

Content and Language Integrated Learning (CLIL) and PE in England

An Exploratory Study

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ABSTRACT

Research on Content and Language Integrated Learning (CLIL) is slowly coming of age, as can be seen in the growing number of studies from different educational contexts. While the majority of research in the field focuses on general assumptions on CLIL, this study argues the case for more subject specific CLIL research that takes subject specific methodologies into account. Concentrating on the subject area of physical education (PE), the research project features the in-depth study of four cases which all combine language learning and sport. All cases are set in English secondary state schools but the design of the projects necessarily varies regarding organisation, length, age group and agenda. Using case study methodology, each case is looked at individually before three common features are identified, which are then discussed in the wider context. First of all, none of the projects uses the term CLIL as a label, suggesting that the term is not commonly used or known. Secondly, all projects are initiated by language teachers and instrumentalise sport for language learning, with no PE staff being involved in the delivery of the projects, and this has consequences for the quality of PE specific learning. Thirdly, the cases show how CLIL in PE can offer kinaesthetic learning experiences, which are often neglected in a school context. Through linking language learning and sport within a CLIL PE setting, the learning experience is perceived as new and different by students. This, in combination with providing an immediate purpose for language learning, is regarded as a factor that has the potential to raise learners' motivation.

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“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 Mandela¹

1 Introduction

Content and Language Integrated Learning (CLIL) has increased in popularity across Europe since the early 1990s. In a nutshell, the approach means teaching content (or another subject) by using a foreign language. The approach has been adapted by practitioners long before its assumed benefits have been confirmed by research and researchers are slowly catching up which can be seen in the growing number of studies on CLIL from different and diverse educational contexts. CLIL is seen by many as an alternative approach to education with great potential. Coyle, one of the leading researchers in the field, speaks of it as a “change agent” which helps, for example, “to transform ‘traditional’ monolingual learning contexts into bilingual experiences” and “to contribute to the European vision for a plurilingual and pluricultural union” (Coyle, 2013, p. 25), adding a political agenda to the approach as well.

The majority of research in the field puts the focus on CLIL in general, looking in detail at aspects like language learning, content learning, cultural learning or at more specific issues such as forms of assessment or motivation, bearing in mind that the findings are based on one particular educational context. Positive assumptions are then often transferred not just from one educational context to another but also across the different subjects with subjects being as diverse as science, history, music and vocational subjects such as offset printing or electronics. The argument I want to put forward is that while there are certainly common CLIL features that apply to a range of subjects in general, each subject also has its own characteristics and methodologies which have to be looked at in detail to reveal the full CLIL potential but also the problems within

¹ Nelson Mandela (n.d), retrieved from <http://mikefratello.com/2010/06/14/notable-quotes/> on 07/09/2013

each particular subject area. By looking at CLIL in the subject area of physical education (PE), this study wants to contribute to subject specific knowledge on the benefits and pitfalls of CLIL in PE. Hereby, it is important to note that PE is often overlooked when it comes to choosing subjects for CLIL. Breidbach & Viebrock (2012, p. 7) who research CLIL within a German educational context speak of a “rigid set of prototypical CLIL subjects” with history and geography at its core while subjects such as the natural sciences, art, drama and PE are at an experimental stage and only slowly catching up. Specific literature on CLIL in PE is still rare if not non-existent in certain educational contexts.

Coming from a sports and languages background myself with obtaining a teaching degree in Germany in languages and sport, the combination of my two specialist subjects has always interested me. For my master thesis I looked into CLIL PE within a German educational context. Having worked as a language teacher at a school in England for the past 6 years, I became interested in gaining a deeper insight into CLIL PE within the English educational context. As a practitioner, I trialled CLIL type projects that combine language learning and sport in this country and I noticed positive aspects of the approach but also encountered problems. Given that there is no academic literature on CLIL in PE in England, my curiosity was raised to look at this in more detail with this research project.

One question to ask first, though, is why we should combine language learning and sport. In other words, what specifics can the subject PE offer for CLIL and what benefits might lie in the combination of language learning and sport. Being a practical subject that features the development of psychomotor as well as affective skills, PE is different from other subjects on the curriculum as will be discussed in detail in chapter 2.2.1. By looking at the two components closely, one can see that language learning and PE have more in common than one might think at first glance. Both subjects, for example, share a similar overall aim: Physical education wants to motivate learners to lead an active lifestyle and prepare for a lifetime of sports by helping the students to make “informed choices about lifelong physical activity” (QCA, 2007, p. 189) while the former language policy for England *Languages for All: Languages for Life* states a similar aim: “We must provide opportunities for life-long language learning”

(DfES, 2002)². It is not, however, just the aim of the subjects that is similar but also the aspect of learning. Dörnyei (2009) describes the process of language learning as often tedious with many ups and downs, just like the training for a sports competition. Both the athlete and the language learner need to repeatedly practice their profession and if they do not train for a while they will lose some of their ability. To use Dörnyei's (2009, p. 25) words:

Indeed, language learning can be compared in many ways to the training of professional athletes, and the literature is very clear about the fact that a successful sports career is often motivated by imagery and vision.

It is not just the training process that is similar but for both language learning and physical training one needs a vision, a goal and a certain level of motivation to reach higher levels of attainment. As students in England often struggle with motivating themselves for language learning (See chapter 2.1.4 for details) the vision or goal of doing sport while using the foreign language gives a purpose for the tiring language learning process. I will argue throughout this paper that this purpose for language use and language learning is key in the context of CLIL PE.

One could argue that CLIL in general uses language for a purpose, namely the learning of a certain content, but PE is different compared to more theoretical subjects like history or geography. To paraphrase Nelson Mandela's quote from above, sport speaks to our youth in a language they can understand, meaning that many young people can more easily relate to the subject of sport. Sport is something that they are often passionate about and for many it is directly connected to their lives outside school as they are playing sports in their free time as well. Furthermore, PE takes place in a different learning environment where students can move about and have more space which leads Nietsch & Vollrath (2003, p. 148) to suggest that many judge the learning atmosphere of PE to be more pleasant than in other classroom-based subjects. CLIL in PE can utilise these positive attitudes towards sport for the purpose of language learning. At the same time by using the foreign language we add another cognitive challenge to the subject PE which means that the subject PE can

² Please note that the National Curriculum for the key stages 2, 3 and 4 is currently being reviewed with implementation of the new curriculum approximately in September 2014. I can therefore not refer to any more recent documents in this matter.

benefit from being taught through the CLIL approach as well. The CLIL literature speaks in this context of an added value for the subject, an aspect which I will further explain in chapter 2.1.2.1.

In my study, I am presenting four cases of how languages and sport can be combined within the English educational system. All four cases are secondary state schools and the language and sport projects differ when it comes to organisation, agenda, length and age group of the students involved. The cases act as examples of what can be done in the field of CLIL PE in England but do not cover everything that is currently happening nor do they cover all possibilities of how to realise CLIL PE. They are more to be understood as a snapshot of four different ways of combining languages and sport within the English system.

I am basing the study within case study methodology while applying a multiple method approach as outlined in chapter 3. For my data analysis, I am borrowing coding techniques from grounded theory to help me to structure and to make sense of the data (See chapter 4.1). I am then presenting the individual cases with all their peculiarities (Chapter 4.2-4.5) before looking at recurring themes across the different cases. The use and perception of the term CLIL, the relationship between languages and sport as well as motivation and kinaesthetic learning are singled out for further discussion in chapter 5. At first, though, I will present a review of the current literature on CLIL and CLIL in PE.

2 Theoretical Background

2.1 Content and Language Integrated Learning (CLIL)

I will start by discussing what the term CLIL actually means and how it is realised within the different educational contexts. Coyle, Hood & Marsh (2010) created a framework for CLIL, the so called 4 Cs framework, which I will present and use as the basis to discuss positive assumptions about CLIL before turning to problems and critiques of the approach. The literature and research findings on which I am basing my discussions are from within Europe and show examples from different educational contexts. As my research is based within the English educational system, I will finish this chapter by looking more closely at the situation of CLIL in England.

2.1.1 Defining the Terms

Content and Language Integrated Learning comes in many forms and shapes and also in many different names across Europe. In France, it is widely known as *Enseignement d'une Matière par l'Intégration d'une Langue Etrangère (EMILE)* (Marsh, 2002, p. 58) which roughly translates as *instruction of a subject through the integration with a foreign language* (own translation). In Italy, the term most commonly used is *insegnamento veicolare* (= vehicular teaching) (Goris, 2009, p. 32) while the Dutch speak of *tweetalig onderwijs* which translates as bilingual education (Goris, 2009, p. 30). In Germany the term *bilingualer Sachfachunterricht* (= bilingual content lessons, own translation) is mainly used in the academic literature (See for example Hallet, 1998). The term CLIL has been adopted in the English language and internationally because it seems to describe the approach more accurately than terms like bilingual education as it puts language and content on a continuum without favouring either (Marsh, 2002, p. 58).

What unites all those different descriptive terms is the underlying concept of teaching content by using a foreign language. However, there is disagreement on how narrowly to define the term when it comes to the actual how, where and when of CLIL. Eurydice, the network on education systems and policies in Europe, defines CLIL as

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

This definition sees CLIL happening outside language lessons within the teaching time of a subject which is not a language class. This has the big advantage of increasing the students' actual contact time with the foreign language within an already crowded curriculum (Lasagabaster & Sierra, 2010, p. 367).

Mephisto, Marsh, & Frigols (2008, p. 9) define the term more openly as “a dual-focused approach in which an additional language is used for the learning and teaching of both content and language.” This definition does not specifically state that CLIL has to happen outside language lessons. Within a British context, CLIL is regarded as equally open. The *CLIL National Statement and Guidelines* define the term as

a pedagogic approach in which language and subject area content are learnt in combination. The generic term describes any learning activity where language is used as a tool to develop new learning from a subject area or theme. (Coyle, Holmes, & King, 2009, p. 6).

This definition states that *any learning activity* can be regarded as CLIL, as long as a foreign language is used to access some form of content. It seems that the more openly CLIL is defined, the easier it can be put into practice. However, the openness of the concept also bears the danger of de-valuing the approach by letting anything pass as CLIL.

Mehisto et al. (2008, p. 13) present a list of 13 varying types of CLIL. The different forms are shown on a continuum ranging from short-term, low-intensity exposure to a high-intensity, long-term programme. The term CLIL functions as a flexible and “generic umbrella term” (Marsh, 2002, p. 58) to cover all those different shapes. The list is also by no means conclusive. Lorenzo (2007, p. 503) goes so far as to suggest the term covers about 3000 variables of practice, possibly taking different language and content combinations as well as different organisational forms into account. However, within this openness and flexibility of the term one has to bear in mind that “flexibility is not to be mistaken for an ‘anything goes’ approach” (Coyle et al., 2010, p. 49). In the following I will therefore look more closely at what effective CLIL really means.

2.1.2 A Framework for CLIL

As mentioned above, CLIL is a flexible approach that can be applied in various ways. However, CLIL needs to follow certain rules in order to ensure high quality CLIL provision. What unites all different forms of CLIL is the integration of language learning and content learning, what Mehisto et al. (2008, p. 11) call “the essence of CLIL.” Both parts, language and content, have to be present during a lesson or course, even if at times the focus might lie more on either content or language learning. However, if this is not the case and one component is missing completely, it would no longer qualify as CLIL (Marsh, 2002, p. 17).

But there is more to CLIL than just language and content. Coyle et al. (2010) suggest a framework consisting of four building blocks which they call *the 4 Cs Framework*.

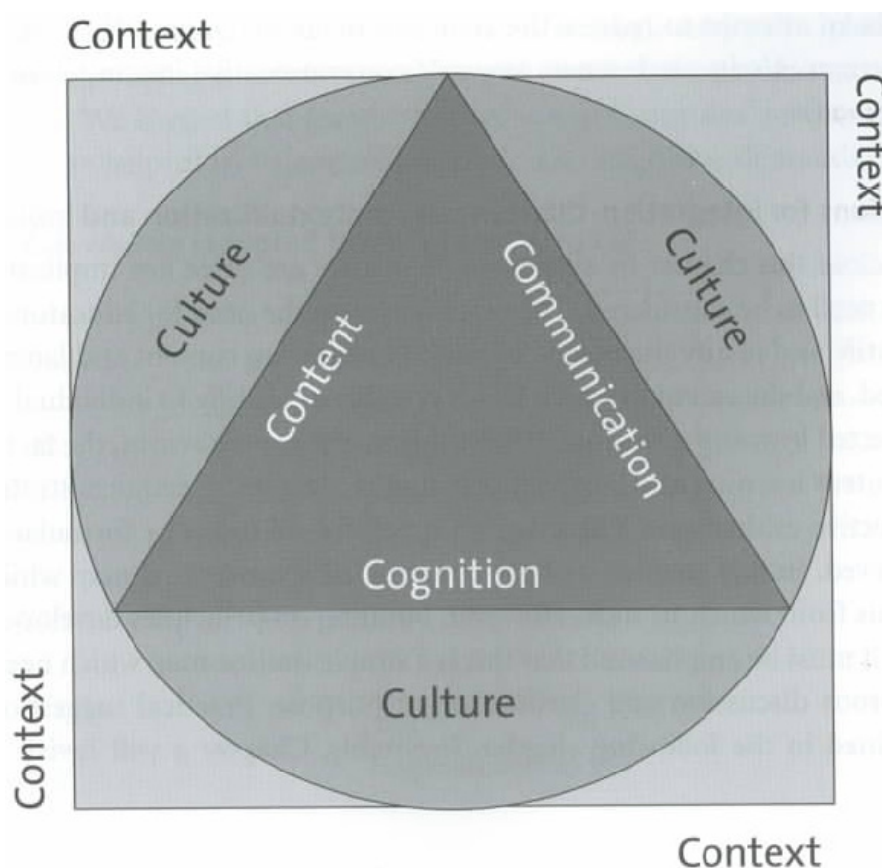


Figure 1: The 4 Cs Framework according to Coyle et al. (2010, p. 41)

As there is consensus that CLIL is first and foremost a content-driven approach (Coyle et al., 2010; Eurydice, 2006; Lorenzo, 2007), they name *Content* as the first building block featuring the actual subject matter that is taught. *Communication* describes the learning and using of language while *Cognition*

stresses the importance of learning and thinking processes. All this should be embedded in a rich cultural background with *Culture* being the last building block of CLIL.

In the following, I will look in more detail at each of the four building blocks to further illustrate what they include and what educational benefits can be drawn from each. For this purpose I will discuss current literature and research findings in the field that are relevant within the different CLIL components.

It is interesting to note, though, that CLIL is a practical approach which has originally been born out of a dissatisfaction with traditional forms of language learning and teaching. Marsh (2002, p. 11) calls CLIL “a pragmatic European solution to a European need” in times where language skills become more and more important on a European and on a global market. However, I will show in the following that language learning is not and should not be regarded as the only rationale for using the CLIL approach.

2.1.2.1 Content

Only looking at the benefits for language learning does not do the CLIL approach justice. CLIL is often seen as belonging to the area of language teaching (Lucietto, 2009, p. 118) and runs the danger of being misunderstood as a mere tool to learn foreign languages. This view could actually be misleading and damaging for the future of CLIL as it would be hard to legitimise CLIL with regard to other subjects if language learning was prioritised over the actual content learning³ (Thürmann, 2005, p. 76). Practitioners, therefore, have to be careful that CLIL is not simply a disguise for additional language lessons. On the other hand, it does not mean that content teaching is simply translated into a foreign language either (Coyle et al., 2010, p. 27). Ideally, there should be a fusion of content and language learning which exploits and mixes good practice from different educational contexts and delivers education in a holistic way (Coyle et al., 2010, p. 1).

³ Quote in original language: “Wer den Fachunterricht unter das Primat des Fremdsprachenerwerbs stellt und den prinzipiellen eigenen Anspruch des Fachunterrichts schmälert, wird unter den gegebenen institutionellen Bedingungen die quantitative Erweiterung bilingualer Bildungsgänge gefährden,” (Thürmann, 2005: 76).

In this way, CLIL does not just facilitate language learning but CLIL supporters believe that the content learning also benefits from the CLIL approach. In the literature, this is referred to as added value⁴ (Hallet, 1998; Marsh, 2002). But what does this added value look like in practice?

First of all, by using a foreign language a different perspective is used which can give more depth to a topic (Marsh, 2002, p. 68/69). Coyle et al. (2010, p. 10) reckon that learning content in a foreign language opens up “different thinking horizons and pathways” and by so doing helps “to stimulate cognitive flexibility.” Those are important skills which can help our students in a globalised world where one has to understand and adapt to different cultures and conventions all the time.

A further benefit for content learning is also that the teacher has to present the topic more slowly and break it down into its essential parts to make it more accessible in the foreign language. This can help students to follow better and fully grasp the topic (Bonnet, Breidbach, & Hallet, 2003, p. 188). Vollmer (2002, p. 68) argues that students have to concentrate more when being taught through a foreign language and that this has the effect of a deeper cognitive engagement which helps the actual learning process.

A certain distance to the topic when using the foreign language is another feature that can be beneficial to the learning process. Using the foreign language can feel like acting a part which can help to get through activities that one would usually feel uncomfortable with, for example in drama classes. In addition, this also offers new ways of reflecting on one’s own behaviour and one’s own view points. Rottmann (2006, p. 226) calls this “a self-reflexive relationship to the own reality⁵” (own translation).

CLIL research focussing on content learning tends to investigate whether the content learning is impeded when being taught through a foreign language. This addresses one problem that CLIL teachers often face, a discrepancy between their students’ cognitive ability and their linguistic level (Coyle et al., 2010, p. 35). This aspect is often taken up by critics who believe that students learning a

⁴ In the German literature this is referred to as *Bilingualer Mehrwert*.

⁵ Original citation in German: “ein selbstreflexives Verhältnis zur eigenen Wirklichkeit.“

subject through a foreign language cannot possibly learn as much as students who study in their mother tongue (Mehisto et al., 2008).

Infante, Benvenuto, & Lastrucci (2009) address those problems with their research. They based their study on interviews and questionnaires with experienced CLIL teachers and their views on the approach. According to the participating teachers, students often struggle to express themselves fully in the target language because of their lower linguistic competence. However, regarding the actual content learning, they found that the learning can be slower at the beginning but that with the passing of time students will catch up and reach astonishing results in the subject as well (Infante et al., 2009, p. 161).

Lucietto (2008) examined in her research the progress in content and language learning of CLIL students in Italy over a two year period. She monitored eight geography classes, two maths classes and one offset printing class who were taught through English and two geography classes who were taught by using German. Looking at her results regarding content learning, she found that content learning had been very successful in geography and offset printing taught through English and relatively successful in geography taught through German. Limited success was documented in maths taught through English, although institutional and organisational constraints are given as the reasons for the lack of success (Lucietto, 2008, p. 90). Nevertheless, it is an interesting finding that leads to the question whether some subjects might be more suitable for CLIL than others due to their nature and subject specific methodology.

Generally, one can say that it is still highly contested whether the same amount of content can be learnt through CLIL. Though, it could also be argued that this is simply the wrong question to ask. The CLIL learning experience is different from traditional forms of learning. The actual amount of content might be smaller but the learning might be more effective as it deals with the content on a deeper level. Lorenzo (2007, p. 505) points out that unsuccessful CLIL often has the problem of failing to make the input comprehensible to the learners. This is hardly surprising as making the content comprehensible to the learners is a key skill not just in CLIL but in traditional learning in the mother tongue as well. CLIL faces the additional difficulty of using the foreign language and CLIL teachers have to find ways to overcome this problem and to make the content accessible to their students.

Placing CLIL within broader learning theory, one could argue that content learning in the CLIL approach actually has an advantage over traditional forms of content learning: namely the focus on language as well as on content. Within sociocultural theory, which has been influenced highly by the psychologist Vygotsky, language is seen as a “tool for thought” (Mitchell & Myles, 1998). In his work on the development of thinking, Vygotsky (1931) looks into how adolescents acquire concepts and stresses the interconnectedness between content and form:

Concepts cannot exist without words and thinking in concepts is not possible outside verbal thinking, and the new, essential, central feature of the entire process is the specific use of words and the functional application of signs as means for concept formation. (Vygotsky, 1931, p. 213)

If learning of any new content always also means the learning of new words and language, then the integration of content and language learning is a logical conclusion. CLIL makes the transfer between language and content which traditional learning in the mother tongue might fail to do. As a consequence, CLIL could be argued to be an advanced way of teaching content as it gives more support to acquire the necessary language to comprehend the content. Support for this hypothesis can be found in Lucietto’s (2008, p. 90) study where some of the geography teachers who were part of a CLIL project then incorporated the methodological CLIL framework into their traditional geography classes.

I conclude this section by a thought brought forward by Mehisto et al. (2008). They criticise the way that educational institutions often separate different subjects. To use their words, “the real world is usually not safely compartmentalized” (Mehisto et al., 2008, p. 116). CLIL better reflects the nature of our everyday lives as it connects different skills. In so doing, CLIL can help to better prepare our students for the real world where they will have to apply different skills from different subject areas at the same time.

2.1.2.2 Communication

One of the most common benefits is the assumption that CLIL students are more confident in the use of the foreign language and can speak more spontaneously and fluently about a greater range of topics than their non-CLIL peers (Vollmer, 2002, p. 56). Confirmation for this assumption can be found in

the study of Ruiz de Zarobe (2008) as well as in the study of Lorenzo, Casal, & Moore (2009). Ruiz de Zarobe's study compares the speaking skills of CLIL and non-CLIL students in Spain. The results after a speech production test showed that CLIL students outperformed their non-CLIL peers as they show a greater lexical richness and generally a higher linguistic level (Ruiz de Zarobe, 2008, p. 69). Lorenzo et al. found that CLIL learners generally have a significantly higher linguistic competence compared to their non-CLIL peers, and that after only 1 ½ years of CLIL (Lorenzo et al., 2009, p. 427). However, an increase in linguistic competence seems an obvious benefit of CLIL due to a higher exposure to the foreign language. The study of Vårkuti (2010) is more interesting in that it suggests CLIL to be the more effective way to learn foreign languages as well. Vårkuti compared CLIL students with students who took part in an intensive language course where the exposure times to the foreign language were similar for both groups. But even in this set-up the CLIL students performed better with their test results being on average 24% higher than those of the students who took part in the traditional foreign language course (Vårkuti, 2010, p. 75).

Somehow CLIL seems to be the more successful way for second language acquisition. But what features of CLIL actually make the approach so effective for language learning? An answer can be found within literature on communicative approaches to language teaching. Within CLIL, language is learnt for immediate use and for a real purpose which is key for effective language learning according to Brumfit (1979, p. 189):

If language is being learnt for use, then new language must be directly associated with use. And use implies more than simply more or less meaningful language functions in the classroom: ideally the language used should have a specifiable cognitive and affective relationship with the learner-users. The old question what learners use the language for, what subject matter is appropriate, takes on a new urgency.

Although his work is over thirty years old, his point is still valid and particularly applicable to CLIL. Brumfit hints at the struggle to make learning situations in the classroom real by finding appropriate content that the learners can relate to. However, as Goris (2009, p. 29) argues, CLIL is actually one step further than the communicative approach. It does not have to simulate real-life situations because it is already real. What makes CLIL so effective for language learning is its authentic use of the foreign language as it is used for a real purpose,

namely the learning of content, a benefit which is highlighted frequently within literature on CLIL (Coyle et al., 2010; Eurydice, 2006; Mehisto et al., 2008; Várkuti, 2010).

2.1.2.3 Cognition

The learning and thinking processes in CLIL are over-shadowed by a mismatch between the learners' cognitive and linguistic abilities. The students can be confronted by complex concepts which they are able to grasp cognitively but they might lack the linguistic means to express their understanding. To overcome such a mismatch, teachers have to carefully plan what language they need to introduce in order to make learning and thinking possible for the learners without turning the CLIL lesson into a language lesson. To reflect upon the difficulty of a certain task, Coyle et al. (2010, p. 43) introduce the *CLIL Matrix* which is an adaptation of Cummins' (1984, p. 139) model on language proficiency.

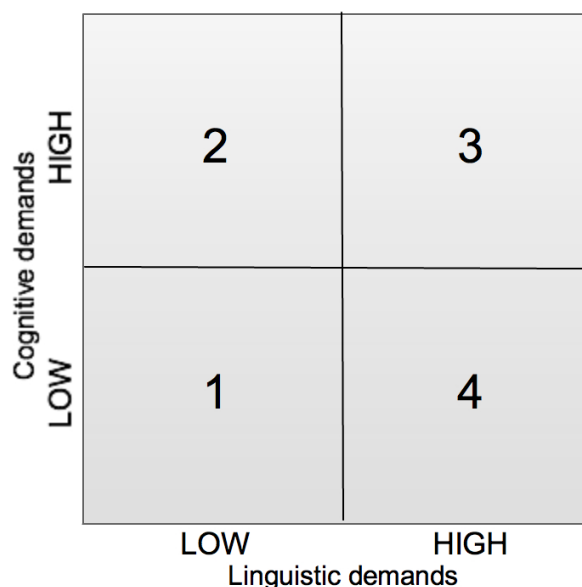


Figure 2: The CLIL Matrix according to Coyle et al. (2010, p. 43)

Cummins (1984) conceptualises language proficiency in communicative activities along two continuums, one describing the range of contextual support and the other describing the degree of cognitive involvement. To fit a CLIL context, Coyle et al. change the continuums to cognitive demands and linguistic demands (See figure 2). Quadrant 1 is to be avoided as the cognitive engagement would be too low for learning to take place. Teachers need to attempt to operate within quadrant 2, and gradually move towards quadrant 3

by giving appropriate support to foster language development. Quadrant 4 is only useful when focussing on difficult linguistic structures that are relevant for future content learning.

Student-centred forms of learning are mentioned in the CLIL literature as the desirable way of learning in CLIL because they are more suitable for the CLIL challenge. As mentioned in 2.1.2.1, one of the added values of CLIL is that learners have to concentrate more when accessing the content through the foreign language which can result in deeper forms of learning. Being actively engaged in their own learning is key in this process which is given by using student-centred approaches. Lorenzo (2007) and Lucietto (2008) name task-based learning including problem solving and co-operative tasks as a favourable form of teaching and learning in the CLIL classroom while Wolff (2002, p. 48) describes the CLIL classroom as a “learning laboratory” where students and teachers work jointly together in cross-curricular projects.

Support for this ideal of the CLIL classroom can be found in the research of Dalton-Puffer, Hüttner, Schindelegger, & Smit (2009). They investigated what CLIL students in Austrian vocational colleges think about the approach. The students generally found the course useful and witnessed a change in the teacher-student relationship with the teacher allowing for more equality and diversity in the classroom. Students perceived CLIL to be responsible for a higher level of student activation while the responsibility for the learning process was shared between teachers and students. The following student voice illustrates perfectly how this higher student activation enhances the learning process: “I prefer CLIL because through working things out yourself you remember a good deal more” (Dalton-Puffer et al., 2009, p. 24).

The quoted student highlights the effectiveness of CLIL but also shows that non-CLIL subjects seem to lack this higher student engagement. The student enjoys CLIL because it is different and features more student-centred learning. This would make CLIL a modern educational approach that also shows the weaknesses of more traditional forms of learning which still seem to be common. This thought leads Wolff to argue that “the true pedagogical potential of CLIL does not lie in the promotion of foreign language learning alone but in the power it exerts to change our encrusted educational structures” (Wolff,

2002, p. 48). Maybe CLIL can help to transform outdated educational structures to make them more student-friendly.

2.1.2.4 Culture

It is widely assumed that CLIL offers multiple opportunities for intercultural learning (Coyle et al., 2010; Otten & Wildhage, 2003; Sudhoff, 2010). According to Sudhoff (2010) this comes down to the connectedness between language and culture. In the CLIL classroom, students experience the foreign language in “a content-based way which opens the doors to intercultural learning processes” (Sudhoff, 2010, p. 32). Key in those learning processes is the analysis of foreign viewpoints in comparison with the own cultural background. In the *CLIL National Statement and Guidelines* (Coyle et al., 2009, p. 14) this is referred to as “learning content through another cultural lens.”

Sudhoff (2010, p. 33) regards the foreign language as a “stepping stone” in this process to open up different perspectives that would not be there in a monolingual setting. He presents an example which is often used to demonstrate this within an English-German context: The term *barbarian invasion* has the German equivalent of *Völkerwanderung* which literally translates as *migration of peoples*. In a CLIL history lesson the students would now analyse and contrast these different terms which would open up different perspectives on the same historical event and therefore enrich the learning process.

According to Harrop (2012, p. 66), the use of the foreign language in itself is part of the intercultural learning process as it can change the students’ worldview. Otten & Wildhage (2003, p. 36) argue along the same line in that the cultural learning goes much deeper. Apart from additional international topics and multiple perspectives on the content they believe that CLIL can foster empathy, tolerance and the ability to deal with differences. Through the intercultural learning experience CLIL students accept that there is more than one way of doing and of looking at things. Furthermore, they believe that CLIL helps to build up the ability for intercultural communication which is an ability with growing importance in our globalised world.

Coyle et al. (2010, p. 158) predict that those intercultural competencies will become more and more important in the future as we are constantly in contact

with other cultures, either abroad or in our own country. Sudhoff (2010, p. 36) agrees with this assumption and sees the “fostering [of] intercultural communicative competence [as] one of the challenges facing education in the globalised world of the 21st century.” CLIL could help with this challenge and might be the right tool to offer more intercultural learning opportunities to our children.

2.1.3 Problems and Critiques of CLIL

What one has to bear in mind is that CLIL is a recently new approach which might have the potential to be the better tool for language and content learning but it is not without problems. Looking at the above 4 Cs framework, one has to admit that it is a highly demanding task for teachers to incorporate all the above potentials into their CLIL lessons to make it a successful enterprise. As this is a difficult venture, Mehisto (2008, p. 108) gives emphasis to the fact that “CLIL is so complex a task that it can malfunction.” The 4 Cs framework gives little practical guidelines on how to actually put CLIL into practice, an aspect that Harrop (2012, p. 60) criticises in CLIL literature in general: “There is a distinct lack of clarity in all the literature as to how [content and language] may be best combined.”

Another problem with the approach is the question who actually teaches CLIL. CLIL specific teacher training courses are the exception rather than the norm and countries like Hungary and Germany⁶ where teachers are always trained for at least two different subjects and not just for one are also rare. According to Lucietto (2009, p. 118), CLIL is still mainly initiated by language teachers which can cause conflicts between the different departments. Subject teachers might feel that their subject area is invaded if the language specialist teaches CLIL while subject specialists often do not have sufficient language competencies to lead CLIL lessons themselves. Lucietto’s (2008, p. 87) answer to the problem would be a cooperation between language and subject specialists to jointly plan and deliver CLIL. However, the joint planning would use up time of already overworked professionals and headmasters might not be willing to timetable two teachers for one class to deliver CLIL together. Adding to the problem is the

⁶ Information on teacher training and qualification in Hungary and Germany taken from Goris (2009, p. 30/31).

lack of CLIL specific resources which makes the planning process even more time-consuming (Eurydice, 2006; Mehisto et al., 2008; Ruiz de Zarobe, 2008). Connected to the problem of staffing is the question when CLIL actually takes place. Does it take place in the subject or in the language lesson? According to the definition of Eurydice it has to happen outside language lessons while the definitions of Mehisto et al. (2008) and Coyle et al. (2009) allow CLIL within language lessons as well. CLIL might be put into practice more easily when it is included in the language lessons but, as mentioned earlier, this would defeat the advantage of increasing the exposure to the foreign language within the curriculum.

Another organisational problem is the sustainability of the approach. Schools have to be aware that it takes time and effort to sustain CLIL and they have to decide whether they have the resources to keep the project going in the future. CLIL is a difficult venture and less likely to be successful if it is initiated by one enthusiastic teacher alone (Mehisto, 2008, p. 112). Long-lasting CLIL is more likely achieved by a group of subject and language specialists who are working together, preferably with support from the school management.

Assessment is another critical aspect of CLIL as the question arises what should actually be assessed, language or content or both (Coyle et al., 2010, p. 114). At first, it has to be decided which language to use for the assessment, the mother tongue or the foreign language. If the foreign language is used, one has to decide how to deal with language mistakes, especially if they interfere with bringing the intended meaning across. If the mother tongue is used for assessment, the teachers have to make sure to introduce the relevant terminology in the mother tongue as well. Countries who have nationally centralised exams pose a different problem as they might not cater for CLIL classes in their assessment style and language. As Mehisto (2008, p. 107) reports the fear is still common that focussing on language in a content class will take time away from the actual content teaching and therefore lead to negative exam results. The problems around centralised exams lead Coyle et al. (2010, p. 22) to suggest that CLIL is easier to implement in lower secondary school as exam pressures tend to be less strong in those age groups.

Morgan (2006) raises another issue which is connected with assessment namely the question of accreditation of CLIL. Will there be a CLIL certificate or

will there be no reference to the students' CLIL achievements? How will the higher language proficiency be accredited? Morgan points out that general descriptors for language competence might not be suitable for CLIL as the CLIL experience is different. Furthermore, she suggests that the end-result is not necessarily the important aspect to assess as the journey how the students get to their final conclusion is of a high value in itself (Morgan, 2006, p. 62).

As mentioned under 2.1.2.1, one of the most common critiques is that CLIL students would not learn as much content when studying in the foreign language. I have already quoted research studies of Infante et al. (2009) and Lucietto (2008) which do not support this fear. Another interesting research is that of Seikkula-Leino (2007) who also compared the achievement of CLIL and non-CLIL students in the content area. Although she confirms that no significant difference in content learning between CLIL and non-CLIL students can be found, she acknowledges that CLIL can be so challenging at times "that the maximal outcome of content learning is not always reached" (Seikkula-Leino, 2007, p. 338). She sees the reason for this in the fact that CLIL students have to constantly face and solve communicative problems which makes the learning process in CLIL classes much more demanding than in traditional content classes. Zydati (2012) suggests a language threshold and concludes that success in content learning is strongly dependent on the language proficiency and can fail if a certain language level is not met:

If, however, the condition of being above the 'lower' language threshold is not met (which in fact has to be quite high), CLIL learners run the risk of insufficient success with subject-matter instruction through a foreign language. (Zydati, 2012, p. 26)

The implication of this suggestion is that not all students are equally suited for CLIL and that a student's limited language proficiency can be a hindrance for successful content learning in a CLIL setting. Apsel's (2012) research on students who chose to drop out of CLIL complements Zydati's claim. Focussing on the student perspective, he reports that unsuccessful CLIL students complained among other things about difficulties when dealing with texts and the learning of vocabulary, anxieties about losing their previously good grade in the subject and having the wish to better understand the subject matter that was taught in the foreign language (Apsel, 2012, p. 54). The language threshold theory would stand against Coyle et al.'s (2010) suggestion

of having CLIL in lower secondary as the students' language proficiency might not meet the necessary threshold yet.

Seikkula-Leino (2007) addresses with her research another common fear of CLIL critics, namely that the development of the learners' mother tongue might be impeded when using the CLIL approach (Eurydice, 2006, p. 53). However, Seikkula-Leino's (2007, p. 335) research does not confirm this fear as her findings show no significant difference between CLIL and non-CLIL students in the learning of their mother tongue.

Finally, two points have to be considered regarding the credibility of CLIL research. First of all, CLIL students are often selected through their grades (Mehisto et al., 2008, p. 23). Therefore, one has to be careful when reading research results that speak of astonishing results in language and content learning through CLIL as it is no surprise that high achievers outperform their peers, regardless in what language they are being taught (Apsel, 2012, p. 50). A second problem of CLIL research is its generalisability. As we have seen, CLIL is a very flexible approach which can be adapted to suit different specific educational contexts making each context unique. Coyle et al. (2010, p. 165) warn that it can be misleading at times to take research from one of those unique contexts and apply it to yet another unique environment. Generally, we still need more research in the field from as many different and unique contexts as possible to confirm the positive assumptions on CLIL and to improve CLIL practice.

2.1.4 CLIL in England

Eurydice undertook a large study in 2006 to investigate how widespread CLIL is in the different European countries. The findings showed that CLIL was less widespread in England compared to other European countries such as France and Italy who have been doing CLIL since the 1980s and 1990s respectively (Eurydice, 2006, p. 15). Morgan wrote in 2006 that "Content and Language Integrated Learning (CLIL) at the moment stands outside mainstream forms of teaching and learning in England" (Morgan, 2006, p. 59) and not much seems to have changed since then. CLIL is still only incorporated by very few schools and the wider public is generally unaware of the approach.

In an earlier paper (Zindler, 2011), I looked into reasons why CLIL is not as widespread in England as elsewhere and named the departmental structure of the English secondary school system as one possible reason. Teachers in England are generally only trained for one subject, namely either languages or a content subject. Qualified staff for teaching CLIL are therefore rare. Furthermore, England has centralised exams at the end of year 11 and schools as well as individual teachers are judged according to their exam results. With no CLIL specific exams on offer, CLIL could prove a risk in this age group. Students would still have to sit the standard exams in the mother tongue and CLIL could have a negative effect on exam results even though the learning experience might have been enriched. The *CLIL National Statement and Guidelines* (Coyle et al., 2009, p. 21) name the possibility of incorporating CLIL during language lessons in that age group but this would once again not increase the time for languages on the curriculum. Realistically, this only leaves Key Stage 3 (ages 11-14) for implementing CLIL in England.

It can also be argued that CLIL is not as popular in England due to the special situation of English native speakers. CLIL is often associated with the learning of English (Coyle et al., 2010, p. 155) and learners know that English will offer them better chances on the job market (De Bot, 2007, p. 274). English native speakers already speak the current lingua franca and might not feel the same urge and economic incentive to learn a foreign language. Byram (2007, p. 298) critically points out that those “who bewail the competence in French of English learners should not compare it with the competence of learners of English elsewhere, which is to compare apples with oranges.” The bottom line is that CLIL in languages other than English might not be as motivational and as successful as Harrop (2012, p. 63) points out:

Learners are unlikely to see the instrumental need of learning a content subject in a foreign language other than English beyond providing a more authentic communication context.

I acknowledge the special situation of Anglophone countries but follow Coyle et al. (2010, p. 155) in their critique that European language policy often goes unnoticed in those countries and that not much is done to promote foreign language learning. The European Council (2002) formulated the recommendation that everybody should learn at least two foreign languages from an early age on. Yet, languages in England in general do not form a core

constituent of the curriculum with the learning of just one foreign language being compulsory for only three years in secondary schools⁷ – within Europe only Ireland has a shorter span for compulsory foreign language provision (Eurydice, 2008, p. 28/29). After the age of 14, languages become optional in England and currently less than 50% of students (41% in the year 2012 to be exact) choose a GCSE language course to continue with languages once the subject ceases to be compulsory (Tinsley & Board, 2013, p. 13).

Unfortunately, the profile of foreign languages is still not very positive in England. The annual Language Trends survey says that teachers in secondary schools in England think that “their subject suffers from a lack of pupil motivation, exacerbated by wider societal attitudes which undervalue language learning,” (Tinsley & Board, 2013, p. 7) with the parents’ view often being counterproductive to language learning. According to Coleman (2009), negative attitudes towards foreign languages and anything European are still commonly accepted among the wider British public. English parents should be made aware that the assumption that English is enough for their children might prove faulty, a fact that parents in other countries have noticed before Anglophone parents. Marsh (2002, p. 71) reports that some parents in other countries start to demand CLIL in languages other than English as they think their children will pick up English anyway. Projects such as CLIL LOTE (CLIL in Languages Other Than English) and CLILiG (CLIL in German) show that the approach is not limited to the learning of English and the report of Eurydice (2006, p. 18/19) also demonstrates that within Europe a great variety of CLIL target languages are used.

Hunt, Neofitou, & Redford (2009, p. 111) argue that CLIL could be a powerful tool to tackle the low motivation for foreign languages in England and thus help to create a more positive profile for languages in general. However, Harrop (2012, p. 62) warns that CLIL will not be able to automatically fix all issues related to motivation as motivation is much more complex than that: “The motivation to learn content cannot be taken for granted, but neither is content on its own the source of all motivation.” CLIL might have the potential to raise

⁷ Please note that with the current review of the National Curriculum this is about to change with languages becoming compulsory from key stage 2 from September 2014.

the motivation for language learning for some but one should be careful that expectations are not too high that CLIL will solve all current problems with language learning at once.

2.2 CLIL in the Subject Area of PE

There is agreement in the CLIL literature that CLIL should be regarded as a content-driven approach (Coyle et al., 2010; Eurydice, 2006; Lorenzo, 2007) which means that the starting point for planning should be the actual subject, in this case the area of physical education. I will therefore now briefly describe the characteristics of physical education as a school subject before exploring its potential within a CLIL context. Unfortunately, publications and research studies on CLIL in PE are rare and I am basing my discussions on literature from a German educational context as I have yet to find a publication on CLIL in PE from a UK perspective.

2.2.1 Physical Education

Physical education takes a special role among the school subjects as it offers learning opportunities that no other subject can offer. Rink (2010, p. 3) differentiates between three domains of learning in PE: the *Psychomotor Domain*, the *Affective Domain* and the *Cognitive Domain*. It is the *Psychomotor Domain* that makes the subject so unique as “no other educational program emphasizes psychomotor objectives the way physical education does” (Rink, 2010, p. 4). The *Psychomotor Domain* includes the development and practice of fundamental and complex motor skills, e.g. throwing and running and then applying it within game situations, as well as fitness outcomes, e.g. muscle strength, flexibility and cardiovascular training. The *Cognitive Domain* describes thinking skills and knowledge that are relevant within a PE context to understand what is happening. Learners need to understand concepts of movements as well as tactics and principles of training in order to apply them and to enhance their performance. The *Affective Domain* contains feelings, values, social behaviours and attitudes. Rink regards this domain as crucial to reach the overall goal of PE which is to “prepare students for a lifetime of physical activity” (Rink, 2010, p. 5). Teachers need to relate to students’ feelings in order to put across a positive feeling to sport and to motivate them to engage in physical activity in their lives outside school.

It is crucial to understand that modern physical education is more than simply teaching different kinds of sport. Physical education is utilised to teach life skills as well as physical competences. This is already reflected in the name of Rink's (2010) publication which is called *Teaching Physical Education for Learning*. The former English Key Stage 3 programme of study⁸ by the Qualification and Curriculum Authority (QCA) also states as part of their curriculum aims that "PE helps pupils develop personally and socially" (QCA, 2007). Through experiences like competing on their own, co-operating in teams or solving problems, they develop different skills and concepts like fairness, taking responsibility or creativity which will be beneficial to them in their lives: "Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations" (QCA, 2007).

The programme of study names four areas which combined shall help to offer the necessary experiences to our students to achieve the above aims. The first area is *Key Concepts* which students need to understand in order to be successful in PE. Those key concepts include competence, performance, creativity and healthy, active lifestyles. The second area describes *Key Processes* that students need to engage in which are divided into five parts: (1) Developing skills in physical activity, (2) making and applying decisions, (3) developing physical and mental capacity, (4) evaluating and improving and (5) making informed choices about healthy, active lifestyles.

The key concepts and processes have to be embedded within a *Content* which forms the third area of the programme of study. The taught activities should cover at least four of the following characteristics:

- a outwitting opponents, as in games activities
- b accurate replication of actions, phrases and sequences, as in gymnastic activities
- c exploring and communicating ideas, concepts and emotions, as in dance activities
- d performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities

⁸ The programme of study is currently being changed and will replace the document I quoted from with effect from September 2014 but the final version of the new programme of study had not been published at the time of writing.

e identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities

f exercising safely and effectively to improve health and wellbeing, as in fitness and health activities. (QCA, 2007)

The fourth area is called *Curriculum Opportunities* which widens the scope and describes ways in which learners can experience and explore key concepts, key processes and content. The programme of study names the following opportunities:

a get involved in a broad range of different activities that, in combination, develop the whole body

b experience a range of roles within a physical activity

c specialise in specific activities and roles

d follow pathways to other activities in and beyond school

e perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class

f use ICT as an aid to improving performance and tracking progress

g make links between PE and other subjects and areas of the curriculum. (QCA, 2007)

The scope of physical education shows that it is a complex field which makes use of physical activities to teach broader skills. In a CLIL setting, we would add two more dimensions to this already complex construct, namely the language and the cultural dimension. It would also provide an opportunity to link PE with another area of the curriculum which is in line with the mentioned curriculum opportunities of the programme of study. In the next chapter, I will further explore what PE in a CLIL context could look like and what possibilities it offers.

2.2.2 Learning Objectives of CLIL in PE

To describe the aims of CLIL in PE, Nietsch & Vollrath (2003, p. 149) designed a model to show its components and how they interact (See figure 3). They see learning in CLIL PE taking place on three different levels. In the centre stands the learning of the actual PE content. Alongside the content they place cultural learning and language learning. According to them, cultural learning happens either on the content level through insights into typical sports of the target country or through co-operations and projects across the curriculum. Regarding language learning, they differentiate between the learning of *Basic Interpersonal Communicative Skills* (BICS) and *Cognitive Academic Linguistic Proficiency* (CALP), terms that have been coined by Cummins and have been incorporated into the literature on CLIL (See for example Otten & Wildhage, 2003).

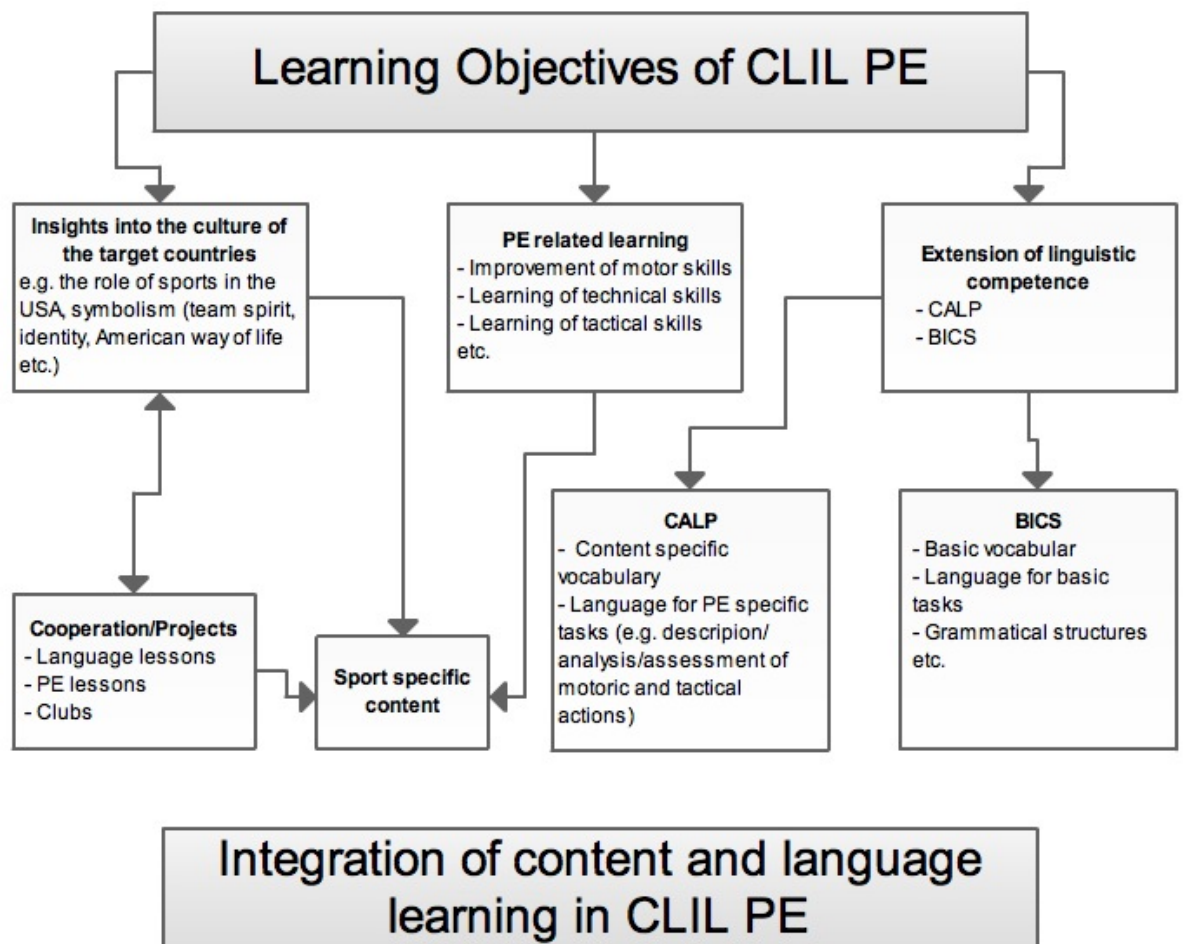


Figure 3: Learning objectives of CLIL in PE after Nietsch & Vollrath (2003, p. 149, own translation)

Within an English context, I adapted their idea of the three levels of learning and created a model that takes the specifics of the programme of study for PE into account:

Culture	Sport	Language
<ul style="list-style-type: none"> • Sports that are typical of the target countries • Sport-related cultural aspects of the target countries • Intercultural projects • Multi-perspectivity 	<ul style="list-style-type: none"> • Key Concepts • Key Processes • Content • Curriculum Opportunities 	<ul style="list-style-type: none"> • BICS: use of basic vocabulary and language skills • CALP: acquiring of PE specific language
CLIL in PE		

Figure 4: Learning objectives for CLIL in PE

Nietsch & Vollrath see cultural learning happening on the content level by including sports from the target countries or dealing with international themes like the Olympics. However, as pointed out earlier, the use of the foreign language offers further opportunities for cultural learning. Bergermann (2004) points out that intercultural learning does not only take place through acquiring knowledge about foreign cultures. The potential lies more in the experience of looking at oneself through a foreign medium. The new perspective on the self then helps to understand other cultures (Bergermann, 2004, pp. 117-118). I therefore added the aspect of multi-perspectivity to the model as I agree with Bergermann in that the change of perspective increases the depth of intercultural learning which goes beyond the mere learning of facts about a foreign country.

Regarding language learning in PE, Otten & Wildhage (2003) argue that language learnt in CLIL lessons should be mainly belonging to CALP as the traditional language lessons should be responsible for BICS. However, PE is different. In fact, it has been neglected in the past as a possible CLIL subject because of its limited potential for the use of CALP or language in general (Bergermann, 2004, p. 114). In a study of CLIL PE in four schools in Hamburg, Rottmann (2006) found evidence for the dominance of BICS in CLIL PE. In her sample, 43% of the interactions were dealing with instructions and

organisational aspects and therefore belonging to BICS. 26% were discussing PE specific aspects and belonging to CALP. For 15% of the time no language was used at all while 14% of the remarks were interactions between students, praise and the dealing with behavioural issues. 2% of the time was used for specific vocabulary work (Rottmann, 2006, p. 64). The question that arises is whether the dominance of BICS in PE is necessarily a disadvantage or rather a characteristic of the subject as such. It could also mean that language used in PE is more closely related to every day language and CLIL PE offers the possibility of practising BICS in an authentic way. The dominance of BICS in CLIL PE could therefore be regarded as a characteristic rather than a weakness of the subject and it can be argued that this makes PE more suitable as an introductory subject to CLIL than other cognitively more challenging subjects. Through its demonstrative nature PE does not solely rely on the foreign language but can compensate for lower language competence levels in the foreign language through the combination with movement (Rottmann, 2006, p. 56).

2.2.3 Learning Potentials of CLIL in PE

The difficulty when planning CLIL in general is to find ways of combining language and content without the two learning aims hindering each other. In the case of PE one has to work out how to link language learning with the learning of psychomotor skills in a fruitful way. To connect what has been said before to a PE context, if we simply translate traditional PE lessons into the foreign language, we do not fully exploit the potentials of CLIL. Especially in PE, teachers have to be careful not to reduce the use of the foreign language to the mere giving of instructions. This would mean the students only use the language receptively and the full potential of CLIL PE remains untouched. On the other hand, teachers have to be careful not to waste too much time on explicit vocabulary teaching as this would take up too much precious time for the actual teaching of physical education and would once again not do justice to CLIL PE. Ideally it should be a fusion of learning the foreign language through movement and learning the movement through the foreign language at the same time (Rottmann, 2006, p. 213). Unfortunately, academic studies on CLIL in PE are to date very rare. Rottmann (2006) offers an interesting insight with

her study which she undertook in four schools⁹ in Hamburg. She video-recorded CLIL PE lessons in the different schools and analysed her footage to locate different learning opportunities in CLIL PE.

The uniqueness about CLIL PE is the connection between language learning and the learning of psychomotor skills. The language is no longer simply a medium for communication but becomes a learning aim in itself as well as a content to talk about (Rottmann, 2006, p. 213). Rottmann (2006, p. 91) therefore speaks about a “doppelte Fachlichkeit,” a doubled content (own translation), featuring simultaneous learning in both areas, in language learning and in physical education. She describes the learning in each of the skills to take place on a continuum between deductive, pre-determined processes and inductive, less-structured processes (See figure 5). What emerges is a diagram similar to the CLIL matrix, although altered to suit the subject specific characteristics of CLIL in PE.

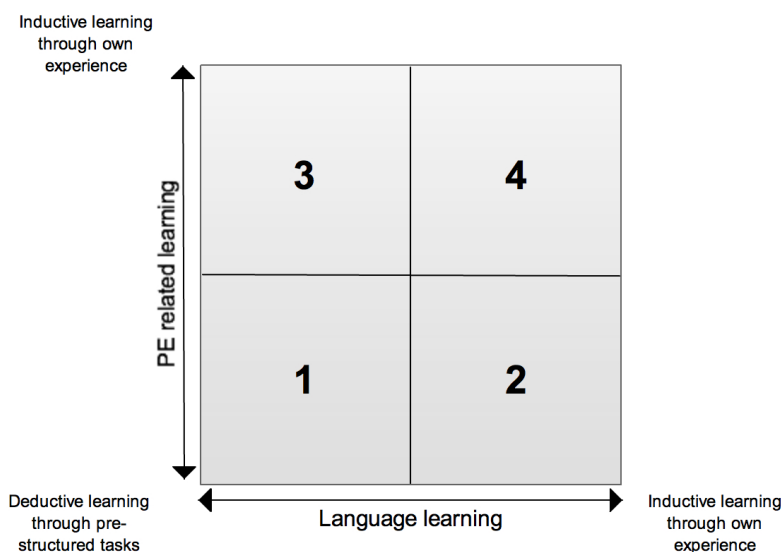


Figure 5: Forms of Learning in CLIL PE (adapted from Rottmann, 2006, p. 203)

Using this CLIL PE matrix, Rottmann (2006, p. 205) analyses learning opportunities within four different quadrants which show different degrees of structured learning in the areas of language learning and the learning of PE related skills¹⁰:

⁹ Her sample features 4 *Gymnasiums* which can be described as top set schools comparable to English grammar schools.

¹⁰ The English terminology of Rottmann’s concepts is my own translation and I took the freedom to alter the terms slightly to make the terms more readable in the English language and added my own example for each quadrant.

- *Double imitation and reproduction (Quadrant 1)*: Tasks which imitate and reproduce language and movement in a pre-determined way, e.g. students practise the sprint start using the technique that had been demonstrated and repeat set phrases to start off the runners.
- *Reproduction of movement and linguistic creativity (Quadrant 2)*: Tasks which feature a pre-determined psychomotor task but ask for creative and free use of language, e.g. student A does the sprint start and student B comments on his or her technique and offers suggestions for improvement by using the foreign language spontaneously.
- *Free movement and reflection by using pre-learnt linguistic chunks (Quadrant 3)*: Tasks which leave space to experiment with movement but draw on pre-learnt words and phrases, e.g. students experiment with different starting techniques and positions but start each other off and cheer for each other by repeating pre-learnt phrases in the foreign language.
- *Double creativity and cognition (Quadrant 4)*: Tasks that leave space to experiment with movement and with language, e.g. students try out different positions and techniques for the sprint start and reflect on the different experiences in the foreign language to formulate a description of the optimal technique.

The identification of learning opportunities along those four areas can help teachers to plan suitable tasks for their learners that take both the language learning and the learning of psychomotor skills into account. The different quadrants show different difficulties and can help to design differentiated tasks according to students' abilities or for different stages in the learning process. Depending on the planned learning outcome, the teacher could, for example, link a difficult linguistic task to a comparable easy, pre-determined movement task to introduce new vocabulary and linguistic structures. Another time, the teacher might choose to introduce a complex psychomotor skill but link it to repetitive use of language that also guides the learners through the movement before setting tasks that would fall into the fourth and most demanding quadrant.

The doubled content, or "doppelte Fachlichkeit" to use Rotmann's (2006) term in the original language, offers new possibilities for students. If they struggle in one area, they can compensate for it in the other skill. Rottmann's (2006, p.

196) data shows the example of a student who struggled with the actual movement task but was talking about his difficulties to the teacher in the foreign language and therefore still experienced a moment of success.

Rottmann (2006, pp. 210-211) names routines and rituals as a particular learning opportunity, especially to build up the students' confidence in the new setting of CLIL PE. It gives them the opportunity to anticipate what is happening when they recognise certain phrases, set-ups and structures. This in combination with the logic of the lesson provides help for students to make sense of what is happening and what they need to do next (Rottmann, 2006, p. 214).

If students have difficulties following the instructions in the foreign language, the nature of the subject often aids comprehension. Tasks are usually demonstrated or the logic of the setting will make it clear to the students what is expected of them. One of the students in Rottmann's (2006, p. 216) sample describes exactly this point by saying that she watches closely for the demonstrations if she does not understand it at first and then tries to guess the meaning of the unknown words through the context. By linking visual clues with the description in the foreign language, different channels are addressed and it offers the students the possibility to choose which channel to use. Furthermore, they can check immediately by comparing the visual and audio input to see whether they understood correctly.

Movement and demonstrations can therefore be seen as a translation aid in the process of negotiating meaning (Rottmann, 2006). In my own study on the development of a CLIL PE module to teach rugby in a German school, I documented an occasion that perfectly illustrates this point. We had just introduced the rule that you are only allowed to pass backwards in rugby, a rule which can seem alien to German students who are usually not familiar with the game of rugby. Two boys wanted to check whether they understood correctly what was allowed and what was not, whether passing to the side on the same line was ok and if a pass into space similar to football was still allowed if the recipient was behind the player with the ball the moment the pass was played. As they struggled to make themselves understood in the foreign language, they got up with a ball and enacted the different scenarios to check what was conform with the rules (Zindler, 2008, p. 80).

An important characteristic of CLIL in this matter is that students do not feel judged about their use of the foreign language. Rottmann (2006, p. 222) speaks of a “Fremdsprachenmoratorium,” a protected space where students can experiment freely with the foreign language. As the main aim is communication to play sports together, mistakes in the foreign language will be corrected by the teacher but students do not have to fear any sanctions or bad grades. They can express themselves without restraint and, as Rottmann (2006, p. 221) documents, they know that they can always fall back into their mother tongue to receive help from other students or the teacher.

With CLIL PE we also manage to provide an authentic setting to use the foreign language (Bergermann, 2004, p. 120; Rottmann, 2006, p. 57). The sports hall or sports field proves to be a highly affective area where students often feel comfortable and which they connect with own experiences and emotions. Many students play sports outside school and therefore have a positive attitude towards sport and the subject of physical education. If we now use the foreign language in this area which is closely connected to their private lives, we reach a degree of authenticity which not many other CLIL subjects can achieve. Students can cheer for each other in competitions or complain about cheating which are situations that have a strong meaning to them. In so doing, they use the foreign language for a purpose that proves to be very important to them on an affective level. Nietsch & Vollrath (2003) add that practical and organisational aspects like taking off jewellery or apologies about forgetting their PE kit are also authentic communications in the foreign language during a CLIL PE lesson which prepare students better for the use of the foreign language outside school as they predominantly use BICS. Once again, the dominance of BICS is not seen as a disadvantage of CLIL in PE but happens to be a characteristic of the subject as social processes play a more important role in PE (Nietsch & Vollrath, 2003, p. 151).

By connecting language and movement, one can argue that we approach learning in a more holistic way. In fact, Rottmann (2006, p. 27) explains that speaking is always a performing action which includes verbal as well as non-verbal signs, hence language and movement. Following this thought, it can be argued that language and movement are different mediums to interact with other people or the world around us and are as such closely related (Rottmann,

2006, p. 36). Through CLIL in PE, we would pay attention to this connectedness as both skills are learnt in combination. Rottmann draws upon concepts of second language acquisition which led her to suggest that linking language and movement is not a new invention within the field¹¹. She concludes by saying that

CLIL in PE offers methodically the opportunity to combine the full spectrum of methods which highlight body and movement with activity-based approaches to second language acquisition. (Rottmann, 2006, p. 57, own translation)¹²

CLIL in PE offers the opportunity of learning the necessary language while performing the action at the same time. The learning of language and movement goes hand in hand addressing different channels and senses simultaneously which provides a holistic approach to learning.

2.2.4 Added Value in CLIL PE

So far, I have discussed learning potentials of CLIL in PE and many of the mentioned learning potentials offer opportunities for language learning rather than the learning of psychomotor skills. However, as argued in chapter 2.1.2.1, CLIL should not just be regarded as a tool to learn foreign languages but should also offer new forms of learning for the subject, the so-called added value. I will now look at the benefits for PE and what the added value looks like when teaching PE through the use of a foreign language.

One assumption about CLIL is that students have to listen more carefully when being instructed in the foreign language and by so doing internalise the learnt content on a deeper level. Rottmann's data provides proof for this assumption as the following quote of a student illustrates:

Well, I find, when it is in English, then it is more fun and you also understand it much better. It's hard to imagine but you listen more

¹¹ She refers for example to Asher's method of the *Total Physical Response*, the concept of *Action Chains* by Palmer & Palmer and Krashen's *Natural Approach*. For more information on these concepts within CLIL PE, please refer to Rottmann (2006), pp. 37-49

¹² Citation in original language: "Bilingualer Sportunterricht bietet methodisch die Möglichkeit, das ganze Spektrum körper- und bewegungsbezogener Methoden und handlungsorientierter Ansätze des Fremdsprachenerwerbs [...] in sich zu vereinen."

carefully and through that you understand it better, I think.
(Rottmann, 2006, p. 212, own translation)¹³

Additionally, the use of the foreign language forces the teachers to limit themselves to the essential message. They have to put their meaning across in a precise, condensed way which can make the content and the instructions more comprehensible to the students (Rottmann, 2006, p. 216).

In my own study (Zindler, 2008), I summarised my experiences about the creation and testing of a CLIL PE module in four hypotheses. The first hypothesis acknowledges the general suitability of PE as a CLIL subject. The second hypothesis states that the use of the foreign language does not hinder the learning of content as little communicative problems were witnessed and students generally understood what was happening.

Regarding added value, my hypotheses 3 and 4 are of more interest. Hypothesis 3 hints at the fact that language learning and physical training have one important aspect in common: repetition. If you want to master a language, you have to learn the structures and the vocabulary and then use it over and over again in order to internalise the structures and the words. To master certain moves in sports, to build up stamina or muscular strength, you have to train and practise as well and repeat the same patterns over and over again. If we now link the words to the movements and repeat both aspects over and over again, the movement as well as the language is learnt:

Through the training and repetition of certain movements, the words and phrases to master the task are also specially 'trained' through the repetition. (Zindler, 2008, p. 87, own translation)¹⁴

The actual added value appears if we use Rottmann's CLIL in PE matrix which I quoted earlier. The doubled content of CLIL in PE bears the advantage that repetitive learning tasks which can be useful for either physical training or language learning can be upgraded and made more interesting by linking it with a more difficult task in the other skill. The students could, for example, link a repetitive running task with the recitation of forms of endurance training or

¹³ Citation in original language: "Also, ich finde, wenn das in Englisch ist, dann macht das mehr Spaß und man versteht dann auch alles viel besser. Das kann man sich nicht so vorstellen, aber man hört dann besser zu und ehm dadurch versteht man das besser, finde ich."

¹⁴ Citation in original language: "Durch Training und Wiederholung verschiedener Bewegungsmuster werden auch die entsprechenden Vokabeln und Phrasen durch die Wiederholung besonders ,trainiert.'"

disciplines of athletics. While engaging in the language practice, their mind is taken of the repetitive running task which might make it less boring.

Often, words are used in PE to guide a sportsperson through a certain movement. The words can either be said by the performer or by an observer who supports the performer. Rottmann (2006, p. 212) argues that the use of the foreign language might be a bigger incentive to actually use the guiding words or phrases. It can get boring to use the same phrase over and over again when doing a movement, e.g. the instruction chin on your chest when performing a somersault on the ground. However, the same phrase in a foreign language might sound more interesting to the students and they enjoy the repetition of the phrase more as they can experiment with the foreign sounds. By repeating the phrase more willingly, they help their partner by saying the instructions out loud and internalise the correct technique themselves.

When talking about added value under a general CLIL scope, I already mentioned that a distance to the subject as well as to oneself is created through the use of the foreign language. The learners experience their own selves through a different medium, namely the foreign language. In PE this aspect is even more important as PE deals with one's own body and one's own movement. The foreign language offers a new perspective but makes it feel less real at the same time as if one was acting a part rather than being oneself. Sometimes, teachers let their students choose names of famous sportspersons from the target country as well which reinforces the feeling of this alternative identity (Rottmann, 2006, p. 226). In my own study, I noticed this distance to one's own selves particularly when we were doing rugby related exercises which included physical contact. By using the foreign language, I had the impression that students were more ready to try out activities which potentially would have made them feel uncomfortable in their own language when they were acting as their real selves. This observation led me to my fourth hypothesis:

Through acting in a foreign language, learners gain a distance to themselves and to the topic which enables them to explore new forms of learning. (Zindler, 2008, p. 88, own translation)¹⁵

¹⁵ Citation in original language: "Durch die Fremdsprache ergibt sich eine Distanz der Lerner zu sich selbst und zum Thema, die neue Möglichkeiten des Lernens ermöglicht."

Besides tasks which include physical contact, this distance could also be useful for creative tasks where students use their body in an expressive way. The distance to themselves could help to reduce a feeling of embarrassment when, for example, performing a dance choreography in front of the class. On a cognitive level, Rottmann (2006, p. 226) acknowledges that deeper forms of reflection are also possible through the distance created by the use of the foreign language. The distance offers a new perspective on the self and on one's own movements and therefore adds value to the subject PE as learners can reflect on a deeper level about their own experiences.

As mentioned earlier, CLIL offers advantages on a motivational level. Coyle et al. (2010, p. 89) speak in this matter of the “double-subject effect of CLIL” which implies that positive attitudes towards the subject or towards languages can carry into the other area through CLIL. A student who might enjoy languages but does not consider himself to be good at sport might find CLIL PE more motivating if it is done in the foreign language. It will offer students who are not good in PE the chance to succeed on the language level and therefore still experience success. On the other hand, the positive attitude that many carry for the subject PE can help to motivate them to try harder in the foreign language. A teacher perspective documented in Rottmann (2006, pp. 222-223) illustrates this point. She witnessed students who are good in PE but weaker in the language to feel the urge to join in the discussion. Even though they sometimes withdraw their contribution as they do not know how to express themselves, they often give it a try and attempt to express themselves through the foreign language. On the other hand, she observed that linguistic talented students who are weaker in PE were joining in more frequently in CLIL PE than in ordinary PE. The double-subject effect widens the subject and can make it more interesting and more motivating to a higher number of students.

2.3 Summary of Theoretical Section and Formulation of Research Questions

As discussed above, CLIL is a flexible approach which can be interpreted differently to suit various educational contexts. Coyle et al.'s (2010) 4 Cs framework offers a possibility to describe the building blocks of CLIL and to reveal the benefits of the approach. As CLIL has been adapted by practitioners

before its assumed benefits have been proven, more research in the field is necessary to confirm the positive assumptions and to improve practice.

Within a sports context, physical education is a suitable CLIL subject as language learning and the learning of psychomotor skills can be combined to create an enriched learning environment. Due to its demonstrational nature and the dominance of the use of BICS, PE can be regarded as a suitable introductory subject for CLIL because students can use the visual clues as well as movement as a translation aid.

Reviewing the literature on CLIL and on CLIL in PE, I formulated four questions to guide and focus my research.

- ***How is the CLIL concept interpreted in the different specific contexts?***

To use Goredema's (2012, p. 59) words, "CLIL is not a monolith, one-size fits all endeavour," but an approach that can be adapted to suit specific educational contexts. Since it is such a flexible approach, I will investigate how the approach is put into practice in the different schools and contexts. It will be interesting to see who is actually teaching CLIL, language teachers or PE teachers, how the CLIL teachers understand the approach and whether they had CLIL specific training. The schools might also choose not to use the term CLIL to describe their projects and I will inquire into their reasons for or against the use of the term CLIL.

- ***What are the benefits of CLIL in the subject area of PE?***

There are many positive assumptions about the CLIL approach in general and I want to look specifically at what positive assumptions can be confirmed in the subject area of PE. I am interested in teachers' and students' voices on their perceptions of CLIL PE and what benefits of the approach can be observed. I will focus thereby on benefits for language learning as well as for the subject PE to see in what way the foreign language enriches the learning environment.

- ***What are the problems that emerge with the implementation of CLIL in PE and how are they overcome in the specific schools?***

CLIL is a recently new occurrence and it does not come without failure. It is to be expected that the schools will face problems such as organisational difficulties, lack of resources or insufficient support within the school. I want to investigate which problems the schools face and more importantly how they

overcome the problems. This way my research can inform future practice and help new schools which are trying to put CLIL PE into practice.

- ***What kind of characteristics are shared by the different schools, departments and teachers that opt for CLIL in PE?***

Lastly, I am interested in who is actually taking on the challenge of CLIL. Dirks (2002) looked at the biography of CLIL teachers in Germany and found that they share the characteristic of being open-minded and often well-travelled. It might be worth looking at this aspect in an English context but not just on the teacher level but also on the departmental and school level. What do the different CLIL-PE teachers have in common? Are there common features among language and PE departments that try out CLIL? Or is there even a certain type of CLIL school emerging?

As it is an exploratory study, these research questions are not to be understood as being set in stone. Stebbins (2001, pp. 17-18) compares the explorative research process to the setting of an agenda for a meeting. Different points are considered in advance but their outcome is open and unclear and there is always the point of *any other business* or *varia* to deal with unforeseen issues. Following this metaphor, my research questions guide me through my research but do not dictate what I will find. At the same time I will have the flexibility to include aspects whose relevance I could not predict in advance.

3 Methodology

3.1 Case Study

To find answers to my research questions, I followed the tradition of case study research, an area which appears to be highly diverse and contested. Central questions in the literature deal with whether case study research is a methodology in its own right or only a stepping stone to test research designs for larger scale research projects. Furthermore, it is debated what constitutes a case, how to select a case and whether or not we can generalise from case studies due to the small sample. Related to questions of generalisability are the aspects of validity and subjectivity within case studies. In this section, I will discuss these issues with reference to the relevant literature and relate the literature to my particular research project before discussing questions of ontology and epistemology.

3.1.1 Definition of Terms

Case studies are used in various disciplines and contexts for various purposes. In law and medicine, case studies are frequently utilised for teaching purposes (Yin, 2003, p. 2) while in social sciences their use has often been reduced to that of a pilot study before embarking on a larger scale research project (Flyvbjerg, 2011, p. 301). However, case study as a methodology in its own right, as pointed out by Flyvbjerg (2011, p. 302), is “held in low regard, or is simply ignored, within the academy.” Nevertheless, it is a popular approach among researchers as it helps “to understand complex social phenomena” (Yin, 2003, p. 2). Interestingly enough, within the literature on case study, not all refer to it as a methodology. Yin (2003) varies in his publication in calling it either a research method or research strategy. Simons (2009, p. 3) chooses to call it an approach to show that it is more than a method as it has “an overarching research intent and methodological (and political) purpose, which affects what methods are chosen to gather data.” For Stake (2005, p. 443), “Case study is not a methodological choice but a choice of what is to be studied.” Swanborn (2010) sees the reason for the confusion of terminology as a result of the fact that case study research stems from different disciplines (p. 10) while he is

promoting the idea of a common methodological approach to case studies (p. 12).

What unites the different scholars is the focus on the unique and the specific: the particular case. This is central within case study research, regardless of whether it is labelled a methodology, approach or strategy. The researcher applies whatever methods are needed to fully understand the issue at hand. In this process, there is no one way of doing case study research (Simons, 2009, p. 7) and the researcher will have to decide what will work best to carry out the intensive study of a specific case.

Case study is also not limited to the study of just one case. Stake (1995, pp. 2-4) differentiates between three different types of case studies: *intrinsic*, *instrumental* and *collective*. Hereby, an intrinsic case study is studied because one has an intrinsic interest in understanding this one particular case while an instrumental case study uses a particular case to gain understanding about a certain broader issue. A collective case study is the combined study of several instrumental cases in order to being able to compare and contrast the findings from the different cases.

This differentiation still does not define what a case study actually is. Simons (2009) offers a lengthy definition which covers the what, how and why's of case studies as well as the different contexts to which case studies can be applied:

Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real life' context. It is research-based, inclusive of different methods and is evidence-led. The primary purpose is to generate in-depth understanding of a specific topic (as in a thesis), programme, policy, institution or system to generate knowledge and/or inform policy development, professional practice and civil or community action. (Simons, 2009, p. 21)

In my particular research project, a case is a CLIL or CLIL type project in the subject area of PE in an English secondary state school. All the projects have already existed and have not just been implemented for the purpose of the research, hence they qualify as a real life context. The multiple perspectives are gained by combining different research methods and the views of different groups, e.g. teachers and students. The purpose of my study is to understand what is happening in those projects to gain knowledge about CLIL in the subject area of PE. As I am studying four cases simultaneously with the intention of looking for common themes across the different cases, my study could be

classed as a collective case study, to use Stake's (1995) terminology. Concerning the sampling of my cases, I tried to include projects which are significantly different in their structure regarding organisation, purpose, length of project and which age group(s) are involved. The cases cannot be seen to be representative of everything that is happening in the field but I choose to follow Stake (2005, p. 452) in that "the primary criterion is opportunity to learn" and not to achieve representativeness. Each case is different and this diversity will offer a greater range of learning opportunities, yet all are connected in that they link sports and language learning.

3.1.2 Generalising from Case Studies

As with any methodology, case study research is not without weaknesses and problems. A valid critique on case study research is that one cannot make generalisations from the findings of an individual case and that the contributions to knowledge in the field are therefore limited (See for example Flyvbjerg, 2011). Yin (2003, p. 38) sees the problem with generalisation in the unsuccessful attempt to generalise from one case to another case. Instead, the researcher should generalise from the case to theory, in the same way that the results gained from experiments add to theory development. Stake (2005, p. 450), on the other hand, suggests that generalisation is not the primary aim of a case study. The aim is rather to gain understanding of a particular case within its own context. Nevertheless, this does not mean that cases exist in isolation: "Cases seldom exist alone. If there's one, there surely are more somewhere," (Stake, 1995, p. 72). Following this thought, findings from one case might be applicable to another case making the gained understanding not generalisable but transferable. This also does not mean that findings from case studies cannot add to generalisations. Stake (1995, p. 7) differentiates between *petite generalisations*, which can help to refine understanding, and *grand generalisations*, which can help to modify existing generalisations.

Simons (2009, pp. 164-167) differentiates between six different forms of possible generalisations from case studies. The first form is *cross-case generalisation* which is applicable to collective cases. Common issues and recurring themes among the different cases are analysed, compared and contrasted and can help to strengthen the final argument. The second form,

naturalistic generalisation, draws upon prior knowledge and experience from the reader who might be familiar with certain aspects of the case from their own (professional) lives. *Concept, situated* and *process generalisation* suggest that a certain concept, situation or process is transferable even if the individual cases are different. Simons labels the last form of generalisation *in-depth particularization – universal understanding* and claims that this is the strongest form of generalisation from case studies. She argues that by studying the specific in detail, we can reveal the essence of the case in a way that the reader will recognise from their own experience. The paradoxical idea is that from the particular we will be able to draw conclusions about general aspects of life. Or to use Simons (2009, p. 167) own words: “By studying the uniqueness of the case in-depth, in all its particularity, we come to understand the universal.”

Applying these different forms of generalisations to my study, I am hoping to locate different recurring themes from one case to the other (*cross-case-generalisations*). As all cases are from an educational context, readers who work in education may recognise certain features from their own experience (*naturalistic generalisation*) and the different projects might also be transferable to other schools (*situated* or *process generalisation*). Looking at the particular cases might point towards strengths or weaknesses of general practice in education and the insights might contribute to knowledge in the field (*In-depth particularization – universal understanding*).

3.1.3 Respondent Validation and Triangulation

Another often cited potential weakness of case study is its highly subjective nature. The researcher features prominently in the process of data collection and can be seen as “the main instrument of data gathering,” (Simons, 2009, p. 81). This means the researcher relies on “subjective data” (Stake, 2005, p. 454) while the data analysis is also “greatly subjective,” as Stake (1995, p. 77) admits. This asks quite a lot of the reader as they will have to trust the accounts of the researcher. To ensure their trust, the researcher can, as suggested by Simons (2009, p. 129) and Stake (1995, p. 113ff), apply certain strategies to increase the validity of their gathered data and data analysis, namely *respondent validation* and *triangulation*. Respondent validation means that the researcher checks the accuracy and fairness of the data and/or data analysis

by, for example, letting the respondents check transcripts of interview data or field notes from observations. In my case, I asked the main teacher of each case to proof-read the analytic description of their case (as presented in chapter 4) to check the accuracy and fairness of my presentation of their project¹⁶.

Under *triangulation*, Simons (2009, p. 129) understands a “means of cross-checking the relevance and significance of issues or testing out arguments and perspectives from different angles to generate and strengthen evidence in support of key claims.” Both Stake (1995) and Simons (2009) refer to Denzin (1970, p. 301) for a differentiation between four different types of triangulation. The first type is called *data triangulation* which means that different data sources are used to explore the same issue, e.g. in my case I am asking teachers as well as students about their experiences in the language and sport projects. *Investigator triangulation* is the checking of data by a second researcher, a method which I will not be able to apply due to limited resources. The next type, *theory triangulation*, aims at strengthening the arguments by cross-referencing findings with existing literature while *methodological triangulation* means that the researcher uses multiple methods to study the case, e.g. in my study I will combine interview data with observation and data from questionnaires. In the process of triangulation it is key to look for alternative interpretations of the same data to widen the argument by providing multiple perspectives, a point that has frequently been made in the literature (See for example Stake, 1995; Yin, 2003).

Yin (2003, p. 37) proposes a further reliability test to eliminate errors and biases in the process of data collection and analysis. This test suggests a procedure during the case study that if followed by another researcher the latter would also come to the same conclusions. However, this test underlies the idea of an objective researcher, an idea which I dismiss. I agree with Simons (2009, p. 163) in that “[e]liminating subjectivity is not achievable in any event” because each person brings along their own personal history, experiences and preconceptions which will be reflected in the case. The importance lies rather in “being ever-reflective” (Stake, 2005, p. 449) about the own self and how it affects the case.

¹⁶ In case C it was not the main teacher but three sixth form students who were asked to proof-read the description as I was the main teacher.

3.1.4 Positionality of the Researcher

It is at this stage that I find it necessary to outline my own ontological and epistemological position to make it possible for the reader to judge the findings of my study. I believe in the existence of multiple realities as every person experiences the world in a different way. Using the terminology of Sikes (2004), I would call myself an interpretivist as I understand reality to be socially constructed and highly subjective. Following this view, I believe knowledge to be something subjective and fluent while dismissing the idea of the existence of an ultimate, objective truth. This has to be acknowledged when judging my later research findings as I am not claiming to provide an ultimate truth but an experiential insight into the matter which does not claim to be conclusive but leaves space for interpretation and further research.

As a result, my case studies are constructed from my point of view while acknowledging that responses in interviews are equally constructed by my informants. Nevertheless, in the documentation and analysis of the findings my subjectivity will be present. Peshkin (1988, p. 17) goes one step further in suggesting that it is not enough to acknowledge one's own subjectivity but that we should actively locate our own subjective self (or selves) and monitor how these selves affect our research. Applying this exercise to myself, I reflected upon what aspects of myself are most important in the context of my research and located five different selves. I will describe them briefly in table 1 below to be open to the reader about my predispositions but also to become self-aware of them, a process that Peshkin (1988, p. 20) describes as "taming my subjectivity."

Table 1: My different selves

<i>My German self</i>	Growing up in Germany means that I grew up not just in a different geographical but also in a different social, cultural, political and historical environment than the one in which I am currently living and working. This provides me with an outside perspective on the English educational system as I myself went through a different system. Knowing from personal experience that there are other ways of organising education, I can be more critical of the structures in England which can sometimes cause tension in my current surrounding as I approach issues from a very liberal and pro-European standpoint.
<i>My idealistic self</i>	This part of me pictures education as it would be in my ideal world. It can be judgemental of anything that does not meet the standard and is also easily disappointed and frustrated when it is hit by reality. As a professional, I strive to live according to this

	ideal but am too often caught up in reality. I am aware that this self needs most 'taming' as it contains preconceived ideas about education in general and CLIL specifically. On the other hand, this self is the most ambitious self in that it tries to unveil the best in everything.
<i>My realistic self</i>	This self is shaped by being a languages teacher in the English system who has to deal with issues like league tables, inadequate resources, time pressures and student behaviour on a daily basis. This self is probably the most emphatic and understanding self who admires others who manage to live more according to their idealistic selves. The danger with this self lies in the possibility of reflecting my own experiences rather than those of the participants of the study.
<i>My sporty self</i>	Sport has always been part of my life and I feel passionate about it. Without this passion, I would not have embarked upon this research project. As I hold a sports science degree and have experience in coaching different sports, I might be prone to being judgemental about what other non-specialists are doing in the field. On the other hand, this self can also provide me with further insights as it considers itself an expert in the field.
<i>My academic self</i>	This part of me is curious, ambitious and eager to contribute to knowledge in the field. It looks at the issues at hand from an outside position, informed by literature on CLIL, language learning, sports science as well as qualitative research. However, I am aware that I am a novice researcher who is inexperienced in doing research. I am also aware that I have changed in the course of the research and that my way of interviewing and observing has developed throughout the data collection. As a result, my earlier data do not seem as rich as my later data.

Simons (2009, p. 94) is also in favour of such a reflection on the different selves. She sees the benefit of this in becoming aware when beliefs, values and feelings hinder understanding or create bias so that the researcher can avoid these preconceptions in their data collection and data analysis. At the same time, the different selves can facilitate and enhance understanding. For example, I am looking at the data not just from my perspective as a teacher (my realistic self) but also from the perspective as a researcher who is well-read in academic literature on qualitative research and language learning theory. Yet, my realistic teacher self will understand better what the involved teachers are going through in their projects as it knows how demanding the job is. The different selves combined will give me access to a deeper level of understanding of the matter.

3.2 Research Methods and Design

As explained above, in a case study, the researcher combines different methods to understand the complexity of the case as one method does not seem sufficient to capture what is going on in each case. Fontana & Frey (2005, p. 722) sum it up nicely by saying:

Humans are complex, and their lives are ever changing. The more methods we use to study them, the better our chances will be to gain some understanding of how they construct their lives and the stories they tell us about them.

In this section, I will describe the different methods that I have applied in the course of my research project and my reasoning for choosing each method.

3.2.1 Semi-structured Interviews with Teachers

With the involved teachers, I conducted semi-structured interviews in the sense that Wellington (2000, p. 95) describes the term which means covering certain key areas in each interview without following a fixed order. This provides a flexibility which allows me to pursue interesting and unexpected themes in the course of the interview while still providing a structure for the interview. With each project being significantly different, each interview followed its own agenda although common themes recurred during the different interviews. See appendix D for an example of guiding questions that I prepared for the teacher interviews. The interviews allowed me to learn about the teachers' professional background, the structure of the project in their school and how it all started as well as the teachers' own view on language learning in general and CLIL in particular.

I am aware that an interview is not a neutral encounter, a point that has been made for example by Fontana & Frey (2005, p. 695), as interviewer as well as interviewee bring their individual realities with them to the interview. Looking at interviewing from a constructivist angle, Charmaz (2002, p. 678) describes the interview as being co-constructed by the interviewer and interviewee, each bringing their own individual realities into the encounter. Bearing this in mind, the interview data cannot be seen as an ultimate truth but reflects the individual view(s) and realities of the involved people. In this process, the interviewer shapes the interview as much as the interviewee and documents and interprets

what he or she understood from the participants. The reader has to bear this in mind when judging the findings of the study.

3.2.2 Focus Group Interviews with Students

In the past, the student voice has often been ignored in educational research in favour of interviewing teachers, administrators and policy makers. These groups were assumed to have a better understanding of what was going on in education (Tierney & Dilley, 2002, p. 459). However, the students are in the centre of education and their views matter, even though power dynamics between adults and youth can complicate the issue. I agree with Eder & Fingerson (2002, p. 181) in that it is important to give children and adolescents a chance to express their own views and experiences rather than relying on adult interpretations of their lived realities. For Cook-Sather (2006, p. 363), having a voice means “having a presence, power and agency” which includes having the opportunity to speak one’s mind, being heard, being listened to and being respected. The act of listening is key in this process although it can be difficult at times as it might involve “listening to things we don’t want to hear” or that we as a researcher have “to learn to hear voices we don’t know how to hear” (Cook-Sather, 2006, p. 368). Young people might use different vocabulary or perceive happenings in a way that is alien to us as adults. They might regard aspects as very important which we as adults did not notice or thought of as irrelevant. They might also struggle to understand our questions. Nevertheless, it is my duty as a researcher to listen carefully and present their views as truthfully as I can because I regard the students’ perspectives on school as very valuable and by including them in my research I am giving them the power of being heard and of influencing the outcome of my research.

In my research, where I was allowed access by schools, I conducted focus group interviews with the involved students to capture their voice on how they experience the combination of languages and sport. Focus group interviews offer the advantage of interviewing a higher number of students in a shorter amount of time but this is not the only benefit of this research method. In a focus group set-up the participants are together with their peers which can offer them comfort, make them react more naturally and trigger more utterances through the discussion with their peers (Simons, 2009, p. 49). On the other

hand, the researcher has to be careful of what Simons (2009, p. 49) calls “group think” and that more quiet participants are not overpowered by other members in the group. The above applies to group interviews as well as focus group interviews. The difference between the two forms is that group interviews are a mere tool for questioning while focus groups use questioning as well as additional exercises to trigger discussion and to understand the interactions and meanings of those discussions (Bloor, Frankland, Thomas, & Robson, 2001, p. 42/43).

For my research, I prepared opening questions to trigger the discussion about their sports and languages project. At the end of the discussion they had to do a ranking exercise as suggested by Bloor et al. (2001, p. 47) which featured sorting of positive and negative aspects of the approach in order of their importance. See appendix D for an overview of the opening questions and the pre-formulated statements of the ranking exercise. The task provided a frame for the discussion for the students as they can sometimes find it difficult to formulate their ideas by themselves. The statements they had to order were a combination of aspects they mentioned themselves during the initial discussion and phrases that I had prepared in advance. The group always had the opportunity to dismiss the prepared phrases if they did not consider the aspect to be relevant. The ranking exercise allows me to summarise the results of the discussion as well as to check if I understood their points correctly and have not missed out an important aspect. It also offers me a way of comparing the findings from the different focus groups more easily.

3.2.3 Student Questionnaires

In two cases, it was not possible to conduct focus group interviews because of organisational issues, e.g. in case B the teacher involved did not want to keep the students from having their lunch break and it was not possible to take the students out of normal lesson time. In these cases, I used questionnaires instead which were a mixture between open questions, similar to my opening questions in the focus group interviews, and statements to which the students had to express their level of agreement. The questionnaires start with the open questions so that their answers are not influenced by the wording of the closed questions (Munn & Drever, 1999). As I was attempting to model the style of my

focus group interviews with the design of the questionnaires, the students also had to rank statements depending on their relevance. Although the overall design of the questionnaires was very similar in both cases, they were not identical because I felt the need to adjust certain questions to suit the specifics of each case. Appendix E contains all questionnaires that were used in this study. Compared to the focus groups, the questionnaires have the disadvantage of not offering the possibility of negotiation or clarification of questions and answers (Munn & Drever, 1999, p. 4). On the other hand, questionnaires are a fair means of inquiry because everyone is asked the same questions in exactly the same order (Munn & Drever, 1999, p. 5). The closed questions offer an easy way to compare the different answers and to gather a trend of opinion. Due to its relatively small sample size, the questionnaires were analysed manually with open questions being analysed qualitatively and closed questions quantitatively. See appendix F for the results from the questionnaires in the form of a spreadsheet. The aim of the questionnaires is to show a tendency of student opinion rather than to provide a representative result and these tendencies are embedded in the case descriptions later on to accompany the qualitative data from interviews and observations.

In case A, I used questionnaires to capture the perspective of the primary children as it would not have been possible to interview them during the day because of time issues. These questionnaires are different to the questionnaires used in case B and D to meet the need of case A as they addressed younger children and had to be more simple in the wording and design, e.g. they only contained the options agree (or smiley face) and disagree (or sad face) while the questionnaires in case B and D had four options with strongly agree, agree, disagree or strongly disagree. The number of questions was also reduced with only 9 statements to agree or disagree with and only 3 open questions to keep the task manageable for the younger children. The main teacher in case A was also interested in the primary children's perspective and we therefore designed the questionnaire together to meet her needs and my research agenda. See appendix E for the questionnaire.

Alerby & Kostenius (2011) point out that researchers need to pay attention when students leave out questions, make their ticks between boxes or add their own comments in the margins. They speak of "silent messages" and if we fail to

analyse their added comments of “messages being silenced” (Alerby & Kostenius, 2011, p. 120). Following my perspective on student voice, I see it as my duty to read the questionnaires carefully and include these silent messages and any alternative ways of responding to the questions in my analysis as well. In case B, for example, the closed question section gave the option of either strongly agreeing, agreeing, disagreeing or strongly disagreeing with the statements. I had purposefully chosen not to provide the option of neither agree or disagree as I wanted the students to take a side. Nevertheless, a number of students made their tick right in the middle, indicating that they neither agree nor disagree. In my analysis, I have added this option to include their answers as well.

3.2.4 Lesson Observations and Expanded Field Notes

Additionally, I visited the different schools and observed language-sport lessons in action and, where it was possible, video-recorded them. In the cases where I was not allowed to video-record due to the schools’ data protection policy, I took notes during the observations. The observations are an attempt to gather “naturally occurring data”, to use Silverman’s (2005, p. 119) term. It follows the thought of not just gathering data through an interview set-up and through talking about what happens in an educational context. Through seeing the languages and PE lessons in action, I am trying to gather a deeper understanding of the project which goes beyond simply talking about it. The video (or observation) data can be seen to have an illustrative purpose to complement the interview data. A special focus during the observations was given to the students’ learning experience and how the combination of language learning and sport was realised in each particular context.

Like every method, observation and video-recording has its limitations. First of all, the idea of naturally occurring data can be regarded as problematic. As Silverman (2005, p. 120) points out, “No data can be ‘untouched by human hands.’” With me being present in the lesson, the behaviour of the students might already be influenced and therefore no longer ‘naturally occurring.’ Having a video-camera as well, some students might be acting towards the camera rather than behaving like their usual selves. In case A, where I myself was video-recording, I face the danger of being too occupied with the technical

side which means that I might have missed some interesting aspects that were happening elsewhere but did not get captured by the camera. In case C, a colleague did the video-recording for me as I was the leading teacher which meant that her focus on what is worth recording is present in the video data. As lots of things are happening simultaneously in a (PE) lesson, the video-camera (or the eyes of an observer) can only capture a selective part of the lesson. The aim of getting the 'whole picture' could therefore be regarded as an illusion that can never be achieved.

It is important to note that the observation is not just limited to the actual observed lessons but that observation starts the moment you set foot on site until you leave (Simons, 2009, p. 55). In this context, Wellington (2000, p. 94) speaks of developing a "feel for" the style and the ethos of an organisation" when visiting the different sites which can also be intuitive. During the visits I took unstructured notes and later at home summarised my experiences in written accounts about each visit what Silverman (2005) labels "expanded field notes." From here on, I will refer to the unstructured notes as field notes and the longer written accounts as expanded field notes.

3.2.5 School Documents

For further illustrative purposes, I used school documents to inform myself about the background of the school. I am using the term documents in the sense that Simons (2009, p. 63) uses it to refer to "anything written or produced about the content or site." During my research, I looked at exam results, the latest Ofsted reports, information from the school webpage as well as, where provided, plans about the project and teaching resources. In case D I also had the chance to look at class work from students which was produced during their sport and languages project.

3.2.6 Combining the Different Methods

Each of my samples is different in its set-up and aim when it comes to organisation of the project, number of students and teachers involved as well as the intended outcome. I therefore used a different combination of methods for each participating school to acknowledge their individuality. The choice of methods depended on suitability as well as on organisational aspects and the degree of access I had. I am aware that this could be regarded as a limitation of

the study when it comes to contrasting the findings from the different cases but it could also be regarded as a natural result of my methodological approach. Stake (2005, p. 444) states that one “may simultaneously carry on more than one case study, but each case study is a concentrated inquiry into a case.” He also argues that a “case study is defined by interest in an individual case, not by the methods of inquiry used,” (Stake, 2005, p. 443). Following Stake’s line of argument, each case can be seen to be separate from the others and the methods of inquiry are tailored to each specific case. If a school does not allow video-recording of lessons, then this is a particularity of the case and not a limitation of the findings. If student focus groups are not possible, I am still including the students’ perspective through questionnaires.

The unique treatment of each case is also in line with literature on CLIL. As explained earlier, CLIL is a flexible term which can be interpreted and applied very differently. Through my methodology, I cater for the uniqueness of each case by treating it individually and by applying a set of methods that fit the case. In the end, it is more important to extract the interesting aspects from each case and to gain understanding of what is happening in the specific case. The methods used are a means to an end but not what defines the case.

3.3 Ethical Considerations

I am aware that my research involves other people and therefore has, as Sikes (2004, p. 25) points out, “the potential to cause (usually unintentional) damage.” I see it as my duty as a researcher to ensure that I avoid causing any harm to my participants and that the disturbance of their lives is kept to a minimum. Prior to embarking upon the research project, I obtained ethical approval from my university and the approval letter can be found in appendix A.

I understand the need to be open about the purpose of my research in order for the participants to be able to make an informed decision on whether they want to participate or not. Each teacher and school was provided with an information leaflet (See appendix B) which explained the intention and design of the research as well as the extent to which the gathered data will be used. Each teacher signed a consent form (See appendix C) to explain that they understood what taking part in the research project means and that they are happy with the use of the data for the purpose of the research.

Working with children and adolescents, I am aware of the existence of power relations. Once their teacher had made the decision to take part in the research, they might feel that their participation was no longer optional but forced upon them. Furthermore, the students are still at an age where they might not comprehend what taking part in the research actually means for them. Obtaining their consent as well as parental consent was therefore vital when video- and audio-recording was being done. As with the teacher consent, I regarded it as very important to provide the parents and students with sufficient information about the research so that they could make an informed choice before agreeing to take part. An example of the parental consent form can be found in appendix C.

Another ethical aspect that I find very important is the privacy of my participants. In this research report, I will refer to the different schools as schools A-D in order to ensure the anonymity of all people involved. When describing each case, I am providing the reader with the type of school but not with the school's city, town or region so that it is not possible to track down the school easily. The names of all participants are also changed. To make it easier to remember which person belongs to which case, all people from case A have been given a name starting with the letter A, all participants from case B have got a name starting with B and so on.

In case C, I am the leading teacher of the project which creates further ethical problems. First of all, it is easier to track down which school is involved as my name as the teacher is automatically revealed. Furthermore, I am involved as the actual teacher of the project rather than being an outsider when gathering the data. On the one hand, this involvement might mean that the data of case C are richer because I have a deeper knowledge of and insight into the case which creates an imbalance when looking at the findings across the different cases. On the other hand, I might be engrossed too deeply which can make a reflection on the case more difficult due to the lack of distance.

A last ethical question to ask is what the participants are getting in return for taking part in my research project. I agree with Sikes (2004, p. 29) who feels that it is unethical to gather data without feeding anything back to the participants. As the teachers involved were very interested in the outcomes of my research, I will provide them with an exclusive summary of the research

findings as a thank you. With regards to the students, it is more difficult to find a way to give something back to them. Essentially, they had the advantage of being part of a languages and sport project, an opportunity that not every student in England gets. The findings might inform teachers and improve future teaching practice which might then improve the learning experience for the students (and the students to come).

3.4 The Research Sample

To find schools who are offering CLIL in PE, I used different networks that I had access to, like contacts through the University of Sheffield and the Association for Language Learning (ALL) as well as contacts through former CILT which used to be the National Centre for languages and is now part of the CfBT Education Trust. I also contacted the Youth Sports Trust and used their publication *The Language of Sport II* (Whiteside, 2011) as well as the *Routes into languages* resource *Active Languages* (Stevenson, 2010). Both are reports on projects that combine languages and sport in English schools. I contacted the different schools which were named in the booklet via phone and/or email to see whether they were still doing their projects. In the schools where I got an answer, it was often the case that their funding had run out and that they stopped doing the projects because of either staffing or other structural difficulties, even though they assured me that they had enjoyed doing the project in the past. Using the other networks proved to be more successful and I managed to find a sample of 4 schools which are all doing projects which incorporate sport and languages. Additionally, I included the perspective of the language co-ordinator of a football club which has an educational programme in place that combines language learning and football as well as the perspective of a primary teacher who combines PE and Spanish and a language adviser who published a resource which combines language learning with sport.

Contacting the different institutions, however, it became clear to me that the term CLIL was not used at all in the different schools for their languages and sport projects. My criteria for deciding whether a school qualified for my study was therefore not linked to the usage of the term CLIL but I chose secondary schools which are doing CLIL-type projects which connect sport and languages in a practical way. My sample cannot be seen to be representative of everything

that is happening in the field of sports and languages but is intended to offer a snapshot of different possible ways of combining languages and sport within the English educational system. Each case combines sport and languages in a different way, with a different agenda and with different age groups.



Figure 6: Overview of which research methods were used with which case

Case A combines sport and languages as part of a Language Olympics Day for primary school children to aid transition into secondary school. Case B incorporates their project as a medium-term or long-term module into their year 8 curriculum while case C links languages and sport as part of their year 8 immersion day on healthy lifestyles. Case D uses their project with a Key Stage 4 group to prepare for written assessment. Please refer to figure 6 for an overview of the cases and the combination of research methods which has been used for each case. The order in which the different participating schools

are presented is by no means a rating of their projects but follows the ages of the involved students from young to old.

4 Sport and Languages in Action: Findings from the Case Studies

In the following, I will present the findings from the case studies. Each case will be looked at individually, although the structure of each presentation is similar and parallels are made where recurring themes occur. Alongside the data from my cases, I am also including additional data from other sources which I will describe under 4.6. First of all, though, I will outline my method of data analysis.

4.1 Data Analysis

For my data analysis, I am borrowing analytical methods from *grounded theory* in the way that Charmaz (2006) describes them in her book *Constructing Grounded Theory*, although I understand her suggestions as “flexible guidelines, not methodological rules, recipes, and requirements” (Charmaz, 2006, p. 9) which I adapted to fit in with my research. Following the tradition of grounded theory and their founders Glaser & Strauss (1967), my data is analysed by using comparative analysis. In their original idea, this means that data is constantly compared with each other until codes, categories, concepts and finally theory emerge from the data. In the process, codes are compared with codes and data, categories are compared with other categories, codes and data and so on.

Charmaz’s approach to grounded theory is from a constructivist angle (See for example Charmaz, 2002; Charmaz, 2005, 2006). She uses the same form of comparative analysis but does not see the codes and categories as emerging from the data but as being constructed by the researcher: “We may think our codes capture the empirical reality. Yet it is *our* view: we choose the words that constitute our codes,” (Charmaz, 2006, p. 47, italics used in original citation). The implications of this thought are that we as researchers construct our codes and categories and that different researchers might (or will) see different codes and categories in the same data. The researcher can therefore not be seen as being separate from the data analysis but rather as an ever-present part of it. To borrow Charmaz’s words again: “We stand *within* the research process rather than above, before, or outside it,” (Charmaz, 2006, p. 180, italics in

original citation). I would like the reader to bear this in mind when reading my analysis as it implies that all codes and categories are constructed by me.

In comparative analysis, *coding* constitutes the first step. Coding is defined by Charmaz (2006, p. 43) as “naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data.” It is therefore more than just the initial step as it already shapes and influences the later analysis. Charmaz suggests two phases in the coding process, an initial phase which stays very close to the text and a second phase which is, influenced by the results of the first phase, more focused and selective (Charmaz, 2006, p. 46). Initial codes in this process are subject to change as they might be re-analysed or grouped with other codes in the second phase of coding. As a next step, codes will be organised in bigger categories while searching for relations between the different categories. Continuously comparing data, codes and categories, a category can be raised to be seen as a more theoretical concept which can ideally lead to the formulation of theory.

For my data analysis, I transcribed all teacher interview and focus group interview data and, as suggested by Charmaz (2006), coded the data closely to the text as an initial analytical step. To make the process more transparent to the reader, an example of the coding of one of the focus group interviews can be seen in appendix G. I also coded the students’ and teachers’ answers to the open questions in the questionnaires as well as my expanded field notes and treated them the same way as my interview data. Important to note is that data collection and analysis happen simultaneously in grounded theory which means that early findings inform and guide the later data collection (Glaser & Strauss, 1967, p. 43). My data collection spread over the period of 15 months. As I transcribed and coded the data as I collected it, my later data collection was influenced and guided by my initial analysis. I believe that this increased the richness of my data because I could follow ideas that came up in the previous case(s) and assess their relevance in the next case.

As a next step in my analysis, I grouped the different initial codes into broader categories. If a category got too big and contained too many initial codes, I looked at ways to divide the category into sub-categories. If a category turned out to include only a small number of codes, I assessed the validity of the category and re-analysed it as a sub-category of another category. At first, I

looked at each case separately to find out what themes and categories occurred in each case. Comparing the different emerging categories and sub-categories across the different cases, I would reconsider certain categorisations and labelling of categories to have more coherent categories across the different cases.

To find out how prominent the different categories were in the data, I counted the amount of initial codes in each category as this reflects how often the different categories were mentioned in the data. To visually present the prominence of the different categories, I used wordle, an internet tool to create word clouds where the size of the words represents their frequency or prominence in a given text or context. It is interesting to see that *Teaching and Learning* appeared to be the most prominent category across the different cases with the category *Positive Outcomes* being the second most prominent category. Looking at the two categories in detail, a relation between their components can be detected with aspects of teaching and learning facilitating the different positive outcomes. The presentation of each case contains a figure that exhibits these relations. In chapter 5, I will come back to aspects of teaching and learning and discuss them in a wider context.

At first, though, I will present each case separately and I am using the different categories to structure each description. The order in which the categories are presented follows their prominence in the data. This is in line with the idea which Stake (1995, p. 75) uses to describe the process of data analysis who sees it as a pulling apart and then putting it back together again. The coding and categorising is part of the pulling apart and then functions as a structure to put it back together. In the course of the presentation of each category, I am triangulating the answers from the different data sources to create an extensive picture of each aspect, e.g. I am combining data from teacher interviews with data from student questionnaires and expanded field notes. By combining the different sources, I am following the thought of Teddlie & Tashakkori (2011, p. 287) who believe that this can “provide greater insight into complex aspects of the same phenomenon.” Due to the fact that each case has been studied using a different combination of methods, the descriptions combine the data that is available for each particular case. To ensure comparability between the different cases, similar data sources are included in each case. For example,

teacher perspectives as well as student perspectives are captured in each case although the form of data may vary with some being in the form of interview data and others in the form of questionnaires.

4.2 Case A: The Transition Model or “Everything we did, we worked together”

Case A is a co-educational trust school with a specialism¹⁷ in sports and technology which has about 1400 students on roll. The GCSE results are above national average with 69% of students achieving A*-C in five or more subjects including English and maths in 2012¹⁸. In their last Ofsted report the school was assessed as good. The students are mainly from British White backgrounds and the percentage of children on free school meals is lower than average. After a major building project, the school is now situated in a modern building with a great range of facilities, especially for sports, like a multi-purpose sports hall and several Astroturf pitches for outside use in all weather conditions¹⁹.

As their language and sport project, the school organised a French Language Olympics Day for 60 primary school children from year 6 of one of their feeder schools. The day had been planned in co-operation with the primary school and two other schools who were doing a similar day on the same date using Spanish. The planning process started in October with the day taking place in July. It was the first time that such a day had been organised in the school and the idea for it had been picked up during a Strategic Learning Network²⁰ meeting where another school from the area had shown a presentation about a similar event that they held at their school. For the Language Olympics Day, all

¹⁷ This is a scheme which was introduced under the previous government. Specialist schools are bound to the national curriculum but show exceptional achievement in their named specialism(s). They used to receive more funding for their specialist areas and often have a whole-school approach which features cross-curricular links between their specialist subject(s) and the other subjects.

¹⁸ For comparability reasons, I am using the exam results of the same examination period for all schools.

¹⁹ The background information of the school is obtained from the school webpage and their latest Ofsted report.

²⁰ The Strategic Learning Network is a co-operation between different schools in the county of case A to share good practice.

languages staff were off timetable and involved in the activities. Furthermore, a group of eleven year 10 students were involved in the organisation of the day in their role as language leaders. The day had dual objectives for the involved students. For the primary children, it was intended to take away any fears about their new school and to demonstrate that learning is fun. For the year 10 language leaders, the day provided an opportunity to develop their skills as a group leader and to practise their French speaking skills.

During the day, the primary children went through six carousel activities which were run by two language leaders and one member of staff. Each activity combined language learning with movement to varying degrees although the primary focus was always language learning. On each station, the language leaders went through the vocabulary that was necessary for the activity before starting the actual task. The activities included different relays, miming, a parachute game, a French version of the game 'Crossing the river Thames' as well as a more static question and answer activity.

For the data collection, I video-recorded the different activities, did a focus group interview with the language leaders and interviewed the teacher who was the main organiser. Furthermore, I collected field notes during the day when I was observing the activities or speaking to other members of staff and summarised my experience in extended field notes later on. As it would not have been possible to interview all or even a sample of the primary school children during the day, questionnaires were given out to capture their thoughts and experiences. The involved primary school teachers also filled in a questionnaire. Since it was the first year of the project, the organising teacher was also interested in the primary children's and teachers' opinions. The questionnaires were therefore designed together with the teacher to cover her aims as well as my research agenda.



Figure 7: Categories case A

Comparing and coding the different forms of data, I grouped the codes into six categories (See figure 7). The diagram reflects the prominence of the different

categories through the size of the font. *Teaching and Learning* appears as the most prominent category with the majority of utterances dealing with aspects of teaching and learning. *Positive Outcomes* emerges as the second most important category before the categories *Co-operation*, *Problems and Improvements*, *Teacher Persona* and *Organisational Aspects*. I will now look closely at each of the categories to show what aspects they contain and how they relate to each other and to the experience during the project.

4.2.1 Teaching and Learning

As discussed in chapter 2.1, CLIL is a combination of language and content learning with the content being PE in this case. It is therefore interesting to see that *language learning* and *content learning* evolve as sub-categories during the data analysis. The remaining sub-categories of this category are *activities*, *learning by teaching*, *kinaesthetic learning* and *progression of learning*. I will discuss in the following what each of these sub-categories includes in the context of case A.

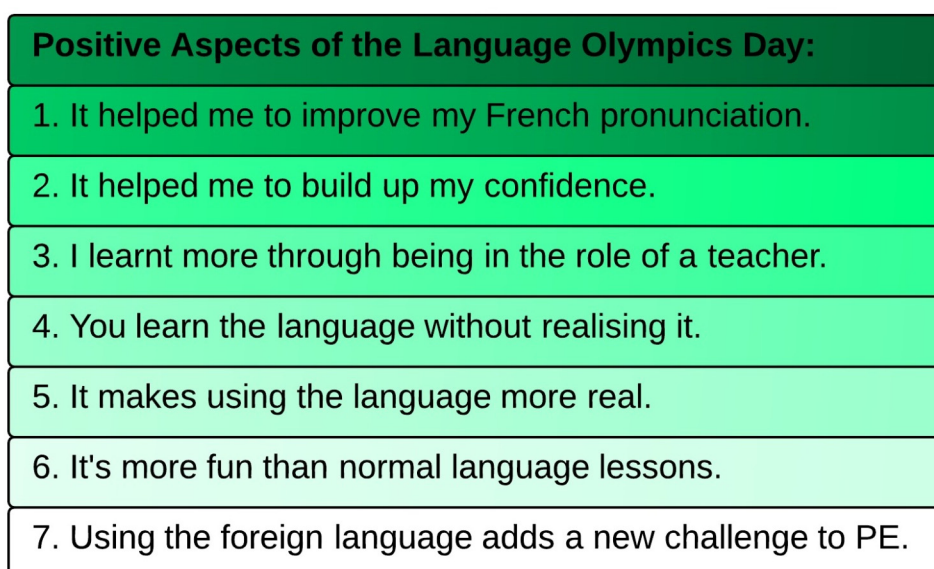


Figure 8: Results of the ranking of positive aspects during the focus group interview with the year 10 language leaders from case A

According to the language leaders, pronunciation and speaking skills were the areas that were improved most for language learning during the day. This can be seen in figure 8 which shows the result of the ranking exercise which the year 10 did during their focus group interview. They had to rank positive

aspects of the day in order of their importance and chose improvement of pronunciation as the best feature of the project. As part of the content learning, teamwork and competing in teams can be seen as the key PE specific skills that were learnt during the day. Furthermore, the students learnt the Olympic values and were generally active. However, primary children and language leaders alike pointed out that they were not doing any particular sport and that language learning therefore dominated the day:

[It was] more languages probably because all the activities are mainly just running rather than doing any designated sport. (Adam, year 10 language leader)

And at the start of all the activities you got to learn the vocab and language before you actually do any active running. (Aubrey, year 10 language leader)

N: 59 primary children, year 6	Agree	Disagree
1. Les jeux olympiques helped me to learn French.	59	0
2. Les jeux olympiques helped me to improve in PE.	18	41
3. It was more fun than normal French lessons because it was active.	59	0
4. It was more fun than normal PE because it was done in French.	15	44
5. It was more fun than normal PE because it was done by older students.	37	22
6. The day motivated me to get better in French.	50	9
7. The day motivated me to get better in PE.	23	35
8. It was sometimes difficult to follow because it was in French.	42	17
9. I generally understood what was happening even though it was in French.	53	6

Figure 9: Results from the primary children questionnaires from case A²¹

²¹ Note that the numbering of the statements in the primary questionnaire is not a ranking of any form but is just the order that the questions were asked in. They are given in the data representation as a reference point when referring back to a particular statement.

This perception is mirrored by the answers of the primary children. All 59 of the children believed that the day helped them to learn French while only 18 thought it helped them to improve in PE. 41 children thought it did not help them to improve in PE (See figure 9, statements 1 and 2). Four out of five primary teachers also believed that language learning dominated the day though with one teacher acknowledging that PE played an important role in making the learning process fun. One teacher regarded the day as being evenly spread between PE and languages.

In the learning experience of the year 10, a special role is given to the process of teaching the language to the primary children which is reflected in the sub-category *learning by teaching*. Each language leader did the same activity three times to different groups of primary children and naturally improved in the course of the day as they “got the hang of it” (Annie) and “didn’t have to look on the planning sheet that much” (Adam), to use the language leaders’ words. Hereby, the constant repetition of the vocabulary is regarded as beneficial to the language learning process:

I guess you have to learn it better to teach it to them and because you are repeating it so many times to the different groups it’s going over and over in your mind. (Amelia, year 10 language leader)

For the primary children, the day was dominated by *kinaesthetic learning* which offered the opportunity of addressing different channels and of learning in a holistic way. The children were “actually ‘doing’ the language,” as one primary teacher puts it. With this approach, the language learning and movement goes hand in hand which language leader Arran observed in the following way: “You are giving instructions, and they do it and then realise what it means.”

Regarding the different *activities*, the language leaders agreed that the first set of activities had been better than the second set. The first activities were a miming game where they had to mime the different Olympic sports, a relay which practised the French words for the different body parts and a parachute game which featured vocabulary for countries, sports and opinion phrases. The parachute game seemed to be a winner with the primary children with 16 children specifically naming the game to the open question what they liked best about the day. From a CLIL-PE perspective, I regard the variation of the game ‘Crossing the river Thames’ as the most valuable activity as language learning objectives and PE objectives went hand in hand. In the activity, the students

learnt the French words for different forms of movement like side-steps, running forwards and backwards and jumping. The words were directly connected to the movements as a language leader told them in French how to move and they had to follow the instructions. This means that the words they were learning were not disconnected from the activity but that words and movement complemented each other. This activity is therefore an example of how to combine PE content and language in a balanced way where the use of the foreign language is directly related to the PE content.

Generally, a *progression of learning* could be observed during the project. The primary children had been prepared for this day by their language teacher and by the language leaders who visited them in their primary school before the day to practise the vocabulary. The day then presented an opportunity to apply their knowledge and to further practise the language. Generally, each activity progressed from word to sentence level but the language level also advanced in the course of the day. The language which was used in the second set of activities included the formulation of questions as well as the use of linking words which are advanced linguistic skills for this age group.

One thing that accompanied the day was the singing of their own Olympic values song. The languages department had come up with a song that included all seven Olympic values in French to the tune of the French children song 'Alouette.' They connected an action to each value to make it more active and the language learning more memorable. The song was used as an anthem for the day. Everyone sang it together at the beginning of the day and in between when there was a waiting time. Sometimes the children spontaneously burst into the song when they were waiting for their turn in an activity. The day was also concluded by singing the song together.

4.2.2 Positive Outcomes

Generally, the project can be rated as a success as all different groups rated the Language Olympics Day as positive. One thing that needs to be remembered when judging the data of this case is that there were different objectives for the different groups. For the language leaders it was an opportunity to practice their French and to gain in confidence. For the primary children the day should help with their transition, increase their confidence in

French and show them that learning is fun. The sub-categories *confidence*, *engagement* and *motivation* are all very closely related to these objectives and stand in direct relation to the sub-categories from the category *Teaching and Learning* as figure 10 shows.

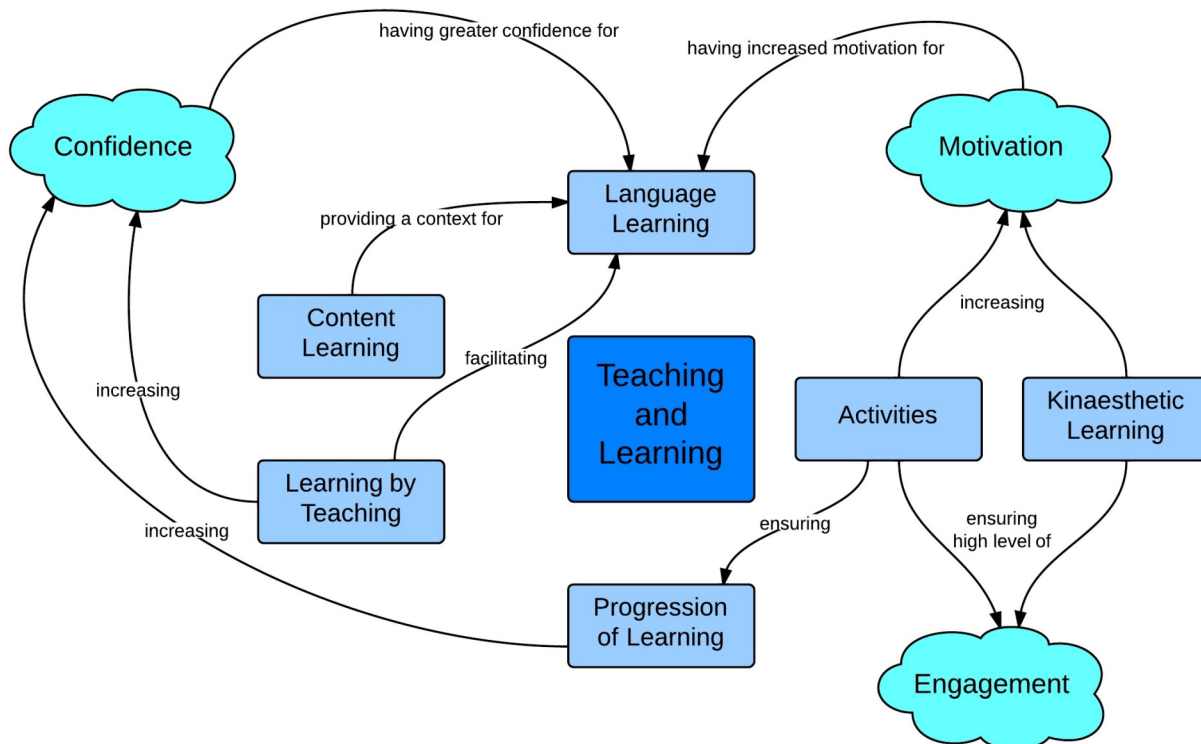


Figure 10: Relation between the categories Teaching and Learning and Positive Outcomes in case A

For the year 10, it was a different learning experience than sitting in a classroom which they valued as it was more interactive and they had more opportunities to actually use their French. Being in the role of a teacher was also seen beneficial to their language learning. Abby sums it up nicely: “I think I’ve learned more from teaching it. I learned it better than sitting in a classroom.” Being in the role of the teacher also helped building up their confidence and one could see a clear progression throughout the day as they were growing with their task. The language leaders started off shy, not knowing what to do but then rose to the challenge and grew in confidence which is reflected in the results of the ranking exercise during the focus group interview. The language leaders chose the growing in confidence as the second most positive outcome of the day (See figure 8). It is not surprising that one girl, Abby, named “Just going for it instead of shying away” as the most important thing she learned during the day. Angela, the main teacher from case A, thinks that it created a

can-do-attitude for the year 10 and helped to boost their confidence with regards to their GCSE exams:

Doing this at the end of year 10 has just given them that extra little boost, that extra bit of excitement before life gets really tough in year 11 with their exams. And I think it's made some of them realise actually how much they can do.

It was not just the language leaders that developed in confidence throughout the day but also the year 6. Two primary teachers named the growing in confidence of the students as the most successful aspect of the day. The progression within each activity but also throughout the day helped them to improve their French and increase their confidence for using the foreign language. Ideally this confidence would not just be with French but also with their transition into secondary school, as Angela hoped: "I'm hoping that it's given them confidence in their French but also with their transition."

Even though language learning was prominent throughout the day, PE played an important role in providing a context for the language learning. By embedding the language learning in the different sport activities, the fun-factor and thereby the motivation was raised. One primary teacher put it that the activities "disguised the learning well," or in other words, the children were learning the language without realising it. This seems to be a key aspect of the approach which one of the language leaders also picked up:

So the sport makes it, and the competitiveness makes it a lot more fun to keep the concentration going. (Andy)

The effects of this are a high level of engagement of the primary children and an increased motivation. During the data analysis, I analysed all initial codes to be belonging to the sub-category *engagement* that were dealing with student involvement, student participation or actually contained the term engaged or engagement. All codes containing the words motivated or motivation or dealing with fun, enjoyment or excitement were classed as belonging to the sub-category *motivation*.

Both terms are very closely related, though, and it is not always easy to differentiate what aspect belongs to engagement and what belongs to motivation. The following example could be essentially classed as both. Angela noticed that the primary students were very keen to participate and seemed to take a pleasure in the different way of learning, to use her words:

They seemed to really enjoy it [...] They seemed to be thoroughly submerged in it. I didn't notice any Year 6 who went off task. Nobody said, oh it's boring, I don't want to do this.

Their enjoyment of the day is also reflected in their answers in the questionnaire. All 59 children think that learning this way is more fun than normal language lessons because of the active component and 50 agree to the statement that the approach motivated them to learn French (See figure 9).

All primary teachers regarded the day as a great success due to the high engagement of the children and the highly enjoyable learning experience. Watching the primary children during the day, it was clear that they were having a great time. They were smiling and using a high level of French. Another indicator for their enjoyment of the day were the answers in the questionnaire when they were asked what they did not like about the day. 20 children said there was nothing that they did not like while other answers focussed on minor criticism like "pick a sunny day" or provide "more ice-cream."

Based on all the positive experiences, the languages department is planning to repeat the day either every year or, if that is not possible, at least every other year. A positive outcome in the wider context is therefore that the school has started a new project which takes language learning out of the classroom and links it with sport to follow a more kinaesthetic approach to language learning. From this project, it is also possible that other projects will evolve, maybe in co-operation with the PE department, that combine language learning and sport.

4.2.3 Co-operation

Co-operation appears to be the next key aspect of this case as the whole day was planned in co-operation with the following groups or institutions:

- The Strategic Learning Network
- One other secondary school and two primary schools
- The languages department within the school
- Language leaders from year 10
- PE staff

First of all, there was co-operation with the Strategic Learning Network as the idea for the Language Olympics Day was born out of one of their meetings where a similar project had been presented by another school. Angela attended the meeting and was impressed by the project and decided to organise a day

like that in her own school. Working together with the Strategic Learning Network, she received funding to get started which helped buying resources and equipment for the day.

Angela then contacted other secondary and primary schools to include them in the project. One other secondary school and one of their feeder primary schools was interested as well as a feeder school of school A. The day was planned together by delegates from the four different schools. School A was planning the Language Olympics Day using French while the other secondary school used Spanish but both days would happen on the same date. Angela stressed that it was a real co-operation between the different schools where everyone had their say and no one was dictating what to do:

All our planning was done as a group. So we didn't plan to tell the primary schools what to do. We said to the primary schools this is what we're thinking of, what ideas have you got and it was very much a shared experience.

The notion of joint planning was key in this matter and can also be seen in the co-operation within the languages department. On the actual day, all languages staff from school A were off timetable and involved in the activities. As a follow up of the day, all languages staff would meet together to reflect on the day and to have a chance to have their say on what could be improved for the following year.

The year 10 language leaders worked together with the languages teachers and led through the different activities on the day. Prior to the day, they had visited the primary school to get to know the children and to teach them the vocabulary that would be needed for the day. In the actual planning process, though, their input had been limited, an aspect which was criticised by Alice, one of the language leaders, during the focus group interviews:

I think we should have had more of an input because we didn't get to choose the actual activity. We got to choose which one we were doing.

They had been presented with the activities that the teachers agreed on and then could choose from these activities which one they would like to organise and lead. They also criticised that they had not had enough preparation time for their task as Amelia put it: "We were kind of just, like, thrown in, that sort of thing." Unlike the co-operation between teachers, which seemed to be without any power hierarchies, the co-operation between year 10s and teachers

featured an uneven distribution of power with teachers making decisions and students being at the receiving end.

With the PE staff, the co-operation was mainly based around access to facilities. In this sense, “They were brilliant” according to Angela but they had not been involved at any stage in the planning process. On the actual day, PE staff followed the happenings with a certain interest which might open the doors for including PE staff in the project in future years:

One of our sports teachers kept looking over and talking to us about it. So we said next year it would be nice to try and get the PE faculty involved if they would like to. (Angela)

4.2.4 Problems and Improvements

Trying something new, there will always be problems of different sorts. On the Language Olympics Day, the different groups faced different problems. For Angela, the main organiser in her school, the main problem was exhaustion. Prior to the day due to the planning and organising, she had faced an increased workload combined with the stress during the day and the constant fear that something could go wrong. This left her “too tired to think” at the end of the day while at the same time she was happy as the experience had been “definitely worthwhile.”

Having planned the activities for outside, the weather had been a problem as well. Prior to the day, it had been raining a lot which meant that the field was quite wet. The sports hall was available as an emergency plan but would have limited the space for the activities. As it was not raining, it was decided to go ahead as planned and do the activities outside but the very last activity before lunch had to be stopped as it started to rain heavily.

Thinking ahead about further possibilities of linking sports and languages, Angela sees the access to spaces as a problem due to the school size. For this day, the PE staff were very helpful and gave up their spaces. However, Angela is aware of the fact that she is depending on the generosity of other teachers when asking for the sports hall or the field and she does not want to put pressure on them. “I’m very wary of treading on people’s toes,” she said, which might limit the chances of trying out further projects that connect languages and sport.

The language leaders struggled at times with their new role when leading through the activities. See figure 11 for the result of their ranking exercise of negative aspects. Arran phrased it as “Usually we’re used to being on the other side.” Dealing with behaviour issues seemed to be their second biggest problem as they had to deal with a group of primary children who are easily distracted and where it can be difficult to get their attention – just like a real teacher. As already mentioned above, the language leaders felt that they did not have sufficient planning and preparation time which left them struggling with their tasks during the day. As Abby said: “When we got out there, I didn’t quite know what I was doing.”

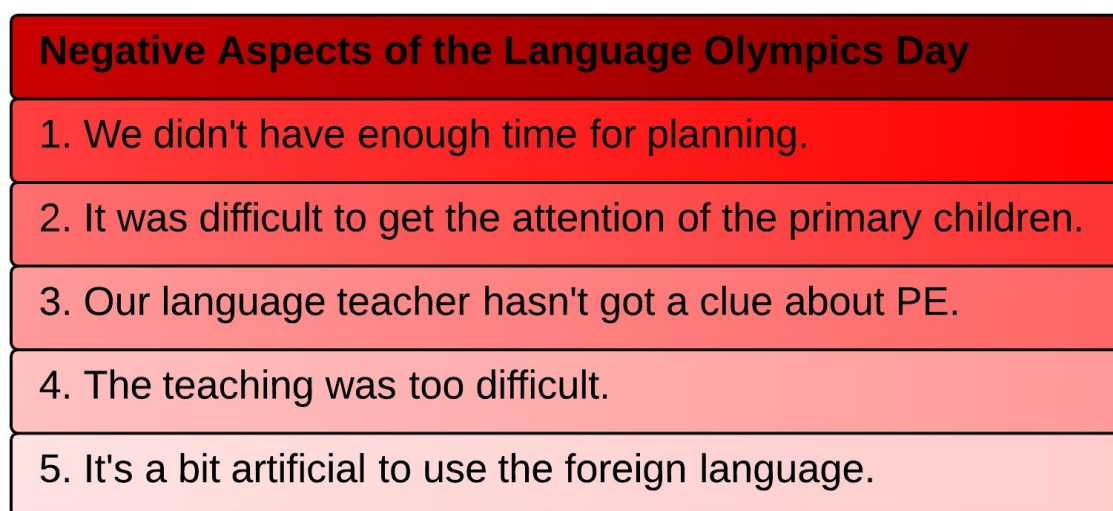


Figure 11: Results of the ranking of negative aspects during the focus group interviews with the year 10 language leaders from case A

One problem for the primary children was the high level of French to which they were exposed. 42 of the primary children found it sometimes hard to follow when the instructions were given in French. Still, 50 said they understood what was going on even though it was in French. 15 specifically named as answer to the open question regarding what they did not like about the day that the use of French was sometimes difficult.

On the whole, though, the primary children were confronted with a large amount of French and the majority seemed to be coping very well which points to a general problem that many secondary languages teachers face: the problem of transition from primary to secondary. The latest *Language Trends* survey phrases the problem in the following way, showing that Angela is not alone with the problem of transition:

Despite some credible examples of successful practice, there is generally a low level of interchange between primary and secondary schools, and a disconnect between systems which means that the vast majority of pupils do not experience continuity and progression in their language learning when they move from KS2 to KS3. Secondary schools cannot cope with the diversity of pupils' language learning experiences in KS2, and it is not on their agendas to do so (Tinsley & Board, 2013, p. 8).

Secondary schools recruit students from different feeder schools which will all have followed a different languages curriculum. Some will have learnt one foreign language, e.g. French, Spanish or German, for two years, others might have learnt a range of different languages for shorter intervals. Then in year 7 the students from different schools are put together and the language teacher has to deal with a very wide range of ability. Students in secondary schools quite often lose their initial enthusiasm for languages and lack motivation by the time they get into year 8 or 9. Angela seems frustrated with this problem as she does not know how to solve it:

What this day stresses to us in secondary is actually how much language these students bring to secondary and then I think we do lose it in year 7 because we assume they're coming up with more or less nothing. And that must be frustrating for some of the year 6s, because their level of French is [...] very high and we sort of start them again. And that's that transition thing and I haven't got an answer to that at the moment because we have a very big year 7 intake.

So on a wider scale the day raises the question of how to solve the problem of transition from primary to secondary. Secondary teachers need to take advantage of the openness and prior knowledge of the primary children and not underestimate their linguistic ability when they start at secondary school.

4.2.5 Teacher Persona

Angela, the main organiser is an experienced language teacher who has been teaching languages for over 20 years. When being asked about her sports background, she admits that she has not got any coaching experience and that she is, using her own words, "the least sporty person in the world." Nevertheless, Angela decided to choose sport over other areas of the curriculum for this project. Her reasoning behind the decision was the Olympics in London "and it just seemed a fantastic opportunity." This shows a certain willingness to try out new things which is also reflected in Angela's involvement

in other projects. Her department takes part in singing and film competitions and runs an exchange programme. Angela's participation in the Strategic Learning Network, which she runs for the different secondary schools in her local authority, demonstrates yet another area where she is engaged beyond her normal role as a classroom teacher.

Angela's department generally seems keen on extending language learning across the curriculum. Speaking to other languages teachers on that day, they admitted that they had not linked sports and languages before but that they have done many cross-curricular projects with other departments, for example a visit to the zoo in co-operation with the science department, a construction of an Eiffel tower model together with technology and a French food project with food technology. Their extension of language learning into other areas of the curriculum demonstrates that they are a committed department which is enthusiastic about language learning and willing to go the extra mile.

Angela comes across as a reflective person who always tries to improve. Looking back at the successful project, she is feeling empowered and has, similar to the year 10, gained in confidence through what she has achieved. At the same time, she reflects on the experience and looks for areas of improvement. Evaluating the Language Olympics Day, for next time, she wants to prepare her language leaders better for the task and she wants to look into ways on how to increase the use of the target language as she believes: "We could do much more around the instructional language in French." When being asked about what she thinks are the most effective methods to link languages and sports, she did not have an answer. Nevertheless, she came back to this aspect towards the end of the interview on her own account and acknowledged: "I really got to think about that." Once again, this demonstrates that she is a person who wants to progress and who wants to take any opportunity to further develop her skills.

Looking ahead, the day has created new ideas on how to make language learning more active. Angela admits that she does not take her classes out of the language classroom very often but that she would maybe take her year 7s, 8s or 9s out for the odd lesson to do some more active language learning as a result of her experiences of the Language Olympics event. As the day triggered a dialogue with PE, she sees the opportunity for a sports-languages after-

school club if people are interested. At the same time, she is aware of the sheer amount of possibilities that exist and that one has to choose carefully in the end. Already being involved in the singing and film competition, she admits: “At the moment I think this is enough to be honest.” This shows that she takes a realistic approach which considers thoroughly what is possible and what would be too ambitious.

4.2.6 Organisational Aspects

As mentioned above, Angela, the main organiser in school A, faced an increased workload prior to the day. She had to get the agreement from the senior management in school and arrange the use of the facilities. Parental consent had to be obtained from the primary children as well as from the language leaders to make their visit to the primary school possible. For the primary school visit, minibuses had to be organised as well. At the same time, the actual activities of the day had to be planned, teaching resources had to be created, colleagues had to be briefed about their role and language leaders had to be prepared for their task.

As they received funding for this year but are unsure about the finances of future years, Angela was keen to create a legacy event: “That funding is not going to last forever. I wanted to equip us with as much as possible.” Resources like the parachute were bought which can be re-used in future years. For this year, they also had special ‘Jeux Olympiques’ t-shirts for teachers and language leaders and each primary student received a baseball cap to take home as a souvenir from the day, although Angela regards it unlikely that they will be able to do this again in following years due to funding issues.

4.3 Case B: The Medium-term Model or “Blurring the line between what’s a PE lesson and what’s a language lesson”

Case B is a catholic voluntary aided comprehensive school for boys and girls with a sports specialism which has recently obtained academy status²². The

²² Academy status means that a school is publicly funded with some additional private sponsorship while being independent from the Local Education Authority (LEA) which means they have a greater autonomy, e.g. in budget and curriculum decisions. In 2010, the British government encouraged more schools to obtain academy status under the *Academies Act 2010*.

school has currently 1375 students on roll. The number of students who qualify for free school meals is about national average while the percentage of students from an ethnic minority with English as an additional language is above national average. In their last Ofsted report, the school was judged to be outstanding. In 2012, 68% of students achieved A*-C in five or more GCSE including English and maths which is above national average. The school has recently been re-built and now features a new, modern building which is very pleasant in its interior with big corridors, open spaces and large windows. Being a sports college, the school hosts a great variety of indoor and outdoor sports facilities²³.

The combination of languages and sports is nothing new for this school. In 2009, inspired by funding from the Youth Sports Trust, Bridget, a language teacher in the school, joined up with a colleague from the PE department and together they planned a language and sport project. The project ran over a whole school year for one year 8 teaching group during their language lessons and included a mixture of classroom based and practical sports lessons. Four different sports (basketball, rounders, boules and football) were embedded into the programme of study and for each sport the students had a series of practical lessons before organising a tournament. Key was that all introduced language was linked to a specific practical purpose, e.g. preparing training sessions and delivering them to peers.

The project ran for two consecutive years – one year in French, one year in Spanish – and then came to a hold for one year due to structural changes in the school's routine. After some changes in the year 8 timetable, it is now running again but as a slimmed down version. Introduced first for the school year 2012/2013, the year 8 go through additional subject enrichment lessons, organised as a carousel activity by the different subject areas. The students have one additional lesson per week of either languages, arts, ICT etc. and each cycle lasts 8-10 weeks. Bridget is using this additional lesson for her sport and languages project with the advantage of reaching every year 8 student this way and not just one teaching group. In this slimmed down version, lesson 1-4 take place in the classroom to acquire the necessary vocabulary. Lesson 5 and

²³ The statistical information is taken from the latest Ofsted report and the school webpage.

6 are practical lessons in the sports hall with lesson 5 introducing Zumba in the foreign language while lesson 6 features the creation of an aerobics choreography. Lesson 7 is set in the classroom to recapitalise on the experience and to reinforce the vocabulary. To finish the project, the students do a tournament in the sports hall as their final lesson.

For my data collection, I visited the school twice, one time to conduct an interview with Bridget and the second time to observe a language-PE lesson in action. During the interview, Bridget showed me the presentation from the previous long-term project and gave me access to planning and evaluation sheets of the project. During the observation, I saw lesson 6 of the medium-term module where the students had to create their own choreography by using directions and body parts in Spanish. After an initial warm-up which featured a relay combining directions in Spanish and running, the students were working in groups to create their own aerobics choreography. The idea was that they would shout the instructions for their movements in Spanish as well so that the rest of the class could join in when they were presenting their choreography at the end of the lesson. Due to the data protection policy of the school, I was not allowed to video-record the lesson but I took notes during the observation. It was also not possible to conduct focus group interviews because of time limitations. The 28 students, who I observed during the lesson, filled in a questionnaire instead as this was the more time efficient way of gaining their perspective on the project.



Figure 12: Categories case B

In case B, *Organisational Aspects* features as the second most prominent category after *Teaching and Learning* with the category *Problems* following in third, *Positive Outcomes* in fourth and *Teacher Persona* in fifth. Less prominent in the data were the categories *Dissatisfaction with the Current Situation* and *Co-operation* (See figure 12). Once again, I will use the categories to structure

the description of the case, presenting them in the order of their prominence in the data. Quotes from the teacher interview and from the open questions from the student questionnaires will be used to illustrate the different aspects. An overview of the results of the closed questions is provided for the reader and the findings that are considered as most significant will be referred to in the course of the case description. Although the data from the closed questions is quantitative in nature, it is used to accompany the qualitative data by providing the student perspective. Due to the small sample, the results are not intended to be representative but rather show a tendency of what the majority of the involved students think about different aspects of the project.

One thing that needs to be kept in mind is that the interviewed teacher bases her judgements on experiences with the approach as the long-term version as well as the medium-term version while the students who filled in the questionnaire have only experienced the medium-term version. In the following, I will differentiate between the two versions wherever I find it to be crucial for the understanding of the data.

4.3.1 Teaching and Learning

Through my data analysis, I located six sub-categories for this category: *language learning*, *content learning*, *activities*, *cognitive learning*, *cultural learning* and *teaching method*. The order in which the sub-categories are presented is not a ranking of any sort but rather reflects how the categories relate to each other.

Looking at the students' perception of the practical lesson, their view is equally divided in judging it either to be more of a language lesson, more PE or a mixture of both. 10 students found the language component to be dominating, as two girls explained, "it's not something we usually do in PE" and "we did more Spanish than moving." 8 students thought PE was dominating because according to one boy "we did more PE than Spanish" and 8 students saw it as a mixture of both which the following answer of a girl further illustrates: "We were doing activities but we were using Spanish at the same time." Two students were unsure about how to judge the project and answered the question with a question mark.

When being asked what they specifically learnt in Spanish, the majority of 16 students said that they learnt directions while other mentioned topics were body parts, how to give instructions and movements. For Bridget, however, the *language learning* goes further than simply the learning of vocabulary. The practical lessons provide a context and a purpose for the use of the language: “It’s giving a purpose to what they are learning in the classroom” so that they can “actually use the language for something that is much more day to day.” It is this usage of language for an authentic purpose that makes the difference for Bridget as “they are using it without thinking because they are running around and they are doing something else.” She admits that the language the students are using might be limited to only a few words and phrases but the use is self-motivated and real which makes it worthwhile for Bridget as the following quote shows:

This may have only been four or five different words in [the foreign language] but it was spontaneous, it was genuine and that’s what was lovely. They are using language for the sake of using language.

Regarding *content learning*, students named learning dance moves and improving teamwork as PE specific skills that they learnt in the practical lesson. They also generally commented positively on the fact that they were being active and had more space than in a normal classroom set-up. However, 7 students which forms a quarter of the group think they had not learnt anything PE specific in the practical lessons. A possible explanation for this can be found in the answers to the closed questions. 24 students disagreed or strongly disagreed with the statement that the lessons had been more active than normal PE (See figure 13, statement 8). This suggests that the practical lessons were less active than ordinary PE which could be the reason for the students’ judgement of not having learnt PE specific skills. Nevertheless, a majority of 21 students agreed or strongly agreed with the statement that the foreign language adds a new challenge to PE (See figure 13, statement 7) which implies that the subject PE can benefit from the link with the language as well by becoming cognitively more demanding.

N: 28 year 8 students, aged 12-13 Boys: 17 Girls: 11	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. It's more fun than normal language lessons.	9	14	0	2	3
2. It's more fun than normal PE lessons.	3	3	0	13	9
3. You learn the language without realising it.	4	11	1	9	3
4. It makes using the language more real.	6	12	0	7	2
5. It is different and new and that makes it more exciting.	7	14	0	3	3
6. You have to pay more attention if the instructions are in the foreign language.	11	13	0	1	3
7. Using the foreign language adds a new challenge to PE.	3	18	2	3	2
8. It is more active than normal PE.	2	2	0	11	13
9. It increased my motivation to learn Spanish.	3	10	2	10	3
10. It increased my motivation for PE.	3	6	0	11	8
11. It convinced me to pick Spanish as my option next year.	2	9	2	11	4

Figure 13: Results from the student questionnaires, closed questions on positive aspects from case B

Looking at the different *activities*, the project consists of a mixture between classroom-based and practical lessons. In the observed lesson, the students were competing in a relay as a warm-up before working in groups to create their own choreography which they then presented to the rest of the group. In their final practical lesson they took part in a tournament which included refereeing in the foreign language. The classroom-based lessons can be conventional at

times but Bridget reinforced that they were all linked to the practical lessons. As the long-term version of the project spread over a longer time, a greater variety of activities were included such as organising a tournament for half of the year group, delivering practical lessons to their peers, organising a cultural festival and giving presentations about cultural topics. As part of the tournaments, students made banners in the foreign language as well and acquired the language to cheer for their teams using target language.

Bridget once again sees the learning experience in a wider context and believes that there is more to the approach than simply language and content learning. She speaks of the approach as being “skills-based” and repeatedly points out that the students acquire the “skills to learn.” One example from the long-term project illustrates this point. The students were taught how to form imperatives and were given the task to prepare a warm-up session in the foreign language. To complete the task successfully, they had to decide on activities, work out for themselves what language they would need and then deliver the activity to their peers. Another example from the long-term version was the organisation of a cultural festival for visitors from their partner school in Uganda and for some primary children from their feeder schools. The language groups organised the different activities which combined languages and sport and by so doing improved their organisational skills as well. Bridget sums it up by saying “it’s a much wider thing than just languages I suppose.” To borrow Coyle et al.’s (2010) terminology from their 4 Cs framework, we could speak in this sense of *cognitive learning* which is based around a student-centred, task-based approach which emphasises the importance of acquiring the skills to learn independently.

Bridget sees the aspect of *cultural learning* in her project as equally important which adds after content, language (communication) and cognitive learning the last component to the 4 Cs framework. In her opinion, it is vital to learn about the target countries as this can widen the students’ perspectives and outlook on life:

You have to have that cultural aspect. You know, Spanish people live in Spain. It’s a different country. It’s getting the kids to think outside the box, to get out of those classrooms, mentally rather than just physically.

The cultural learning is achieved on different levels throughout the project. On an organisational level, the different teams were all named after a city from a Spanish speaking country. In the long-term project, this also included researching the city and giving a presentation in class about their city. On a topical level, using Zumba as their PE content offers cultural learning opportunities as this fitness and dance sport originates from a Latin-American background. Using Latino rhythms and dances as their music, Zumba brings across a different attitude to fitness, namely that you can have fun and dance while improving your fitness. This 'party-approach' to fitness could be regarded as being culturally different to the approach to fitness in our more Northern spheres.

The success of the project comes down to an innovative *teaching method* which follows a practical approach and is, according to Bridget, "blurring the line between what's a PE lesson and what's a language lesson" by "finding the middle ground." The subject areas are not neatly separated but merged together to create a different learning environment for the students. When talking about her introductory lesson to basketball as part of the long-term version, Bridget explained that she starts by throwing the ball at the students and then directly links the action to the language by asking them to pass it back in target language. After demonstrating it several times, she gets them to do the task. This student-centred approach of getting the students to do it themselves is key in her approach which requires trusting the students that they will get on with their tasks even if the teacher is not watching as this quote shows:

You feel like you got to have eyes on the back of your head. But in some respects you also felt that you could trust them to get on with it.

Asking the students to present and perform in front of the group adds to the student-centred approach but can also mean that students have to step out of their comfort zone. Bridget explained that she "pushed them gently and they did it" which empowered the students as they achieved something of which they could be proud and about which they could feel positive. Bridget is unsure whether the combination of subject areas, the space in the sports hall and her student-centred approach to teaching are more appropriate to address our current children needs by saying: "Whether that's more indicative of today's children, I don't know." Nevertheless, proof for the students' enjoyment can be seen in the responses to the questionnaire with 21 students agreeing or

strongly agreeing with the statement that it is different and new and that this makes it more exciting (See figure 13, statement 5). Through their positive feedback and the results from her projects, she sees her point proven: “Oh yeah, I’m doing the right thing.”

4.3.2 Organisational and Structural Aspects

Organisational and structural aspects play an important role in this particular project as they had a direct impact on its implementation and the change in the project’s set-up. When being asked why Bridget chose sport for her cross-curricular project over other areas of the curriculum, she named available funding in this area and being a sports college as reasons:

It was specifically a project that was being funded for work teaching languages through PE. But also it kind of makes sense. We are a sports college. So it is a way of engaging the kids on all kinds of levels.

It seems that being a sports college makes such a project easier to organise as it will be more natural for the school to link other areas of the curriculum with their specialist area and access to sports facilities is likely to be easier than elsewhere.

This case is also a good example to see how subjects have to adjust to whole school decisions. After a successful running of two years, the project was affected by a re-organisation of the school day. The original long-term project came to a hold because the changing of the school day increased the workload for staff which made it harder to offer any extra projects. Furthermore, Bridget did not have any year 8 classes on her timetable that year and according to her: “I don’t think anybody else really felt confident enough to do it.” Using the project with another year group would not work either as the school starts GCSE in year 9 which restricts the flexibility of their schemes of work. A further restructuring of the year 8 curriculum now makes the project possible again in its slimmed down version as part of the enrichment lessons. In this shorter version, the project still follows the same concept but it is bound to be less intensive due to its shorter time-span. Bridget acknowledges that the project will be slightly different each year, regardless of whether it is the long-term-project or the medium-term-project because the children will be different. Key is to stick to the main concept but to adapt it for the specific group or situation. As Bridget puts it:

I think it's one of those things you'll be forever tweaking. But I think as long as the basic precepts are the same that you are trying to give them a good skills base and to increase their confidence and motivation then it's succeeding as far as I'm concerned.

Looking at the actual setting, the long-term project took place in a mixture of locations. Most lessons were held in the classroom but the practical lessons were either in the sports hall and some lessons in the summer term were held outside. One outdoor event even included a buffet of French food. The practical lesson that I observed took place in a sports hall which was shared with another PE group. Some students had PE beforehand and stayed in their PE kit while others were wearing their normal school uniform. The involved members of staff were wearing normal, non-PE specific clothes.

When it comes to organising the project, Bridget admits that it takes a lot of effort and co-ordination to bring it all together, especially when doing the project for the first time. However, her efforts have been recognised. In the sports hall there is now a permanent languages display which shows the scores of the different activities during the project. Some of her students have also been rewarded for their efforts at the school's annual sports achievement evening which has now been re-named as a general achievement evening. Bridget wants to believe that her project played a role in this re-naming process: "I like to think it is because of this they made it an achievement evening because we were the first cross-curricular award." Looking again at how the school structure has affected the project, it is good to see that there is an interrelation between the school and the project as the project has played its part in changing a certain structure in the school as well.

4.3.3 Problems

From Bridget's point of view, there were no severe problems with either the long-term model or the medium-term model. However, she names falling out in teams due to personal issues as the biggest struggle: "Kids are really getting affected if the team is not working as well as they would like it to." This is more crucial in the long-term-model as the students stayed in their teams throughout the whole year. Although, dissatisfaction with the teams during the medium-term-model is reflected in the students' responses in the questionnaires as well. To the open question what they did not like about the practical lessons, one boy answered "How negative my team is," while five girls would have preferred if

they could have chosen their own teams. One boy named “More teamwork within groups” as an area that he would like to improve about the lessons.

Connected to issues with teams is behaviour. During the group work stage in the observed lesson, the students were given a certain freedom to complete their task of creating their own choreography. However, the groups completed this task with varying degrees of motivation and success. One group actually failed to produce a choreography in the lesson as they were not focussing on the task. This issue is mentioned by one boy in the questionnaire with naming “People messing about” as the aspect he did not like about the lesson. The issue of behaviour can possibly be linked to the class-size. With 28 students²⁴ the class is fairly large for such a project.

The setting of the sports hall could also be seen as problematic as the space was shared with another PE group with the sports hall only being divided by a simple, see-through curtain. The effect of this was very visible in the observed lesson because Bridget’s group was alone in the sports hall to start with but the dynamics of the group changed with the arrival of the other class. The noise level rose immediately making it more difficult to give instructions while the students got distracted more easily by everything that happened on the other side of the curtain. During the group work stage, Bridget put on some Spanish music which certainly had a motivating effect on the groups and the creation of their choreographies but it increased the noise level even more making it very hard to communicate within the groups. Two students picked up on this which can be seen in the answers to the open questions of the questionnaire. One boy named “How loud everything is” as the aspect he disliked about the lesson and a girl suggested “A loud microphone so you can hear the teacher” as an improvement.

An issue with the long-term-project was that only one particular teaching group had the chance to participate and get the full benefits of the project which some students, who missed out, perceived as unfair according to Bridget. In the new set-up with the medium-term-project this is no longer an issue as now every year 8 student takes part but the project seems to be focussed around Bridget. She jokes about it by saying: “Split me in two. I’ll be a lot thinner that way too.”

²⁴ The class size is usually 30 but two students were absent that day.

Nevertheless, the problem of sustainability remains when a project solely depends on one individual person. This raises the question of the future of the project if Bridget would not have the year 8 enrichment lesson on her timetable. Even though Bridget claims that her department is very supportive, she admits that there also are a few sceptics: “We had one or two people who didn’t like the idea of time out from academic studies, that sort of thing.” With this in mind, it could be regarded questionable if anybody else would continue with the project if Bridget would not be able to do it herself.

N: 28 year 8 students, aged 12-13 Boys: 17 Girls: 11	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. It's too difficult to follow when the lessons are done in the foreign language.	1	10	1	14	2
2. It was too exhausting at times.	2	5	0	10	11
3. It was a bit artificial to use the foreign language.	3	12	0	10	2
4. The foreign language distracts from the actual sport activity.	4	9	0	12	3
5. The language spoils the fun of the actual sport activity.	5	10	0	11	2
6. I don't really like PE and it doesn't get better when it's done in Spanish.	2	5	1	9	11
7. Our language teacher hasn't got a clue about PE.	9	3	0	8	7
8. We could have used the time better for normal Spanish lessons in the classroom.	5	6	5	6	6

Figure 14: Results from the student questionnaires, closed questions on negative aspects from case B

Even though a majority of 23 students agreed that the practical lessons were more fun than normal language lessons (See figure 13, statement 1), figure 14 shows some students also saw some negative points in the set-up. 15 students agreed or strongly agreed with the statement “It was a bit artificial to use the foreign language” and 15 agreed or strongly agreed that the language spoilt the

fun of the actual sport activity while 12 students question the PE competence of their language teacher.

11 students were critical about the effectiveness of the practical lessons when it comes to their progress in Spanish as they agree or strongly agree with the statement that they could have used the time better in the classroom. 4 students reinforced this aspect in the open questions by answering with “Lack of words learnt” to the question what they did not like about the practical lessons and 3 students specifically named “Teach us more Spanish” as a suggested improvement. 10 students stated in the open questions that they did not like the dancing and would have liked to do a different sport.

Nevertheless, the results from the closed questions are very balanced and each of the negative aspects could be turned into a positive aspect as 12 students did not find the use of the foreign language artificial, 13 students did not think that Spanish spoilt the fun of the activity, 15 disagreed with the statement that their language teacher does not know enough about PE and 12 disagreed with the statement that they could have used the time better for normal language lessons in the classroom. Another positive aspect from figure 14 is that 16 students did not have problems following the lesson in the foreign language while 11 students found it difficult to follow.

4.3.4 Positive Outcomes

The positive outcomes can be divided into the sub-categories *motivation* and *confidence*. *Motivation* is hereby closely linked to enjoyment and the students having fun while learning. This is reflected in the results from the students’ questionnaires with 23 students agreeing or strongly agreeing that it was more fun than normal language lessons (See figure 13, statement 1). The link to PE and being active is named specifically by 14 students to the question what they enjoyed most about the lesson. Bridget speaks in this context about “engaging the kids on all kinds of levels” which addresses different types of learners at the same time. With almost half of the group thinking that it increased their motivation for language learning, the findings suggest that the combination with PE can increase the motivation for language learning. Besides fun and being active, Bridget sees giving a real purpose for the use of the language as a key factor in this context. Evidence that the project increases the motivation for PE

as well could not be found as a majority of 19 students do not agree with the statement that it increased their motivation for PE (See figure 13, statement 2). Bridget sees an increase in *confidence* as a positive outcome of the skills-based approach to learning which she uses for the project. Regarding language skills, she believes the project helps to make them lose their fear of speaking the foreign language: “The confidence that they had was actually speaking the language and not being afraid.” In the learning process, she finds the sports hall to be perceived as a secure space to practice their speaking undisturbed “because they think you can’t hear them.” This can help them develop general communicative skills in the foreign language as they “know that they can communicate using simple words and simple phrases and then they’ve got the confidence to build on it from there.” Basing her judgements on the long-term version, she sees a growth in confidence also through improving the students’ skills in leadership. By organising tournaments for the rest of the year group or delivering training sessions to peers, the students improve their skills as a leader. Stepping out of their comfort zone at times and seeing a positive result can create a can-do attitude for the students which will make them gain in confidence.

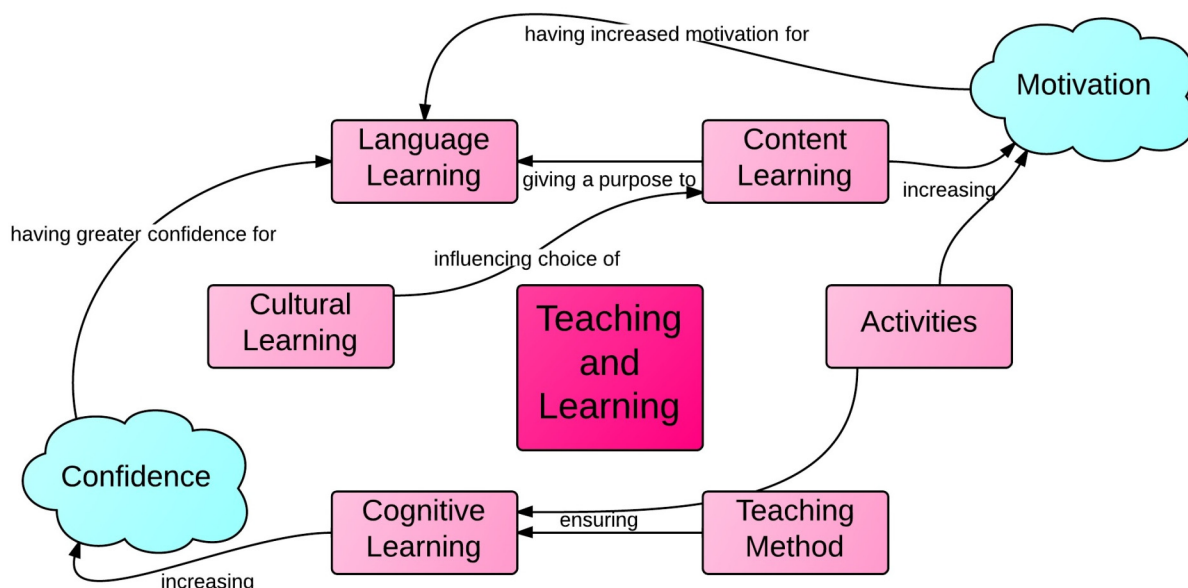


Figure 15: Relation between the categories Teaching and Learning and Positive Outcomes in case B

Even though the students are acquiring general skills to learn, it seems that language learning is the area that benefits most from the approach with an

increased motivation for language learning and a gaining in confidence especially when it comes to speaking. One has to remember that “at the end of the day it was still a language lesson,” as Bridget remarks, which could legitimise this greater benefit for language learning. Figure 15 summarises how the different aspects of teaching and learning come together in creating the different positive outcomes.

4.3.5 Teacher Persona

Looking at her professional background, Bridget has been working as a language teacher for over 20 years. She has not got any coaching background or sport qualifications but a general interest in sport but she does not regard the lack of coaching experience as a problem: “I actually don’t think you necessarily need a coaching background.” She bases this judgement on the fact that most of the planning for the practical lessons was done in conjunction with the PE department and that the rest is “common sense” when it comes to PE specific health and safety questions.

Bridget comes across as a confident and open person who is willing to try out new approaches which is reflected in her teaching method as described above. She admits that she can get bored with the usual topics and shows the characteristics of a risk taker. Throughout her career she has “always liked to get out of the classroom” and says that she has “done some slightly more off the wall things.” The notion of *giving it a go* is very strong in her practice and she does not get demoralised when something goes wrong: “If it doesn’t work, it doesn’t work. I don’t beat myself up about it.” This underlines her confidence which she believes is a result of her innovative practice: “Every time you try something like that, your confidence grows.” This suggests that the positive outcome of gaining in confidence is not just limited to students but that teachers’ confidence can increase by attempting projects like that as well.

4.3.6 Co-operation

For the project, Bridget co-operated with *routes into languages*²⁵, Betty from the PE department in her school and different teacher trainees from her languages department. *Routes into languages* was key in the initial set up of the project as they provided funding and a training day which helped to get started. Both Bridget and Betty attended the training day and then met up several times to plan the project together. Betty is also the key player when it comes to arranging access to sports equipment and spaces. Bridget speaks here of a “legacy of commitment” which originated from the first year they were doing the project and stresses the importance of the support from the PE department when embarking on such a project: “It’s got to be done in conjunction with the PE department. Otherwise it’s not really going to work.”

Furthermore, she has used the expertise of her teacher trainees. In the first year of the project, her teacher trainees were a basketball and a volleyball player. Including them in the project helps the teacher trainees to develop their skills but makes the running of the project easier as well due to their assistance. During the observed lesson, there were also two language trainees, Brenda and Bethany, present who helped the students in the group work stage with the language and assisted Bridget in picking the winner at the end of the lesson. Brenda mentioned to me during the lesson that she was very grateful for being included in the project as she learnt a lot from seeing this innovative approach.

4.3.7 Dissatisfaction with Current Situation

The project reflects dissatisfaction with current practice in language learning in the school as well as in a wider context. Bridget complains about a lack of freedom of teaching content due to very strict schemes of work. She sees this connected to the re-structuring of the school day which left no time for any additional projects in that year:

We are so tied in with very, very strict schemes of work and time scales that we don’t seem to have any time for anything extra or anything ‘fun’ in inverted commas for this year.

²⁵ *Routes into languages* is a consortium of universities that work together with schools to promote language learning. See routesintolanguages.ac.uk for more details.

Regarding general practice, Bridget criticises that textbooks do not provide a practical purpose which creates a difficulty when trying to make it accessible to the students. Furthermore, the topics covered often do not capture the interest of the learners. The difference of the languages-PE project is that “everything had a purpose” which the students understood. This immediate use for the language made the difference for the students and seemed to be more in line with today’s children’s attitudes.

Bridget sees a similar problem of lack of practical purpose for the GCSE classes as well and would like to extend the approach into these year groups but hesitates due to the amount of GCSE content and exam pressures. Her critique goes onto a national scale in disliking the effect that league tables have on curriculum design. “If they got rid of league tables, we’d be happy people.” With league tables teachers seem to be less likely to experiment with unconventional approaches as they face too much pressure and see a danger of not achieving positive exam results.

Going yet one step further, Bridget does not agree with general attitudes to language learning in England, especially when comparing them to language learning in other European countries. When being asked by a student why people in other European countries seem to be better at learning languages, Bridget replied: “You are absolutely right. Mainly because they start a lot earlier than we do. They probably do a lot more integration.” This answer reflects her acknowledgement that British people often do not have the same language skills when compared to their European neighbours due to different structures in language education. She sees the problem as being rooted in the status of English. With English being so wide-spread and so many people being fluent in English worldwide, the need to learn a foreign language might not be so apparent for English native speakers. To solve this problem, she puts the radical idea forward that we should “stop people thinking that English is so important. If they didn’t have that attitude, then we wouldn’t be so lazy.” Even though that it is difficult to go against the trend of English as a *lingua franca*, the key message is to fight against the common misconception that English native speakers do not need to learn languages and that English is enough.

4.4 Case C: The Immersion Day Model or “It’s different and that makes it more exciting”

Sample C, the school where I teach, is a catholic voluntary aided comprehensive school for boys and girls aged 11-18 with a specialism in performing arts. With close to 1800 students on roll, the school is larger than average drawing their students from a very wide and varied catchment area. The number of children on free school meals is below national average while the percentage of students of ethnic minorities reflects the national average. The number of children with special educational needs has risen over the last years and is now above national average. The latest Ofsted report judged the school to be outstanding due to excellent teaching which is also reflected in the high GCSE exam results which were with 69% achieving 5 A*-C including English and maths above national average²⁶.

The school is spread over two sites which are divided by a busy road. The buildings show weaknesses due to their age and require improvements. Although the school has excellent facilities for their specialist area performing arts, the PE facilities are not ideal. The school has three small sports halls, two on one site and one on the other site, and a large field. Furthermore, the schoolyard is used for games like basketball and netball. As one sports hall is used to sit exams and the field is dependent on the weather, a shortage of PE spaces is especially an issue during exam times and in the event of bad weather.

Each year, the school holds an immersion day for their year 8s with the topic *Health and Fitness*. All subject areas are required to offer lessons on that day which contribute to the theme. For the last three years, the language department’s contribution has been a fitness lesson led entirely through German. The session was initiated by myself but planned in co-operation with the PE department. PE staff have also used some of the resources for their own lessons on that day. During the year of the data collection due to organisational constraints only a group of 11 students took part in the German fitness lesson and not two thirds of the year group as in the previous years. This is because the students follow their normal timetable during the immersion day and the

²⁶ All statistical information is obtained from the school’s latest Ofsted report and the school’s webpage.

affected subjects offer lessons according to the theme. In previous years, the students had a language or PE lesson on that day. However, none of the year 8s had either languages or PE timetabled on that particular day in the year of the data collection. As different extra activities are usually offered throughout the immersion day for smaller groups of students, I arranged to have the German fitness lesson as an option for one form group. 11 brought back the consent slip which allowed them to take part. For the first time this year, sixth form students were involved and helped with the delivery of the lesson.

The lesson consisted of a general warm-up which also introduced the necessary vocabulary, e.g. directions and body parts. Afterwards, students were introduced to basic aerobic steps and created their own aerobics routine. In the second part of the lesson, students completed a fitness circuit where all the different exercises were explained in German and the lesson finished with a cool-down. The lesson was video-recorded and the 11 year 8 students and three sixth form students²⁷ participated in focus group interviews afterwards to share their perception of the fitness lesson in the foreign language. To have smaller groups, the year 8 students were divided into two focus group sessions, one with 5 and one with 6 students and they chose the groups. Below I will outline who was in which group with the presentation of the results of the ranking exercises. As I was the teacher who led through the session, there is no teacher interview but I am using expanded field notes to capture my reflections and thoughts about the lesson.



Figure 16: Categories case C

Figure 16 presents the prominence of the different categories in this case which shows similar categories as cases A and B. *Teaching and Learning* is the

²⁷ Only 3 out of the 4 involved sixth form students participated in the focus group interview as the immersion day took place on the day before the summer holidays started which meant that their focus group had to take place after the summer holidays. One student did not continue with German afterwards and did not attend the arranged focus group session.

dominating category before *Positive Outcomes* and *Problems and Improvements*. *Organisational Aspects* appears in fourth position with the new category *Comparison with PE* in fifth position. *Co-operation* is the least prominent category in the data.

4.4.1 Teaching and Learning

The sub-categories *language learning* and *content learning* appear to be once again suitable descriptors within the category teaching and learning. Furthermore, the sub-categories *activities*, *learning by teaching* and *kinaesthetic learning* came out during the data analysis.

Regarding the question if it was more language learning or PE, the year 8 agreed that it was both but with more PE elements. The first Y8 focus group suggested a ration of “60:40 with 60 being the PE side” (Courtney). Only one boy, Christian, judged it to be evenly spread between language and PE. The sixth formers agreed that it was primarily a PE lesson but done in the foreign language, as the following remark shows: “I think it was a PE lesson in German rather than a German lesson with a bit of PE in there,” (Christopher).

An important aspect for the *language learning* was getting the gist rather than understanding every word which is an important skill for learning a language. The year 8 were confronted with a large amount of German but they could pick out key words and use the context to figure out what to do, as the following dialogue of year 8 students shows:

Courtney: I liked it all being in a different language because even though I might not have understood every word, you kind of got the gist of it, like, doing it.

Christina: Pick out words that you understand.

Courtney: Yeah and doing, like, the examples and things.

As instructions and demonstrations happen simultaneously, the auditory as well as the visual channel are addressed which offers the opportunity to use movements as a translation help, which supports literature on learning potentials of CLIL PE which I already referred to under 2.2.3. Courtney explained she benefited from this particular feature of CLIL PE: “It was good, like, matching up the German and the actions. So you could kind of pair them up and it’s easier to remember it that way.” This way, the language learning happens in a natural way without the students actually realising how much language they are exposed to:

I think that you learn the language without realising it because whenever you said the words and I didn't know what it meant but when you did the actions and, like, it helped me out. (Christian, Y8)

Being linked to a practical aim, the language is given a purpose and a context which makes it more real for the students because it is used in an authentic set-up:

In the lesson you are saying it back to the teacher but there you're actually saying it in a real sentence like you're talking to somebody in German. (Curtis, Y8)

The students are applying their language skills and combining them with practical skills from the subject area of PE. According to the sixth formers, this combination of skills is the prime learning achievement for the year 8s. Both skills have to be put together because focussing on only one will not make participation possible as the following dialogue demonstrates:

Cem: They're not just focussing on the sport section of it. They are focussing on the language side a bit as well.

Christopher: So, knowing what to do.

Cem: Knowing what to do because that's the link. That's the main thing, I think.

Corinna: And that's the only way it's going to work if you focus on both and not just one of them.

Applying the language becomes the main aim as the language does not exist in isolation but is directly linked to a context and both skills have to be applied together.

Looking at the *content learning*, the students tried out different fitness drills and experienced the effects that the exercises had on their body. The key learning experience was here that some of the exercises appeared to be easy to start with but proved to be harder the longer they did them as is illustrated by the following quote:

It was good and it tested your mental strength [...] and your physical one because how long you can go because, like the bench thing, it starts to hurt when you carry on. (Cameron, Y8)

It was demanding for the students on a physical level and the majority valued this testing of muscle strength and testing of their limits but two girls, Candice and Chanel, found it too hard at times.

Regarding the *activities*, students commented positively on the fact that there was a great range of different activities during the lesson. When being asked which one they enjoyed the most, all of them liked the fitness stations in the second part of the lesson best. Reasons for this was because it was "different"

(Charlotte), “It got you fitter” (Cameron) or simply “Because it was fun” (Chanel). The presentation of the choreography in front of the group was commented on negatively by one girl, Candice, as she does not like performing in front of other people.

Positive Aspects of the German Fitness lesson
1. It makes using the language more real.
2. You pay more attention in the foreign language.
3. It's more fun than normal language lessons.
4. You learn the language without realising it.
5. Using the foreign language adds a new challenge to PE.
6. It is different and that makes it more exciting.

Figure 17: Ranking exercise of positive aspects by Charlotte, Carla, Catherine, Courtney, Christina and Cee-Jay (year 8) from case C

The project required a different teaching style as I was following a student-centred approach to learning. Reflecting on the experience in my expanded field notes, “I had lots of moments during the lesson where I could just step back and watch rather than being in the centre and teach.” The design of the activities made this possible. In the choreography section, all that I had to do was introduce the different aerobic steps and then let the students create their own choreographies before presenting them to the group. In this process, they had to decide on the different steps and rehearse their routines which increased the intensity for them as they had to run through it multiple times. The fitness stations also required only a minimum of teacher input. The sixth formers demonstrated the different exercises once but then everything was explained on station cards in the foreign language with illustrative pictures. The students could check with the cards and work out the tasks for themselves.

Including the sixth formers reduced my teaching time as well as they were leading through the warm-up, introducing the fitness stations and encouraging and correcting the students throughout the lesson. This experience was beneficial to them as they were *learning by teaching* when being in the role of a teacher “because you feel you got to know it that then you can tell them what to

do,” (Christopher). They had to acquire the sport specific vocabulary and then practice and rehearse it to be ready to lead through the different parts of the lesson. In the process, repetition is key as “You don’t expect [the year 8] to know it straight away, as soon as you say it once. You have to keep on repeating and then remind them,” (Cem). By so doing, the sixth formers also reinforced the vocabulary for themselves.

Positive Aspects of the German Fitness lesson
1. It's more fun than normal language lessons.
2. You pay more attention in the foreign language.
3. It makes using the language more real.
4. You learn the language without realising it.
5. Using the foreign language adds a new challenge to PE.
6. It's more fun than normal PE lessons.
7. It's more active than normal PE.

Figure 18: Ranking exercise of positive aspects by Cameron, Christian, Curtis, Candice and Chanel (year 8) from case C

In their teacher role, they were acting as positive role models and shared their enthusiasm about the language and the activities. This was taken very positively by the year 8s who found their presence supporting and motivating, as the following comment illustrates: “It was good how they, like, pushed us to do more. So if you never put your knees up properly, they told us to do it properly,” (Chanel). When the sixth formers could see the students progress, they found their role to be rewarding and all three named “Helping them” as the aspect they enjoyed most about the lesson.

The year 8 students experienced a different learning style than they were used to in their normal language lesson, namely *kinaesthetic learning*. The learning experience was judged to be different but “different in a good way” (Courtney) which made it more interesting for the students which is also reflected in the results of the ranking exercise during the focus groups (See figure 17, statement 6). Being active is regarded as beneficial to the learning in this context as Carla points out: “You learn better when you do things, I think, then

when you just sit in the classroom.” For Catherine it is the fact that “you can interact with the language and learn more” which makes the difference. The students are physically involved and the language is directly connected to their movement which makes this interaction with the language more personal and relevant to them. For Christian, it is simply “more practical” and this way Candice thinks “it gets more stuck in your head.” On the whole, the year 8s experienced the different learning style as positive and beneficial to their learning. This is also mirrored by the opinion of the sixth formers which the following quote shows:

I think they would learn more in a lesson like that because they’re doing something that’s active, that’s a bit more fun because sometimes sitting in a classroom is kind of boring, isn’t it.
(Christopher)

The specific features of the learning experience can be linked to positive outcomes which will be discussed in the next section. An overview on how the features of the category *Teaching and Learning* relate to the positive outcomes can be seen in figure 19.

4.4.2 Positive Outcomes

The positive outcomes can be grouped in four subcategories: *motivation*, *engagement*, *confidence* and *behaviour*. Year 8s as well as sixth formers mentioned frequently how much they enjoyed the session which then increased their *motivation*. The students’ enjoyment is reflected in Curtis’ remark who particularly liked the link between the different subject areas:

I really enjoyed it. I like how it got you fitter and how you learnt some new words that you’ve never heard before.

For Charlotte, the best thing simply was that “It’s not boring.” Cem believes enjoyment as well as usefulness to be key when it comes to successful learning: “If they don’t like it, then it’s not going to be useful to them but if they do like it, it will be.” The usefulness or purpose is ensured by linking language learning with a specific content which is the essence of CLIL. Enjoyment together with finding it useful and giving the learning a purpose can therefore be argued to increase the learners’ motivation.

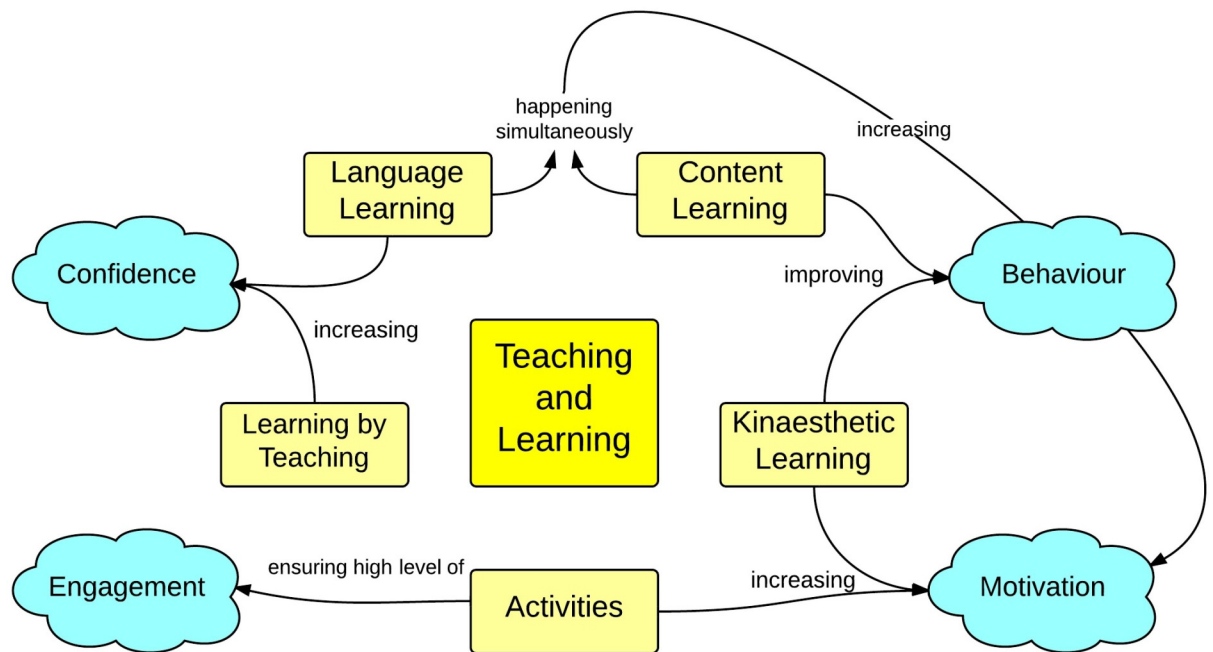


Figure 19: Relation between the categories Teaching and Learning and Positive Outcomes in case C

The sixth formers see PE as a particularly suitable subject area to link with languages because of its fun factor and its competitive nature. According to them, other subject areas could be too difficult in the foreign language. Interestingly enough, Christopher and Corinna do not see themselves as very sporty but still enjoyed the lesson because of the language component:

Christopher: But I'm not exactly in love with PE or anything but I really enjoyed that lesson. But I thought it was really-

Corinna: It was different, though.

Christopher: It was different and that made it more interesting.

This supports Coyle et al.'s (2010, p. 89) claim for the "double-subject effect of CLIL" which I already quoted in section 2.2.4. Students might find the PE side more motivating for language learning but at the same time the language component can increase the motivation for doing well in PE as well. In this way, the foreign language adds a new challenge to PE and increases the sense of achievement which boosted the motivation for Christopher:

Because it makes you actually do listen, and then when you understand it, you feel a bit - I felt I was accomplishing more and then I wanted to do it.

Another aspect connected to motivation is *engagement*. Corinna commented on how "everyone was making an effort" and how the link with PE "was keeping the focus more." The set-up in the sports hall meant that everyone was actively involved in the lesson. It was not the case that one person was dominating the

lesson by putting up their hand all the time but everyone was equally engaged. To use Christopher's words again: "There was no excuse. Everyone had to be part of it." This higher degree of engagement as one would have in a normal languages classroom set-up increased the learning opportunities for every student as everyone was equally involved.

Gaining in *confidence* is another positive outcome of the project. Sixth formers and year 8s commented on how it was something new and that this made it more interesting. In trying something new, the notion of *just giving it a go* becomes important. As Bridget, the teacher from case B, explained this can increase your confidence. At the same time, one should not worry if it goes wrong but learn from the mistakes. This aspect of *just giving it a go* was regarded by the sixth formers as that important that they wanted it as a single item in their ranking exercise (See figure 20).

Positive Aspects of the German Fitness lesson
1. Building up confidence.
2. Just giving it a go.
3. PE and languages have a lot in common.
4. Learning through repetition.
5. You learn the language without realising it.
6. It's more fun than normal language lessons.
7. Being in the teacher role helped me to improve my German.
8. The foreign language adds a new challenge to PE.
9. It makes using the language more real.

Figure 20: Ranking exercise of positive aspects by Corinna, Christopher and Cem (sixth form students) from case C

Regarding their language skills, sixth formers as well as year 8s increased in confidence. Sixth formers felt comfortable when standing in front of the group and got more confident by speaking German while the year 8s gained in confidence by understanding the German more and more in the course of the lesson:

Cem: Because we feel, we know it, so we are confident that we can speak it and they are learning because they know-
Corinna: Because they could understand it.

Regarding *behaviour*, it was interesting to note that there were no behaviour issues at all throughout the lesson. The year 8 stated that they felt a greater need to listen when the lesson is delivered in the foreign language:

It's more active and we pay more attention because if you don't, you don't know the exercises properly [...] There's no time to, like, mess about and that. Because as soon as you finish talking you get straight into it. (Christian)

This quote is even more striking as Christian often struggles in a normal classroom set-up to stay focussed and to pay attention to instructions. In his case a definite improvement of behaviour could be witnessed in the lesson. The results of the ranking exercise reflect this aspect as well as both year 8 focus groups placed the aspect of "You pay more attention in the foreign language" as the second most positive aspect (See figure 17 and 18). This supports and widens findings by Rottmann (2006, p. 212) which I referred to in section 2.2.4. She also found that students were listening more carefully which intensified the learning experience but she did not report on an actual improvement of behaviour.

4.4.3 Problems and Improvements

Reflecting upon the success of the fitness lesson in my expanded field notes, I judged the lesson to be overall successful in that it reached the objective of offering the students the opportunity of experiencing fitness training in German. However, I also identified problems and areas of improvement. When analysing the video, it struck me that both the sixth formers and I used a large amount of target language while the year 8s used the language mainly receptively. In fact, their active use of target language was limited to counting up to the number eight in German during their aerobics routine. As I reflected on that issue in my expanded field notes, one area of improvement would be to "find ways of providing more chances for the pupils to use the language," (expanded field notes). For example, the students could have been involved more actively in the warm-up and telling each other in which direction to move or they could have named the body parts during the stretches at the end of the lesson.

Related to this issue is that the year 8 did not seem to remember many of the new words from the session when asked during the focus group interviews what they had learnt in German in the practical lesson. Some remembered the German for left, right, forward and back but the following dialogue sums up how the majority seemed to feel about it:

Charlotte: I learnt, like, new words when you go to the stations, on the cards there were different words in German.

Researcher: Can you remember any of them?

Charlotte: No, I don't think so.

Even though they could follow what was happening and immediately understood what they were asked to do during the lesson, they could not actively re-call the new words which opens up questions about the effectiveness of the approach. Bearing in mind that they only had one CLIL PE session, some form of consolidating the new vocabulary seems to be necessary to ensure more effective language learning. The above suggestion of finding ways of letting them use the vocabulary in speaking as well as in listening could be one solution as it would make them use the new language more consciously. Regarding the learning in PE, we did not address any PE theory on fitness training, "which would have been essential for a 'real' PE lesson," as I phrased it in my expanded field notes. Sixth formers as well as year 8s picked up on the fact that some of the exercises seemed very easy to start with but were demanding the longer you did them. This feature, alongside suitable timings and the balance between exercising and resting, could have been reflected upon in the lesson. One could argue that this theoretical aspect would be needed to ensure a greater content learning for the subject PE.

Due to organisational issues, which will be discussed at length in the next section, only a small number of students were involved in the project in the year of the research. It would have been great to give more students the opportunity of experiencing the fitness session in German. This aspect was also taken up by the sixth formers who would have wished to extend the project to more students across different age groups. Furthermore, they would have liked to have a longer session, to use Cem's words: "To get the most out of it." Looking at the results from the ranking exercise of negative aspects (See figure 21), it is striking that the named aspects are rather areas of improvement than problems as such which underlines the overall positive perception of the lesson.

Negative Aspects of the German Fitness lesson
1. Having a longer lesson.
2. Doing it more often.
3. Spreading it over more year groups.
4. More rehearsal time.
5. More choice in the planning process.

Figure 21: Ranking exercise of negative aspects by Corinna, Christopher and Cem (sixth form students) from case C

The year 8s could not think of many negative aspects when being asked about what they would like to improve. Both focus groups agreed to include only two negative aspects in their final ranking exercise which in itself is a sign of the success of the lesson. The first focus group chose “It’s too difficult to follow” before “We would like to do different activities” as their negative aspects while the second focus group chose “It was too exhausting at times” before “It’s too difficult to follow.” It is interesting to see that both chose “It’s too difficult to follow” even though that they discussed at length in the focus group how they could easily match up words and instructions because of the demonstrative nature of PE. Nevertheless, it might come down to the feeling that they did not understand every single word and that they are not used to this experience. For completing the exercises, however, they did not need to understand every single word but only the gist of it. One could therefore argue that, even though they selected it as one of their negative aspect, getting used to not understanding every single word but getting the main message is a valuable experience in the process of language learning.

4.4.4 Organisational Aspects

Organisational aspects play an important role in this particular case as they determine how many students are actually taking part in the languages-PE lesson. With being dependent on time-tabling, it can be that one year the whole year group takes part while the next year no languages or PE lessons might fall on that particular day. This is the nature of the set-up of the immersion day

which then leaves only the possibility to have the language fitness lesson offered as an extra activity, although this would only be possible if staff is available and not timetabled to teach another year group.

As the school is very large and PE spaces limited, it is difficult to organise a language-PE lesson at any other time of the year. The alternative of having fitness stations in a classroom set-up was tested in the first year of the project but was found to be unsuitable by all involved teachers due to a lack of space. As there was no access to changing rooms, the students had worn their normal school uniform which had not been appropriate for the activities. For the time being, this leaves the fitness immersion day as the only opportunity for a language-PE project to involve a greater number of students. Incorporating it into either normal PE or language lessons would be another possibility but would depend on timetabling issues and how confident staff are in combining languages and PE. As the project was initiated by a German specialist, it has been limited to linking PE with this language so far. For the future there is the possibility, though, of extending it to French and Spanish, the other two languages that the school offers at key stage 3.

The year 8 students involved all agreed that they would like to have another lesson like that. When being confronted with the problem of how to organise it and which lesson should be used for it, the six girls from the first focus group agreed that they would be happy to give up either language or PE lessons for CLIL PE. Carla suggested a compromise, namely to share the time between the two subjects: "Like one week that, and one week the other." In the other focus group the feeling about giving up their normal PE lesson for CLIL PE was different. The three boys like PE and would not want to give up their PE time but would be happy to use language lessons for CLIL PE. The girls from the second focus group were torn between their choices. Chanel does not like PE and would be happy to give that up for CLIL PE while Candice does enjoy some parts of PE and would rather give up language lesson time for CLIL PE.

The sixth formers agreed that a practical lesson like that was great as a one off but that the approach should not replace language lessons as "they get more knowledge from a normal language lesson" (Cem). When being asked whether replacing PE lessons with CLIL PE was an option, Cem raised the issue of teaching PE theory. He asked critically: "Do you do the theory side in English?"

Do you do it in German?” and whether this could have an impact on students’ understanding of PE theory. Christopher saw the problem of staffing for CLIL PE as it would require a specialist:

“You couldn’t have a normal language teacher doing, like, PE lessons because I don’t think they’d get the same out of it. And it’s the same, you couldn’t really have a PE teacher teaching a language lesson. So you need to have someone who is trained in both.”

For the sixth formers, a long term CLIL PE approach does not seem realistic or desirable but they certainly see the value of having practical lessons like that as a one off or for revision purposes.

4.4.5 Comparison with PE

During the focus group interviews, the students frequently compared the language fitness lesson to their normal PE lesson. As this aspect came up repeatedly, I raised it to be a category on its own. The most obvious difference was the use of German but the students also found other aspects to be different.

The year 8 students Candice, Chanel, Charlotte and Christian all commented on the choice of activities and that they were different to the exercises they would usually do in PE. To quote Charlotte: “You got to do different activities, different stuff that you usually do in PE.” Christian also mentioned that they had never used any of the fitness equipment in PE, even though that I borrowed the equipment from the PE department. Incorporating German into the activities automatically made the activities special but the fitness stations and aerobics routines are standard PE drills from the theme of fitness. The fact that the students perceived them as different might just come down to that fitness as such had not been covered in their lessons yet.

The students enjoyed the great variety of tasks and that it was delivered at a good pace and judged this to be different from traditional PE:

[In PE] we like to stick to one thing and then continue with it but we did a range of things in the lesson. (Charlotte)

It’s one thing after the other, whereas in PE it would probably be one thing and then, like, 15 minutes before we do the next thing. (Christian)

You worked harder because you were doing more stuff. (Cameron)

Those issues raised are interesting as they show that the students want to be active but that ordinary PE might not always cater for this. Surprising is

Cameron's remark which suggests that he was more active in the German fitness lesson than he usually is in PE. At the same time, though, PE will address more theory, an aspect that had been raised earlier when talking about improvements of the lesson. For the students the lack of theory in the lesson does not seem to be a disadvantage but is rather an advantage, as Curtis explains: "Because in PE they sometimes talk a lot and here you just got on with it straight away." Once again, the pace and the intensity of the lesson are regarded as positive and different from normal PE. Enjoyment is another aspect for Curtis for whom the main difference to normal PE was that "It was more fun." When judging those comments one has to bear in mind that it was a one off lesson with no exam or curriculum requirements. The question is whether the students would remain that positive if they had German PE lessons on a regular basis covering a variety of different topics. As Courtney phrased it "it was new, so I liked it" but the novelty factor could wear off if it became a regular feature. The sixth formers raised another interesting issue namely that languages and sport actually have "a lot more in common than people would think," (Christopher). To be successful in CLIL PE, students need to have the ability in both languages and PE. This adds a new challenge to PE and raises the profile of the subject because it makes the subject cognitively more demanding, as the sixth formers stated in the ordering of positives (See figure 20). The sixth formers suggested that the way you learn in both subjects is also similar with repetition playing an important role in improving PE and language skills. To use their words:

Cem: Practice makes perfect.

Christopher: Yeah, exactly. And you can't teach someone how to play football by-

Corinna: One time.

Christopher: You've got to do it practically. Same with German or any other language.

The two areas language learning and PE can therefore be regarded as sharing certain features which makes a fruitful combination possible and helps arguing the case for CLIL PE.

4.4.6 Co-operation

Being the main initiator of the project, all co-operation involves myself with either of the following three groups: languages department, PE staff and sixth

form students. In the languages department, everyone has been supportive but with varying degrees of enthusiasm as not everyone is interested in sport. In the years where two thirds of the year group were involved, other language teachers had to lead part of the active lesson, some of them as non-German specialists. Some were happy to wear sports gear and to be involved while others chose a more passive approach with sitting down on a bench while supervising the fitness stations.

Although the project was initiated by me as a language teacher, the PE staff were very co-operative right from the start. When I approached them and told them what I had in mind, they immediately agreed to work together. We exchanged ideas and resources and decided together on a logical lesson structure. Their input was especially helpful with the aerobics choreography as one of the PE teachers is a dance specialist and suggested to let the students create their own choreographies rather than learning a set routine which worked really well in practice. I as the language specialist translated the resources into German after the meeting and created vocabulary help sheets for students as well as for non-languages staff. Regarding spaces and PE equipment, the PE department was very helpful with giving me access to changing rooms and sports hall as well as organising PE equipment for the fitness stations.

The sixth formers were briefed before the immersion day. As the lesson structure was already decided, their choice was limited to which activity from the plan they wanted to do. Each one was in charge of one warm-up activity and they introduced the fitness stations together. The sixth formers had one lesson available to prepare for the task and think about useful phrases. Their involvement and enthusiasm was great and they encouraged the students during the fitness stations to do their best. During the lessons the sixth formers felt supported throughout as they knew they could turn to their language teacher in case help was required: "But with [our language teacher] being there, we were kind of a bit more confident about it" (Cem). They saw their role as being the link to the younger students as they add "the more younger side of it" and know better what "kids would like to do" (Christopher). Although, they would have liked to have a greater input in the planning process and more time to practice their parts (See figure 21, statements 4 and 5).

4.5 Case D: The Key Stage 4 Model or “Learning in a practical way”

Sample D is a secondary school academy with a sports specialism for boys and girls which has currently close to 1100 students on roll. The majority of students comes from a White British background with a smaller percentage than average coming from ethnic minorities. The number of students with special educational needs is around the national average while the percentage of students who receive free school meals is well below national average. In their latest Ofsted report the school was judged as good. The school’s GCSE exam results were slightly below national average in 2012 with 53% achieving 5 A*-C including English and maths.

The school is spread out over a very large area with the different curriculum areas hosting their own buildings. Being a sports college, the school has a great range of sports facilities such as a multi-purpose sports hall, a dance studio, two sports fields and several Astroturf and hard court pitches. Sport has generally a strong presence in the school with numerous displays and pictures of athletes decorating the walls and the school was selected as Olympics and Paralympics Games Makers for the 2012 games in London²⁸.

During recent years, the school also built a new fitness suite. However, the headmaster felt that it was not used enough and urged departments across the school to think about ways on how to use the fitness suite more widely. Being a gym user himself, David, the head of languages decided to incorporate a practical sequence of lessons into the topic of health and fitness with his year 10 GCSE group. He prepared them in class with vocabulary and basic aspects of fitness training and then spent three lessons in the fitness suite.

The lessons were structured with a warm-up followed by 5 minute sequences on cardio-vascular fitness machines or on weight-training machines. The machines were set in French which meant that the students had to fill in their details in the foreign language before starting the training. During the training sequences, the students had the task to memorise a set of fitness related vocabulary which was pinned up against the wall. In the following controlled

²⁸ The statistical information has been taken from the school’s latest Ofsted report and the school webpage.

assessment²⁹, many of the students referred back to their experiences in the fitness suite and used phrases from the memorising task. As it had been a success with the year 10, the project was extended to the year 8 as an end of year treat with the hope that it will increase the motivation to continue with languages in key stage 4. The project has been trialled in the year 2012 and after being found successful it has been anchored in the schemes of work for the year 8 and the year 10.

For my data collection, I interviewed David over the phone after the first implementation of the project. The year 10 students from the first cohort also filled in student questionnaires. Unfortunately, it was not possible for me to see a practical lesson in action. In the first year, David felt that he was still experimenting as it was the first time he did the project and in the second year he was too busy as he had taken on a new role in school in the meantime and felt that a lesson observation would increase his level of stress. However, he agreed to show me around the school and the facilities on the first day of the summer holidays to give me an idea how his project worked. He also shared with me all the teaching resources he used and some examples from the controlled assessment of his students. Having visited him in the second year of the project adds another dimension to case D as David could show me how the project had developed.

Organisational Aspects
Positive Outcomes
Teaching and Learning
Co-operation
Problems and Improvements
Teacher Persona

Figure 22: Categories case D

²⁹ As part of the current GCSE specification, students have to complete speaking and writing tasks as their controlled assessment which can be done at any point during the course. The teacher sets the task depending on what topics have been covered in class. The students have time to draft their work before completing the task under controlled conditions.

Just like in the other cases, *Teaching and Learning* features as the most prominent category before the categories *Teacher Persona*, *Positive Outcomes*, *Problems and Improvements* and *Organisational Aspects*. Less prominent is the category of *Co-operation* (See figure 22). I will once again present the categories in order of their prominence in the data and describe them by combining the different data-sources.

4.5.1 Teaching and Learning

The sub-categories *language learning* and *content learning* are central to the learning experience in case D as well with *activities* and *learning differently* being the remaining sub-categories. When looking at the student perception, it is interesting to see that the majority of 7 students perceive it as more of a PE lesson while 3 students think it is more of a language lesson and 3 students find it to be both.

The *language learning* happens on three different levels during the project. On the one hand there is the fitness related vocabulary that the students had to memorise while exercising which is aimed at preparing them for their controlled assessment and on the other hand there is the instructional use of the target language. There is also the language that is needed to operate the different fitness machines, like weight, calories, start, stop etc. which the students have to understand and apply in a practical context. Regarding the instructional language, David reckons that he used more French in the PE set-up than in a traditional classroom-based lesson because it is more practical and easier to make oneself understood by linking the language to gestures and actions. Organisational aspects like where to put their bags as well as instructions on how to use the machines are all given in the target language. David acknowledges that the students will not understand every single word but by using the context they will be able to figure out what is asked of them:

They might not have understood the words, some of them, of what I was saying but they were all doing it ... You do get the hang of it. You do recognise, oh that means that and that means that.

Data from the student questionnaires support that the students did not have problems following the lesson in the target language with a majority of 9 students disagreeing with the statement that it was too difficult to follow when the instructions are given in French (See figure 25, statement 1). The students

rather found that they were listening more carefully to the instructions in the target language (See figure 23, statement 6) which is mirrored in David's perception who found the students more "willing to listen". The aspect that students listen more carefully in a CLIL set-up has been highlighted in the discussed literature as well as in the previous cases and can be supported with the findings of case D.

N: 13 year 10 students, aged 15-16 Boys:6 Girls:7	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. It's more fun than normal language lessons.	3	8	0	2	0
2. It's more fun than normal PE lessons.	1	3	1	7	1
3. You learn the language without realising it.	1	4	1	7	0
4. It makes using the language more real.	2	6	0	5	0
5. It is different and new and that makes it more exciting.	1	10	0	2	0
6. You have to pay more attention if the instructions are in the foreign language.	3	7	0	3	0
7. Using the foreign language adds a new challenge to PE.	2	6	0	5	0
8. It is more active than normal PE.	0	3	1	6	3
9. It helped me with my controlled assessment.	1	6	1	5	0
10. It increased my motivation to learn French.	0	2	1	10	0
11. It increased my motivation for PE.	1	3	1	7	1

Figure 23: Results from student questionnaires, closed questions on positive aspects in case D

Regarding *content learning*, the students are actively exercising and learning how to use the cardio-vascular and weight-machines. They are instructed on

how to use the machines safely and learn basic aspects of weight and fitness training like the right balance between exercising and relaxing and that the number of repetitions depends on the weights being used. That the content learning had a real impact on some students is shown by the following student answer to the question what he liked best about the project:

It made me a new fitness timetable so when I go to the wellness centre or any gym I follow that timetable I did in French.

Here, the content learning is found to be relevant and useful beyond the actual lesson. At the same time, fitness and exercising is part of the French unit on health and fitness which makes the PE content relevant for the French topic as well. For David, it is really important that there is this link which integrates PE into the French overall topic because “It wasn’t just a stand-alone thing and it was part of our health and fitness unit.”

The *activities* are designed that they directly link content and language learning. During the warm-up, instructions are given in the target language and students have to react and move accordingly which connects the language to the actual movement. During the 5 minute interval training, the students exercise while memorising vocabulary that is related to the topic of health and fitness. After each interval, students are questioned about the language to check how successful their learning was. David favours the cardio-vascular-machines over the weight-machines as the weight-machines cannot be set in the foreign language. Furthermore, he finds that the weight training is physically too demanding and students are concentrating less on the language side. Language and exercising during the interval training is not directly related but it offers an opportunity of CLIL PE which has been outlined under section 2.2.3, namely that repetitive PE tasks can be upgraded by linking them to a more challenging language task. While being on the cross-trainer, for instance, students are memorising French vocabulary which might take their mind of the physical task so that they can go on for longer. This is a good example for added value of CLIL PE. The students appreciate this as well and the majority of 8 students agree with the statement that the foreign language adds a new challenge to PE (See figure 23, statement 7).

It all comes down to a learning experience in which the students are *learning differently*. David finds that the students “are appreciating that it’s different,” an aspect which is reflected in statement 5 of the questionnaire on positive

aspects. 11 students think the project is different and new which makes it more exciting than ordinary lessons. The question is now to analyse in what way the learning is different. First of all, the students are learning French in a different surrounding, an aspect which is commented on by several students in the answers to the open question what they liked about the project, as this answer shows: “I liked how it was a change and it made you think differently. It’s different from being in the classroom.” Another girl describes it as a “different way of learning” because it was a more relaxed atmosphere. The greater level of freedom seems to be important in the learning experience, as this boy’s answer to what he liked best about the project shows:

It wasn’t in a classroom, we were more ‘free’ and could relax a bit more on the French side of things. It was a nice break from French.

While exercising on the machines, the students learn independently and are in charge of how much they are getting out of the experience. At the same time, their language learning progress is being monitored after each interval, giving them instant feedback on how successful they have been, whether they will have to repeat the section or can focus on the next set of vocabulary. The greater independence in combination with the different surrounding and the novelty factor of the experience seem to increase the students’ enjoyment as can be seen in their responses to the questionnaire. 11 out of 13 students agreed or strongly agreed with the statement that the lessons were more fun than traditional language lessons.

David describes it as “learning in a practical way” which gives the students the opportunity to see “French in a different context” which makes it more relevant to them. One girl picked up on this as well and said that what she liked best was that “it was a more relevant way to learn than just sat in a classroom.” This purpose for the learning in combination with a higher level of enjoyment is key for the success of the project for David and will ideally lead to better results regarding the controlled assessment:

They saw a purpose and they were having fun ... If you like what you are doing, then you tend to gain more for the controlled assessment because you can see a relevance of why you’re doing it.

The positives that can be drawn out of this different learning experience will be discussed in section 4.4.3 with figure 24 showing the relation between the sub-categories from *Teaching and Learning* and their positive outcomes.

4.5.2 Teacher Persona

The role of the teacher seems to be much more central in this case with more data relating directly to David's teacher persona. He has been working as a teacher for 16 years and has been head of languages at his current school for 8 years. His headmaster has offered him now a promotion to be in charge of special needs in his school which David has accepted. Seeing the danger for teachers to be trapped in their own teaching routine, he sees his new position as a chance to change and to further develop and is looking forward to his new challenge:

Language teachers that have done it year after year after year. You know, that's not what I want to be. That's why I want to change and do something different for a little bit.

David does not hold any PE related qualifications but he describes himself as being generally sporty and interested in fitness which he finds adds to his credibility when delivering his sport-language lessons:

I think it's just that I'm interested in going to the gym myself and then, I guess, interested in being healthy and fit and I'm able to tell them that.

The results from the student questionnaires strengthen the point that his PE competence is accepted by the students with the majority of 9 out of 13 disagreeing with the statement that their teacher has not got a clue about PE (See figure 25, statement 6).

One characteristic that sets David apart from other teachers is a strong interest in academia. He completed a Masters in education and wrote his thesis on the topic of motivation, an aspect which he still finds very fascinating which can be illustrated with the following story he told me during the interview. David read a research paper which included a motivational questionnaire that he found interesting. He therefore contacted the author to ask permission to use the questionnaire and conducted his own micro-research project just because of his own interest. His willingness to take part in my research and a strong interest in my research findings underlines this point.

Generally, David comes across as a reflective person who always looks for ways to progress and to improve. He constantly reflects on his own practice and adapts his approach to increase its effectiveness. Trying out approaches that are different and thinking outside the box are two aspects that are central to his

practice and his personality: “In my language teaching I’ve always tried to do different things.” He acknowledges the need to review the different approaches in order to further develop effective practice: “The more you try things that are different, the more you adapt and you reflect what you’ve done and you leave it on, don’t you.” He emphasises the “need to think outside the box,” something that language teachers often forget in his opinion.

His involvement in other projects reflects this thinking outside the box and his innovative take on foreign language teaching. He is, for example, involved in several foreign language trips abroad, regularly invites a representative from BMW into his school to speak about the benefits of learning German and has been doing a French project on *Three Little Pigs* in co-operation with the drama department. In a PE context, this year he also did a module on handball which included two classroom-based and two practical lessons on the Astroturf pitches. For him, the key is to make it more interesting and more relevant to the students and he appreciates the fact that there are many more opportunities to achieve this aim: “I feel that, you know, I could try lots of more, different techniques to see if they would have any impact.” Overall, David comes across as an innovative practitioner with an intrinsic motivation to further develop his skills.

In his current role as head of department, he faces another challenge by trying to encourage his colleagues to adapt an equally open approach: “As a head of department I would like to see more creative stuff going on in the department,” but he often has to face resistance. He feels that some of his colleagues are “engrained in doing the same stuff for years and years” but for him “French isn’t just full of textbooks.” The project is one way of breaking out of the normal routine and of giving the students more freedom and independence which is something that David finds teachers are not offering enough to their students: “There’s that element of freedom and independence that we don’t necessarily give them enough of.”

4.5.3 Positive Outcomes

As in the other cases, *motivation* is one of the central themes when looking at positive outcomes of the project but it occurs alongside the new sub-categories *teacher development*, *recognition* and *controlled assessment*. David observed

that the students showed a greater level of *motivation* during the practical lessons:

I thought it was really good to see how motivated some of the students were that weren't necessarily motivated in the traditional type of lesson and they were also willing to listen to what was being said to them and also willing to have a go and trying to use some of the language themselves.

According to David, the reason for the change in motivation is due to the immediate relevance of the language as they are using it for a real purpose like operating the fitness machines in French or dealing with specific issues of a PE lesson:

Their motivation was very different to how they perhaps are sometimes when they don't quite see the point of learning 'I've hurt my back' and 'I've got a sore throat' etc. The relevance of that is kind of instant ... when you go into a facility like that and you have to use the language to use the machines.

The increased relevance and authenticity of the language is reflected in the students' answers in the questionnaire with 8 thinking that it makes using the foreign language more real (See figure 23, statement 4).

What is interesting, though, is that the answers from the student questionnaires are ambiguous regarding the potential increase of motivation for language learning. Only two students agreed with the statement that it increased their motivation to learn French while 10 disagreed with the statement and one student remained undecided. Interestingly enough, more students found that it increased their motivation for PE. At the same time, the majority of 11 students thinks that the practical lessons are more fun than normal language lessons (See figure 23). Enjoying the lesson does not seem to be enough reason for the students involved to state that the project raised their levels of motivation for French. Although, one possible explanation could be that the students are already motivated to learn French, regardless of the project. Given the discrepancy between the teacher's perception and the student answers, I will speak of a potential to increase the students' motivation for language learning in the context of case D.

What is different about case D is that it does not only focus on student motivation but takes teacher motivation into account as well, as the following remark of David demonstrates: "To see some of these students and how they act in a different setting, it's kind of really motivating." Doing unusual projects

that provide a different learning experience for the students can have a motivational effect on teachers as well as it means breaking out of normal teaching routines and seeing students in a different setting where they enjoy learning.

The aspect of an increased teacher motivation is closely related to *teacher development*. Having done the project for a second year, David finds that he has grown in confidence when delivering the language lessons in the gym and that he has acquired more PE teacher specific skills:

[I've got] more confidence to deliver things. Knowing what goes wrong. I mean you're learning all the time when you do PE and it was kind of sharp, a very sharp learning curve.

Regarding his role as a language teacher, he thinks that following the different approach "makes you review things differently what you do in the classroom" so that as a result of the project he wants to include more motivating and kinaesthetic techniques in his every day teaching. Regarding his new role, he believes that the project helps him to prepare for his new tasks as it triggers thinking outside the box, a characteristic he finds vital when working with children with special educational needs:

I think in terms of behaviour and understanding children it kind of does make me think – because that thinking outside the box is really useful when you're working with vulnerable students and students with difficulties. You can't follow the normal path because it won't work.

But it was not just David who developed professionally through the project. As students talked about the project and other classes requested from their language teachers to take them to the gym as well, David finds that it makes his colleagues, who were not initially interested in the project, think differently, too. David describes this feature of motivating other colleagues to try a more unconventional approach one of the best outcomes of the project:

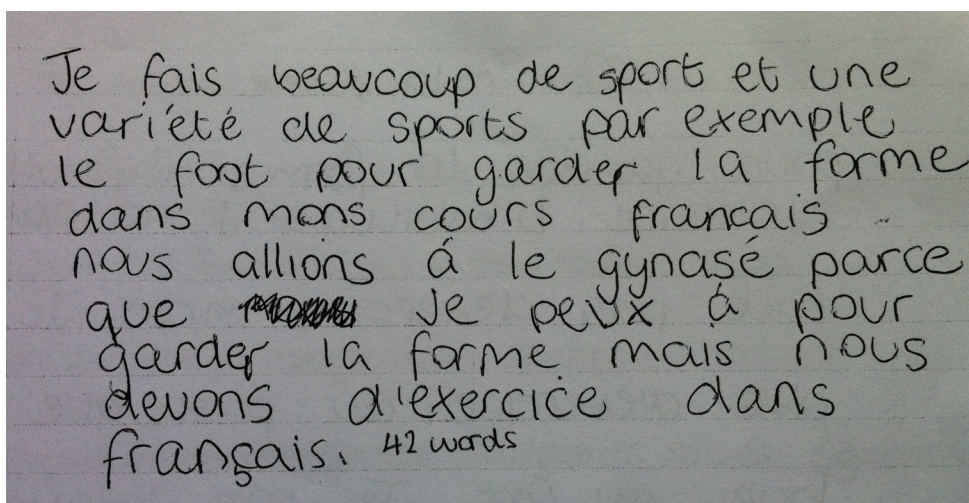
I think it was actually inspiring reluctant, perhaps slightly reluctant teachers to actually come out of their comfort zone.

Getting *recognition* is the third positive outcome of the project. David found that parents were talking positively about the project and he also received positive student feedback with students thanking him at the end of the lesson as the following quote shows:

And some of them said 'thank you for that. It was a really good lesson. I really enjoyed it.' Which is quite unusual for children at our

school to say actually. You never get that feedback, how I really enjoyed it and how it was good. So that was quite interesting.

On a different level, the project received recognition from the head teacher who initiated to write an article about the project in conjunction with the equipment provider of the fitness suite and the article was published on the TES³⁰ website. For the fitness company it presented an opportunity to advertise a special feature of their machines, namely that the machines can be set in different languages while the school saw it as a way of raising their profile and getting known beyond their region. The project can therefore be argued to have a much wider impact as it is used for school political purposes as well.



Picture 1: Excerpt of one student's controlled assessment

Improved results in the students' *controlled assessment* is another positive outcome. After all, one of the main purposes of the project for David was to prepare the students for their controlled assessment, a process which he finds that his students perceive as "hard work and they're not necessarily interested in trying to learn the words." The project can help with the controlled assessment on two levels. On the one hand, they can use the phrases that they learnt during the interval training and incorporate them into their writing, an aspect that one girl judged to be the best feature of the project: "They taught basic phrases which then helped me for writing my controlled assessment". The different learning experience can be regarded beneficial in this process. On the other hand, they can benefit on the content level by referring to the whole experience of exercising, an aspect which is relevant to the task of describing

³⁰ TES is an online network for teachers which features among other things job adverts, teaching resources and articles about good practice.

their own healthy lifestyles. Picture 1 shows an excerpt on how one student has incorporated the French fitness training into his work.

David sees his point proven as he had not forced the students to use the phrases or to refer to their French lessons in the gym for the writing task but many of them did nevertheless:

There hasn't been a 'you must write about this in your controlled assessment' but some of them obviously thought the work was relevant to the task.

Generally, David could see an improvement particularly in the work of weaker students and he found that the different learning experience seemed to have made it "easier for them to learn."

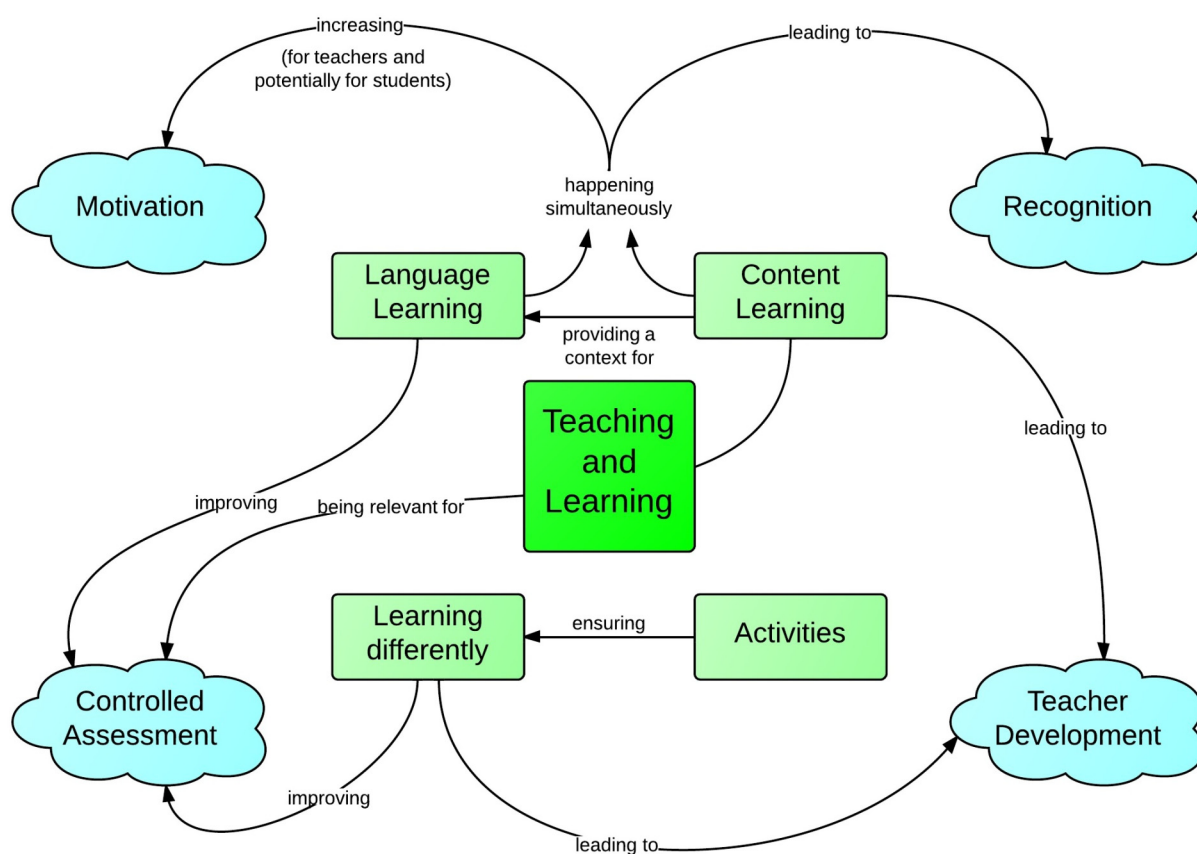


Figure 24: Relation between the categories Teaching and Learning and Positive Outcomes in case D

Figure 24 shows an overview of the positive outcomes and how they relate to aspects of teaching and learning. While language learning is central in cases A and B, it is interesting to see that content learning occupies a more central role in case D. Sport provides a context for the language learning and PE skills and language competences are acquired simultaneously. This way, higher levels of motivation and recognition of the approach are achieved. The PE content also

proves relevant for the controlled assessment and teaching in a sport context helps the teacher to develop PE related teaching skills.

4.5.4 Problems and Improvements

One problem that David faced in the first year of the project was getting the technical equipment to work. By intending to show French words and phrases on the screens of all the different machines, he wanted to use a function of the equipment that the PE department had not used yet and did not know how to use either. In the first year this problem could not be resolved and David got around it by pinning the words and phrases that he wanted his students to memorise on the wall. However, this increased the preparation time before each lesson as he had to get to the fitness suite early to put up all the posters. For the next year, David managed to get the machines working so that the words and phrases would show on the screens. Nevertheless, connected with using the equipment, there is always the fear that something would not work or that one would be faced with an irresolvable problem.

Time is another problematic issue connected to the project as David finds the preparation of the project time-consuming and energy-zapping:

I mean it is demanding as a teacher because you got to really be prepared ... You can't just come in and wing it because it's not going to work.

A project like this increases the workload at a time of the year when there are lots of things going on like school trips and the energy levels of teachers are generally running low. Furthermore, as a teacher, one feels pressurised when it comes to exam results and is always wary of wasting lesson time. A project like this could be a potential risk. David is aware of this, as the following remark during my field visit shows:

I thought there got to be a purpose for what we're doing. There can't be kind of wasted time because you're kind of pressurised and you only have the two hours a week.

Having a clear purpose for the project is his solution to avoid wasting time with his exam class. However, the students do not always understand this purpose and David is aware that it has to be explained carefully to them. The results from the student questionnaires regarding this point are interesting as 7 students, which is half of the group, agreed or strongly agreed that they could have used the time better for traditional French lessons in the classroom (See

figure 25, statement 7). One boy also requested when being asked what could be improved about the project “Have more of an aim rather than workout and then answer random questions” which shows that not all of the students seem to have understood the intended purpose.

A surprise for David were the students’ fitness levels because they weren’t “as good as I thought.” The students’ responses in the questionnaires reflect this with 5 students agreeing with the statement that it was too exhausting at times (See figure 25, statement 2) and three students specifically mentioned tiredness caused by exercising as something they did not like about the project, as this answer by a boy shows: “It was too much hard work and I was absolutely knackered.”

N: 13 year 10 students, aged 15-16 Boys: 6 Girls: 7	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. It's too difficult to follow when the lessons are done in the foreign language.	0	3	1	7	2
2. It was too exhausting at times.	0	5	0	7	1
3. It was a bit artificial to use the foreign language.	0	4	0	9	0
4. The foreign language distracts from the actual sport activity.	0	5	1	3	4
5. The language spoils the fun of the actual sport activity.	4	1	0	5	3
6. Our language teacher hasn't got a clue about PE.	1	3	0	9	0
7. We could have used the time better for normal French lessons in the classroom.	1	6	1	2	3

Figure 25: Results from student questionnaires, closed questions on negative aspects in case D

As a teacher who likes sport, one has to bear in mind that not all students like PE which the following answer of one girl to the open questions demonstrates:

It seemed really forced. Not many people expect this in a French lesson. Not many people actually like PE, so they couldn't be bothered.

This feeling of "couldn't be bothered" was picked up by two other students who criticised that not all students participated and one girl mentioned behaviour issues: "Some students thought of it as a mess-about French lesson because it was different." This is an interesting point as so far the aspect of being different about the sport and languages projects has mainly been perceived as something positive. However, the new setting can also have a negative effect on student behaviour because of it being different and the students are not used to it.

Overall, though, David finds that the positive aspects make it all worthwhile and outweigh the problems:

You kind of know that those are the difficulties and you know what you got to address and for me it's the end-result, really. The fact that I'm giving students an opportunity that they might not have. So that kind of outweighs the issues that I might face.

He acknowledges that his project is not perfect yet and sees the project as a chance to further develop: "It's not amazing on occasions but I know what to do better." As pointed out in the previous section on teacher persona, it is part of his professional personality to always look for improvements which the following remark demonstrates: "So I think, the more I do it, the more I get better at realising, well, how I would do it next time". He is aware that he needs to be more careful with explaining the purpose of the project to his students and he sees room for development in making the students use the foreign language more actively themselves. He also sees the possibility of adding more of a PE objective by, for example, analysing the data from the machines after the completed exercise. For this aim he would have to once again overcome the difficulty of dealing with the technical side of the equipment as he does not know how to print off the data from the machines yet. David sees another possibility of extending the project beyond the gym, an aspect which would be appreciated by some of his students, as this remark of a girl shows: "Don't just limit them to the fitness suite. We could have done dance or other activities as well." Other students' suggestions for improvement were a greater focus on French and "less pressure for exercise so we can think about French" and a

higher level of interaction or group work which would make the work more interesting. To use the words of one boy: “We all did the work separately = dull.”

4.5.5 Organisational Aspects

To secure the future of the project, the topic of health and fitness has been put into the schemes of work for year 8 and year 10 for the summer term. At this time of the year there are more opportunities to get access to PE facilities with exam classes gone and PE using more of the outdoor spaces. Nevertheless, the summer term tends to be more disrupted with extra-curricular events and activities and due to time-pressures David took the year 10 class only three times into the gym and not four times as originally planned. When it comes to class sizes, David has not had any groups with more than 20 students in the fitness suite yet. He is aware that if he wanted to take a bigger group in, he would have to adapt the approach:

I think I just have to think about the numbers that you involve because if this is a really big class, especially going into the gym, you will have to think about how that'll work.

Teaching in the gym, David acknowledges: “It is a different setting” and one has to deal with aspects such as forgotten PE kit or PE reluctant learners who use minor illnesses and injuries as excuses not to join in, what he, emphasising with his PE colleagues, refers to as “a PE teacher’s nightmare.” His students would change in the toilets and not in the changing rooms which is not ideal but it seemed the easiest solution because the changing rooms are further away and no further arrangements had to be made with the PE department. Regarding PE kit, David makes a point by being a good role model as in his opinion, wearing PE kit himself shows the students “that you mean business.” He also joins in with the warm-up and is generally actively involved in the activities to further motivate the students. He feels that this had a positive effect on his students:

What they find was quite important was that I would change ... and that kind of made them want to do it because they knew that I was going to do it and I was going to warm up and I was going to have a go.

The aspect of being a sports college is important within the context of case D as well. The project had been encouraged by the head teacher and ties in perfectly with the overall ethos of the school. An enterprising culture and a strong

presence of sport can be felt across the school which is also reflected in the glossy school magazine *Personal Best* which appears twice a school year and reports on different school events and students' achievements. The language-fitness project presents a great opportunity of embedding their sport specialism within the language curriculum.

4.5.6 Co-operation

Co-operation appears to play a less important role in this case than it did in the other cases. The project evolves around David who organised it by himself. Some support was given by the PE technician who showed him how to set the machines in French:

The PE technician did come in right at the beginning, he obviously talked me through and he talked through some of it before and I kind of knew where to turn if I had a problem.

The PE department as such is very supportive of what David is doing and access to the sports facilities is no problem but the PE staff has not been involved in the planning or delivering of the project. However, David would wish to co-operate more between the departments:

But I've always thought that there's a lot more potential for languages and sports, really. To be honest, much more than we do.

He sees great potential in future co-operations with the PE department as some PE staff speak French but for the time being time pressures have limited the development of further projects.

In his own department, as head of languages, he tries to encourage his colleagues to follow a more active approach to language teaching but finds it hard at times as they are older and sometimes stuck in their ways. He acknowledges that "we're not all into that" and that not everybody is confident enough to lead a language lesson in the gym. Nevertheless, he took the class of one his colleagues into the gym and showed her how the project works which made her more open to the approach. He has also included teacher trainees and language assistants in his project and used their expertise in the cases when they were coming from a sports background.

4.6 Additional Data

To accompany the data from my case studies I interviewed three other people who I consider experts in the linking of language learning and sport. In this

section, I will introduce each expert and outline how their perspective enhances the study. Furthermore, I contacted language teachers in England through an internet forum to gather more perspectives on CLIL within the English educational system.

4.6.1 The Primary Perspective

All the cases are set in a secondary school. To add the primary perspective, I interviewed a primary teacher, Paul, who teaches the entire PE curriculum through Spanish for the years 3 to 6 in his school. Having a range of PE qualifications as well as a languages degree, Paul taught sport through English abroad and believes the approach to be very effective. When he came back to the UK, he looked specifically for jobs to teach sport and Spanish in combination. As the primary curriculum is more flexible, the implementation of CLIL PE seems easier than in a secondary school. Nevertheless, he encountered problems like a lack of support within his school as well as a lack of co-operation between different schools to share good practice.

His views are valuable for my study for several reasons. First of all, he provides the primary perspective on language learning which will help to look into aspects like transition and consistency of learning across the schools. Secondly, holding PE as well as language qualifications sets him apart from the other interviewed teachers who were only language teachers. Thirdly, having worked abroad and experienced education in a different set-up, he offers an outside perspective on the English educational system which renders him more critical as he has seen an alternative approach to education.

4.6.2 The Football Club Perspective

I also interviewed Manu who works for a premier league football club who runs an extensive educational programme which covers different subject areas from literacy and maths to history and business studies. Key of their educational programme is to link the different subjects to football and their football club to raise learners' motivation. They also run an award-winning languages programme which uses their own multi-lingual professional footballers to encourage students to learn foreign languages. Their concept is to have 90 minute sessions, like a football game, with a 45 minutes language lesson followed by a 45 minutes football session. All the language is related to football

and their club's professional footballers. Vocabulary from the language lesson is ideally reinforced during the football session. The course is flexible and participating schools can incorporate it in their curriculum or run it as an after-school or holiday club or during progress weeks. As a reward, students are invited on a stadium tour at the football club during which they engage in further language related activities.

Originally, the football club was intended to be another case but I encountered problems with finding a school who was taking part in the programme and would be willing to participate in my research. One school showed an interest in taking part but then struggled to get enough students to take part in the programme as they run it as an after school club. As I only found out about this at a later stage in my research, it was not possible to find another school on such a short notice. Nevertheless, the interview with Manu is very valuable and I did not want to omit it from my research as he offers a non-teacher perspective on language learning in general and the combination of sport and languages in specific.

4.6.3 The Language Adviser's Perspective

When I visited the school of case A, I was introduced to Linda who works as a language adviser in that particular county. Leading on to the London Olympics, she had been involved in publishing a resource which presents a range of activities to teach languages in a kinaesthetic way. Furthermore, she has worked together with schools to implement CLIL modules in a range of different subjects. I therefore regard her view on CLIL PE as very valid and she offers another non-teacher perspective on the matter.

4.6.4 Perspectives on the Term CLIL

As none of the teachers in my research was using the term CLIL for their languages and PE projects in their schools, I wanted to find out how other teachers feel about the term and who is actually using the term. I used a new CLIL forum set up by the *Association for Language Learning* as well as the alumni forum of the CfBT Education Trust to gather more views on the term via email and seven languages teachers got back to me. The replies cannot be regarded to be representative but they will widen the findings from my case studies and offer a tendency of how the term is perceived.

5 Discussion of Findings in the Wider Context

Looking at the findings from the four cases and at the additional data, I will now discuss three aspects in more detail. I settled for these three aspects as they are relevant in the context of each case and are issues that lie at the core of these CLIL PE projects. At first, I will look at the use of the term CLIL and how the different professionals from my study understand and perceive the term and the approach. After all, the term CLIL features in my title and the literature of my theoretical section deals at length with the approach. However, the professionals in my study actually did not use the term for their projects and I want to investigate their reasons for not using the term and what they generally think of the approach. Secondly, I will look at the relationship between sport and language learning in the different projects. In each project, it was the language teacher who initiated and delivered the project while mostly language objectives were pursued. I will discuss more closely what the implications for the subject PE are because of this language focus. Thirdly, I will look at the most dominant category in all four cases, namely the category *Teaching and Learning*³¹ and I will investigate what aspects of teaching and learning make the learning experience so special in a CLIL PE set-up. Motivation and kinaesthetic learning are singled out as the deciding factors which will be discussed by linking the relevant literature to my findings.

5.1 CLIL in Practice: Perceptions of the Term and the Approach

Looking at the title of the research, CLIL in PE, it is interesting to note that none of the teachers involved in my study used the term CLIL to describe their languages and sport project. This raises the question whether the different projects would actually qualify as CLIL. As discussed under 2.1, the essence of CLIL is the combination of content and language learning with the content being PE in the research project. As the term is flexible, I will now look at how the teachers from the cases understand the term and whether they judge their

³¹ See appendix H for a juxtaposition of the figures from each case that show the prominence of the different categories.

projects to qualify as CLIL. I will then look at the use of the term CLIL in a wider context by including my additional data.

Looking at David from case D, his understanding of the term CLIL reflects his position as a language teacher as he sees it as a tool for learning languages. He defines it as

Teaching the language through another subject, so for instance geography. Teaching the geography curriculum through French, for instance, or history.

His definition sees CLIL happening outside language lessons and puts the subject content at the core. Nevertheless, by seeing it as *teaching the language through another subject* as opposed to *teaching a subject through another language*, he puts language learning first. When being asked if his project classifies as CLIL, he thinks: “It could be CLIL. I guess because I’m still in the process of setting it up, experimenting myself, I wouldn’t class it as that yet.” What does not make it CLIL yet in his opinion is his agenda, namely the preparation for controlled assessment as part of the language exam. To make it a CLIL project, he is aware that he would need to add PE objectives as well and sees possibilities for achieving this by further analysing the data from the fitness machines to learn, for example, about blood-pressure and heart rates while exercising. Concerning the use of the term CLIL, he does not see a benefit in using it with the students because “for them it’s French or German, that’s their lesson” and CLIL is just “a term, isn’t it, that they’re quite easily going to forget quite quickly.”

In case C, my own school, I also did not use the term CLIL to refer to my project with students and parents as I did not see a benefit in the use of the term. However, I do believe that the project classifies as CLIL as it contains language as well as PE objectives. Being taught as part of the immersion day, it falls in a grey zone and does not strictly speaking take up either languages or PE lesson time. The set-up in this case underlines its characteristic of being a cross-curricular approach.

Bridget from case B understands CLIL as “me going and teaching a lesson, an ordinary PE lesson, in Spanish.” However, she acknowledges that CLIL can also happen in language lessons when certain themes from geography, for instance, are explored. She sees the benefits of CLIL in making the learning interesting and regards it as one approach among many to achieve this.

Judging her project, she finds it to be “very much on the borderline of [CLIL]” as her project uses PE themes but is still happening during language lesson time while having a language agenda. She also does not use the term CLIL with the students.

Angela from case A did not know the term CLIL but after an explanation of the term she realised that she had come across the approach as a parent because her children’s school is doing CLIL in music and history:

So, yes, I didn’t know it had that title. So not from personal experience, as in my teaching, but I know it from my children’s experience.

It is interesting that Angela as a language teacher is not aware of the term as so far it seems that only language teachers know and use the term. Less surprising is the fact that she did not know the term as a parent even though her children are doing CLIL in their school which underlines the reluctance of (language) teachers to use the term with children and parents. Being asked whether her Language Olympics Day could classify as CLIL, Angela replies: “I think it could do. I don’t think today it did because there was too much English.” For her, the essence of CLIL comes down to the instructional language being in the target language rather than having PE as well as language objectives.

The problem with the term CLIL seems to be in England that it is not commonly used and the wider public is not aware of the approach or the term as such. Paul, the primary school teacher, sums it up by saying: “It could be any acronym, really.” The email responses from other language teachers support the suggestion that only language teachers know and use the term, especially since it features frequently in professional development and teacher training courses. It is felt that teachers from other subjects and the wider public do not understand the term and that schools choose alternative descriptors to communicate with parents and the wider public as terms like “immersion or bilingual learning are more readily understood,” (email response). Another term mentioned in the emails is *Integrated Language Learning* which was an initiative for primary schools funded by the Teaching Agency and has therefore been used in some schools. A general dislike of the term CLIL can be felt, as this email response shows:

I think CLIL is a great idea, but a poor acronym. It's not a word, and means nothing to people who don't already know what it means.

While other respondents describe the term as “a bit clumsy” or even “ugly”, it is also interesting that the new CLIL forum of the *Association for Language Learning* does not call it CLIL but chose the label FLAME which stands for *Foreign Language As a Medium of Education*. One email respondent does not particularly like the term CLIL but thinks it is convenient because “the acronym CLIL is widely used in Europe.” This is an interesting point as the term has been around for decades now and is widely accepted in Europe while it is still scarcely used and known in England. It feels that the approach and the term have no chance to become more popular in England if not even the language teachers use it for their projects. Even though that FLAME might sound brighter than CLIL, by not using the term CLIL as their label it might be that an opportunity has been missed for reinforcing a more common use of the term CLIL.

On the other hand, there lies the question if the use of the term CLIL is actually of importance, as long as the practitioners are using the approach. All four cases in this study show innovative practice that can be classified as CLIL. Not using the term for the projects does not devalue their positive outcomes in any way. However, on the European mainland, the term CLIL (or the equivalent in a country’s official language) is often used as a selling point by schools and educators and the wider public is aware of the approach. By not having a descriptor that is commonly used for the approach, it seems to be difficult to make CLIL more widely known and accepted.

There is the general feeling that we in the UK are lacking behind when being compared to our neighbours on the European mainland regarding foreign language learning: “We are not as far ahead as Europe,” (email response). Manu who co-ordinates the languages programme of the premier league football club shares the view that we are not doing as well as we could when it comes to language learning in the UK: “Languages is sort of pushed to the side rather than integrated in this country.” Paul, the primary school teacher, feels very strongly about this as he has worked abroad and seen the approach implemented successfully there:

Nobody is really doing [CLIL] in the UK [...] There’s a handful of state schools but they are working entirely on their own. Because the state of languages in the UK is appalling.

For him, a lack of co-operation between the different practitioners is an issue as good practice is not shared and the different teachers work in isolation and do not know what else is happening in the field in the country. For the languages and sport project in his primary school, he tried to link up with different institutions to get support but feels like a “one man show” at the end of the day as he criticises the missing overall link between the different CLIL schools. Bridget from case B ensured me during my second visit that she was very interested in my findings as she would like to know what other schools are doing as well and shares the criticism of a lack of co-operation between different schools. It will be interesting to see whether the new FLAME forum can help to link more CLIL schools and practitioners.

Exam pressures are given as the reason that keeps many teachers from implementing more CLIL and CLIL type projects across the curriculum as this email response suggests:

I think the pressure for the GCSE results and the workload (marking included) makes almost impossible to convince other colleagues to try to include some CLIL into the schemes of work.

Bridget from case B would love to try out more CLIL but sees it as near impossible to have CLIL more widespread across the curriculum as long as there are league tables involved to rate teachers' performance:

Nobody is going to give up, you know, their lesson time to – oh, let's see if we, let's do this maths lesson in – I'd love to go and try to do something like that but I just don't think that it'll ever happen ... If they got rid of league tables, we'd be happy people. We'd be such happy people, wouldn't we?

Exam pressures can therefore be seen as the biggest obstacle for more widespread CLIL in English schools. However, there is still the opportunity for incorporating CLIL into language lessons which Linda, the language adviser, sees as a great opportunity for making the learning more relevant. For her, exam and time pressures are of secondary importance as she strongly believes in the approach and thinks that the results will come automatically because the learning experience will be more interesting and motivating:

I mean, you get the occasional cry from secondary teachers, there's not enough time in the curriculum but I would argue that you make time and they will get better engaged and motivated and therefore fulfil all the other criteria that you want from them that will get their grades. It's chicken and egg, isn't it. Getting them to understand that.

Her bottom line is that teachers have to be more courageous and try out the new approach to see whether or not it will be beneficial to the students' learning just like David from case D did with his year 10 group. At the same time, though, as a language adviser she is in a different situation than the teachers as she does not have to account for exam results.

5.2 The Relationship between Sport and Languages: The Instrumentalisation of Sport

Zydatið (2012, p. 18) quotes some criticism on CLIL in his article with subject specialists from the field of history showing concerns that their subject is instrumentalised for the purpose of language learning while questioning that the content is learnt sufficiently in a CLIL set-up. This criticism could be portrayed onto the cases in my study because all the projects have in common that they follow first and foremost language objectives with only the project in case C phrasing a PE objective as well. Generally, sport is used to make language learning more interesting and more motivating by embedding it in a PE context. We could therefore speak of an instrumentalisation of sport for the purpose of language learning.

The question, however, is whether this should be regarded as a problem. None of the projects uses PE curriculum time but the projects use language lessons (case B and D) or time that is neither language or PE time (case A and C). The curriculum time of the subject PE is therefore not affected at all. On the contrary, the projects offer an opportunity to link PE with other areas of the curriculum, an aspect which is specifically mentioned in the former PE programme of study under the section *Curriculum Opportunities* as quoted in section 2.2.1. It could therefore be argued that no harm is done to the subject PE at all but that PE rather benefits from the projects as it increases time for sport on the curriculum.

However, a different problem emerges, namely the absence of PE staff in the execution of the projects. All projects in the study are initiated and delivered by language teachers and in case A and D, PE staff had not even been consulted in the planning stages of the projects. David from case D sees himself as sporty and is an experienced gym user himself but Angela from case A admits to be very unsporty. Nevertheless, she embarks upon a languages and PE project

without seeking expert advice from her PE colleagues. Rink (2010, p. 2) acknowledges: "A misconception often exists that teaching physical education is easy, or at least easier than teaching any other content." Taken this thought even further, it seems that people believe everyone can teach PE. However, PE is a complex subject just like every other subject and only because it is practical in nature does not mean it is easier to teach. Its practical nature rather increases the challenge and requires careful planning to create rich learning experiences to address the three key parts psychomotor objectives, cognitive objectives and affective objectives as discussed in section 2.2.1. It is questionable if teachers who are not specifically trained to teach PE can reach these goals sufficiently. Paul, the primary teacher, feels very strongly about this and believes CLIL PE to be a specialist job:

Because you can't ask a non-specialist to do it. It's absolutely impossible. I mean, I talked to friends of mine who might speak Spanish but are not confident in PE or they might be good in PE but they don't have the language. Combining the two is a specialist job.

This underlines the point that not everybody can teach PE and not everybody can teach CLIL PE. Furthermore, as Rink (2010, p. 52) points out, the learning environment has to be safe. Even though that Bridget from case B believes questions of health and safety come down to "common sense," one has to acknowledge that PE teachers are specifically trained to teach their subject in a way that ensures the well-being of the students which includes training in first aid. Not being used to the different learning environment in a PE context could mean that teachers are misjudging situations or tasks which could make it unsafe for the students.

In conclusion, there is not enough PE expertise involved in the planning and execution of CLIL PE at this stage which means that the full potential is not reached yet. I regard the instrumentalisation of sport for the purpose of language learning not as a problem in the presented projects as it increases the time for PE on the curriculum while language learning benefits from it. However, what I see as a problem is that PE objectives are not taken into account which makes the projects less valuable from a PE perspective. Of course one could argue that any movement is good movement but why not try and create a rich learning environment for PE as well as for language learning when embarking upon a language and sport project. This way one would get closer to reaching

the full potential of CLIL PE. Of course it will be difficult to find teachers who are equally qualified to teach languages and PE but a closer co-operation with PE staff could ensure that PE learning objectives are integrated in the languages and sport projects.

5.3 Teaching and Learning

Teaching and learning is the dominant category across the different cases. Not all projects might count strictly speaking as CLIL as discussed under 5.1 but they all link language learning with movement which can be regarded as content learning in a PE context. The relation between language learning and content learning varies across the different cases. In case C, language and content are learnt simultaneously while following language and PE objectives. In case D, language and content are also learnt simultaneously but with the purpose of preparing for the controlled assessment which is part of the language GCSE exam. Nevertheless, the PE content is still relevant as it links in with the language topic of health and fitness. In case A and B, the main aim of the projects is to foster language learning and the PE content is used to provide a context and a purpose for it³². Nevertheless, the common ground across the different projects is the link between languages and movement. Based on the findings from the different cases I want to make two propositions to explain why the learning experience during the projects is perceived as so positive by students and teachers alike. Firstly, the projects offer the opportunity for kinaesthetic learning, a learning style which is often neglected in the set-up of a classroom. Secondly, the projects contain a variety of features which are considered beneficial in the context of motivational theories. In the following, I will explain both of these propositions in detail.

5.3.1 Kinaesthetic learning

Kinaesthetic learning in a nutshell means the learning through active experience or participation as opposed to auditory learning (learning by listening), visual learning (learning by reading), tactile learning (learning through hands-on work), group or individual learning (Peacock, 2001, p. 1/2). I want to

³² See appendix I for a direct juxtaposition of figures from each case that show the relation between aspects of teaching and learning and their positive outcomes.

suggest that the kinaesthetic learning style is underrepresented within our every day school life. Support for this can be found in Gardner's (1993) work on multiple intelligences. In his original version, he suggests the existence of six different intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinaesthetic and personal. At a later stage he slightly re-named and restructured the intelligences to come to a total of nine intelligences (Gardner, 1999). Regardless of the actual number of intelligences, the idea is that the different intelligences exist alongside each other and build on each other. Every person has the ability to develop each intelligence to some extent but factors like education, training and also natural talent and interest mean that certain intelligences might be further developed than others (Gardner, 1993, p. 294). However, he argues that our school system favours certain intelligences over others:

The modern school places increasing premium on logical-mathematical ability and on certain aspects of linguistic intelligence, along with a newly found premium on intrapersonal intelligence. The remaining intellectual capacities are, for most part, consigned to after-school or recreational activities, if they are taken notice of at all. (Gardner, 1993, p. 369)

At a later stage he even speaks of a neglect of the remaining intelligences. Obviously, his work dates back a few decades and schooling has changed to a certain degree but it remains a fact that the bodily-kinaesthetic intelligence (alongside musical and spatial intelligence) are underrepresented and possibly undervalued in our school system in favour of the linguistic and logical-mathematical intelligence. Proof for this can be seen in current school-political developments in Britain: the introduction of the English Baccalaureate puts emphasis on maths, science, English, foreign languages and humanities such as history and geography, each of those subjects belonging mainly to the two dominant intelligences.

Looking at different learner styles, there is consensus that learners tend to prefer certain styles over others (See for example Gilakjani, 2012; Kyriacou, Benmansour, & Low, 1996; Peacock, 2001). Peacock (2001, p. 15) suggests that "a mismatch between teaching and learning style causes learning failure and frustration." Comparing his findings with other studies, all based within the context of university students learning English, he discovers that kinaesthetic learning is named as the preferred learning styles by the majority of the

students. Whether this self-judgement by the students is adequate or simply states the learning style they enjoy most is a different question but what Peacock draws from this is that teachers should become aware of their students' preferred learning style(s) and then try to adapt their teaching style accordingly to meet the needs of the students and avoid frustrations of the learners (Peacock, 2001, p. 15). Taking into account that any given class of learners hosts a mixture of preferred learning styles, Kyriacou et al. (1996, p. 23) advocate that teachers should use a variety of learning activities as this "ensures that all pupils will be taught their preferred style at least some of the time." However, they also warn that students should not "over-rely" on their preferred style. This means for teachers that they should not just try and match their students' favoured learning style but rather support them "to develop their repertoire of effective approaches to learning." Once again, a balanced approach that addresses a variety of teaching styles seems most appropriate.

Relating these ideas to my data, the majority of students perceived the learning during their language and sport projects as different to their normal learning experience, supporting my earlier suggestion that kinaesthetic forms of learning (as well as the bodily-kinaesthetic intelligence) are less frequently used than other learning styles (or intelligences). As a consequence, this means that preferred kinaesthetic learners run danger of being disadvantaged. The language and sport projects, however, offer an opportunity for those learners to learn in their favoured learning style. For the learners who prefer other forms of learning, it presents an opportunity to experience a different form of learning to further build up their range of learning strategies. Bearing Kyriacou et al.'s (1996) suggestion of the application of a variety of teaching styles in mind, this would also mean that the kinaesthetic approach would not be suitable as the only approach for language learning but should work alongside other teaching techniques. This is in line with the view of the sixth formers from case C who thought the CLIL PE fitness lesson to be great as a one-off but would not want such an approach for their ordinary language lessons all the time.

To sum up, the different language and sport projects appeal to the students because they seem different as they feature a kinaesthetic learning style which is often neglected in the every day school life. Applying this learning style permanently, though, would push other forms of learning to the side. A

balanced approach that addresses a range of different learning styles seems ideal and projects like the ones presented in this study could be used as short or medium-term projects when the teacher wants to follow a more kinaesthetic approach.

5.3.2 Motivation

Across the different cases, motivation is named as one of the main positive outcomes. The interesting question is what motivation actually means and what aspect(s) of the teaching and learning triggers this increase in motivation. Motivation is a complex term with various disciplines offering contesting definitions and theories. It is beyond the scope of this work to go into detail on the discussion of different motivational theories³³ and I will follow a more practical approach to the term as presented in Dörnyei (2001). According to him, “Motivation explains *why* people decide to do something, *how hard* they are going to pursue it and *how long* they are willing to sustain the activity,” (Dörnyei, 2001, p. 7, italics in the original quotation). Acknowledging that not everybody is equally motivated, Dörnyei (2001, p. 25) believes that most students’ motivation can be increased or at least worked on through quality teaching. Although, what the correct measures are to increase students’ motivation is difficult to determine. In his book, Dörnyei (2001) describes a range of different strategies to increase motivation for language teachers which he divides into the sections (a) Creating the basic motivational conditions, (b) Generating initial motivation, (c) Maintaining and protecting motivation, and (d) Encouraging positive retrospective self-evaluation³⁴. However, he stresses that there is no ultimate solution and that not all strategies need to or even can be combined at once. It is rather a question of applying and testing different strategies to see what works for different teachers and classes. I will now use his strategies for analytical purposes and utilise them to locate the aspects of the sport and languages projects that most likely triggered the increase in students’ motivation. By so doing, I am not going to refer to every single

³³ See Dörnyei (2001, p. 10/11) for an overview of contemporary motivation theories in psychology.

³⁴ See Dörnyei (2001, p. 29) for an overview of the different components of motivational teaching practice.

strategy that Dörnyei mentions but only the ones that I consider relevant in the context of the different cases.

Two aspects are considered as important in creating the basic conditions for learning and for fostering motivation. The first one is appropriate teacher behaviours (Dörnyei, 2001, p. 31ff) which includes acting as a positive role model and being enthusiastic about language learning. David from case D is a good example for this. He finds it very important to wear PE kit and to join in as well in the practical lessons and he experienced this to have a positive effect on his students. In case C, the sixth form students fulfilled the role of the teacher at times and their example and their enthusiasm encouraged the younger students to try harder in the lesson. The second aspect is a pleasant and supportive atmosphere in the classroom (Dörnyei, 2001, p. 40ff). In all the cases, the setting is different as the learning no longer takes place in the classroom but in a sports hall or on the field. Especially the students of case B and D regard this change of location as positive. Simply being in a different environment seems motivating but also the aspect of having more space is seen as valuable.

Under the heading of generating initial motivation, the element of enhancing the learners' language-related attitudes is regarded as crucial (Dörnyei, 2001, p. 51ff). Manu, the language co-ordinator from the premier league football club, finds the "change in attitude" to be the best feature of their language and football project. Key is to combine language learning with an enjoyable experience like a tour of a football stadium, a Language Olympics Day or simply a one-off fitness lesson. These events, as demonstrated in the different cases, can help to create a positive attitude towards the foreign language. Another aspect that falls under this section is making the teaching materials relevant for the learners (Dörnyei, 2001, p. 62ff), although I would like to extend this point to making the teaching and learning generally relevant. Across the different cases it has been mentioned that the sport context gave the language learning a purpose and made it more relevant to the learners and I believe this feature to be key in generating (initial) motivation. This point can also be linked to Brumfit (1979) who, as quoted before, finds the purpose and the immediate use of the language to be of crucial importance.

For maintaining and protecting motivation, one central point is to make the learning stimulating and enjoyable (Dörnyei, 2001, p. 72ff). The majority of the

students across the different cases felt that their language and sport project was fun and often the project was considered to be more enjoyable than traditional language lessons. The higher level of enjoyment can be explained by three strategies that Dörnyei (2001, p. 73) suggests:

- breaking the monotony of learning,
- making the tasks more interesting,
- increasing the involvement of students.

The different projects achieve exactly that: they are breaking with the normal classroom routine, the combination with sport and the application of kinaesthetic learning strategies makes the language learning more interesting while the practical design of the lessons increases the student engagement, an aspect that has been specifically highlighted as one of the positive outcomes in cases A, B and C.

Another aspect that frequently came up in the different cases is confidence which can be related to Dörnyei's (2001, p. 86ff) chapter on protecting the learners' self-esteem and increasing their self-confidence. Elsewhere, he describes the language classroom as an

Inherently face-threatening environment because learners are required to take continuous risks as they need to communicate using a severely restricted language code (Dörnyei, 2007, p. 723).

Related to this is the anxiety of making mistakes which can have a negative effect on the learners' self-esteem and self-confidence and can have the consequence that learners hesitate or even refuse to use the foreign language. The setting of the sports hall can provide a safe space where the students can experiment with the language. Bridget from case B noticed that the students were more willing to use the foreign language in the sports hall because they believed the teacher could not hear them. The idea of Rottmann's (2006, p. 222) *Fremdsprachenmoratorium* comes to mind again which ensures a safe environment for the use of the foreign language where the learner does not have to fear bad grades when making mistakes.

Alongside the reduction of anxiety, a greater learner confidence is ensured by providing the learner with experiences of success which then increases the motivation (Dörnyei, 2001, p. 89/90). In the different projects of my study, the students realised that they could follow a lesson in the foreign language without problems which increased their confidence on a receptive level. On a more productive level, the teachers from case A and B spoke of a *can-do-attitude*

which was achieved by operating in the foreign language successfully. In case A, the language leaders lead through the different exercises by using the foreign language and in case B the students used the foreign language to complete a variety of tasks. Within a CLIL context, Coyle (2013, p. 255) also supports with her findings the claim that the sense of achievement can have a positive effect on motivation. In her study on learner perceptions of CLIL, the students felt that they were achieving more in the CLIL lessons and were therefore more willing to invest in the learning process because they could see the immediate success.

What I would like the reader to bear in mind, though, is that the projects ran over a reasonably short time, especially the projects of case A and C which are limited to one day or even just one lesson respectively. Whether the motivation is sustained beyond the time of the project is a different question that cannot be answered by this research project. Dörnyei (2001, p. 25) finds that motivation takes place over time and suggests that

In classroom contexts, in particular, it is rare to find dramatic motivational events that – like a lightning or a revelation – reshape the students' mindsets from one moment to another. Rather, it is typically a series of nuances that might eventually culminate in a long-lasting effect.

I want to believe that the different projects of this study might have the potential to be one of those nuances that change the motivational level of some students in a positive way. And maybe for some students their project might be just such a lightning-like event which makes the foreign language appear in a different angle and causes a rapid increase of motivation.

6 Conclusion

Coming to the end of my research journey, I will now look back at my research questions and answer them based on the results from the different cases. Judging the findings, the reader has to bear in mind that each of the four cases is a specific and unique scenario of how to combine languages with sport within the English state school system. As discussed in chapter 3.1.2, a limitation of the findings is that one will not necessarily be able to generalise from the small sample but certain aspects and conclusions might be transferable to other contexts.

With my first research question I asked how the CLIL concept is interpreted in the different specific contexts. It is interesting to see that none of the teachers involved actively used the term CLIL for their project or had the intention of doing a CLIL project in the first place. Consequently, the different teachers did not have a CLIL specific training or felt the need to have one. Their aim was to link languages and sport to create a more interesting and motivating environment for language learning. The question remains whether the observed projects would actually qualify as CLIL PE. Following the stricter definition of Eurydice (2006), the projects in case B and D would not count as CLIL as they are happening within language lesson time while the definition states that CLIL means teaching a subject other than language lessons themselves by using the foreign language. The more open definition in the *CLIL National Statement and Guidelines* (Coyle et al., 2009) leaves it open when CLIL happens as long as content and language are learnt together. As movement can be regarded as content in CLIL PE, all four cases could be classified as CLIL following this definition. However, if we used Coyle et al.'s (2010) 4 Cs framework to judge whether the projects are CLIL or not, the verdict would be different yet again. Using the sub-categories from the category *Learning and Teaching* from the different cases as a marker³⁵, all cases contain language and content learning to some extent, hence the essence of CLIL, but not all cases feature specific cultural and cognitive learning with case B being the only case that contains all 4 components as sub-categories.

³⁵ See appendix I for a juxtaposition of the sub-categories of *Teaching and Learning* in relation to their positive outcomes from the different cases.

Regardless of whether the cases constitute as CLIL or not, they all combine language learning with movement within a sport context and I believe that the conclusions drawn from this connection can be transferable to 'pure' CLIL PE that is intended as such and happens during PE curriculum time. Yet, I am aware that it could be regarded as a limitation of my study that all cases span over a reasonably short period of time and that I did not include a case which featured a (long-term) CLIL PE project that happened during PE curriculum time. The reason for not including such a case is simply that I could not find an English state school which is doing such a project.

With my second research question I was looking at the benefits of CLIL in the subject area of PE. As explained in the previous chapters, the sport context provides a purpose for the language learning and makes the language learning more relevant for the learners. It has the potential to raise motivation as the learning is perceived as being more fun and more interesting than in ordinary language lessons. By operating in the foreign language, a sense of achievement and a *can-do-attitude* are created which can increase the confidence of the learners. Furthermore, with the focus on kinaesthetic learning, CLIL PE addresses a different learning style which is often neglected in schools. From a PE perspective, the learning is enhanced as students feel the need to listen more carefully when the instructions are given in the foreign language, an aspect that has been frequently mentioned in the literature (See for example Coyle, 2013; Rottmann, 2006) and can also be confirmed with this study. Furthermore, the use of the foreign language makes PE cognitively more challenging and can upgrade more repetitive physical tasks by linking them with language learning like in case D. Depending on whether CLIL PE takes place during language lesson or PE time, it can either increase the time for languages or for PE on the curriculum.

The third question was dealing with the difficulties that emerge with the implementation of CLIL PE and how they could be overcome. Two problems seem to be dominant, namely the access to PE facilities and structural issues of how to include CLIL PE in the curriculum. Regarding access to spaces, one solution that was applied in cases A, C and D was having the project in the summer term. At this time of year, more spaces are available due to the use of outdoor facilities and the absence of exam classes who have left school by

then. The structural issues were overcome by embedding the projects into language lesson time (case B and D) or by using cross-curricular time as part of a day event (case A and C). None of the projects took place during PE time hinting at the fact that it might be more difficult to organise it that way.

My last pre-formulated question was about the characteristics the different teachers, departments and schools shared and whether there was a certain pattern emerging. Looking at the different teacher personae, each of the teachers involved is dedicated to their job and willing to try out innovative practice. Bridget from case B and David from case D could be described as risk-takers as both state that they have always tried different and unusual approaches throughout their teaching career, taking into account that it could go wrong as well as being successful. With the exception of case A, each project is based around one teacher who seems to be the main initiator and executioner of the project which raises questions of sustainability of the project. I quoted Mehisto (2008, p. 112) before who thinks that CLIL is less likely to be successful if it is implemented by one enthusiastic teacher alone. It is questionable if the projects of case B, C and D would continue if the main teacher would, for example, leave the school. The departments as such do not feature prominently, once again with the exception of case A, although an interesting aspect can be observed on the school level: three of the schools (case A, B and D) share the characteristic that they have a sports specialism. Unsurprisingly, these schools have a greater range of sports facilities making access easier while incorporating their specialism into other areas of the curriculum seems more natural and follows the school ethos.

As discussed in the chapter on my positionality, the findings are based on my own interpretations of the data while the data itself can be regarded as being constructed. This subjectivity could be regarded as a limitation of my research, although I regard the subjective stance as a consequence of my ontological and epistemological position rather than as a weakness. The reader has a choice of following my interpretation or gaining their own understanding based on my account. As I believe that being open about my subjectivity is key in this process, I would like to revisit my different selves that I outlined in chapter 3.1.4 and reflect upon how the different selves judge the outcome of the study.

My German self acknowledges that it seems to be more difficult to implement CLIL PE within the English system due to its departmental structure. In Germany, each teacher trains for at least two subjects which automatically leads to some teachers who will hold a PE as well as a language qualification while in England teachers are generally trained to be either a language or PE specialist. This makes recruitment of CLIL PE staff more difficult. My idealistic self is pleased to see that there are dedicated practitioners who are willing to take on the challenge of CLIL PE despite facing problems. At the same time, this self has gone through a disappointment stage when I realised that I was unlikely to find CLIL PE that would take place during PE curriculum time. My realistic self is inspired by what I have seen and learnt during the study and thinks about new ways on how I could incorporate more CLIL PE into my own practice. My sporty self is generally happy to further develop skills as a CLIL PE teacher as I am mainly limited to teaching languages in my current job. Last but not least, my academic self feels that it learnt the most out of the different selves. In the course of the research, I widened my personal definition of CLIL in favour of having a more open grasp of the concept. Realising that I was not going to find 'pure' CLIL PE that would be in line with the Eurydice (2006) definition, I widened my understanding of the concept realising that this would offer much more opportunities of putting CLIL PE into practice within the English education system. After all, "CLIL is not a monolith, one-size fits all endeavour," as Goredema (2012, p. 59) puts it which seems to be a necessity of the approach to make it practically possible in the diverse educational contexts. On a more technical scale, I further developed my interviewing, data collection and data analysis techniques as well as experimenting with different forms of data presentation. Being a novice researcher I truly hope that others will share my view in judging my findings to be interesting while contributing to the knowledge in the field of CLIL and CLIL PE.

Regarding educational policy, the positive assumptions about CLIL PE could help to inform how languages could be taught in a more practical way. We are currently awaiting the publication of a revised National Curriculum including new programmes of study for the different subjects. All cases in my study are successful cross-curricular projects and show that there lies a benefit in thinking outside the box and in trying out innovative teaching practice. I strongly

recommend that the new National Curriculum allows practitioners a certain freedom to organise such projects which link different subject areas. An up to date language policy seems also necessary as the last language policy dates back to the year 2002. Bearing in mind that CLIL is much more wide-spread on the European mainland and regarded as not just a way to teach languages but as an alternative approach to education, we shall hope that CLIL will be considered by English educational policy makers and will occupy a place in the new language policy.

The above study has been an exploratory study into a matter which has not been researched before in this specific educational context. At no point has it claimed to be conclusive but it shows examples for different forms of CLIL PE and can be seen as a starting point, highlighting areas for future research projects on CLIL PE. The increase of motivation and confidence through CLIL PE are, for example, careful suggestions. A limitation of these suggestions is that I only used one theory on motivation to explain my data. Yet, the field of motivation theory is very complex with numerous competing theories but it would have been beyond the scope of this study to discuss the full range of theories on motivation.

The potential increase of motivation through CLIL PE is therefore an area that requires more future research to support my suggestions. Other interesting areas of future research could be an investigation of the efficiency of the combination of language learning and sport. Several students claimed that they were learning better in this practical way but it would need more research to back up this statement. It would also be interesting to look into ways of implementing 'pure' CLIL PE that happens during actual PE curriculum time within the English system. This could then open doors to explore whether the subject PE would be disadvantaged when being taught in the foreign language or what the potential gains for the subject PE would be regarding added value. Once again, this is not a complete list and there are many other possibilities for future research on CLIL PE. The necessity that I see is not just to limit research on CLIL to general subject-overarching statements but to look into what the different subjects can offer and how CLIL can be realised within the different disciplines.

7 References

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8 Appendices