



Research Papers in Language Teaching and Learning

Vol. 8, No. 1, February 2017, 51-62

ISSN: 1792-1244

Available online at <http://rpltl.eap.gr>

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## Physical Education through CLIL: teaching movement vocabulary to young learners

### Φυσική Αγωγή με τη μέθοδο CLIL: διδασκαλία του κινητικού λεξιλογίου σε μικρούς μαθητές

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*The purpose of this paper is to present how a part of the 'movement alphabet' vocabulary of Physical Education content has been taught through the CLIL programme. The programme took place in a class of 25 pupils of Year 2 in a school with an extensive English language curriculum, for one of the four 45-minute PE sessions per week. The team teaching model was used, thus the PE teacher and the English language teacher were both responsible for the design and implementation of the lessons. English was the only language used during the CLIL lessons by both teachers. The content of the Physical Education syllabus that was chosen, the objectives, the strategies, the materials and examples of assessment techniques are presented here. Furthermore, the difficulties encountered, as well as issues that require special attention are discussed.*

Ω

Σκοπός της εργασίας είναι να παρουσιάσει πώς διδάχθηκε το λεξιλόγιο που αναφέρεται στο «κινητικό αλφάβητο» μέσω ενός προγράμματος εφαρμογής του μαθήματος της Φυσικής Αγωγής με τη μέθοδο CLIL. Το πρόγραμμα εφαρμόστηκε σε τμήμα 25 μαθητών της Β' τάξης δημοτικού σχολείου με εξειδικευμένο πρόγραμμα σπουδών στην Αγγλική γλώσσα, για μια από τις τέσσερις ώρες του εβδομαδιαίου ωρολογίου προγράμματος της Φυσικής Αγωγής. Εφαρμόστηκε το μοντέλο της συνδιδασκαλίας με τους δύο εκπαιδευτικούς (Φυσικής Αγωγής και Αγγλικής Γλώσσας) σχεδιάζοντας και διδάσκοντας από κοινού, επικοινωνώντας με τους μαθητές μόνο στην Αγγλική γλώσσα. Παρουσιάζονται το περιεχόμενο της Φυσικής Αγωγής που επιλέχθηκε να διδαχθεί, οι στόχοι των μαθημάτων, οι στρατηγικές διδασκαλίας, το υλικό που χρησιμοποιήθηκε και παραδείγματα τεχνικών αξιολόγησης. Επίσης συζητούνται οι δυσκολίες που αντιμετωπίστηκαν και θέματα που χρήζουν προσοχής κατά την εφαρμογή της μεθόδου στο συγκεκριμένο γνωστικό αντικείμενο.

**Keywords:** Physical Education, CLIL, English language.

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## 1. Introduction

The Commission of the European Communities White Paper on Education and Training (1995, p. 30) stated that all European citizens should develop proficiency in three European languages. Consequently European countries made appropriate changes to their foreign language curricula in order to achieve this objective and in the majority of EU member states English became the first of the foreign languages pupils studied at primary school. One of the reasons for this is that English is considered to be a *lingua franca* and as Graddol (2006) claims English is not so much viewed as a language today but as a core skill which is needed to study another curricula subject. To provide further practice in the foreign language, Content and Language Integrated Learning (CLIL) was adopted in the mid 90s by the European Network of Administrators, Researchers and Practitioners referring to CLIL “as a generic umbrella term which would encompass any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role” (Marsh, 2002, p. 58). Content and language are taught simultaneously resulting in “using language to learn whilst learning to use language”. Both content and language have an equal role - emphasis is not given to either (Marsh, 2000). CLIL provides learners with the opportunity to study a subject through the medium of a foreign language, therefore allowing for extra exposure to this language without requiring more time in the curriculum. They learn the same concepts and skills as they would have learnt in their native language (Muñoz, 2008). Coyle (1999) claims that a successful CLIL lesson should be planned according to the 4Cs framework which should combine the following elements: Content (knowledge and skills related to the subject matter), Communication (learning and using language), Cognition (developing low and high order thinking skills), Culture (awareness of self and others, pluricultural understanding).

Even though Physical Education (PE) is referred to as being among the subjects taught through the CLIL approach (Ioannou-Georgiou & Pavlou, 2011), according to Devos (2016, p. 38) “PE through CLIL is in its infancy across Europe both in terms of the number of practising schools and the extent of the empirical research”. The European countries in which research about PE through CLIL has been conducted as far as we know, are Germany (e.g., Rottmann, 2007), Spain (e.g., Coral & Lleixà, 2014) and England (e.g., Zindler, 2013). PE has not been implemented as a CLIL subject in more European schools basically due to (1) the lack of specific methodology (2) the lack of consideration given to PE and also (3) insufficient training of the teachers (Fazio, Isidori & Bartoll, 2015). Furthermore, Deegan (1994) argued that PE teachers in general, underestimate the importance of language and literacy as important aspects of their subject. However, PE today, as it appears in the current curricula, including that of Greece, has the development of the whole child through movement as its main purpose and not only the development of the physical domain. Therefore, subject-specific academic language should also be taught in order for learners to acquire content literacy skills which they will need to become lifelong movers (Buell & Whittaker, 2001). In addition, the subject of PE is considered to be a suitable environment for cross-curricular teaching and many studies have shown the effectiveness of PE in the teaching of language (e.g., Solomon & Murata, 2008).

Language acquisition is very similar to the process children used in acquiring first and second languages. It requires meaningful and natural interaction in the target language in which speakers are concerned more with the messages they are conveying and understanding rather than with the form (Krashen, 1982). CLIL through PE, as in other curricula subjects, provides such an environment by allowing the pupils to use the foreign language naturally without having to focus on language learning but rather on the PE content. The physical

world of sports, games and physical activities can offer rich opportunities for linguistic interaction involving both social and academic aspects of a foreign language (Bell & Lorenzi, 2004). Language is presented in real-life contexts in which its natural use in games and play can enhance pupils' motivation towards learning the English language. Many sports, such as football and basketball, are based on the English language providing authentic speech situations and furthermore, the vocabulary in physical education is everyday vocabulary so the pupils are used to a lot of words and can implement them in their everyday life (Machunsky, 2007). As Rottmann (2007, p. 205) stated "PE actually offers rich opportunities for combined movement and language learning through communication and interaction especially for beginning foreign-language learners due to its action-oriented and content-based character". Taking all of the above mentioned points into consideration PE can be seen as a subject which is very suitable for CLIL. The aim of this paper is to present the methodology of teaching motor skill and movement concept vocabulary in the English language through the PE through CLIL approach.

PE goals	"Movement alphabet" objectives			Outcomes	
Development of fundamental motor skills	Manipulative skills	turning a hoop with foot, dribbling a ball with feet, kicking a stationary ball, passing a stationary ball, stopping a rolling ball, punting a ball into the air			Pupils should be able to demonstrate the skills and the concepts and know/understand the names and the cues* of the skills and the concepts
			locations	self and general space	
	Movement concepts	Space awareness (where the body moves)	directions	up/down, left/right, forward/backward, clockwise, anticlockwise	
			pathways	straight/circle/zig-zag	
		Effort (How the body moves)	time	fast/slow	
	force		strong/light		
	Relationships	of body parts	narrow/wide		
with objects or people		in front/behind, over/under, partners, together			
Development of Health-related fitness components	Flexibility	Stretching and balancing			
	Cardio endurance	jumping rope, parachute activities, aerobics with the use of locomotor skills (i.e., walk, run, hop, skip, gallop, slide etc)			

\*critical elements for the correct performance of a movement skill

Table 1: Units of the physical and cognitive domains of the PE syllabus which were taught in the PE through CLIL programme.

<b>CONTENT</b>	
PE <b>goals</b> in the physical domain	<ul style="list-style-type: none"> <li>▪ Demonstration competency in movement skills and proficiency in some.</li> <li>▪ Development of a health-related fitness level</li> </ul>
Unit outcomes	<p>Pupils should...</p> <ul style="list-style-type: none"> <li>▪ be able to jump continually without losing a rope turn (by oneself or by others)</li> <li>▪ improve their cardiovascular endurance, strength, and coordination</li> </ul>
<b>COGNITION</b>	
PE <b>goal</b> in cognitive domain	<ul style="list-style-type: none"> <li>▪ Acquisition of sports science knowledge and its effective application during participation in physical activity</li> </ul>
Unit outcomes	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>▪ know, understand and apply the cues of correct skills' performance and the principles and strategies of effective and safe participation in rope jumping activities</li> <li>▪ know how to take and report their heart rate before, during and after activities</li> </ul>
Bloom's taxonomy	<ul style="list-style-type: none"> <li>▪ Low order thinking skills: remember, understand and apply the cues of the individual and team rope jumping and the principles of these activities.</li> <li>▪ High order thinking skills: evaluate</li> </ul>
<b>COMMUNICATION</b>	
Language <b>of</b> learning	<ul style="list-style-type: none"> <li>▪ Turn, jump, skip, hop, travel, rope, hoop, forward, backward, over, under, around, in, out, in the middle of, clockwise, anticlockwise, together, apart, slow, fast, self-space, general space, knees, foot/feet, arms, hands, elbow, bent, stretch, numbers (1-20), rhythm, fingers, pulse</li> </ul> <p>Language of <b>defining</b> (the cues of the skills):</p> <ul style="list-style-type: none"> <li>▪ turn the rope &amp; jump</li> <li>▪ Run in after the rope hits the ground</li> </ul> <p>Language of <b>refinement</b>:</p> <ul style="list-style-type: none"> <li>▪ bent &amp; stretch your knees</li> <li>▪ jump on the balls of your feet</li> <li>▪ run in after the rope hits the ground</li> </ul> <p>Language of <b>explaining/hypothesizing</b>: e.g., "What will happen if you run in when the rope is above you?"</p>
Language <b>for</b> learning	<ul style="list-style-type: none"> <li>▪ Answer questions verbally or respond physically to orders, report back ("How many times...")</li> <li>▪ Management protocols: "Line up in twos/threes", "When I say go/stop...", "Find your space". "Run in on 3, 1-2-3", " Quiet please"</li> </ul>
Language <b>through</b> learning	<p>Rhymes and songs (e.g., "Hickety, pickety, pop, how many times before I stop? 1, 2, 3, ..." "I like coffee I like tea, I want (name) to jump in with me")</p>
<b>CULTURE</b>	
PE <b>goals</b> in the affective domain	<ul style="list-style-type: none"> <li>▪ Exhibition of responsible personal and social behavior</li> <li>▪ Respect of self and others as the result of participation in physical activity</li> <li>▪ Recognition of the value of physical activity for self-expression and/or social</li> </ul>

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	interaction
Unit outcomes	<p>Pupils should:</p> <ul style="list-style-type: none"><li>▪ demonstrate respect for the others independently of physical abilities and responsibility in group activities by helping teammates achieve the targets of the lessons.</li><li>▪ follow management protocols and safety rules.</li></ul>

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Table 2: *The jumping rope unit according to the 4Cs*

## 2. Context and Participants

PE through CLIL was implemented at a Greek Primary School in Thessaloniki which is experimental for the teaching of English as a foreign language and supervised by the School of English at the Aristotle University. This particular school practices a cross-curricular approach among other innovative ones and had already adopted the CLIL methodology through the medium of the English language for a variety of subjects. A school environment such as this opens the door for further experimentation and for teachers to try out new approaches according to their personal interests. The PE through CLIL programme took place during the school year 2013-2014 in a class of 25 Year 2 pupils for one of the four 45-minute sessions of the PE curriculum per week. The participants were heterogeneously grouped, as regards academic/linguistic performance and social/economic status. According to the curriculum of the school the participants studied English for 5 lessons per week in Years 1 and 2, not including the PE through CLIL lesson. It is only after having been exposed to the English language for 18 months through oral work that pupils came into contact with the written form of the language. It was the first experience that the participants of this study had with the CLIL approach and it provided them with the opportunity to further benefit from one of their favourite school subjects.

The team teaching model was used, thus the PE teacher and the English language teacher, which in the Greek school context are specialist teachers, were both responsible for the design and implementation of the lessons. The PE teacher, whose competence in English is of C2 level, had 18 years' experience in teaching PE in a primary school but she had not taught CLIL before. The English language teacher, who is a native speaker of English, had 20 years' experience of EFL teaching in a primary school and had already taught CLIL for five years in older classes but in a subject other than PE.

## 3. Content and language objectives

Even though general literacy skills apply in all content areas, content literacy - knowing how and when to use reading, writing and thinking skills in a particular subject area - will vary and must be taught explicitly (Buell & Whittaker, 2001, p. 32). Content literacy in PE includes both what learners should know and be able to do in all domains (physical, cognitive and affective) at the end of each grade and it is defined by the content standards for the school programme in the Curriculum for Elementary PE (2011). Specifically, the most significant outcomes for pupils at the end of Year 2 are competency in the fundamental movement forms, understanding and knowing the skill and concept vocabulary, knowing and following safety rules, showing respect to and cooperating with others.

The core of PE and the means to achieve the aims of the curriculum is movement (games, dancing, recreational and health-related activities etc). But as Buschner (1994, p. 9) claimed, "In elementary PE, we too have an alphabet that requires mastery. Instead of 26 letters, there are 12 movement concepts and 18 motor skills that should be carefully practised and understood before sport, game, dance, gymnastics and exercise applications". Fundamental motor skills are analogous to verbs (i.e. action words) (e.g. run, hop, balance, dribble, etc), while movement concepts are analogous to adverbs (i.e. how a skill is performed) (e.g. self-space, right/left, fast/slow, etc) (Graham, Holt/Hale, & Parker, 2012). According to the PE curriculum, the mastery of the above 'movement alphabet' content should be achieved at the end of Year 2 and it is the main content of that level. The PE through CLIL programme aimed at developing competence in some of the above-mentioned skills while at the same time aiming at the acquisition of the new movement vocabulary through the promotion of listening and speaking skills in the English language.

#### **4. Procedure**

Before the beginning of the school year the PE and the EFL teachers had collaborated in order to prepare the content, resources and materials that would be needed for the implementation of the PE through CLIL programme. They discussed and decided on the content units of the PE syllabus, the sequence in which units would be taught and the target language of the programme. As only one of the four PE lessons was conducted in English, it was necessary to select which units could be suitably simplified for pupils to understand but also not lose the interest and motivation the lesson would normally arouse. The content of the PE syllabus which was selected for the programme is depicted in Table 1.

The selected units and lessons were planned according to the 4C's framework and the PE National Curriculum. Both deal with the development of the whole child and have many elements in common. An example of a unit organised with these in mind can be seen in Table 2.

The PE teacher was mainly responsible for selecting the content and the subject specific vocabulary that pupils needed to understand and learn. As seen in Table 2, apart from the movement skills and concepts vocabulary, pupils should be exposed to language concerning the rules of the games, the management protocols of the class (e.g. protocols in relation to the equipment, selecting partners and groups, entering and leaving the gym), the behaviour protocols and the cues (the critical elements) for the correct performance of movement skills which were provided verbally by the teachers.

The PE teacher also suggested suitable teaching styles and techniques from the Greek PE lesson implementation. The EFL teacher presented her ideas based on the EFL teaching principles and together the two teachers came up with how to combine the two approaches with each complementing and learning from each other. Available materials, strategies, approaches and CLIL principles were all taken into consideration when planning the lessons and especially the integration of the English language into the PE content and keeping the balance between the two. It was very helpful that the EFL teacher taught English classes at this level and was therefore well informed as to both the language level of the pupils and also the vocabulary and language they had already acquired. There was no explicit pre-teaching of the vocabulary but rather the new vocabulary was presented in English through the teaching of the new skills, such as dribbling, skipping and turning the hoop as 'natural' PE language. However, some of what was considered to be new vocabulary for Year 2 PE had already been taught in English lessons during the previous year. Likewise some of the PE

movement concepts had already been taught in one of the three PE lessons that were conducted in the Greek language or in the Year1 PE class.

While preparing the lesson plans both teachers kept in mind the possible difficulties pupils would encounter as the lesson would be conducted in English. A major factor in planning was to ensure that these difficulties would not take away from the fun and excitement that PE offers.

## 5. Methodology

As mentioned above, a methodology which combined both PE and EFL teaching principles was adopted. In PE, among the guidelines for effective teaching to beginners is that of “explaining and demonstrating one new idea at a time ...and then providing feedback about the ways pupils are moving” (Graham, 1992, p. 65). In the PE through CLIL programme new language was introduced verbally and was accompanied by the demonstration of movements and skills, and/or visual materials. This strategy is common for both PE (in the mother tongue) and also for early foreign language teaching where the Total Physical Response (TPR) technique is used. As stated by Asher (1966) TPR is conducted based on the coordination of spoken language and physical movement helping learners develop listening comprehension and oral fluency.

When pupils had become acquainted with the new language and skills, teaching approaches such as Practice and Reciprocal teaching style from the Mosston’s Spectrum of Teaching Styles for Physical Education (Mosston & Ashworth, 2008) were adopted. Using the Practice teaching style the learning environment was organised into *stations* with groups of pupils alternating between stations at the same time in order to practise a variety of different skills while simultaneously being offered feedback. In the Reciprocal teaching style a very simple form of peer-teaching/assessment was implemented where one learner was the *doer* who performed the movement skill and the other learner was the *observer* who offered feedback to the doer, using the learned cues of the skill.

EFL techniques such as songs, rhymes, puppets as well as flashcards were transferred to the PE through CLIL class. An example of how this was done can be seen from the lesson on stretching. In a regular PE lesson the teacher would have demonstrated some stretching exercises explaining which muscle was being stretched and the pupils would have imitated the action. With the influence of the EFL teacher however, the stretching exercises were presented using a traditional children’s action song “Punchinello”. The EFL teacher brought in a string puppet named Punchinello which was used to help pupils understand ‘stretching’. Pupils sang “What can you do Punchinello, funny fellow?” and Punchinello demonstrated a stretching activity. The pupils then sang “We can do it too Punchinello, funny fellow” and imitating the “stretching” movement. The activity was repeated with different children taking the puppet’s (Punchinello’s) place and demonstrating a ‘stretching’ movement which the rest of the class had to perform while singing the lyrics (see below) and acting out ‘Punchinello’ song. During the whole process the PE teacher checked and gave individual feedback regarding the quality of the movement and the EFL teacher supervised the class so that the flow of the lesson was not interrupted.

*What can you do Punchinello, funny fellow?*

*What can you do Punchinello, funny you?*

*We can do it too Punchinello, funny fellow*



*We can do it too Punchinello, funny you*

*You choose one of us Punchinello, funny fellow*

*You choose one of us Punchinello, funny you*

Using these techniques what could have ended up being a demotivating lesson due to the new vocabulary and static exercises became a very creative and exciting lesson with language being learnt in a natural PE environment. Punchinello was also used for warm up activities in later lessons.

Another instance of when a traditional children's action song was used is that of "Walking, Walking". This song had been used in the EFL classroom in Year 1 so the learners were familiar with it but in the PE lesson it was used for a fitness activity with the parachute. The pupils all held on to the parachute and moved around in a circle singing and performing the actions of the song.

*Walking, walking*

*Hop, hop, hop*

*Running, running, running*

*Now let's stop.*

This activity was expanded to include direction movement concept vocabulary (to the left, to the right) and movement skills vocabulary (skip/gallop/slide etc). As already mentioned EFL teachers often use well-known children's songs but may change the lyrics to suit the needs of the lesson. Therefore to suit the needs of the PE class and the parachute lesson the song 'The Wheels on the Bus' was used and the lyrics became:

*Let's open up the parachute*

*Shake it, shake it*

*Let's open up the parachute*

*In the PE class*

*The parachute goes round and round*

*Round and round*

*The parachute goes round and round*

*In the PE class*

There was further substitution of phrases such as "goes up and down", "moves very slow", "moves very fast" being included. Various English children's rhymes for jumping rope also became part of the PE lesson with the pupils chanting for example, "Hickety Pickety Pop, How many times before I stop? 1, 2, 3, 4 . . . ." as they were jumping rope. This was a very successful method as the rhythm helped not only with the development of the jumping rope skill but also with the revision and consolidation of the numbers they had learnt in the English lesson. With the help of the teachers the pupils were encouraged to continue counting the number of times they jumped rope even when they reached numbers they were not familiar with.

## 6. Assessment

Assessment as an integral part of any learning process was planned and applied in the PE through CLIL programme and focused on achieving the objectives of every lesson. The



techniques used to assess the acquisition of the movement vocabulary were basically the ones used in assessing cognitive goals in a regular PE class.

Formative assessment was carried out through the lessons using alternative and authentic techniques. Alternative techniques require pupils to use high order thinking skills, such as problem solving and decision making while authentic assessment requires pupils to use and apply skills and knowledge in real-life situations (Schiemer, 2000). The purpose of formative assessment, which was embedded in the actual lesson, was to provide pupils with feedback regarding the process and the enhancement of their movement learning and language understanding.

Since written tests could not be used, verbal and physical responses were observed for assessment purposes. When pupils were not able to respond verbally, they were encouraged to do so non-verbally, by demonstrating. Apart from the live observations, lessons were videotaped for more precise and reliable monitoring of pupils' progress.

One of the techniques for the assessment of vocabulary acquisition was questioning in the beginning, during or at the end of every lesson for activating prior knowledge, confirming, understanding and summarizing accordingly. Furthermore, small changes to familiar games were made leading to the practice of productive skills and to the assessment of the acquisition of movement skill and concept terminology. For example, in the game "musical hoops" (a version of musical chairs) the teacher calls out a skill (jump) and the pupils have to move around using this skill, that is, jumping until the teacher signals 'stop' and they have to find a hoop to stand in. The pupils then take the role of the teacher and are the ones to call out the skill.

Apart from eliciting new language from the pupils the teachers needed to assess their general understanding of concepts also. An indirect way of doing this was when the EFL teacher pretended not to understand the instructions so that the pupils would explain them to her and if necessary, she would repeat them using different language to help the pupils who looked confused. Other alternative techniques of assessment were used such as the teacher performing a newly acquired skill incorrectly and pupils correcting her. This was more natural when done by the EFL teacher rather than the PE teacher who was a specialist. The pupils immensely enjoyed correcting the EFL teacher.

At the end of every lesson a quick assessment of the content and language that had been taught was included. An example of this is when the PE teacher asked pupils to perform something of the content of the day (e.g., "Mary can you show us how to balance on three parts of the body?").

## **7. Discussion**

As previously mentioned in this paper the task of integrating content and language requires careful planning and organisation so as strike a balance between the two. As the medium of instruction is the foreign language, language teachers could easily fall into the trap of teaching language rather than content. Teaching a subject in the foreign language is not the same as an integration of language and content and it is necessary for language and subject teachers to work closely together in order to find the way for real integration (Marsh, 2002).

In the beginning of the school year the teachers involved in the PE through CLIL programme needed to explain to the pupils the reasons why this programme was being implemented and

why the PE lessons were being conducted in English. Some pupils were initially sceptical and some reacted negatively as they believed it would be much more difficult for them to understand the content of the lesson and furthermore, because they would need to make much more of an effort than they would have if the class had been conducted in Greek. After a few weeks, however, their attitudes started changing as they began to feel safer, more confident and more accustomed to using language for and through learning.

As in any CLIL programme emphasis was placed on the pupils understanding of the content matter and the instructions were given as part of the language learning process where learners begin with receptive understanding before they move on to productive use. Young learners, especially in the initial stages, require input from the target language until they are ready to produce it (Halliwell, 1992). This input comes from the teachers who encourage the learners to use the foreign language while engaging in the activities. Care was taken with the choice of the language used so as to ensure that all pupils were to first understand and at a later date use the new language to communicate. Having knowledge of the school's English language syllabus made it possible to use language that pupils were familiar with and to gradually add further subject specific vocabulary. Learners were encouraged to engage in the activities at hand through the use of the English language. The teachers' role was to support and encourage them in this.

It is significant to mention that emphasis was not on accuracy but on communication and on helping pupils perceive that learning is an enjoyable experience. As Marsh (2000, p. 12) claimed "If the child enjoys the CLIL experience then the extra workload will not be seen as a problem". So it was teachers' responsibility to ensure that pupils were exposed to a fun, safe, enjoyable learning environment and to keep stress to a minimum. What Marsh refers to as 'the extra workload' is considered here to be the attempt pupils made in order to understand and communicate in the English language.

There were times when the teachers realised that a pupil may not have understood the instructions and was just imitating what others were doing. Strategies used to check this were the observation of pupils' physical responses to instructions and their answers related to the questions about the activities. As was expected, even though the pupils understood the lesson in the English language some initially spoke in their native language, Greek, to the teachers. It was of no surprise that the pupils spoke Greek to the teachers and that there were instances of code switching. They were not reprimanded in any way when they did this with the teachers continuing to speak in English. In fact, the pupils were encouraged to use English but not pressured into doing so until they felt ready. It was the teachers' responsibility to keep stress levels to a minimum and to ensure that the pupils felt safe in the CLIL environment.

Interference of one language to another is a natural part of the learning process as was the fact that the new English vocabulary was used with much greater ease than the vocabulary which had already been acquired in the Greek language. From the experience of the PE through CLIL programme it was realised that to be able to help learners understand the CLIL teachers had to have a very good command of the English language and especially of speaking skills. To be able bring the foreign language down to the level of the young learners is very demanding and requires the flexible use of the foreign language. As both teachers had an excellent command of the language it was not necessary to use the mother tongue at any time during the programme.

This paper is the first presentation of a longitudinal study that began with Year 2 pupils and is still continuing today with the same group of pupils in Year 4. It is not possible to generalise from the outcomes of this study as the school has a special EFL curriculum which is very different to that of other Greek primary schools. However, if teachers are looking to implement a PE through CLIL programme in their school it is possible to take this study into consideration and adapt it to suit the language level of the pupils.

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