

Physical Education and Language Integrated Learning – P.E. in CLIL

Aprenentatge integrat d'educació física i llengua anglesa – E.F. en AICLE

***“Using cooperative and
collaborative learning
to improve track and field
skills”***

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Introduction

Imagine learning to play a musical instrument such as a piano without being able to touch the keyboard. Consider learning football without the opportunity to kick a ball yourself. To learn how to master a musical instrument, or a football, requires that we gain both knowledge and skills simultaneously. In other words, we learn effectively by experiencing both learning about the instrument, and having hands-on practice at using instrument, at the same time. This is as true of music and football as of language (Marsh, 2000, p.6)

Physical Education is a subject that is related to many transferable, personal, social and civic competences. P.E., which has often been underestimated as a subject which can develop academic, physical as well as and language skills, uses kids' intrinsic motivation for movement. P.E. can achieve great learning results using a holistic approach (Aristotle 384 BC – 322 BC) and the experimental education principles (Dewey 1859-1952).

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 (Coyle, Hood and Marsh, p1, 2010)

I understand CLIL as a holistic pedagogy that uses the pedagogy of learning by doing and at the same time fosters cognitive skills, cultural awareness and citizenship development. P.E. in CLIL is also a different and an excellent way of picking up language. The different methodologies and techniques in PE combined with those in language are very effective to gain another language, motor development and health at the same time.

The title of the unit is "Using cooperative and collaborative learning to improve track and field skills". I have taught athletics skills in both the first and the English language before. The conclusions of that experience, which involved the introduction of cooperative and collaborative learning principles, together with a deeper knowledge of CLIL pedagogy during ten weeks of specialized training in Norwich, enabled me to improve and present a tested and meaningful unit of motor and language integrated learning.

It is important to increase student talking time (STT) and to reduce teacher talking time (TTT), especially as learners progress through CLIL. (Bentley, p17, 2010)

To fulfil the purpose of CLIL pedagogy, the activities need to offer learners an attainable challenge. This interdisciplinary and learner-centred program attempts to increase the student talking time through cooperative and collaborative learning as well as through self and peer assessment techniques. Differentiation and inclusive strategies are used to offer achievable and motivating multi-level activities for all types of learners.

The hub of the question is how the program can develop English language and cognitive skills while also developing the full P.E. curriculum. Increasing available time

for P.E. can compensate for any lack of time to teach motor content. In addition, planning and scaffolding must be considered. Planning acquires major importance and scaffolding becomes essential.

Physical Education in a CLIL program can provide learners with motor skills, communication skills, life-long learning and the citizenship skills for the global world of the 21st Century. This unit contributes towards this aim.

Images

The adapted sports images have been provided by Dr. Miguel Angel Torralba of the Teachers' Training Faculty (*Departament de l'Expressió Musical i Corporal*) of the University of Barcelona. Those related to sports facilities in Vilafranca del Penedès have been sent by the *Patronat Municipal d'Esports*. The image of human towers *Castellers de Vilafranca* is used with permission. The rest of the images contained in these materials were taken directly by myself with the permission of parents and school.

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