASPECTS EVALUATED
55 %	Correct application of physical abilities and cooperation with the group.
30 %	Observation of the correct usage of English during the activities.
15 %	Peer evaluation.

When observing the percentages assigned to the P.E. activities, the motor abilities displayed by the students to perform the activities will be one of the primary factors evaluated, through the aforesaid rubrics which establish the achievement indicators assessed (see Appendix 2). Likewise, their continuous cooperation with the rest of the members of the group in order to achieve a common, motor goal will also be encompassed within this percentage. In that respect, the usage of the FL will not be disregarded, as a big chunk of the percentage attains to the optimal usage of English vocabulary and terms seen in class during the celebration of the activities. Moreover, a peer evaluation rubric (see Appendix 3) will be facilitated to the students when the didactic planning finishes, outside of the lectures. The overall results written down by the students will also constitute a small fraction of their peers' final marks.

4. CONCLUSIONS

Overall, the main focus of this proposal lies in the potential implementation of newer methodologies, allowing learners to develop their interactive learning skills. Also, these communicative and interactive methods permit meaningful collaborative processes and activities. The aforesaid activities were intended to implement a more practical vision of knowledge acquisition, suiting these innovative methodologies adequately. This vision of technology as an aid also relieves the overburdening of lessons with excessive theoretical explanations and few practical exemplifications.

The introduction of didactic proposals such as this one leads us to believe that education cannot fall behind, as interaction with foreign technology and gamified environments continues to grow. This arising challenge may alter the teaching processes of educators, as it could be beneficial to delve into technological advancement and be innovative. In this process, they can encounter some of the challenges resulting from this proposal, such as a lack of available resources or a potentially inefficient interdisciplinary process. However, different lessons which do not comply with the traditional learning mottos can also help give students different advantages. This is especially noticeable with the potential benefits of using technologies in English vocabulary sessions that the proposal conveys. These innovations, although risky, are necessary for education to continue providing learners with a quality educational system.

Notwithstanding, referring to foreign devices and innovations, teacher formation is essential within this topic. The provision of sufficient technological aid to help enhance their technological expertise is also fundamental. Conversely, the lack of information and a general consensus on this issue might also be troublesome. To solve this issue, one avenue for further study would be to promote technological support and conditioning, which is needed to help them grasp a better understanding of the interactive tools that they have available.

Some of the areas discussed are still marginally explored and need further analysis to be fully understood. The exploration of other research areas and tools should also be one of the next steps performed by researchers in order to lend teachers a helping hand. Achieving a better educational, interactive experience for all the parties involved (both teachers and pupils) should be the main path to follow.

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APPENDIX

Appendix 1: Session Charts

Session 1					
<p style="text-align: center;"><u>Specific competences</u></p> <p style="text-align: center;">FOREIGN LANGUAGE 2 3</p> <p style="text-align: center;">PHYSICAL EDUCATION 2</p>		<p style="text-align: center;"><u>Achievement indicators</u></p> <p style="text-align: center;">FOREIGN LANGUAGE</p> <p>2.1.1 The student proficiently infers the meaning of certain vocabulary terms and accurately triggers previous knowledge referring to a sport-related concept.</p> <p>3.1.1 The student works effectively in groups while trying to guess the meaning associated with English descriptions and texts.</p> <p>3.1.2 The student actively engages in technologically based situations, using the foreign language and proficiently employing the gamification devices purposefully.</p> <p style="text-align: center;">PHYSICAL EDUCATION</p> <p>2.2.1 The student demonstrates a total understanding and awareness when developing a certain physical activity, while collaborating with his/her team.</p>			
<u>Contents (curricular/ cross-curricular)</u>		<u>Activities</u>	<u>Sp. Competences</u>	<u>Contents</u>	<u>Achievement indicators</u>
<p style="text-align: center;">FOREIGN LANGUAGE</p> <p>A-1 -> Self-confidence and mistakes as improvement tools.</p> <p>A-4 -> Basic communicative functions suited to a specific communicative context and environment.</p> <p>C-2 -> Engagement and initiative when partaking in communicative interactions with foreign language speakers.</p>		Name a Sports Item	2 (FL) 3(FL)	A.1 (FL) C.2 (FL)	2.1.1 (FL) 3.1.2 (FL)

<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>A-1 -> Physical health: Daily physical activity, and suitability of physical intensity to personal conditions.</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">Syntactic-discursive instances:</p> <ul style="list-style-type: none"> - Describe a sporting item, athlete, modality... <p style="text-align: center;">Cross-curricular contents:</p> <ul style="list-style-type: none"> - Mutual respect and cooperation among equals. <i>(Real Decreto 217/2022)</i> (Article 6.5) - Usage of Information and Communication Technologies. <i>(Decreto 39/2022)</i> (Article 10.1) 	“Pass” the Description	2 (FL) 2 (P.E.)	A.4 (FL) C.2 (FL) A.1 (P.E.)	2.1.1 (FL) 2.2.1 (P.E.)
	Guess the Word	3 (FL)	A.1 (FL) A.4 (FL) C.2 (FL)	3.1.1 (FL) 3.1.2 (FL)

Session 2					
<u>Specific competences</u> FOREIGN LANGUAGE 2 3 PHYSICAL EDUCATION 2 3		<u>Achievement indicators</u> FOREIGN LANGUAGE 2.2.1 The student comprehends and orally expresses the values and benefits of physical activity. 3.1.2 The student actively engages in technologically based situations, using the foreign language and proficiently employing the gamification devices purposefully. 3.1.3 The student comprehends and accurately participates in diverse instances related to their previous knowledge and experience, working collaboratively with others. PHYSICAL EDUCATION 2.2.1 The student demonstrates a total understanding and awareness when developing a certain physical activity, while collaborating with his/her team. 3.2.1 The student effectively understands his/her peers' abilities and commands to accurately shape his/her motor response.			
<u>Contents (curricular/ extracurricular)</u> FOREIGN LANGUAGE A-1 -> Self-confidence and mistakes as improvement tools. A-13 -> Digital and analogical tools and virtual platforms for the enhancement of written and oral comprehension and production. C-2 -> Engagement and initiative when partaking in communicative interactions with foreign language speakers.		<u>Activities/tasks</u> Listen and select Dance with the Stars	<u>Sp. Competences</u> 3 (FL) 3 (FL) 2 (P.E.) 3 (P.E.)	<u>Contents</u> A.13 (FL) A.1 (FL) C.2 (FL) C.1 (P.E.)	<u>Achievement indicators</u> 3.1.2 (FL) 3.1.3 (FL) 2.2.1 (P.E.) 3.2.1 (P.E.)

<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>C-1 -> Decision-making; Conscious body usage depending on the activity. Group guidelines to enhance the motor capabilities.</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">Cross-curricular contents:</p> <ul style="list-style-type: none"> - Mutual respect and cooperation among equals. <i>(Real Decreto 217/2022)</i> (Article 6.5) - Usage of Information and Communication Technologies. <i>(Decreto 39/2022)</i> (Article 10.1) 	Discussion	2 (FL) 3 (FL)	C.2 (FL)	2.2.1 (FL) 3.1.3 (FL)
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Session 3				
<p><u>Specific competences</u></p> <p>FOREIGN LANGUAGE 2 3</p> <p>PHYSICAL EDUCATION 2</p>	<p><u>Achievement indicators</u></p> <p>FOREIGN LANGUAGE</p> <p>2.2.2 The student effectively assembles a coherent text combining different excerpts in collaboration with his/her peers.</p> <p>3.1.1 The student works effectively in groups while trying to guess the meaning associated with English descriptions and texts.</p> <p>3.1.2 The student actively engages in technologically based situations, using the foreign language and proficiently employing the gamification devices purposefully.</p> <p>PHYSICAL EDUCATION</p> <p>2.2.2 The student presents an adequate consciousness about his motor abilities and limitations while applying them in physical activities.</p>			
<p><u>Contents (curricular/ extracurricular)</u></p> <p>FOREIGN LANGUAGE</p> <p>A-1 -> Self-confidence and mistakes as improvement tools.</p> <p>A-4 -> Basic communicative functions suited to a specific communicative context and environment.</p> <p>C-2 -> Engagement and initiative when partaking in communicative interactions with foreign language speakers.</p>	<p><u>Activities/tasks</u></p>	<p><u>Sp. competences</u></p>	<p><u>Contents</u></p>	<p><u>Achievement indicators</u></p>
	<p>Interactive reading</p>	<p>3 (FL) 2 (P.E.)</p>	<p>A.4 (FL) C.2 (FL) A1 (P.E.)</p>	<p>3.1.2 (FL) 2.2.2 (P.E.)</p>
	<p>Jigsaw: “The Story of Usain Bolt”</p>	<p>2 (FL) 3 (FL)</p>	<p>A.1 (FL) C.2 (FL)</p>	<p>2.2.2 (FL) 3.1.1 (FL)</p>

<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>A-1 -> Physical health: Daily physical activity, and suitability of physical intensity to personal conditions.</p> <hr style="width: 20%; margin: 10px auto;"/> <p>Syntactic-discursive instances:</p> <ul style="list-style-type: none"> - Learning how to describe athletes. <p>Cross-curricular contents:</p> <ul style="list-style-type: none"> - Mutual respect and cooperation among equals. (<i>Real Decreto 217/2022</i>) (Article 6.5) - Usage of Information and Communication Technologies. (<i>Decreto 39/2022</i>) (Article 10.1) 	<p style="text-align: center;">Who Wants to be a Millionaire?</p> <p>https://create.kahoot.it/share/who-wants-to-be-a-millionaire-sports-edition/9e5d9190-0f4d-4166-b218-3ab777597c3b</p>	<p style="text-align: center;">3 (FL)</p>	<p style="text-align: center;">A.1 (FL)</p>	<p style="text-align: center;">3.1.2 (FL)</p>
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Session 4

<p style="text-align: center;"><u>Specific competences</u></p> <p style="text-align: center;">FOREIGN LANGUAGE 2 3</p> <p style="text-align: center;">PHYSICAL EDUCATION 3</p>	<p style="text-align: center;"><u>Achievement indicators</u></p> <p style="text-align: center;">FOREIGN LANGUAGE</p> <p style="text-align: center;">2.1.2 The student correctly expresses an accurate sport-related text in a spoken manner.</p> <p style="text-align: center;">2.1.3 The student produces coherent and purposeful spoken interactions while respecting the speech turns of his/her peers.</p> <p style="text-align: center;">2.2.3 The student effectively elaborates a coherent script while taking into account sport-related expressions and terms, as well as previous knowledge.</p> <p style="text-align: center;">3.1.3 The student comprehends and accurately participates in diverse instances related to their previous knowledge and experience, working collaboratively with others.</p> <p style="text-align: center;">PHYSICAL EDUCATION</p> <p style="text-align: center;">3.2.2 The student shows optimal collaboration and cooperation with his group to achieve a physical goal.</p>			
<p style="text-align: center;"><u>Contents (curricular/ extracurricular)</u></p> <p style="text-align: center;">FOREIGN LANGUAGE</p> <p>A-1 -> Self-confidence and mistakes as improvement tools.</p> <p>A-4 -> Basic communicative functions suited to a specific communicative context and environment.</p> <p>C.1 -> Foreign Language as a means of interpersonal communication and as a source of information.</p> <p>C-2 -> Engagement and initiative when partaking in communicative interactions with foreign language speakers.</p>	<u>Activities/tasks</u>	<u>Sp. competences</u>	<u>Contents</u>	<u>Achievement indicators</u>
	Create and represent a sports interview! (FINAL TASK)	2 (FL) 3 (FL)	A.1 (FL) A.4 (FL) C.1 (FL) C.2 (FL)	2.1.2 (FL) 2.1.3 (FL) 2.2.3 (FL) 3.1.3 (FL)

<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>C-1 -> Decision-making: Conscious body usage depending on the activity. Group guidelines to enhance the motor capabilities.</p> <hr style="width: 20%; margin: 10px auto;"/> <p>Cross-curricular contents (<i>Real Decreto 217/2022</i>):</p> <ul style="list-style-type: none"> - Mutual respect and cooperation among equals. (6.5) 	<p>Relay drill</p>	<p>2 (FL) 3 (P.E.)</p>	<p>C.2 (FL) C.1 (P.E.)</p>	<p>2.1.3 (FL) 3.2.2 (P.E.)</p>
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Session 5 - Gymkhana

Specific competences

FOREIGN LANGUAGE

3

PHYSICAL EDUCATION

2

3

Achievement indicators

FOREIGN LANGUAGE

3.1.2 The student actively engages in technologically based situations, using the foreign language and proficiently employing the gamification devices purposefully.

3.1.3 The student comprehends and accurately participates in diverse instances related to their previous knowledge and experience, working collaboratively with others.

PHYSICAL EDUCATION

2.1.1 The student successfully applies an understanding of the different shared motor capacities necessary to actively achieve a certain physical-related goal.

2.2.1 The student demonstrates a total understanding and awareness when developing a certain physical activity, while collaborating with his/her team.

2.2.2 The student presents an adequate consciousness about his motor abilities and limitations while applying them in physical activities.

2.2.3 The student suggests and carries out valuable contributions to the motor development of his/her team in the activity.

3.2.2 The student shows optimal collaboration and cooperation with his group to achieve a physical goal.

<u>Contents (curricular/ extracurricular)</u>	<u>Activities/tasks</u>	<u>Sp. Competences</u>	<u>Contents</u>	<u>Achievement indicators</u>
<p>FOREIGN LANGUAGE C-2 -> Engagement and initiative when partaking in communicative interactions with foreign language speakers.</p> <p>PHYSICAL EDUCATION A-1 -> Physical health: Daily physical activity, and suitability of physical intensity to personal conditions.</p> <p>C-1 -> Decision-making: Conscious body usage depending on the activity. Group guidelines to enhance the motor capabilities.</p> <hr/> <p>Syntactic discursive instances:</p> <ul style="list-style-type: none"> - Give or ask for instructions and orders. - Ask and exchange information about daily-life elements. - Locate objects and people in a space. <p>Cross-curricular contents:</p> <ul style="list-style-type: none"> - Mutual respect and cooperation among equals. (<i>Real Decreto 217/2022</i>) (Article 6.5) - Usage of Information and Communication Technologies. (<i>Decreto 39/2022</i>) (Article 10.1) 	<p><i>Treasure Island</i></p>	<p>3 (FL) 2 (P.E.)</p>	<p>C.2 (FL) A.1 (P.E.) C.1 (P.E.)</p>	<p>3.1.2 (FL) 3.1.3 (FL) 2.1.1 (P.E.) 2.2.3 (P.E.) 3.2.2 (P.E.)</p>
	<p><i>Pick your Poison</i></p>	<p>3 (FL) 2 (P.E.)</p>	<p>C.2 (FL) A.1 (P.E.)</p>	<p>3.1.3 (FL) 2.2.1 (P.E.) 2.2.2 (P.E.)</p>

Session 6- Gymkhana

<p style="text-align: center;"><u>Specific competences</u></p> <p style="text-align: center;">FOREIGN LANGUAGE 3 5</p> <p style="text-align: center;">PHYSICAL EDUCATION 2 3</p>	<p style="text-align: center;"><u>Achievement indicators</u></p> <p style="text-align: center;">FOREIGN LANGUAGE</p> <p style="text-align: center;">3.1.2 The student actively engages in technologically based situations, using the foreign language and proficiently employing the gamification devices purposefully.</p> <p style="text-align: center;">5.3.1 The student effectively carries out the peer evaluation process.</p> <p style="text-align: center;">PHYSICAL EDUCATION</p> <p>2.1.1 The student successfully applies an understanding of the different shared motor capacities necessary to actively achieve a certain physical-related goal.</p> <p>2.2.1 The student demonstrates a total understanding and awareness when developing a certain physical activity, while collaborating with his/her team.</p> <p>2.2.2 The student presents an adequate consciousness about his motor abilities and limitations while applying them in physical activities.</p> <p>3.2.2 The student shows optimal collaboration and cooperation with his group to achieve a physical goal.</p>			
<p style="text-align: center;"><u>Contents (curricular/ extracurricular)</u></p> <p style="text-align: center;">FOREIGN LANGUAGE</p> <p>C.1 -> Foreign Language as a means of interpersonal communication and as a source of information.</p>	<p style="text-align: center;"><u>Activities/tasks</u></p> <p><i>Attack the Hoot!</i></p>	<p style="text-align: center;"><u>Sp. competences</u></p> <p style="text-align: center;">3 (FL) 2 (P.E.)</p>	<p style="text-align: center;"><u>Contents</u></p> <p style="text-align: center;">C.2 (FL) A.1 (P.E.)</p>	<p style="text-align: center;"><u>Achievement indicators</u></p> <p style="text-align: center;">3.1.2 (FL) 2.2.1 (P.E.)</p>

<p>C-2 -> Engagement and initiative when partaking in communicative interactions with foreign language speakers.</p> <p>PHYSICAL EDUCATION</p> <p>A-1 -> Physical health: Daily physical activity, and suitability of physical intensity to personal conditions.</p> <p>C-1 -> Decision-making: Conscious body usage depending on the activity. Group guidelines to enhance the motor capabilities.</p> <hr/> <p>Syntactic discursive instances:</p> <ul style="list-style-type: none"> - Give or ask for instructions and orders. - Ask and exchange information about daily-life elements. <p>Cross-curricular contents:</p> <ul style="list-style-type: none"> - Mutual respect and cooperation among equals. (<i>Real Decreto 217/2022</i>) (Article 6.5) - Usage of Information and Communication Technologies. (<i>Decreto 39/2022</i>) (Article 10.1) 	<p><i>Dribbling with Flair</i></p>	<p>3 (FL) 2 (P.E.)</p>	<p>C.2 (FL) A.1 (P.E.) C.1 (P.E.)</p>	<p>3.1.2 (FL) 2.2.1 (P.E.) 2.2.2 (P.E.)</p>
	<p><i>Winner Stays</i></p>	<p>3 (FL) 2 (P.E.) 3 (P.E.)</p>	<p>C.2 (FL) A.1 (P.E.) C.1 (P.E.)</p>	<p>3.1.2 (FL) 2.1.1 (P.E.) 2.2.2 (P.E.) 3.2.2 (P.E.)</p>
	<p>Assess your classmates!</p>	<p>5 (FL)</p>	<p>C.1 (FL)</p>	<p>5.3.1 (FL)</p>

Appendix 2: Rubrics

- Rubric for English assessment

ACHIEVEMENT INDICATORS	0-5	5-7	7-9	9-10
2.1.1 The student proficiently infers the meaning of certain vocabulary terms and accurately triggers previous knowledge referring to a sport-related concept.	The student barely infers the meaning of certain vocabulary terms and does not trigger any knowledge referring to a sport-related concept. (0-50%)	The student infers the meaning of some vocabulary terms and barely triggers valuable knowledge referring to sport-related concepts. (50-70%)	The student correctly infers the meaning of vocabulary terms and triggers some previous knowledge referring to sport-related concepts. (70-90%)	The student proficiently infers the meaning of certain vocabulary terms and accurately triggers previous knowledge referring to a sport-related concept. (90-100%)
2.1.2 The student correctly expresses an accurate sport-related text in a spoken manner.	The student incorrectly expresses an incomplete sport-related spoken text. (0-50%)	The student somewhat correctly expresses a sport-related text in a spoken manner. (50-70%)	The student expresses a decently constructed sport-related text in a spoken manner. (70-90%)	The student correctly expresses an accurate sport-related text in a spoken manner. (90-100%)
2.1.3 The student produces coherent and purposeful spoken interactions while respecting the speech turns of his/her peers.	The student produces incoherent and incomplete spoken interaction while disregarding and not showing interest in others' speech turns. (0-50%)	The student barely produces coherent and purposeful spoken interactions, while mostly respecting others' speech turns. (50-70%)	The student produces mostly coherent and purposeful spoken interaction, while hardly ever disrespecting others' speech turns. (70-90%)	The student produces coherent and purposeful spoken interactions while respecting the speech turns of his/her peers. (90-100%)
2.2.1 The student comprehends and orally expresses the values and benefits of physical activity.	The student does not comprehend nor express the benefits of physical activity. (0-50%)	The student somewhat comprehends and subtly expresses the benefits of physical activities. (50-70%)	The student mostly comprehends and often expresses the values and benefits of physical activity. (70-90%)	The student comprehends and orally expresses the values and benefits of physical activity. (90-100%)

<p>2.2.2 The student effectively assembles a coherent text combining different excerpts in collaboration with his/her peers.</p>	<p>The student does not assemble any coherent texts, without collaborating with his/her peers. (0-50%)</p>	<p>The student assembles a rather coherent text combining different excerpts while sometimes collaborating with his/her peers. (50-70 %)</p>	<p>The student assembles a mostly accurate and coherent text collaborating adequately with his/her peers. (70-90%)</p>	<p>The student effectively assembles a coherent text combining different excerpts in collaboration with his/her peers. (90-100%)</p>
<p>2.2.3 The student effectively elaborates a coherent script while taking into account sport-related expressions and terms, as well as previous knowledge.</p>	<p>The student poorly elaborates an incoherent script without using any previous expressions, terms, or knowledge. (0-50%)</p>	<p>The student elaborates a somewhat coherent script while considering a few terms, expressions and some of the previous knowledge of the topic. (50-70%)</p>	<p>The student elaborates a coherent, correct script while using some terms, expressions, and previous knowledge of the topic. (70-90%)</p>	<p>The student effectively elaborates a coherent script while taking into account sport-related expressions and terms, as well as previous knowledge. (90-100%)</p>
<p>3.1.1 The student works effectively in groups while trying to guess the meaning associated with English descriptions and texts.</p>	<p>The student does not work effectively in groups and does not contribute to the process of describing a situation. (0-50%)</p>	<p>The student works correctly but inefficiently in groups, trying to guess the meaning associated with descriptions and texts. (50-70%)</p>	<p>The student correctly works in groups, trying to guess the meaning associated with situations and/or texts. (70-90%)</p>	<p>The student works effectively in groups while trying to guess the meaning associated with situations and/or texts. (90-100%)</p>
<p>3.1.2 The student actively engages in technologically based situations, using the foreign language and proficiently employing the gamification devices purposefully.</p>	<p>The student does not engage in technologically based situations, without using the foreign language, and barely uses the gamification devices purposefully. (0-50%)</p>	<p>The student somewhat engages in technologically based situations, occasionally using the foreign language, and using the gamification devices purposefully. (50-70%)</p>	<p>The student engages in technologically based situations correctly, often using the foreign language and showing some understanding of how to use gamification devices. (70-90%)</p>	<p>The student actively engages in technologically based situations, using the foreign language and proficiently employing the gamification devices purposefully. (90-100%)</p>

<p>3.1.3 The student comprehends and accurately participates in diverse instances related to their previous knowledge and experience, working collaboratively with others.</p>	<p>The student neither comprehends nor participates in any instance related to their previous experience without working collaboratively. (0-50%)</p>	<p>The student somewhat comprehends and participates in instances regarding previous knowledge and experience and working with others. (50-70%)</p>	<p>The student comprehends and rather correctly participates in instances regarding previous knowledge and experience, working collaboratively with others. (70-90%)</p>	<p>The student comprehends and accurately participates in diverse instances related to their previous knowledge and experience, working collaboratively with others. (90-100%)</p>
<p>5.3.1 The student effectively carries out the peer evaluation process</p>	<p>The student does not carry out the peer evaluation process accordingly. (0-50%)</p>	<p>The student carries out the peer evaluation process somewhat effectively. (50-70%)</p>	<p>The student carries out the peer evaluation process being generally effective. (70-90 %)</p>	<p>The student effectively carries out the peer evaluation process. (90-100%)</p>

- **Rubric for P.E. assessment**

ACHIEVEMENT INDICATORS	0-5	5-7	7-9	9-10
2.1.1 The student successfully applies an understanding of the different shared motor capacities necessary to actively achieve a certain physical-related goal.	The student does not apply a correct understanding of the shared motor capacities needed to achieve a physical goal. (0-50%)	The student applies a somewhat correct understanding of the shared motor capacities needed to achieve a physical goal. (50-70%)	The student applies a correct understanding of the shared motor capacities needed to achieve a physical goal. (70-90%)	The student successfully applies an understanding of the different shared motor capacities necessary to actively achieve a certain physical-related goal. (90-100%)
2.2.1 The student demonstrates a total understanding and awareness when developing a certain physical activity, while collaborating with his/her team.	The student does not demonstrate any understanding or awareness of the different physical activities. (0-50%)	The student occasionally demonstrates an understanding in the development of a physical activity, while collaborating with others. (50-70%)	The student often demonstrates an accurate understanding and awareness in the development of a physical activity, while collaborating with others. (70-90%)	The student demonstrates a total understanding and awareness when developing a certain physical activity, while collaborating with his/her team. (90-100%)
2.2.2 The student presents an adequate consciousness about his motor abilities and limitations while applying them in physical activities.	The student does not present any consciousness about his motor abilities and limitations in physical activities. (0-50%)	The student presents limited consciousness about his motor abilities and limitations in physical activities. (50-70%)	The student presents a rather correct consciousness about his motor abilities and limitations in physical activities. (70-90%)	The student presents an adequate consciousness about his motor abilities and limitations while applying them in physical activities. (90-100%)
2.2.3 The student suggests and carries out valuable contributions to the motor development of his/her team in the activity.	The student neither suggests nor carries out any contribution to the motor development of his/her team in the activity. (0-50%)	The student suggests somewhat valuable contributions to the motor development of his/her team in the activity. (50-70%)	The student often suggests and carries out valuable contributions to the motor development of his/her team in the activity. (70-90%)	The student suggests and carries out valuable contributions to the motor development of his/her team in the activity. (90-100%)

<p>3.2.1 The student effectively understands his/her peers' abilities and commands to accurately shape his/her motor response.</p>	<p>The student does not understand his/her peers' abilities or commands. (0-50%)</p>	<p>The student occasionally grasps an understanding of his/her peers' abilities and commands to shape his/her motor response. (50-70%)</p>	<p>The student regularly grasps an understanding of his/her peers' abilities and commands to accurately shape his/her motor response (70-90%)</p>	<p>The student effectively understands his/her peers' abilities and commands to accurately shape his/her motor response (90-100%)</p>
<p>3.2.2 The student shows optimal collaboration and cooperation with his group to achieve a physical goal.</p>	<p>The student does not show enough cooperation with his group and does not achieve a physical goal. (0-50%)</p>	<p>The student occasionally collaborates and cooperates with his group to achieve a physical goal. (50-70%)</p>	<p>The student sufficiently collaborates and cooperates with his group to achieve a physical goal. (70-90%)</p>	<p>The student shows optimal collaboration and cooperation with his group to achieve a physical goal. (90-100%)</p>

Appendix 3: Activities & Forms

Figure 1.

Word Cloud Example (Mentimeter) (Session 1)



Figure 2.

Jigsaw Activity (Fragments) (Session 3)

Usain Bolt was born on August 21, 1986, in Sherwood Content, a small town in Jamaica. As a child, his favourite sports were both cricket and soccer. His school coaches saw that he was very fast. Then, he started running. When he was 15 years old, Bolt won his first medal in a high school race.

Bolt's international career began at the 2002 World Junior Championships in Kingston, the capital of Jamaica. He won a gold medal in the 200 meters, becoming the youngest world junior champion ever. Bolt became a superstar at the 2008 Beijing Olympics. He won three gold medals and set world records in the 100 meters, 200 meters, and 4x100 meters relay.

In 2009, Bolt became even more famous at the World Championships in Berlin. He broke his own world records in both 100 meters and 200 meters with times of 9.58 and 19.19 seconds. No one has beaten the records of Bolt. Bolt's fun personality and his "Lightning Bolt" pose made him very popular with fans and the media.

Bolt was the best sprinter for many years. He won more gold medals at the 2012 London Olympics and the 2013 World Championships. Despite injuries and, overcoming the competition, he stayed the fastest man in the world. His last Olympics were in 2016 in Rio de Janeiro, where he again won gold in the 100 meters, 200 meters, and 4x100 meters relay.

After he retired from running in 2017, Bolt tried to become a professional soccer player, but his soccer career was short. He also started several businesses, including a restaurant chain and a record label. Bolt spent a lot of time helping young athletes in Jamaica through charity work.

Usain Bolt's impact on running and sports is huge. His record-breaking races, fun personality, and external sporting influence have made an icon. Bolt is a role model for young athletes around the world, showing that talent and hard work can lead to success.

Figure 3.

“Who Wants to Be a Millionaire?” (Examples, Kahoot) (Session 3)

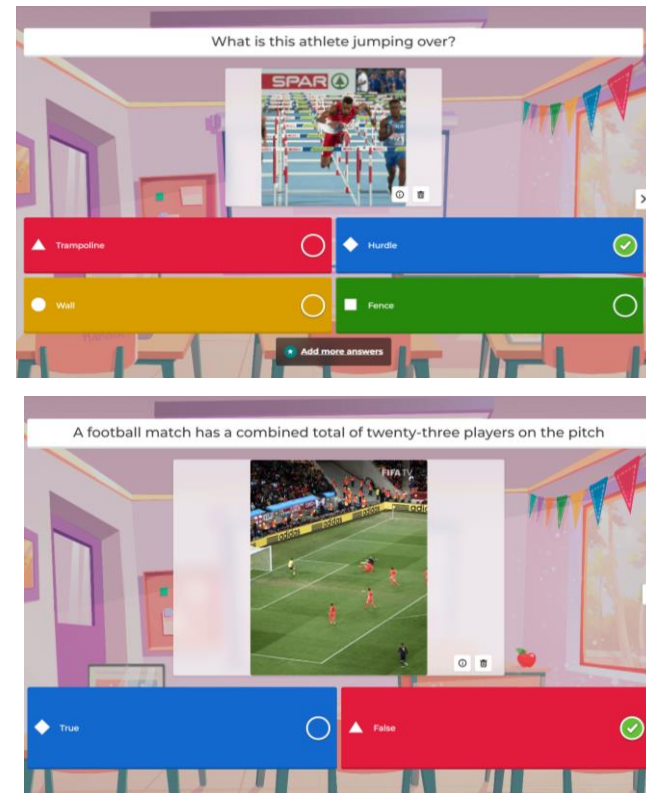
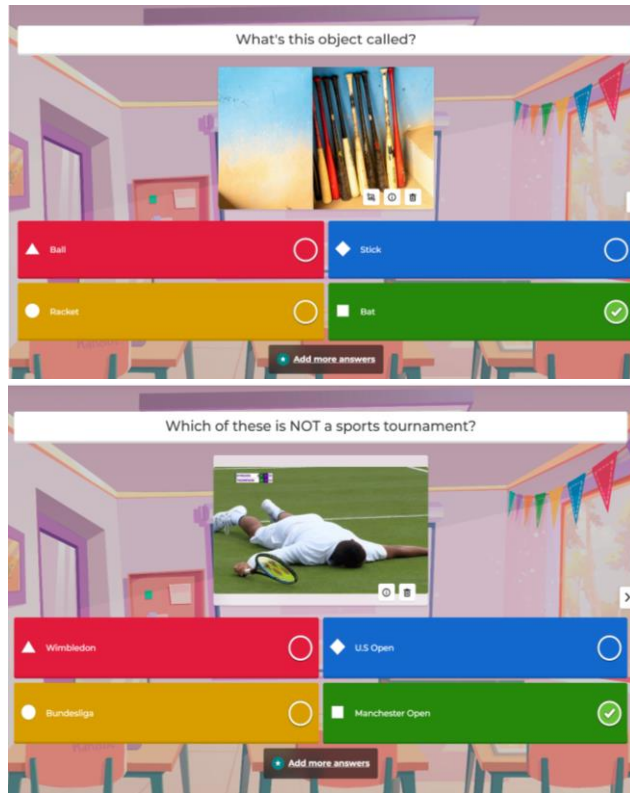


Figure 4.

“Treasure Island” (Teacher’s hints) (Session 5)

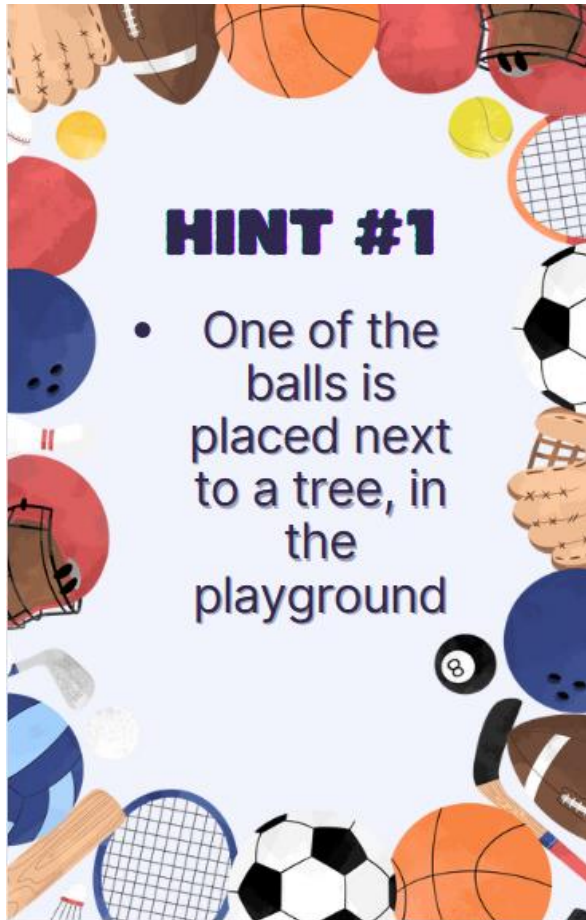


Figure 5.

"Pick your Poison" Card Deck (Examples) (Session 5)

PICK YOUR POISON

FOOTBALL

RED PILL:  **SHOOT 30 TIMES**

BLUE PILL:  **DRIBBLE ROUND THE FIELD FOR 10 MINS.**

**"EVERY DISADVANTAGE HAS GOT ITS ADVANTAGE"
JOHAN CRUYFF**

 **01/10**

PICK YOUR POISON

BASKETBALL

RED PILL:  **DRIBBLE AROUND THE HIGH SCHOOL 3 TIMES**

BLUE PILL:  **SCORE UNDER THE BASKET (10 MINS TO TRY)**


 

**"I REALLY GET MOTIVATED WHEN I HAVE DOUBTERS"
SHAQUILLE O'NEAL**




 **02/10**

Figure 6.
Peer evaluation rubric (P.E. and English assessment)

name:




ENGLISH EVALUATION (peer assessment)




			
Contributes to the group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in every task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentrates in his/her work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is polite and respectful to his/her peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not distracted by other people when doing a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates in tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revises work and offers help to his/her peers voluntarily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes useful notes about the sport vocabulary given.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses, writes and speaks in English more than in Spanish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place a check mark in the box that best match your teammate's performance and behaviour during this didactic unit.

name:



P.E. EVALUATION (peer assessment)

			
Expresses his/her own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes in every task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows the indications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is polite and respectful to peers in physical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes the physical tasks on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates in tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guides and offers help to his/her peers in the tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequently practices the sport vocabulary given.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks and uses English more than Spanish in the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place a check mark in the box that best match your teammate's performance and behaviour during this didactic unit.

