

Master's Dissertation/
Trabajo Fin de Máster

TEACHING HANDBALL IN PHYSICAL EDUCATION THROUGH CLIL

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At this point, I remember all teachers I have had during my scholar stage, because they are in charge that I can finish now this work.

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My family has also supported me all the time.

ABSTRACT: This project presents a literature review of the current bilingual education scenery, as well as the analysis of the application of a CLIL methodology, and the justification of teaching Physical Education through CLIL. Then, it is proposed a lesson plan in which a team sport, such as handball, is taught applying a CLIL methodology, combining both learning of physical education content and English as foreign language content. Finally, it is carried out a conclusion.

Key words: CLIL, CLIL in Physical Education, Physical Education in CLIL, content and language integrated learning, Physical Education, bilingualism, bilingual education, second language learning,

RESUMEN: El trabajo presenta una revisión bibliográfica de la situación actual de la educación bilingüe, así como un análisis de la aplicación de la metodología CLIL, y la justificación de enseñar educación física a través de CLIL. Posteriormente se propone una unidad didáctica en la que se enseña un deporte de equipo, como el balonmano, utilizando la metodología CLIL, combinando tanto el aprendizaje del contenido de la asignatura de educación física como el aprendizaje del inglés como lengua extranjera. Finalmente, se lleva a cabo una conclusión.

Palabras clave: CLIL, AICLE, educación física, educación física en AICLE, aprendizaje integrado de contenidos y lenguas extranjeras, bilingüismo, educación bilingüe, aprendizaje de una segunda lengua,

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1. INTRODUCTION

This Master dissertation is intended to suggest a didactic proposal to teach handball, and team sports in general, applying a Content Language and Integrated Learning (hereafter CLIL, also known as AICLE in Spanish or EMILE in French) methodology. To make this didactic proposal, it will be carried out a research about the CLIL approach, how it works in the Physical Education (hereafter PE) subject, and its effect on learners' English skills.

Throughout the work, it will be firstly analysed different bilingual programmes, the CLIL methodology, the features of PE through a CLIL approach (hereafter PE-in-CLIL), English as a foreign language (hereafter EFL), and the relation between both PE-in-CLIL and English, reviewing the existing scientific literature. Then, we will propose a lesson plan to teach a team sport such as handball through CLIL, developing all details of the lesson plan and taking into account both content PE subject and the foreign language, that is English. Finally, it will be carried out a conclusion and will be proposed new research areas.

In the last decade, the CLIL methodology has gone gaining more relevance gradually, and nowadays it is present in the bilingual education system of many Spanish autonomous communities (Basque Country, Catalonia, Balearic Island, Valencian Community, Galicia, Andalusia...), as well as abroad. In fact, following Ruiz de Lasagabaster & Zarobe (2010), CLIL has undergone a fast development in the Spanish scenario. In addition, CLIL must take account of local and regional needs as well as national and transnational exigencies which evolve from more generalizable rigorous principles (Coyle, Hood & Marsh, 2010).

2. JUSTIFICATION

Society has developed and evolved in the last decades, so that the educational system has to change to get adapted to the current society. The cultural context has changed due to the number of migratory movements and the globalisation process which makes feel citizen a global identity more than a national identity. “Globalisation is not incidental to our lives today. It is a shift in our very life circumstances” (Giddens, 1999, p.19), and this means that better access to language learning, and learning methods for accelerating performance, are now crucial in many communities.

The aim of the school is to prepare persons to the current society, so that in order to meet these needs, the bilingual or multilingual education is expanding quickly around the world.

In Spain, and especially in Andalusia, the numbers of primary and secondary schools that have become bilingual schools have increased rapidly. At this time, there are a total of 1124 bilingual public schools divided into French, German and English. English bilingual schools are the most abundant, and we will focus on this kind of schools. It has gone from 354 English bilingual schools in 2007/08 to 1052 English bilingual schools in 2018/19 (*Consejería de Educación y Deporte de la Junta de Andalucía, 2019*).

As we can see in table 1, English bilingual schools are quite present in the Andalusia educational system. Indeed, the amount of English bilingual schools grows up every academic year. So, it results necessary to research about how to implement an appropriate methodology to achieve success. In this sense, the CLIL methodology appears to solve this issue.

EVOLUTION OF ENGLISH BILINGUAL PUBLIC SCHOOLS IN ANDALUSIA												
Academic year	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Schools' number	354	457	625	693	733	753	782	847	876	948	1007	1052

Table 1. Evolution of English bilingual schools in Andalusia (*Consejería de Educación y Deporte de la Junta de Andalucía*, 2019).

PE is one of the most common subject taught through a CLIL methodology, because it is considered a “cognitively less demanding and context-embedded subject” (Skutnabb-Kangas & Dunbar, 2010, p.101). Besides that, team sports, such as basketball, handball or football, are presented in the curriculum throughout the Compulsory Secondary Education stage and even in the baccalaureate. Therefore, we consider critical to know more about it.

I have chosen this topic because I am a PE teacher and I will have to teach this subject in English in the next academic year, using for it a CLIL methodology. So, I would like to know more about this field, and also to help other PE teacher to implement properly this methodology.

3. OBJECTIVES

With this master dissertation, we would like to achieve the general and specific objectives described in the next subsection.

3.1. General objectives

The main objective of this master dissertation is:

- To present a didactic proposal for teaching a team sport as handball through CLIL successfully.
- To justify the relevance of PE-in-CLIL as a great tool to learn both PE content and language.

3.2. Specific objective

In addition, another specific objective is:

- To analyse the current bilingual scenery in Andalusia and the features of CLIL.

4. THEORETICAL FRAMEWORK

4.1. Bilingualism

In general terms, it could be defined as “having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker” (Hamers and Blanc, 1989, p.6). However, this definition is not totally correct, because even when a person dominates one or more languages, there are functional loopholes in some specific contexts. Thus, it is an open concept and can adopt different ways according to the proficiency level, the use, and the context where speakers develop their linguistic skills.

Contrary to expectations, learning an additional language is not something new. In fact, following Adams (2008), in the Roman Empire there were more than 60 languages, being Latin and Greek the official languages. Nevertheless, in this period teaching an additional language was limited to the elite class, so it was a minority phenomenon. Nowadays, learning an additional language is more a necessity than a mere luxury; especially English due to it is the first foreign language in the educational systems of the European Union countries (Saorín, 2003). The English language is the broader language around the world; it is considered the international language in the XXI century, due to English belongs not only to Anglo-Saxon countries but also to the entire world. Nowadays, a quarter of the population speaks English, and it is expected that two billion people speak English in 2020 (Saorín, 2003).

In any case, we will focus on the educational context. In this sense, “bilingualism” means the use of two languages as vehicular language to teach contents of a subject or more subjects. This definition is linked to the previously mentioned given by Hamers and Blanc (1989), but it alludes to the teaching contents of a subject because it is related to the educational environment. Each bilingual program will be different depending on the number of subjects and the number of hours involved.

The first researches related to bilingualism in education were made in Canada at the beginning of the Sixties by the professor Wallace E. Lambert (Lambert & Richard, 1972). In Canada, both French and English are official languages. Lambert started to teach some contents of different subjects in a second language, and he found out that the students who learned contents in two languages were better, in different verbal and non-verbal task, than those students who learned content in one language (Lambert & Richard, 1972).

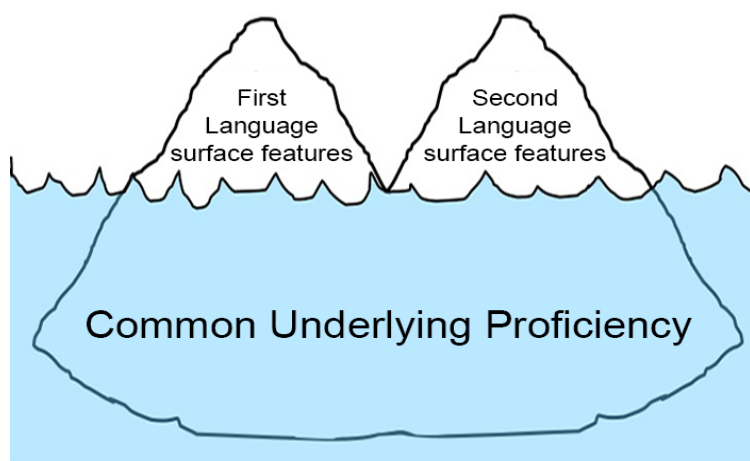


Figure 1. Common Underlying Proficiency (Cummins, 1981)

According to the Common Underlying Proficiency by the professor Jim Cummins (1981), languages that speak a person does not work in isolation, but it works in the same processing system. It is illustrated in figure 1, which means that a speaker, who

speaks two or more languages, does not have an isolated compartment for each language, but there are shared compartments where languages come into contact (Cummins, 1981).

Bilingualism is also a positive characteristic of infants. A research in the University Pompeu Fabra (Costa & Sebastián-Gallés, 2014) of Barcelona proved that toddlers

are able to distinguish between the two languages. Moreover, following the Canadian researcher Bialystok (2012), switching between languages is a great stimulus to the brain because the brain keeps active and, therefore, makes a kind of cognitive reserve.

However, the greater advantages have been observed in people who use two languages daily, since it gets to delay Alzheimer's disease in an average of four years. In addition, it has been shown that bilingual speakers have greater metacognitive awareness, higher cognitive flexibility and broader capacity for divergent thinking, as well as better selective attention and capacity to operate with isolated components (Keysar, Hayakawa & An, 2011).

It seems to be clear that bilingualism is an excellent virtue for everybody. Besides all the advantages proved by the science, it also gives you more opportunities to find a job and to communicate you with people around the world, which is quite critical in the present era of globalization.

4.1.1. Bilingualism in Europe

The European Union (EU) is composed of 28 sovereign countries and it recognises 24 official languages, but as we said before, English is the first additional language in the educational systems in Europe. Besides, all European citizens can move freely inside the European Union, so that, it seems to be necessary to promote foreign language learning due to the special contribution of this competence to social cohesion and economic prosperity. Indeed, the European Union goes for a multilingualism European society (Alcón, 2011), for two main reasons (Chiva-Bartoll, 2017):

- To improve linguistic skills allow people studying o working abroad, and improving their employment prospects.

- To speak more than one language help to understand people from different cultures, which is crucial in a multilingual and multicultural Europe.

Following the European Commission (2006), European citizens have these characteristics related to linguistic issues:

- 56% of the EU citizens speak one additional language.
- 38% of the EU can speak English as a second language, and 14% can speak French or German.
- Most of the EU citizens can speak a second language thanks to the education received in primary and secondary schools.
- English is considered the most useful language by 68% of the EU citizens.
- 77% of the EU citizens believe that students must learn English as a second language in the schools.
- 84% of the EU citizens think all EU people should know, at least, an additional language.
- 67% of the EU citizens claim it is necessary a political momentum toward the learning of second languages within the education system.

According to the Council of Europe (2001), the “Common European Framework of Reference for Languages” (hereafter CEFR) was created to have a common tool to describe the foreign language level in Europe. In table 2 we can see levels and the sublevels according to the CEFR.

LEVEL	SUBLEVEL	
Block A. Basic	A1 Access	A2 Platform
Block B. Independent	B1 Threshold	B2 Advanced
Block C. Competent.	C1 Effective domain	C2 Mastery

Table 2. Levels from CEFR (Council of Europe, 2001)

As we see in the previous table, the levels go from A1 (beginners) up to C2 (mastered), being the level B1/B2 the independent user. It defines different levels for

a language in order to have a set reference in whole of Europe, and also indicates the linguistic skills that students must control in each level.

4.1.2. Bilingualism in Spain and Andalusia

Spain is a country divided into 17 autonomous communities and 2 autonomous cities. The Organic Law on Education (*Ley Orgánica de Educación*) 2/2006, on 3rd May of 2006, modified by the Organic Law for the Improvement of Quality on Education (*Ley Orgánica para la Mejora de la Calidad Educativa*) 8/2013, on 9th December 2013, is the country law from which each autonomous community is able to develop the education system on its own land. For this reason, there are some differences in the educational system of each autonomous community. We will distinguish between monolingual autonomous communities, which have just one official language, and bilingual autonomous communities, which have two official languages (Cano, 2013):

- Monolingual communities: the educational curriculum is imparted in Spanish, the official language in Spain. Besides, there are one or two foreign language subjects, which are normally English and French or German. It is the case of Andalusia, among others.
- Bilingual communities: the educational curriculum is imparted in Spanish and the co-official language of the region. Then, as well as in the monolingual regions, there are one or two additional foreign language subjects, which are normally English and French or German. It is the case of Balearic Islands, Catalonia, Galicia, Basque Country and Valencian Community.

Bilingualism has gained greater presence in all communities of Spain. Indeed, bilingual programmes are implanted in all communities from the first educational stage, called infant education, until Baccalaureate, which is the pre-university stage.

The European Commission determines a level of bilingualism according to the number of hours of teaching using the second language. Thus, the following levels have been recognised (Cano, 2013):

- Low: between 5% and 15% of teaching time using the second language.
- Medium: between 15% and 50%.
- High: more than 50%.

In Andalusia, the bilingualism began in 1998. Since its introduction, the main aim has been the exhaustive education in the native language as well as in foreign languages. After some years, an assessment of the bilingual programme was made to check the advantages and disadvantages.

In order to improve the bilingual scenery, the Plurilinguism Promotion Plan (*Plan de Fomento del Plurilingüismo*) appears in 2005 in Andalusia. It was carried out between 2005 and 2008. The most significant of this plan was the CLIL methodology as a new approach for bilingual education and the European Language Portfolio as a self-assessment tool for students in the linguistic learning process.

Currently, a new plan is being implemented since 2016. It is the Andalusia Language Development Strategic Plan (*Plan Estratégico de Desarrollo de las Lenguas en Andalucía*) 2016-2020. A lot of education centres became bilingual schools with this new plan, and it also created a new model to develop multilingual competence and multicultural education.

In table 3, we can observe the number of bilingual schools in Andalusia in the last academic year. As we see, the bilingual programme is implemented in Spanish/English, Spanish/French and Spanish/German. There are also some schools which are multilingual, Spanish/English/French, or Spanish/English/German.

The bilingual programme is implemented in the infant and primary education in *CEIP* (*Centro de Educación Infantil y Primaria*), as well as in secondary, baccalaureate and vocation training education in *IES* (*Instituto de Educación Secundaria*).

Teachers, who want to work in bilingual schools, have to certificate a B2 or higher level of the language matter, but according to the present Strategic Plan, this level will be shortly raised to a C1 or higher level.

CENTROS BILINGÜES Y PLURILINGÜES EN ANDALUCÍA CURSO 2018/2019									
PROVINCIA	CEIP	IES	BILINGÜE INGLÉS	BILIN. FRANCÉS	BILIN. ALEMÁN	PLURI INGLÉS FRANCÉS	PLURI INGLÉS ALEMÁN	ALUM.	PROF
ALMERIA	60	52	105	1	1	5	-	43.510	702
CÁDIZ	80	64	134	3	3	4	-	51.965	958
CÓRDOBA	62	51	101	5	2	4	-	36.165	625
GRANADA	82	67	142	1	-	6	1	49.150	941
HUELVA	51	37	83	3	-	2	-	30.610	517
JAÉN	70	45	110	1	-	4	-	35.550	595
MÁLAGA	93	75	154	9	3	2	-	71.485	1.272
SEVILLA	129	106	215	6	3	11	-	90.860	1.452
ANDALUCÍA	628	496	1044	29	12	38	1	409.295	7.062

Table 3. Bilingual and multilingual schools in Andalusia in the academic year 2018/2019 (*Consejería de Educación y Deporte de la Junta de Andalucía*, 2019).

In Andalusia, all bilingual schools must meet the following characteristics (*Consejería de Educación y Deporte de la Junta de Andalucía*, 2017):

- Schools must offer at least 50% of content of non-linguistic subjects through the foreign language. This percentage should be raised as much as possible.
- To be a multilingual school, the educational centre has to meet the first point, and also teach other subjects in a third language.
- To have teachers with a B2, C1 or C2 level language certificate in the language in matter.
- Bilingual public schools will have a language assistant in full time or part-time.

- The bilingual schools have to use a CLIL approach to carry out the bilingual programme.
- Bilingual education has to include adaptations of content to meet diversity, in the same way as in ordinary education.

The elementary and primary schools (*CEIP*) must meet the following features (*Consejería de Educación y Deporte de la Junta de Andalucía, 2017*):

- CEIP has to offer, at least, the second cycle of infant education and the whole primary education to become a bilingual school.
- In the infant stage, the bilingual education will begin in the second cycle and it will include at least 1,5 hours per week.
- In primary education, it is compulsory to teach, at least, Natural Sciences and Social Sciences through the foreign language, as non-linguistic subjects. Other subjects which could be taught using the bilingual programme could be Education for Citizenship and Human Rights, Digital Culture and Practice, Physical Education, Arts and Crafts.

The secondary schools (*IES*) must meet the following requirements (*Consejería de Educación y Deporte de la Junta de Andalucía, 2017*):

- IES has to offer one of the following stages in a bilingual way: secondary education, baccalaureate or vocational training.
- In secondary education the hours of non-linguistic subjects taught through the foreign language and the hours of the foreign language subject has to be at least 30% of the whole timetable per week. This percentage should be raised as much as possible.
- In secondary education, the subjects included in the bilingual programme could be: Geography and History, Biology and Geology, Physics and

Chemistry, Maths, Physical Education, Arts and Crafts, Music, Technology, and Education for Citizenship. At least two of the previous subjects must be taught as bilingual subjects. It could also be possible to offer optative subjects as bilingual subjects.

- In Baccalaureate, at least two of the following subjects must be taught in the foreign language in matter: Physical Education, Philosophy, Maths, Philosophy History, Spanish History, and Arts. It could also be possible to offer optative subjects as bilingual subjects.
- In vocational training, the hours per week of the bilingual subjects have to be at least 30% of the total. This percentage should be raised as much as possible.

Until now, the conclusions obtained by the Junta of Andalusia related to bilingual education are (*Consejería de Educación y Deporte de la Junta de Andalucía, 2017*):

- Bilingual students have achieved better marks on linguistic skills in the foreign language than non-bilingual students.
- Once students have finished the compulsory secondary education (CSE), most of the bilingual students had got a B1 or B2 level in the foreign language, while most of the non-bilingual students had got an A1 or A2 level.
- Bilingual education has also a good effect on the native language, due to bilingual students had got better scores on listening and speaking skills than non-bilingual students.
- There are not meaningful differences between bilingual students and non-bilingual students in the non-linguistic subjects taught through a foreign language.
- Bilingual education helps to reach equality due to students with low socio-economic rate are the most benefited of this kind of education.

4.2. Multilingualism

This term involves the use of more than two languages. Thus it is more complex than bilingualism, but it also overlaps characteristic of the bilingualism concept (Chibaka, 2018), such as to dominate or use more than one language with fluency characteristic of a native speaker.

The European Commission (2007) defines multilingualism as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p.6). This definition could also be appropriate to the word of bilingualism, so that for multilingualism would be more suitable to say more than two languages (De Groot, 2011). However, some researches refer to multilingualism as a generic concept including bilingualism.

As we see it, multilingualism involves the knowledge, in terms of communication, of several languages. It gives you a lot of opportunities in the present global system.

4.3. CLIL/AICLE/EMILE

In order to carry out a quality bilingual education emerges the idea of CLIL. It is the acronym of Content Language and Integrated Learning, which in Spain means “*Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*” (AICLE), and in French “*Enseignement de Matières par l’Intégration d’une Langue Étrangère*” (EMILE).

The term was first coined in 1994 in Europe (Marsh, Maljers and Hartiala, 2001), and launched in 1996 by UNICOM. Since then, it has increased around the world, and nowadays it is present in plenty of countries. In recent times, some new research about CLIL has been carried out, and it seems to be the most suitable approach in both language and content learning.

There are many CLIL definitions, but one of the most entire is the given by Coyle, Hood & Marsh (2010, p.1):

“Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”.

From this definition, we can emphasise how CLIL gives relevance to both content and language. It is neither an educational approach for language learning nor for subject learning, but it is a convergence of both. Thus, students are learning content of a non-linguistic subject with and through an additional language (Coyle, Hood & Marsh, 2010). It means that content and language are developed on a convergence way, in other words, it is to teach the content of the subject in a natural way using an additional language, so that students are learning the content of the subject while they are using an additional language. It implies not only that the foreign language is utilized in an effective and correct way to access the contents, but it also recognises that the use of “incorrect” forms is not an impediment to the understanding of an action or process and it is possible to analyse, deduce, create hypotheses and memorise without having to possess a correct version of the language being used (Pavón Vázquez & Rubio Alcalá, 2010). The additional language is learnt and used horizontally throughout different non-linguistic subjects, in real-life learning situations.

In the figure 2, we can see the principles of CLIL and how they are interrelated. They are 4, the called 4Cs: “content” which refers to subject matter, “communication” which makes reference to language learning and using, “cognition” that is learning and thinking processes, and “culture” that refers to developing intercultural understanding and

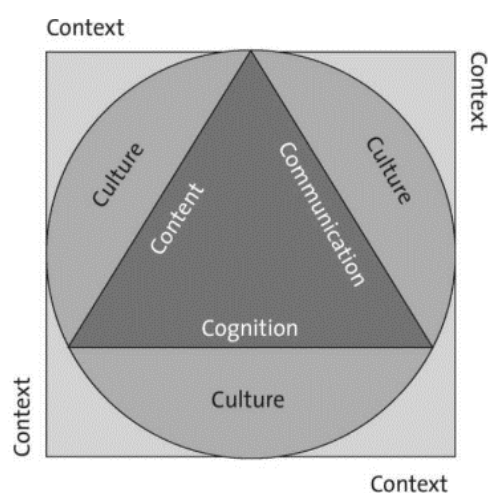


Figure 2. The 4Cs Framework (Coyle *et al.*, 2010)

global citizenship. All these elements are related to each other and are present in the development of CLIL programmes. Besides, it is necessary to be framed in a specific context.

In the next sections, we will analyse why CLIL is a great approach in bilingual education, the main features of CLIL, and the advantages and disadvantages of CLIL.

4.3.1. Why CLIL?

Nowadays, learning content through an additional language has been expanded for a wide range of learners, not only for those from elite backgrounds. However, it was different in the past, due to learning through an additional language was either limited to very specific social groups, or forced upon school populations for whom the language of instruction was a foreign language (Coyle, Hood & Marsh, 2010).

CLIL has highlighted in the last years since it suits the demands of the present day in terms of globalization and socio-economic factors. In recent years, society has undergone significant changes with the continuous developing and improvements of new technologies. Thus, languages learning have to get adapted to these changes of the society to meet the new needs, and CLIL seems to collect these recent needs. Besides, CLIL is an approach that can be carried out in different contexts because it is adaptable, indeed “it is commonly perceived as a flexible operational framework for language instruction, with a heterogeneity of prototypical models and application options available for different contexts and pedagogical needs” (Dueñas, 2004, p.75). We see CLIL as a powerful tool because it gives the opportunity to reach both content subject knowledge and language knowledge in a meaningful context.

In terms of bilingual education, different models have been used over the years, such as immersion programs, submersion programs, sheltered courses, adjunct models,

time-based courses, content-enriched foreign language instruction, or the interdisciplinary module approach (Met, 1999; Roldán Tapia, 2005; Coyle, Hood & Marsh, 2010). According to the type of CLIL programme used, it will match with one of the aforementioned models. In fact, following Luque Agulló (2009) in Andalusia the CLIL approach has been assimilated to content-enriched foreign language instruction, theme-based courses, sheltered subject-matter teaching, or the modular approach. Nonetheless, what separates CLIL from some bilingual education established approaches, is the planned pedagogic integration of contextualised content, cognition, communication and culture into teaching and learning practice (Coyle, 2002). In the section 5.8. will be explained with details the CLIL methodology applied in the lesson plan proposed.

As we said before, PE is one of the most common subject taught through a CLIL methodology, because it is considered a “cognitively less demanding and context-embedded subject” (Skutnabb-Kangas & Dunbar, 2010, p.101).

4.3.2. Main features of CLIL

In this part of chapter 4, we would like to emphasise the main CLIL characteristics in order to know what makes this approach different from others. This features common for all CLIL programmes can be classified in the following aspects: theory of language, theory of learning, learner and teacher roles, the languages taught through CLIL, methodology, language level targeted, amount of exposure to the foreign language or second language, and materials (Pérez Cañado, 2016).

The theory of language gives CLIL the peculiarity that it focuses on the instruction language as a mean of communication rather than a system of rules. In this sense, the fluency and the capacity to communicate with other people is more relevant than the rules or the accuracy of the language. Students have to use the language in different daily life situations such as ask to go to the toilette, ask for help or advises,

or ask if they do not have understood something, but also they will learn specific vocabulary of the content topic. In other words, the first type of learning refers to Basic Interpersonal Communication Skills (BICS) and takes two years to develop, while the second type relates to Cognitive Academic Language Proficiency (CALP) and takes from five to seven years to develop (Cummins, 1999).

The theory of learning is based on constructivism because CLIL takes into account the student's previous learning, interests, skills, attitudes, and experiences. In words of Wolff (2002) and Marsh (2006), it is called education through construction rather than instruction. Mehisto *et al.* (2008), refer to it as scaffolding. Scaffolding is the support that is given to students to do tasks successfully and it plays a critical role in the good implementation of CLIL. Scaffolding will accompany learners along teaching-learning process but it will be adapted to the features of the students, and will be reduced when students improve their linguistic skills (Llul *et al.*, 2010).

CLIL is also characterised by the active role of the learner. Learners have to play an active role in the CLIL lessons due to this methodology favours learning by doing, being the student the focal point and working frequently through collaborative learning. Besides, teacher roles are also readjusted. Teachers act as guides or facilitators because they conduct students in the teaching-learning process. Likewise, CLIL teachers have more responsibilities because they have to be specialist in content subject but also have to master the foreign or second language. In Andalusia bilingual teachers need to certify a B2 level, and in Madrid a C1 level (Pérez Cañado, 2016).

In terms of language level targeted, the aim of CLIL is that students achieve a functional competence of the vehicular language (which is usually English) rather than a native-like competence. Likewise, the amount of exposure to the second language tends to be lower in CLIL than in other immersion programmes, but CLIL

students begin to learn the second language at an earlier age, specifically from infant education (Pérez Cañado, 2016).

In relation to the languages taught through CLIL, English is the language normally used in CLIL programmes because it is the international lingua franca (Dalton-Puffer *et al.*, 2014). Nonetheless, CLIL can also be used to teach regional and minority languages which are official in certain communities such as Catalan or Basque in Spain (Pérez Cañado, 2016).

Methodologically, CLIL tries to bring innovation into the classroom, carrying out modern pedagogical practices such as task-based learning in which the teaching-learning process has the purpose of solving a task presented; collaborative work in which a group of students work together simultaneously to achieve a goal; or cooperative learning in which a group of learners work together to accomplish a common task, developing each student a role within the group (Dillenbourg, 1999). Thus, CLIL adapts to the current era we are living, in which people have to work in a team, learn to share and work for a concrete purpose. (Pérez Cañado, 2016).

In respect of the materials in CLIL, they are originally designed or adapted, and Information and Communication Technologies (ICT) are quite present in the development of CLIL materials (Cenoz *et al.*, 2013; Somers and Surmont, 2010).

Once it is known the characterization of CLIL, we are going to delve into the advantages and disadvantages of this approach.

4.3.3. Advantages and disadvantages

In this section, the advantages and disadvantages of CLIL will be analysed, so that people can understand how positive CLIL can be, and also which loopholes it has.

The benefits of CLIL are abundant (Lasabagaster, 2008; Ruiz de Zarobe, 2008; Tudor, 2008). Following Pérez Cañado (2013), the assets of CLIL can be categorised into nine main headings: linguistic, content knowledge, learning, cognitive, teaching, orrectic/volitional, social, cultural, and pragmatic dimensions.

In terms of linguistic dimension, CLIL raises the exposure to the foreign language in the classroom, because students are using the foreign language while they are learning content of non-linguistic subjects. In addition, it takes place without damaging the mother tongue, due to it has been documented that CLIL helps to raise awareness of the mother tongue and the foreign language. In words of Marsh (2009), the ability to think in different languages, even if to a modest extent, can have a positive impact on content learning.

Regarding the content knowledge, some researchers have found out that a CLIL approach has not negative effects on the content subject learning (Cummins, 1999; Van de Craen, Mondt, Allain & Gao, 2007). In addition, this methodology helps students to acquire academic competencies and communicative skills (Tudor, 2008), so that it saves time and all educational systems of countries want to achieve the best possible results in the shortest time (Coyle, Hood & Marsh, 2010).

According to learning dimension, CLIL is based on acquisition rather than enforced learning (Pérez Cañado, 2013). Students have to use the additional language for real communicative purposes and in real-life situations, so it improves the language acquisition. This methodology tends to use both cooperative and collaborative work among the students (Ball, 2009). The focus of attention is on the student.

As regards the cognitive dimension, CLIL helps improving learner's cognitive development, increasing the student's brain plasticity (Van de Craen, Mondt, Allain & Gao, 2007). In addition, it broads the conceptual mapping resources of the students, and develops a wide range of skills, such as communicative, problem-solving, risk-

taking, pragmatic, and interpersonal abilities (Pérez Cañado, 2013). CLIL also helps to gain concentration and attention because following Mehisto (2009), people is susceptible to distract when they are learning through their mother tongue, but CLIL requires a greater attention that can lead to the enhancement of the learning process.

Concerning the teaching dimension, CLIL represents an efficient use of time, due to it offers exposure to an additional language without increasing the study plan (European Commission, 2007). Indeed, thanks to its interdisciplinarity, CLIL raises the language learning time without reducing any time of other subjects. Furthermore, it is an approach which is applicable across all educational level (Pérez Cañado, 2013). CLIL also applies cooperative learning, and team or tandem teaching which has been shown to result in improved learning (Troncale, 2002). These two methodologies of CLIL advocates for focusing on students, so that the main participants in the teaching-learning process are students with collaborative work and team work (Ball, 2009).

With regard to orectic/volitional concepts, students raise their interest in both their first language and the foreign language through the linking of content study and language learning. Besides that, CLIL also increases confidence and students expectations in response to the challenges it deals with. Task-based teaching and cooperative learning are two associated methodologies with a high intrinsic motivation (Pérez Cañado, 2013).

In social terms, CLIL is a great tool to learn additional languages, being achievable for all type of students, regardless of social-economic class, age, or whatever. CLIL promotes social inclusion and egalitarianism, and also it is flexible to adapt to students with special educational needs and to meet diversity (Pérez Cañado, 2013).

The cultural dimension is another positive aspect of CLIL. Students have the opportunity to increase their knowledge about other cultures thanks to study through a foreign language due to both language and culture are linked, and it is not desirable to separate them. CLIL advocates considering culture so important as the language itself, and both are taught in an integrated way (Lull, Fernández, Johnson & Peñafiel, 2016).

On a pragmatic level, CLIL fosters the internationalization and European Union integration of students. It is quite important since European Union citizens can move freely in Europe Community for future studies, working life and/or lifelong learning (Pérez Cañado, 2013). It will help European citizens to be more united and to have a wider and greater job opportunities.

Nonetheless, there are authors (Hellekjaer & Wilkinson, 2001; Brown, 2004; Dickey, 2004; Smith, 2005; Darn, 2006; Mehisto *et al.*, 2008; Lasagabaster, 2008; Ruiz de Zarobe, 2008; Tudor, 2008) that identify some pitfalls in CLIL. Disadvantages related to teachers, students, content, materials, methodology, and evaluation.

With reference to teachers, it is true that they have not much information about CLIL projects because it is a relatively new methodology. Moreover, teachers have to cope with the false beliefs about bad development of content subject and first language, or that it only works with good-marks students or with a particular learning style. Furthermore, a problem that needs to be fix in teachers is the insufficient mastery of the target language, because teachers not only have to be content specialist, but also in how teaching second language. Thus, it is difficult to find well-prepared teachers; indeed, there is a shortage of well-trained teacher to apply CLIL properly. Another issue for CLIL teachers is the extra work, since it requires a great effort on preparing material and activities, and collaborating with other content and/or language colleagues to guarantee integration (Pérez Cañado, 2013).

For the students, learning complex academic content through a foreign language can cause many problems. Some contents (for example, natural science subject contents, or social science subject contents) are difficult to assimilate in the first language, so it would be even tougher through an additional language (Pérez Cañado, 2013). In this sense, PE is a perfect subject to be taught through an additional language due to the content is not quite difficult and it is mainly practical. In words of Skutnabb-Kangas & Dumbiar (2010), PE is considered a cognitively less demanding and context-embedded subject.

Thus, according to Darn (2006), the content of high cognitively demanding subjects might be strongly reduced. Likewise, it could happen the opposite, what means that focusing too much on the area teaching may favour the oversight of formal language teaching and may also conduct to a depletion of the first language (Brown, 2004). With regard to PE content, it usually likes to the most of the students, and according to McCall (2011) an interesting and relevant topic of daily life positively affects the language learning attitude.

It is also necessary to bear in mind the materials. There is a shortage of CLIL materials development, and it can imply an important extra workload for teachers (Pérez Cañado, 2013). Nonetheless, it is lately appearing more and more CLIL materials due to CLIL is being spread widely.

Methodology may also be a pitfall. As CLIL has been implemented in the last years, teachers have not experienced this approach as students, so they have to innovate to apply it with their students. In addition, it might sound unnatural that a Spanish teacher teaches biology in English (Smith, 2005). Richard & Rodgers (2003) claims that all teachers should be English teacher, what means that teachers, even non-linguistic teachers, have to have a good domain of English to be able to control and regulate the linguistic progression of the students. However, it is not always so and

an actual treat is that some teachers do not have enough English linguistic competence to guide the students (Bruton, 2011).

Lastly, the evaluation is an issue that can be difficult as well. In the evaluation is necessary to take into account both content subject and language in a simultaneous way, but it is not so easy. Teachers have to create evaluation tools to consider both and they also have to define which one is more important or if both are equally important (Pérez Cañado, 2013).

As far as we see it, CLIL is a relatively new implemented methodology in Spain that is gaining popularity along “bilingual” education, because of its adaptability and proximity to the current era society. Now, we would like to analyse the relation between CLIL and PE reviewing the scientific literature, and then we will design a didactic proposal to teach handball through CLIL.

4.4. CLIL in Physical Education

PE subject can contribute with a wide range of possibilities to the education of students (improvement of motor skills, social inclusion, respect of rules...). However, this subject has been traditionally underestimated because schools have been understood as a mean to learn theoretical subjects (Mudekunya & Chaonwa, 2012).

PE is a subject that used to be part of the most bilingual programmes, nevertheless very little research has been published on it (Rottmann, 2007). This subject provides authentic, real-life situations that increase both language-time exposure and oral interaction. Thus, this adapts quite well to the CLIL paradigm.

Following Coral (2013), PE-in-CLIL can provide students with motors skills, communication skills, life-long learning and citizenship skills to achieve a healthy, plurilingual, intercultural society. It is also a great tool to improve the language due to

learners are exposed to meaningful and comprehensible input in language-in-use in authentic and real-life situations. Indeed, several researchers highlight a plenty of advantages in PE-in-CLIL due to the high interaction and communication that PE foster through movements and games/sports (Coral y Lleixá, 2016; García, García y Yuste, 2012; Ramos y Ruiz, 2011). In this sense, collaborative and cooperative teaching-learning techniques play a critical role as well as self- and peer-assessment, because all these encourage the interaction and communication among students.

According to linguistic competence, PE-in-CLIL will improve mainly oral skills in students, because PE is an eminently practical subject (Chiva-Bartoll, 2017). In fact, Rottmann (2007) and Coral (2010) have carried out studies of PE-in-CLIL in primary education, and they have found out that learners achieved great orally improvements. Written skills will be also introduced in PE-in-CLIL through worksheets, blogs or flashcards, among others.

In a study (Christopher, Dzakiria and Mohamed, 2012) in which English was taught through sports, was found out that learners were more expressive, confident and motivated when they used English during and after sport activities than when they were using English in the classroom.

Tasks designed in the PE-in-CLIL lesson plan have to be balance, what means that tasks have a measured equivalence amongst motor, communication and cognition skills. In this aspect, scaffolding plays an essential role in PE-in-CLIL because it will support learners with the language while they develop motor activities. Nevertheless, scaffolding will be withdrawn gradually to help students in their regulation of language learning (Coral, 2013).

In this sense, a modification of the PE curriculum is necessary. Linguistic objectives need to be added as well as linguistic content in terms of language of learning, language for learning and language through learning. Besides, the assessment process should also include linguistic criteria (Chiva-Bartoll, 2017). However, these modifications should not affect PE content, but it should integrate both PE content and foreign language successfully, being understood as a holistic approach that uses the principles of learning by doing (Coral & Lleixà, 2016).

5. DIDACTIC PROPOSAL TO TEACH A TEAM SPORT IN PHYSICAL EDUCATION SUBJECT THROUGH A CLIL METHODOLOGY

In this section, we are going to develop a didactic proposal for teaching handball in the third course of CSE through a CLIL methodology. It will be carried out in a high public school in Mairena del Aljarafe, Seville.

5.1. Justification

As teachers, scheduling makes sure the thinking about the most important factors which affect to the teaching-learning process, such as an appropriate progress, a correct methodology, or correct measures to meet diversity, avoiding repeat each year the same errors from previous years, or the teacher action without premeditation (Viciàna, 2002).

Besides, schedule helps us to remove the randomness and the improvisation. It also allows adapting the pedagogic work to the cultural and environmental context features (Imbernón, *et al.*, 1992).

This didactic proposal will be based on the Spanish and Andalusia current legislation. In this sense, it can be distinguished three levels of curricular application (see Figure 3):

- First level: in first place is the Spanish Constitution from which all laws are formulated. In education issue, we have to take into account the *Ley Orgánica de Educación*, 2/2006, on 3rd May of 2006, modified by the *Ley Orgánica para la Mejora de la Calidad Educativa*, 8/2013, on 9th December 2013 (LOE-LOMCE) that is the country law from which each autonomous community is able to develop the education system on its own land. This national law is concreted in Andalusia with the *Ley de Educación*, 17/2007, de 10 de diciembre de 2007, de Andalucía (LEA). Likewise, the *Real Decreto 1105/2014, de 26 de diciembre de 2014*, determines the basic curriculum of CSE and baccalaureate in Spain. This Royal Ordinance is concreted in Andalusia with the *Decreto 111/2016, de 14 de junio de 2016*, and the *Orden de 14 de julio de 2016*, establishes the necessity of schedule all curricular elements into syllabus, lesson plan and sessions to carry out the teaching-learning process.
- Second level: this is linked to the specific context where the didactic proposal will be applied. The *plan de centro*, which is created by the high school and collect its own features and its educational aims. It consists of the *proyecto educativo*, among others. Then, PE department will concrete its aim and features in the *programación de departamento* for all the courses.
- Third level: each course will have a PE syllabus that is a document in which the PE teacher will concrete the curricular elements for a specific course in an academic year. This document will be divided into PE lesson plan, and this in PE sessions. The PE sessions establish what will be carried out in each PE lesson.

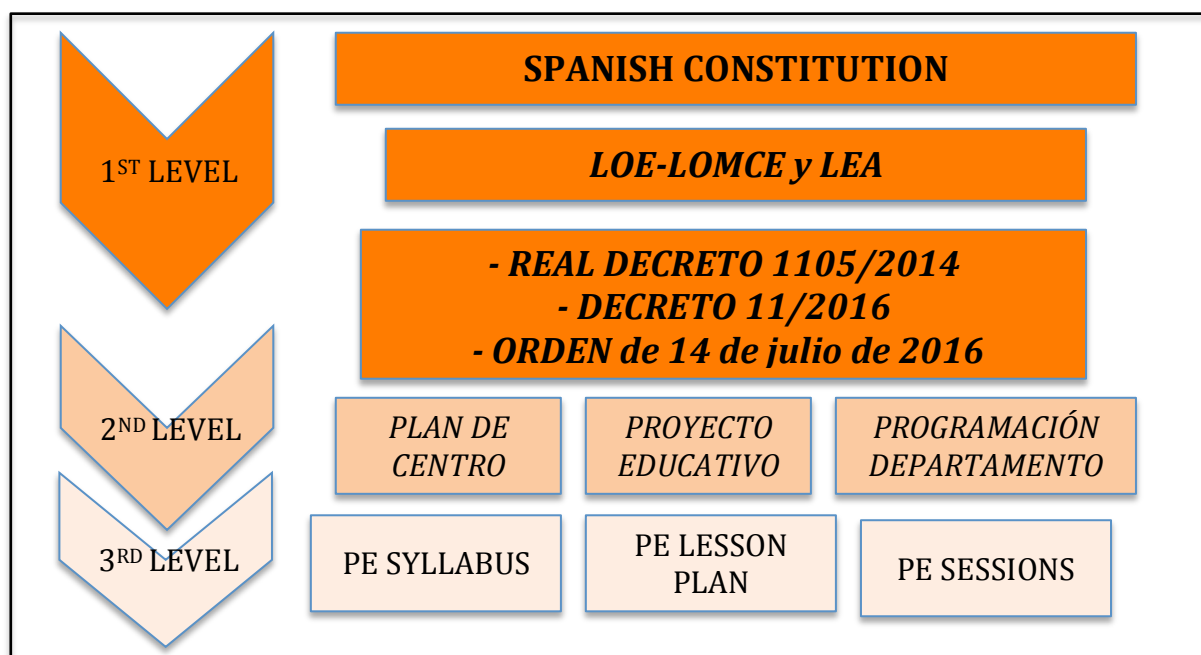


Figure 3. Levels of curricular application.

Team sports are a compulsory content of PE in the third course of CSE, so that we have chosen a lesson plan of handball to present this didactic proposal. In addition, handball is not very popular in Spain, thus we will explain this sport to students so they can know it better. It will be detailed in the section 5.8.

5.2. Contextualization

In this point, we are going to analysis the context where this didactic proposal will be applied from the city to the high school, as well as the students' features.

The school is located in a village called Mairena del Aljarafe. It is on the outskirts of Seville. Seville is a town of Andalusia, south of Spain (see Figure 4).

Mairena del Aljarafe has been growing in the last decade, passing from 35.000 inhabitants in 2001 to



Figure 4. Location of Mairena del Aljarafe (Wikipedia)

42.570 inhabitants in 2011. It has caused the building of new houses, most of them single-family houses. Currently, Mairena del Aljarafe has 45.890 inhabitants (*Instituto Nacional de Estadística*, 2018). Moreover, this village is well connected to the city centre thanks to the public transport such as underground, bus and bicycle lane. Analysing the socioeconomic status of the families, most of them are in a medium-high level, not having significant differences between them.

According to the high school, it is called “*IES Juan de Mairena*”, and it became a bilingual school two years ago. All teachers know the CLIL methodology, but some teachers do not apply it properly due to the lack of teaching training and the lack of motivation to do an extra work. PE is taught in all courses as a bilingual subject using both language English (as much as possible) and Spanish. Geography and History, Arts and Crafts, and Maths are also non-linguistic subjects taught through English, using a CLIL methodology. In addition, the high school has a language assistant from Manchester, United Kingdom, who is always ready to help with the English. The language assistant will be with me in PE lessons once per week in each course.

This secondary school has 8 classes: 1º CSE “A”, 1º CSE “B”, 2º CSE “A”, 2º CSE “B”, 3º CSE “A”, 3º CSE “B”, 4º CSE “A” and 4º CSE “B”. Each class has an average of 25 students. Most of students have an A2 English level according to the CEFR, but some of them have a higher level, achieving even a B1 level according to the CEFR, because they attend to extra English lessons in language schools.

I will be the only PE teacher working at this high school. It will be my second year working here, so I already know the most of students and also the facilities.

The facilities to do PE lessons are:

- Two outdoor multisport courts with two goals for practising handball, football, volleyball, badminton or basketball. The size is 33 meters width and 19 meters length.
- A big inside schoolroom to do exercises in case of bad conditions weather. The size is 25 meters width and 15 meters length.
- A classroom with computer and a film projector.

As it was said, this didactic proposal will be carry out in 3º CSE, specifically in the 3º CSE “B”. This class consist of 24 students from which 13 are boys and 11 are girls. The age of the students goes from 14 to 16 years old. In this class there is a learner who is repeating 3º CSE and another who has been diagnosed with attention deficit hyperactivity disorder (hereafter ADHD).

Student’s English level is intermediate and most of them can communicate in English, but they are embarrassed to speak English due to their lack of confidence. According to physical condition, students are in an appropriate level in general terms. Some of the students play in team sports so that they have a better physical condition level. Moreover, the whole class has a quite good friendship.

In the next sections, it will be explained the curricular elements of the lesson plan proposed.

5.3. Objectives

In terms of educational objectives, it can be distinguished between objectives of CSE stage (see Annex I) and objectives of PE subject (see Annex II).

The CSE stage objectives pursue in this lesson plan are (*Real Decreto 1105/2014*):

- b) To develop and consolidate discipline, study and independent work as well as team work habits, as necessary condition for an effective completion of the learning tasks and as mean of self-development.
- c) To value and respect the gender disparity and the equality of rights and opportunities between them. Reject the sexual discrimination or personal discrimination or social discrimination. Reject stereotypes that suppose discrimination, as well as any violent manifestation against women.
- i) To be able to understand and express by oneself in one or more foreign languages in a proper way.
- k) To know and accept the working of the own body and the body of other people, respect the differences, consolidate health and corporal habits and incorporate physical education and sports practice to foster the personal and social development. Know and value the sexuality human dimension in all diversity. Value critically social habits related to health, consumption, care of living beings and natural environment, helping its conservation and improvement.

The PE subject objectives are pursue in this lesson plan are (*Orden de 14 de julio de 2016*):

- 4. To participate in the planning and organisation of physical activities, coordinating its work with the work of other people to achieve established common objectives.
- 7. To know and apply successfully the main technical and tactical basics and/or specific motor skills of individual and group physical and sport activities, in opposite situations and in collaborative situations with and without opponents, that has been practiced throughout the secondary compulsory education stage.

11. To show respect social attitudes and skills, teamwork and fair play in the participation of physical activities, games, and artistic-expressive activities, cultural, social and motor differences.

12. To use responsibly information and communications technology to gather, show and share information about several aspects related to physical activity and sport, including its own activity, contrasting and citing the sources consulted.

Once we know what stage and PE subject objectives this lesson plan is going to purpose, it is time to concretise them in didactic objectives. The teacher will define the didactic objectives which will be related to a specific lesson plan. In this case, the didactic objectives will be:

- To recognise important stimulus to make right decisions in handball, to get advantage or achieve the purpose of the action.
- To review the basic principles of team sports as well as aspects of organization of defence and attack in handball.
- To prepare and do warm-up and cool down independently bases on previous knowledge.
- To know and apply the handball's rules.
- To collaborate in collective activities, respecting the classmates' contributions and the subject's rules.
- To use information and communication technology to make own official digital documents, as result of the search, analysis and choice of relevant information.
- To help learners understand that learning can be achieved in English.
- To apply specific sport and handball English vocabulary to communicate you with your classmates during the development of the exercises.
- To make a trophy in Arts & Crafts.

The acquisition of these objectives involves the accomplishment of the key competences that are detailed in the next paragraph.

5.4. Key competences

Key competences are defined in the Royal Ordinance 1105/2014, and also in the Ordinance 111/2016 in Andalusia. There are seven key competences and each subject will contribute to acquire a good level of each key competence (see Annex III to know how contribute PE to each key competences). These key competences are:

- a) Linguistic communication competence.
- b) Mathematical competence and science and technology competence.
- c) Digital competence.
- d) Learning to learn competence.
- e) Social and civic competences.
- f) Sense of initiative and enterprise.
- g) Cultural awareness and expressions.

In the present didactic unit, students will improve the level of all key competences, but especially the linguistic communication competence, social and civic competences, learning to learn competence, digital competence and cultural awareness and expressions. It will be achieved through handball content which belongs to the third block of PE content, as we can see in the next point.

5.5. Content

According to the PE subject content, it is the Ordinance 14th July 2016 (*Orden de 14 de julio de 2016*) what divides the PE content of 3^o CSE into five blocks of content (see Annex IV to know the specific content of each block):

Block 1: Health and quality life.

Block 2: Physical and motor condition.

Block 3: Games and sports.

Block 4: Corporeal expression.

Block 5: Physical activity in nature.

Likewise, the content is categorized for each course of CSE.

Team sports are a compulsory content of PE in the third course of CSE, which is within the block 3 of games and sports. We have chosen handball to present this didactic proposal because it is not a very popular team sport in Spain, thus we will explain it to the students so that they can know it better. The handball contents that we pretend to cover with this lesson plan are:

- Rules of handball (field and equipment, points, duration of a match, faults, players).
- Assimilation of basic principles of team sports.
- Player positions and basic systems.
- Warm-up and cool down.

In relation to foreign language content, the content of 3º CSE is divided into four blocks of content in Andalusia (Ordinance 14th July 2016):

Block 1: Comprehension of oral texts.

Block 2: Production of oral texts: expression and interaction.

Block 3: Comprehension of writing texts.

Block 4: Production of writing texts: expression and interaction.

In this lesson plan we pretend to cover the following language content:

- Use correctly present simple and imperative tense (“I am ready to...”, “Let us go!”, “We have to move the ankle”...).
- Specific team sports and handball vocabulary (ball, players, court, goal, pass, team, teammate, opponent, rules, faults, bounce, steps, shooting, systems...).
- Express your opinion, explain exercises, compare tactics, ask questions, and interact with classmates and teacher (“I think that...”, “Can you repeat that again?”, “This is better than...”, “In this exercise...”).

I strongly believe that sport is a fantastic mean to teach language. “Sport has the power to change the world. It has the power to unite in a way that little else does. It speaks to youth in a language they understand” (Nelson Mandela, 2000).

5.6. Methodology

In this section we are going to analyse the CLIL methodology applied in the lesson plan of handball.

To carry out this lesson plan, a “strong/hard” CLIL model will be put into practice because the PE subject will be taught in English by a non-native content teacher. Both PE content subject and language will be important in the development of the lessons. Thus, most of activities designed in this lesson plan foster the communication in students and the teacher. The approach used will be closed to the content-enriched foreign language instruction.

I will use a student-centered methodology, to be precise a task-based learning and cooperative work. This cooperative work will be present because students will have to work in groups of 6 to do the final task.

In the final task, they will choose an English-speaking country and will have to look for information about the country. Then, each member will develop a role within the group. This is a methodology called “sport education” which allows students be part

of a team developing a role and knowing the sport in hand from inside (Siedentop, 1994).

They will also play together (in group of 6) the final tournament so they have to think as a team. With the final tournament, we try to find a close relation with the real work, and we also try to increase learner's motivation. This will also help to foster social interaction which is crucial in a CLIL context to practice linguistic skills.

I will use a cognitive teaching style based on discovery learning in which students will adopt an active role and the teacher will be a guide. Students are not afraid of mistakes, but mistake will be part of the learning in both handball performance and language. Thus, the teacher will give positive feedback when a student participates actively replying questions or developing the exercises with attitude.

The lesson plan will move from less cognitively demanding (Lower Order Thinking Skills) activities such as remembering vocabulary, identifying new words or comparing basic principles in attack and in defence, to more cognitively demanding (Higher Order Thinking Skills) activities such as developing ideas, giving reasons, explaining exercises or suggesting improvements. I will avoid long explanations without movement, because it will not help achieving the PE objectives and it will do that students get bored. Instruction will be clear and brief, and if an activity is very difficult, I will divide it into several parts in order to do this easier to comprehend.

Content and language will be present in the teaching-learning activities. In this sense, scaffolding will be essential to help students with the foreign language. The channel of information used will be: visual channel (flashcards, worksheet, whiteboard, body gestures, blog), auditory channel (teacher, language assistant and classmates), kinesthetic-tactile channel.

5.7. Timing

This lesson plan will be carried out during the second term of the academic year. To be precise, in the month of April so that students already know how to lead a warm-up and a cool down, as well as the basic principles of team sports because they have studied it in previous lesson plans in the first term and in the beginning of the second term. It will be the fifth lesson plan of the PE subject.

This lesson plan will last 5 sessions. The 5 sessions will be developed in two sessions per week so that it will take 2 and a half weeks.

Also, students have already studied all the tenses in English so they might use it in the PE class.

5.8. Development of the lesson plan

A lesson plan is a compilation of related lessons about a specific theme, such as “handball” (Farell, 2002).

Name of the lesson plan: My handball cup.

Subjects: PE, and Arts & Crafts.

Level: 3º CSE “B”

Timing: 5 lessons.

Aims:

- To recognise important stimulus to make right decisions in handball, to get advantage or achieve the purpose of the action.
- To review the basic principles of team sports as well as aspects of organization of defence and attack in handball.
- To know and apply the handball’s rules.
- To prepare and do warm-up and cool down independently bases on previous knowledge.
- To collaborate in collective activities, respecting the classmates’ contributions and the subject’s rules.

- To use information and communication technology to make own official digital documents, as result of the search, analysis and choice of relevant information.
- To help learners understand that learning can be achieved in English.
- To apply specific sport and handball English vocabulary to communicate you with your classmates during the development of the exercises.

Criteria for assessment

Teacher and self-assessment processes will be used to assess how well learners:

- Understand handball rules.
- Carry out a warm-up and a cool down.
- Distinguish between aspects of organization of defence and attack in handball.
- Communicate in English using a specific sport and handball vocabulary.
- Research about an English-speaking country.

Teaching objectives:

In the CLIL lesson plan, we will divide the teaching objectives into the 4Cs:

- Content:

- Introduction of handball as a team sport.
- Rules of handball.
- Organization of defences and attacks in handball.
- Basic principles of team sports.
- Warm-up and cool down for handball.
- Elaboration of a cup in Arts & Crafts.

- Cognition:

- Provide learners with opportunities to develop the role of handball referee, physical coach of handball, handball coach, and sport journalist.
- Enable learners to identify the basic principles of team sports.
- Vocabulary building, learning and using.

- *Communication:*

- Language of learning: key vocabulary such as ball, team, goal, defend, attack, time, opponent, cone, score, fault.
- Language for learning: asking each other questions when someone develop the role of journalist; give advices when someone develop the role of coach; explain exercises to warm-up or cool down when someone develop the role of physical coach; tell handball's rules and make sure everyone follow them when someone develop the role of referee; debating at the end of the lesson about how it was.
- Language through learning: to find a good way to explain handball exercises, interact with the teacher and with classmates, learn new words which appear from activities.

- *Culture:*

- Know more about English-speaking country.
- Develop learner's ability to empathize.
- Be aware of the importance of doing exercises regularly.

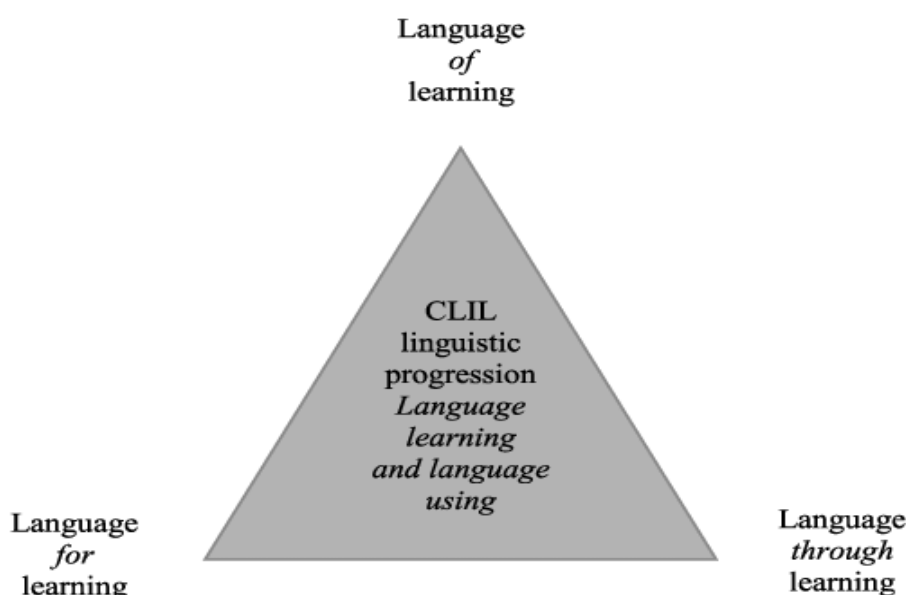


Figure 5. The Language Triptych (Covle *et al.*, 2010).

Learning outcomes:

By the end of the lesson plan, students will be able to:

- Design exercises for working a basic principle of team sport.
- Know and apply the rules of handball.
- Know the basic systems of attack and defence in handball.
- Carry out a proper warm-up and cool down for handball.
- Interact with the teacher to ask questions as well as with classmates in English.
- Write down handball exercises using a specific vocabulary in English.
- Research about an English-speaking country.

The lesson plan will be divided into 5 lessons. In the next table, it will be explained the teaching/learning activities of each lesson, as well as the final task of the lesson plan, instruments for assessment, scaffolding tips, resources and notes.

“MY HANDBALL CUP”
Final task: in groups of 6, each group will have to choose an English-speaking country to represent it in a handball tournament in which each student will develop a role within his/her group. The roles will be: a handball coach (he/she will design an exercise to work an basic principle of team sport during the development of lesson plan and he/she will position the players during the tournament), two physical coaches (one will lead the warm-up and the other the cool down), a referee (he/she will also play but will remember the main handball rules before starting the match and will make sure everyone comply with the rules), two journalists (they will ask students questions related to handball and team sports in general). Before starting the matches, each group will have to tell a bit about its represented country so that they have to research it at home (location, inhabitants, capital city, how important handball is, the name of a female national handball player, and the name of a male national handball player) writing down the information on a sheet.
TEACHING/LEARNING ACTIVITIES

Lesson 1 Material: balls, whiteboard, flashcards, sheets for final task.	COMMUNICATIVE SKILLS	SCAFFOLDING
- <u>Objective</u>: to familiarise with handball movements. - <u>Previous knowledge (10 minutes)</u>: teacher will explain the final task, the basic principles of team sports will be remembered (in attack: preserve the ball, progress, and finish; in defence: recover the ball, avoid progressing, and avoid finishing (Booth, 1983)), specific handball vocabulary and rules of handball will be read by students (see Annex V), the groups will be made and each group will choose an English-speaking country to represent it in the final tournament and each member of the group will develop a role (referee, coach, physical coach or journalist) within the group (see Annex VI). Also, students have to do a word search game with key vocabulary that will be uploaded to the blog of the subject (see Annex VII).	Listening, speaking, reading and writing.	Bridging: “What do you know about handball?” Specific handball words on the whiteboard. Sheet for each group to be filled out for each group (name of the members, country chosen, and information about the country).

- <u>Warm-up (20 minutes):</u> • Joint mobility (ankle, knee, hip, doll, elbow, shoulders, neck). • A game to make warm our bodies. The game will be: touch the line. Students have to move as quickly as possible to the handball court line that says the teacher. Then, the quickest student will say the name of a handball court line to move there. • Specific handball motility. Students will have to make similar handball movements. There will be some cards on the wall with handball movements and the name of the movements so that students will be in pairs and one will say the name of the movement (jump, feint, base position, curvilinear movement...) and the other one will have to do the movement. Three times each	Reading, listening and speaking. Reading, speaking and listening.	Flashcards with the joint mobility to remember the vocabulary ("ankle rotation", "hip rotation",...). Starting sentences ("You have to...") and flashcards with handball's movements.
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one, and change the role. Then the pairs will be changed. The sentence will start so: "You have to..." and then the action. Handball techniques (bounce the ball, throw and catch the ball, pass the ball). The teacher will say what students have to do.	Listening and speaking.	Asking questions ("Could you reply it, please?"; "Could you say it again, please?").
- <u>Core activities (25 minutes):</u> - In pairs pass the ball from different distances. The teacher will say a distance (for example five meters) and each pair have to be in this distance. "The shadow" game. In pairs,	Listening.	Feedback of the teacher ("well done!", "please farther!", "please closer!").

one will do a movement with the ball and the partner has to do the same movement. The student, who does the movement, will say before the name of the action that he/she is going to do. When the teacher says “role reversal”, the role will be changed. After three minutes the pairs will change.	Reading, speaking and listening.	Specific vocabulary on flashcards.
• “The mirror” game. In pairs, one will do a movement with the ball and the partner has to do the same movement but to the opposite side. The student, who does the movement, will say before the name of the action that he/she is going to do. When the teacher says “role reversal”, the role will be changed. After three minutes the pairs will change.	Reading, speaking and listening.	Specific vocabulary on flashcards.

- <u>Closing activity (5 minutes):</u> To stretch the muscles involved, pick-up materials and a final reflection on the session.	Listening and speaking.	Remembering name of muscles given in previous lesson plans. Starting sentences to reflect (“I think...”).
Lesson 2 Material: balls, cones, bibs, group sheet.	COMMUNICATIVE SKILLS	SCAFFOLDING
- <u>Objective:</u> to preserve the ball in attack and to recover the ball in defence. - <u>Warm-up (15 minutes):</u> - Joint mobility. Students lead the joint mobility. - Game called “tag”, in which a student has to touch the rest of students. When someone is touched has to join the other. The person, who has to touch the rest, will move bouncing a handball ball. If a person says a specific word of handball, he/she could not be touched during 3 seconds.	Reading, speaking and listening. Speaking and listening.	Flashcards with the joint mobility to remember the vocabulary. Teacher will be speaking out key words to help students remember it during the game.

- <u>Core activities (40 minutes):</u> • 4 against 1. In a circle, 4 students pass the ball in order to preserve the ball, and 1 learner inside the circle will have to recover the ball. If the student in the middle recovers the ball, the learner who lost the ball goes inside the circle. • “The 10 passes” game. A team of 4 students will play against another team of 4 in a delimited small area. There will also be a player who will play for the team that has the ball, so that it will be easier for attacks. The purpose of the game is to achieve 10 passes in a row with your teammates. Students will have to count the passes from 1 to 10, and the count will start from the beginning when an opponent touches or recovers the ball. When a team gets 10 passes in a row, the player who has the ball will	Listening and speaking.	Starting sentences (“I like playing handball because...”), remember key vocabulary and practice pronunciation of numbers.
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have to speak out a rule of handball and why he/she likes/dislikes playing handball. The handball coach of the first group exposes an exercise to work the principle of preserving the ball and recovering the ball.	Writing, reading, speaking and listening.	Sheet with the exercise developed.
- <u>Closing activity (5 minutes):</u> To stretch the muscles involved, pick-up materials and a final reflection on the session.	Listening and speaking.	Remembering name of muscles given in previous lesson plans. Starting sentences to reflect (“I think...”).
Lesson 3 Material: balls, cones, bibs, group sheet.	COMMUNICATIVE SKILLS	SCAFFOLDING
- <u>Objective:</u> to progress with the ball in attack and to avoid progressing in defence. - <u>Warm-up (15 minutes):</u> - Joint mobility. Students lead the joint mobility. - Game called “<i>Gavilán</i>”. In this	Reading, speaking and listening.	Joints will be remembered among all the students.

game two students will be on the centerline, and the rest of students will be on the endline of a goal with a ball. All students go ahead bouncing the ball with the hands direction to the other goal. The two learners who are in the middle of the court will have to touch the rest of students. After the game, the teacher and students will reflect on how important the progression is as well as avoid it in defence.	Speaking and listening.	
- <u>Core activities (40 minutes):</u> • 4 players attack and 2 players defence. The attackers will start on the centerline and they will have to progress with a ball until the endline. The defenders will have to avoid the progression trying to recover the ball. • A team of 6 players will play against another team of 6 players. The purpose of the	Speaking and listening. Speaking and listening.	Team sports expressions such as “pass me the ball”, “time” or “man behind”.

game is to bring a ball until a baseline located in the opponent side. The game will be played with a ball. If a team gets to bring the ball to the baseline of the opponent, the team will receive one point. The team with more points at the end of the game will be the winner. The handball coach of the second group exposes an exercise to work the principle of progressing with the ball and avoid the progression. - <u>Closing activity (5 minutes):</u> To stretch the muscles involved, pick-up materials and a final reflection on the session.	Writing, reading, speaking and listening. Listening and speaking.	Sheet with the exercise developed. The involved muscles will be remembered among all students. Starting sentences to reflect (“I think...”).
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Lesson 4 Material: balls, cones, bibs and group sheets.	COMMUNICATIVE SKILLS	SCAFFOLDING
- <u>Objective</u>: to finish on the goal in attack and to avoid finishing in defence. - <u>Warm-up (15 minutes)</u>: - Joint mobility. Students lead the joint mobility. - In pairs, each pair is on the centerline with a ball. Each pair will pass the ball between them direction to the goal and when they are close to the goal-area-line, a member of the pair will have to shoot to score. There will not be any goalkeeper. After the exercise, the teacher and students will reflect on how essential finishing is.	Reading, speaking and listening. Listening and speaking.	Joints will be remembered among all the students. Starting sentences ("It is very important due to..."; "I believe..."; "I think...")
- <u>Core activities (40 minutes)</u>: 3 attackers against 1 defender. The purpose will be to finish and score a goal (attackers) and to avoid finishing (defenders). 4 attackers against 2	Speaking and listening.	Remembering key vocabulary ("pass the ball", "time", "opponent", "goal"). Flashcards on

defenders. In this exercise the players will adopt the role of a playing position during the development of it. Players will have to communicate between them to achieve the purpose (finishing in attack and avoid finishing in defence).	Reading, listening and speaking.	the floor with the name of the playing position ("centre", "left back", "right back", "pivot", "left winger", "right winger") and the main features of each position.
The handball coach of the third group exposes an exercise to work the principle of finishing and avoid finishing.	Writing, reading, speaking and listening.	Sheet with the exercise developed.
The handball coach of the fourth group exposes an exercise to work the principle of finishing and avoid finishing.	Writing, reading, speaking and listening.	Sheet with the exercise developed.
- <u>Closing activity (5 minutes):</u> To stretch the muscles involved, pick-up materials and a final reflection on the session.	Speaking and listening.	The involved muscles will be remembered among all students. Starting sentences to reflect ("I think...").

Lesson 5 Material: balls, cones, bibs, group sheets, trophies.	COMMUNICATIVE SKILLS	SCAFFOLDING
- <u>Objective</u>: to carry out a final tournament of 4 teams, having each student a role (physical coach 1, physical coach 2, referee, handball coach, journalist 1 or journalist 2) within its team. - <u>Warm-up (15 minutes)</u>: the teacher will present each team, and each team member will say something peculiar about the English-speaking country chosen (location in the world, capital city, number of inhabitants, importance of handball, a female national player and a male national player. Then the class will be divided into the 4 teams. A physical coach of a team will lead the warm-up of his/her own team. - <u>Core activities (40 minutes)</u>: All teams will play between them a match	Listening, reading, speaking. Speaking and listening.	Group worksheet. Physical coach worksheet.

of 10 minutes. A learner of each team will adopt the role of handball coach so that he/she will decide who plays in each position. A learner of each team will be the referee of the match, so that there will be two referees, one referee of each team. The referee will read and remember the handball rules before starting the match and they will decide the faults during the game. They also will be the officers to communicate the finish score to the teacher. TEAM 1 vs. TEAM 2 in the 1st court. TEAM 3 vs. TEAM 4 in the 2nd court. Then: TEAM 1 vs. TEAM 3 in the 1st court. TEAM 2 vs. TEAM 4 in the 2nd court. Then: TEAM 1 vs. TEAM 4 in the 2nd court. TEAM 2 vs. TEAM 3 in the 1st court. After all matches, the two journalists of each team will ask questions to the rest of members of his/her team. The questions	Reading, speaking and listening. Reading, speaking and listening. Speaking and listening. Reading, listening, speaking and writing.	Handball coach sheet. Referee worksheet. Journalist
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will be related to team sports and handball. The journalist will write down answers.		worksheet.
- <u>Closing activity:</u> A physical coach of the team will lead the stretching of the muscles involved. Then the materials will be picked-up and each team will be awarded with a trophy made for students in the lessons of Arts & Crafts.	Reading, speaking and listening.	Physical coach worksheet.

Table 4. Development of the teaching/learning activities.

5.9. Materials and resources

In this point we would like to submit the necessary resources and materials to carry out the lesson plan presented.

As human resources, a language assistant will attend to the PE lessons, so that he/she will help the PE teacher to explain exercises, to solve questions related to English, and students could listen to a native English speaker. It is quite important to have a language assistant in a CLIL atmosphere.

This lesson plan will be lead mainly by the PE teacher, but the Arts & Crafts teacher will also participate due to students will make a trophy in two lessons of Arts & Crafts. The best 4 trophies will be chosen to be given in the last session of the lesson plan. Each team will be awarded with a trophy according as first team, second team, third team or fourth team of the tournament.

In relation to materials, it will be necessary:

- Two handball courts.

- 12 Handballs.
- 40 Cones.
- 12 Bibs.
- Flashcards with handball key vocabulary and joint mobility (see Annex VIII).
- Group sheet for final task.
- Computer with Internet access.
- Projector.
- Whiteboard.
- Arts & Crafts materials for making trophies.

Flashcards and worksheet will be two very crucial materials in this lesson plan because it will allow introducing the language successfully, providing scaffolding in the development of the lessons. Nietsch and Vollrath (2007), recommend the use of these materials.

The PE lessons will be carried out in the handball courts outside, although in the first lesson, the PE teacher will explain the lesson plan in the classroom.

Information and Communication Technology will be also present in this lesson plan since there will be a PE blog where all the worksheet will be uploaded. In addition, students will have to do a word search in the blog related to key vocabulary so that they can remember it. Besides, students will have to look for information related to the country that they have chosen (location in the world, capital city, number of inhabitants, how important handball is, name of a male handball player and name of a female handball player, as well as other information they consider relevant).

In the next sections, we will emphasise the transversality of this lesson plan, as well as the interdisciplinarity.

5.10. Transversality

It is critical to consider transversality in teaching-learning processes.

In this lesson plan, we work on a cross way the following transversal elements (*Real Decreto 1105/2014; Decreto 111/2016*):

- Reading comprehension, as well as oral and written expression: students have to write down their exercises, have to read in the PE blog, have to read the flashcards, the instructions of the final task, they have to explain their exercise, say out loud information about the country chosen, develop a role in the final task, and communicate with classmates and teacher during the exercises.
- Gender equality: during the exercises the groups will be compulsory mixed boys and girls, and students will have to know a national female and male handball player of the country chosen.
- Healthy habits: to be part of team in a team sport is a great tool to adopt healthy habits and to improve your social life. In this lesson plan, students will know handball so that they can do it in their free time.
- Responsible use of ICT: through the blog, students will access to Internet to learn, and they will know blogs as a great and free tool to share information.

5.11. Interdisciplinarity

In an educational context, interdisciplinarity is a pedagogic strategy that implies the interaction of several subjects (Van der Linde, 2014).

In this didactic proposal the main subject is PE, but there will be also Arts & Crafts involved. In Arts & Crafts students will have to make a cup (see Annex IX) with carton and paper that they bring from home. The cup will be the trophy that will be given in the last PE session of the lesson plan.

5.12. Assessment

The assessment is an essential part of the teaching-learning process, because it is a way to measure the process and it allows you drawing conclusions.

The assessment will be based on assessment criteria and measurable learning standards (see Annex X) determined by the legislation (*Orden de 14 de julio de 2016* and *Real Decreto 1105/2014*).

In this didactic proposal, the PE teacher is going to assess the performance of the students in both language and content subject. PE content will be in the first place and language in the second place. Students are going to do a self-assessment.

<u>Who assesses?</u>	<u>Measurable learning standard</u>	<u>What is assessed?</u>	<u>%</u>	<u>Assessment instrument</u>
Student	7.3.	Student performance.	10%	Self-assessment target (see Annex XI)
Teacher	3.3.	Sport skills.	25%	Assessment rubric (see Annex XII)
Teacher	10.1.	Group worksheet and exposure.	25%	Assessment rubric (see Annex XIII)
Teacher	6.2. (Physical coach)	Individual worksheet and exposure.	35%	Assessment rubric (see Annexes XIV, XV, XVI and XVII).
	3.2. (Handball coach)			
	7.2. (Referee)			
	8.3. (Journalist)			

Table 5. Characteristics of assessment of lesson plan proposed.

Also, PE teacher will assess the lesson plan to know if the aims have been achieved. For that purpose has been created a checklist (see Annex XVIII).

5.13. Attention to Student Diversity

A reality of public education is the wide diversity of the students. Each student is different and the heterogeneity used to be very large in a group. It is a quite relevant matter that all teachers should consider when they are planning their lessons.

In our case, we have a student who is repeating 3º CSE, and a learner who has ADHD.

The features of the repeating student are:

- He has a lack of motivation.
- He is not socially integrated in the group.
- He does not participate actively in the lessons.

The measures to implement with this student are:

- Use of participatory teaching style and mutual learning.
- The activities proposed will be adapted to his level.
- To work in groups to foster social integration.

The features of the ADHD student are:

- He is an impulsive person and he does not think in the consequences of his conduct.
- He is an absent-minded and forgetful person.
- He distracts other students.

The measures to apply with this student are:

- To give him brief and clear instructions.
- Positive feedback after good actions.
- To give him some autonomy and responsibilities such as open the door, bring materials.

- To use the school diary.
- To compromise punishment if he does not comply the rules of the subject.
- To keep in constant contact with the family.

6. CONCLUSION

For me, it was a big challenge to face this master dissertation, because I did not know how exactly start. Fortunately, beyond reading publications and contacting with my master dissertation tutor, I was having more clearly how to focus it.

Throughout the master dissertation, I have explained the current situation of bilingual education in Europe, Spain and Andalusia, as well as the relevance of CLIL in the current globalised world. Besides, I wanted to prove how PE is a fantastic subject to be taught through CLIL and how it should be taught integrating both PE content and language.

Then, I have presented a didactic proposal in which handball is taught through a CLIL setting. This proposal has tried to combine PE content and language in a holistic way to achieve the aims purpose successfully. Most of the activities suggested trying to combine movement, language and cognition. Along the lesson plan, students will learn about handball rules, basic principles of team sports, handball playing position, warm-up and cool down, and all this through English language. This didactic proposal could also be extrapolated to other team sport such as basketball, football or rugby tag.

After reading a lot related to CLIL and PE-in-CLIL, I strongly believe that CLIL should be the present and the future of the bilingual education. I have worked in several high bilingual schools in Andalusia as well as I have talked to colleges who have worked in other bilingual schools in Andalusia, and all teachers see a lack of success in the

implementation of bilingual programmes. I think this is because most of school do not apply well the CLIL methodology and even some schools do not know this methodology. Bilingual education needs to be restructured in Andalusia and teachers have to receive more formation in CLIL implementation.

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8. ANNEXES

Annex I: objectives of the Compulsory Secondary Education Stage

OBJECTIVES OF CSE STAGE (Real Decreto 1105/2014, Article 11)
a) <i>Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.</i> b) <i>Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.</i> c) <i>Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.</i> d) <i>Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.</i> e) <i>Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.</i> f) <i>Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.</i> g) <i>Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.</i> h) <i>Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.</i> i) <i>Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.</i> j) <i>Conocer, valorar y respetar los aspectos básicos de la cultura y la historia</i>

propias y de los demás, así como el patrimonio artístico y cultural.

k) Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.

l) Apremiar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.

Annex II: objectives of Physical Education subject in CSE

OBJECTIVES OF PE SUBJECT IN CSE (Orden de 14 de julio de 2016, Annex II)

1. Valorar e integrar los efectos positivos de la práctica regular y sistemática de actividad física saludable y de una alimentación sana y equilibrada en el desarrollo personal y social, adquiriendo hábitos que influyan en la mejora de la salud y la calidad de vida.

2. Mejorar la condición física y motriz, y conocer y valorar los efectos sobre las mismas de las diferentes actividades y métodos de trabajo, desde un punto de vista saludable y dentro de un estilo de vida activo.

3. Desarrollar y consolidar hábitos saludables, prácticas de higiene postural y técnicas básicas de respiración y relajación como medio para reducir desequilibrios y aliviar tensiones tanto físicas como emocionales producidas en la vida cotidiana.

4. Participar en la planificación y organización de actividades físicas, coordinando su trabajo con el de otras personas para alcanzar los objetivos comunes establecidos.

5. Identificar las diferentes partes de una sesión de actividad física, seleccionando las actividades adecuadas en función del objetivo propuesto.

6. Planificar, interpretar y valorar acciones motrices de índole artística, expresiva y comunicativa de carácter individual y grupal, utilizando el cuerpo como medio de comunicación y expresión, reconociéndolas como formas de creación, expresión y realización personal y prácticas de ocio activo.

7. Conocer y aplicar con éxito los principales fundamentos técnico-tácticos y/o habilidades motrices específicas de las actividades físico-deportivas tanto individuales como colectivas, en situaciones de oposición y en situaciones de colaboración con y sin oponentes, practicadas a lo largo de la etapa.

8. Identificar, prevenir y controlar las principales lesiones y riesgos derivados de la realización de actividades físico-deportivas, adoptando medidas preventivas y de seguridad, y activando, en caso necesario, los protocolos de

actuación ante situaciones de emergencia.

9. Valorar la riqueza de los entornos naturales y urbanos de Andalucía así como la necesidad de su cuidado y conservación a través del uso y disfrute de los mismos mediante la práctica en ellos de distintas actividades físicas.

10. Desarrollar la capacidad crítica respecto al tratamiento del cuerpo y de cualquier práctica social y/o actividad físico-deportivo, discriminando sus elementos positivos y negativos, incluyendo su impacto ambiental, económico y social.

11. Mostrar habilidades y actitudes sociales de respeto, trabajo en equipo y deportividad en la participación en actividades físicas, juegos, deportes y actividades artístico-expresivas, independientemente de las diferencias culturales, sociales y de competencia motriz.

12. Utilizar responsablemente las tecnologías de la información y la comunicación para recabar, presentar y compartir información sobre diferentes aspectos relacionados con la actividad física y el deporte, incluyendo su propia actividad, contrastando y citando las fuentes consultadas.

Annex III: key competences

KEY COMPETENCES (Real Decreto 1105/2014; Decreto 111/2016)	
COMPETENCIA CLAVE	CONTRIBUCIÓN DE LA EDUCACIÓN FÍSICA (Orden de 14 de julio de 2016)
1. Competencia en comunicación lingüística (CCL).	Mediante una amplia variedad de situaciones comunicativas verbales y no verbales que ofrece la actividad físico deportiva.
2. Competencia matemática y competencias básicas en ciencia y tecnología (CMCT).	a) Razonamiento matemático en resultados y clasificaciones, escalas y rumbos en el deporte orientación, relación entre ingesta y gasto calórico, la frecuencia cardíaca como indicador de la intensidad del esfuerzo, sistemas de juego en deportes... b) Conservación de la naturaleza, funcionamiento del cuerpo humano, alimentación, uso de instrumentos utilizados en el deporte, etc.
3. Competencia digital (CD).	Abordando aspectos como el acceso y la gestión de la información que se puede encontrar en Internet en el ámbito de la actividad física y deportiva, así como la creación y difusión de contenidos.

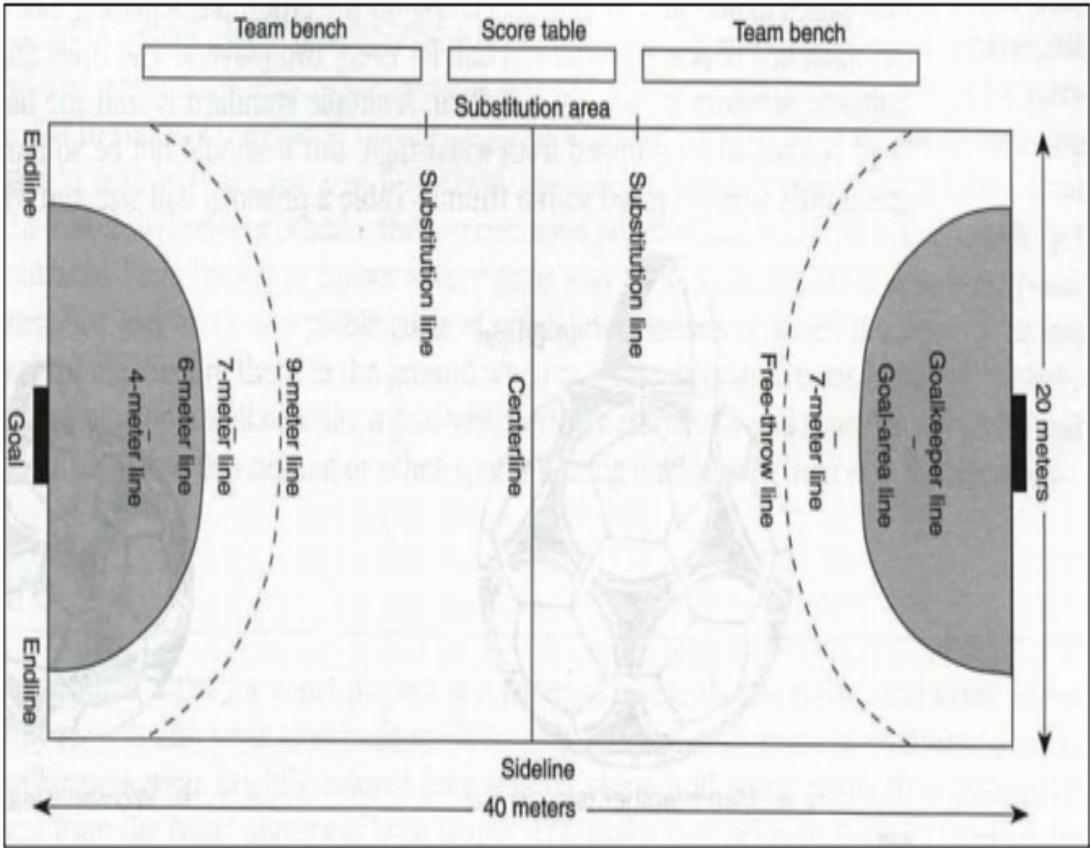
4. Competencia aprender a aprender (CAA).	<i>A través de la regulación, planificación, organización y ejecución de la propia actividad física, la cual lo motivará y generará confianza. Esto permitirá al alumnado diseñar su plan de acción y la adecuación para alcanzar la meta prevista, así como a la evaluación de la misma.</i>
5. Competencias sociales y cívicas (CSC).	<i>Fomentando el respeto, la igualdad, la cooperación y el trabajo en equipo. Las reglas que se establecen en los juegos y los deportes, las normas de seguridad vial, la prevención de lesiones, los primeros auxilios, etc.</i>
6. Sentido de la iniciativa y espíritu emprendedor (SIEP).	<i>Otorgando funciones y responsabilidades en la planificación y desarrollo de actividades, el desarrollo del liderazgo y el trabajo en equipo, así como la superación personal.</i>
7. Conciencia y expresiones culturales (CYEC).	<i>A través del reconocimiento y valoración de las manifestaciones culturales e históricas de la motricidad humana (el juego, el deporte, las actividades artístico-expresivas, las actividades en el medio natural, etc.) y su consideración como patrimonio cultural de los pueblos y mediante la exploración y utilización de las posibilidades expresivas del cuerpo y el movimiento.</i>

Annex IV: contents of Physical Education Subject in CSE

CONTENTS OF PE SUBJECT IN CSE (Orden de 14 de julio de 2016, Annex II)	
BLOQUE DE CONTENIDOS	CONTENIDOS
1. Salud y calidad de vida.	- Control de riesgos asociados a la práctica de actividades físico-deportivas. - Adquisición de hábitos posturales correctos. - Acciones motrices. - Hábitos de vida saludable (alimentación, actividad física programada y descanso). - Estilos de vida activos. - Prevención de conductas y hábitos perjudiciales para la salud. - Técnicas básicas de respiración, relajación y alivio de la tensión y del estrés. - Uso responsable de las tecnologías de la información y la comunicación.

<i>2. Condición física y motriz.</i>	- <i>Desarrollo de las capacidades físicas y motrices.</i> - <i>Regulación de la práctica de actividad física.</i> - <i>Sistemas de obtención de energía.</i>
<i>3. Juegos y deportes.</i>	- <i>Juegos populares, predeportivos y alternativos.</i> - <i>Deportes más desarrollados en nuestra sociedad y otros menos arraigados.</i> - <i>Favorecimiento de la motivación, el trabajo en equipo y la solidaridad del alumnado.</i>
<i>4. Expresión corporal.</i>	- <i>Comunicación y expresión creativa y artística a través del cuerpo.</i> - <i>Expresión y la regulación de emociones y sentimientos.</i>
<i>5. Actividades físicas en el Medio Natural.</i>	- <i>Interacción con el medio natural y urbano.</i> - <i>Valoración de los beneficios positivos del uso, la integración de estos en su vida cotidiana y la necesidad de su conservación.</i>

Annex V: general information of handball (rules, playing positions and key vocabulary)

HANDBALL
<u>Previous knowledge</u> Objective: understanding what handball is, the rules of handball, the playing position and the key vocabulary through reading.
<u>General information</u> Handball is a team sport played by two teams of seven players on a rectangular court (40 meters length x 20 meters width). Each team play with 7 players on the field (6 field players and 1 goalkeeper), and each team can also have a maximal of 5 reserve players on the bench. The reserve players can be changed for a field player at any time during the game. The purpose of handball is to score goals in the goal of the opponent and try to do not receive goals in your own goal, using the hands. A handball match lasts 60 minutes, divided into two 30-minute halves. There is a 10-minute break in the middle of the game. At the end of the game, the team that scores more goals will get the victory. Handball is played with a ball. It will have a different size according to the age of the players, and the gender of the players (female or male). Two referees lead a handball match: one court referee and one behind the goal.  The diagram illustrates the layout of a handball court, which is rectangular and measures 40 meters in length and 20 meters in width. The court is divided into two halves by a centerline. At each end, there is a goal. The goal area is a semi-circle with a radius of 4 meters, bounded by a 4-meter line. A 6-meter line and a 7-meter line are also marked. A 9-meter line is shown on the left side. A free-throw line is located 7 meters from the goal line on the right side. The substitution area is located in the center of the court, between the two halves. The substitution line is marked on both sides of the centerline. Above the court, there are labels for the Team bench, Score table, and Substitution area. The Sideline is marked at the bottom, and the Endline is marked at the top and bottom of the court.

Rules of handball

- There is a 6-meter goal-area in front of each goal. Inside the goal-area only can be the defending goalkeeper.
- Field players can touch the ball with any part of their bodies except with their feet.
- A player who has the possession of the ball can take at most 3 steps or stand without moving maximum 3 seconds. Then they must pass, shoot or dribble the ball.
- It is not allowed to bounce the ball with two hands, or stop and restarts the dribble.
- Players can do an unlimited number of **fouls**.
- At the beginning of a half or when the opponent scores, the game will be restarted with a throw off from the middle of the field.
- When the ball goes out of bounds, the game will be restarted with a throw in.
- If a foul occurs inside the goal area or stops a clear opportunity to score, it is a penalty shot which will be thrown from the 7-meter line against the goalkeeper.

Additional rule

- It is only allowed to communicate you during the match in English.

Playing positions

- **Goalkeeper**: who defends the goal. It is the only player who can touch the ball with the feet.
- **Centre**: who directs play in defence and attack, and moves the majority time in the middle of the field.
- **Left and right backs**: usually the tallest players of the team, they try to block shoots in defence and they do long-shoots in attack.
- **Pivot**: it is a strong and large player. He/she will stay in the border of the area to receive the ball and shoot.



- **Left and right-wingers**: they play on the right or the left side of the court, and are the fast players.

<u>Key vocabulary:</u>
Team, player, court, field, ball, opponent, game, match, score, goal, teammate, referee, goalkeeper, pivot, centre, left back, right back, left-winger, right-winger, centerline, goalkeeper line, seven-meter line, free-throw line, endline, sideline.

Annex VI: explanation of final task and worksheets for each role

IES Juan de Mairena

"MY HANDBALL CUP"



FINAL TASK: HANDBALL TOURNAMENT

IN GROUP OF 6, YOU HAVE TO CHOOSE A ENGLISH-SPEAKING COUNTRY, WRITE SOME INFORMATION ABOUT THE COUNTRY, AND ADOPT A ROLE FROM BELOW WITHIN YOUR GROUP. YOU WILL DEVELOP YOUR ROLE IN THE FINAL TOURNAMENT.

MEMBERS OF THE GROUP (Indicar nombre y apellidos)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

COUNTRY CHOSEN AND INFORMATION OF THE COUNTRY (location, capital city, inhabitants, importance of handball, name of a female handball national player, name of a male handball national player, other information).

DESCRIPCIÓN DE LOS ROLES

HANDBALL REFEREE

He/she will write the main handball rules in his/her worksheet and he/she will read it at the beginning of each match in the final tournament. Also, during the final tournament will be the responsible that players comply the rules of handball. He/she will communicate the teacher the final score.

HANDBALL COACH

He/she will design an exercise to work a basic principle of team sports. In addition, he/she will place his/her teammates in the playing position properly. The handball coach will write the exercise and the playing position in his/her worksheet.

PHYSICAL COACH (2 persons)

One of them will conduct the warm-up of his/her team during the final tournament. The other one will lead the cool-down. Both will fill their worksheet with the exercises they are going to do in the final tournament.

JOURNALIST (2 persons)

They will ask his/her teammates at least 5 questions, at the end of the final tournament. The questions have to be related to handball, team sports or physical activity. They will write down the questions in his/her worksheet.

REFEREE WORKSHEET

HANDBALL RULES

Write down 10 main rules of handball:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

HANDBALL COACH WORKSHEET

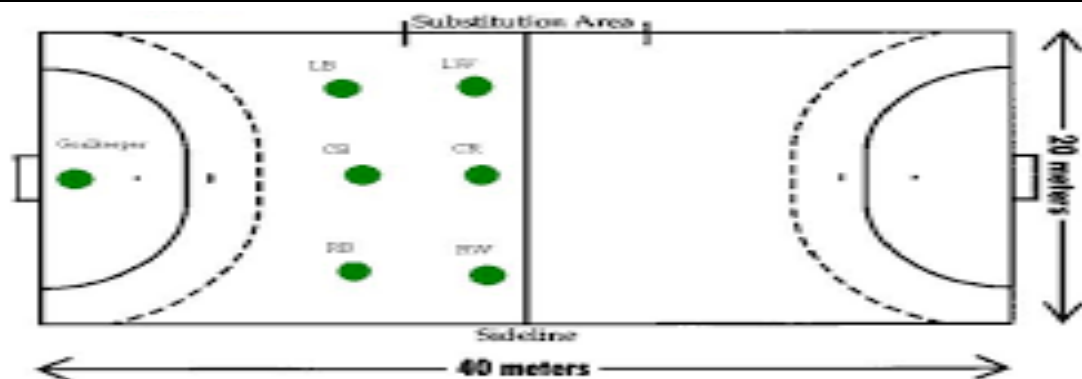
EXERCISE TO DEVELOP A BASIC PRINCIPLE OF TEAM SPORT

- Basic principle worked:

- Explanation of the exercise:

- Graphic representation:

PLAYING POSITION



WARM-UP EXERCISES

- Explanation of the exercise:

- Graphical representation:

- Explanation of the exercise:

- Graphical representation:

- Explanation of the exercise:

- Graphic representation:

COOL-DOWN EXERCISES

- Stretchings:

JOURNALIST WORKSHEET

TRAINER QUESTIONS

Write down at least 5 questions to ask your teammates:

1.

2.

3.

4.

5.

Annex VII: word search exercise

Handball

Look for the words below. It can be vertically or horizontally placed.

Q	I	C	K	T	P	K	N	A	V	K	Y	Q	O	W	E	N	H	O	M
H	C	C	T	B	W	M	R	R	R	Z	W	P	P	O	F	S	Z	X	Y
O	P	E	C	K	L	B	M	F	O	N	W	L	P	Z	S	N	N	R	Q
F	L	C	H	G	G	J	D	J	O	E	B	F	O	M	N	I	I	Y	H
Y	C	Y	L	R	K	N	V	I	M	P	D	Z	N	A	X	X	Y	E	C
B	L	M	C	B	Q	J	C	K	I	G	P	C	E	E	W	F	U	Y	J
J	L	N	S	L	A	P	O	T	I	O	O	O	N	E	I	S	J	T	E
E	T	W	O	O	P	G	Z	H	W	A	Y	F	T	T	T	H	A	C	Y
X	R	O	Z	B	E	O	U	H	K	L	Q	O	V	U	G	L	R	E	L
J	S	V	S	J	M	A	T	C	H	H	S	L	S	F	L	G	A	Q	E
D	Q	M	V	X	P	L	V	H	J	Y	X	U	M	O	T	N	A	C	F
A	C	X	F	S	D	K	R	T	R	L	A	I	M	R	E	E	S	I	T
C	V	H	D	C	B	E	W	P	D	S	F	P	J	H	A	F	P	H	-
E	F	S	V	O	A	E	D	N	C	P	R	W	V	P	M	P	V	S	W
V	T	T	X	R	O	P	R	Z	W	L	X	N	K	S	M	X	G	R	I
C	S	G	V	E	J	E	T	S	G	A	P	E	G	I	A	G	L	X	N
V	K	J	L	G	Z	R	E	D	N	Y	O	B	B	A	T	P	D	O	G
Z	Y	B	V	A	R	E	A	V	R	E	F	E	R	E	E	L	O	Y	E
U	G	X	S	H	E	D	M	G	O	R	I	G	A	O	W	I	F	K	R
D	I	Y	T	V	L	X	I	Z	H	V	B	V	E	B	E	T	P	S	D

TEAM	LEFT-WINGER	REFEREE	SCORE
1	2	3	4

PLAYER	MATCH	AREA	GOAL
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
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97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

GOALKEEPER
OPPONENT
TEAMMATE

Annex VIII: handball flashcards

GOALKEEPER



BALL



**HIP JOINT
MOBILITY**



**HANDBALL
GOAL**



Annex IX: cup made in arts & crafts



Annex X: assessment criteria and measurable learning standards

CRITERIOS DE EVALUACIÓN (Orden de 14 de julio de 2016)	ESTÁNDARES DE APRENDIZAJE EVALUABLE (Real Decreto 1105/2014)
1. Resolver situaciones motrices individuales aplicando los fundamentos técnico-tácticos y habilidades específicas de las actividades físico-deportivas propuestas, en condiciones reales o adaptadas.	1.1. Aplica los aspectos básicos de las técnicas y habilidades específicas, de las actividades propuestas, respetando las reglas y normas establecidas. 1.2. Autoevalúa su ejecución con respecto al modelo técnico planteado. 1.3. Describe la forma de realizar los movimientos implicados en el modelo técnico. 1.4. Mejora su nivel en la ejecución y aplicación de las acciones técnicas respecto a su nivel de partida, mostrando actitudes de esfuerzo, auto exigencia y superación. 1.5. Explica y pone en práctica técnicas de progresión en entornos no estables y técnicas básicas de orientación, adaptándose a las variaciones que se producen, y regulando el esfuerzo en función de sus posibilidades.
2. Interpretar y producir acciones motrices con finalidades artístico expresivas, utilizando técnicas de expresión corporal y otros recursos.	2.1 Utiliza técnicas corporales, de forma creativa, combinando espacio, tiempo e intensidad. 2.2 Crea y pone en práctica una secuencia de movimientos corporales ajustados a un ritmo prefijado. 2.3. Colabora en el diseño y la realización de bailes y danzas, adaptando su ejecución a la de sus compañeros. 2.4. Realiza improvisaciones como medio de comunicación espontánea.
3. Resolver con éxito situaciones motrices de oposición, colaboración o colaboración-oposición, utilizando las estrategias más adecuadas en	3.1. Adapta los fundamentos técnicos y tácticos para obtener ventaja en la práctica de las actividades físico-deportivas de oposición o de colaboración-oposición propuestas. 3.2. Describe y pone en práctica de manera autónoma aspectos de organización de ataque y de defensa en las actividades físico-deportivas de oposición o de colaboración-oposición seleccionadas. 3.3. Discrimina los estímulos que hay que tener en

<i>función de los estímulos relevantes.</i>	<i>cuenta en la toma de decisiones en las situaciones de colaboración, oposición y colaboración-oposición, para obtener ventaja o cumplir el objetivo de la acción.</i> <i>3.4. Reflexiona sobre las situaciones resueltas valorando la oportunidad de las soluciones aportadas y su aplicabilidad a situaciones similares.</i>
<i>4. Reconocer los factores que intervienen en la acción motriz y los mecanismos de control de la intensidad de la actividad física aplicándolos a la propia práctica y relacionándolos con la salud.</i>	<i>4.1. Analiza la implicación de las capacidades físicas y las coordinativas en las diferentes actividades físico-deportivas y artístico-expresivas trabajadas en el ciclo.</i> <i>4.2. Asocia los sistemas metabólicos de obtención de energía con los diferentes tipos de actividad física, la alimentación y la salud.</i> <i>4.3. Relaciona las adaptaciones orgánicas con la actividad física sistemática, así como, con la salud y los riesgos y contraindicaciones de la práctica deportiva.</i> <i>4.4. Adapta la intensidad del esfuerzo controlando la frecuencia cardíaca correspondiente a los márgenes de mejora de los diferentes factores de la condición física.</i> <i>4.5. Aplica de forma autónoma procedimientos para autoevaluar los factores de la condición física.</i> <i>4.6. Identifica las características que deben tener las actividades físicas para ser consideradas saludables, adoptando una actitud crítica frente a las prácticas que tienen efectos negativos para la salud.</i>
<i>5. Desarrollar las capacidades físicas y motrices de acuerdo con las posibilidades personales y dentro de los márgenes de la salud, mostrando una actitud de auto exigencia en su esfuerzo.</i>	<i>5.1. Participa activamente en la mejora de las capacidades físicas básicas desde un enfoque saludable, utilizando los métodos básicos para su desarrollo.</i> <i>5.2. Alcanza niveles de condición física acordes a su momento de desarrollo motor y a sus posibilidades.</i> <i>5.3. Aplica los fundamentos de higiene postural en la práctica de las actividades físicas como medio de prevención de lesiones.</i> <i>5.4. Analiza la importancia de la práctica habitual de actividad física para la mejora de la propia condición física, relacionando el efecto de esta práctica con la mejora de la calidad de vida.</i>
<i>6. Desarrollar actividades propias de cada una de las fases de la sesión de actividad física</i>	<i>6.1. Relaciona la estructura de una sesión de actividad física con la intensidad de los esfuerzos realizados.</i> <i>6.2. Prepara y realiza calentamientos y fases finales de sesión de forma autónoma y habitual.</i> <i>6.3. Prepara y pone en práctica actividades para la</i>

<i>relacionándolas con las características de las mismas.</i>	<i>mejora de las habilidades motrices en función de las propias dificultades.</i>
<i>7. Reconocer las posibilidades de las actividades físico-deportivas y artístico-expresivas como formas de inclusión social, facilitando la eliminación de obstáculos a la participación de otras personas independientemente de sus características, colaborando con las demás personas y aceptando sus diferencias y aportaciones.</i>	<i>7.1. Muestra tolerancia y deportividad tanto en el papel de participante como de espectador.</i> <i>7.2. Colabora en las actividades grupales, respetando las aportaciones de los demás y las normas establecidas, y asumiendo sus responsabilidades para la consecución de los objetivos.</i> <i>7.3. Respeta a los demás dentro de la labor de equipo, con independencia del nivel de destreza.</i>
<i>8. Reconocer las posibilidades que ofrecen las actividades físico-deportivas como formas de ocio activo y de utilización responsable del entorno.</i>	<i>8.1 Conoce las posibilidades que ofrece el entorno para la realización de actividades físico-deportivas.</i> <i>8.2 Respeta el entorno y lo valora como un lugar común para la realización de actividades físico-deportivas.</i> <i>8.3. Analiza críticamente las actitudes y estilos de vida relacionados con el tratamiento del cuerpo, las actividades de ocio, la actividad física y el deporte en el contexto social actual.</i>
<i>9. Controlar las dificultades y los riesgos durante su participación en actividades físico-deportivas y artístico expresivas, analizando las características de</i>	<i>9.1. Identifica las características de las actividades físico-deportivas y artístico-expresivas propuestas que pueden suponer un elemento de riesgo para sí mismo o para los demás.</i> <i>9.2. Describe los protocolos a seguir para activar los servicios de emergencia y de protección del entorno.</i> <i>9.3. Adopta las medidas preventivas y de seguridad propias de las actividades desarrolladas durante el ciclo, teniendo especial cuidado con aquellas que se realizan</i>

<i>las mismas y las interacciones motrices que conllevan, y adoptando medidas preventivas y de seguridad en su desarrollo.</i>	<i>en un entorno no estable.</i>
<i>10. Utilizar las tecnologías de la información y la comunicación en el proceso de aprendizaje, para buscar, analizar y seleccionar información relevante, elaborando documentos propios, y haciendo exposiciones y argumentaciones de los mismos.</i>	<i>10.1. Utiliza las Tecnologías de la Información y la Comunicación para elaborar documentos digitales propios (texto, presentación, imagen, video, sonido,...), como resultado del proceso de búsqueda, análisis y selección de información relevante.</i> <i>10.2. Expone y defiende trabajos elaborados sobre temas vigentes en el contexto social, relacionados con la actividad física o la corporalidad, utilizando recursos tecnológicos.</i>
<i>11. Participar en actividades físicas en el medio natural y urbano, como medio para la mejora de la salud y la calidad de vida y ocupación activa del ocio y tiempo libre.</i>	

Annex XI: self-assessment target (7.3. measurable learning standard)

Measurable learning standard 7.3.: “Respect the classmate, regardless his/her sport level”.

NAME:

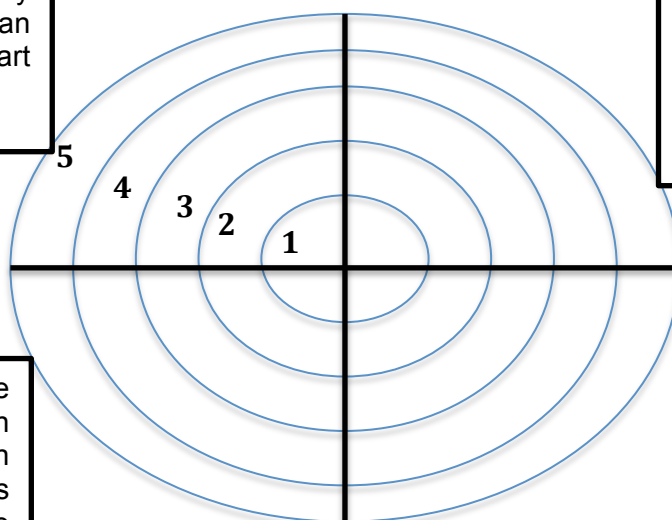
COURSE:

a. I can express my opinion using an appropriate start sentence.

b. I have respected the opinion of my classmates, the instructions of the teacher and followed the rules anytime.

c. I have participated with effort and interest in the activities proposed in the didactic unit.

d. I can communicate with my classmates and teacher and use a specific vocabulary.



Annex XII: assessment rubric (3.3. measurable learning standard)

Measurable learning standard 3.3.: “Discriminate the stimulus that are necessary to have into account to make right decisions in collaborative, opposite, and collaborative-opposite situations”.

NAME:

COURSE:

INDICATOR	EXCELLENT 2,5 POINTS	GOOD 2 POINTS	SATISFACTORY 1,25 POINTS	NEED IMPROVEMENT 0,5 POINTS	MARK
Technics aspects	Pass, bounce and shoot, or avoid shooting, effectively.	Pass, bounce and shoot, or avoid shooting, well.	Pass, bounce and shoot, or avoid shooting, well sometimes and bad sometimes.	Pass, bounce and shoot, or avoid shooting, bad, or does not anything.	
Tactic aspects	Understand and apply the basic principles successfully.	Understand and apply the basic principles good.	Understand the basic principles but do not apply it quite good.	Does not understand or apply the basic principles.	
Numerical superiority	Look for numerical superiority situations successfully.	Look for numerical superiority situations well.	Look for numerical superiority situations sometimes.	Does not look for numerical superiority situations.	
Pass line	Learner moves to create a pass line to give solutions to their teammate.	Student moves sometimes to create a pass line to give solutions to their teammate.	Student moves sometimes but it does not help to create a pass line.	Learner does not move to create a pass line.	
FINAL MARK (addition of all scores)					

Annex XIII: assessment rubric to assess the group sheet (10.1. measurable learning standard)

Measurable learning standard 10.1.: "Use Information and Communication Technology to make own digital documents (text, presentation, images, video, sound...), as result of the process of searching, analysis and selection of relevant information".

NAME:

COURSE:

INDICATOR	EXCELLENT 3,33 POINTS	GOOD 2,22 POINTS	SATISFACTORY 1,11 POINTS	NEED IMPROVEMENT 0 POINTS	MARK
Information of the country	Location, capital city, inhabitants, importance of handball, female national player and male national player correct.	One of the previous mentioned is incorrect, or one is missed.	Two of the previous mentioned are incorrect, or two are missed.	Three or more of the previous mentioned are incorrect, or three or more are missed.	
Written production	The information in the worksheet does not have relevant mistakes.	The information in the worksheet has at least two relevant mistakes.	The information in the worksheet has at least three relevant mistakes.	The information in the worksheet has more than four relevant mistakes.	
Oral production	All members of the group participate and they sound understandable.	One member of the group does not participate. They sound understandable.	Two members of the group do not participate and their speech is difficult to understand.	Three members of the group do not participate and their speech is quite difficult to understand.	
FINAL MARK (addition of all scores)					

Annex XIV: assessment rubric to assess the physical coach who leads the warm-up (6.2. measurable learning standard)

Measurable learning standard 6.2.: “Prepare and do warm-up and cool-down independently and ordinary”.

NAME:

COURSE:

INDICATOR	EXCELLENT 2,5 POINTS	GOOD 2 POINTS	SATISFACTORY 1 POINT	NEED IMPROVEMENT 0,5 POINTS	MARK
Joint mobility	Do exercises for each joint and explain it.	Do exercises for joints mobility and explain it, but one is missed.	Do exercises for joints mobility and explain it, but two are missed.	Do exercises for joints mobility and explain it, but three are missed.	
Motor activation	The exercise proposed is correct to warm-up.	The exercise proposed is okay to warm-up.	The exercise proposed is not proper to warm-up.	Do not propose an exercise to get activated.	
Written production	The information in the worksheet does not have relevant mistakes.	The information in the worksheet has at least two relevant mistakes.	The information in the worksheet has at least three relevant mistakes.	The information in the worksheet has more than four relevant mistakes.	
Oral production	The exercises are explained using a correct vocabulary and he/she sounds understandable.	The exercises are explained using in general a correct vocabulary and he/she sounds understandable.	The exercises are explained but the vocabulary is not correct, or his/her speech is difficult to understand.	The exercises are not explained or his/her speech sounds impossible to understand.	
FINAL MARK (addition of all scores)					

NAME:

COURSE:

INDICATOR	EXCELLENT 3,33 POINTS	GOOD 2,22 POINTS	SATISFACTORY 1,11 POINTS	NEED IMPROVEMENT 0 POINTS	MARK
Stretching	Do exercises for each muscle involved in the lesson and explain it.	Do exercises for each muscle involved in the lesson and explain it, but one is missed.	Do exercises for each muscle involved in the lesson and explain it, but two are missed.	Do exercises for each muscle involved in the lesson and explain it, but three are missed.	
Written production	The information in the worksheet does not have relevant mistakes.	The information in the worksheet has at least two relevant mistakes.	The information in the worksheet has at least three relevant mistakes.	The information in the worksheet has more than four relevant mistakes.	
Oral production	The exercises are explained using a correct vocabulary and he/she sounds understandable.	The exercises are explained using in general a correct vocabulary and he/she sounds understandable.	The exercises are explained but the vocabulary is not correct, or his/her speech is difficult to understand.	The exercises are not explained or his/her speech sounds impossible to understand.	
FINAL MARK (addition of all scores)					

Annex XV: assessment rubric to assess the handball coach (3.2. measurable learning standard)

Measurable learning standard 3.2.: “Describe and put into practice independently aspects of attack and defence in the physical sport activities chosen”.

NAME:

COURSE:

INDICATOR	EXCELLENT 2,5 POINTS	GOOD 2 POINTS	SATISFACTORY 1 POINT	NEED IMPROVEMENT 0,5 POINTS	MARK
Exercise designed	The exercise is appropriate to work the basic principle chosen.	The exercise is okay to work the basic principle chosen.	The exercise is very difficult or very easy to work the basic principle chosen.	The exercise is not appropriate to work the basic principle chosen.	
Role in the final tournament	The teammates are assigned to a playing position correctly.	Some teammates are assigned to a playing position, but other do not.	Most of teammates are not assigned to a playing position.	The teammates are not assigned to a playing position.	
Written production	The information in the worksheet does not have relevant mistakes.	The information in the worksheet has at least two relevant mistakes.	The information in the worksheet has at least three relevant mistakes.	The information in the worksheet has more than four relevant mistakes.	
Oral production	The exercises are explained using a correct vocabulary and he/she sounds understandable.	The exercises are explained using in general a correct vocabulary and he/she sounds understandable.	The exercises are explained but the vocabulary is not correct, or his/her speech is difficult to understand.	The exercises are not explained or his/her speech sounds impossible to understand.	
FINAL MARK (addition of all scores)					

Annex XVI: assessment rubric to assess the handball referee (7.2. measurable learning standard)

Measurable learning standard 7.2.: “Collaborate in groupal activities, respecting the contribution of other and the rules established, and assuming his/her responsibilities to accomplish the goals”.

NAME:

COURSE:

INDICATOR	EXCELLENT 3,33 POINTS	GOOD 2,22 POINTS	SATISFACTORY 1,11 POINT	NEED IMPROVEMENT 0 POINTS	MARK
Knowledge of the handball rules	The referee knows the main handball rules perfectly, and applies it in the final tournament.	The referee knows some of the main handball rules, and applies it in the final tournament.	The referee does not know many handball rules, and does not apply it in the final tournament.	The referee does not know any handball rules perfectly, and does not apply it in the final tournament.	
Written production	The information in the worksheet does not have relevant mistakes.	The information in the worksheet has at least two relevant mistakes.	The information in the worksheet has at least three relevant mistakes.	The information in the worksheet has more than four relevant mistakes.	
Oral production	The rules are explained using a correct vocabulary and he/she sounds understandable.	The rules are explained using in general a correct vocabulary and he/she sounds understandable.	The rules are explained but the vocabulary is not correct, or his/her speech is difficult to understand.	The rules are not explained or his/her speech sounds impossible to understand.	
FINAL MARK (addition of all scores)					

Annex XVII: assessment rubric to assess the journalist (8.3. measurable learning standard)

Measurable learning standard 8.3.: “Analyse critically attitudes and lifestyles related to the body treatment, leisure activities, physical activity and sport in the current social context”.

NAME:

COURSE:

INDICATOR	EXCELLENT 3,33 POINTS	GOOD 2,22 POINTS	SATISFACTORY 1,11 POINT	NEED IMPROVEMENT 0 POINTS	MARK
Questions raised	The questions raised are 5 at least and they are related to handball, team sport or physical activity.	The questions raised are 3 at least and they are related to handball, team sport or physical activity.	The questions raised are 3 at least but some are not related to handball, team sport or physical activity.	There are not questions raised or they are not related to handball, team sport or physical activity.	
Written production	The information in the worksheet does not have relevant mistakes.	The information in the worksheet has at least two relevant mistakes.	The information in the worksheet has at least three relevant mistakes.	The information in the worksheet has more than four relevant mistakes.	
Oral production	The questions are asked using a correct vocabulary and he/she sounds understandable.	The questions are asked using in general a correct vocabulary and he/she sounds understandable.	The questions are asked but the vocabulary is not correct, or his/her speech is difficult to understand.	The questions are not asked or his/her speech sounds impossible to understand.	
FINAL MARK (addition of all scores)					

Annex XVIII: CLIL Unit Checklist

CLIL Unit Checklist		
CLIL Theme: <i>Handball</i>	Date: _____	
Unit of work: <i>My handball cup.</i>	Class: <i>3º CSE "B".</i>	
Clarifying global goals, teaching aims and learning outcomes		
Are the teaching aims clear?	YES	NO
Are the learning outcomes defined? Can they be measured?	YES	NO
Content		
Is the content adequate to the students?	YES	NO
Is the content accesible?	YES	NO
Language/Communication		
Are the students involved in using language?	YES	NO
Are students involved in learning language? Are there adequate opportunities for them to practise the new language structures?	YES	NO
Are my instruction clear?	YES	NO
Have the students got adequate vocabulary/language to answer my questions?	YES	NO
Are my presentations of new concepts clear?	YES	NO
Cognition/Thinking		
Are the questions/problems to be solved at the appropriate cognitive level?	YES	NO
Culture		
Have I thought about the contribution that this unit makes to changing classroom culture?	YES	NO
Have I considered how the theme of this unit can promote awareness of cultural difference/global citizenship?	YES	NO
Activities		
Do the tasks designed relate to the global goals, aims and outcomes in terms of the 4Cs?	YES	NO
Is progression built into language and content tasks?	YES	NO
Do the activities help to develop talk for learning?	YES	NO
Supporting learning		
Are there adequate opportunities for students to engage in	YES	NO

practical activities to experience CLIL?		
Have I identified which type of teacher scaffolding is needed to support language and learning?	YES	NO
Assessment		
Have I consider how I will know what students have learnt?	YES	NO
Have I decided what to assess during the unit to ensure that feedback informs further learning?	YES	NO
Reflection		
Have I allocated enough time?	YES	NO
Have I thought about what I might change in this unit?	YES	NO
Have I thought about what I might add to or leave out from this unit?	YES	NO