Guide to apply CLIL in PE:
a models based framework perspective

Celina Salvador-Garcia, Oscar Chiva-Bartoll, David Hortigüela-Alcalá and Anna Marzà

salvadoc@uji.es   ochiva@uji.es   dhortiguela@ubu.es   amarza@uji.es

UNIVERSITAT JAUME I   UNIVERSITAT JAUME I   UNIVERSIDAD DE BURGOS   UNIVERSITAT JAUME I

SUMMARY OF CONTENTS

Introduction

The nature of the CLIL in PE model

Guiding principles

Teacher profile for the CLIL in PE model

Teaching and learning implications

INTRODUCTION

This guide presents some practical orientations with the aim to facilitate using the Content and Language Integrated Learning (CLIL) approach in the Physical Education (PE) area. This document is divided into four sections. The first one identifies the nature and basic characteristics of the CLIL in PE model. Next, the second section introduces 14 guiding principles to apply CLIL in PE. In order to put these guiding principles into practice, the third section describes the PE CLIL teacher profile as well as some teaching and learning implications together with examples to show practical implementations. Finally, some frequently asked questions are answered and a glossary of specific terms is provided.

The ideas and orientations presented in this document compose an open guide and are conceived as a point of departure, but every teacher is expected to adjust their implementation to the characteristics of their students, their specific context, and their personal teacher profile. Therefore, this document does not aspire to emerge as a rigid instrument but as a starting point. All in all, this guide has been developed by an interdisciplinary team whose research has set the base of the orientations herein. At the end of the document several of these studies are listed to enable deepening on the topic of CLIL in PE.

THE NATURE OF THE CLIL IN PE MODEL

PEDAGOGICAL PRINCIPLES

TEACHER AS A FACILITATOR

COMMUNICATIVE APPROACH

STUDENT AS THE MAIN ACTOR

LEARNING BY DOING

MULTILINGUAL APPROACH

SOCIOCONSTRUCTIVIST APPROACH

THE NATURE OF THE CLIL IN PE MODEL

TEACHER AS A FACILITATOR

PEDAGOGICAL PRINCIPLES

A TEACHER WHO ASSISTS, GUIDES AND ASSURES SUPPORT TO THE STUDENTS IN THEIR LEARNING PROCESS

COMMUNICATIVE APPROACH

STUDENT AS THE MAIN ACTOR

LEARNING BY DOING

MULTILINGUAL APPROACH

SOCIOCONSTRUCTIVIST APPROACH

THE NATURE OF THE CLIL IN PE MODEL

PEDAGOGICAL PRINCIPLES

STUDENTS MAKE DECISIONS REGARDING THE TEACHING AND LEARNING PROCESS

TEACHER AS A FACILITATOR

COMMUNICATIVE APPROACH

STUDENT AS THE MAIN ACTOR

LEARNING BY DOING

MULTILINGUAL APPROACH

SOCIOCONSTRUCTIVIST APPROACH

THE NATURE OF THE CLIL IN PE MODEL

PEDAGOGICAL PRINCIPLES

TEACHER AS A FACILITATOR

COMMUNICATIVE APPROACH

ALL LANGUAGES OF THE STUDENTS ARE A VALID RESOURCE. INTERLINGUAL REFLECTION AND TRANSFER IS PROMOTED

STUDENT AS THE MAIN ACTOR

LEARNING BY DOING

MULTILINGUAL APPROACH

SOCIOCONSTRUCTIVIST APPROACH

THE NATURE OF THE CLIL IN PE MODEL

PEDAGOGICAL PRINCIPLES

TEACHER
AS A FACILITATOR

COMMUNICATIVE
APPROACH

SOCIAL INTERACTION IS
EMPHASIZED BECAUSE MEANING IS
CREATED THROUGH INTERACTION

STUDENT AS THE
MAIN ACTOR

LEARNING
BY DOING

MULTILINGUAL
APPROACH

SOCIOCONSTRUCTIVIST
APPROACH

THE NATURE OF THE CLIL IN PE MODEL

PEDAGOGICAL PRINCIPLES

THE TEACHING AND LEARNING PROCESS PROMOTES PERFORMING ACTIVITIES AND EXPERIENCING THE CONCEPTS

TEACHER AS A FACILITATOR

COMMUNICATIVE APPROACH

STUDENT AS THE MAIN ACTOR

LEARNING BY DOING

MULTILINGUAL APPROACH

SOCIOCONSTRUCTIVIST APPROACH

THE NATURE
OF THE CLIL IN PE MODEL

PEDAGOGICAL PRINCIPLES

**TEACHER
AS A FACILITATOR**

**COMMUNICATIVE
APPROACH**

MEANINGFUL AND REAL
COMMUNICATION* SHOULD BE
PROMOTED

**STUDENT AS THE
MAIN ACTOR**

**LEARNING
BY DOING**

**MULTILINGUAL
APPROACH**

**SOCIOCONSTRUCTIVIST
APPROACH**

PHYSICAL EDUCATION LEARNING

Students are able to develop physical, social, personal and cognitive skills (Dyson et al., 2004).

PHYSICAL EDUCATION LITERACIES

Students are able to 'do', 'organize', 'explain' and 'argue' in the context of PE to promote deep learning (Meyer et al. 2015).

LANGUAGE LEARNING

Students are able to promote multiple Cognitive Discourse Functions: categorize, define, describe, evaluate, explain, explore and report (Dalton-Puffer, 2016).

The CLIL in PE model basic idea:
Successful integration of PE learning, PE literacies and language learning

GUIDING PRINCIPLES

This section highlights **14 guiding principles** to apply the CLIL in PE model. They are divided into four broad categories: **the teacher, the students, the proposal and the context**. We could conclude that if these items are well implemented, the proposal may be close to achieving what the CLIL in PE model looks like when its essence is fulfilled.
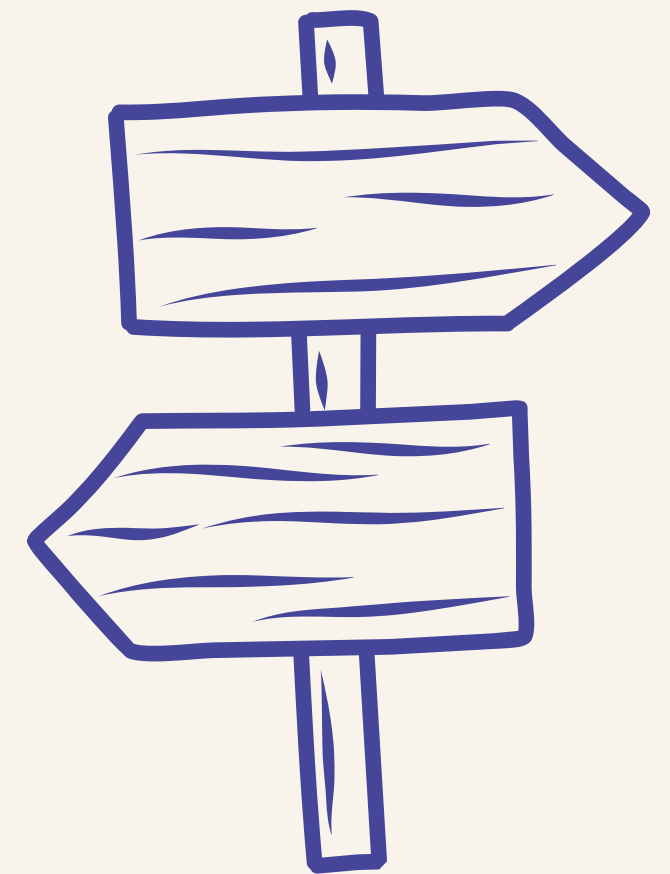
TEACHER

1. The PE teacher has engaged in CLIL teacher training to ensure that CLIL is applied properly.
2. The PE teacher has undertaken proper planning. PE linguistic goals are clearly defined.
3. The PE teacher acts as a facilitator, guiding students towards the construction of meaningful content and language learning.

STUDENTS

4. Students receive different types of input* and have opportunities and resources to produce outputs themselves.
5. Students use communicative language activities and strategies* because they are needed to engage in the games and the tasks.
6. Students are the main actors of the lessons and, thus, they are allowed to make descisions regarding the teaching and learning process.

PROPOSAL

7. The proposal is based on the pluriliteracies approach* and presents a balanced integration of PE and language.
8. The proposal promotes social, motor, personal, cognitive and linguistic learning.
9. The proposal fosters students' cognitive involvement. A range of cognitive discourse functions are promoted.
10. The proposal uses scaffolding* tools and strategies to enhance both PE and language learning.
11. It includes the 5 essential elements for CLIL teaching (i.e., exposure to input, meaning-focus processing, form-focused processing, opportunities for output production, use of strategies).

CONTEXT

12. Cultural aspects are embedded in the lessons (i.e., comparing cultural characteristics, enhancing intercultural awareness).
13. Decisions are flexible and context-led.
14. Assessment is context-based and it encompasses assessment for learning (i.e., using evidence to inform teaching), as learning (i.e., enabling students to be their own assessors) and of learning (i.e., using evidence to assess achievement against outcomes and standards).

HOW TO ACHIEVE THIS?

Subsequently, this guide presents the **CLIL teacher profile** to outline some interesting features that PE teachers should have to successfuly apply CLIL. After this, it presents some **teaching and learning implications** when CLIL is applied in PE, including what PE teachers can do and how to do it.

THE TEACHER PROFILE FOR THE CLIL IN PE MODEL

Based on the **competencies of CLIL teachers** developed by Mehisto et al. (2008), we present an adaptation focusing on what PE teachers should be able to do to provide them with a set of ordered and applicable ideas taken from the specialised literature.

SKILL

CLIL TEACHER PROFILE

- Integrate content and language
- Create a rich learning environment
- Make input comprehensible
- Use 'teacher talk' effectively
- Promote extended student output
- Attend to diverse learner needs
- Attend to continuous growth and improvement in accuracy

MEHISTO ET AL. (2008)

THE PE WITH CLIL TEACHER PROFILE

INTEGRATE CONTENT AND LANGUAGE

Consider not only the PE content but also the language to be used in a balanced way.

How? Adapting games, activities and tasks to include meaningful language use.

CREATE A SAFE AND RICH LEARNING ENVIRONMENT

Create a safe and motivating atmosphere and give opportunities to promote the communicative competence.

How? Stimulating freedom of choice, using routines or generating opportunities to engage in communicative activities and strategies.

MAKE INPUT COMPREHENSIBLE

Identify essential language and incorporate it into the lessons effectively, ensuring students understanding.

How? Using synonyms, questioning, visual demonstrations and gestures or additional resources such as ICT appropriately.

USE 'TEACHER TALK' EFFECTIVELY

Simplify your language and avoid excessively long speeches and explanations.

How? Ensuring enough time for students to be active in lessons for motor practice and and cognitive engagement.

### PROMOTE EXTENDED STUDENT OUTPUT*

Plan activities that intentionally incorporate language.

How? Promoting group work, providing students with scaffolding resources or using formative and shared assessment.

ATTEND TO DIVERSE LEARNER NEEDS

Adapt the teaching–learning process to their motor, cognitive and linguistic characteristics.

How? Using varied resources and strategies to offer means of engagement, representation and action and expression of learning.
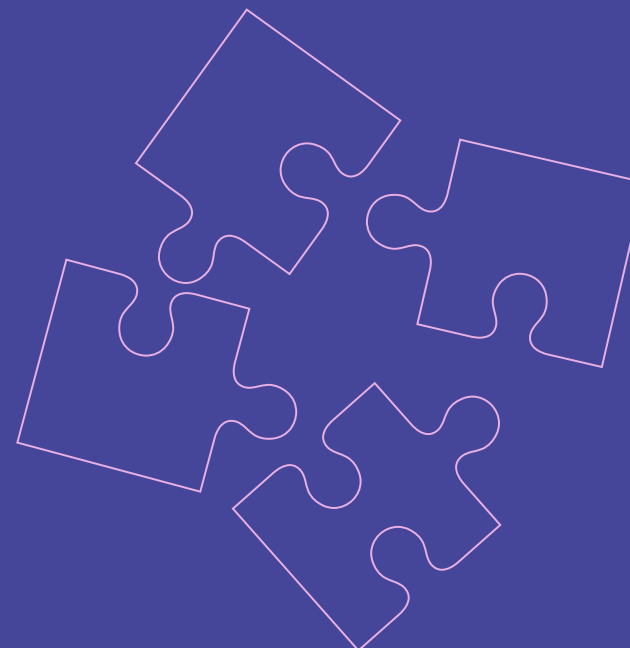
ATTEND TO CONTINUOUS GROWTH AND IMPROVEMENT IN ACCURACY

Promote language correctness.

How? Using different feedback techniques, peer and self-evaluation, regarding both PE (content, skills and attitudes) and language.

HOW TO APPLY THIS?

Next, this guide presents some **teaching and learning implications** that come with the use of the CLIL in PE model. To help practitioners, it describes **what** PE teachers can do to attend these implications as well as **how** to do it.

TEACHING AND LEARNING IMPLICATIONS

Based on the five elements that De Graaff et al. (2007) considered essential for CLIL teaching, we present an adaptation of **how** PE teachers can effectively **embed language pedagogy** in their lessons and embrace the pluriliteracies teaching for learning approach (Coyle, 2018).

CLIL TEACHING ESSENTIAL ELEMENTS

- Exposure to input at a (minimally) challenging level
- Meaning-focused processing
- Form-focused processing
- Opportunities for output production
- Use of scaffolding strategies

DE GRAAFF ET AL. (2007)

ELEMENT

Exposure to input at a (minimally) challenging level.

WHAT TO DO?

Using challenging but comprehensible resources.

HOW TO DO IT?

• Considering content and/or language of the **input material**: Use multimodal resources to provide multiple means of representation. For example, written explanations of the activities, rules for the games, descriptions of techniques to practise, peer and self-assessments, flashcards, videos, etc.

• Considering content and/or language of **teacher talk**: Determine essential vocabulary (i.e., domain-specific expressions and technical vocabulary), whether there are similar words in the students' first language, synonyms to use, how instructions and explanations can be as clear and direct as possible, how to rephrase them, etc.

PRACTICAL IMPLEMENTATION

Exposure to input at a (minimally) challenging level

In a task to practice the forward roll with primary school students, the teacher can adapt the explanation for the instructions to be clear, concise and easier to understand. The teacher may start with a simplified explanation such as "chin down, back is round, bend your knees, push up please, make a ball, then stand up tall". Then, this same activity may be described using a more complex and academically rich explanation such as "from a standing position bend your knees and straighten your arms in front of you. Place your hands on the floor, shoulder width apart with fingers facing forward and your chin on your chest…". In addition, the teacher can provide learners with additional information by means of a sheet with the instructions to carry out the activity.

ELEMENT

Meaning-focused processing.

WHAT TO DO?

Proposing tasks in which students need to make sense of the input received.

HOW TO DO IT?

Tell a student or group of **students to perform** the game or task that has been explained as an example **or explain** it to the rest of the students to engage them in the verbalisation of their thoughts and ideas.

PRACTICAL IMPLEMENTATION

Meaning-focused processing

In the forward roll example presented before, students work in pairs. One of them receives the information and then, has to explain his/her peer how to do the task. Gestures and modelling may be used to help understanding.

ELEMENT

Form-focused processing.

WHAT TO DO?

Incorporating tasks aimed at raising awareness of language form to draw students' attention to specific language features.

HOW TO DO IT?

Carry out activities in which **students** are expected to **adapt or set new rules** for games, **reach** group **agreements** in problem-solving tasks (using a particular linguistic structure or key vocabulary), **give instructions** on how to perform an activity correctly, etc.

PRACTICAL IMPLEMENTATION

Form-focused processing

In the forward roll example presented before, students should provide feedback to their peers. To do so, they are encouraged to use the structure "You should…" to practice this modal verb.

ELEMENT

Opportunities for output production.

WHAT TO DO?

Providing students with opportunities to communicate.

HOW TO DO IT?

Offer **opportunities for** teacher–student and student-student **interaction** through group or pair work.

To avoid compromising physical activity time, use waiting periods, referee teams to justify decisions, embed language into the tasks and games.

PRACTICAL IMPLEMENTATION

Opportunities for output production

In the forward roll example presented before, one student carries the activity out while his/her pair checks and provides feedback in the waiting period to avoid decreasing compromising students' physical activity time. Then, they exchange roles.

ELEMENT

Use of scaffolding strategies.

WHAT TO DO?

Assisting students to overcome possible problems in the communication process.

HOW TO DO IT?

- **Verbal medium**
Use synonyms, periphrasis, reiterations, 'echoing', questioning, rephrasing or even partially employing the native language, etc.

- **Body language**
Use gestures while explaining an activity, model the way to perform a task or provide visual demonstrations.

- **Other resources**
Support communication with visual aids such as videos, posters or flashcards with the PE material or actions to perform.

PRACTICAL IMPLEMENTATION

Use of scaffolding strategies

In the forward roll example presented before, the teacher may:
(1) carry out an example of the task to model the forward roll or
(2) show a video presenting the action to perform, which may also be useful to include other people speaking in English.

FAQS

- **May I (teacher) use other languages than the target language?**

It is ok if the teacher uses other languages as long as it has a purpose, but bear in mind that a high frequency of exposure to the foreign language is very important.

- **What if students do not use the target language?**

It is ok if students do not use the target language 100% of the time. This is a process, one should not expect them to communicate as if they were native speakers. Make sure that they know using the target language is encouraged, but the use of their whole repertoire will always be accepted.

- **Am I (teacher) expected to assess in the target language?**

It depends on the specific context and the objectives established. You may decide what fits your particular situation. In this sense, it is worth cooperating with language teachers.

GLOSSARY

- **Input:** message (oral or written) received by the students.

- **Communicative activities and strategies:** reception, interaction, production, mediation.

- **Output:** message (oral or written) produced by the students.

- **Pluriliteracies approach:** learning a subject is not about reciting facts but about deepening students' conceptual understanding. Thus, purposeful communication across and through languages is to be promoted.

- **Meaningful and real communication:** contextualized communication that is close to students' reality. In this sense, the PE class can provide many situations in which the language is needed to perform a task, activity or game.

- **Scaffolding:** providing successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition
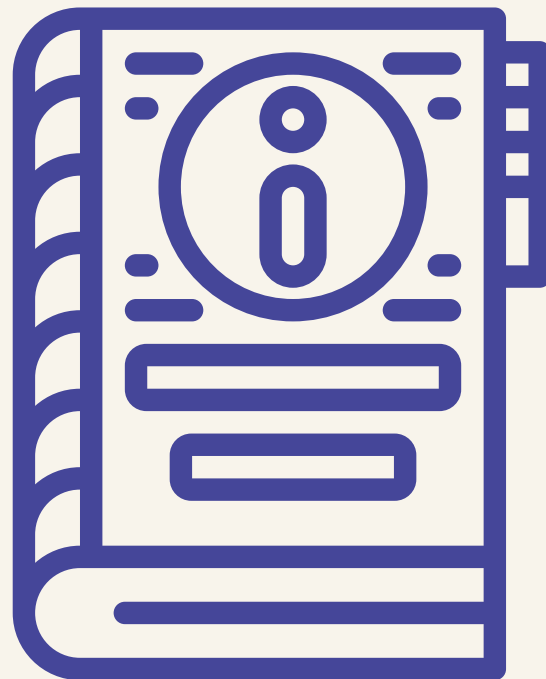
References

- Coyle D (2018) The place of CLIL in (bilingual) education. Theory Into Practice 57(3): 166–176.
- Dalton-Puffer, C. (2016). Cognitive Discourse Functions: Specifying an Integrative Interdisciplinary Construct. In T. Dyson, B., Griffin, L. L., & Hastie, P. (2004). Sport education, tactical games, and cooperative learning: Theoretical and pedagogical considerations. Quest, 56(2), 226-240.
- Nikula, E. Dafouz, P. Moore, and U. Smit (Eds.) Conceptualising integration in CLIL and multilingual education (pp. 29-54). Multilingual Matters.
- De Graaff R, Jan Koopman G, Anikina Y, et al. (2007) An observation tool for effective L2 pedagogy in content and language integrated learning (CLIL). International Journal of Bilingual Education and Bilingualism 10(5): 603–624.
- Mehisto P, Marsh D and Frigols M (2008) Uncovering CLIL. Clevedon: Multilingual Matters.
- Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning– mapping learner progressions in knowledge construction and meaning-making. Language, Culture and Curriculum, 28(1), 41-57. https://doi.org/10.1080/07908318.2014.1000924

THE RESEARCH OF THE AUTHORS IN THIS FIELD

- Hernando, A., Hortigüela-Alcalá, D., & Pérez-Pueyo, A. (2023). Incidencia de la metodología CLIL en la adquisición del idioma y en los contenidos de Educación Física. *Porta Linguarum, 7*, 45-60. https://doi.org/10.30827/portalin.viVII.29161
- Gil-López., V., González-Villora, S., & Hortigüela-Alcalá, D. (2021). Learning foreign languages through content and language integrated learning in physical education: A systematic review. *Porta Linguarum, 35*, 165-182. doi: https://doi.org/10.30827/portalin.v0i35.15785.
- Marzà, A. (2021). "Meta-CLIL: When methodology and aim meet in initial teacher training". In Carrió-Pastor, M. L.; Bellés, B., (eds.) *Teaching Language and Content in Multicultural and Multilingual Classrooms: CLIL and EMI Approaches.* (pp. 253-292) Cham: Palgrave MacMillan. ISBN 978-3-030-56614-2
- Sales, A.; Marzà, A., & Torralba, G. (2023). "Daddy, Can you Speak our Language?" Multilingual and Intercultural Awareness through Identity Texts. *Journal of Language, Identity and Education, 22*, 510-526. https://doi.org/10.1080/15348458.2021.1901586
- Salvador-Garcia, C. & Chiva-Bartoll, O. (2017). CLIL in teaching physical education: Views of the teachers in the Spanish context. *Journal of Physical Education and Sport, 17*(3), 1130–1138. https://doi.org/10.7752/jpes.2017.03174
- Salvador-Garcia, C., Chiva-Bartoll, O. & Isidori, E. (2017). Aprendizaje de un idioma extranjero a través de la educación física: Una revisión sistemática. *Movimento, 23*(2), 647–660.
- Salvador-Garcia, C., Capella-Peris, C., Chiva-Bartoll, O., & Ruiz-Montero, P.J. (2020). A mixed methods study to examine the influence of CLIL on physical education lessons: Analysis of social interactions and physical activity levels. *Frontiers in Psychology, 11*, 578. https://doi.org/10.3389/fpsyg.2020.00578
- Salvador-Garcia, C., Chiva-Bartoll, O. & Capella-Peris, C. (2022). Bilingual physical education: The effects of CLIL on physical activity levels. *International Journal of Bilingual Education and Bilingualism, 25*(1), 156–165. https://doi.org/10.1080/13670050.2019.1639131
- Salvador-Garcia, C., & Chiva-Bartoll, O. (2022). The Nature of Integration in Physical Education Through CLIL: An Analysis of Cognitive Discourse Functions. *Journal of Language, Identity & Education,* 1-15. https://doi.org/10.1080/15348458.2022.2085107
- Salvador-Garcia, C. (2023). A Journey Into CLIL-Friendly Pedagogies to Inform Teacher Professional Development. In Handbook of Research on Training Teachers for Bilingual Education in Primary Schools (pp. 1-21). IGI Global.
- Salvador-Garcia, C., Chiva-Bartoll, O., Capella-Peris, C., & Maravé-Vivas, M. (2024). The ups and downs of CLIL lessons: a qualitative study on 21st century skills promotion in physical education. *Language and Education*, 1-17. https://doi.org/10.1080/09500782.2024.2317226
- Salvador-Garcia, C., Chiva-Bartoll, O., & Hortigüela-Alcalá, D. (2024). Finding the place of content and language integrated learning in physical education within the models-based practice framework. *European Physical Education Review, 30*(1), 3-18. https://doi.org/10.1177/1356336X231172488
- Torralba, G., & Marzà, A. (2022) "Mamá,vamos a escribirlo todo". Los textos identitarios como facilitadores de la literacidad plurilingüe. *Bellaterra journal of teaching and Learning language and literature, 15*, 1-21. https://doi.org/10.5565/rev/jtl3.993