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**TEACHING PHYSICAL EDUCATION
THROUGH CLIL**

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**Grado en Maestro en Educación Primaria
Lehen Hezkuntzako Irakasleen Gradua**

Trabajo Fin de Grado
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***TEACHING PHYSICAL EDUCATION THROUGH
CLIL***

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo de *formación básica* se concreta en los primeros puntos del trabajo, concretamente en el marco teórico, donde se habla sobre las características de la metodología CLIL y la asignatura de la Educación Física.

El módulo *didáctico y disciplinar* ha permitido el desarrollo de un proyecto CLIL integrado, donde se enmarcan actividades propias de las distintas didácticas cursadas durante la carrera. Además, también se concreta en el análisis de tres sistemas educativos diferentes.

Asimismo, el módulo *practicum* me ha permitido diseñar una unidad didáctica real, donde las actividades planteadas no son excesivamente difíciles para la edad a la que van dirigidas sino que podrían llevarse a cabo perfectamente. Este también se desarrolla en el punto 3.3., en el que se ha podido diseñar un cuestionario para profesores de CLIL en el área de la Educación Física.

Por otro lado, la Orden ECI/3854/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “Introducción” y “Conclusiones”.

Resumen

En el siguiente trabajo se trata de dar a conocer las características de la metodología CLIL y las posibilidades que esta ofrece en la Educación Física. Para ello, el trabajo se centra primero en aspectos generales para terminar con los más específicos. Primero se empieza desarrollando el marco teórico tanto de la metodología anteriormente citada como de la asignatura impartida, y después de tener una base teórica y analizar la asignatura, se examinan y comparan tres sistemas educativos: el Británico, el Estadounidense y el Español. Posteriormente, se reflexiona sobre el rol del profesorado, examinando las incertidumbres que se pueden crear por impartir la clase en inglés, llevando a cabo una encuesta que se analizará en el punto 3.3. Para finalizar, se ha planteado una propuesta de unidad didáctica para la asignatura de Educación Física con la metodología CLIL en la que se han querido trabajar las emociones.

Palabras clave: CLIL; Educación Física; lengua extranjera; rol del docente; Educación emocional.

Abstract

In the following study we try to make known the characteristics of the CLIL methodology and the possibilities that this offers in the Physical Education subject. In order to do this, the study focuses first on general aspects to finish off with the most specific ones. First, we begin developing the theoretical framework of both the CLIL methodology and the subject taught, and after having a theoretical basis and analyzing the subject of Physical Education, we examine and compare three educational systems: the British, the United States and the Spanish. Subsequently, the study reflects on the role of teachers, examining the uncertainties that can be created by imparting the class in English with a survey to be analyzed in chapter 3.3. Finally, we have prepared a proposal for a didactic unit for the subject of Physical Education with the CLIL methodology in which we have wanted to work the emotions.

Keywords: CLIL; Physical Education; foreign language; Teachers' role; Emotional education.

Laburpena

Hurrengo lanean CLIL metodologia eta honek Gorputz Heziketan eskaintzen dituen aukerak ezagutaraztea lortu nahi da. Horretarako, lehendabizi lana alderdi orokorretan zentratzen da, ondoren aspektu zehatzetan bukatzeko. Hasteko, aipatutako metodologiako eta Gorputz Heziketako ikasgaiko marko teorikoa garatzen da; horrela oinarri teoriko bat izan eta ikasgaia aztertu ondoren, hiru hezkuntza sistema ikertu eta alderatzen dira: britainiarra, estatubatuarra eta espainiarra. Honen ostean, irakaslegoaren rolari buruz hausnartzen da, izan ditzaketen zirugabetasunak galdetegi baten bidez aztertuz (hau 3.3. puntuan ikertuko da). Amaitzeko, unitate didaktiko bat proposatu da, zeinetan Gorputz Heziketako klasean CLIL metodologia erabili nahi izan den emozioak landuz.

Hitz gakoak: CLIL; Gorputz Heziketa; atzerriko hizkuntza; irakasleen rola; hezkuntza emozionala.

Index

Introduction	1
1. Theoretical background	3
1.1. Content and language integrated learning	3
1.1.1. Defininf CLIL	4
1.1.2. The 4 C's	5
1.1.3. The aims of CLIL	6
1.1.4. How is CLIL different ?	7
1.1.5. The role of the students' first language	7
1.1.6. The implications for the first language development	7
1.1.7. Problems and critiques of CLIL	8
1.1.8. The Basque experiment	10
1.2. CLIL and the subject are of Physical Education	12
1.2.1. Physical Education	12
1.2.2. The role of language in CLIL for Physical Education : from Language Awareness to Language Proficiency	13
2. Comparing the educational systems	17
2.1. The British educational system	17
2.1.1. Physical Education	19
2.2. The United States educational system	21
2.2.1. National Physical Education Standards	22
2.2.2. Physical Education Curriculum Analysis Tool (PECAT)	22
2.3. The Spanish educational system	23
2.3.1. Stage organizations. Areas	24
2.3.2. Transversal elements	25
2.3.3. Competences	26
2.3.4. Teachings taught in foreign languages	27
2.3.5. Assessment	27
2.3.6. Physical Education	28
2.4. The differences between the three educational systems	32
3. Teachers and CLIL	33
3.1. Teachers training	33
3.2. The role of the teacher in a CLIL classroom	35
3.3. Teachers' uncertainties	36
4. Proposal for a didactic unit	41
4.1. Contextualization	41
4.2. Psychological and biological characteristics of the students	43
4.3. Curriculum content : objectives and basic competences	44
4.4. Unit contents	46
4.5. Methodology	47
4.6. Assessment	49
4.7. Timing and activities	52
4.8. Sessions	55
4.9. Resources	63
Conclusions and open questions	65
References	69

A. Annex I: The emotional dictionary	71
A. Annex II: How did you feel today?	74
A. Annex III: Individualized assessment template	76
A. Annex IV: Individual template for the development of the sessions	78
A. Annex V: Self-assessment sheet	79

“Motivation goes in both directions: high motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation.”

(Cook, 2001, p.139)

INTRODUCTION

In recent years, there has been increased interest in teaching and learning other subjects through a foreign language. This methodology is known as CLIL and it is seen by many as a different approach to teach with a great potential. Coyle, one of the leading researchers in the area, speaks of it as a “change agent” which helps, for example, “to transform ‘traditional’ monolingual learning contexts into bilingual experiences” and “to contribute to the European vision for a plurilingual and pluricultural union” (Coyle, 2013, p. 25). As in Europe, in Spain there has been an increasing number of primary schools becoming part of bilingual projects. Consequently, in this study I would like to investigate more in the subject, studying the positive and negative aspects of CLIL and looking for how we could develop the communicative competence of the students in a foreign language from the Physical Education subject. Physical Education is a practical subject that features the development of psychomotor as well as affective skills, PE is different from other subjects on the curriculum as will be discussed in detail in chapter 1.2.

Another important idea that I will explain is the 4 Cs framework, that according to Do Coyle (2005) CLIL is based in four key principles, which are content, cognition, communication and culture. Related to this, in 2010, Coyle, Hood & Marsh (2010) created a structure for CLIL and it is called 4 Cs framework.

After discussing about the definitions, I will introduce the aims of CLIL and I will talk over positive and surmises about CLIL before turning to difficulties and critiques of the approach and after that I will talk about a CLIL experiment done in the Basque country. Then, I will focus on the CLIL effect in Physical Education, talking about the role of language in CLIL for PE. After that I will compare the British, United States and Spanish educational systems and subsequently I will explain the role of the teachers in CLIL.

To put an end to this work, I will develop a didactic unit to put into practice everything mentioned. To do this, I will make a unit plan for children of 5^º of primary (10-11 years)

related to the emotions, something that should be deepened much in these ages. I will explain the objectives that we want to achieve, as well as the methodology, activities and materials that I propose to develop the didactic unit. In addition, I will also analyse the most appropriate methodologies and evaluation.

This project will be carried out to find a teaching-learning process about the improvement of the linguistic, cultural, cognitive and content expression in the students of a non-native language through Physical Education.

INTRODUCCIÓN

En los últimos años ha habido un mayor interés en la enseñanza y el aprendizaje de otros temas a través de una lengua extranjera. Esta metodología es conocida como CLIL y es vista por muchos como un enfoque diferente para enseñar con un gran potencial. Coyle, uno de los principales investigadores del área, habla de él como un "agente de cambio" que ayuda, por ejemplo, a "transformar los contextos de aprendizaje monolingües" tradicionales "en experiencias bilingües" y "contribuir a la visión europea para una unión plurilingüe y pluricultural"(Coyle, 2013, p. 25). Como en Europa, en España hay cada vez un número mayor de escuelas primarias que han pasado a formar parte de proyectos bilingües. En consecuencia, en este estudio me gustaría investigar más sobre el tema, estudiando los aspectos positivos y negativos de la metodología CLIL y buscando cómo podríamos desarrollar la competencia comunicativa de los estudiantes en una lengua extranjera desde la asignatura de la Educación Física. Como veremos, la Educación física es una asignatura práctica que presenta el desarrollo de las habilidades psicomotrices y afectivas, es decir, la Educación física es diferente a otras asignaturas en el currículo como se discutirá en detalle en el capítulo 1,2.

Otra idea importante que voy a explicar es el marco de 4 CS, ya que según Coyle (2005) CLIL se basa en cuatro principios clave, que son el contenido, la cognición, la comunicación y la cultura. Relacionado con esto, hablaré sobre la estructura que crearon para CLIL en 2010, Coyle, Hood & Marsh (2010), llamada "el marco de las 4 Cs".

Después de debatir sobre las definiciones, introduciré los objetivos de CLIL y hablaré sobre las cosas positivas y suposiciones acerca de CLIL antes de volver a las dificultades y críticas del enfoque y a continuación hablaré de un experimento CLIL realizado en el

país Vasco. Más Adelante me centraré en el efecto CLIL en la Educación física, hablando sobre el papel del lenguaje en CLIL para la asignatura. Después compararé los sistemas educativos británico, americano y español y posteriormente explicaré el papel de los profesores en CLIL.

Para poner fin a este trabajo, desarrollaré una unidad docente para poner en práctica todo lo que he mencionado anteriormente. Para ello, haré una unidad didáctica para niños de 5º de primaria (10-11 años) relacionadas con las emociones, algo que debería profundizarse mucho en esta franja de edades. Explicaré los objetivos que queremos alcanzar, así como la metodología, las actividades y los materiales que propongo para desarrollar la unidad didáctica. Además, analizaré también las metodologías y la evaluación más apropiadas para este tipo de metodologías.

Este proyecto se llevará a cabo para encontrar un proceso de enseñanza-aprendizaje sobre la mejora de la expresión lingüística, cultural, cognitiva y de contenido en los estudiantes de una lengua no nativa a través de la Educación Física.

1. THEORETICAL BACKGROUND

1.1. Content and language integrated learning

In the following study I am going to talk about the pedagogy of Physical Education through the CLIL methodology, therefore I think it is important to explain the meaning of the CLIL acronym. For that, I am going to set forth different definitions to increase our knowledge of this methodology.

What is CLIL? Well, that is a good question. CLIL, as I have mentioned before, it is an acronym and in four small words it gathers a teaching philosophy with a very clear approach and methodology. Although CLIL was invented in the 1990s, this methodology was being used since the Ancient Rome, when they preferred to teach their children in greek.

Nevertheless, the problem of the definitions, particularly when they are related to an approach, is that they tend to be abstract. For that reason, I would like to explain these definitions in a specific and understandable way. Firstly, we are going to analyse the most common definitions of CLIL, for example, the descriptions made by his creator, David Marsh.

1.1.1. Defining CLIL

The term CLIL was coined by David Marsh in the University of Jiväskylä, Finland, in 1994 and since then it has expanded all over the continent and further afield. The acronym CLIL means “content and language integrated learning” and is a dual-focused educational approach in which an additional language (L2) is used for the learning and teaching of both content and language. It is used during primary and secondary. As we will see, what unites all those different descriptive terms is the underlying concept of teaching content by using a foreign language.

David Marsh, as I have mentioned before, is the creator of the term CLIL and he has given some different definitions about the methodology:

“CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language”. (Marsh, D. 1994).

“This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners”. (Marsh, D. 2000).

“CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language”. (Marsh, D. 2002. Content and Language Integrated Learning: The European Dimension - Actions, Trends and Foresight Potential).

This definition is very useful because it emphasizes some of the educational intentions intrinsic to the CLIL paradigm. Through the practise of CLIL, you learn the content (subject) while at the same time you are learning a foreign language, this is called “the dual-focused objective”.

In an interview with the International House Journal of Education and development (2009), Marsh states the following:

“Content and Language Integrated Learning (CLIL) is an educational approach where some content learning (like a topic on global climate, or a subject) is taught in an

additional language (such as English language in Korea). It is a single educational approach which involves very different models. In other words, the foundation is the same, but the way in which it is carried out differs – and this depends on what educators want to achieve in a given place and time. It is an innovation, but based on putting together long-standing chunks of good educational practice into special packages”. (Marsh, D. 2009, IH Journal of Education and Development)

Eurydice, the information network of education in Europe, in the book *Content and Language Integrated Learning (CLIL) at school in Europe*, give this definition:

“the acronym CLIL is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than languages lessons themselves”. (Eurydice, 2006, p. 8)

As Marsh (1999) indicates. CLIL is a dual-focused approach in which content is learned using the second language (L2). Also, it is an approach geared to students and its objective is to help students to understand the point of learning a language. Sometimes the students won't feel the need to do so since the second language is far away from their real lives. This is a constructivist approach, in which students make use of the previous facts to build their knowledge; that is to say, they learn doing and participating actively in the process.

As stated by David Marsh (1999) and Do Coyle (2005), one of the most promising characteristics of CLIL is the fact that it allows the students to use the language as a implement to learn the second language, instead of being the main goal of the learning framework. The teaching-learning method of a foreign language should have an intention and take place in an atmosphere in which the students can take part actively and use the language to complete tasks. This will make the students feel that learning a language has a goal and they will be motivated, obtaining confidence in the students, being able to participate feeling more comfortable.

1.1.2. The 4 C's

According to Do Coyle (2005) CLIL is based in four key principles, which are content, cognition, communication and culture.

- **Content:** it is the subject or the project topic, and it is the principal dimension in the learning process and in the obtainment of the knowledge, abilities and understanding.
- **Cognition:** it must engross and challenge the students, and analyse previous information and facts to be efficient. With CLIL methodology students build their own understanding.
- **Communication:** language is a channel for communication and learning. To communicate favourably, students will use the language in different ways and not only as a code of signs and grammatical rules.
- **Culture:** when we learn a foreign language we don't only study the grammatical structures, but understanding, tolerance and international values that help students to grow into citizens of a global reality.

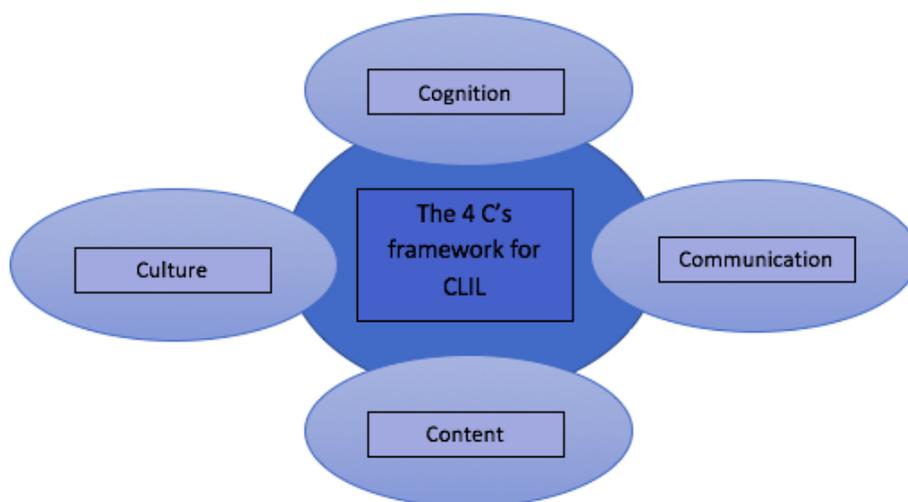


Figure 1. The 4 C's framework for CLIL

1.1.3. *The aims of CLIL*

The aims, as David Marsh explained in the interview with the International House Journal of Education and development (2009), depend on the model used: "These may be subtle, as in helping youngsters understand the point of learning a language and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. This is crucial in places like Spain and Japan where English is often remote from the real lives of young people" adds Marsh. But there are more obvious aims, such as developing advanced language skills or getting teacher to change teaching

practice (content and language teachers), or socially oriented aims, boosting levels of harmony between inter-ethnic groups; that is, to convey pupils values of tolerance and respect vis-à-vis other cultures. In addition, the Eurydice Report noted “preparing pupils for life in a more internationalised society and offering them better job prospects on the labour market” among the aims of CLIL.

Furthermore, CLIL makes in mainstream education bilingualism, that is to say the ability to express oneself with ease in two languages (and trilingualism in some very special environments such as in Spain) a realistic and achievable aim. Partial language skill is a very important notion now in education, and with this in mind, it is possible to mainstream CLIL, and it is happening right now.

1.1.4. How is CLIL different?

One concept that often differentiates CLIL from approaches like content-based language education is that content drives CLIL. The balance between content and language may differ depending on the model or the class. The combination among these two concepts is what really matters, not the time attributed to each.

Furthermore, another concept that differentiates CLIL is the fact that we are incorporating content to learn a language and this can motivate students; because they are not learning the language just in abstract terms, but to complete some tasks and learn something new from a different field.

1.1.5. The role of the students' first language

Students' first language is fundamental and there are some reports that show that exposure to CLIL improves the first language. This is probably because of the improvement of metalinguistic knowledge. However, CLIL is not just “teaching in a foreign language” (which is a tendency emerging all over the world with English). CLIL implicates doing this using particular methodologies and skills and these adjust the first language.

1.1.6. The implications for the first language development

According to David Marsh, it depends on which language and where, that is why there are different CLIL models. As an example, science and maths in English in Malaysia has

caused big polemics because of the possible loss to the Malay language. But in the 1970s the same discussion was intense because of the difficulty of concepts in Malay and English when approaching the sciences. As we all know, English is a strong language and in some parts of the world we can see how it acts as an “assassin language”. In summary, CLIL always tries to accommodate both first and second language whenever possible.

In addition, there are some examples of English-speaking countries adopting CLIL in mainstream education to promote language learning, for example Canada and the USA (some bilingual education is close to CLIL). Furthermore, Australia, and now the UK are getting closer to CLIL for learning foreign languages, and if that wasn't enough there is a discussion about CLIL as a concept to further help the teaching of English to migrant children in the UK.

1.1.7. Problems and critiques of CLIL

One of the problems of CLIL is that the lack of proficiency can result in a reduced understanding of the subject, in other words, if the student does not have a good command of the second language (L2) he or she won't understand what the teacher is explaining. To solve this problem, the teacher should use constructivist methodologies and scaffolding.

Another critique of CLIL is that sometimes students feel frustrated with their inability to communicate in the second language and to be themselves, for example there was a Tanzanian school in which if children were caught speaking languages other than English, they were sent to stay under the “punishment tree”. Besides, in Canada there was a class in which the teacher would not speak in the first language to the pupils, but used a doll whenever students really needed to speak in the L1. However, if the teacher is using a good CLIL method, you will see “trans-linguaging” used, which is the systematic use of more than one language, this is one tool to decrease such frustration.

We have to keep in mind that CLIL is a very recent approach and, like all the approaches, has its own problems. On top of that, CLIL is a very demanding methodology with very little practical guidelines, and this can lead to not succeed. Another problem with the approach is the question who actually teaches CLIL. Specific teacher training courses for

CLIL are very few, and teachers usually do not have the enough training only with the grade.

According to Lucietto (2009, p 118), CLIL methodology is usually launched by language teachers and this can cause discussions between subject and language teachers, because subject teachers can feel that their subject area invaded. To solve this Lucietto proposes a cooperation between language and subject specialists to, in conjunction, plan and deliver CLIL. However, it would take a lot of time and the headmaster might not be willing to Schedule two teachers for a class to teach CLIL together. In addition, the lack of CLIL specific resources makes the planning process even more slow. Schools should be aware that this approach takes time and effort and they have to decide if they have the resources to keep the project going in the future.

Conected to the problem I have mentioned in the previous paragraph, when should CLIL take place, in the subject or in the language lesson? According to the definitions of Mehisto et al. (2008) and Coyle et al. (2009), CLIL can take place in language lessons while the definitions of Eurydice says it has to happen outside of language lessons.

Assessment is another decisive aspect of CLIL because there are two aspects that teachers can assess: content or language (or both). If the second language (L2) is used for the assessment, the teacher has to decide how far to correct grammar, spelling, writing, etc. mistakes. If the L1 is used to for assessment, the teacher has to introduce appropriate vocabulary in the mother language as well.

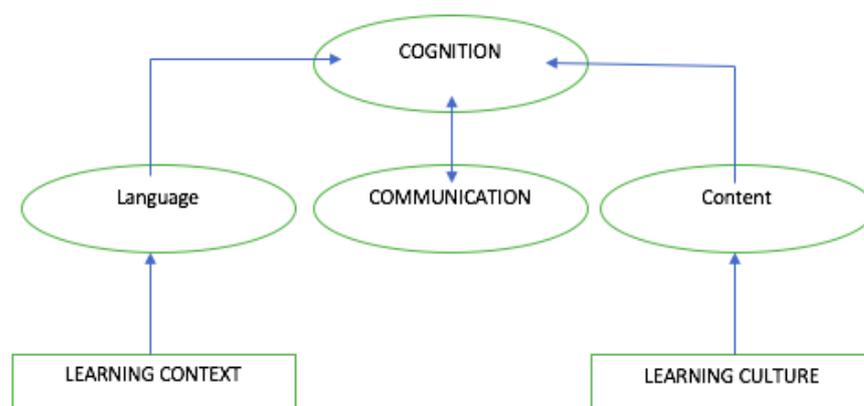


Figure 2. Content and language relation

1.1.8. *The Basque experiment*

In the 1960s, the Ikastolas were created in order to ensure quality mother-tongue education to Basque-speaking children. An Ikastola is a type of primary and secondary school in the Basque Autonomous Community, Navarre and (to a much lesser extent) the French Basque Country in which students are taught either entirely or predominantly in the Basque language. It soon became self-evident that promoting the use of a minority language such as Basque out of the range of the school context was a difficult aim to achieve. Students achieved a good level of Basque but there was no transfer of the language into informal context outside or even in the school. The use of Basque in society did not increase in proportion to the number of new Basque speakers created by the educational system. In order to bridge that hole and to promote the use of Basque outside the classroom, in 1980 the Ikasola network created *Euskaraz bizi* (live in Basque). In 1990, the Ikastolas analyzed and increased their linguistic objectives so that multilingualism turned into the new objective. Within this context, the *Eleanitz-English* (Multilingual-English) project was created and these days, there are around 75 Ikastolas involved in this project.

In order to develop the multilingual school model, the Ikastolas are implementing a CLIL project called "SSLIC" (Social Science and Language Integrated Curriculum). This project is fulfilled during the final stages of the Eleanitz-English project and it consists of teaching Social Sciences only through English in the last two years of mandatory education (ages 14-16). With this new project students do not receive supplementary Social Science instructions in Basque; therefore, SSLIC students study the same curriculum as if they were studying Social Sciences in Basque. Because of that, the objectives and contents of the English classes have been adapted, thus the language needs originated from studying Social Sciences through English can be supported in the English classes.

With this new project, some issues were raised among educators, parents and students. On one hand, there were some point in question related to CLIL:

- Will the CLIL programme ensure that students reach the Social Science objectives stated by the official curriculum for that age range?

- Will the development of the students' competence in English be positively affected by SSLIC?

On the other hand, there were other matters of contention related to the sociolinguistic situation of the Basque language. In order to answer all the questions, an evaluation of the Social Sciences knowledge was carried out by the University of the Basque Country (UPV-EHU). The same tests were given to the control group (students who had studied Social Sciences with the same contents and textbooks in Basque) and to the SSLIC group. The test was done in Basque, and this may have limited the complete attainment of the SSLIC students. There were two further characteristics that distinguish the SSLIC group and the control group:

- Students within the SSLIC groups had started learning English at the age of four, since the control group had been introduced to that language at eight.
- Teachers involved in the SSLIC groups had received stronger pedagogical support whereas they had received intensive in-service training and a set of didactic materials designed specifically for the CLIL project they were required to carry out.

The test had two different sections:

1. Some questions about the comprehension and assimilation of the Social Science concepts.
2. A set of questions designed to assess the ability of expression.

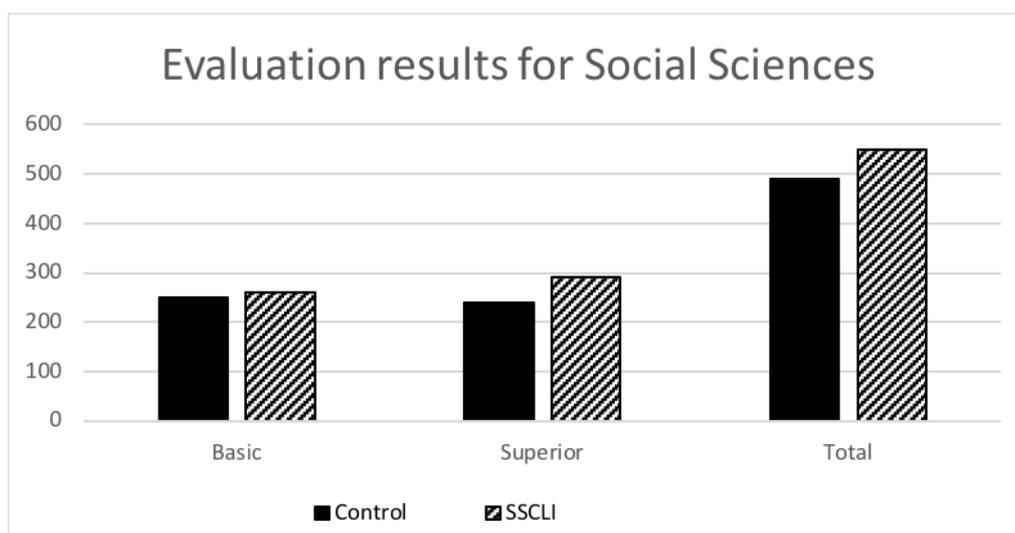


Figure 3. Evaluation results for Social Sciences.

As we can see in the results, SSLIC students obtained higher results in the second section (the one about expression). The results also show that SSLIC students were able to express the contents through English in Basque, which shows that their communicative competence in Basque had not been affected.

Although more investigation needs to be done to see the effects of CLIL on the development of the mother-tongue and the second language (Sierra, Gallardo del Puerto and Ruiz de Zarobe, 2011), the results of the evaluation of the Social Sciences knowledge that was carried out by the University of the Basque Country (UPV-EHU) are consistent.

1.2. CLIL in the subject area of Physical Education

According to some researchers like Coyle, Eurydice and Lorenzo (Coyle et al., 2010; Eurydice, 2006; Lorenzo, 2007), CLIL should be an approach driven by the content, and this means that the starting point for planning a lesson with this methodology should be the actual subject, in this case the area of the Physical Education. Therefore, first of all I will briefly explain the characteristics of the subject of Physical Education. I would like to clarify that there are very few publications and research studies on CLIL in PE.

1.2.1. Physical Education

As we all know, Physical Education takes a special role among school subjects, for the reason that it offers some learning opportunities that no other subject can offer. There are three different domains of learning in Physical Education (Rink, 2010, p. 3): the Psychomotor Domain, the Affective Domain and the Cognitive Domain. The affective and Cognitive Domains are developed in all the subjects but the Psychomotor Domain makes the PE subject so unique, in view of the fact that “no other educational program emphasizes psychomotor objectives the way Physical Education does” (Rink, 2010, p. 4).

The Psychomotor Domain includes the improvement and practice of fundamental and complex skills, applying them within game situations. The Cognitive Domain is related to thinking skills and knowledge, to understand what is happening; and the Affective Domain is about feelings, values, social behaviours and attitudes. The goal of PE is to “prepare students for a lifetime of physical activity” (Rink, 2010, p. 5), so the Affective Domain is crucial to reach this, because it is very important to motivate students and

put across a positive feeling to sport to engage in physical activity in their lives outside school.

According to Nietsch & Vollrath (2003, p. 149), when learning with the CLIL methodology in PE there are three different levels that we have to take into account: content learning, cultural learning and language learning. In language learning they distinguish between the learning of *Basic Interpersonal Communicative Skills* (BICS) and *Cognitive Academic Linguistic Proficiency* (CALP), terms that have been added to the literature on CLIL (See for example Otten & Wildhage, 2003).

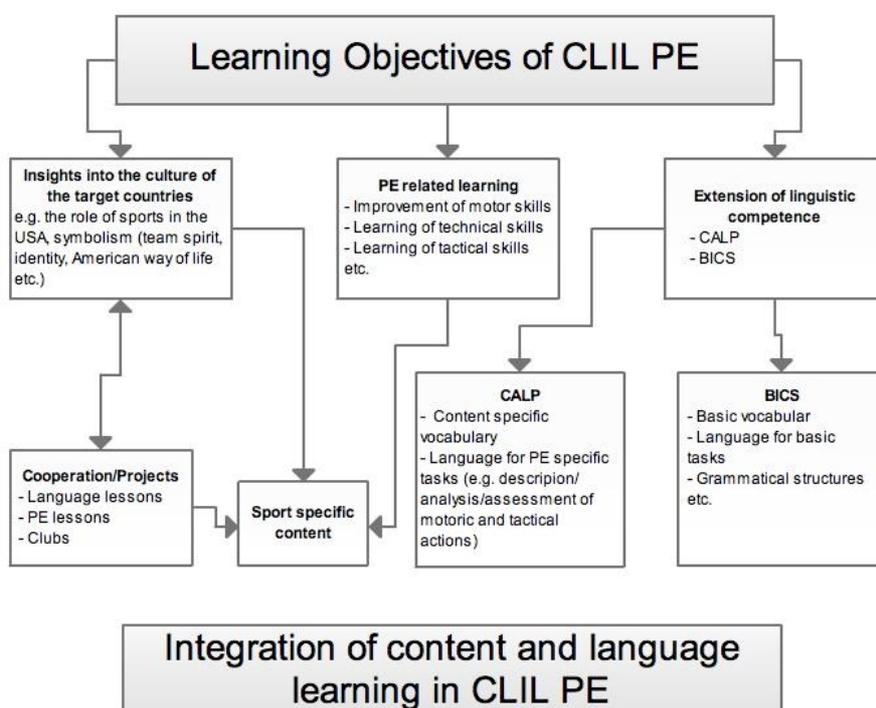


Figure 4. Learning objectives of CLIL in PE after Nietsch & Vollrath (2003, p. 149)

1.2.2. The role of language in CLIL for PE: from Language Awareness to Language Proficiency

In this section I focus on the role of language within a CLIL approach applied to the specific area of Physical Education. As David Marsh says, *“the assimilation of knowledge by students through the use of a different form to transmit and process content (...) can boost risk-taking, problem-solving, vocabulary learning skills, grammatical awareness, and also attitudes, linguistic spontaneity and motivation”* (2008). Therefore, cultural content and/or knowledge have to be rigorously linked to the real language, culture and knowledge of the subject area considered in action (for example, in real life situations).

Taking into account that CLIL teachers are non-native speakers of the second language (L2), the mother-tongue or L1 is used as a medium for instruction (Graddol, 2006) or lingua franca (EFL). Keeping in mind these introductory considerations, I think three basic aspects have to be taken into consideration, with regard to the role of language and the degree of language competence to be achieved in CLIL for Physical Education: Language Awareness, functional competence and cognition, and language proficiency:

- Language Awareness in CLIL

According to the Association for Language Awareness (ALA), language awareness is “the explicit knowledge about language, conscious perception and sensitivity in language learning, language teaching and language use” (ALA, 2012).

“Language Awareness” (Hawkins, 1984) is currently defined by the Association for Language Awareness (ALA) as “explicit knowledge about language, conscious perception and sensitivity in language learning, language teaching and language use” (ALA, 2012). Language Awareness is a vital approach aimed at changing language learners’ views in relation to explicit understanding of how language is used in a variety of contexts. As David Marsh (2012) says, Language Awareness “(...) is directly linked to the shift from focus on ‘form’ to ‘meaning’ and links to how people best learn languages, and how they can achieve deeper understanding of how to use languages in communication. By giving attention to language patterns found in usage, critical thinking skills can also be developed thus enabling a student to develop knowledge”.

This field of study is strictly linked to actual theories and practices in language teaching, like code-switching using English as a Lingua Franca (Cogo, 2009) and conceptual vocabulary (Thordarottir, 2011). Language Awareness also plays a meaningful role in investigating communicative awareness (Garret and James, 2000), critical language awareness (Fairclough, 1992), corpus linguistics for exploring links between language patterns and language use in context (Sinclair 2004, O’Keefe, McCarthy and Walsh 2007) and pragmatics (Ishihara, 2007).

Thus, Language Awareness includes an extended spectrum of areas and a wide range of points related to language learning. This gives students the ability to explore the language or the process of learning the language and to take pleasure in it.

- Functional competence and cognition

In the second dimension there are two theoretical positions in linguistics: functional competence in Halliday's basis of functional linguistics and Talmy's view of the lexicalization process in cognitive linguistics.

As Llinares, Morton and Whittaker (2012) allege, the principal objective of language in CLIL is functional competence. So as to understand this, it is important to comprehend the theoretical background of functional competence and cognition. For that, I have to mention Halliday's functional linguistics structure (Halliday and Matthiessen, 2004) and Talmy's cognitive linguistics basis in an attempt to link meaning and experience.

Halliday proposes a linguistic theory based on meaning, called systemic functional linguistics (SFL), and "all choices speakers or writers make from the lexical or grammatical systems of a language are shaped by the socio-cultural content in which they are involved" (Llinares, Morton and Whittaker, 2012), in our case Physical Education.

In Halliday's basis and representation of language, there are three types of meaning or basic functions taken into consideration:

1. the ideational, which allows us to pass on our knowledge;
2. the interpersonal, which allows us to act out our social relationships;
3. the textual, which allows us to build sequences of discourse with coherence and continuity (Halliday and Matthiessen, 2004: 29–30).

Talmy (2000) has a cognitive point of view and according to him, the tactics of lexicalization emphasizes "the way experience is rendered into languages via the semantic content of lexical items that are used to express experiential categories". The defiance in the CLIL approach applied to Physical Education is to link the two theories and unite them.

- Language Proficiency

The third and last dimension is Language Proficiency and I would like to talk about Barbero's (2011) definition. Barbero explains the extreme variety between languages and disciplines and this diversity has a powerful influence on the application of the CLIL methodology. But she gives a definition of the language in PE that I am not in full agreement for the reason that she callifies the language of Physical Education at an elementary level. That is, she cuts down and simplifies the language of Physical Education to a context limited to practical purposes/structures such as understanding and giving orders and instructions.

Nevertheless, Barbero theorised a framework for CLIL methodology and it can be applied to the field of Physical Education. The structure in the figure lower down, readjusted from Cummins (2000), stands for the ratio of language to content in CLIL in an "analytic scheme for mapping in a general way how the construct of language proficiency can be conceptualized in terms of the intersections of cognitive (information-processing) demand and context" (Cummins, 2000).

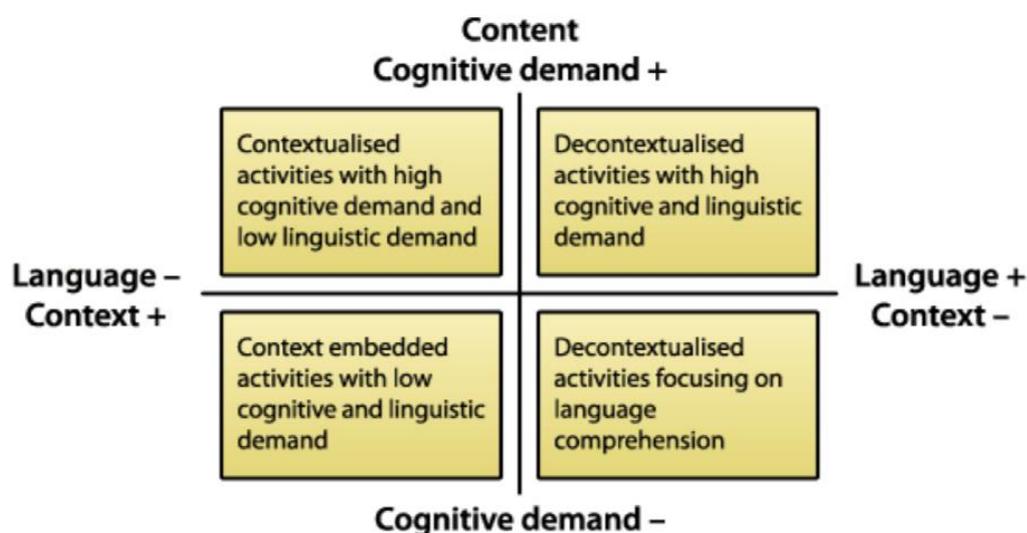


Figure 5. Ratio between Language and Content in CLIL

In accordance with Barbero (2010), the measure of language needed to communicate a content is oppositely proportional to the context. Because of that, we need more knowledge when communication is not associated to a concrete situation and there are no extra indications other than those given by the language. In this case, "Context-reduced communication (...) relies primarily (or at the extreme of the continuum, exclusively) on linguistic cues to meaning, and thus successful

interpretation of the message depends heavily on knowledge of the language itself (Cummins, 2000)". Taking into account the quadrants of Barbero's framework, CLIL activities can be distributed "in four categories resulting from the combination of their different language and content: 1) low-demand of cognitive involvement that requires very limited use of the language; 2) activities with low cognitive demand, focused on language; 3) high-demand cognitive tasks that require limited use of the language; 4) high-demand activity and cognitive linguistics" (Barbero, 2011).

The CLIL challenge applied to Physical Education consists in being able to follow the 4 quadrants in Barbero's framework. Doing this, it would be possible to achieve a higher level of language proficiency when contending with abstract concepts related to the lexicalization of movement in relationship to space, body parts, time and games.

2. COMPARING THE EDUCATIONAL SYSTEMS

2.1. The British educational system

The English National Curriculum is a curricular structure that schools in Great Britain use to guarantee the balance and the consistency of the teaching and learning process. As in the Department for Education's website (<https://www.gov.uk/national-curriculum>) is explained, this system determines four parameters:

1. The subjects taught
2. The knowledge, repertoire and skills that contain each subject
3. The level of skill awaited from every student in each subject
4. The progress of every student, who is assessed and reported

In this way the schools are able to organize and tidy up their methodologies of teaching and learning, to satisfy by the best way all the needs of their students.

The National curriculum is divided in stages, Key Stages, and the objective that pursues the academic results is the measuring of the school redemption by the teachers in the end of each Key Stage.

Table 1. The Key stages relation with the Spanish system

	British Council School	Spanish system
School year	Key stage	<i>Curso académico</i>
Year 1 (5-6)	KS1 (Primaria)	<i>3º curso Infantil</i>
Year 2 (6-7)		<i>1º curso Primaria</i>
Year 3 (7-8)		<i>2º curso Primaria</i>
Year 4 (8-9)	KS2 (Primaria)	<i>3º curso Primaria</i>
Year 5 (9-10)		<i>4º curso Primaria</i>
Year 6 (10-11)		<i>5º curso Primaria</i>
Year 7 (11-12)	KS3 (Secundaria)	<i>6º curso Primaria</i>

At the end of of each key stage, the teacher will formally assess students performance:

Table 2. All the subjects of the Key Stages 1, 2, 3 and 4

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Age	5-7	7-11	11-14	14-16
Year Groups	1-2	3-6	7-9	10-11

Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical Education	✓	✓	✓	✓
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

2.1.1. Physical Education

Purpose of study:

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content:

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.

- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

2.2. The United States education system

As in the *Guide to the educational system in the United States* (Antonella Corsi-Bunker) is explained, the American education system is different from other countries. The United States Federal government contributes almost 10% to the national education budget, education is fundamentally the responsibility of state and local government. For example, in Minnesota, almost 80 percent of public education amount come from state sources. About 17 percent comes from local sources, while less than five percent comes from the Federal government. States also determine the number of years of mandatory education: in most states, education is compulsory from five or six to sixteen; but in some states students have to stay on in school until age 18. All children in the United States have access to free public schools.

Therefore, every state has excellent control over what is taught in its schools and over the requirements that a student must fulfil, and it is also responsible for the endowment of schooling. Consequently, there is tremendous variation among schools regarding courses, subjects, and other activities – it always depends on where the school is placed. Nevertheless, there are some common features, as e.g. the division of the education system into three levels: elementary/primary education, secondary education, and postsecondary/higher education (college or university).

U.S. educators frequently use the terms K-12 education to refer to all primary and secondary education, from Kindergarten prior to the first year (or 1st grade) of formal

schooling, through secondary graduation (12th Grade). U.S. children enter formal schooling around age 5. After elementary school, students proceed to junior high school (also called middle school).

During both Elementary and Middle School (or Junior High), children generally stay in the classroom an average of 6.5 to 7 hours.

There is an even greater variety of subjects than before. Students generally stay in the classroom an average of 7.5 hours and must earn a certain number of credits (which they get for a successfully completed course) in order to graduate and be awarded with a High School Diploma – there is no final examination like in many other countries.

Only with a high school diploma students can enroll in postsecondary education. It is important to know that colleges and universities sometimes require certain high school credits or tests (e.g. SAT) for admission, and students must plan their high school career with those requirements in mind. The SAT Reasoning Test is a standardized test for college admissions in the United States. The ACT test is another standardized test for college admission in the United States. The ACT test assesses high school students' general educational development and their ability to complete college-level work.

Separation of State and Religion

2.2.1. National Physical Education Standards

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective Physical Education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

2.2.2. *Physical Education Curriculum Analysis Tool (PECAT)*

The Physical Education Curriculum Analysis Tool (PECAT) is a self-assessment and planning guide developed by CDC. It is designed to help school districts and schools conduct clear, complete, and consistent analyses of Physical Education curricula, based upon national Physical Education standards. Specifically, the PECAT

- Assesses how closely Physical Education curricula align with national standards for high quality Physical Education programs
- Analyzes content and student assessment components of a curriculum that correspond to national standards for Physical Education for four grade levels: K–2, 3–5, 6–8, and 9–12
- Helps school districts or individual schools identify changes needed in locally developed curricula

The results of the PECAT can be used by school districts to enhance existing Physical Education curricula, develop curricula, or select published curricula that will deliver high quality Physical Education to students.

2.3. **The Spanish educational system**

As my didactic unit is based on the *DECRETO FORAL 60/2014, of the 16th of July*, I will specify more the characteristics of this curriculum. In Spain primary education is compulsory and free. It comprises six courses, which will be studied ordinarily between six and twelve years of age. In general, students will be incorporated into the first course of primary education in the calendar year in which they are six years old.

Primary education has a global and integrative character and is organized in areas. These areas are organized into three blocks: core, specific, and free autonomic configuration. Special emphasis will be placed on the development of habits, attitudes and values that favour the integral training of students.

The tutorial action guides the individual and collective educational process of the students. The teacher tutor will coordinate the educational intervention of the whole of the teachers of the students to whom it supervises and will maintain a permanent relationship with the family, in order to facilitate the exercise of the rights recognized in the article 4.1. d) and g) of the Organic Law 8/ 1985, 3 July, regulating the right to education.

Primary education will help to develop in the children the capacities that allow them to reach some of the following objectives:

- to know and to appreciate the values and the norms of coexistence, learning to work according to them, to prepare for the exercise active citizenship and respect human rights, as well as the pluralism of a democratic society.
- Develop individual and team work habits, effort and responsibility in the study as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.
- To acquire skills for the prevention and peaceful resolution of conflicts, enabling them to develop with autonomy in the family and domestic spheres, as well as in the social groups with which they relate.
- To know, understand and respect the different cultures and differences between people, the equal rights and opportunities of men and women and the non-discrimination of people with disabilities.
- To assess hygiene and health, to accept the body itself and that of others, to respect differences and to use Physical Education and sport as a means to promote personal and social development.
- to develop their affective capacities in all areas of personality and in their relations with others, as well as an attitude contrary to violence, prejudices and discrimination of any kind and sexist stereotypes.
- to promote road education and attitudes of respect that influence the prevention of traffic accidents.

2.3.1. Stage organization. Areas

1. Block of core areas: Students must study the following areas in each of the courses:

- Nature sciences.
- Social sciences.
- Spanish language and literature.
- Mathematics.
- First foreign language.

The school hours corresponding to the areas of this block, together with the totality of the whole stage, will not be less than 50% of the overall timetable for the period. This calculation will not take into account possible extensions of the timetable that can be established on the general timetable.

2. Block of specific areas: Students must study the following areas in each of the courses:

- a. Physical education.
- b. Religion, or social and civic values, at the choice of parents or legal guardians.
- c. At least one of the following areas:

1º Artistic Education

2nd second foreign Language

3. Block of areas of free autonomic configuration: Within this block, the area of Basque language and literature will be studied, in cases in which the corresponding linguistic model requires it. In this same block you will be able to study some area as the Department of Education Normatively stipulates.

4. The Organization in areas shall be without prejudice to the overall nature of the stage which seeks to achieve the objectives and the acquisition of the competencies.

2.3.2. Transversal elements

1. Without prejudice to its specific treatment in some areas of the stage, reading comprehension, oral and written expression, audiovisual communication, information and communication technologies, entrepreneurship and civic education and Constitutional will work on all of them.
2. The primary education curriculum incorporates content, related to sustainable development and the environment, risk situations arising from the misuse of

information and communication technologies, protection against Emergencies and catastrophes, and the risks of exploitation and sexual abuse.

3. Also incorporates content on the development and strengthening of entrepreneurial spirit from creativity, autonomy, initiative, teamwork, self-confidence and critical sense, as well as education and road safety and Risk prevention.
4. Educational centres, through teacher programmes and as provided by the Department of Education, should promote the development of values that promote effective equality between men and women, the prevention of gender-based violence, Terrorist violence and any form of violence, racism and xenophobia.
5. In the same way, the schools will develop actions aimed at promoting the values inherent in the principle of equal treatment and non-discrimination by any personal or social condition or circumstance and for this, among other measures, They will avoid sexist behaviors and content and stereotypes that pose any kind of discrimination.
6. Educational centres, as provided by the Department of Education, will develop actions aimed at promoting learning of the improvement of coexistence, prevention and peaceful resolution of conflicts in all areas of personal, family life and And the values underpinning freedom, justice, equality, political pluralism, peace, democracy, respect for human rights and the rule of law, respect for and consideration of the victims of terrorism and the rejection of violence Terrorist, and the prevention of this and any kind of violence.
7. The schools will establish through projects actions aimed at acquiring and improving the basic skills of computer programming.

2.3.3. Competences

1. The competencies to be acquired by the students will be as follows:
 - a. Linguistic communication.
 - b. Mathematical competence and basic competencies in science and technology:
 - 1.-Mathematical competence.
 - 2.-Basic skills in science and technology.

At least one of the following areas:

Art education.

Second foreign language.

Block of areas of free autonomic configuration: Within this block, the area of Basque language and literature will be studied, in cases in which the corresponding linguistic model requires it. In this same block you will be able to study some area as the Department of Education Normatively stipulates.

- c. Digital competition.
 - d. Learning to learn.
 - e. Social and civic competencies.
 - f. Sense of initiative and entrepreneurial spirit.
 - g. Awareness and cultural expressions.
2. The development, throughout the stage, of the competencies: linguistic communication and mathematical competence and basic competencies in science and technology will be enhanced.
 3. Since competition in linguistic communication is a fundamental factor in the acquisition of other competencies, special treatment will be given to the teaching of reading strategies and the production of written texts. In addition, a daily reading time must be envisaged in all areas, without prejudice to how many additional sessions may be established for the promotion of reading.
 4. For effective acquisition of competencies and effective integration into the curriculum, integrated learning activities will be designed to enable students to develop more than one competition at the same time in order to apply what they have learned to Reality.
- 2.3.4. Teachings taught in foreign languages.
1. Without any modification of the curriculum, some areas of the curriculum may be taught, in whole or in part, in a foreign language in accordance with the regulations established by the Department of Education.
 2. It will be sought that throughout the stage students acquire the terminology of the areas in the Spanish language, in the foreign language and, where appropriate, in the Basque language.

3. The schools that teach some areas of the curriculum in the foreign language will apply for the admission of the students the criteria established in the current legislation. Such criteria shall not include language requirements.

2.3.5. Assessment

1. The Department of Education will guarantee the right of students to an objective evaluation and their dedication, effort and performance to be valued and recognized with objectivity.
2. Evaluation criteria and evaluative learning standards are the benchmarks for graduating both the performance achieved in each of the areas, as well as the acquisition of the corresponding competencies and the achievement of the objectives, for each pupil or pupil.
3. The evaluation of student learning processes will be continuous and global and will take into account their progress, both in each of the areas and in the whole.
4. In the context of the continuous evaluation process, when the progress of a pupil is not adequate, educational reinforcement measures will be established. These measures will be taken at any time during the course, as soon as the difficulties are detected, and they will be aimed at ensuring the acquisition of the necessary competencies to continue the educational process.
5. Students may be exempt from studying or being evaluated in the Basque language and literature area, as provided in the current regulations.
6. The teachers will evaluate both student learning and teaching processes and their own teaching practice, for which they establish achievement indicators in the teaching schedules.

2.3.6. Physical education

The subject of Physical Education has as main purpose to develop in the people their motor competence, understood like the integration of the knowledge, the procedures, the attitudes and the feelings related to the motor behavior Fundamentally. In order to achieve this, it is not enough to practice, but it is necessary to analyze critically that will reinforce attitudes, values referenced to the body, the movement and the relationship with the environment. In this way, the students will manage to control and give meaning to the own motor actions, to understand the perceptual, emotive and cognitive aspects related to these actions and to manage the feelings related to them, in addition to

integrating Transversal knowledge and skills, such as teamwork, fair play and respect for standards, among others.

Physical Education is also linked to the acquisition of health-related competencies through actions that help the acquisition of habits responsible for regular physical activity, and the adoption of critical attitudes towards social practices Healthy.

Motor competence evolves throughout people's lives and develops the intelligence to know what to do, how to do it, when and with whom depending on the conditions of the environment. Among the processes implicit in the driving behavior it is necessary to emphasize the perceiving, interpreting, analyzing, deciding, executing and evaluating the motor acts. Among the most notable knowledge that are combined with these procedures are, in addition to those corresponding to the different physical activities, those related to the corporeity, with the movement, with the health, with the systems of improvement of the Motor skills and the social uses of physical activity, among others. And among the attitudes are those derived from the valuation and the feeling about their own limitations and possibilities, the enjoyment of practice and the relationship with others.

The situations to which a motive action responds, in a process of teaching and learning, suppose to establish environments of different characteristics in which the answer has, also, different meanings. In some cases it will try to achieve a performance, in others ergonomics, expressiveness, and recreation, among others. In this sense, Physical Education must offer varied situations and learning contexts; from those who only try to control their own movements and learn more about personal possibilities, even others in which actions must respond to different external stimuli and coordinate with the actions of companions or adversaries, and in the that the characteristics of the medium can be changed. The internal logic of the proposed situations or motor activities becomes, thus, an essential tool of the programming of the subject.

The curricular elements of the Physical Education course programming can be structured around five different motor situations:

1. individual motor actions in stable environments: they are usually based on technical models of execution in the That it is decisive the capacity of adjustment to achieve more and more effective motor behaviors, to manage the risk and to reach agility in

the actions. These types of situations are usually presented in the activities of development of the body diagram, acquisition of individual skills, physical preparation of individuals, athletics, swimming and gymnastics in some of its aspects, among others.

2. Motor actions in opposition situations. The correct interpretation of the actions of an opponent, the successful selection of the action, the opportunity of the moment to carry it out, and the execution of that decision are essential in these situations. The attention, anticipation and foresight of the consequences of the actions themselves in the context of the objective of overcoming the opposite are some of the faculties involved. To these situations correspond the games of one against one, the games of fight, the judo, the badminton, the tennis, the mini-tennis and the table tennis, among others.
3. Driving actions in situations of cooperation, with or without opposition. In these situations there are relationships of cooperation and collaboration with other participants in stable environments in order to achieve a goal, and it can be possible to produce that collaborative relations are aimed at overcoming the opposition of another group. The selective attention, the interpretation of the actions of the rest of the participants, the foresight and anticipation of the actions themselves in response to the collective strategies, the respect to the norms, the capacity of space-temporal structuring, the Problem solving and group work, are capacities that acquire a significant dimension in these situationist; In addition to the pressure that may be the degree of opposition of opponents in the event of The Hague. Traditional games, activities adapted from the circus world, such as acrobatics or group juggling; Sports such as skating in pairs, online relays, group gymnastics, and adapted sports, group games; Collective sports such as basketball, handball, baseball, rugby, football and volleyball, among others, are activities that belong to this group.
4. Motor actions in situations of adaptation to the physical environment. The most significant thing in these actions is that the environment in which activities are carried out does not always have the same characteristics, so it generates uncertainty. In general these are displacements with or without materials, carried out in the natural or urban environment that can be more or less conditioned, but that undergo changes, so that the students need to organize and adapt their

behaviors to the variations of the same one. The interpretation of the conditions of the environment is decisive to situate, to prioritize the safety on the risk and to regulate the intensity of the efforts according to the personal possibilities. These activities facilitate the connection with other areas of knowledge and the deepening in values related to the conservation of the environment, fundamentally of the natural environment. These may be individual, group, collaborative or opposition activities. The marches and excursions on foot or by bicycle, the camping, the activities of orientation, the great games in the nature (of tracks, of approximation and others), the ski, in its various modalities, or the climbing, form part, among others, of the activities of This kind of situation.

5. Motor actions in situations of an artistic nature or expression. In these situations the required motor responses are aesthetic and communicative and can be individual or group. The use of space, the qualities of the movement, as well as the rhythmic components and the mobilization of the imagination and the creativity in the use of different registers of expression (corporal, oral, danced, musical), are the basis of these actions. Within these activities we have the Sung games, the Corporal expression, the dances, the dramatic play and the mime, among others.

The curricular proposal of the Physical Education should allow to organize and to sequence the learnings that has to develop the students of Physical Education during their passage through the educational system, taking into account the mature moment of the students, the logic Internal of the various motor situations, and that there are contents that affect in a transversal way to all the blocks such as the physical capacities and the coordination, the social and individual values and the education for the health.

Didactic methodology:

The range of activities of the curricular proposal should reflect the cultural manifestations of the society in which we live, which is manifested in both new forms of leisure and active tourism and fitness or wellness activities, as in games and sports , or in artistic manifestations. The varied and balanced offer, which contains activities of all types of motor situation and incorporates the transversal elements according to the maturing characteristics corresponding to each course, will allow the students to progress in their competition Drive. With regard to the adoption of healthy habits, it is

very important to bear in mind that up to 80% of school-age children are only involved in physical activities at school, as the Eurydice report of the European Commission of 2013 contains; Therefore Physical Education in the ages of schooling must have an important presence in the student's schedule if you want to help alleviate the sedentary lifestyle, which is one of the risk factors identifies-dos, which influences some of the diseases more Extended in today's society. The levels that the Physical Education poses have to adapt to the level of development of the students and the students, always bearing in mind that the motive behavior is the principal object of the subject and that in that motive behavior must be agglutinated both the Who performs them as the processes that are put into play to realize it.

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In the primary education stage Physical Education allows students to explore their potential motor while developing basic motor skills. This implies mobilizing a whole series of motor skills, attitudes and values in relation to the body, through varied teaching-learning situations, in which individual and collective experience in the different types of activities allow Adapt motor behavior to different contexts. At this stage, motor competition must allow to understand its own body and its possibilities and develop basic motor skills in practice contexts, which will become complicated as progress is made in successive courses. The teachers ' own activities and actions will help develop the possibility of relating to others, respect, collaboration, teamwork, conflict resolution through dialogue and the assumption of established rules, development of individual initiative and effort habits.

The game is an essential resource at this stage as a learning situation, according to educational intentions, and as a didactic tool for its motivating character. The didactic proposals should porar the reflection and analysis of what happens and the creation of strategies to facilitate the transfer of knowledge from other situations.

2.4. The differences between the three educational systems

As we have seen, there are some differences between the three curriculums but I will start with the differences of the British (England) and the Spanish educational systems, considering that Spain and England belong to the same European reality; but there are several differences between its educational systems. First of all, I would like to emphasize that the school failure (a person's inability to meet the minimum academic standards of an education institution) in Spain is 30% while in the UK is 14,5%, that means students do not receive an adequate training by teachers. One of the causes is because the Spanish educational system focuses on the results and the British educational system focuses on the methods.

The foreign languages in England are introduced as a subject in KS3, equivalent of Primary 6^o in Spain, while in our country the foreign language is introduced in Reception School as a subject. Another important feature of the British curriculum that would help in the correct development of the school in Spain is that teachers send their weekly planification to the director to supervise, so they always have to plan their classes. In Spain, the inspector can ask for teachers' planning when he or she wants, but it is not every week. Sending their planification weekly can also be something positive for the Physical Education subject, because all the teachers would plan the classes with time and there would be more cooperation between them.

Another aspect that I would like to mention is the sports that students should practice. In England, girls and boys practice different sports, while in Spain all the students practice the same sports. In my opinion it is very important to show all students the same sports and the more sports they are taught the better, to get them into the world of sports and create the habit of doing sports. As we all know, in the US there are extra curricular activities and sports but Spanish schools have none: no soccer, basketball, volleyball or tennis teams, no clubs, absolutely nothing. In Spain there is usually a student play and a musical every year, but that is it. The school does not offer students to partake in activities after classes, so the students are not expected to do any. If a student wants to play sports, he or she must do it outside of school, which really diminishes the sense of school spirit and, as I said earlier, also decreases the habit of doing sports.

3. TEACHERS AND CLIL

3.1. Teachers training

Teaching a subject through a second language (L2) is much more than the basic change from the mother-tongue to the L2. It will also require deep changes in terms of teaching methods, above all in physical education. That is why teacher training is considered to be one of the essential parts included in any prosperous CLIL program (Ball and Lindsay, 2010; Muñoa, 2011). The question is, do the teachers need to do a double degree (in their subject and the other language) to become CLIL professionals? As David Marsh says, “these degrees are very rare, and often they don’t actually mean that the person has CLIL expertise. You can learn two areas separately and not understand what the type of integration as found in CLIL really means. There is a range of ways of specialising in CLIL in addition to other forms of professional development which are increasingly available”.

However, any teacher training programme is very closely connected to teachers’ profiles. For example in the Ikastolas’ CLIL project, the one I have mentioned in 1.1.8. (The Basque experiment), this is the case:

“The ideal combination for this kind of project is a Social Science specialist competent in English and working closely with the English teacher responsible for the complementary programme. However, in the absence of Social Science teachers able to teach through English, in several schools the English language teachers have been responsible for both the Social Science and the English classes (Ball and Lindsay, 2010)”.

As Ball and Lindsay (2010) explained, a CLIL training programme was needed to develop because of the heterogeneous teacher profile. English teachers, without doubt, are more confident with the language and have more methodological knowledge of how to arrange the classroom and tasks to promote communicative skills, while subject teachers have a better grasp of the subject content. English teachers usually have more level of language and more knowledge of the language they teach as they have studied to teach it. Even so, I think it's easier to teach a language in a class where students are sitting and a textbook is being followed than in the Physical Education class, in which the

students are in a place that is related to the playtime, the material tends to be more "fun" and in which students do not have a textbook to follow.

I think teachers should build a mindgap before preparing the didactic unites with some questions, for example:

- What will I teach?
- What will they learn?
- What are my teaching aims/objectives?
- What are the learning outcomes?

3.2. The role of the teacher in a CLIL classroom

The role of a teacher in a CLIL classroom is extremely important. As Whitty (1996, p. 89-90), the CLIL teacher should have some qualities: "professional values, professional development, communication, subject knowledge, understanding of learners and their learning". Besides that, the teacher should have the capacity to teach more than one subject in the L2, and furthermore, teach that second language itself (Eurydice 2006). Teachers implicated in CLIL should also identify the need to change the methodology used in the L1 when teaching the same content in L2, since the CLIL methodology is not a mere translation of what would be taught in the L1.

David Marsh et al. (2001, p. 78-80) summarized the "idealized competences" required of a CLIL teacher:

- LANGUAGE/COMMUNICATION
 - sufficient target language knowledge and pragmatic skills for CLIL,
 - sufficient knowledge of the language used.
- THEORY
 - comprehension of the differences and similarities between the concepts of language learning and language acquisition.
- METHODOLOGY
 - ability to identify linguistic difficulties,
 - ability to use communication/interaction methods that facilitate the understanding of meaning,

- ability to use strategies (e.g. repetition, echoing etc. ...) for correction and for modelling good language usage,
 - ability to use dual-focussed activities which simultaneously cater for language and subject aspects.
- THE LEARNING ENVIRONMENT
 - ability to work with learners of diverse linguistic/cultural backgrounds.
 - MATERIALS DEVELOPMENT
 - ability to adapt and exploit materials,
 - ability to select complementary materials on a given topic.
 - ASSESSMENT
 - ability to develop and implement evaluation and assessment tools.

3.3. Teachers' uncertainties

One of the teacher's most common uncertainty is to think that they are not proficient in the second language, and this brings them to be unable to discuss certain issues or to answer unplanned questions. For dealing with this sort of situation there are a whole range of strategies. According to David Marsh, cooperation and teamwork can lead to very stimulating outcomes in education.

To know how the Navarre teachers who teach Physical Education in English are feeling, I have conducted a survey with the following questions:

1. Say if you agree with the following statements:

Table 3. The first question of the survey

	Never	Sometimes	Very often	Always
I feel proficient speaking English				
I feel comfortable speaking English in class				
When a student asks an unplanned question, I easily recur to Spanish				
I feel able to discuss in English all the topics that arise during the class				
I try to get students to develop English in the Physical Education				

class by asking them questions, encouraging them talk to each other, etc.				
When it comes to making the didactic units I cooperate with other teachers so we can work together to get better results.				
When I prepare the didactic units I only translate them into English without giving importance to the CLIL aspect				
When assessing students I give more importance to the content				
When assessing students I give more importance to the language				

2. Taking into account the importance that you give to language and content in your classes, what percentage would you give to each? (for example 50% content, 50% language).
3. Why have you chosen to be a CLIL teacher in the area of physical education?
4. Want to add something else?

A total of 29 teachers answered to the survey and, as we will see, there have been very varied responses. I would like to point out that the number of teachers who have answered is quite, considering that in each school there is only one Physical Education teacher and that there are some Physical Education teachers who teach in more than one school. In the first question, respondents had to answer the questions by marking "never", "sometimes", "very often" and "always":

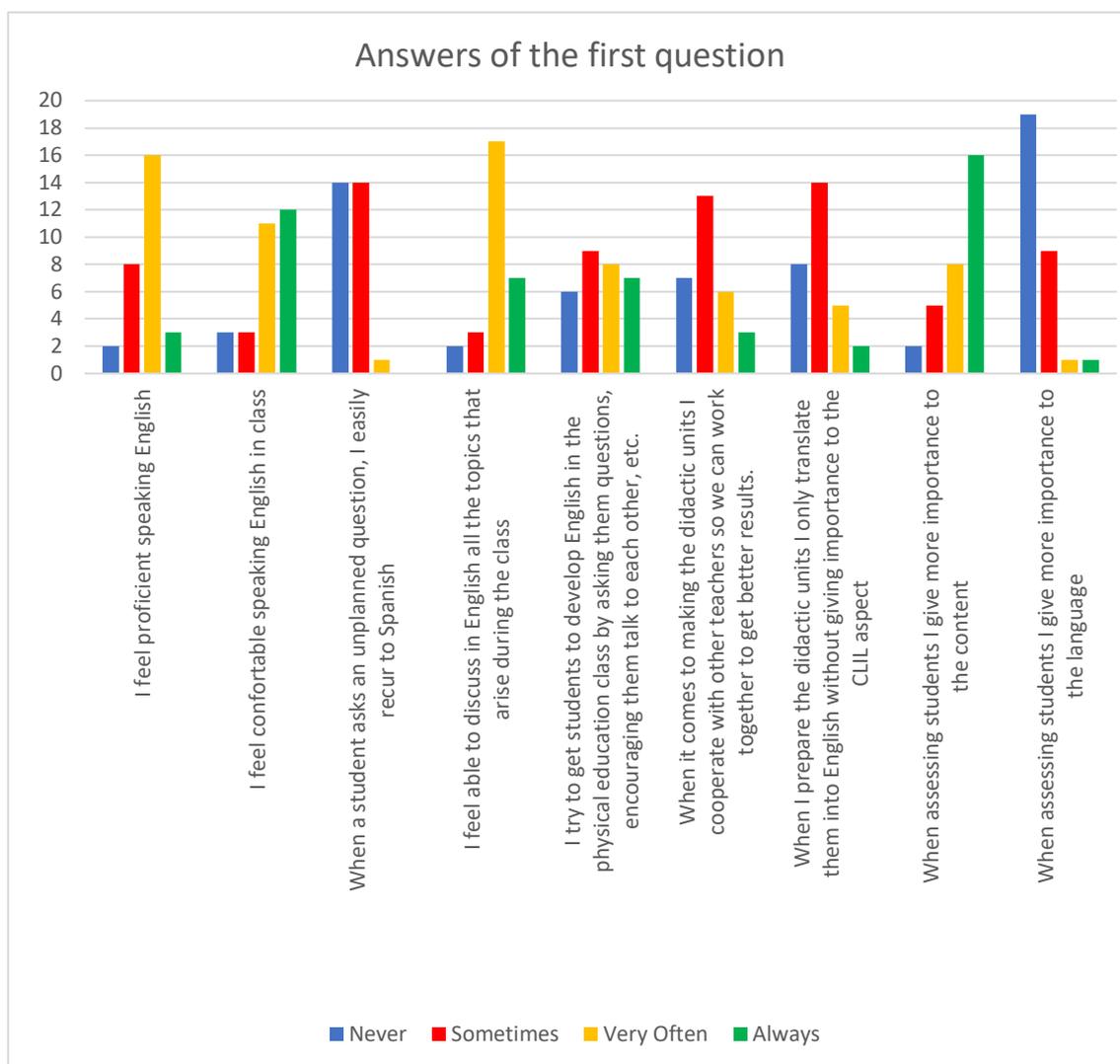


Figure 6. Answers of the first question

As we can see, in all the questions the answers have been varied except in question number three “When a student asks an unplanned question, I easily recur to Spanish”, that answer “always” hasn’t been answered by anyone (“never” 13, “sometimes” 15, “very often” 1). We can also see that in question number 5, “I try to get students to develop English in the Physical Education class by asking them questions, encouraging them talk to each other, etc.”, the answers have been very varied: “never” 6, “sometimes” 9, “very often” 7, “always” 7. There have been more “clear” answers like, for example, in the question number 9, “When assessing students I give more importance to the language” in which 18 teachers have answered “never”, 9 “sometimes”, 1 “very often” and 1 “always”. So we can clearly see teachers give more importance to the content than to the language. To my astonishment, the answers have been clear in the previous question too, in the question number 8, “When assessing

students I give more importance to the content” in which 15 teachers have answered “always”, but 7 “very often”, 5 “sometimes” and 2 “never”, just the opposite to the previous question.

In the 4th question, “I feel able to discuss in English all the topics that arise during the class” the most answered has been “very often” (17), but as we can see, some teachers have answered “never” and “sometimes” and just 6 teachers have answered “always”, so they don’t usually feel comfortable discussing all the topics that arise during the class. Linked to that question we have the first question, “I feel proficient speaking English” in which only 3 teachers have answered “always”, the most of them have answered “very often” (16), 8 have answered “sometimes” and 2 “never”. As we have mentioned before, one of the teacher’s most common uncertainty is to think that they are not proficient in the second language, and this brings them to be unable to discuss certain issues or to answer unplanned questions. The second question is also related to how teachers feel using the second language: “I feel comfortable speaking English in class” and 12 have answered “always”, other 11 have answered “very often”, 3 have answered “sometimes” and other 3 have answered “never” so most of the teachers feel comfortable speaking English.

Finally, we have two questions in which the answers have been quite similar. In the sixth question, “When it comes to making the didactic units I cooperate with other teachers so we can work together to get better results”, 7 teachers have responded “never” and only 2 have answered “always” what I think it is a problem, because the cooperation between all the teachers is very important for the students development. 11 teachers have answered “sometimes” and 6 “very often” so they sometimes cooperate with other teachers. In the seventh question, “When I prepare the didactic units I only translate them into English without giving importance to the CLIL aspect”, 3 teachers have answered “always”, 5 “very often”, 14 “sometimes” and 7 “never”, so we can see that some teachers just translate the didactic units without paying attention to the CLIL aspect, so they are not truly teaching with the CLIL methodology.

In the second question, “Taking into account the importance that you give to language and content in your classes, what percentage would you give to each? (for example 50% content, 50% language)” we can see that most teachers have answered the same, giving

more importance to the content than to the language. One of the teachers has answered the following: "The Foral Decree does not speak at any time about evaluating the language in PE. It marks some content and not the language in which they have to work. English language skills are assessed in the relevant area. Otherwise, you would be evaluating the same thing twice"; while other teacher has answered that "the action is the most important". As we will see, most of the teachers have given more importance to the content, this are the answers:

- 100% content, 0% language: 5
- 95% content, 5% language: 1
- 90% content, 10% language: 9
- 80% content, 20% language: 5
- 70% content, 30% language: 4
- 60% content, 40% language: 3

To finish my survey, I asked them "Why have you chosen to be a CLIL teacher in the area of physical education?" and lot of the teachers answered me that it was because the school chose it, that is to say, it was imposed; so I noticed discouragement when it comes to teaching in English. But not all the answers where like that, for example a teacher answered this: "The first reason was to improve my position and to adapt myself to the future. But right now I am completely satisfied with the possibilities that my subject offers to students in English". While other teacher answered that "the students need to realize that everything is connected". In the last question, "Want to add something else?", some teachers have responded some interesting conclusions about their subject. For instance, "Physical Education is great for working with oral comprehension. It also has a lot of vocabulary related to what we have worked in class to review. The high degree of non-verbal communication that we use helps them a lot. The fact that everything in PE is done by games helps students see the language as more fun". Another teacher sais the following: "I hope next academic course I will change the percentages of content and language because this year has been my first course as English P.E. In my opinion the main disadvantage is that I have lost an important part of emotional messages to my students."

Although there are also professors who see inappropriate the teaching of Physical Education in English: “In my opinion, Physical Education is not an appropriate subject to teach in English. We lose a lot of time explaining the games because they don't understand. Apart from the fact that playing is natural for them, but English not. I mean, they are not going to play using English”; “To give the classes in English is necessary to have a training, solvency and specific knowledge. The subject is affected by the use of English (contents). Sometimes it is a marketing tool for schools. Lack of planning and organization in the intention of using the English in the different subjects”. While others do not see proper to evaluate the language in this subject: “The curriculum doesn't say that one of our aims has to be to make them achieve certain level of English, thus I can't assess them about their English level”.

The answers to this survey have seemed very interesting, it is clear that many teachers do not feel proficient speaking in English and this affects the development of the subject.

4. PROPOSAL FOR A DIDACTIC UNIT

4.1. Contextualization

It is undeniable that physical education offers us many possibilities when it comes to developing ourselves physically, improving our physical and perceptive capacities, as well as our abilities of expression and communication. In this sense, it is also true that the subject of PE is tremendously beneficial for our physical and mental health (López, 2004) facilitating the adaptation of the students to the evolution of the working and sporting world and to active citizenship (L.O.E., 2006). We must also say, however, that this quality of life that we are talking about and this proper psychological balance will never be achieved if at the same time we do not simultaneously develop our emotional body and our ability to be happy.

In relation to the increase in quality of life and our wellbeing, we can say that PE also has a fundamental role to achieve that proper balance between the physical and mental body, because it allows us to develop emotionally through the self-knowledge of our deepest emotions and feeling and the development of social skills and other emotional competences. In this section we will try to argue why this issue can be worked so crucially for the effective development of a person in the area of Physical Education and what are the possibilities it offers.

The main purpose of this CLIL unit is to introduce students to the topic of “Emotions” and be able to express what they feel using their body and the L2, through meaningful, constructivist and motivational activities. Being successful in Emotional Education does not mean that certain situations are going to change from one day to another. When we work with emotional states we need consciousness to break old models and harmful routines and to get this it is essential that teachers, families and students work together. As we all know, the most important aspect of the implementation of Emotional Education in the school is the teacher, he or she needs a basic training and have to perceive his/her own emotions to know how to control them and to recognize where come the reactions from.

The unit has been designed for students from five grade of Primary Education (10-11 years old). I would like to present it at the beginning of the first trimester because after the summer holidays they need to re-forge the relationships between them and I believe that emotions are an appropriate subject to work on trust and respect.

This year the classroom is made up of eighteen students, ten girls and eight boys. I would like to mention that there is a girl with walking problems because her feet are crooked to the inside, this is called supination. In addition, in this classroom there are some students with motivation problems and this sometimes brings with it a bad attitude. However, in general there is a good friendship between them and, excepting some specific incidents, there are no problems between them.

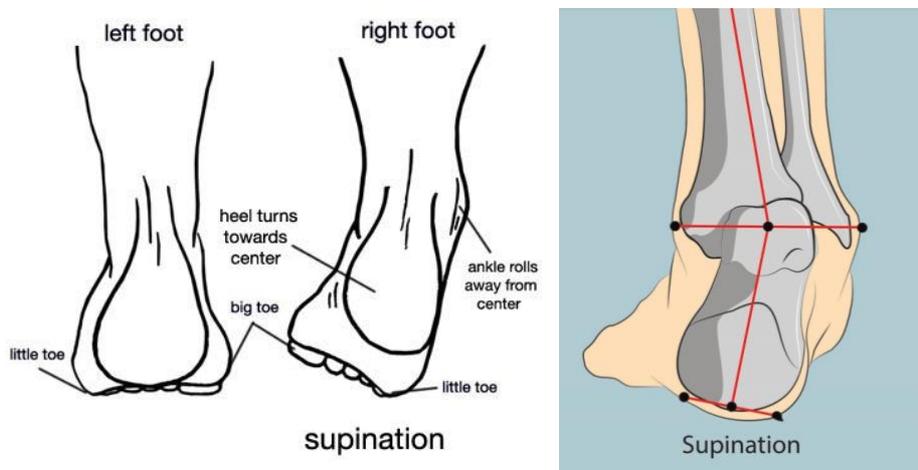


Figure 7. Supination

According to Contreras and Garcia (2011), teachers do not usually invest sufficient time planning a lesson, Graham (2008) specifies that a number of Physical Education teachers never participate in planning at a meticulous level. Considering my observation in the school practices and seeing the time it takes to prepare the didactic units, I think that what Contreras, Garcia and Graham say is not true because Physical Education teachers need to think a lot about what are they going to teach to achieve the aims. When planning, teachers make decisions about how to reach a specified destination, and this is very important in CLIL. If teachers want students to receive a correct teaching of physical and L2 education as a result of an integrated methodology process, then teachers should take four points into account:

- A policy for integrated learning

Coyle et al. (2010) observe that there are no curricular models designed for CLIL and the model type depends largely on the capacity of the school to introduce and implement CLIL. As Barbero (2009) proposes, any subject can be taught through CLIL. To incorporate the Physical Education subject in a CLIL programme in school policy, a detailed document should be presented describing the purpose, nature and management of PE-in-CLIL at the school in question. Moreover, the document should explain how Physical Education curriculum relates to an EFL (English as a foreign language) curriculum.

- A work plan for an integrated learning programme

First, Physical Education in CLIL should be distributed in the PE curriculum; next, integrated programme should be defined, maning the equipment, materials and facilities required and the type of language support that will be used and how it should be taught to the students.

- PE-in-CLIL units
- PE-in-CLIL lessons

4.2. Psychological and biological characteristics of the students

In this Physical Education didactic unit proposal I am going to focus on students of 5^º Primary Education (age 10-11), so first of all I would like to explain the physical and biological characteristics of the students of this age.

- Evolutionary development: specific logical operations are fixed and this helps in the proper interpretation of the resolution, reasoning and experience of the problems (Piaget, 1991), that is to say, students start to use the symbols in a logic way. Furthermore, the student starts to get the abstraction of the concrete knowledge, observing with an inductive and deductive logical reasoning. In addition, students are more sociable and at this stage the logical schematics of order, space, time and speed begin to be created.
- Motor development: Students undergo many changes at this stage because they are creating a new image of their body and this can create an imbalance (Elisa y González, 2004). Besides, the student achieves motor stability, that is to say, improvement in activities related to locomotion, balance and manipulation.
- Socio-affective development: the student's moral autonomy develops and expresses strong but very short emotional states. They seek acceptance on the part of their friends even though they sometimes have difficulty relating with the opposite sex. Therefore, it is very important to make team games (cooperative games) in PE classes. The student's self-concept is created and his/her personality is fixed, it is given a lot of importance to the image that other students have of him or her. In addition, they live with many mood swings and everything affects them (Aploclam, 2005).

4.3. Curriculum content: objectives and basic competences

The general objectives from the Curriculum (DECRETO FORAL 60/2014), concerning the subject of "Educación Física" (Physical Education) in fifth grade of Primary Education have been selected in order to design the CLIL Unit Plan and regarding the topic of the unit.

These are some of the general objectives: expression and communication of feelings and emotions, individual or shared, through the body, gesture and movement, with spontaneity and creativity; the static and dynamic equilibrium in certain situations; respect of other students body and the acceptance; have a critical attitude about today's aesthetic model; have strategies in cooperation and opposition games.

In addition, I will follow the *Ley Orgánica 8/2013*, from the 9th of December, for the improvement of the education quality. In this law the key competences and their link with the didactic units' objectives are set out. There are 8 key competences:

- Linguistic communication (C1)
- Mathematical competence and basic skills in science and technology (C2)
- Digital competence (C3)
- Learning to learn (C4)
- Social and civic competences (C5)
- Sense of initiative and entrepreneurial spirit (C6)
- Awareness and Cultural Expressions (C7)
- Knowledge and interaction with the physical world (C8)

The educational objectives for the unit will develop the key competences that have just been exposed, being in relation to emotional competences, which have a great importance in the development of this work.

Table 4. Relationship of the key objectives and competences

RELATIONSHIP OF KEY OBJECTIVES AND COMPETENCES	
Objectives	Competences
1. Knowing the emotional vocabulary.	C1, C3, C4, C7, C8
2. Develop recognition of your own emotions and that of others.	C3, C4, C5, C7, C8
3. Encourage the development of empathy through driving practice.	C2, C4, C5, C6, C7, C8
4. Perform body expression activities showing lack of inhibition.	C2, C4, C5, C6, C7, C8
5. Knowing personal bodily possibilities.	C4, C7, C8
6. Learn how to manage the conflicts generated in the driving practices.	C2, C4, C5, C6, C7, C8
7. Promote the expression of emotions through body movement.	C4, C6, C7, C8
8. Develop social skills among students.	C1, C4, C5, C6, C7, C8

9. Develop the ability to generate positive emotions.	C5, C6, C7, C8
10. Generate successful situations and positive climates among students.	C1, C2, C5, C6, C7, C8

4.4. Unit contents

The contents of this didactic proposal are directly related to the didactic objectives and key competences described in the preceding paragraph and have been formulated based on the contents established in the DECRETO FORAL 60/2014, of the 16 of July, by which establishes the curriculum of the teaching of primary education in the community Foral of Navarre. To make it such clearer, its delimitation has established the existing relationship with educational objectives.

Table 5. Relation of the contents with the objectives

RELATION OF THE CONTENTS WITH THE OBJECTIVES	
Contents	Objectives
-knowledge of the types of emotions.	1
- knowledge of the terms associated with emotional education.	1
- Understanding the emotional state through the driving practice.	2
- Identification of the emotions themselves and those of others in different situations.	2
- Understanding empathy as an indispensable element in conflict resolution.	3
- Understanding of the emotional state of others.	3
- Practice different ways to relax to know oneself and deshinibirse.	4
- Understanding different ways of expressing yourself with your body showing Positicas and lack of deshinibirse attitudes.	4
- Identification of body parts through movement.	5

- awareness of their own abilities and possibilities through the body expression.	5
- Knowledge of what has been learned to manage conflicts.	6
- Knowledge of what has been learned to manage conflicts.	6
- use of the body to express feelings.	7
- Practice of motor actions to express oneself in a verbal and non-verbal way.	7
- Development of social skills to manage conflicts that appear in the driving practice.	8
- nteraction with others being aware of their emotional state.	8
- Knowledge of the effects of experiencing positive emotions.	9
- Development of adaptive capacity to different situations.	9
- Carrying out diverse activities with a high degree of involvement and motivation.	10
- Application of the various motor situations to generate confidence and positive relationships between the students.	10

4.5. Methodology

When choosing the methodology, I have taken into account the psychological and biological characteristics of the students and as we know more than one methodology, I think it would be best to use different methodologies according to the moment. Different authores who have proposed methodologies are know, for example, Muska Mosstin & Sara Ashworth proposed 10 different methodologies in 1986 or Delgado proposed 5 different methodologies in 1991. But before explaining the methodologies, I think it is important to know what are we using these methodologies for; in my case I have found five different motives:

- To ensure that students acquire the second language (L2)
- To promote the participation and motivation of the students
- To guarantee a good atmosphere in the classroom
- To achieve that students understand the explanations given in the second language

- To evaluate the success of the introduction of CLIL methodology in Physical Education lessons

The tool that teachers most have to practice, implement and foment is the active listening, so they can get to know their students, their needs, their concerns and what they like and dislike during the Physical Education subject. Furthermore, when listening we give space to the students to speak and that is how language is stimulated. Students become the center of the teaching-learning process and the teachers become the coach.

The methodologies or teaching styles I am going to present now have been slightly modified from Mosston & Sara Ashworth's work, because I promote the inclusion concept for each of the methodologies instead of treating inclusion as a separate methodology.

- Direct teaching: This is the traditional method where the teacher leads the class through a task. Usually all of the students are performing the same task at the same time.
- Teacher feedback: Students are assigned tasks (ie. task sheets) with clear criteria and the teacher is free to roam around and give feedback.
- Peer feedback: Students are placed into groups where students evaluate each other performing a task with clear criteria.
- Self feedback: Students are given a task with clear criteria and evaluate their own performance.
- Convergent Discovery: Students are given a problem that only has one solution and are allowed the opportunity to discover the answer themselves.
- Divergent Discovery: Students are given a problem that has multiple solutions and are encouraged to discover their own answer.
- Jigsaw Learning: Students are placed into groups that are assigned to learn a specific skill.
- Student Teams: Achievement Divisions (STAD): Students are placed in teams and are assigned a learning task along with the necessary resources. At the end of the specified time limit, students in each team are assessed and their scores are averaged to get a team score. Groups then participate in a discussion on how to improve, are given feedback, and then retry the task. At the end of the task,

assessment is given again and team averages are compared to see if there are improvements. The advantages are that it focuses on cooperation and improvement, students teaching others is an effective learning tool and it is good for working on social skills. The disadvantages are that students must be developmentally ready for the responsibility, it focuses on the product rather than the process and specific students may dominate while others become bystanders. Teacher's role: Create tasks that require cooperation; Provide necessary resources to complete the task; Facilitate discussion after first task; Observe student interactions; Provide feedback. Learners' role: Work cooperatively; Focus on team improvement; Work independently of teacher.

- Team games Torunament (TGT): Similar to STAD except that the scores from team members are not added together. Instead, each score in the group is given a rank (highest to lowest) and these scores are then compared against the same rank from other groups (ie. highest score vs highest score, 2nd highest score vs 2nd highest score, etc.). Teams earn points for each winning comparison. This does not need to be part of student grades. The advantages are that it focuses on cooperation and improvement, students teaching others is an effective learning tool and it is good for working on social skills. And the disadvantages are that students must be developmentally ready for the responsibility, it focuses on the product rather than the process and specific students may dominate while others become bystanders. Teacher's role: Create tasks that require cooperation; Provide necessary resources to complete the task; Facilitate discussion after first task; Observe student interactions; Provide feedback. Learners' role: Work cooperatively; Focus on team improvement; Work independently of teacher.

4.6. Assessment

Assessment in CLIL is integrated in the teaching-learning process because the teacher is not going to take into consideration only the summative grade that students obtain at the end of the unit. What we want is that students receive a feedback about their learning, so we can help them to improve. When assessing students, we should keep in mind some questions:

- What are we going to assess?

- How are the students going to take part in the assessing process?
- How is the assessing process going to be?
- How are we going to assess?
- When are we going to assess?
- Why are we assessing?
- How are we going to assess?

In the assessment of learning, I will take into account the following aspects:

Table 6. Percentages of all the didactic units

PERCENTAGES				
SEMESTER	UNITS	PERCENTAGE IN THE SEMESTER	ALL THE PERCENTAGES	PERCENTAGE OF THE SEMESTER IN THE COURSE
FIRST SEMESTER	Emotions	20%	Units: 60% Behaviour: 30% (respect 20%, being active 5%, contributions 5%); Cleaning habits: 10%	40%
	Aerobic	20%		
	Gymnastics	20%		
	Karate	20%		
	Basque dances	20%		
SECOND SEMESTER	Roller skating	25%		30%
	Badminton	30%		
	Security and health	15%		
	Golf	30%		
	Rugby	45%		30%

THIRD SEMESTER	Nature	25%		
	Knowing our surroundings	30%		

The criteria of evaluation of the didactic proposal are:

- To know the different terms related to the emotions.
- Identify different types of emotions in different situations.
- Manage our own emotions through the different activities.
- Understand the bodily possibilities and their relationship with the expression of emotions and feelings.
- Improve self-concept and confidence by being aware of its possibilities.
- To achieve a group environment of positive relationships through social skills.
- Recognize the emotions of others depending on the expression of the body and act accordingly.
- Manage certain conflicts through positive attitudes.
- Position yourself in a partner's place and show positive attitudes.
- Show interest, respect, tolerance and a collaborative attitude in the various activities.

To carry out the evaluation of the students, the teaching-learning process, and the teachers, a series of procedures and instruments have been used that will be explained below.

First, to carry out the evaluation of the students has made a brainstorming in the first session to observe the level of the students in terms of emotions and, in this way, use it as a starting point for the development of the sessions. During the course of the sessions and through the observation of the activities, information has been extracted about the behaviors of the students who have registered in a individual template for the registration in the development of the sessions. To finalize the evaluation process of the student, an evaluation template has been used with several items to close to the degree of achievement of the same.

Secondly, and with the aim of evaluating the teaching-learning process of the didactic proposal, a record of emotions has been used for the activities developed in each session and that has been done by the students at the end of the class, where it gathers information about the experience of the practice (ANNEX II). In this file, the teacher also writes his personal impressions of what happened in the activities (ANNEX III & IV). The aim of this process is improving.

Finally, in order to carry out the teaching evaluation, a self-assessment sheet of the teaching practice (ANNEX V) has been made which, together with the notes taken by the teacher, will serve as a starting point for upcoming applications of this proposal.

4.7. Timing and activities

Students have two Physical Education classes of 50 minutes per week, and to make the most of the time, students do the two sessions the same day, having a 1 hour 40 minutes Physical Education class. As I have mentioned before, this is the first unit of the first trimester because after the summer holidays students need to re-forge the relationships between them. This unit, "Emotions", is developed to be accomplished in four weeks, what gives us four sessions of 1 hour and 40 minutes.

In the fulfilment of this chapter, the key competences, the objectives and the contents specifies in the preceding sections will be reflected, through the application of various activities proposals for the students. For the development of the same, and referring to the different emotional competencies described by Bisquerra (2003), an order of activities has been followed according to theses competences so that they have a temporal and progressive order that favors the understanding of students. The activities presented have been extracted from various authors such as Álvarez (2001), López (2003), Obiols (2004) and Pellicer (2011).

- *Activities on emotional competition.*
 - The Emotional dictionary (ANNEX I).
 - The bag with emotions.
 - The newsreel.
 - The handkerchief of emotion.
 - The emotional chain. Protect me with emotion.

- *Emotional regulation activities.*
 - The emotional scene.
 - Do we know how to relax?
 - The guided display.
 - The relaxing massage.
 - The emotional drop.
 - The interactive whiteboard.
- *Activities of emotional autonomy.*
 - Who's Who?
 - My body reflects...
 - My own way. I move.
 - How Naughty I am!
 - What do I choose?
- *Activities for social competence.*
 - Create with your body.
 - Hold me stronger.
 - The test that touches you.
 - How do we Comunicamosmos?
 - Trust me.
 - United figures.
- *Activities for the skills of life and well-being.*
 - Do you want to play?
 - We express a conflict.
 - The Magic carpet.
 - Let yourself go!
 - Show me how you are.

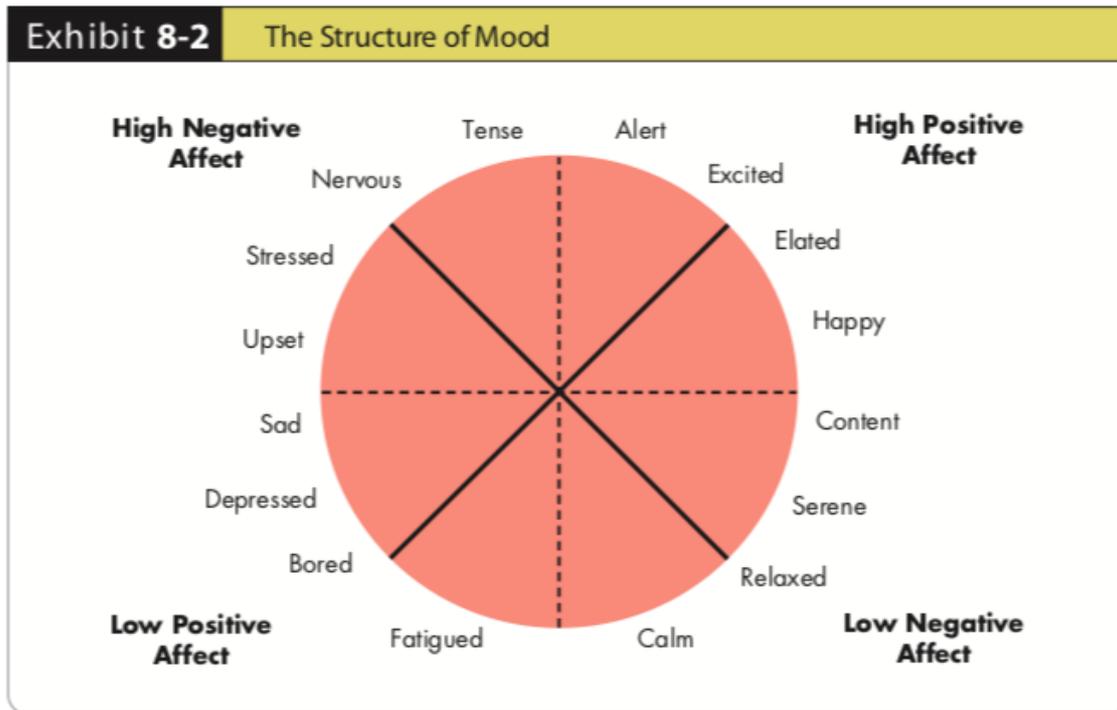


Figure 8. The Structure of Mood

The application of the proposed activities will take place in 8 sessions during the months of September and October because, as I explained earlier, we will take advantage of the arrival of the students to the educational center after the end of the summer holidays, because they will have very positive emotions but it has been months without seeing the classmates and the teachers have to reinforce the relationship between them. For this reason, it has been thought appropriate to make the proposal in that temporary moment, because it can favour the achievement of the proposed objectives. The application schedule is as follows:

Table 7. Schedule of the sessions

MONTH	DAY	SESSION NUMBER	SESSION NAME
SEPTEMBER	13	1-2	1. Introduction, 2. Emotions.
	20	3-4	3. Relaxation, 4. Regulating emotions.
	27	5-6	5. Knowing our body, 6. Developing emotional autonomy.

OCTOBER	4	7-8	7. Communication, 8. The importance of empathy
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4.8. Sessions

Down below I proceed to expose in detail the four sessions that this intervention proposal consists of. All the sessions have the same structure:

- We start with an introduction of 5 minutes in which students say how they feel with a color. This is called *the traffic light*: if they say they are green, this means that they are well, if they say they are yellow, they are not very well and if they say they are red is that they are very angry or annoying. After that, we choose a game to warm up (15 minutes), if it has been a student's birthday he or she will be allowed to choose the game.
- After the introduction we will have the main part of 60 minutes in which we will work with activities related to emotions.
- To finish the class we will do a ten-minute reflection on how has the class gone and I will give the students another ten minutes to shower or change the t-shirt.

Table 8. Sessions 1 and 2

Session 1 and 2	Aim: introduce students the emotions and develop the emotional competence.	
5 th grade	Material: 39 cards of emotions and defintions, three bags, three envelopes.	
TIME	TIPE OF ACTIVITIES	WHY IS IT CLIL?
20'	<p>Students come to class and sit the boys and girls interspersed. We do <i>the traffic light</i> exercise (I have explained it earlier). We choose a game to warm up:</p> <ul style="list-style-type: none"> – <i>Amoeba tag</i>: Two people are it. They hold hands and chase people, the person they catch joins the chain by linking hands. When another person is caught they can stay together or split 2 and 2 they must split even numbers and can link together at will. This game is played until nobody is left. 	Students learn the names and definitions of emotions while they play and exercise. In addition, they work the body expression using the names of the emotions worked in the previous game.
60'	<ul style="list-style-type: none"> – <i>My feeling dictionay</i> (ANNEX I): We divide the class into three groups of six students each. Each group is given 39 cards with names of emotions. At the opposite end, three envelopes are placed, one for each group. In each envelope are the definitions of the 39 emotions. At the teacher's signal, a member of the group gets up and runs to the envelope, extracts one of the definitions and returns with the group, where they try to 	

	<p>guess together what emotion is. When they consider that they know the answer they communicate it to the teacher, and if it is correct the second member of the group does the same (45').</p> <ul style="list-style-type: none"> – <i>The bag of emotions</i>: in the same groups the students have to take from a bag a paper with an emotion and try to stage it so that members of the group can guess what feeling is (15'). 	
20'	<ul style="list-style-type: none"> – Reflection and fill in the worksheet of how have they felt today (10'). ANNEX II – Shower or change of t-shirt (10'). 	

Table 9. Sessions 3 and 4

Session 3 and 4 5 th grade	<p>Aim: development of emotional regulation</p> <p>Material: balls, feathers, handkerchiefs, relaxation music.</p>	
TIME	TIPE OF ACTIVITIES	WHY IS IT CLIL?
20'	<p>Students come to class and sit the boys and girls interspersed. We do <i>the traffic light</i> exercise (I have explained it earlier). We choose a game to warm up:</p>	<p>Today we will work the speaking and listening. With the</p>

	<ul style="list-style-type: none"> – <i>Octopus tag</i>: One person stands in the middle of the boundary area; in our case it was the gym. The rest of the kids line up at an end of the bounds and when the tagger says go they all run to the other side of the bounds. Whoever the tagger tags then has to stay and help him, except that the additional people that are tagged have to sit down, and can only help "It" by using their arms. This goes back and forth until your down to the last person who then starts the next round. 	<p>games <i>the interactive whiteboard and the emotional drop</i>, students will communicate and use the vocabulary we have learned about emotions. With the game <i>do we know how to relax?</i> Students will listen the teacher in English and will get used to</p>
60'	<ul style="list-style-type: none"> – <i>The interactive whiteboard</i>: in pairs, the two are placed in line so that one of them will be the blackboard. The other student closes his eyes and performs, in the first place, a scan of his body trying to find the body tensions. Once a tension is observed it must be transmitted to the classmate (the blackboard) by pressing on the place that has noticed the tension and with the force that resembles it. After a few minutes they will swap the roles (20'). – <i>The emotional drop</i>: in pairs, one of them closes his eyes and relaxes while standing. The other classmate picks up different materials like feathers, balls, handkerchiefs, rubber balls, etc. and begins to caress the body from head to toe, simulating rain. They swap roles and partners (20'). 	<p>the English pronunciation.</p>

	<ul style="list-style-type: none"> - Do we know how to relax?: The whole class lies down and is guided by the following form accompanied by the sound of the water: "I hear silence, we focus on ourselves, listen to my breathing, walk our body at rest, feel my feet relaxed, my fingers and so on with all the parts of my body". When we finish with the relaxation, all together we answer to the following questions: How do you feel?, what have you noticed during your breath?, have you managed to relax completely? (20'). 	
20'	<ul style="list-style-type: none"> - Reflection and fill in the worksheet of how have they felt today (10'). ANNEX II - Shower or change of t-shirt (10'). 	

Table 10. Sessions 5 and 6

Session 5 and 6 5 th grade	<p>Aim: development of emotional autonomy</p> <p>Material: balls, chest guards.</p>	
TIME	TIPE OF ACTIVITIES	WHY IS IT CLIL?

20'	<p>Students come to class and sit the boys and girls interspersed. We do <i>the traffic light</i> exercise (I have explained it earlier). We choose a game to warm up:</p> <ul style="list-style-type: none"> - <i>Passing skills</i>: in two groups, students have to pass a ball from one end of the line to another. Students should throw to the person standing diagonally opposite them and they should aim to be as quick as possible, while still being accurate. 	<p>Students will listen to the teacher in the game <i>my body reflects</i> and will have to understand what the teacher says. When the game ends students will have to talk in English to argue what has caught their attention of their classmates.</p>
60'	<ul style="list-style-type: none"> - <i>My body reflects</i>: the student moves through space while the teacher gives slogans that the student should stage: a teacher, an athlete, a baby, an elder, etc. In the end, students will argue what has caught their attention of their classmates to be aware of how we look and how other see us (20'). - <i>Looking for my partner</i>: Each student will be given a name of an emotion and when the teacher says, all students will start to do the emotion they have been told without speaking. Thus, each student has to find another student who is doing the same emotion (20 ') - <i>What do I choose?:</i> The class is divided into 3 groups and will play soccer as follows: <ul style="list-style-type: none"> • 2 teams have 2/3 field, a new ball, two goals and chest guards. • 2 teams play in the remaining third, with a used ball and two cone-based goalkeepers. 	<p>Furthermore, in the next game students will have to read, understand and do an emotion. In the last game students will have to explain in English where did they like most play, so they will develop their way of thinking and explaining and their own opinion.</p>

	<ul style="list-style-type: none"> • 2 teams play in a small annex space, with an almost broken ball and the goal with two chest guards. <p>All the groups go through all the fields and at the end they must explain where they liked to play and why, what is really necessary to enjoy, how they have felt, etc. (20').</p>	
20'	<ul style="list-style-type: none"> – Reflection and fill in the worksheet of how have they felt today (10'). ANNEX II – Shower or change of t-shirt (10'). 	

Table 11. Sessions 7 and 8

Session 7 and 8 5 th grade	<p>Aim: Development of life skills and well-being.</p> <p>Material: post-its, envelopes, pens, paper</p>	
TIME	TIPE OF ACTIVITIES	WHY IS IT CLIL?
20'	<p>Students come to class and sit the boys and girls interspersed. We do <i>the traffic light</i> exercise (I have explained it earlier). We choose a game to warm up:</p> <ul style="list-style-type: none"> – <i>Stuck in the mud</i>: Two people are 'on' and they have to chase the people that are 	<p>In this last two sessions, students will have to understand the slogan that the</p>

	<p>not 'on' and tag them. When they have tagged another student who was not on, that person is 'stuck in the mud'. They stand with legs and arms out and they cannot move. The only way to release them is if another person who is not stuck goes under the student that is stuck to free them. They can go through the person's legs, or under their arms.</p>	<p>teacher gives and think on an element of that slogan, so they will have to understand the slogan. In addition, students will have to write an activity related to what we have worked in class</p>
60'	<ul style="list-style-type: none"> – <i>Create with your body</i>: Students are moving freely through space and the teacher gives different slogans: numbers, animals, fruits, letters, sports... After listening to the slogan students must choose an element of the category (for example, if the teacher says "animals", the student can choose the cat) and they move in that way. When the teacher says "Stop", all students who have chosen the same element merge and have to move together doing the element. – <i>The test that touches you</i>: Students sit in a circle with a pen a piece of paper, in which they must write an activity related to what we have worked in class and its name. Once filled all the papers, they put the activity's role in an envelope and its name on another envelope. The teacher takes a paper from each envelope and the name he touches has to do the activity that has come out. – <i>Show me how you are</i>: The teacher beats each student a post-it on the forehead 	<p>so they will have to think it in English, reinforcing the vocabulary learned. Finally, the student will have to guess the word he has written on his forehead with clues given to him by his companions and will have to help his companions to guess his. Therefore, the student will not only have to remember the vocabulary learned to guess the word it carries, but also have to find ways to explain the word that the partner has but without saying it.</p>

	with words like: love, hug, sadness, trust, affection, fear, loneliness, etc. Students move and interact with each other, depending on how they feel about the word they read in the partner. When the activity is over, each student must say what word he or she has on his forehead.	
20'	<ul style="list-style-type: none"> – Reflection and fill in the worksheet of how have they felt today (10'). ANNEX II – Shower or change of t-shirt (10'). 	

4.9. Resources

When programming the teaching-learning activities proposed above, the available resources have been taken into account and which will be more appropriate for transmitting the contents and achieving the objectives.

- *Installations:* the centre has a large pavilion, a sports court, a swing and game area and a psychomotor room.
- *Sports and didactic material:* the material to be used during the development of the activities are:
 - Worksheets of basic emotions and their definitions.
 - A sack.
 - Stickers.
 - Emotional dictionary (ANNEX I).
 - Cardboards.
 - Small papers with the name of emotions.
 - Mats.
 - Post-its.
 - Music for relaxation.
 - Pens.
 - Envelopes.

- Foils.
 - Fabrics.
 - Colored chest guards.
 - Cones.
 - Soccer balls.
 - Foam rubber balls.
 - Material chosen by students.
- *Personal resources:* for the realization of the proposal, the Physical Education teacher will be supported by the english teacher.

CONCLUSIONS AND OPEN QUESTIONS

Coming to the end of my study, I would like to do an analysis of everything explained previously. First of all, we have seen that the CLIL methodology is an innovative approach with a very interesting base. It is interesting especially for students, who are accustomed to a traditional methodology without motivation, and as we all know, without motivation you learn nothing. Besides the motivation, it is very important the practice, and the Physical Education is the best subject to practice because through the games we approach to the real situations that we can find in the society. I would like to underscore the importance of future researches, as it could be verified that students get better results with the CLIL methodology. In addition, I think it is a very appropriate methodology for physical education, as children learn much more in this practical way.

In addition to seeing all the positive aspects of the CLIL methodology (and, of course, mentioning the negatives) I have seen the differences between the educational systems of the United States, England and Spain, emphasizing the characteristics of the Spanish curriculum, which has been in which I have based myself to make the proposal of didactic unit. While doing the analysis of the educational systems, I have realized that, whatever the education system of the country, teachers have the power to get the class to advance and be motivated, achieving good results. For that, as I have discussed in point 3, it is very important that teachers collaborate with each other, creating a work team. Thus, not only will they feel more comfortable and confident in giving the class, but they will notice an improvement with the students, because the classes are going to be related to each other, giving meaning to what they are studying. Because that is what it really is, that students see coherence in what they study, relating concepts of all topics and being able to use what they learn in their daily lives. And for that, as I mentioned earlier, it is very important that the classes, in addition to being intertwined, are practical.

We all know that the Physical Education class is one of the most practical subjects of the school, and on the contrary, English is not usually so much. What is more, in Spain, although the foreign language is studied from early childhood education, the level that is achieved is not very good. Therefore, something is wrong with the class, the

methodology or the teaching staff in English. Part of what I just mentioned has been seen in the questionnaire I made to 29 Physical Education teachers in English in Navarre.

As we have analyzed, many teachers do not feel comfortable speaking in English and very few cooperate with other teachers when preparing the didactic units. That is why I found it very interesting to raise a didactic unit, even if it has not been able to carry it out. Besides being interesting to do the class in English, I wanted to introduce the emotions, a subject that is increasingly important. In addition, I think it is a topic that can work in other subjects perfectly, being able to collaborate with other professors when carrying out the didactic unit. As we have seen in the teaching unit, knowing oneself is the best way to connect with others by means of empathy. In addition, to implement emotional education in our schools the role of the teacher is paramount to success in the school. Teachers need to be well-trained in emotions to be able to teach in this matter, beginning with introspection and manage their own emotions.

Finally, I have tried to create a CLIL unit contiguous to as many emotional aspects as I could. From my point of view, it has been a stimulating work to gather pieces valid for this proposal and arrange them in an orderly way, always thinking about the reality of the classroom and its true students. As long as this proposal is not implemented, I cannot contribute to the actual results, however, my belief is that I have taken a step forward by making this attempt to integrate emotions with CLIL.

CONCLUSIONES Y PREGUNTAS ABIERTAS

Llegando al final de mi estudio, me gustaría hacer un análisis de todo lo explicado anteriormente. En primer lugar, hemos podido ver que la metodología CLIL es un enfoque innovador con una base muy interesante. Es interesante especialmente para los estudiantes, que están acostumbrados a una metodología tradicional sin motivación, y como todos sabemos, sin motivación no se aprende nada. Además de la motivación, es muy importante la práctica, y la Educación Física es la mejor asignatura para practicar ya que a través de los juegos nos acercamos a las situaciones reales que podemos encontrar en la sociedad. Me gustaría subrayar la importancia de las investigaciones futuras, ya que podría verificarse que los estudiantes obtienen mejores resultados con la metodología CLIL. Además, creo que es una metodología muy apropiada para la

Educación Física, ya que los niños aprenden mucho más de esta manera práctica como he explicado.

Además de ver todos los aspectos positivos de la metodología CLIL (y, por supuesto, mencionar los negativos) he visto las diferencias entre los sistemas educativos de los Estados Unidos, Inglaterra y España, enfatizando las características del currículo español, que ha sido en el que me he basado para hacer la propuesta de unidad didáctica. Al hacer el análisis de los sistemas educativos, me he dado cuenta de que, sea cual fuere el sistema educativo del país, los docentes tienen el poder de conseguir que la clase avance y se motive, logrando buenos resultados. Para ello, como he comentado en el punto 3, es muy importante que los docentes colaboren entre sí, creando un equipo de trabajo. Así, no sólo se sentirán más cómodos y confiados en dar la clase, sino que notarán una mejora con los estudiantes, porque las clases van a estar relacionadas entre sí, dando sentido a lo que están estudiando; porque eso es lo que realmente hay que conseguir, que los estudiantes vean una coherencia en lo que estudian, que relacionen los conceptos de todos los temas y que sean capaces de usar lo que aprenden en su vida diaria. Y para ello, como he mencionado anteriormente, es muy importante que las clases, además de estar entrelazadas, sean prácticas.

Todos sabemos que la clase de Educación Física es uno de los temas más prácticos de la escuela, y por el contrario, el inglés no lo suele ser tanto. Lo que es más, en España, aunque el idioma extranjero se estudie desde la educación infantil, el nivel que se logra no es muy bueno. Por lo tanto, está claro que hay algo que no se hace bien en la clase de inglés, y entre otros aspectos, este bajo nivel puede estar influido por la metodología usada o el profesorado en inglés. Lo que acabo de mencionar se ha visto en el cuestionario que hice a 29 profesores de Educación Física en inglés en Navarra y como hemos analizado, muchos profesores no se sienten cómodos hablando en inglés y muy pocos cooperan con otros maestros al preparar las unidades didácticas.

Por eso, me pareció muy interesante plantear una unidad didáctica, aunque no haya podido llevarla a cabo, ya que además de ser interesante para desarrollar el idioma inglés en la clase de Educación Física, quería introducir las emociones, un tema que es cada vez más importante. Si esto fuera poco, creo que es un tema que puede trabajar en otras asignaturas perfectamente, pudiendo colaborar con otros profesores al llevar

a cabo la unidad didáctica. Como hemos visto en la unidad docente, conocernos a uno mismo es la mejor forma de conectarnos con los demás por medio de la empatía. Además, para implementar la educación emocional en nuestras escuelas, el papel del maestro es primordial para el éxito en la escuela. Los maestros deben estar bien formados respect a las emociones para poder enseñar en este tema, comenzando con la introspección y manejando sus propias emociones.

Finalmente, he intentado crear una unidad CLIL contigua a tantos aspectos emocionales como pude. Desde mi punto de vista, ha sido un trabajo estimulante reunir piezas válidas para esta propuesta y organizarlas de forma ordenada, siempre pensando en la realidad del aula y de sus verdaderos estudiantes. Mientras no se implemente esta propuesta, no puedo contribuir a los resultados reales, sin embargo, mi creencia es que he dado un paso adelante haciendo este intento de integrar las emociones con CLIL.

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ANNEX I: The emotional dictionary

THE EMOTIONAL DICTIONARY	
AFRAID	Feeling scared
AGITATED	Feeling nervous or troubled
ANGRY	Feeling really annoyed about something
ANXIOUS	Feeling worried about something
APPREHENSIVE	Feeling nervous that something bad will happen
ASHAMED	Feeling embarrassed or guilty because of your actions
AWFUL	Feeling bad
AWKARD	Feeling that something is hard to deal with
BORED	Feeling tired because you lack interest in something
BRAVE	Feeling ready to face danger or pain without showing fear
CALM	Feeling tranquil, quiet without any strong feelings
CARING	Feeling kind and having concern for others
COMFORTABLE	Feeling content and at ease

CONFIDENT	Feeling sure of yourself and your abilities
CONFUSED	Feeling unsure about what to do
CURIOUS	Feeling eager to learn or to know something
DISGUSTED	Feeling a strong aversion or loathing to something. Might make you feel sick
EMBARRASSED	Feeling self-conscious, flustered
EXCITED	Feeling very enthusiastic or eager
EXHAUSTED	Feeling extremely tired
FURIOUS	Feeling very angry
GUILTY	Feeling that you have done something you shouldn't have and you feel bad about it.
HAPPY	Feeling or showing pleasure or contentment
HOPEFUL	Feeling optimistic that things will turn out for the best
INSECURE	Feeling unsafe
JEALOUS	Feeling resentful of someone else's good fortune or achievements
LONELY	Feeling alone and having no one to connect with
MAD	Feeling angry

NERVOUS	Feeling agitated or distressed
PATIENT	Feeling calm and able to wait
SAD	Feeling very unhappy
SCARED	Feeling frightened
SHOCKED	Feeling sudden surprise
SHY	Feeling nervous or timid in the company of some people
TIRED	Feeling sleepy
UPSET	Feeling very unhappy, disappointed and sad
VICTORIOUS	Feeling like you are a winner
WORRIED	Feeling anxious
YUCKY	Feeling sick or bad

ANNEX II: How did you feel today?

HOW DID YOU FEEL TODAY?		
 ENERGETIC	EMPOWERED 	 CONFIDENT
 STRONG	PLAYFUL 	 FOCUSED
 CURIOUS	OPTIMISTIC 	 ENTHUSIASTIC
 DISAPPOINTED	FEARFUL 	 UNSURE

 <p>FRUSTRATED</p>	<p>UNHAPPY</p> 	 <p>CONFUSED</p>
<p>What I liked the most was...</p>		

ANNEX III: Individualized Assessment Template

Individualized Assessment Template				
Student's name:				
EMOTIONAL CONSCIOUSNESS	STARTED	IN PROCESS	ACHIEVED	OBSERVATIONS
The student is aware of his or her own emotions				
The student comes to understand the emotions of others				
EMOTIONAL REGULATION	STARTED	IN PROCESS	ACHIEVED	OBSERVATIONS
The student is aware of the interaction between emotion, cognition and behavior				
The students arrives to self-generated positive emotions				
EMOTIONAL AUTONOMY	STARTED	IN PROCESS	ACHIEVED	OBSERVATIONS
Shows a positive attitude				
Improves student's self-esteem				
Analyzes critically the rules				
SOCIAL COMPETENCE	STARTED	IN PROCESS	ACHIEVED	OBSERVATIONS
Dominates basic social skills				
Has respect for others				
The student's communication is responsive				

The student's communication is expressive				
The student shares emotions				
The student has a prosocial and cooperative behavior				
The student is assertive				
LIFE AND WELLNESS SKILLS	STARTED	IN PROCESS	ACHIEVED	OBSERVATIONS
Identifies problems				
Tries to solve conflicts				
Manages conflicts with positive attitudes				
Observations:				

ANNEX IV: Individual template for the development of the sessions

Individual template for registration in the development of the sessions		
Student's name:		
	DATE	OBSERVED CONDUCT
Game 1		
Game 2		
Game 3		
Game 4		
Game 5		

ANNEX V: Self-assessment sheet

Self-assessment sheet	
ITEMS	MARK
PRE-PLANNING	
The planning of the proposal has been adequate	
The proposed objectives have been realistic	
The contents were adapted to the objectives	
The objectives and contents were consistent with the psycho-evolutionary period of the students	
The different sections are interrelated	
TEACHING-LEARNING PROCESS	
The proposed activities have been appropriate	
The activities have generated self-reflection in the student	
The methodology used has been appropriate to the activities and characteristics of the students	
The methodology has provided autonomy and self-generation of its knowledge in the student	
There have been numerous experiences of success and motivation for the student	
My behavior has been right	
My position in the activities has been timely	
I have achieved the proposed objectives	
The evaluation has been individualized	
The evaluation criteria have been appropriate in relation to the objectives and contents	
ASPECTS OF ORGANIZATION AND CONTROL	
The material used has been adequate	
The disposition of the material in the activities has been successful and safe.	
Student control has been timely	
The atmosphere of the class has been ideal for the activities	

The resources used have been timely	
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0 = never, 1 = once, 2 = repeatedly, 3 = often, 4 = almost always, 5 = Always
