

Master's Dissertation/
Trabajo Fin de Máster

A GAMIFIED PROPOSAL FOR CLIL IN SECONDARY PHYSICAL EDUCATION

Student: Presencio de Olmedo, María Teresa

Supervisor: Dr. Elvira Barrios Espinosa
Department: English Philology

November, 2022

1. INTRODUCTION.....	6
2. THEORETICAL FRAMEWORK.....	7
2.1. CLIL methodology	7
2.1.1. Characteristics	7
2.1.2. Advantages and disadvantages.....	9
2.2. Gamification methodology	11
2.2.1. What is Gamification	11
2.2.2. Benefits	13
2.3. Previous experience of CLIL, Gamification and PE	13
2.3.1. Physical Education and CLIL	13
2.3.2. Physical Education and Gamification	17
2.3.3. Gamification and CLIL.....	18
3. DIDACTIC PROPOSAL.....	19
3.1. Justification	19
3.2. Context	20
3.3. Curricular framework	21
3.3.1. Assessment criteria and learning standards	22
3.3.2. Key competences	24
3.3.3. Objectives	26
3.3.4. Content.....	28
3.3.5. Cross-curricular content.....	30
3.4. Methodology	31
3.5. Proposal	33
3.6. Attention to diversity	47

3.6.1. Standard attention to diversity	47
3.6.2. Attention to students with specific educational support needs	47
3.6.3. Universal design for learning	49
3.7. Assessment and Evaluation	51
3.7.1. Student assessment	52
3.7.2. Teacher evaluation	53
3.7.3. Proposal evaluation	53
4. CONCLUSIONS	54
5. REFERENCES	56
6. ANNEXES	62
Annex A: Oral presentation worksheet	62
Annex B: talking about lifestyle and frequency.	63
Annex C: Advice construction.	64
Annex D: Assessment Rubric	65
Annex E: Final Questionnaire. Proposal evaluation.	67

ABSTRACT

A didactic proposal for Physical Education through CLIL and Gamification in Secondary Education is presented in this master's dissertation. To this end, the theoretical framework of the proposal is laid out and a literature review is carried out to ascertain whether the use of these two methodologies - together and separately - has a positive effect on student learning in Physical Education. A discussion on published proposals in these fields and the conclusions that have reached so far is also included. Finally, a didactic proposal is designed in which the theoretical concepts from the Health and Quality of Life content block in the subject of Physical Education are gamified within the framework of the CLIL approach.

Key words: CLIL, gamification, Physical Education, Secondary Education, motivation

RESUMEN

En este trabajo se desarrolla una propuesta didáctica de Educación Física a través del AICLE y la Gamificación en la Educación Secundaria. Para ello, se realiza una revisión bibliográfica para determinar si el uso de estas dos metodologías - juntas y por separado- tienen un efecto positivo en el aprendizaje del alumnado en Educación Física. También se revisa si existen propuestas anteriores en estos campos y las conclusiones a las que se llegaron. Finalmente, se presenta una propuesta didáctica en la que se gamifican conceptos teóricos del bloque de contenidos de Salud y Calidad de Vida en Educación Física en el marco de la enseñanza AICLE.

Palabras clave: AICLE, gamificación, Educación Física, Educación Secundaria, motivación.

“If we teach today’s students as we taught yesterday’s we rob them of tomorrow”. – John Dewey

1. INTRODUCTION

In recent years, education has experienced an impressive transformation, not only because of the constant change of educational laws in Spain, which are supposed to try to adapt to the current educational reality and the European context, but also because of new educational methodologies on the rise.

In the last few years, an action-oriented approach to foreign language teaching and learning has been established following the guidelines of the Common European Framework of Reference for Languages. Additionally, most European countries have implemented Content and Language Integrated Learning (CLIL) programmes since 1990 (Eurydice, 2006). In this context, Spain quickly became one of the European leaders, not only in research but also in implementation (Coyle, 2010).

In this master's dissertation, CLIL is adopted and integrated with a recently developed methodological approach: gamification. These two approaches are applied to the field of Physical Education (PE) in secondary education.

The main objectives of this master's dissertation are: (a) to provide an overview of CLIL methodology, (b) to find out how CLIL is carried out in PE classes at the moment according to publications in this area, (c) to investigate if there are some gamification proposals in CLIL teaching, (d) to determine whether research has established that gamification is a good option to teach PE theoretical contents, and (e) to present a gamification proposal to teach PE-related curricular content in a CLIL context. The first four objectives will be accomplished in the Theoretical Framework, while the last one will be accomplished by designing a Didactical Proposal.

2. THEORETICAL FRAMEWORK

The following section aims to present the theoretical background underlying the present master's dissertation. In this sense, an overview of both CLIL and gamification methodology will be provided and published experiences on the use of gamification in CLIL contexts will be discussed.

2.1. CLIL methodology

Language teaching was based on the grammar-translation method for a long time. However, "translation is not a communicative act and therefore has no place in a communicative approach to language teaching" (Duff, 1989, p. 6).

Nowadays, didactic methodologies related to language teaching have evolved into more innovative approaches. One of those developments, CLIL, constitutes a move towards adopting an interdisciplinary approach focused both on language and content learning.

As CLIL is not only focused on language – but also on content – in this methodological approach, language is not just an end in itself but a tool to convey meaning. In this case the learner is the protagonist and language skills (listening, reading, writing and speaking) are taught in an integrated way.

In order to clarify what CLIL means, the following would be the most widespread definition: CLIL is a generic term that refers to any educational situation in which a foreign language is used to teach a non-linguistic subject (Marsh & Langé, 2000).

Coyle et al. (2010) describe CLIL as a pedagogical approach that focuses on two goals: (1) learning the academic subject content and (2) learning the foreign language, which is used as the medium of instruction to teach the content. That means that non-linguistic subjects are taught in a foreign language, as it is the case of teaching PE through English.

2.1.1. Characteristics

According to Coyle (1999, p. 9), CLIL is based on the integration of content, communication, cognition, and culture. This is known as the 4C's framework of CLIL: Content refers to the subject matter that is going to be taught in the foreign

language; Communication is related to the language skills that students need in order to learn in the content in the foreign language; Cognition is the thinking and learning processes that students develop; and Culture is related to the cultural awareness related to learning a new language and new content.

According to Mehisto et al. (2008), the core features of the CLIL methodology are:

- Multi-focus approach: integration of content and language lessons and the integration of different subjects.
- Safe and enriching learning environment.
- Authenticity: CLIL aims to create a connection between the students' daily lives and the content and language of the subjects.
- Active learning: student-centred methodology where the student is the centre of the teaching-learning process.
- Scaffolding: teachers need to support the students' language needs.
- Cooperation: a high degree of cooperation and coordination among CLIL and non-CLIL teachers, parents, and other stakeholders is needed.

Coyle et al. (2010, p. 41) suggest that, in order to use CLIL effectively, the following conditions are required: progression in knowledge, skills and understanding of content; interaction in the communicative context; engagement in the cognitive process associated with learning; development of appropriate language knowledge and skills; and acquisition of intercultural awareness as a consequence of one's own self and one's relationship with peers.

Coyle et al. (2010) developed the Language Triptych, which can help teachers integrate cognitively demanding content with language learning and language use. This proposal examines the language students need to learn in a CLIL context from three different but related perspectives: language of learning, language for learning and language through learning.

The language of learning is the language needed for learners to access basic concepts and skills concerning the subject theme or topic. It is the teacher's responsibility to identify the linguistic demands of the learning tasks proposed to the students in order to facilitate the process of internalisation of the language and to ensure that this does not constitute a barrier to learning the content of the

subject. Concerning this issue, Coyle et al. (2010) proposed the following points for teachers to take into account: the type of language used on this subject or theme; the content-obligatory language, such as key words, phrases and the grammatical demands of the unit (e.g., the language of discussing, hypothesising, analysing); and the kind of talk that learners need to engage in, among others.

Language for learning refers to the language needed to operate and learn in a foreign language environment. Learners need to be supported in developing skills such as those required for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing, summarizing and so on. According to Coyle et al. (2010), the students' need for language for learning requires teachers to reflect on the following issues: the kind of language that learners need to operate effectively in the CLIL unit; the possible language demands of typical tasks and classroom activities (e.g., how to work in groups, organize research); how these contents will be taught; which language skills will need to be developed (e.g., discussion skills); and how to develop metacognitive strategies such as learning how to learn – e.g., reading or listening strategies.

Finally, language through learning is the spontaneous language that emerges from the active involvement of learners while thinking and participating in the learning activities. It needs to be captured during the learning process, then recycled and further developed later on. This type of language cannot be predicted in advance.

2.1.2. Advantages and disadvantages

Most studies reviewed provide both advantages and disadvantages of CLIL teaching and learning. It is fair to say that advantages outweigh disadvantages, although the latter should not be overlooked. The following sections highlight the most relevant advantages and disadvantages.

2.1.2.1. Advantages

According to Yen-Ling (2010), CLIL methodology transforms classroom dynamics towards more learner-centred, constructivist and motivating learning, while enabling students to use language in a real way in order to access information and to understand and reformulate acquired knowledge.

The systematic review carried out by Gil-López et al. (2021) confirms that CLIL has a higher success rate in developing a foreign language, both written and oral skills, than traditional methods. Lasagabaster and Ruiz de Zarobe (2010) have reached the same conclusion in the sense that some students in their study point out the positive effect of CLIL programmes in regards to language learning.

Additionally, Pfenninger (2016) states that CLIL communicative approach fosters productive skills – talking and writing – more than receptive skills – listening and reading – while Navarro Pablo and García Jiménez (2018) consider that CLIL has a greater effect on comprehension and oral expression skills.

2.1.2.2. Disadvantages

As previously mentioned, studies confirm that the advantages of CLIL outweigh the disadvantages; however, its drawbacks should also be pointed out.

The disadvantages are mainly related to its methodological change this approach implies. As CLIL is an innovative method for most teachers and they are not normally trained for –nor used to– integrating both content and the use of a foreign language in their classroom practice, the combination of the two domains may therefore challenge teachers to rethink and adapt their teaching practice, according to Breidbach and Medina-Suárez (2016). In turn, this challenge is the reason why teachers who apply CLIL methodology need more time to prepare their classes (García-Calvo & Salaberri, 2018).

Another disadvantage that has been discussed is that CLIL programmes have a negative effect on teaching specific contents or that pronunciation, syntax and accuracy are negatively affected (Carrión et al., 2021).

Table 1 below provides a summary of advantages and disadvantages concerning CLIL that have been discussed in the extant literature.

Advantages	Disadvantages
• learner-centred, constructivist and motivating learning • balanced use of communicative aspects	• teachers have to rethink and adapt their teaching practice • teachers need more time to prepare their classes,

• higher success rate in developing a foreign language, both written and oral skills, than traditional methods • greater effect on comprehension and oral expression skills	• negative effect on teaching specific contents • pronunciation, syntax and accuracy are negatively affected in some cases
--	---

Table 1: Advantages and disadvantages of CLIL. Source: Own elaboration.

2.2. Gamification methodology

Gamification is an educational trend that is currently on the rise. In this section a definition of this innovative approach is provided together with the benefits that have been found by researchers of this area.

2.2.1. What is Gamification

Bernardo et al. (2021) defines gamification as the introduction of game elements in formal situations, such as an educational context. Its purpose is to enhance motivation to learn in a new educational reality in which traditional methodologies are displaced by more innovative ones According to Pérez-López (2018), gamification refers to the use of game elements in non-game contexts. Kapp (2012) further qualifies this concept by stating that gamification refers to the use of game mechanics, aesthetics and strategies to engage people, motivate action, promote learning and solve problems.

In brief, gamification consists of taking game-like elements and mechanisms that are of interest to the proposed educational objectives and adapting them to achieve greater involvement in the task on the part of users (Bernardo et al., 2021).

Dale (2014) highlights that gamification is much more than a reward system of points and badges; it is also about influencing human behaviour. He concludes that gamification creates an inherently engaging experience and, more importantly, promotes learning. To achieve this, there must be a balance between extrinsic motivation and intrinsic motivation of individuals. Figueroa (2015) points out that gamification uses extrinsic rewards such as levels, points and badges to

enhance engagement, while intrinsically motivating towards achievement, mastery, autonomy and a sense of belonging.

Within gamification there are different key elements, of which the narrative could be highlighted as an essential one. The main reason for using this teaching model would be the need to increase the intrinsic motivation of students towards a specific subject, so it is convenient that the chosen narrative is in line with their interests. The rest of the elements to be taken into account when gamifying any educational content are the following: theme, objective, missions, decision capacity, points, feedback, Flow, lives, interaction with other players, extra missions, prizes (badges), avatars, rules and curiosity (Pérez-López, s.d.). All these elements must be planned in detail by the teacher before starting the gamified experience. Pérez-López (2015) proposes the "GPS method", which consists of: identifying the needs and possible shortcomings of the students at whom the experience is aimed for - the initial location -; determining the objective towards which the experience is oriented - the destination -; and, finally, deciding the educational scenario and selecting the activities to be carried out - the means of transport and itinerary to be followed.

According to Foncubierta and Rodríguez (2006), the connection between gamification and emotional engagement is remarkable, thus favouring learning. These authors relate some affective factors to the elements used in gamified activities, as reflected on Table 2:

Affective factor	Gamification element
Positive interdependence (cooperation)	Challenges
Curiosity and significant learning	Story
Self-esteem's protection and motivation	Avatar
Competence	Results
Autonomy	Progress bar and gain
Tolerance to failure	Immediate feedback

Table 2. Affective factors and their relationship with elements of gamification. Based on Foncubierta and Rodríguez (2006)

2.2.2. Benefits

It can be affirmed that gamification acts as a facilitator of the learning process and generates positive attitudes and participation in the classroom (Pérez, 2018). This double aspect is not exclusive, since the fact that students feel more motivated and involved in their learning process, considering it as something active, constructive and meaningful for them, has a real and direct impact on academic results.

In addition to the motivating factor, another positive aspect of gamification is related to the involvement of the student and their autonomy in decision-making. In short, the student becomes the main actor in the scene, and gamification promotes that, after a series of guidelines and instructions from the teacher, the students ask themselves questions, reflect and discover by themselves, building autonomous learning while having fun at the same time. This will allow them to develop higher-order skills such as problem solving (Bernardo et al., 2021).

Finally, according to the above-mentioned authors, it could be stated that applying gamification improves the content learning process and increases students' interest and involvement in classroom tasks while encouraging the development of social skills, teamwork and active participation.

2.3. Previous experience of CLIL, Gamification and PE

The following section presents some conclusions that have been reached by different researchers when developing and/or analysing experiences based on the methodological approaches that constitute the object of study in this work.

2.3.1. Physical Education and CLIL

The number and diversity of studies on CLIL and PE have increased exponentially since 2017 (Gil-López et al., 2021). Many research studies point out that the communication and interaction that take place during PE classes through movement and playing make this subject an effective platform to learn a foreign language through CLIL (Coral & Lleixà, 2016). Furthermore, students' motivation to engage with physical activity increases their interest in developing both motor and language skills. In the same line, Chiva et al. (2015) highlight the improvement of meaningful learning and motivation in PE through CLIL.

The combination of PE with CLIL is an educational option that is of considerable interest, as it contributes to the linguistic competence in a foreign language while, at the same time, obtaining the following associated benefits: participation in a leading educational innovation programme, the use of new learning resources or the increase in the number of hours of PE lessons per week (Gil-López et al., 2021).

According to Salvador-García et al. (2020), PE has the potential to promote learning related to different spheres: physical, social, personal and cognitive. This could be the reason why PE is often selected to implement multilingual initiatives through the use of a CLIL approach. Nevertheless, these authors point out that it could also be argued that the introduction of such an approach could represent some drawbacks to achieve the key objectives in the PE curriculum: (1) the development of specific motor and sport skills, (2) the promotion of health-related fitness and active lifestyles, and (3) personal, social and moral development.

Several voices claim that non-linguistic subjects, as it is the case with PE, are undervalued when this approach is applied (Pérez-Cañado, 2016), as the introduction of CLIL inevitably entails a change in the development of the lessons (Coyle, 2015). For example, in the case of PE, some of the teachers interviewed by Salvador-García et al. (2020) thought that physical activity was reduced by introducing the foreign language during the lesson.

Salvador-García et al. (2020) carried out a study to examine the influence of CLIL on PE lessons. They analysed social interactions and physical activity levels and reached the following conclusions:

- Regarding to the 'social relationships' category, all interviewees agreed with the idea that CLIL entails a change. For example, students affirmed the following: "speaking in English helped them to be more attentive with our classmates" (p. 4). Consequently, students were led to increase their work as a team or collaborative group. The teachers noticed an increase in the students' disposition to help and collaborate with each other, too.
- The methodology that CLIL entails is one of the main reasons why social relationships are fostered when learning PE through CLIL. Teachers

recognise the need to establish cooperative dynamics that contribute to increasing language use.

- The implementation of CLIL does not hinder the amount of physical activity carried out in PE lessons. While none of the adolescents in the study thought that CLIL could diminish their time engaged in physical activity, some teachers were concerned with this issue and showed the opposite view. To be more specific, they believed that the use of a different language implied more teacher talking time and a slowing of students' understanding that could also decrease the students' physical activity time.
- The PE teachers interviewed feel the need to use collaborative activities when planning lessons through the CLIL approach. In this regard, the introduction of collaborative activities can also be useful to strengthen cohesion and social dynamics within the group, thus enhancing prosocial behaviour and empathy among students (Andueza & Lavega, 2017). This, in turn, may help align the PE subject content with its current principles, which aim to effect a change towards a more participative, collaborative and inclusive PE.

As argued by Lova et al. (2013), in order to "enhance in students a greater feeling of satisfaction and fun with bilingual PE classes, a work methodology is necessary that facilitates the transition from teaching English to teaching in English". In this vein, Echevarria et al. (2010) argue that teaching content in a foreign language implies much more than simplifying the discourse or speaking more slowly. Therefore, in any didactic proposal for PE in CLIL, it will be necessary to adapt the discourse to the specific context and to incorporate the necessary linguistic scaffolding to address the linguistic diversity found in the classroom so that the proposal introduces the most appropriate linguistic demand level.

Bilingual PE in CLIL has become an innovative methodological approach (García-Calvo and Salaberri, 2018) in which the most frequently addressed contents are those related to 'Games and sports' because this type of content encourages communication amongst students (Gil-López et al., 2019). In playing situations, oral interaction is carried out by transferring decision-making to the

learners. The linguistic structures to be developed are embedded in the game, providing a meaningful and real communicative context. For the effectiveness of these situations, it is essential to provide learners with the necessary linguistic scaffolding to ensure that language does not constitute a barrier. The term 'language scaffolding' refers to a system of linguistic aids and supports which are provided, and gradually withdrawn, from learners. In the case of tasks and/or games with a high degree of motor demand, pauses are used for linguistic development, which is always linked to the content development (Coral & Lleixà, 2013).

Regarding the type of tasks that are relevant to the integrated learning of PE and foreign language, Coral and Lleixà (2013) describe them as tasks carried out in groups with a cooperative structure which intentionally incorporate language development. They are tasks in which students take an active role in verbalising key information directly related to the physical activity performed. In some cases, the pauses in the motor tasks are used to carry out the communicative processes. In others, language is inserted into the motor action itself and encourages speaking, a key factor that is usually lacking in the process of learning and/or acquiring a foreign language. In this regard, Coral and Lleixà (2013) point out that the linguistic tasks that are incorporated into the game without slowing it down are best accepted by the students.

With regards to tasks with an unsatisfactory development, Coral and Lleixà (2013) identify two crucial characteristics: (1) an excessive linguistic demand that makes motor action excessively difficult; and (2) linguistic activities with little or no movement or decontextualised activities. This analysis is supported by Tomlinson and Masuhara (2009), who consider that excessive linguistic demands prevent the arousal and maintenance of curiosity and attention in learners.

García-Calvo and Salaberri (2018) indicate that a tolerant attitude of the teacher towards error increases the level of student satisfaction and it is a useful tool for learning. In any case, learners' attempts to communicate in the target language should be rewarded (Coral and Lleixà, 2013).

As evidenced in the literature review in this section, PE through CLIL constitutes a great opportunity to help students develop a second language during the

learning process of the specific content of the subject. However, part of the success of the interventions will depend on linguistic scaffolding and choosing the right tasks that will facilitate this development, namely those that include the language in the motor action without slowing it down.

2.3.2. Physical Education and Gamification

In recent years, there has been an increasingly growing interest in gamification among researchers (Werbach, 2014). It is one of the new pedagogical models that have emerged with the aim to improve psychological well-being and motivate PE students to be more active (Shen, 2014).

Nevertheless, empirical research on the effectiveness of gamification in secondary education is scarce as it has focused mainly on university students, and results have been contradictory (Dichev & Dicheva, 2017). In secondary education, there were only two studies about gamification and PE published by peer-reviewed journals according to the research carried out by Fernández-Ríos et al. (2020). One of them is by Monguillot Hernando et al. (2015), who have used gamification to teach endurance and whose results show that this methodological approach entails an effective motivational strategy to learn. The second one addresses a gamified unit of handball and health. This study conducted by Allmiral (2016) concluded that students felt satisfaction and usefulness while learning the intended skills at the same time.

According to Fernandez-Rios et al. (2020), gamification has the potential to foster significant PE experiences in different educational levels and in students with different social and educational backgrounds. Additionally, teachers with different expertise on gamification can make use of this methodological approach. In their study, gamification made a positive impact on students, and helped them enjoy the PE lessons. Moreover, it seemed to be appealing to those students disengaged and it could help them develop a positive view of this subject.

Beni et al. (2017) identified five elements as central to promote meaningful experiences in PE and sport: social interaction, fun, motor competence, challenge and personally relevant learning. Most of them can be accomplished by the use of gamification in class. In this vein, Sotos-Martínez et al. (2022) claim that gamified interventions enhance the satisfaction of the basic psychological

needs and increases intrinsic motivation while helping to reduce amotivation in secondary education students.

Furthermore, PE “is in danger of becoming a mere doing of sport, fitness instruction, physical activity facilitation or obesity prevention” (Quennerstedt, 2019). Gamification, which involves elements like portfolios, tangible rewards or challenging tasks can help bring back the educational focus of the subject (Sotos-Martínez et al., 2022). Nevertheless, it should be kept in mind that this trend towards gamification in PE could also carry negative consequences, as some teachers show concern for the workload that this pedagogical approach could entail (Fernández-Ríos et al., 2020)

2.3.3. Gamification and CLIL

According to Prakash and Spoorthi (2022), educational approaches like Game-Based Learning (GBL) and CLIL have captured the attention of many researchers in recent times. Some of them believe (e.g., Casan Pitrach, 2017; Dourda et al., 2013) that this combination facilitates a cognitive and motivational foundation for learning since it implies a meaningful and contextualised activity and allows learners to broaden their cognitive skills. Prakash and Spoorthi (2022) also claimed that the combination of CLIL and gamification could eliminate the inadequacies of CLIL in terms of students’ motivation and insufficient instruction of time.

It is proved that GBL environments increase the effectiveness of language teaching and learning. The study of Prakash and Spoorthi (2022) concludes that, with the integration of GBL and CLIL, teachers find an interactive model to provide more scaffolding to their learners. In addition, the use of games as a tool will significantly motivate learners to actively participate in the learning process. In Spain, Jambrina et al. (2021) proved that gamification with CLIL improves students' fluency when speaking in English, increases their level of confidence when using the foreign language and they feel more motivated while developing socialisation, creativity, autonomy and cooperation skills. These same authors highlight the flexibility of the learning process as a favourable element that allows for the approach to adjust to all types of learners, neutralising the differences in level that exist in the classroom.

Butler (2016) identified four elements needed to design serious games and provide them with the necessary educational elements: engagement, autonomy, mastery and progression. Casañ Pitarch (2017) integrated these elements with the '4C' framework of CLIL proposed by Coyle (2005) and developed a model for the Gamification of CLIL (G-CLIL) that maximizes the positive aspects of both methodological approaches and reduces their negative ones. He argued that serious video games (games meant for learning) could also be used as a workbook to increase the time of exposure, learners' motivation, and the opportunities to practice.

Concerning the combined use of gamification and CLIL, the following ideas can also be highlighted (Fernández-Barrionuevo et al., 2022):

- "In foreign language learning, enjoyment plays a critical role to promote task effectiveness, active and communicative participation, or anxiety reduction".
- "Cooperative work is a fundamental aspect for the improvement of satisfaction and enjoyment in CLIL".

As it was remarked by the literature review section, both gamification and CLIL applied on PE boost enjoyment and motivation among the students while they are learning.

3. DIDACTIC PROPOSAL

In this section a didactic proposal combining CLIL and gamification addressed to second year of Educación Secundaria Obligatoria (ESO) PE students will be presented and justified. Information concerning the content covered by the proposal, the suggested methodological approach, and the assessment and evaluation procedures to be followed is also included.

3.1. Justification

In the ESO curriculum of Andalusia, the area of PE is oriented towards the acquisition of healthy life habits and the cultivation of self-confident and socially responsible citizens, as stated in the Order of January 15, 2021.

Additionally, in the current regulations, there is a strong orientation towards education in values. Probably influenced by the Declaration of Berlin signed by the Ministers meeting at the 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sports on May 2013. This declaration defines PE as a key element to provide children and young people with skills, aptitudes, attitudes, values and knowledge that are useful in adult life.

In consonance with the above, the foundations of the present didactic proposal lie on the idea that both adopting healthy habits and acquiring values are an integral part of PE education (Figure 1). In so doing, the proposal aligns itself with the area curriculum as it fosters students to grow as citizens, and to develop an awareness of the importance of doing physical activity and adopting other healthy lifestyle habits into their daily life.

This approach seems appropriate if we take into account that we live in a society characterized by the extensive use of new technologies and with high rates of sedentary lifestyle: 76.6% of adolescents in Spain are sedentary, according to Guthold et al. (2020).

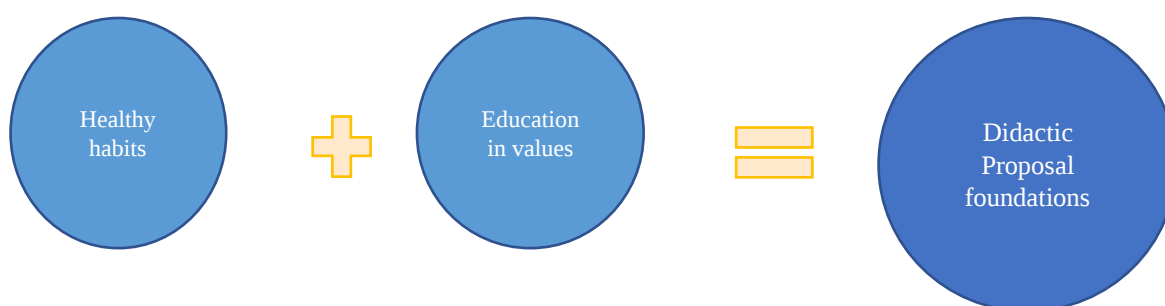


Figure 1. Foundations of the Didactic Proposal.

3.2. Context

This PE proposal is designed to be implemented in the bilingual group of second-year ESO at an Andalusian high school that has been running a Bilingual Programme for several years. The school is located in one of the main cities of Andalusia. There is no indoor sports hall or gymnasium for sports practice. The school staff is highly involved in the education of the students and tries to implement active projects and methodologies.

As for the students, they are usually responsible and motivated by this subject, although there is a small group who have stopped playing sports and do not lead an active life. There are twenty students in total. In addition, there is a student with specific educational support needs: he has attention deficit disorder. This case will be developed in the section addressing attention to diversity in the proposal.

3.3. Curricular framework

The present proposal is designed in accordance with the curriculum framework specified below:

- Organic Law 8/2013, of December 9, for the Improvement of the Quality of Education (LOMCE).
- Crown Decree 1105/2014, of December 24, which establishes the basic curriculum for Compulsory Secondary Education and Baccalaureate.
- Crown Decree 984/2021, of November 16, which regulates evaluation and promotion in Primary Education, as well as evaluation, promotion and qualification in Compulsory Secondary Education, Baccalaureate and Vocational Training.
- Joint Instruction 1/2022, of June 23, from the general directorate of planning and educational evaluation and of the general directorate of vocational training, by which it is they establish aspects of organization and functioning for the centers that provide compulsory secondary education for the 2022/2023 year.
- Decree 111/2016, of June 14, which establishes the organization and curriculum of Compulsory Secondary Education in the Autonomous Community of Andalusia.
- Decree 182/2020, of November 10, which modifies Decree 111/2016, of June 14, which establishes the organization and curriculum of Compulsory Secondary Education in the Autonomous Community of Andalusia.
- Order of January 15th, 2021, which develops the curriculum corresponding to the stage of Compulsory Secondary Education in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity, establishes the organization of the evaluation of the process of

student learning and the transition process between different educational stages is determined.

3.3.1. Assessment criteria and learning standards

According to the Order of January 15th, the term “assessment criteria” could be defined as the set of references taken into account by teachers in order to verify that students have assimilated the key competences of a certain subject at an appropriate level. Given the fact that there are no specified learning standards for PE in Andalusia, it is necessary to go to the Crown Decree 1105/2014 to identify them and apply them in the process of educational planning and subsequent evaluation.

As the didactic proposal is developed from a CLIL approach, it will be necessary to integrate criteria and standards referring to both the main subject (PE) and the vehicular language. The latter's are taken from the First Foreign Language (FFL) section of the aforementioned regulations. The following assessment criteria (AC) and learning standards (LS) are associated to this proposal and focused on 2nd year of Secondary:

AC.PE.8. Recognize the possibilities offered by physical-sports activities as forms of active leisure and responsible use of the environment, facilitating knowing and using urban and natural spaces in the immediate environment for the practice of physical-sports activities.

LS.PE.8.3. Critically analyze the attitudes and lifestyles related to the treatment of the body, leisure activities, physical activity and sports in the current social context.

AC.PE.10. Use of Information and Communication Technologies in the learning process to search for, analyse and select relevant information, preparing documents, and making presentations and debates about them.

LS.PE.10.1. Use of Information and Communication Technologies to create digital documents (text, presentation, image, video, sound...), as a result of the process of searching, analysing and selecting relevant information.

AC.FFL.Listening1. Identify the essential information, main points and some of the most relevant details in short, well-structured oral texts, delivered orally or by technical means, articulated at slow or medium speed, in an informal or neutral register, on everyday matters in routine situations or on general topics or topics of one's own field of interest in the personal, public, educational or occupational domains, provided that acoustic conditions do not distort the message and it is possible to listen to what has been said again.

LS.FFL.Listening5. Can understand what he/she is asked about personal, educational, occupational or other matters of interest, and simple and predictable comments related to these in a formal conversation or interview (e.g., at school or work) in which he/she participates, provided he/she can ask for repetition, clarification or elaboration of what has been said.

AC.FFL.Speaking1. Produce short, comprehensible texts, both in face-to-face conversation and by telephone or other technical means, in a neutral or informal register, using simple language, in which information is given, requested and exchanged on topics of importance in everyday life and familiar matters or matters of personal, educational or occupational interest, and briefly justify the reasons for certain actions or plans, despite any interruptions or hesitations, obvious pauses, discursive reformulations, choice of expressions and structures and requests for repetition on the part of the interlocutor.

AC.FFL.Speaking9. Interact in a simple way in clearly structured exchanges, using formulas or simple gestures to take or yield the floor, even if this depends to a large extent on the interlocutor's performance.

LS.FFL.Speaking 4. Takes part in a formal conversation, meeting or interview of an academic or occupational nature (e.g., for a summer course, or to join a voluntary group), exchanging sufficient information, expressing his/her ideas on familiar topics, giving his/her opinion on practical problems when asked directly, and reacting in a simple way to comments, provided he/she can ask for key points to be repeated if needed.

AC.FFL.Reading1. Identify essential information, salient points and important details in short, well-structured texts, written in a formal, informal or neutral register, which deal with everyday informal or neutral register, dealing with everyday matters, topics of interest or topics of interest or relevant to one's own studies and occupations, and which contain simple structures and commonly used vocabulary in both printed and digital format.

LS.FFL.Reading3. Can understand personal correspondence in any form in which he/she talks about him/herself; describes people, objects and places; narrates real or imagined past, present and future events, and expresses feelings, wishes and opinions on general topics, known or of interest to him/her.

AC.FFL.Writing2. Know and apply appropriate strategies for producing short, simply structured written texts, e.g., copying conventional formats, formulas and models for each type of text and conventional models for each type of text.

LS.FFL.Writing1. Complete a simple questionnaire with personal information and information related to his/her education, occupation, interests or hobbies (e.g., to subscribe to a digital publication, enroll in a workshop, or join a sports club).

LS.FFL.Writing4. Can write very short reports in conventional format giving simple and relevant information about common events and the reasons for certain actions in academic and occupational fields, describing situations, people, objects and places in a simple way and outlining the main events in a schematic way.

These criteria and standards represent the framework for assessing student performance in the proposal. How exactly the students are assessed will be specified in a section below.

3.3.2. Key competences

In Decree 111/2016, key competences are defined as the abilities to apply the contents of each teaching and educational stage in an integrated way, in order to achieve the appropriate performance of activities and the effective resolution of complex problems. This regulatory framework establishes seven competences:

Linguistic communication; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; and Cultural awareness and expressions.

The Order of 15 January 2021 establishes links between the assessment criteria and the key competences. Therefore, taking into account the criteria chosen in the previous section as well as those links as a reference, the key competences that are developed throughout this proposal are mentioned below. Table 3 provides this information along with how exactly these key competences will be developed.

Key Competence	Assessment Criteria	Acquisition by...
Linguistic Communication	AC.PE.10 AC.FFL.Listening1 AC.FFL.Speaking1 AC.FFL.Speaking9 AC.FFL.Reading1 AC.FFL.Writing2	Students will have to communicate with each other in order to work together as a group, and there will also be debates and presentations, among other speaking activities.
Mathematical Competence and Basic Competence in Science and Technology	AC.PE.8 AC.FFL.Reading1	Students will learn to differentiate between lifestyle habits that are beneficial to them and those that are not. They will be given information to work on and reflect on.
Digital Competence	AC.PE.10 AC.FFL.Listening1 AC.FFL.Speaking1 AC.FFL.Reading1	Students will use their mobile phones as a digital tool to search for information and create content (#pingpongchallenge).
Learning to Learn	AC.PE.8 AC.PE.10 AC.FFL.Speaking9 AC.FFL.Writing2	Experiences in which the student is the protagonist of the learning process will be proposed and they will be allowed to participate in the evaluation.
Social and Civic Competences	AC.PE.8	Students will have to adopt different roles according to the requirements of

		the activity they are working on. They have to work as part of a team.
Sense of Initiative and Entrepreneurship	AC.FFL.Speaking1 AC.FFL.Writing2	Students will have to communicate their ideas in public and participate in peer assessment. They will also have to be creative in developing questions and answers in some activities.

Table 3. Relationship between key competences, assessment criteria and learning tasks.

To conclude this section, it is important to note that the legislation used in this dissertation is transitional for the second year of ESO during the academic year 2022/2023. From next school year onwards, the LOMLOE regulation will be fully applicable. This new educational law contemplates a new key competence: plurilingual competence, which would undoubtedly be closely linked to this proposal.

3.3.3. Objectives

Article 4 of Decree 111/2016 defines the objectives as the achievements that the student must attain at the end of each stage, as a result of the intentionally planned teaching-learning experiences. Two types of objectives can be distinguished: those to be achieved throughout the entire educational stage across all subjects and those specific to each subject. In this latter respect, the proposal includes Physical Education and Linguistic objectives.

3.3.3.1. Content (Physical Education) objectives

The main objective being addressed among the stage objectives proposed by the Crown Decree 1105/2014 is the following:

k) Know and accept the functioning of one's own body and that of others, respect differences, strengthen habits of care and bodily health, and incorporate physical education and the practice of sports to favor personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care of living beings and the environment, contributing to its conservation and improvement.

The following PE subject-specific objectives from the Order of January 15th, 2021 are addressed in the proposal:

1. Assess and integrate the positive effects of the regular and systematic practice of healthy physical activity and a healthy and balanced diet in personal and social development, by acquiring habits that influence the improvement of health and quality of life.

10. Develop the critical capacity regarding the treatment of the body and any social practice and/or physical-sport activity, by discriminating its positive and negative elements, including its environmental, economic and social impact.

11. Show skills and social attitudes of respect, teamwork and sportsmanship in participating in physical activities, games, sports and artistic-expressive activities, regardless of cultural, social and motor skills differences.

12. Use information and communication technologies responsibly to collect, present and share information on different aspects related to physical activity and sport, including their own activity, contrasting and citing the sources consulted.

3.3.3.2. Linguistic objectives

The Crown Decree 1105/2014 establishes one objective for the acquisition and use of foreign languages:

i) Understand and express oneself in one or more foreign languages appropriately.

Among the First Foreign Language objectives of the Order of January 15th, 2021, the following ones have been selected:

1. Listen to and understand specific information from oral texts in a variety of communicative situations, and adopt a respectful, tolerant and cooperative attitude.

2. Express oneself and interact orally in common communication situations in an understandable and appropriate way, using dialogue as a means to resolve conflicts peacefully.

3. Read and understand different texts at a level appropriate to the abilities and interests of the students, in order to extract general and specific information,

complementing this information with other sources in order to acquire new knowledge with a critical sense.

8. To develop the ability to work in a team, to reject discrimination against people on the basis of sex, or any other personal or social condition or circumstance, strengthening social skills and affective abilities necessary to resolve conflicts peacefully, and rejecting stereotypes and prejudices of any kind.

9. Make appropriate use of learning strategies and all available means, including information and communication technologies and audiovisual media, to obtain, select and present information orally and in writing in the foreign language.

As can be noticed, subject objectives 10 and 12 of PE and objectives 8 and 9 of FFL are closely related: they refer to teamwork and the use of new technologies.

In the description of each session, the objectives to be achieved in each case will be indicated.

3.3.4. Content

In this section, the contents related to the subjects of PE and English are defined. They are specified in the Order of January 15th 2021, in which contents are defined as the set of knowledge, skills, abilities and attitudes that contribute to the achievement of the objectives of each subject and educational stage, and to the acquisition of competences.

3.3.4.1. Physical Education

The PE contents of the proposal are shown in Table 4. Out of the five main blocks of content, the first one has been chosen: Health and Quality of Life.

PE CONTENTS: HEALTH AND QUALITY OF LIFE (BLOCK 1)

Characteristics of healthy physical activities.

Critical attitude towards physical practices with negative effects on health.

Rest and health.

Promotion and practice of hygiene and healthy lifestyles.

Awareness of harmful habits for one's health and for quality of life: tobacco,

alcohol, drugs, sedentary lifestyle, etc.

Table 4. PE contents.

This choice of content for the gamified proposal is supported by Bernardo et al. (2021), who argues that gamification can be used in PE to work on topics such as healthy habits.

3.3.4.2. *Linguistic*

The Order of 15 January 2021 distributes the contents of FFL in different blocks depending on the communicative skill addressed (listening, speaking and oral interaction, writing or reading). At the same time, within different types of content are identified that are common to almost all blocks. Table 5 summarises this information in a concise way.

CONTENT TYPE	FFL CONTENTS
Comprehension and production strategies	Listening skills: listening and comprehension of short oral messages related to classroom activities: instructions, questions, comments, dialogues...
	Speaking skills: expression of the message with sufficient clarity and coherence, structuring it appropriately and adjusting, where appropriate, to the models and formulas of each type of text, using frequently used phrases and expressions.
	Compensation strategies: searching for words of similar meaning, defining or paraphrasing a term or expression.
	Reading skills: reading texts from a variety of situations, related to their interests, experiences and needs.
	Writing skills: writing short written texts on paper and digital support. / Expression of the message with sufficient clarity, adjusting to the models and formulas

	of each type of text.
Linguistic components	Vocabulary related with the topic: healthy and unhealthy lifestyles.
Communicative functions	Expression of habits Describing physical and abstract qualities of people, everyday objects, places and activities in a simple way.
Sociocultural and sociolinguistic aspects	Social conventions, politeness and registers.
Linguistic-discursive contents	Interrogation (Wh- questions and Aux. Questions, e.g. How are you? Is it ok?). Indications of time (ago; early; late), duration (from...to), anteriority (before), posteriority (after), sequence (first, next, then, finally...), frequency (e.g., often, once a month...).

Table 5. FFL contents.

3.3.5. Cross-curricular content

According to the Decree 111/2016, there are up to 12 cross-curricular contents. As the name indicates, these are contents that should be covered in all subjects throughout the educational stage. Table 6 below shows the most relevant ones that this proposal addressed and how they will be developed.

CROSS-CURRICULAR CONTENT	JUSTIFICATION
g) The development of basic skills for interpersonal communication, the ability to listen actively, empathy, rationality and agreement through dialogue.	Students will have to work in groups to obtain and process information related to the topic. There will be roles to adopt for group work. In addition, one of the tasks consists of an interview inspired by a viral challenge.

h) The critical use and self-control in the use of information and communication technologies and audiovisual media, the prevention of risk situations derived from their inappropriate use, their contribution to teaching, learning and student work, and the processes of transforming information into knowledge.	During some activities they will be able to look up information on their phones. Reliable tools for searching for language-related information will be provided: dictionaries and translators. In addition, they will have to use them to record a video in one of the tasks.
j) The promotion of physical activity for the development of motor skills, healthy lifestyle habits, the responsible use of free time and leisure and the promotion of a balanced diet and healthy eating for individual and collective well-being, including concepts related to education for consumption and occupational health.	Students will learn to differentiate between healthy and unhealthy lifestyle habits.

Table 6. Cross-curricular elements of the proposal and their development.

3.4. Methodology

According to the Order of January 15th 2021, it is necessary to employ different teaching strategies to promote a positive atmosphere during the teaching process. This atmosphere is a key condition for the integral development of the students and the improvement of their quality of life.

For all of the above, it is essential that PE teachers develop and apply a sufficient range of teaching styles, techniques and strategies in their teaching practice so as to achieve the programmed objectives and the development of key competences, and adapt them to the group and to each student. Depending on the group and the contents to be taught, both reproductive and explorative techniques will be used, always adopting strategies that promote individualization, socialization, creativity and student participation, as well as cognitive and technological styles (Order of January 15th 2021).

Two main methodologies will be used in this proposal: CLIL and Gamification. They are reviewed on the theoretical part of this master's dissertation. As previously discussed, CLIL is an integrative content-language teaching methodology, while gamification is an active methodology in which gamified situations are used to attract the students' attention and motivate them in the learning process.

Principles and practices associated to the Task-Based Learning (TBL) approach are also incorporated in the proposal. According to Bilsborough (2013), in TBL the focal point is the task itself and the language is used as a means to carry out the task and it is learned as used in context.

A task is usually topic based and introduced by the teacher and can be inserted in a unit or it can be a unit in itself. They usually focus on short term objectives related to the curriculum. A task is usually staged in 3 steps: pre-task, task and task assessment (Table 7).

STEPS	DEFINITION
Pre-task	Teacher introduces the topic and presents the language and areas of content needed for the task. Then the task is explained, instructions given and objectives set.
Task	Students do the task as planned. The teacher supports and guides. Language may not be accurate at this point; fluency in communication is more important at this stage.
Task assessment	Students analyze their own progress and teacher focuses on helping correct mistakes in language (attention to accuracy) or task fulfilment. A way to present results is also agreed upon.

Table 7. Task-based learning: steps. (MIEB, 2021).

In terms of grouping arrangement, the class is divided into small cooperative groups following the recommendations of Bernardo et al. (2021), who argue that

this type of grouping is more conducive to learning than the traditional large group.

3.5. Proposal

The proposal is designed to take place on rainy days, as there is neither a gymnasium nor an indoor sports hall at the school, and it is on these days that the more theoretical content of the subject is taught. This does not omit the motor commitment that permeates the subject of Physical Education, although it is somewhat reduced if these sessions are compared with others focused on purely sporting content. The games proposed, which have a greater motor commitment, can be played indoors or outdoors, indistinctly.

In the methodology section, it was mentioned that CLIL, gamification and TBL will be the methodological approaches behind the proposal. The previous steps for the development of CLIL have been taken through the selection of the curricular elements referring to both the subject and the language. The following paragraphs show the previous reflections concerning the gamification of the proposal and the TBL approach.

Pérez-López (2015) proposes the "GPS method" to plan gamified proposals. In this case, the initial location (i.e., the needs for the proposal and the starting level of students) is the insufficient sport practice outside school and the adoption of unhealthy lifestyle habits by some students. The destination (the proposal objective) is to ensure that students meet the subject and linguistic objectives of the proposal. Finally, the means of transport and itinerary to be followed (the educational scenario and the activities to be carried out) are explained below.

Gamification of the proposal consists of simulating the final test of the TV contest "Pasapalabra": students will do preparatory activities and some of them will be used for each team to obtain time to be used in the final test (after each session, the seconds gained by each team will be recorded to be used as a reference in the final task: progress bar). In addition, these scaffolding tasks include a game inspired on the Cluedo board game: in this activity they will learn concepts related to Health and Physical Fitness (PE) while solving a crime using English. It is called "What happened to her?". Other games, both board games and sports

games (STOP, catch the flag...) are also adapted to achieve the linguistic and content objectives.

With regard to the TBL approach, it is necessary to identify the three different phases: pre-task, task and task assessment. The pre-task will be all the tasks that will scaffold the content and language needed to develop the final task in the last class session. The assessment of the task will be described in the following section.

Following the proposal of Coyle (2010), language use can be divided into language for learning, language of learning and language through learning. The following Table 8 provides a list of the language required in each case in this proposal.

Language of learning	Language for learning	Language through learning
Vocabulary related to lifestyle and habits.	Asking for information	Language that emerges during class
Wh-questions	Structure of an oral presentation	
Simple present for habits and daily activities	<i>Can you classify... into...?</i>	
Adverbs of frequency	<i>Can you name...?</i>	
Comparing and contrasting	<i>What ideas are mentioned...?</i>	
Giving advice	<i>Can you compare...?</i>	
Expression of habits	<i>What positive/negative effects... can you name?</i>	

Table 8. Language classification of the proposal.

Tables 9, 10, 11, 12 and 13 below show the distribution of tasks in different class sessions. There are different icons in the title row of each activity that indicates whether the activity has a more motor, speaking, listening, reading or writing component (Figure 2).

				
Motor	Speaking	Listening	Reading	Writing

Figure 2. Icons to define the main components of each activity. Source: flaticon.es

SESSION 1. INTRODUCTION OF THE UNIT	
PE Objectives	1 (assess...habits), 10 (develop critical capacity), 11 (work in teams).
FFL Objectives	1 (listen to and understand), 2 (express and interact orally), 3 (read and understand), 8 (work in teams).
Activity 1. Healthy Lifestyle Video (10 min.) 	
Pre-activity: Project or write on the board different words related to lifestyle habits (smoking, going to the gym, running, sleeping 8 hours, healthy food, fast food...). Students have to guess what they have in common: they are lifestyle habits. They can come up with new terms to add to them. Classify them into healthy and unhealthy habits. The teacher makes sure that all basic language needed to understand the main ideas in the video comes up in this stage of the activity. Activity: The whole class watches a video (with subtitles) about healthy lifestyle habits (link below). They will watch it twice and then they will be asked questions about the video and their previous knowledge (initial assessment). The teacher will go over the questions first to clarify any doubt. Pre viewing:	

This video deals with healthy and unhealthy habits. What healthy habits do you think will be mentioned? And unhealthy habits?

First viewing:

Watch the video and tick the topics that are mentioned:

- The benefits of physical activity
- The benefits of sleeping well
- The benefits of having a lot of friends
- The benefits of a balanced diet
- The benefits of reading
- The benefits of give up smoking, drinking and taking drugs

Second viewing

Watch the video and answer the following questions:

- Can you name one of the benefits of physical exercise mentioned in the video?
- What ideas for doing exercise are mentioned in the video?
- If you want to take up running, what of the two apps mentioned in the video would you choose?
- Why is eating well important?
- What type of food should be minimised?
- What negative effects on our health do smoking, drinking or taking drugs have?
- What positive effects on our health does stopping smoking have?
- Do you know of any other digital tools to improve healthy lifestyle habits?
- Is this video an effective way of persuading people to adopt healthy habits? Why (not)?

Resources:

[Healthy Lifestyle](#)

Activity 2. Hunting Down Bad Habits (25 min.)



Pre-activity: Students will be instructed on the different roles to work in groups (coordinator, reader, note-taker, spokesperson with the teacher, spokesperson for the class). Each group will be provided with a sheet with useful phrases to structure their oral presentation (Annex A).

Activity: The class is divided into 4 groups of 5 people. Each group looks for the pieces of their puzzle, scattered around the room, and puts them together to get their piece of information about healthy lifestyle habits. They draw out main ideas and explain them to the rest of the class.

Gamified proposal: 20 seconds for the group that finds all the pieces of their puzzle first, 15 seconds for the second, 10 seconds for the third and 5 seconds for the fourth.

Resources: texts adapted from (Bronson, 2022).

Text 1: Not Exercising Enough

“Exercise not only melts stress away, but it also helps protect against heart disease by lowering blood pressure, strengthening the heart muscle and helping you maintain a healthy weight. It also releases mood-boosting chemicals called endorphins. Instead, try: You can reap the mental benefits of exercise without an intense workout! Try going for a walk or try a guided workout class on YouTube.” (Bronson, 2022).

Text 2: Eating Too Much Junk Food

“When you are stressed, a burger or pizza may sound good at the time. However, it is important to know what these types of foods are doing to your body over time. These foods are high in sodium and fat, which the American

Heart Association (AHA) recommends avoiding. Instead, try: Consider swapping out fast food for whole grains, lean meats, nuts, fruits and vegetables.” (Bronson, 2022).

Text 3: Not Getting Enough Sleep

“Sleeping too little can overwork your heart and can cause you to become more stressed. It is recommended that healthy adults sleep between seven and nine hours every night. Instead, try: Try swapping your afternoon coffee for a non-caffeinated tea; use the few hours before bed to read, listen to music or take a bath; limit day-time naps; and turn off your cell phone, TV and other electronics 1-2 hours before bedtime.” (Bronson, 2022).

Text 4: Smoking and Drinking Too Much Alcohol

“When you smoke, you deprive your heart and blood of oxygen, which is vital for your body to function. Smoking also can block blood flow through your artery. This results in a heart attack or stroke. Drinking excessively or consistently over time hurts your heart. The American Heart Association recommends not exceeding two drinks per day for men and one drink per day for women. The more alcohol you consume, the higher your risk is for increased blood pressure and stroke. Instead, try: Swap out your favorite alcohol drink and try a new tea or coffee drink, instead.” (Bronson, 2022)

Activity 3. What about my habits? (15 min.)



Each group member will talk about their lifestyle habits and those of their immediate circle. The students will be provided with examples of expressions they can use (Annex B). They will have to come to a conclusion that they will share with the rest of the class.

Activity 4. Thinking as an interviewer. (10 min.)



Pre-activity: Review of the Wh-questions: what, why, how, where, who, when (What's your favourite color? When is your birthday? Who is your favourite sportsperson? How do you feel today? How old are you? ...)

Activity 1: Bingo game: students have to find someone who can answer the same questions as them to fill in the boxes. If they both have the same birthday month, they put their name in the birthday month box. They will be asked to use as many different wh-questions as they can.

Favourite color	Birthday month	Sportsperson you admire	Holiday destination
Mood	Age	Birthday day	

Activity 2: Individually they have to write down at least 4 Wh-questions related to lifestyle habits.

Activity 3: The teacher asks the students: What questions could you ask to someone to determine if he or she is healthy or not?

Table 9. Session 1.

SESSION 2. IDENTIFYING HABITS

PE Objectives	1 (assess...habits), 10 (develop critical capacity), 11 (work in teams), 12 (use ICT)
FFL Objectives	1 (listen to and understand), 2 (express and interact orally), 3 (read and understand), 8 (work in teams), 9 (use ICT)

Activity 1. The healthy #pingpongchallenge. (45 min.)

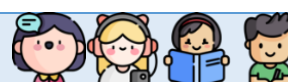


This activity is an adaptation of the viral TikTok challenge: pinpongchallenge. This challenge consists of doing an interview of quick questions. The questions produced in Act 4 of the previous session (preparatory task of this task) will be used. The last question consists of nominating the next person to be interviewed. As it is about PE, they will have to nominate and propose a motor challenge for that person. If they pass the challenge, they get a point for their team (**gamified proposal**). The challenge must be attainable, the person being challenged must demonstrate that he/she can do it.

Inspo PingPong: <https://vm.tiktok.com/ZMFkrEC3E/>

Important: If class time will be insufficient for all students to participate, some interviewees will be asked to nominate 2 people at a time. In this way, interviews will be conducted at the same time.

Activity 2. What is better? (15 min.)



Pre-activity: Review of comparative structures. The teacher writes on the board general comparatives and comparatives related to health: bigger, faster, healthier, less healthy, more/less harmful, wealthier, more/less active, more/less relaxed, more/less organised...

Comparative chain game. The teacher gives an example and the students have to continue the chain. "Fruit is healthier than pizza"; "A pizza is bigger than a ring"; "A ring is...".

Activity: Students will watch the short film "The choice" and will have a sheet with questions to reflect on. In small groups they will share their opinions.

Reflection questions:

What is the difference between the two people shown? If they are the same person what makes them different? Do you think one of them is happier than the other?

What decisions do you think are decisive for their lifestyles?

How do they manage their time for rest, personal care, work and leisure?

Which of them do you identify with the most? Do you find it difficult to make good choices? What do you use as a motivation to do so?

Resources: [THE CHOICE \(Short Animated Movie\)](#)

Table 10. Session 2.

SESSION 3. DISCRIMINATION BETWEEN HEALTHY AND UNHEALTHY HABITS AND FOOD	
PE Objectives	1 (assess...habits), 10 (develop critical capacity), 11 (work in teams)
FFL Objectives	1 (listen to and understand), 2 (express and interact orally), 3 (read and understand), 8 (work in teams).
Activity 1. Brainstorming (10 min.) 	
Each student will have 8 different pieces of paper on which they will have to write down a lifestyle habit or a food. They will write down two healthy habits and two unhealthy habits. They will do the same with food: two healthy and two unhealthy foods. The notes they produce will be used for the following activities.	

Activity 2. Lifestyle relay (15 min.)

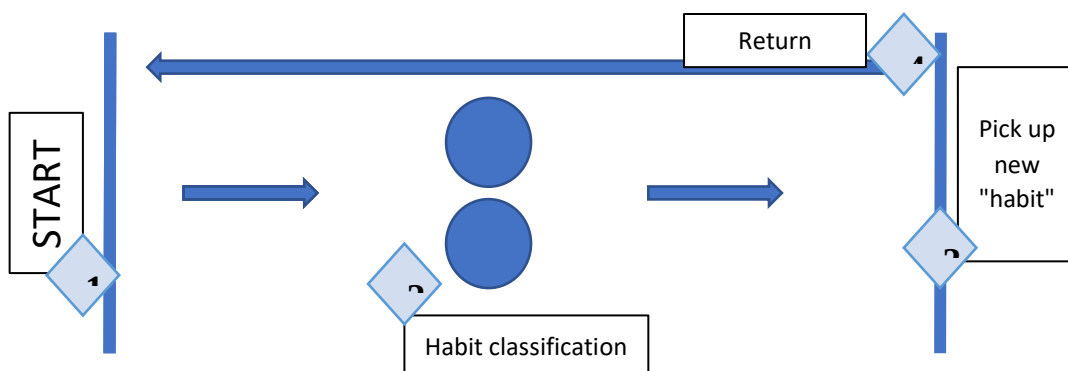


Relays in groups. Each group will have a healthy habits area and an unhealthy habits area. The first group goes out with the habit written on a piece of paper given to them by the teacher, runs to the habit classification area, leaves it and continues running to the end of the track, where they have to take another 'habit note' and run back to their group to give it to the next group mate. The first group to correctly sort all the habits wins.

Discussion and reflection on how they have classified each habit.

Gamified proposal: 40 seconds for the first team, 25 seconds for the second, 10 seconds for the third and 5 seconds for the fourth. For each misclassified habit, one second shall be subtracted.

Spatial distribution:



Activity 3. Eating healthy (25 min.)



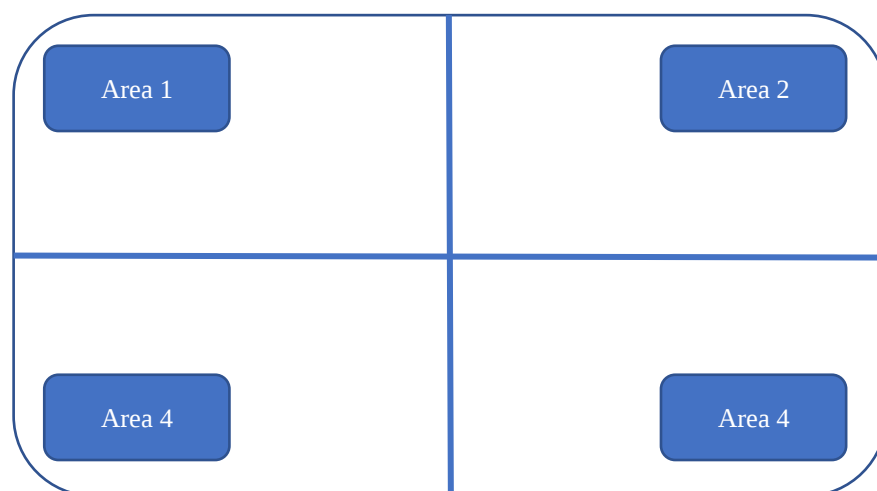
In groups. The space is divided into four, one space for each group. Within each group's space there will be an area with the pieces of paper with names of food on them that they have written in activity 1). The aim is to get as many healthy foods as possible during the activity. To do this they will have to go to the other teams' areas to get food and come back, without getting caught. When a student gets caught, s/he has to give back what s/he was carrying and do 5 squats in my zone before I can return to the action.

If the activity is too short, they can propose a menu with the food they have obtained.

Gamified proposal: the team with the highest number of healthy objects adds 1 min, the second 40 s, the third 20 s and the last 5 s.

Resources: pieces of paper activity 1 and cones to delimit zones and areas.

Spatial distribution:



Activity 4. STOP (10 min.)



Each student has a piece of paper. They divide it into columns with different categories (food, sport, brand, sports equipment, life habit, etc.). The teacher calls out a random letter and they have to fill in the row by putting a word from each category that starts with that letter. The first one to fill in the whole row shouts STOP and everyone stops writing.

Scoring system: for each correct word, they score 5 points and if it is correct and is not repeated with a partner, they score double (10 points).

Gamified proposal: the score of the best 3 of each team are converted into seconds for the final task.

Example:

Letter	Food	Sport	Brand	Sports team	Life habit	Points

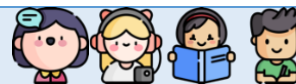
S	Seafood	Soccer	Sprinter	SFC	Smoking	25
A		Athletics	Adidas			10

Table 11. Session 3.

SESSION 4. HABITS EFFECTS

PE Objectives	1 (assess...habits), 10 (develop critical capacity), 11 (work in teams), 12 (use ICT)
FFL Objectives	1 (listen to and understand), 2 (express and interact orally), 3 (read and understand), 8 (work in teams), 9 (use ICT)

Activity 1. What happened to her? (45 min.)



Pre-activity: Group work on Annex C (giving advice). Students should underline the key structures in the first column and give examples by changing the subject. Proposed situations: your best friend doesn't know whether to tell her parents what happened to her; your brother doesn't do his homework; your classmate is stressed because he wants to train but hasn't finished his homework...

Activity: Mystery solving activity.

Narration: Something terrible happened this morning. When the teachers arrived, we found a pale woman who was in urgent need of medical assistance. The emergency services have asked us to investigate what could have happened to her. According to them, there are clues around this room and you have to solve the mystery in groups. One of you should carry a notebook to write down all the clues you find. When you have found all the clues (there are 5 in total), you should reflect on what you have seen and think about what has happened to her and how she could change her situation.

Clues:

- Bag with cigarettes and chewing gum inside.
- Mobile with step counter notification at 2000 steps the day before.

- McDonald's tickets.
- Doctor's report prescribing sleeping pills.
- Rubbish bag full of soda and beer cans.

Worksheet: Annex A and Annex B are used to describe the situation and Annex C to give advice.

Gamified proposal: all groups receive 30 seconds for the final task if they hand in the task properly.

Activity 2. Preparing the final challenge (15 min.)



Each group produces questions similar to those in the final contest of "Pasapalabra". In other words, a question whose answer begins with or contains each of the letters of the alphabet. It must have to be related to lifestyle habits. Three physical challenges must be included. They can use their mobile phone to look for specific vocabulary. These will be used in the next and last session.

It is essential that the whole group participates in the elaboration of these questions and challenges, they can be given roles or they can divide the letters into subgroups within the group. There will probably not be enough time to finish the activity in class, so they will have to take some of the work at home. Once they have the questions, they should send them to the teacher for review.

Example: Starting with "h", a settled or regular tendency or practice, especially one that is hard to give up.

Table 12. Session 4

SESSION 5. DEMONSTRATING EXPERTISE

PE Objectives	1 (assess...habits), 10 (develop critical capacity), 11 (work in teams)
FFL Objectives	1 (listen to and understand), 2 (express and interact orally), 3 (read and understand), 8 (work in teams).

Activity 1. THE HEALTHY LIFESTYLE DOUGHNUT (45 min.)



This activity consists of "el roscó" (final quiz) of "Pasapalabra". Each group has prepared questions for a "roscó" and the teacher has reviewed them. All groups are made up of 5 people, who are assigned the roles of: 1 spokesperson to answer what the group decides, 2 question readers/presenters, 1 timekeeper and 1 scorekeeper to record the progress of the other team.

The teams participate alternately: team A reads their questions and checks the progress of team B; team B does the same with team C; team C with team D; and team D with team A.

The time limit for each group is determined by the points/minutes they have been earning in the activities that scored for it. They can get extra time by successfully facing the physical challenges.

If there are any failures, the whole group does 10 squats.

The team that makes the most progress in "el roscó" until the participation time is up will win.



Activity 2. Assessment (15 min.)
The end of the class will be used to evaluate the group itself. This is developed in the section 3.7.

Table 13. Session 5.

3.6. Attention to diversity

According to Order 15th January 2021, attention to diversity is the set of actions and educational measures that guarantee the best response to the needs of our students, as developed in an inclusive environment. Additionally, in accordance with the Decree 182/2020, the proposal fosters the Universal Design for Learning (CAST, 2021) which aims to ensure an effective inclusive education, allowing access to the curriculum to all students. Furthermore, considering the Crown Decree 1105/2014, the teaching-learning process should attend diversity by providing individualized attention and address learning difficulties by implementing mechanisms as soon as these difficulties are detected. In order to do that, the proposal will include both ordinary and specific measures.

3.6.1. Standard attention to diversity

Regarding ordinary attention, we consider some general measures to attend the diverse needs of the group of students to promote the inclusion of all students. We carry out a heterogeneous organization of groups, thus favouring cooperative learning. Additionally, some organizational and methodological strategies are implemented such as using a flexible timing, as well as a wide range of evaluation techniques and instruments to contribute to individualized learning. The use of a variety of methodological strategies includes the use of principles and practices derived from cooperative learning, task-based approach and gamification.

3.6.2. Attention to students with specific educational support needs

Apart from the standard attention to diversity, it is necessary to consider proposals for students who need further support together with the one provided by the general measures, which is the attention different from the ordinary. In this group, there are one student who, after the psycho-pedagogical report, has been diagnosed as a student with attention deficit disorder, i.e., a student with a

specific educational support need. The characteristics of this condition are summarised in Table 14.

Attention Deficit Disorder (ADD)	
ADD is a persistent pattern of lack of attention and impulsivity, affecting the social, school and family environment. Our student is impulsive, very distracted, and he has problems on focusing on tasks and instructions. He has difficulties in organizing, and planning. He usually avoids tasks which involves a sustained mental effort.	
STRENGTHS	- Vivid imagination and creativity. - Willing to try new challenges.
NEEDS	- Low self-esteem. - Problems focusing the tasks and list of instructions. - Lack of motivation. - Impulsivity. - Slowness in performing cognitive tasks.

Table 14. Characteristics of Attention Deficit Disorder.

According to the organization proposed by Seneca (the Andalusian online educational platform), the pedagogical response to this case should include:

- Methodology to be used: Methodology should be student-centered. The use of visual support and models is also important. Furthermore, we must enhance self-esteem and self-concept. Gamification is key in this respect.
- Types of activities and tasks: Tasks should be gradual and contextualized to avoid anxiety and promote motivation. It is suggested to divide each activity into a sequence of shorter tasks, indicating a time limit to complete each task. This requires a continuous monitoring to encourage a sustained attention preventing from impulsivity. Instructions should be clear and simple. Diverse activities should be included for the same contents that can be completed at different degrees of performance. To achieve all of the above requirements, task-based learning will be used.
- Teaching resources: Learning material should be highly stimulating and adapted to the need of the student without excessive stimuli that are not

relevant to the task. The use of digital resources is essential to foster motivation and adapt learning. During the proposal, information will be presented in different ways. There will be videos to reflect on and work on the content.

- Grouping, distribution of space and time: It is necessary to have a clear organization of time, space and classroom management. This is detailed in the session sheets of the proposal. The student should be located near the teacher and away from distractions. It is suggested to combine different forms of grouping depending on the goal we want to achieve (heterogeneous groups in cooperative learning). Flexibility is considered and brain breaks will be an essential tool to include in the sequence of activities. There will be group and individual activities. In addition, the aim is to vary the type of activity within the session.
- Evaluation tools: It is necessary to promote individual, group or collective achievement of rewards and foster self-evaluation. Supervision and visual, verbal, or physical support might be used. Continuous feedback will need to be given to this student. This applies to the whole group, but special emphasis should be given in this case.

3.6.3. Universal design for learning

The Universal Design for Learning (UDL) is defined as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST, 2021).

There are three basic principles defined by CAST (2018) grounded in modern neuroscience, which provides a solid foundation for understanding how the learning brain intersects with effective instruction. These three principles are aligned with the three networks of the brain (representation to the cognitive network, action and expression to the strategic network, and engagement to the affective network). Table 15 below shows the goals of each principle (based on CAST, 2018, 2021).

UNIVERSAL DESIGN FOR LEARNING		
PRINCIPLE	GOAL (learners who are...)	OBJECTIVE
Engagement	Purposeful and Motivated	Stimulate interest and motivation for learning.
Representation	Resourceful and Knowledgeable	Present information and content in different ways.
Action and Expression	Strategic and Goal-Directed	Differentiate the ways that students can express what they know.

Table 15. UDL Principles and Goals (CAST, 2018).

Table 16 shows how the different Principles of UDL are fulfilled in the proposal according to the information provided by CAST (2018).

Principles	Guidelines
Engagement	• Foster collaboration and community: most of the activities are group activities or have an impact on the final group task (they serve to gain minutes). • Provide feedback that is substantive and informative rather than comparative or competitive: after each activity, the results will be discussed with the whole group and the reasons for the correct solutions will be explained, e.g., why a habit is considered healthy and not the opposite. • Develop self-assessment and reflection: all students will participate in the assessment process.
Representation	• Provide option for perception: information will be presented in different ways: video, transcription, texts, etc. • Clarify syntax and structure: provide scaffolding of the linguistic structures (e.g., wh-questions) and models • Promote understanding across languages: electronic translation tools or multilingual glossaries will be provided (deepl, google translator, word reference...) • Activate or supply background knowledge: brainstorming, questions about their personal experiences...

Action and expression	• Support planning and strategy development: some long activities are divided into two smaller ones. The first one prepares the students for what they need to do later on. • Facilitate managing information and resources: there are templates in some activities and in the final evaluation. • Enhance capacity for monitoring progress: use templates that guide self-reflection in the assessment task.
-----------------------	---

Table 16. Application of UDL guidelines in the proposal.

3.7. Assessment and Evaluation

Evaluation and assessment are crucial to developing an effective teaching-learning process. If we do not measure the results of our actions, we will never know if we are on the right track. Evaluation helps us to be better professionals and assessment helps learners and teachers to know if they are acquiring the knowledge, skills and competences expected of them (Blazquez Sanchez, 2017).

Table 17 below shows the main ideas about assessment and evaluation:

ASSESSMENT AND EVALUATION				
WHO?	WHAT?	WHEN?	HOW?	WHAT FOR?
Everybody	Everything	Initial Formative Summative	By means of analysis and reflection (assessment) Through activities (knowledge)	To improve the teaching-learning process
Self-evaluation / assessment	Teaching-learning process			To confirm effectiveness of the proposal
Co-evaluation / assessment	Teacher			
Teacher assessment	Student			

				To grade the students' performance
--	--	--	--	------------------------------------

Table 17. Assessment and evaluation. Source: Own elaboration based on Blázquez (2017).

For the assessment and evaluation in this proposal, it is necessary to take into account the assessment of the PE subject and the characteristics of the CLIL methodology. In a CLIL context, it is important to assess and evaluate at the same time the knowledge students have about the content subject and their linguistic competence (Maggi, 2012).

According to the Order of 15 January 2021, the achievement of quality PE and, therefore, the improvement of teaching implies an evaluation of all the elements of the didactic act, such as students, teachers, methodology, resources, facilities, the evaluation itself, etc. For this reason, there are three subsections dedicated to the assessment of the students, evaluation of the teacher and evaluation of the proposal.

3.7.1. Student assessment

Students will be assessed according to the assessment criteria selected for the proposal. It will be necessary to assess both the development of the linguistic content and the PE content.

The instrument for assessing the students is a rubric (Annex D). In this rubric there will be 4 levels of achievement of the criteria to avoid central tendency. Each student will have to self-assess their role in the group during the didactic proposal.

The teacher must be aware and there may be shared assessment - student-teacher dialogue for assessment - if this is needed, as self-assessment is not a common practice among these learners. practice among these pupils. In addition, the teacher will compare the rubric information with the reality that has been observed.

3.7.2. Teacher evaluation

In order to evaluate the teacher's role, self-evaluation is proposed by means of a class diary complemented by a checklist. The evaluation should be continuous throughout the proposal, so that the intervention can be oriented to improve it if necessary.

The checklist (Table 18) will take into account aspects related to group attention, communication with the group and teaching through the selected methodologies (facilitating role in learning, use of cooperative language, enforcing rules, promoting cooperation and not competition...). In addition, a section will be included in each item so that any necessary comments can be made.

TEACHER	Yes	No	Comments
I have clearly explained the activities and concepts			
I have been interested in the level of understanding of the explanations and made sure that everyone has understood the task.			
I have been able to capture the attention of students			
I have provided constant feedback, when it was needed			
I have facilitated motivation			

Table 18. Teacher evaluation: Checklist. Source: Own elaboration.

3.7.3. Proposal evaluation

In order to evaluate the didactic proposal: its design, the activities proposed, methodology, etc., self-evaluation is used.

This could be done by means a checklist, but logic leads us to think that the teacher prepares the proposal taking into account all the aspects that can be evaluated in this checklist. Therefore, a diary (similar to an anecdotal register) is chosen, in which the preparation phase of the didactic unit is evaluated during

the teaching process. With this instrument it is possible to know which aspects to improve for the next teaching and learning process.

The diary is not an anecdotal register by itself, as there are specific aspects to gather information about. It will be necessary to evaluate whether:

- The characteristics of the students are taken into account.
- The methodology used is appropriate for the achievement of the objectives and the development of the contents, based on the assessment criteria.
- The proposed activities are motivating.
- The activities serve to achieve the proposed objectives.
- The diversity measures adopted are effective.

In addition, a final questionnaire (Annex E) will be given to students to evaluate the proposal: where did you find the most difficulties, which activities did you like the most, what did you learn during the sessions, how did you feel when working in a group?

4. CONCLUSIONS

The present master's dissertation aimed to design a CLIL proposal combined with gamification for the field of PE in secondary education.

The first section of the Theoretical Framework has provided an overview of CLIL methodology. The main ideas of this section are the concept of CLIL and its characteristics as a content and language integrated methodology. It also highlights the different uses of language according the Language Triptych proposed by Coyle et al. (2010), and the advantages and disadvantages of this methodological approach.

Next, discussions and research studies about CLIL and PE, Gamification and CLIL, and Gamification and PE have been reviewed. The conclusions drawn from this review are that both methodologies benefit PE related learning and can be mutually beneficial to each other. However, in order to achieve this potential benefit, the necessary methodological conditions (such as scaffolding provision) must be taken into account so that both methodologies really help to increase learning motivation among students and do not represent an extra workload for teachers.

Finally, a gamification proposal to teach PE through CLIL has been justified and developed. In order to do that, both the context and the curricular framework of the proposal have been defined. Next, references were made to the methodological aspects of the proposal, that include a task-based approach, together with gamification and CLIL. After the development of the proposal, two key aspects of the reality of any teaching experience were addressed: attention to diversity and assessment and evaluation.

To conclude, it can be stated that CLIL and gamification can indeed constitute an effective combination for teaching PE content in secondary education, as studies have proved that this combination has a considerable potential to enhance student motivation and learning. Nevertheless, in order to fulfil this potential, it will be necessary to carefully reflect both on the student needs and characteristics, and on the nature of the learning content, and to provide the necessary scaffolding that students need in order to learn curricular content through English in a gamified learning environment.

5. REFERENCES

- Allmiral, L. L. (2016). Epic clans. Gamifying Physical Education. *Tandem*, 51, 67–73.
- Andueza, J., & Lavega, P. (2017). Incidencia de los juegos cooperativos en las relaciones interpersonales. *Movimiento*, 23(1), 213-227.
- Beare, K. (2020, August 26). *How to give advice with the "should" verb*. ThoughtCO. <https://www.thoughtco.com/giving-advice-tips-1211120>
- Beni, S., Fletcher, T., & Ní Chróinín, D. (2017). Meaningful experiences in physical education and youth sport: a review of the literature. *Quest*, 69(3), 291–312.
- Bernardo Jambrina, P., Gómez Vallecillo, A. I., & Vergara Rodríguez, D. (2021). Gamification in bilingual secondary school classrooms: An educational experience. *Encuentro*, 29, 1-16.
- Breidbach, S. & Medina-Suárez, J. (2016). Teachers' perspectives on CLIL and classroom innovation in a method based on drama games. *Estudios sobre Educación*, 31, 97-116. <https://doi.org/10.15581/004.31.97-116> .
- Bronson. (2022, April 21). *Six unhealthy lifestyle choices causado by stress*. <https://www.bronsonhealth.com/news/six-unhealthy-lifestyle-choices-caused-by-stress/>
- Carrión, E., Pérez, M. & Giménez, E. (2021). ICT and gamification experiences with CLIL methodology as innovative resources for the development of competencies in compulsory secondary education. *Digital Education Review*, 39, 238-256. <https://doi.org/10.1344/der.2021.39.238-256>
- Casañ Pitarch, R. (2017). Gamifying Content and Language Integrated Learning with serious videogames. *Journal of Language and Education*, 3, 107-114. <https://doi.org/10.17323/2411-7390-2017-3-3-107-114> .
- CAST (2018). *Research evidence*. <https://udlguidelines.cast.org/more/research-evidence>.

- CAST (2018). *Universal Design for Learning guidelines version 2.2*.
<http://udlguidelines.cast.org>
- CAST (2021). *About Universal Design for Learning*.
<https://www.cast.org/impact/universal-design-for-learning-udl>
- Chiva, O., Isidori, E., & Fazio, A. (2015). Educación física bilingüe y pedagogía crítica: una aplicación basada en el judo. *Retos*, 28, 110-115.
<https://doi.org/10.47197/retos.v0i28.34812> .
- Coral Mateu, J., & Lleixà Arribas, T. (2013). Las tareas en el aprendizaje integrado de educación física y lengua extranjera (AICLE). Determinación de las características de las tareas mediante el análisis del diario de clase. *Retos*, 24, 79-84. <https://doi.org/10.47197/retos.v0i24.34532>
- Coral, J., & Lleixà, T. (2016). Physical education in Content and Language Integrated Learning: successful interaction between physical education and English as a foreign language. *International Journal of Bilingual Education and Bilingualism*, 19(1), 108-126. <https://doi.org/10.1080/13670050.2014.977766>
- Coyle, D. (1999). Content and Language Integrated Learning motivating learners and teachers. *University of Nottingham*.
<https://blocs.xtec.cat/clilpractiques1/files/2008/11/slrc Doyle.pdf>
- Coyle, D. (2010). *CLIL in Spain: implementation, results and teacher training*. Cambridge Scholars Publishing.
- Coyle, D. (2015). Strengthening integrated learning: towards a new era for pluriliteracies and intercultural learning. *Latin American Journal of Content and Language Integrated Learning*, 8, 84-103.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL Content and Language Integrated Learning*. Cambridge University Press.
<https://doi.org/10.1017/9781009024549>
- Dale, S. (2014). Gamification: making work fun, or making fun of work? *Business Information Review*, 31(2), 82–90.
<https://doi.org/10.1177/0266382114538350>

- Dichev, C., & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. *International Journal of Educational Technology in Higher Education*, 14 (9), 1–36. <https://doi.org/10.1186/s41239-017-0042-5>.
- Duff, A. (1989). *Translation*. Oxford University Press.
- Echevarría, J. Vogt, M. E., & Short, D.J. (2010). *Making content comprehensible for English learners. The SIOP model*. Pearson.
- European Commission, Directorate-General for Education, Youth, Sport and Culture (Eurydice) (2006). *Content and Language Integrated Learning (CLIL) at school in Europe*. Publications Office of the European Union.
- Fernández-Barrionuevo, E.; Villoria, J., González-Fernández, F. T., & Baena-Extremera, A. (2022). Do students enjoy when they learn through a foreign language?: ISC-LE validation and sex and age differences. *Journal of Sport and Health Research*, 14(2), 247-256.
- Fernandez-Rio, J., de las Heras, E., González, T., Trillo, V., & Palomares, J. (2020). Gamification and physical education. Viability and preliminary views from students and teachers. *Physical Education and Sport Pedagogy*, 25(5), 509–524.
- Figuerola, J. (2015). Using gamification to enhance second language learning. *Digital Education Review*, 27, 32-54. <https://doi.org/10.1344/der.2015.27.32-54>
- Foncubierta, J. M., & Rodríguez, C. (2006). Didáctica de la gamificación en la clase de español. *Edi numen*, 1-8.
- García-Calvo, S., & Salaberri, M. S. (2018) Physical Education and English: constructivist vs traditional approaches in bilingual and non-bilingual education. *Sportis. Scientific Journal of School Sport, Physical Education and Psychomotricity*, 4(2), 364-387. <https://doi.org/10.17979/sportis.2018.4.2.3330>
- Garcia-Calvo, S., Banegas, D. L., & Salaberri, M. S. (2019). Satisfaction' study in bilingual Physical Education after applying a schedule based on Content and

- Language Integrated Learning. *Sportis. Scientific Technical Journal of School Sport, Physical Education and Psychomotricity*, 5(2), 305-322. <https://doi.org/10.17979/sportis.2019.5.2.5235>
- Gil-López, V., González-Víllora, S., & Hortigüela-Alcalá, D. (2021). Learning foreign languages through Content and Language Integrated Learning in Physical Education: A systematic review. *Porta Linguarum*, 35, 165-182. <https://doi.org/10.30827/portalin.v0i35.15785>
- Guthold, R., Stevens, G. A., Riley, L. M., & Bull, F. C. (2020). Global trends in insufficient physical activity among adolescents: a pooled analysis of 298 population-based surveys with 1.6 million participants. *The Lancet Child & Adolescent Health*, 4, 23-35. [https://doi.org/10.1016/S2352-4642\(19\)30323-2](https://doi.org/10.1016/S2352-4642(19)30323-2)
- Jambrina, P., Gomez, A., & Vergara, D. (2021). Gamificación en aulas bilingües de secundaria: una experiencia educativa. *Encuentro: revista de investigación e innovación en la clase de idiomas*, 29, 1-16. <https://doi.org/10.37536/ej.2021.29.1917>.
- Kapp, K. M. (2012). *The gamification of learning and instruction: case-based methods and strategies for training and education*. John Wiley & Sons.
- Lasagabaster, D. & Ruiz de Zarobe, Y. (2010). *CLIL in Spain: implementation, results and teacher training*. Cambridge Scholars.
- Lova, M., Bolarín, M. J., & Porto, M. (2013). Programas bilingües en Educación Primaria: valoraciones de docentes. *Porta Linguarum*, 20, 253-268.
- Maggi, F. (2012). Evaluation in CLIL. In F. Quartapelle (Ed.), *Assessment and evaluation in CLIL* (pp. 57-74). <http://aeclil.altervista.org/Sito/wp-content/uploads/2013/02/AECLIL-Assessment-and-evaluation-in-CLIL.pdf>
- Marsh, D. & Langé, G. (2000). *Using languages to learn and learning to use languages: an introduction to content and language integrated learning for parents and young people*. University of Jyväskylä. <http://clilcompendium.com/1uk.pdf>

- Mehisto, P., Marsh, D. & Frigols, M. J. (2008). *Uncovering CLIL, Content and Language Integrated Learning in bilingual and multilingual education*. Macmillan.
- MIEB (2021) Student-centered methodologies. *Universidad de Jaén*.
- Monguillot Hernando, M., González Arévalo, C., Zurita Mon, C., Almirall Batet, L., & Guitert Catasús, M. (2015). Play the game: gamification and healthy habits in physical education. *Apunts. Educación Física y Deportes*, 119, 71-79. [https://doi.org/10.5672/apunts.2014-0983.es.\(2015/1\).119.04](https://doi.org/10.5672/apunts.2014-0983.es.(2015/1).119.04)
- Navarro Pablo, M., & García Jiménez, E. (2018). Are CLIL students more motivated? An analysis of affective factors and their relation to language attainment. *Porta Linguarum*, 29, 71-90. <http://hdl.handle.net/10481/54023>
- Pérez Cañado, M.L. (2016). Stopping the “pendulum effect” in CLIL research: finding the balance between Pollyanna and Scrooge. *Applied Linguistics Review*, 88(1), 79-99. <https://doi.org/10.1515/applirev-2016-2001>.
- Pérez-López, I.J. (n.d.). *Símil entre los “elementos” principales de un coche y aquellos a tener en cuenta a la hora de diseñar una experiencia de gamificación educativa*. [Unpublished manuscript]
- Pérez-López, I.J. (2015). Des*aprende a programar en 1000 palabras. Basado en hechos reales. *Habilidad Motriz*, 44, 2-3.
- Pérez-López, I.J. (2018). La docencia es un juego donde gana el que más disfruta. *Habilidad Motriz*, 50, 2-3.
- Pfenninger, S. (2016). All good things come in threes: early English learning, CLIL and motivation in Switzerland. *Cahiers de l'ILSL*, 48. <https://doi.org/10.26034/la.cdclsl.2016.429>.
- Prakash, J. R., & Spoorthi, B. (2022). Gamified Content and Language Integrated Learning approach (CLIL): an innovative approach for effective language teaching and learning. *Proceedings of the International Conference on Best Innovative Teaching Strategies (ICON-BITS 2021)*. <http://dx.doi.org/10.2139/ssrn.4027358>

- Quennerstedt, M. (2019) Physical education and the art of teaching: transformative learning and teaching in physical education and sports pedagogy. *Sport, Education and Society*, 24(6), 611–623. <https://doi.org/10.1080/13573322.2019.1574731>.
- Salvador-García C., Capella-Peris C., Chiva-Bartoll, O., & Ruiz-Montero, P. J. (2020). A mixed methods study to examine the influence of CLIL on physical education lessons: analysis of social interactions and physical activity levels. *Frontiers in Psychology*, 11, 578. <https://doi.org/10.3389/fpsyg.2020.00578>
- Shen, B. (2014). Outside-school physical activity participation and motivation in Physical Education. *British Journal of Educational Psychology*, 84(1), 40-57. <https://doi.org/10.1111/bjep.12004>
- Sotos-Martínez, V.J., Ferriz-Valero, A., García-Martínez, S., & Tortosa-Martínez, J. (2022). The effects of gamification on the motivation and basic psychological needs of secondary school physical education students. *Physical Education and Sport Pedagogy*. <https://doi.org/10.1080/17408989.2022.2039611>
- Werbach, K. (2014). (Re)Defining gamification: A process approach. In A. Spagnolli, L. Chittaro, & L. Gamberini (Eds.), *Persuasive Technology* (pp. 266-272). https://doi.org/10.1007/978-3-319-07127-5_23
- Yen-Ling, T.T. (2010) CLIL appeals to how the brain likes its information: examples from CLIL-(Neuro)Science. *International CLIL Research Journal*, 1(3). <http://www.icrj.eu/13/article1.html>

6. ANNEXES

Annex A: Oral presentation worksheet

Explain what your presentation is about at the beginning:

I'm going to talk about ...

The main focus of this presentation is ...

Use these expressions to organize your ideas:

First of all, ...

Then, ...

Secondly, ...

Next, ...

Finally, ...

To sum up, ...

In conclusion, ...

Use these expressions to add more ideas:

In addition, ...

What's more, ...

Also, ...

To introduce the opposite point of view you can use these expressions:

However, ...

On the other hand, ...

To give some examples:

For example, ...

For instance, ...

Such as ...

In other words, ...

Annex B: talking about lifestyle and frequency.

Here you have some examples about habits:

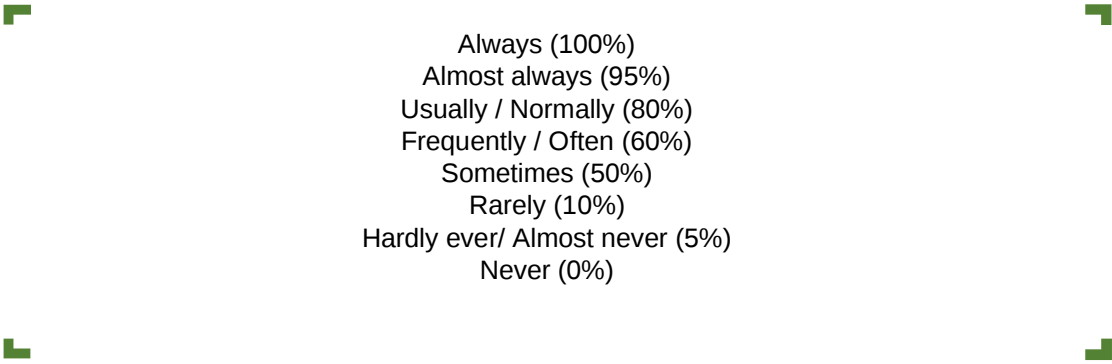
I usually sleep for 8hours/ eat fast food /...

She *doesn't* usually drink alcohol except when ...

He hardly ever eats vegetables or fruit.

I do exercise every day / every 2 days / once a week /...

You can use other adverbs of frequency. Here is a list with the frequency expressed in %:



Always (100%)
Almost always (95%)
Usually / Normally (80%)
Frequently / Often (60%)
Sometimes (50%)
Rarely (10%)
Hardly ever/ Almost never (5%)
Never (0%)

Annex C: Advice construction.

Inspired on Beare (2020) Retrieved from <https://www.thoughtco.com/giving-advice-tips-1211120>

FORMULA	VERB FORM
I don't think you should work so hard.	Use 'I don't think you should' + the base form of the verb in a statement.
You ought to work less.	Use 'You ought to' + the base form of the verb in a statement.
You ought not to work so hard.	Use 'You ought not to' + the base form of the verb in a statement.
If I were you, If I were in your position, If I were in your shoes, I wouldn't work so hard.	Use 'If I were' 'you' OR 'in your position' OR 'your shoes' 'I wouldn't' OR 'I would' + base form of the verb in a statement (A form of the conditional 2).
You shouldn't OR You should work less.	Use 'You should' OR 'You shouldn't' + the base form of the verb in a statement.

Annex D: Assessment Rubric

Now it is your turn to assess how you have done during these sessions. Remember to be honest with yourself and mark the answer that you think corresponds most closely to reality. If you have any doubts, you can ask me.

				
P E 8	I have learned to differentiate between healthy and unhealthy lifestyle habits and I know how to identify my lifestyle habits.	I have learned to differentiate between healthy and unhealthy lifestyle habits and I know how to give examples of both types.	I have learned to differentiate between healthy and unhealthy lifestyle habits and I know how to identify them.	I am not entirely clear about healthy and unhealthy lifestyle habits and I find it difficult to identify them.
I C T	I have learned about new tools to look up English-related information (dictionaries and translators) and have used at least two of them for my homework.	I have learned about new tools to look up English-related information (dictionaries and translators) and I have used one of them for my homework.	I have learned about new tools to search for English-related information (dictionaries and translators).	I have not come across any new tools to search for English-related information (dictionaries and translators).
L i s t e n .	I always understand what they tell me or what I hear in the videos.	I almost always understand what I am told or the videos I watch without subtitles.	I usually understand what I am told or the videos I watch without subtitles.	I find it difficult to understand what I am told or the videos I watch without subtitles.

S p e a k .	I am able to hold a conversation fluently.	I have conversations without much difficulty in expressing what I want, if I don't know something I look for alternatives.	I find it difficult to say what I want to say without having to look for alternatives.	I hesitate a lot when I have a conversation in English with another person.
R e a d .	I am able to understand any written text.	I understand the majority of the texts and I understand the message.	I only understand part of the text when I read.	I don't usually understand texts when I read them.
W r i t e.	I am able to write sentences without help.	I am able to write sentences following a model.	I need to ask for help in writing sentences correctly.	I am not able to write sentences.

Annex E: Final Questionnaire. Proposal evaluation.

Now you are going to help me to know what I need to improve for the next classes, so please answer the questions honestly. It's anonymous, but remember to be constructive.

1. Where did you find the most difficulties?

2. Which activities did you like the most?

3. What did you learn during the sessions?

4. How did you feel when working in a group?

5. Do you have any suggestions?