



**Facultad de educación de Palencia**

**UNIVERSIDAD DE VALLADOLID**

**CONTENT AND LANGUAGE INTEGRATED LEARNING IN PHYSICAL  
EDUCATION**

**FINAL DEGREE PROJECT**

**TRABAJO FIN DE GRADO**

**GRADO EN EDUCACIÓN PRIMARIA/MENCIÓN EN EDUCACIÓN FÍSICA**

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**PALENCIA, 2019**

## **Abstract**

The Final Degree Project is aimed at PE teachers who have the Linguistic Competence to teach the lessons in English, but may need some support when dealing with bilingual methodology, so we do not fall into the trap of just translating the Didactic Units into English. In order to help future Bilingual PE teachers, throughout this essay, we will introduce the theoretical foundations of Bilingualism; first the legal framework will be listed, to gather all the different laws that must be taken into account. After that, we will focus on Content and Language Integrated Learning (CLIL) and other appropriate methodologies for bilingual projects, focusing on PE lessons. Finally we will move from theory to practice, offering an interdisciplinary English project, to work with all the different areas of the curriculum through the same topic, the Olympic Games.

## **Resumen**

Este TFG está dirigido a profesores de Educación Física que tienen la competencia lingüística para dar las clases en inglés, pero pueden necesitar algo de apoyo en cuanto a metodología bilingüe. Para ayudar a los futuros maestros de Educación Física bilingüe, a lo largo de este trabajo, presentaremos los fundamentos teóricos del bilingüismo; Primero se enumerará el marco legal, reuniendo las diferentes leyes que deben tenerse en cuenta. Después, nos centraremos en Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE) y otras metodologías apropiadas para proyectos bilingües, centrándonos en el área de Educación Física. Finalmente, pasaremos de la teoría a la práctica, ofreciendo un proyecto de inglés interdisciplinar, para trabajar con todas las diferentes áreas del currículo a través del mismo tema, los Juegos Olímpicos.

## **Key words**

Bilingual Education, Content and Language Integrated Learning (CLIL), Total Physical Response (TPR), Physical Education (PE), Foreign Language, English.

## **Palabras clave**

Educación bilingüe, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), Respuesta Física Total (TPR), Educación Física (EF), Lengua Extranjera, Inglés.

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# 0. INTRODUCTION

The changes in our society demand a change in the role and function of the schools so that we better meet the needs of students as a whole person. It is essential to prepare them to live in a world gradually more international, multicultural and multilingual.

That is the reason why each year, more and more schools are implementing bilingual projects in their curriculum. One of the non-linguistic subjects taught in English is Physical Education (PE). Thus, I have decided to direct my Final Degree Project towards Bilingual Education in PE, in order to meet the demands of the schools and the knowledge of the PE teachers.

Therefore, during this Final Degree Project, we are going to study the theoretical foundations of Bilingualism, we will mention the legal framework, and then we will focus on Content and Language Integrated Learning (CLIL) and other appropriate methodologies for bilingual projects, focusing on PE lessons. Finally we will move from theory to practice, offering an interdisciplinary English project, to work with all the different areas of the curriculum through the same topic.

Life in society is only possible thanks to the transmission of information between humans through the languages and other types of signs. Language is the main element of communication and the first factor of socialization. It can be defined as the main means by which people communicate and still, ironically, it also constituted the main barrier to communication. Most people believe that the only realistic method of breaking the linguistic barrier nowadays is to use a natural language as a lingua franca. According to Harmer, a lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's.

For centuries Latin has been used as such 'Lingua Franca', but nowadays is English the chosen language to communicate at an international level. Bearing this in mind, the Educational Systems all around the world included a second language as a compulsory subject in their curriculums many years ago.

Spain was not an exception. However, after years of learning English at schools, (mainly empty grammar and vocabulary), the results often have been less than desirable. In any language school in England you can find Spanish people with a decent level of English grammar but unable to hold a fluent conversation with their foreign partners.

Being aware of this, the Spanish Educational System started to develop the bilingual projects, in order to increase the hours of English in the schools and to provide a meaningful context to all the grammar and vocabulary learnt in the English lessons, using English as the vehicular language in non-linguistic subjects.

However, developing Bilingual Projects is not a magic solution, is not even a solution itself. It has to be seen as an initial point where to start to move forward to a quality Bilingual Education. But we also need to be trained in specific bilingual methodology, we need support and means... all the learning community need to be involved.

To help future Bilingual PE teachers on their first year of teaching in English, throughout this Final Degree Project, we will introduce them the theoretical foundations of Bilingualism, first the legal framework will be listed, in order to gather all the different laws that must be taken into account. Next we will focus on Content and Language Integrated Learning (CLIL) and other appropriate methodologies for CLIL lessons, first in general education, and then focusing on Physical Education lessons. Finally we will plan an interdisciplinary English project, to work with all the different areas of the curriculum through the same topic.

# 1. JUSTIFICATION

The initial professional training that we receive at University is an important starting point for that quality Bilingual Education aforementioned, but once again, it has to be only the beginning of our professional development. When developing bilingual projects on our school, we need specific professional development about bilingual methodologies.

My first degree was in teaching English as a second language. At University I did learn all the theory about the importance of moving to more communicative lessons, rather than grammar and theoretical ones (The communicative Approach). And that is exactly what I did while I was an English teacher.

My second degree was on Early Years Education, and now, working as a homeroom teacher in Infant Education, I carry out small English Projects with my class.

However, I do realise now that the solution is not only develop small English projects in our classrooms nor to change the way the English teachers teach. That is an important part of it, (the way I was thought English, is not how I teach English nowadays) but is not the only thing we need to change in order to prepare to our students to live in a global society. We need to involve all the Educational Community: Educational Government, leadership team, other teachers, families... And as a Community we need to build up a Bilingual Project, involving non-linguistic subjects and whole-school projects.

This is one of the reasons why I decided to study Physical Education. On one hand I wanted to learn all about the movements and bodies of my students, to take those bodies into account when teaching any other subject. On the other hand, I thought it could be useful to bring my English experience to the PE lessons, bearing in mind the great potential that subject has within Bilingual Projects; This is due to its interactive nature, which allows the constant union between language and action, and helps students understand most of the instructions received, even without mastering the foreign language.



The topic chosen for this Final Degree Project was not randomly. Due to my first Degree in English, the number of Bilingual PE teachers in Palencia and the increasing number of public schools that are implementing PE lessons in English, it is quite likely that in the near future I will be teaching PE in English.

To develop this essay about bilingualism in PE lessons will give me the opportunity to study the bilingual methodologies from a PE point of view. I did study, and work currently, with those methodologies; however, the Physical Education perspective is new for me and it will provide me new information and methodological considerations about the subject.

Experienced PE teachers feel lost when they face a CLIL lesson, even having the linguistic competence in the second language required to teach bilingual lessons, and years of experience teaching PE. The explanation is that, as we will see in this Final Degree Project, having the linguistic competence in English is not enough to teach a CLIL lesson, methodological knowledge is almost as important as the linguistic competence. That is the problem that face most of the PE teachers, who get the qualification to teach at a Bilingual school by passing an English exam. They may have achieved the linguistic competence, but they need methodological training, in order to teach quality bilingual lessons.

On the other hand, the English teacher who study a year to also become a PE teacher may not face linguistic not CLIL methodology problems, but if we focus on the language, there is a risk that we decrease the time of motor commitment, or overwhelm the linguistic objectives to the PE ones.

## 2. AIMS

The aims we have selected to develop in this Final Degree Project are:

- To deepen the CLIL methodology.
- To explore other methodologies, less mentioned, but also important to work within CLIL methodology.
- To study the bilingual teacher.
- To understand bilingual methodological aspects of PE.
- To present an interdisciplinary Bilingual Project.

In order to achieve those objectives, we developed an action plan:

- To study the CLIL methodology and highlight the principal characteristics.
- To assemble and review different methodologies used in the bilingual lessons.
- To look for different competences other than the linguistic competence
- To read about specific bilingual PE methodology and find out specific aspects.
- To plan a bilingual project to carry out at the different areas of Infant Education.

## **3. THEORETICAL FOUNDATIONS**

### **3.1 LEGAL FRAMEWORK**

This Final Degree Project has been developed according to the Organic Law 8/2013, passed on the 9<sup>th</sup> December, which modifies the Organic Law of Education (LOE) 2/2006, passed on the 3<sup>rd</sup> May, and the Royal Decree 126/2014, passed on the 28th February, which established the basic curriculum of Primary Education.

In addition, the ORDEN ECD/65/2015, passed on the 21<sup>st</sup> January, which describes the relationship between competences, contents and assessment criteria in Primary and Secondary Education, has also been taken into account to develop this Final Degree Project.

Finally, the ORDEN EDU/6/2006, passed on the 4<sup>th</sup> January, which regulates the creation of bilingual sections in public schools within the Autonomous region of ‘Castilla y León’. It establishes a minimum of two non-linguistic subjects to be taught through the second language and a maximum of three. The total amount of hours taught in the specific language should never be more than 50% of the students’ schedule.

Related to this, the European Commission provides a Common European Framework of Reference for Languages (C.E.F.R.) which describes what learners have to learn to do in order to use language for communication; in order to become communicative competent.

As a final step of these levels of curriculum design, we have to adapt the official curriculum, the RD. 126/2014, to the classroom context and the specific students’ needs, by planning the syllabus design or the didactic program. The last stage would be its application, which could be modify at any time according to the interests of the groups in each moment.

### **3.2 CONTENT AND LANGUAGE INTEGRATED LEARNING**

The establishment of bilingual English programs in numerous schools in Spain has

contributed decisively to the implementation of a new form of the teaching-learning process that affects both students and teachers. The integrated learning of languages and contents in and through a second language, characteristic of this context, requires the active participation of the students and a different approach in the teacher's way of teaching, which must move away from the traditional master lesson, still too frequent in our schools (Freeman, Freeman and Mercuri, 2005).

The effectiveness of this new approach is closely linked to the preparation of teachers and their methodological updating. Given the specific characteristics of bilingual programs, teachers working in them should have knowledge about, among other aspects, their objectives and functioning, theories and methods of learning first and second languages, strategies and activities for the development of basic skills (speaking, listening, reading and writing) and complex thinking skills in second languages, and the creation and development of appropriate curriculum (Ramos, 2009)

In order to facilitate the work of future teachers in this area, we will now present CLIL and other methodologies, appropriated for bilingual lessons. We will study the different methodologies, but also we will analyse them from a PE point of view.

### 3.2.1 A WINDOW ON CLIL

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is a fusion of both. CLIL is closely related to and shares some elements of a range of educational practices.

CLIL is content-driven and this is where it both extends the experience of learning a language, and where it becomes different to existing language-teaching approaches.

CLIL involves a range of models, which can be applied in a variety of ways with diverse types of learner. Good CLIL practice is realized through methods, which provide a more holistic educational experience for the learner than may otherwise be commonly

achieved.

### Common reasons for introducing CLIL

Context	<ul style="list-style-type: none"> <li>• Preparing for globalization, e.g. developing the whole school curriculum through the medium of other languages.</li> <li>• Accessing international certification, e.g. outside a national examination system such as International Baccalaureate.</li> <li>• Enhancing school profiles, e.g. offering CLIL gives strong messages about plurilingual education.</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Multiple perspectives for study, e.g. modules in history where authentic texts are used in different languages.</li> <li>• Preparing for future studies, e.g. modules which focus on ICT which incorporate international lexis.</li> <li>• Skills for working life, e.g. courses which deal with academic study skills equipping learners for further study.</li> <li>• Accessing subject-specific knowledge in another language.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• Improving overall target-language competence, e.g. through extended quality exposure to the CLIL language.</li> <li>• Developing oral communication skills, e.g. through offering a wider range of authentic communication routes.</li> <li>• Deepening awareness of both first language and CLIL language, e.g. those schools which offer 50% of the curriculum in other languages in order to develop a deeper knowledge and linguistic base for their learners.</li> <li>• Developing self-confidence as a language learner and communicator, e.g. practical and authentic language scenarios such as vocational settings.</li> <li>• Introducing the learning and using of another language, e.g. lessons which are activity-oriented are combined with language-learning goals, such as in play-oriented 'language showers' for younger learners.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Increasing learner motivation, e.g. CLIL vocational courses which explicitly target confidence-building through the use of the CLIL language where learners feel they have failed in traditional language-learning classes.</li> <li>• Diversifying methods and approaches to classroom practice, e.g. courses integrating learners who are hearing impaired, where the sign language is the CLIL language.</li> <li>• Developing individual learning strategies, e.g. upper-secondary courses in science which attract learners who are confident in the CLIL language, but much less confident in science, who might not otherwise have opted for further study in the first language.</li> </ul>
Culture	<ul style="list-style-type: none"> <li>• Building intercultural knowledge, understanding and tolerance, e.g. module of psychology on causes of ethnic prejudice.</li> <li>• Developing intercultural communication skills, e.g. student collaboration on joint projects across nations.</li> <li>• Learning about specific neighbouring countries/regions and/or minority groups, e.g. 'school hopping', which engages students and teachers in border regions in sharing resources and curricular objectives.</li> <li>• Introducing a wider cultural context, e.g. comparative studies involving video links or internet communications.</li> </ul>

(From Marsh et al., adapted by Coyle et al., 2010: 17)

Putting aside the often-cited advantages that a CLIL approach offers, there is an issue of advancing a learner's cognitive development. The ability to think in different languages, even if to a modest extent, can have a positive impact on content learning (Marsh, 2009). The need to regenerate content teaching so that it closely fits the requirement of the modern age has been closely linked to the 'learning brain' (CERI, 2007). To achieve this, the content teacher will need to adapt subject-specific methods

so as to accommodate the additional language focus. This does not mean adopting the role of a language teacher, but it doesn't mean both to forget about the linguistic component and develop the same lesson they would do in their mother tongue, but in a different vehicular language. What it does is to open doors on alternative ways of using methodologies, which can be rewarding for both the teacher and the learning.

From this perspective, CLIL not only promotes linguistic competence, it also serves to stimulate cognitive flexibility. Different thinking horizons and pathways which result from CLIL, and the effective constructivist educational practice it promotes, can also have an impact on conceptualization (literally, how we think), enriching the understanding of concepts, and broadening conceptual mapping resources. This enables better association of different concepts and helps the learner advance towards a more sophisticated level of learning in general.

We should also highlight the importance of authenticity and relevance as key to successful learning. It is challenging for language teachers to achieve appropriate levels of authenticity in the classroom. For example, even if 'authentic' texts are used, and the subject matter is highly relevant to the lives of the learners, the predominant reason for these texts being in the lesson remains language learning. And when this is measured by tests that assess the learner often according to grammatical correctness, then the real focus of the lesson will be language itself. If this type of learning takes place alongside forms of CLIL, then the learner is exposed to two complementary experiences, one of which involves primarily language learning, and the other, language acquisition.

There is now greater understanding of the differences between 'acquiring' and 'learning' languages. Interest in early language learning has been influenced by the view that children adapt well to learning languages if it is integrated into other types of learning and carried out in a 'naturalistic' environment. This is typical of much good practice at primary level. But in our education systems, older children and adults are often taught languages in language-learning classrooms through the use of a textbook (although digital technology is increasingly being used to supplement this). The amount of time dedicated to language learning is often constrained because of pressure from other subjects within a curriculum. Successful language learning can be achieved when people have the opportunity to receive instruction, and at the same time experience real-

life situations in which they can acquire the language more naturalistically. Learning, for example, a topic from geography through the vehicular language, in a cognitively supported way, can help achieve a comparable sense of greater authenticity. The idea of successfully learning content in an additional language may appear counter-intuitive to parents and young people themselves, and greater understanding depends on recognizing the subtle overlap between language learning (intentional) and language acquisition (incidental).

The language classroom is essential for the learner to understand the ‘nuts and bolts’ of language - the grammar, vocabulary and so on. But there is rarely enough time in the classroom for the language teacher to go beyond this essential part of the learning process. Learners need time to build things with these ‘nuts and bolts’ - to put into practice the things that they see in theory on paper.

CLIL can offer learners of any age a natural situation for language development that builds on other forms of learning. This natural use of language can boost a learner’s motivation towards, and hunger for, learning languages: ‘It is this naturalness which appears to be one of the major platforms for CLIL’s importance and success in relation to both language and other subject learning’ (Marsh, 2000: 5).

A new age has dawned in additional language teaching methodology that directly reflects wider changes in the world. In the corresponding sea-change in educational philosophy, CLIL presents an opportunity and a threat to accepted language teaching practice. As with immersion, formal language instruction remains integral to most CLIL models. But for this to be synchronous to subject teaching through an additional language, curricular and methodological adjustment is often required. The extra exposure to the language, methods used, and attitudes of learners towards the language, can enhance language teaching and learning for the benefit of all. This offers an opportunity for language teachers to regenerate their profession.

CLIL is an educational approach that is content-driven, and this is a fundamental reason why it has emerged as an educational phenomenon that complements both content and language learning, and is within the domain of each. CLIL is not simply education *in* an additional language; it is education *through* an additional language



based on connected pedagogies and using contextual methodologies.

Regarding CLIL at pre-school level (Infant Education), the most typical models found with 3-6 children often involve games and other play-based activities - a ludic approach, where the vehicular language is used to a greater or lesser extent. These models are often called 'immersion' and involve introducing sounds, words and structures where the main focus is on stimulating, fun activities.

It is often hard to distinguish CLIL from standard forms of good practice in early language learning. This is because the learning topic is often highly authentic for the children. Whilst they are aware that they are learning to listen to and use sounds and words from another language, their main focus is on the doing - be it playing, singing, drawing, building models or other activities.

The teacher, as a role-model speaker of language, is especially important when working with children of this age, particularly in relation to phonology, that is why they need to have a high degree of fluency in the vehicular language.

When talking about CLIL at Primary stage, 6 to 12 years old students, CLIL may be used as a form of pre-language-teaching 'primer' at this level. A range of models is commonplace, from task-based learning, involving simple use of the vehicular language, through to whole content topics taught in the CLIL language. Increasing motivation towards language learning and building learner self-confidence are seen as particularly important where the vehicular language is distant from the lives of the learners and has the status of a foreign language.

Whilst there is no finite agreement with regard to the age factor in language learning, nonetheless, as interest in the significance of early language learning continues to grow, so too does interest in primary-level CLIL. Views which hold that 'earlier is better' and that the introduction of an additional language should be as 'naturalistic as possible' following the framework of 'incidental learning' support the introduction of CLIL at an early age (see García Mayo and García Lecumberri, 2003, and Johnstone, 2002, for further discussion).

With regard to the Physical Education CLIL classes, one of the priority aspects to



take into account is the 'non-discrimination of motor commitment time' (see Pintor et al. Seminarios de Educación Física). Promoting the expression of the student without reducing the time of motor commitment is one of the most important challenges facing the bilingual PE teacher. We can use external evaluations by schoolmates to study the time of motor commitment compared to other non-bilingual groups. Do not forget that first of all we are PE teachers, with a specific curriculum to teach. This is especially important when the language teacher is also the PE teacher. If we focus too much in the language aspects we may leave aside the motor commitment

Following constructivist approaches, the teaching-learning process in bilingual PE classes must be designed and structured based on the needs and interests of our students. We think that this planning process, in regard to the linguistic aspects, is especially complicated for teachers who are not specialists in the language, as it is the case of Physical Education teachers. It is advisable to follow already established and highly qualified contrasted models, such as the Sheltered Instruction Observation Protocol (SIOP, 2010), designed by the Centre for Applied Linguistics (CAL).

### **3.3 OTHER APPROPRIATE METHODOLOGIES FOR BILINGUAL PROJECTS**

#### **3.3.1 TPR**

TPR stands for Total Physical Response and was created by Dr. James J Asher. Asher observed that during the pre-production period children apparently learn to understand a great deal long before they try to say much. The door of understanding is first opened as children respond meaningfully to a particular type of input. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child

reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

Asher recalls that the language is not taught to children during the first years of life through grammar classes, but that they learn the rules through the sentences they hear reinforced with body language. As we mentioned before, during the first year of life there is a period of silence, during which the basic outline of the language is internalized. The TPR is based on the idea that auditory comprehension must be developed in its entirety before oral expression. The acquisition of skills in a foreign language can be quickly assimilated if teachers stimulates the sensory-kinaesthetic system, which depends on the right hemisphere of the brain, integrating the oral expression and body movement. The movement of the body is the one that displaces the information from one hemisphere cerebral to the other, and returns it to the maximum speed, achieving the internalization of learning.

In the classroom the teachers play the role of parents. They start by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teachers then say the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase teachers then ask the students to direct each other or the whole class.

TPR can be used to teach and practise many things:

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Storytelling

Whilst it is clear that it is more useful at lower levels because the target language lends itself to such activities, it is also appropriate to use with intermediate or advanced

levels, using more complex vocabulary. The language needs to be adapted accordingly.

However, it also has to be pointed that not everything can be taught through TPR. It deals with the language in a too general way and fails to train students to perform survival functions, such as greetings, asking directions, and ordering a meal. TPR is a perfect methodology to use together with other methodologies; it can be a successful and fun way of changing the dynamics and pace of a lesson, used in conjunction with other methods and techniques.

Total Physical Response has been shown to be efficient, both in the teaching of languages in general, and in CLIL contexts of Physical Education (see Coral, 2007: 130).

Due to the fact that this method is based on the body movement, it is commonly used in bilingual PE lessons. It is also often used to make the most of their way to the pavilion, giving them instructions to walk in different ways: tiptoe, stumble, stagger... or imitating different animals.

On the other hand, there is a risk of using TPR too often, or without the conjunction of other methodologies, and that is having 100% instructive PE lessons, without space for reflexion, a fundamental aspect for PE lessons.

### 3.3.2 COMMUNICATIVE APPROACH

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Realism is one of the key characteristics that L2 communicative tasks should accomplish. This authenticity has to apply not only to general tasks but more specifically to Physical Education when taught through a foreign language.

One of the fundamental aspects that bilingual Physical Education teachers must face is the creation of "real" learning environments that also facilitate meaningful learning based on communicative situations that are as authentic as possible.

So a realistic task would be one in which despite making the relevant changes to facilitate communication in L2 of students, it does not differ in its essence of non-bilingual tasks.

The communicative approach must be the cornerstone on which the modifications we carry out in our tasks are sustained. In any case, to facilitate this communication we should create situations in which the students have the need to exchange information.

In this sense, the Common European Framework of Reference for Languages states: "The need and desire to communicate arise in a concrete situation, and both the form and the content of the communication are a response to that situation." Common European Framework of Reference for Languages (2001: 49). Therefore the tasks of Physical Education through an L2 will have to achieve the specific objectives for which they are designed, while creating situations that trigger the desire and/or need to communicate by the students.

In a CLIL physical education environment, it does not make sense to work with repetitive and empty of meaning exercises for lexical or grammatical learning, but, due to the nature of our subject, it is much more valid to create situations in which they automate what Gatlinton and Segalowitz called "formulaic utterances" (common expressions). These expressions on which we will work in CLIL Physical Education, besides being inherently repetitive and genuinely communicative, must be psychologically authentic, in other words, with a high degree of realism. Due to the eminently ludic, dynamic and flexible character, Physical Education taught in L1 already contains multiple eminently communicative situations, therefore the challenge is not to create a new methodology, but to make the necessary modifications so that the need and desire for communication are maintained by students when L2 is used as the vehicular language.

According to McGuire and Parker (2001: 105) Physical Education provides real, vital and visual experiences rather than inert, abstract or purely verbal tasks. Examples of these tasks would be the discussion of a certain route in an orientation race or the commentary on a gymnastic performance.

Using the body and movement as basic axes of our subject, creates an area of

knowledge with specific and differentiated peculiarities from the rest of the subjects and that therefore offers a different range of possibilities to add as much realism as possible in the chores.

Following Ureña Et al. (1997: 125), the game is, in addition to the body, the axis around which the contents of Physical Education have to be classified. This highlights the eminently ludic character of our subject. Therefore, the game, unlike the other areas, is not only a methodological resource, but also a fundamental aspect of the area.

The use of games in Physical Education where the L2 is introduced, either as part of the internal logic of the same or as a means to explain the rules, allows a natural use of the foreign language and a high degree of realism, since the students perceives playful activities as a natural element of the subject.

The use of realistic materials and experiences is fundamental for language learning, which implies the use of authentic material (realia), either through written or oral texts. However, these texts are not always adapted to our activities or tasks, and adaptations or modifications of them are necessary, either to adapt them to the level or interest of the students.

Although the adaptation of the texts supposes to facilitate the access to the same ones on the part of the students, this would suppose to make them less authentic, subtracting realism to them.

During physical education sessions it is very common to put into practice diagrams, examples or use of body language, which are means to facilitate the understanding of oral texts without actually having any change in the essence of them.

### 3.3.3 PROJECT BASED LEARNING

William Heard Kilpatric is considered the designer in the early twentieth century of this educational model based on Projects, whose basis was the Theory of John Dewey. He considered thoughts as the main instrument of people to solve their problems. For this author, knowledge is an internalized and reworked experience that helps us to resolve internal or external problematic situations.

Psychology provides a large number of theories on learning and human development that underlie educational models. Since its inception, one of the approaches that has characterized the stage of early childhood education has been the constructivist, which is composed of several theories and whose pedagogical intervention is aimed at:

- Promoting meaningful learning of children in an intentional and reflective way
- Developing in the students those competences that allow them to learn to learn while they integrate knowledge in a useful way
- Acquiring effective thinking skills.

Among the most significant theories that integrate constructivism we can highlight the sociocultural Vygotsky that points out how cultural practices are those that condition and build the mind; Through the help of adults and equals, students can develop strategies that allow them to go from the ZRD (where they are) to their ZPD (where they can reach), in this interaction is where the learning take place. Based on these premises, Bruner proposes the theory of scaffolding between the two areas, that is, we must teach how to use cognitive strategies until they build their own knowledge. For the construction of knowledge Bruner emphasizes the need to take into account the previous knowledge in order to reach a meaningful learning. Finally, from a model of operative pedagogy, Piaget conceives the individual development as the result of processes of adaptation and reorganization of the cognitive structures through the interaction with the environment.

We must also consider the contributions of Dewey, who understood that the processes of inquiry, search or investigation cause the student a challenge, leading them to the "cognitive conflict." In this way, the teaching practice must be redirected, oriented to provoke the personal construction of meanings.

From the theories described above derive a series of principles that are going to be those that guide the educational practice of Project Based Learning: Meaningful learning; The globality; Identity and diversity; Active interpersonal learning; Research on the practice; The use of space, materials and time; Affectiveness; Coordination with

families and school; Process evaluation.

The projects are developed in different interconnected phases, carrying out connections between what has already been contributed, what is being built and those new aspects that are being incorporated. Work projects can be developed following these phases:

1. To discuss and choose the topic to work (between the students and the teacher).
2. To find out previous knowledge and consider those issues that we want to investigate.
3. To prepare the index or work script.
4. To make agreements concerning the organization of the group-class, sources of information, timing, ...
5. To research and look for information.
6. To organize and structure the information.
7. To raise and verificate hypotheses, definitions, ... through the information.
8. To develop activities with different organizational variables (in large group, small group or individually).
9. To prepare the synthesis dossier (Power Point, written dossier, ...).
10. To evaluate the process followed and be aware of what has been done and what has been learned.
11. To transfer the learning to other situations or establishment of new relationships.
12. To go over topics that have been initiated and that remain to be dealt with.

Project Based Learning is not only a methodology of work in the classroom, but is a way of understanding learning, at a time when it is in full swing. Teachers are no longer the main source of information for the learner, nor do they offer innovative or original data. The students of the 21<sup>st</sup> century are bombarded by a quantity of information that,

in many cases, they do not even look for. They are present in their family and social environment, and they find it in a much more attractive way than what is presented to them in the classrooms. Therefore, we must redefine the educational model that is offered from schools, since the teaching function is in a process of evident transformation: teachers cannot continue to be the only source of information. We must begin to influence directly on the ability to organize, interpret and make sense of this information, so that the concept of learning is acquiring a sense of competence, that allows current students to integrate into the social and work model that is to finish their academic training. It is for these reasons that PBL is presented as a global methodology, a process of integral learning, with which we do not differentiate areas or disciplines, but we try to work from the natural curiosity of children, who do not understand subjects or schedules, neither books nor teachers specialists.

We have two ways of developing this methodology in our PE subject: To carry out cross-curricular projects, involving all the different areas of Primary Education, including PE, or to develop PE projects in our sessions. Both options have a big positive impact in our students since, with the projects, the metacognitive aspects of the learning process are given great importance. What is known, what is learned and how to process the information is made explicit. Therefore, the procedural aspect of learning is more important than learning in itself, and this idea leads us to the more competent aspect of learning, since the function of PBL is to favour the creation of strategies for the organization of knowledge, in relation to learning decision-making (propose, argue, choose, etc.), the treatment of information (search for it, organize it, interpret it, etc.), the transmission of this information (communicate it, make it understandable, share it, etc.) and the evaluation of learning (be aware of what we know, what we ignore, how we have addressed it, etc.).

However, developing cross-curricular projects, this learning process is more complete and real. The elaboration of a transversal project like this, which involves the different subjects of the educational levels, entails or presupposes a series of considerations that must be taken into account. Thus, the difficulties that appear tend to be greater in terms of coordination between the different specialists, adjacent topics... and that is why the teamwork of the teachers, their coordination and involvement, is



fundamental. In addition, it favours the unitary vision of the centre, not only from the teachers, but also from the families, especially if this project is worked at different educational levels at the same time. PBL encourages the exchange of experiences among equals, since children share information with other students, especially from other ages.

In this light, having multidisciplinary teachers, who are specialist in different subjects: English, PE, Music... help to develop these transverse projects. A project where the tutor-teacher, the one coordinating the project, could also be the PE specialist, the English specialist... This is more often found in Infant Education, where the home-room teacher is the Psychomotricity teacher, Music teacher, English teacher, Maths teacher, since the primary specialists teachers usually don't go to Infant Education lessons.

However, nowadays is more common to find 'multispecialist' teachers also in Primary Education, and is this multidisciplinary teaching environment what we need to take into advantage to develop more cross-curricular projects, rather than isolated ones.

### **3.4 METHODOLOGICAL CONSIDERATIONS FOR PHYSICAL EDUCATION BILINGUAL LESSONS**

When teaching EF in a foreign language, the contents to be taught will be those established by the Royal Decrees of minimum contents. Not only must the program be fulfilled, but it is reinforced and intensified by the implications of teaching in another language (López-Mercader, 2011: 29). In the integration of the linguistic contents in bilingual EF, a determining aspect is the characteristics of the students. In this sense, we collect the methodological guidelines proposed by Molero (2011: 10)

- The linguistic progression of the students will determine the activities proposed in a foreign language.

- Morelo tells us that it is not necessary to teach the whole of the didactic unit in a foreign language; therefore, those activities whose realization in a foreign language by

the students is possible should be selected. However, I do not totally agree with this statement. Personally I believe in linguistic immersion as a very important methodological component, especially when we talk about subjects with a great physical component and such high non-verbal communication.

- When integrating linguistic contents, students' knowledge should be based on choosing subjects with a direct relationship with the contents that are being learned in the foreign language. I should also add here that this is a two-ways street, in the area of English, contents related to the PE project should be studied, to facilitate their better understanding in PE sessions.

- The possibility of interdisciplinary work will be taken into account during the development of the teaching units.

- Preferably work on topics that facilitate verbal interaction in the lessons and that are limited to a specific lexicon for general use.

- Most of the work will be oral communication, mainly due to the characteristics of our area.

It is evident that the knowledge of the students by the use of the foreign language will condition our didactic intervention in the matter. In this light, a key aspect to take into account in the integration of linguistic contents is the syllabus itself carried out during the planning of the foreign language area. It is from this, where from the area of EF will work related to the specific lexicon and will apply grammatical structures already learned, this is an important aspect since a subject is taught in another language that is not the native.

The CLIL EF teacher must combine a basic vocabulary throughout the course, along with a specific vocabulary related to the Didactic Unit (or project) in which they are working. For this reason, we consider essential that the linguistic contents that are to be integrated into the teaching planning are in line with the programming followed in the area of foreign language. It is evident, therefore, that interdisciplinary coordination between both areas will be essential.

#### 3.4.1. SINGULARITIES OF P.E. TO BE TAKEN INTO ACCOUNT IN

## LEARNING IN / THROUGH ENGLISH

The introduction of English as a vehicular language in Physical Education must be accompanied by a certain reflection both on the singularities of the area and on the impact of its distinctive facts in the context of bilingual education (Ramos and Ruiz Omeñaca, 2010). Thus, it is necessary to note that the main conditioning factor of the didactic action, is that the essential core of the activities developed in Physical Education is directed to the body and movement. This fact has a relevant consideration: the self that participates in physical activity is a self that thinks, feels, expresses, relates and puts into play actions that modify their personal globality from participation in physical and motor situations (Ruiz Omeñaca, 2004). This leads us, in short, to overcome the perception of matter as an area focused exclusively on physical-corporal aspects, to legitimize the possibility of educating from it in communicative areas in English. However, this perspective must not deviate from a basic premise: the approach to the educational field of Physical Education is based fundamentally on the praxical relations that promote motor activities.

It is also necessary to pay attention to the experiential character of the area, which allows it to relate to the real experiences of the students outside the educational framework. Thus, the learning developed in Physical Education can be given extrapolated functionality to the extracurricular life, something fundamental to pretend to educate for life. Given the, at least a priori, convergence of interests between the high intrinsic motivation that usually occurs in the classes, what is taught in them, the novelty of the introduction of English as an instrumental language, and the personal experiences of the students (Sánchez Bañuelos, 1992), the resulting combination may impregnate the learning of English with additional interest and motivation. However, it must also be borne in mind that this language may unwittingly become a foreign element that adversely affects the interest of students in Physical Education.

Another relevant aspect is that the explicit nature of the motor actions, clearly shows the competence and progress of the students for the rest of the class (Sánchez Bañuelos, 1992), which can affect their self-concept and self-esteem directly and immediately. Something similar happens with the linguistic competence, especially in what refers to the comprehension and oral expression that, in the end, is what more relevance acquires

in the field of PE. To prevent these circumstances, it is necessary to ensure the creation of safe contexts in class, based on active respect for everyone, whatever their level of linguistic competence. Here the contributions of the teacher and of the classmates are key so that each student is aware of their possibilities of progress, deepens in them, feels valued and appreciated, and can develop a high degree of self-esteem.

Given that feelings and emotions, as manifestations of the affective world, are varied in nature, it is necessary to take into account that joy, affection, satisfaction, sensitivity, or empathy converge within the motor activities, but also frustration, fear, obfuscation or resentment. From a pedagogical point of view it is necessary to deepen in the recognition of the affective side of physical activity and in the constructive expression of emotions and feelings. For this reason, when the vehicle of communication is a non-habitual language in the extracurricular life of the students it is necessary to provide them with the necessary scaffolding, in the form of vocabulary, linguistic structures and strategies, which allows them to express the emotionality in that language and avoid as far as possible the negative emotions mentioned above.

Finally, note that the vocation of Physical Education places it in a place where different aspects of reality linked to the current culture converge. The knowledge of these elements can be approached progressively in English, either exclusively within the area, or in interdisciplinary projects with other areas of the curriculum, which opens an especially fertile field for the continued use of English in a wide variety of oral or written experiences.

### **3.5 THE CLIL TEACHER**

The effectiveness of these new approaches is closely linked to the preparation of teachers and their methodological updating. Given the specific characteristics of bilingual programs, teachers working in them should have knowledge about, among other aspects, their objectives and functioning, theories and methods of learning first and second languages, strategies and activities for the development of basic skills (speaking, listening, reading and writing) and complex thinking skills in second

languages, and the creation and development of appropriate curriculum (Ramos, 2009)

However, nowadays the only mandatory requirement to be a CLIL teacher in a school is to have the B2 level of the Common European Framework of Reference, this is reflected in Royal Decree 1594/2011, passed the 4<sup>th</sup> November, which establish the teaching specialties of the Teachers that perform their functions in the stages of Infant Education and Primary Education, regulated in the Organic Law of Education 2/2006, passed on the 3<sup>rd</sup> May.

Two things call my attention in this matter: The Linguistic Competence is the only Competence taken into account to be a bilingual teacher, and the level required: a B2.

Let's start with this final idea. From the academic year 2013/2014 it is a requirement to have the B2 level to teach Foreign Language. Before that only the B1 was compulsory and having a B2 gave you extra points. Fortunately we have move forward and now a B2 is required. Some Autonomous Regions Governments have tried to increase that level required and proposed a C1 Level. However, after studying the amount of teachers that currently have the C1 level, all of them had to rule out the idea or postpone it.

On the other hand, we have the competences that a bilingual teacher requires. According to our Educational Laws, the linguistic competence is the only essential requirement to be a bilingual teacher. Methodology training is not even mentioned. Yet, all along this Final Degree Project we are talking about the major changes that the bilingual teacher must carry out in their lessons. It is not only to translate their Didactic Program from one language to the other, but far-reaching changes.

Assuming bilingual teaching implies a commitment that will affect prescriptive curricular elements such as objectives, methodology, evaluation and qualification criteria, as well as the relationships we maintain with other agents involved in the educational process, such as the rest of teachers and parents of students.

This will involve a pre-active phase, that is, prior to the development of the session, in the preparation of the session, more detailed if possible, than that of a non-

bilingual Didactic Program, since there are specific methodological aspects that we must work on.

CLIL is above all a plural methodological approach, which has nothing to do with the monolingual teaching of a second language. Its innovative nature transcends traditional approaches to language teaching (Marsh, 2006). Starting from this concept, facing teaching in bilingual Physical Education classes is an effort, not only in terms of mastering a specific vocabulary in a second language, but the need to address deeper changes. It is not simply a matter of translating our already developed Didactic Units, an aspect that would be sufficient if we were to refer exclusively to monolingual classes in another language.

In this section we find also important to reflect the opinion and qualification of PE Teachers of Primary Education, to do so, we took the data from a research carried out by López Sánchez et al (2018). The purpose of that research was to survey the opinions of Primary Education PE Teachers about bilingual PE and to find out if they felt confident to teach PE in English.

Most PE teachers surveyed had positive opinions about bilingual PE, they believe that it is necessary to educate students in accordance with the demands of our society, so all of the teachers recognised the importance of English in education. However 70% of the teachers thought that they are little or very little prepared to teach bilingually, what is more they have little or very little knowledge about bilingual methodologies and their implementation.

In the same vein Travé-González (2013) studied the opinion of 60 Primary School teachers about bilingual teaching in the Autonomous Region of Andalucía, and found that there seemed to be very little initial and ongoing training for teachers in the foreign language itself and how best to teach it. This point is related to the opinion of 43.4% teachers of the study that had very clear the necessity to modify the educational laws to implement a bilingual model in PE lessons.

In addition, Ramos (2007) stressed that having teachers with proper linguistic and methodological backgrounds is of special relevance for the success of a bilingual program, since this factor has a strong impact on language and content learning.

Additionally, Martín-del-Pozo (2013) stressed the importance of teacher training programs and willingness for the success of a bilingual program.

Guillermo Felipe López Sánchez et al (2018) state that it would be recommendable to design and carry out educational programs in order to improve the qualification of PE teachers to teach bilingually, checking the effectiveness of these programs.

According to the survey most PE teachers of the study think that PE is quite or very important in bilingual education. They agree that English teaching can be quite or very related to PE (objectives, content and methodology), and think that PE can be adapted in a bilingual manner.

However, most of the teachers also believe that children at school are not well-prepared to receive PE lessons in English, especially because they do not have enough experience receiving bilingual instruction. Nevertheless, they generally think that learners will acquire more motivation for learning a foreign language if this is used also in PE.

# 4. METHODOLOGY AND SYLLABUS DESIGN. MY PROPOSAL

## 4.1 CONTEXT

### 4.1.1 SOCIO-CULTURAL CONTEXT

The school is located in a town near the capital city. Traditionally the population of this area was eminently rural; nowadays it is not the only activity, since it is complemented by a small industry located in the town and some other population. It should also be noted that the increase in the immigrant population in recent years has meant that the percentage of students at school belonging to minorities now exceeds 61%, which means that minorities become majorities, and entails a cultural baggage that influences the educational context of the school.

Two large groups of ethnic minorities are part of the educational community of the school:

- Moroccan families. Generally, fathers work in the field during school schedule, and the mothers, who usually do not work, neither have the ability to communicate in Spanish. For this reason for their lack of participation in the school community.
- Gypsy ethnicity families. The participation of these families in the ludic activities of the school (parties, activities ...) is high. However, generalizing, their participation in academic activities is much scarcer.

### 4.1.2 EDUCATIVE CONTEXT

Students						
Infant Education	I.E.3		I.E.4		I.E.5	
	15		17		6	
Primary Education	1°	2°	3°	4°	5°	6°



	<b>10</b>	<b>16</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>Total students in the school</b>	<b>107</b>					

#### 4.1.3 TEMPORAL AND SPATIAL CONTEXT

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9.30-10.30	Assembly Maths	Assembly	Religion	Assembly Maths	Assembly Maths
10.30-11.30	Reading	P.E.	Assembly	Reading	Reading
PLAYGROUND BREAK					
12.00-13.00	P.E.	Project	Project	Project	Project
LUNCH BREAK					
15.00-15.45	Library	English	English	Music	Art and Craft
15.45-16.30	ICT	Workstations	Workstations	Workstations	

The spaces available at school for the development of Physical Education are:

- Covered spaces: Sport pavilion and a small playroom.

The Playroom is a classroom located in front of the kitchen, outside the area of the rest of the classroom, without tables or chairs.

The pavilion is a very large space, about 600m<sup>2</sup>, and with great height. It is the municipal pavilion of the town, so it is also used for parties and local celebrations. In addition, some after-school classes are taught there, like Karate. For this reason, students are not asked to change their shoes to enter the pavilion.

The sports pavilion has good size for many of the activities: whole group games with lot of movement, multifunction circuits with different materials such as the big mat ... But for other activities, it is too large. The smaller groups, and younger students, whose spatial orientation is less developed, are too dispersed in such as large space, and sometimes we need them closer for specific activities. For this type of activity, we use the curtain, which divides the pavilion in two, or Chinese cones, to delimit the area.

It has hot air heating, has good temperature. However, the noise generated by the heating makes the acoustics inside the sport pavilion quite bad, forcing the voice to be raised in psychomotricity sessions. Such poor acoustic quality becomes especially relevant when talking about bilingual projects, where we are communicating in a second language and any external noise makes more difficult the communication.

The pavilion has changing rooms and bathrooms, where students wash them up after PE classes. Each student brings their own case with a small towel, a hand soap and a comb.

One of the corners of the pavilion has been allocated to the assembly area. This area has a blackboard and a corkboard and is delimited with banks, distributed in a U-shape.

• Open air spaces: Playground.

Large playground, about 2000m<sup>2</sup>, with a sandpit, a basketball court and a soccer field with demarcations. During the first months of the school year, as well as many of the sessions at the end of the school year, we use the open spaces of the school for P.E. sessions.

As for the material context, the general state of the material is good. Despite being a material that is also used in after-school activities, it is very well maintained and orderly. There is a lot of diversity of material, and very specific material. We must bear

in mind that, due to the split day schedule, most of the teachers are there only for a school year teachers, and PE is not an exception. Almost every year there is a new PE teacher, and each one buys the specific material which they are going to work with. So we can find material like a Kinball ball and spares, or high stilts. Material that many of the teachers that arrive at the school do not use.

#### **4.1.4 HUMAN CONTEXT**

I teach Infant Education, 2nd grade, and in my class there are seventeen students, eight boys and nine girls. Three of them are from a gypsy ethnic group other three are of Moroccan origin.

Regarding the linguistic profile, we should mention the three Moroccan girls. Their family context is a non-spanish speakers, thus their comprehension of Spanish is limited. One of them was out-of-school last year, and this is her first time at a school, so this is her first contact with the spanish language at all. Besides her linguistic limitations, we also have to spend lot of time with the basics: school rules and routines.

The communication with these three families is also quite difficult. The fathers are the only ones who speak Spanish, but they are working during school hours, thus they cannot come for classroom meetings nor teacher-parent conferences. Their mothers do not speak any spanish at all, so they do not attend either.

With concern to motor profile, we should highlight three cases. One of the Moroccan girls has a type of ‘paraplegia’, which means a extreme rigidity muscular in her whole body when she is under any stress. She falls down quite often due to this muscular stiffness and she needs support when performing some gross motor activities. For example she cannot jump with both feet unless she is held by somebody’s hand; she will not move horizontally on the gym bars unless an adult is very close to her.

On the other hand, we have another student who has brachial paralysis on her right side of the body, but she has learnt to compensate that lack of strength on her right side with her left side of the body. Thus, although we need to pay attention to the realisation of some movements, she is absolutely autonomous.

Finally, we have one more student, who has not yet develop the same the motor

skills than the students of his age. For this reason, he needs more time to do the same activities, or to adapt such activities with a scaffolding planning.

## **4.2 OLYMPIC GAMES PROJECT**

We are now going to present the project we have planned for the third term of the school year: the Olympic Games. This project is going to involve all the different areas of the curriculum: Maths, Reading, English, PE, Arts... Which in Infant Education are divided in three big areas: knowledge of themselves and personal autonomy, knowledge of the environment and languages: communication and representation. Since it is an interdisciplinary project, it has aspects related to all the different areas of the curriculum. Thus, we have highlighted the aspects more directly related to Physical Education, the area that brings us here.

As we are saying, this is a theoretical proposal, which has not yet been developed in the classroom. However, we do have carried out some CLIL PE lessons with this group during this term, and these conclusions have been drawn, and have been taken into account to plan the bilingual project for next term:

- Our three Moroccan students had a better performance in PE during the English sessions, that is because they were in the same conditions as the other students, while during the Spanish sessions, they had more difficulties compared to their classmates. In addition, due to their already bilingual ability (Spanish-Moroccan), they have a better predisposition (and ability) for languages.

- Our lesson plans must take into account the explanation time, which is longer in a second language. We should also allow time for corrections and explanations in different ways. This should be taken into account when organizing the timetables. Give more weekly time for CLIL subjects (it doesn't have to be an extra hour, just a few minutes would make a difference) would be a fair solution to compensate that 'correction and explanation' extra time.

- The time of the lessons dedicated to body reflexion or partner negotiation could be a tricky moment for the students if we ask them to communicate in English.

- These bilingual projects demand a great amount of effort and time. It would be better if they were carried at school level, rather than at class level. It would also be more beneficial for the students if such projects have continuity from one year to the next.

#### 4.2.1 OBJECTIVES

##### **KNOWLEDGE OF THEMSELVES AND PERSONAL AUTONOMY.**

- **To know progressively their body, identifying some possibilities and motor limitations.**
- **To develop fine and gross motor skills.**
- **To act with progressive autonomy, developing skills and abilities to plan, undertake, manage and make decisions.**
- **To acquire habits of care, personal hygiene, personal safety and healthy eating.**
- To develop observation and attention to perform different tasks and activities.
- **To establish principles and habits of healthy life through sports.**
- To know some benefits of sports.
- **To identify and control their emotions and impulses in an appropriate manner.**
- To acquire habits of perseverance, discipline, initiative, teamwork and effort.
- To participate and enjoy with the games, activities, tasks and experiences proposed.
- **To understand the importance of cooperative work for the achievement of a common goal.**
- **To develop attitudes of appreciation and respect towards diversity.**
- To promote and develop good values through the Olympic Games.

## **KNOWLEDGE OF THE ENVIRONMENT.**

- To start with basic knowledge of Geography.
- **To discriminate different sports.**
- **To value the profession of athlete.**
- To know some moments, important ceremonies and symbols of the Olympic Games.
- To know some Paralympic sports.
- To develop logical-mathematical skills.
- To progress in the knowledge of numbers, their graphical symbol, numerical series, associating them with the corresponding quantities and the ordinals numbers.
- To solve mathematical problems that involve the performance of simple operations.
- To compare objects and elements discriminating similarities and differences.
- To observe and manipulate objects appreciating qualities such as color, shape, size...
- To arrange images temporarily.

## **LANGUAGES: COMMUNICATION AND REPRESENTATION**

- To expand their vocabulary using terminology related to the Olympic Games.
- To progress in oral expression and verbal comprehension, expressing their ideas, feelings and needs in an appropriate way and understanding the messages of their classmates.
- To interpret images.
- To participate in the communicative exchanges that are hold in class: assemblies,

small group work, discussions...

- To enjoy watching documentaries, films and reports related to the Olympic Games.
- To advance in the acquisition process of reading and writing, reading and interpreting images and producing strokes, graphical symbols and words.
- **To understand the possibilities of the body to express feelings, ideas, emotions, messages ...**
- **To adopt different roles in games and small dramatizations that take place in the classroom.**
- **To develop imagination, initiative and creativity.**
- To understand and use properly different techniques and materials to carry out their productions.
- To solve simple riddles and memorize a poem.
- To use ICT to visualize images, films, documentaries, maps, places...
- To use adequately information and communication technologies to obtain information and perform games, activities and tasks.

#### 4.2.2 CONTENTS

##### **KNOWLEDGE OF THEMSELF AND PERSONAL AUTONOMY.**

- **The body itself: elements and segments (head, trunk, limbs, parts of the face ...).**
- **Motor possibilities and limitations.**
- **Participation in psychomotor games and activities.**
- **Precision in fine motor skills.**
- **Hygiene habits, healthy eating and personal safety.**

- **Principles and habits of healthy life through sports.**
- **The benefits of sport.**
- **Development of habits of perseverance, initiative, effort and teamwork.**
- **The discipline in sports.**
- Development of observation and attention.
- **Improvement in spatial organization.**
- Identification and progressive control of feelings and emotions.

### **KNOWLEDGE OF THE ENVIRONMENT.**

- The introduction to the history of the Olympic Games and its origins: Olympia.
- **Sports and elite athletes of the Olympic Games.**
- Types of games: summer, winter and Paralympic.
- **Sports equipment.**
- Introduction to the knowledge of Paralympic competitions.
- The ceremonies of the Olympic Games.
- The symbols: the mascots, the Olympic rings, the flag and the Olympic flame.
- Elements of the numerical series and their ordinals.
- Counting.
- Resolution of mathematical problems.
- Discrimination of the first, second, third and last in a collection.
- Differences and similarities between objects and elements.
- Reading and interpretation of series.
- Simple puzzles.



- Temporal arrangement of images and sequences.

## **LANGUAGES: COMMUNICATION AND REPRESENTATION**

- Progress in oral expression and verbal comprehension.
- Vocabulary related to the Olympic Games.
- Understanding the messages communicated by others.
- Participation in various communicative situations in the classroom.
- Progress in reading and writing.
- Simple descriptions.
- Resources for oral expression: poetry and riddles.
- Reading and interpreting images.
- Production of strokes, spellings and words.
- **Participation in dramatizations and role plays performed in the classroom.**
- **Use of the body language as a means of expression.**
- Development of creativity, initiative and imagination in the realization of their plastic productions.
- Techniques and materials for plastic expression.
- Appropriate use of some technological resources: computer, image and sound player, digital whiteboard, tablets ...

### 4.2.3 ACTIVITIES

#### **WEEK 1: MOTIVATION AND INITIAL QUESTIONS**

- **‘Motivation’:** Our Magic Elf writes us a letter telling us the exciting news. He has been chosen to be the next Olympic Mascot.
- **‘What do we know?’** Check out their previous knowledge about the Olympic

Games.

- **‘What do we want to learn?’** Find out what are the students interested on learning about the Olympic games.

### **PHYSICAL EDUCATION**

- Review body parts: Games – Simon Says and Operation.

Review action verbs: Run, walk, jump, skip, hop, crawl, roll and throw, catch and kick the ball.

- Assess previous knowledge about the different sports we are going to work with during the project.

### **ENGLISH**

- Review body parts: Reading the vocabulary words and writing the initial sound.

### **WEEK 2: COUNTRIES AND FLAGS**

- Research on the Olympic Torch relay. Find out some of the countries where the flames goes through (Introduction for 3<sup>rd</sup> Term Project: Around The World in Eighty Days).

### **PHYSICAL EDUCATION**

- Spatial orientation. With the map of the playground they need to look for the different countries, which are marked in their maps.

- Spatial orientation/Introduction to Robotics Kinematics: In pairs, one kid is blindfolded and the other one guides him through some hoop on the floor, by touching him on their shoulders.

### **ENGLISH**

- Giving directions in english: Turn right, turn left, go straight on, stop...

### **WEEK 3: SPORTS**

- Research on the different sports that are played at the Olympic Games. We will

classify them into group/individual sports.

- During this research we will make sure they find out some winter sports and paralympic sports. Thus, we will discuss the different Olympic Games we can find out: Summer Olympic Games, Winter Olympic Games and Paralympic Games.

- In groups, we will discuss some rules for the different games. Each group will focus on one sport. At the end we will argue some common rules for all the sports 'How to be a good athlete'

### **PHYSICAL EDUCATION**

- Sport Initiation: As a whole group we will decide which sports we want to practice, bearing in mind the equipment we have in our school.

### **ENGLISH**

- Introduction to sports and sports equipment

### **WEEK 4: HEALTH**

- Study the benefits of practicing sports.

- Talk about healthy food: Food Pyramid (Introduction for next project: FOOD & RESTAURANTS).

### **PHYSICAL EDUCATION**

- Carry on introducing some of the Olympic sports.

### **ENGLISH**

- Introduction to healthy food.

### **WEEK 5: WHAT HAVE WE LEARNT?**

- Organize the Infant Education Olympic Games

#### 4.2.4 EVALUATION

Assessment criteria	Learning Standards	Key Compete
<b>KNOWLEDGE OF THEMSELVES AND PERSONAL AUTONOMY.</b>		
To know their own body and that of others as well as their possibilities for action, recognizing differences and similarities and developing attitudes of appreciation and respect for others.	• Knows and values their own body, recognizing its main elements and segments: head, trunk, limbs and parts of the face.	SIE
	• Recognize their abilities and limitations, becoming aware of what they are capable of doing and what they need to strengthen and overcome.	LL
	• Develops fine motor skills and performs strokes properly.	SIE
	• Respects the characteristics of others and recognizes the differences.	SIE; SCC
To demonstrate initiative and incipient entrepreneurial spirit. To carry out activities and daily routines with progressive autonomy.	• Participates in the elaboration of conceptual maps and individual and group murals that allow to organize tasks and capture the previous knowledge in order to know their starting point, deficiencies and abilities.	LL; SIE
	• Are constant and push themselves.	LL; SIE
	• Demonstrates autonomy to perform scheduled activities and tasks.	SIE; LL
To manage, organize and solve problems.	• Has initiative and proposes different ways to solve the challenges and problems that arise.	SIE; LL
	• Enjoys the games, tasks and activities that are proposed.	SIE; LL
	• Observes and pays attention to perform activities.	SIE; LL
To know the benefits that sports report.	• Names some beneficial aspects for health related to the practice of sports and physical exercise.	LL
To develop appropriate behaviours related to the practice of a sport.	• Knows that you have to be consistent, disciplined and respect rules practicing sports.	SIE; LL
<b>KNOWLEDGE OF THE ENVIRONMENT.</b>		
To interact with others and progressively acquiring norms of coexistence, demonstrating appropriate behaviours.	• Develops attitudes of camaraderie, respect and collaboration.	SCC
	• Enjoys doing activities and tasks with different types of grouping.	SCC
	• Is collaborative in carrying out group activities, actively participating in them.	SCC; SIE
	• Respects the tastes and preferences of others.	SCC
To observe and explore their physical, social and natural environment to	• Provides some information about the origin of the Olympic Games.	MSTC
	• Names some elite athletes.	MSTC

understand the reality that surrounds them.	• Differentiates the Paralympic summer games.	MSTC
	• Names different ceremonies related to the Olympic Games.	MSTC
	• Knows the meaning of the Olympic rings.	MSTC
	• Names representative symbols of the Olympic Games.	MSTC
	• Recognizes and names the founder of the Olympic Games.	MSTC
	• Knows some Paralympic sports.	MSTC
	• Matches some sports with the appropriate clothing.	MSTC; LL
	• Values the profession of sportsman.	SCC
To develop some logical-mathematical notions referring to everyday situations, approaching simple problem-solving strategies adapted to their age.	• Solves simple logical-mathematical problems related to the theme of the project.	MSTC; LL
	• Counts up to 4.	MSTC
	• Associates the learned numbers with their corresponding quantities and their ordinals.	MSTC; LL
	• Recognizes the first and the last in a collection.	MSTC
	• Recognizes similarities and differences between similar objects or elements	MSTC; LL
	• Makes simple series.	MSTC
	• Orders temporarily and sequence images.	MSTC
	• Recognizes the colours of the Olympic rings.	MSTC
	• Associates the colour of the medals with the position obtained in a sports competition	MSTC
	• Makes simple puzzles.	MSTC
<b>LANGUAGES: COMMUNICATION AND REPRESENTATION</b>		
To approach reading and writing in situations of daily life through simple texts.	• Recognize some letters and familiar words.	LC
	• It starts in the writing process through free or copied productions.	LC
	• Collaborates actively in the development of group writing tasks: books, labels, murals ...	LC; SIE
To develop the expression oral in situations everyday through games of words, dialogues, debates, descriptions, invention of short stories ...	• Shows interest in word games.	LC
	• Respect the speaking turn in the dialogues.	SCC
	• Participates actively in dialogues and debates.	LC; SIE
	• Respects the opinions of others	LC; SCC
	• Shows interest in solving riddles, riddles and participating in playful oral communication situations	LC; SIE

	<ul style="list-style-type: none"> <li>Increases the vocabulary and uses a terminology related to the theme of the project.</li> </ul>	LC
	<ul style="list-style-type: none"> <li>Memorizes and recites simple poetry</li> </ul>	LC
	<ul style="list-style-type: none"> <li>Contributes with ideas in group tasks</li> </ul>	SIE
To use information and communication technologies in an increasingly tight, responsible and positive manner.	<ul style="list-style-type: none"> <li>Uses the available computer resources to gather information that allows solving the problems that arise throughout the project.</li> </ul>	LL; DC
	<ul style="list-style-type: none"> <li>Enjoys the viewing of documentaries and reports adapted to their age.</li> </ul>	DC
To show interest in the written media used in the project, beginning in the understanding of the messages they contain.	<ul style="list-style-type: none"> <li>Likes to manipulate and observe the written supports related to the investigation.</li> </ul>	LC
	<ul style="list-style-type: none"> <li>Responds adequately to the questions asked about the images that you see in the written supports.</li> </ul>	LC
To use their body gradually and progressively to express ideas, emotions, stories ...	<ul style="list-style-type: none"> <li>Start in the technique of mimicry through the dramatization of situations related to the project.</li> </ul>	CAE; SIE
	<ul style="list-style-type: none"> <li>Performs and enjoys the psychomotricity games</li> </ul>	SIE
	<ul style="list-style-type: none"> <li>Use their body to express themselves.</li> </ul>	LC
To develop creative capacity, trying to express freely and through different techniques and supports messages, ideas or emotions.	<ul style="list-style-type: none"> <li>Shows interest in using conventional materials and techniques of drawing and painting.</li> </ul>	CAE
	<ul style="list-style-type: none"> <li>Shows creativity and originality when selecting unconventional materials to make their plastic creations: sponges, fabrics, plugs ...</li> </ul>	CAE

KEY COMPETENCES: Linguistic communication (LC); Mathematical, scientific and technological competence (MSTC); Digital competence (DC); Learning to learn (LL); Social and civic competences (SCC); Sense of initiative and entrepreneurship (SIE); Cultural awareness and expression (CAE).

### Teacher Practice Evaluation Record

Teacher reflection criteria			Proposal for Improvement
	Yes	No	
Have the proposed objectives allowed the development of each child's competence?			
Have the three areas of knowledge and experience been worked in a			

balanced and globalized way?			
Have been personal initiatives, preferences and interests of the students taken into account?			
Have the students' learning rhythms been respected?			
Have the resources used been motivating and sufficient?			
Has spatial organization facilitated communication and work?			
Have grouping types allowed interaction between equals and cooperative work?			
Has the participation of the family been enhanced?			
Has our help been adjusted to the needs of each student?			
Have the designed experiences allowed to attend to the diversity of the group?			
Has the development of cooperation and solidarity attitudes been favoured?			
Have unforeseen events arisen during the investigation?			




## 5. CONCLUSIONS

Content and Language Integrated Learning (CLIL), far from the traditional monolingual proposals, focuses its development on native contexts of other areas or subjects, that is, it is learned at the same time that we internalize aspects of PE, Science, Arts & Crafts... CLIL facilitates situations in which students' attention is focused on a learning activity that is not a language activity itself. Therefore, what is achieved is to provide opportunities to think in that language. It is therefore a contextualised teaching of a second language.

Physical Education (PE) is an ideal vehicle to facilitate language learning through movement, due to its functions of knowledge, communication and relationship (Rodríguez- Abreu, 2010). Essentially, the acquisition of a second language involves learning the language in common situations, and PE is one of the areas that allows learning and putting into practice a second language in such situations. In this manner, students learn the L2 naturally and comfortably, while real communication is facilitated. At the same time, a more meaningful learning is achieved, since the lexicon is associated with concrete and real situations, so there is better memorization and generalization of learning.

Nowadays, a wide range schools have decided to develop bilingual projects, including PE as one of their non-linguistic subjects taught in English. Thus, many PE teachers are dealing with CLIL lessons.

This is one of the reasons why we decided to deepen through the study of Content and Language Integrated Learning in Physical Education. Once the topic of this Final Degree Project was clear, we set a list of objectives we aimed to achieve with this essay.

<p style="text-align: center;"><b>AIM</b></p> <p style="text-align: center;"><b>What do we want to find out?</b></p>	<p style="text-align: center;"><b>ACTION PLAN</b></p> <p style="text-align: center;"><b>What are we going to do?</b></p>	<p style="text-align: center;"><b>RESULTS</b></p> <p style="text-align: center;"><b>What are we going to get?</b></p>
<p>To deepen the CLIL methodology.</p>	<p>To study the CLIL methodology and highlight the principal characteristics.</p>	<p>The principal characteristics of CLIL methodology.</p>
<p>To explore other methodologies, less mentioned, but also important to work within CLIL methodology.</p>	<p>To assemble and review different methodologies used in the bilingual lessons.</p>	<p>A list of different methodologies and their functionalities to work at CLIL lessons.</p>
<p>To study the bilingual teacher.</p>	<p>To look for different competences other than the linguistic competence</p>	<p>The competences that a bilingual teacher should develop before facing a bilingual class.</p>
<p>To understand bilingual methodological aspects of PE.</p>	<p>To read about specific bilingual PE methodology and find out specific aspects.</p>	<p>Some guidance about singularities of Bilingual PE to be taken into account.</p>
<p>To present an interdisciplinary Bilingual Project.</p>	<p>To plan a bilingual project to carry out at the different areas of Infant Education.</p>	<p>A bilingual project with lessons plans for PE, English and general teaching.</p>

In order to give an answer to these objectives and get the results, different sections have been presented. First of all we focussed on CLIL, so we could then

complement it with other methodologies: Total Physical Response (TPR), Communicative Approach and Project Based Learning (PBL).

Studying about different bilingual methodologies (although it would be better to say complemented methodologies) and working as a bilingual teacher, we realise all the different competences a CLIL teacher should have, even though the linguistic competence is the only one required. That is why we also decided to look for different competences, other than the linguistic competence, that CLIL teachers should have.

Furthermore, developing this essay about bilingualism in PE lessons, gave me the opportunity to study the bilingual methodologies from a PE point of view. I did study, and work currently, with those methodologies; however, the Physical Education perspective was new for me and provided me new information and methodological considerations about the subject.

Finally, we have decided to develop an Interdisciplinary Bilingual Project to be carried out from all the different areas of Infant Education. A proposal of how we can plan a project that involves all the different subjects.

## 6. REFERENCES

### 6.1 LEGAL FRAMEWORK

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### 6.3 WEBOGRAPHY

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- [http://webarchive.nationalarchives.gov.uk/20090608182316/http://standards.dfes.gov.uk/schemes3/subjects/primary\\_mfs\\_new/?view=get](http://webarchive.nationalarchives.gov.uk/20090608182316/http://standards.dfes.gov.uk/schemes3/subjects/primary_mfs_new/?view=get) (QCA schemes of work)

#### Classroom setting

- [www.schoolsworld.tv](http://www.schoolsworld.tv)
- [www.internet4classroom.com](http://www.internet4classroom.com)
- [www.primaryresources.co.uk](http://www.primaryresources.co.uk)
- [www.scholastic.com/kids](http://www.scholastic.com/kids)
- [www.communication4all.co.uk](http://www.communication4all.co.uk)

- [www.sparklebox.co.uk](http://www.sparklebox.co.uk)

### **Videos and games**

- [www.bbc.co.uk](http://www.bbc.co.uk)
- [www.learnenglishkids.britishcouncil.org](http://www.learnenglishkids.britishcouncil.org)
- [www.dsc.discovery.com](http://www.dsc.discovery.com)
- [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)
- [www.professorgarfield.org](http://www.professorgarfield.org)

### **Songs and rhymes**

- [www.supersimplesongs.com](http://www.supersimplesongs.com)
- [www.kiboomu.com](http://www.kiboomu.com)
- [www.kididdles.com](http://www.kididdles.com)
- [www.languageguide.org](http://www.languageguide.org)
- [www.sesamestreet.org](http://www.sesamestreet.org)

### **Digital libraries**

- [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- [www.en.childrenslibrary.org](http://www.en.childrenslibrary.org)
- [www.readinga-z.com](http://www.readinga-z.com)
- [www.starfall.com](http://www.starfall.com)

### **Instagram Teachers To Follow**

- despelles
- thepeshed
- gymlaraar\_petteacher
- de\_gymles
- parentesis.education

- creativelyteachingfirst
- classclassyesyes
- teaching\_today
- recoursep
- teaching.ideas



# 7. APPENDIX

## 7.1. Useful vocabulary for our PE lessons

### ACTION VERBS

- To hop.
- To jog.
- To jump.
- To leap.
- To march.
- To run.
- To skip.
- To stamp
- To tip-toe.
- To walk.
- To side-step.
- To do a forward roll.
- To crawl on the floor.
- To stop.

### CHANGING TIME

- To put your jumper/t-shirt/shoes on
- To take your jumper/t-shirt/shoes off
- Let's see how quickly we can change today.

### DIRECTIONS

- To go forward
- To go backwards
- To go diagonal
- To go sideways
- To go fast
- To go slow

## GAME INSTRUCTIONS

- Under-arm throw.
- Over-arm throw.
- Throw to a partner.
- Throw into a bucket.
- Throw into a hoop.
- Throw hand to hand.
- Throw over the head.
- Roll ball with a racquet
- Dribble a ball
- Move beanbag with a stick.
- Bounce ball on knee.
- Bounce ball on racquet.
- One bounce to a partner.
- Throw to a partner.
- Pass around body.
- Bounce and catch.
- Shuttle runs
- Start jump.
- Bunny jump.
- Step-ups.

### **7.2. Useful PE flashcards for our lessons.** (Taken from sparklebox)

7.2.1. Foot movement and action cards.

7.2.2. P.E. cupboard labels.

7.2.3. Directions.

7.2.4. Outdoor physical activity cards.

7.2.5. Game instructions.

7.2.6. Directions road signs.

7.2.7. Physical action cards.

7.2.8. Olympic sports cards.

7.2.9. Olympic sports photo set.

7.2.10. Olympic topic words.

7.2.11. Past and present of the Olympics.

7.2.12. Symbols of the Olympics.