

## 8 Appendices

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## ***Appendix A: Ethical Approval***

Kerstin Zindler

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3 November 2013

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Dear Kerstin

### **Re: Content and Language Integrated Learning (CLIL) and PE in England: An Exploratory Study**

Thank you for your application for ethical review for the above project. The reviewers have now considered this and have agreed that your application be approved.

This letter is evidence that your application has been approved and should be included as an appendix in your final submission.

Yours sincerely



**Mrs Jacquie Gillott  
Programme Secretary**

## ***Appendix B: Information leaflet for schools***

### **Information for Participating Schools**

#### **Aims of the Study**

I am currently looking for schools who would be willing to participate in a study on Content and Language Integrated Learning (CLIL) in the subject area of PE in England. The research is part of my Doctorate in Education which I am currently completing at the University of Sheffield.

CLIL is an approach which is very popular on the European mainland but not as widespread in England. Your school already practices this innovative approach and could help to inform other schools who want to implement CLIL in their schools in the future.

In the specific subject area of CLIL in PE, studies and literature are rare in general and non-existent within an English context. Your school could help to change this by being part of the first study on CLIL in PE in England.

#### **Research Design**

If you choose to participate, I would visit your school for one day. During this visit, I would like to interview the teacher(s) who are involved with CLIL in PE in your school. I would also like to conduct focus group interviews with the pupils who are currently taking part in CLIL and PE. Those interviews will last 15-30 minutes each. If possible, I would also like to observe a CLIL-PE lesson. The teacher interviews will be audio-recorded while I intend to video-record the focus group interviews and the observed lesson.

#### **Protection of Participants**

The aim of this project is to contribute to an academic study on CLIL. The recorded data will only be viewed by me, the researcher, and potentially by my supervisor and two examiners. All references to the school and participants in my study will be anonymous. I would need to obtain parental consent of all pupils and written consent of the participating teachers to ensure that all parties agree to be part of the research.

#### **Benefits for Participating Schools**

I cannot offer any financial incentives. However, your school would be contributing to the knowledge in the growing field of literature on CLIL. The study could help to legitimise the CLIL approach in PE and help to make it more popular. Your school will receive a summary of the findings which will be useful to inform future practice and/or help to justify the approach against sceptics.

I would be very grateful if your school chose to be part of my research and am looking forward to a successful co-operation.

Yours sincerely,

Kerstin Zindler

## **Appendix C: Consent forms**

### Student consent form

Dear parent or carer,

The school of your son/daughter has agreed to be part of a research project conducted by me, a doctoral student of the University of Sheffield. The study will focus on how sports and languages are combined in the school of your child.

I will observe and video-record one of your child's PE lessons that is taught in the foreign language. Furthermore, your child will be asked to take part in a focus group interview which will last 15-30 minutes and will also be video-recorded. The aim of those interviews is to gain an insight into what pupils think about the PE lessons in the foreign language.

The video footage will only be used for the purpose of the research and will only be viewed by me as the researcher, my supervisor and potentially two external examiners. The videos will not be used for public purposes. Your child's privacy is guaranteed as the school's and the participants' real names will be changed in the write-up of the findings.

With your consent, your child can be part of the research and help to contribute to this exciting new field of teaching PE through a foreign language. If you and your child agree to participate, please return the signed consent slip to your child's languages teacher.

Thank you very much for your co-operation,

K. Zindler  
Doctoral Student at the University of Sheffield

.....

I hereby agree that my son/daughter ..... may participate in the research study conducted by Miss K. Zindler on the teaching of PE through a foreign language.

I understand that the research includes a video-recorded observation of one PE lesson and a focus group interview which will also be video-recorded.

Date: ..... Signature: .....

Teacher consent form

Teacher Consent

I, ....., hereby agree to be part of a research project on CLIL in PE, conducted by K. Zindler as part of her Doctorate of Education with the University of Sheffield.

I understand that this includes an audio-recorded interview which will last no longer than an hour and a lesson observation. I understand that the data will only be used in the context of this research project.

Date: .....

Signature: .....

## ***Appendix D: Interview questions***

### **Guiding questions for teacher interviews**

- Tell me about your professional background. How long have you been teaching in general? How long have you been at this school?
- Can you describe the PE languages project at your school? How do you organise it, who teaches it, which year groups, how often?
- How long have you been doing the languages PE project?
- Can you describe the events that led to the implementation of the languages PE project in your school?
- Did you have any training in PE or how to combine PE and languages?
- Why did you choose PE for your cross-curricular link?
- Have you or somebody else in your school tried links with other subjects?
- What did you know about combining languages and PE before you started?
- Tell me about the thoughts and feelings after your first languages PE lesson.
- Have your views changed since then? Have you as a professional changed through teaching the languages PE project?
- Can you describe a typical languages PE lesson?
- What do you think are the most effective ways of combining languages and PE? How did you discover them?
- Are there any events that stand out? What is the most important lesson you have learnt through combining languages and PE?
- What benefits do you experience through combining languages and sport (for PE/for language learning)?
- What potentials do you see in the approach?
- What do you value most about the approach?
- What do you think is the pupils' view on the languages PE lessons? What do they value? What don't they like?
- What problems have you experienced in the past? Which problems do you currently face? How do you solve them?
- What helps you to deal with the problems or extra challenges like increased work-load etc.?
- Who has been most helpful and supportive (in your school/in your private life)?

- How do you see the future of the languages and sport project in your school?
- What advice would you give to somebody who is just about to start a languages and sport project in their school?
- Are you familiar with the term CLIL? What do you know about CLIL?
- Do you think your project qualifies as CLIL? Why don't you use the term CLIL for the project?
- When was your first encounter with CLIL? What was it like?
- Have you had any specific CLIL training or where do you draw your knowledge from? Did anyone in particular influence your actions?
- Could you define how you understand CLIL?
- Are you using the Olympics for any cross-curricular links in your school?
- Is there anything that you hadn't thought about before being asked in this interview?
- Anything you would like to add? Do you think I missed a question?

## **Guiding questions and pre-formulated statements for focus group interviews**

### Opening questions:

- Can you tell me about your previous experiences with PE in the foreign language.
- Do you see these activities as a language lesson or as a PE lesson? Why?
- What do you like about these lessons?
- Can you describe an activity that you particularly enjoyed?
- Can you tell me something new that you learnt in that lesson? (in PE, in the foreign language)
- In what way are these lessons different to normal PE lessons/language lessons?
- What don't you like about these lessons?
- Can you describe something that you didn't enjoy at all?
- Overall, do you think there are more positive or negative aspects?
- Would you like to have more of these lessons in the future? Why (not)?
- Would you like them to happen in PE or language lesson time?
- How could we improve these lessons?

### Additional statements positives

- Using a foreign language adds a new challenge to PE.
- In the language PE lessons we try out new sports.
- You pay more attention in the foreign language.
- It's more fun than normal language lessons.
- It's more fun than normal PE lessons.
- You learn the language without realising it.
- It makes using the foreign language more real.

### Additional statements negatives

- The foreign language distracts from the actual activity.
- It's all a bit artificial to use the foreign language.
- It's too difficult to follow.
- It spoils the fun of PE.
- It's too exhausting at times.
- Our language teacher hasn't got a clue about PE.

### Finishing questions:

- Is there anything about these lessons that you think is important that we haven't spoken about yet?
- Any other comments that you want to make about the lessons?





## Appendix E: Questionnaires

Primary children questionnaire from case A

### Les Jeux Olympiques – Student Feedback

Do you agree or disagree with the following statements?

|   |   | <br>Agree | <br>Disagree |
|---|---|--|---|
| 1 | Les jeux olympiques helped me to learn French.                                |  |   |
| 2 | Les jeux olympiques helped me to improve in PE.                               |  |   |
| 3 | It was more fun than normal French lessons because it was active.             |  |   |
| 4 | It was more fun than normal PE lessons because it was in French.              |  |   |
| 5 | It was more fun than normal PE lessons because it was done by older students. |  |   |
| 6 | The day motivated me to get better in French.                                 |  |   |
| 7 | The day motivated me to get better in PE.                                     |  |   |
| 8 | It was sometimes difficult to follow because it was in French.                |  |   |
| 9 | I generally understood what was happening even though it was in French.       |  |   |

Answer the following questions.

|  |
|--|
| 1. What did you like best about the day?                                     |
| 2. Was there anything you didn't like or something that you found difficult? |
| 3. What could we do to make a day like that better?                          |

Primary teacher questionnaire from case A

**Les Jeux Olympiques – Questions for primary teachers**

|   |
|---|
| <b>1. How do you rate the overall success of the project?</b>   |
|   |
| <b>2. In what way did the sessions with the Y10 students in the primary schools prepare for the actual event?</b> |
|   |
| <b>3. In what way did the Olympic day help the children to learn languages?</b>                                   |
|   |
| <b>4. In what way did the Olympic day help the children to improve in PE?</b>                                     |
|   |
| <b>5. What predominated the day, language learning or PE?</b>   |
|   |
| <b>6. What was the most successful aspect of the day (for you and for the children)?</b>                          |
|   |
| <b>7. What benefits do you see in the combination of language learning and PE?</b>                                |
|   |
| <b>8. Did you observe any problems or difficulties during the day? How were they solved?</b>                      |
|   |
| <b>9. What would you like to do different if such a project is repeated?</b>                                      |
|   |

Student questionnaire from case B

Age: \_\_\_\_\_ Please circle:      Boy      Girl

Please answer the following questions based on your experiences when you had your Spanish lessons in the sports hall. There is no right or wrong answer to the questions. This is about your honest opinion.

1. Do you think the lessons were rather a PE lesson or a languages lesson?

Please explain why you think that way.

.....  
.....  
.....

2. What did you like best about the lessons in the sports hall?

.....  
.....  
.....

3. What didn't you like about the lessons?

.....  
.....  
.....

4. What could be improved about those lessons?

.....  
.....  
.....

5. Can you name something that you specifically learnt for Spanish.

.....  
.....  
.....

6. Can you name something that you specifically learnt for PE.

.....  
.....  
.....

Age:

Please circle:

Boy

Girl

In the following section, please tick if you strongly agree, agree, disagree or strongly disagree with these positive statements about the French lessons in the sports hall.

|  | strongly agree | agree | disagree | strongly disagree |
|--|----------------|-------|----------|-------------------|
| 7. It's more fun than normal language lessons.                                       |                |       |          |                   |
| 8. It's more fun than normal PE lessons.   |                |       |          |                   |
| 9. You learn the language without realising it.                                      |                |       |          |                   |
| 10. It makes using the foreign language more real.                                   |                |       |          |                   |
| 11. It is different and new and that makes it more exciting.                         |                |       |          |                   |
| 12. You have to pay more attention when the instructions are in the foreign language |                |       |          |                   |
| 13. Using the foreign language adds a new challenge to PE.                           |                |       |          |                   |
| 14. It is more active than normal PE.  |                |       |          |                   |
| 15. It increased my motivation to learn Spanish.                                     |                |       |          |                   |
| 16. It increased my motivation for PE.   |                |       |          |                   |
| 17. It convinced me to pick French as my options next year.                          |                |       |          |                   |

Which 3 statements from above to you find most important? Note down the number of the statements.

1. ....
2. ....
3. ....

Age:

Please circle:

Boy

Girl

In this section, please tick if you strongly agree, agree, disagree or strongly disagree with these negative statements about the French lessons in the sports hall.

|   | strongly agree | agree | disagree | strongly disagree |
|---|----------------|-------|----------|-------------------|
| 18. It's too difficult to follow when the lessons are done in the foreign language. |                |       |          |                   |
| 19. It was too exhausting at times.   |                |       |          |                   |
| 20. It was a bit artificial to use the foreign language.                            |                |       |          |                   |
| 21. The foreign language distracts from the actual sport activity.                  |                |       |          |                   |
| 22. The language spoils the fun of the actual sport activity.                       |                |       |          |                   |
| 23. I don't really like PE and it doesn't get better when it's done in French.      |                |       |          |                   |
| 24. Our language teacher hasn't got a clue about PE.                                |                |       |          |                   |
| 25. We could have used the time better for normal French lessons in the classroom.  |                |       |          |                   |

Which 3 statements from above do you find most important? Note down the number of the statements.

1. ....
2. ....
3. ....

Thanks a lot for completing the questionnaire.

Student questionnaire from case D

Age:

Please circle:

Boy

Girl

Please answer the following questions based on your experiences when you had your French lessons in the fitness suite last year. There is no right or wrong answer to the questions. This is about your honest opinion.

1. Do you think the lessons were rather a PE lesson or a languages lesson?

Please explain why you think that way.

.....  
.....  
.....

2. What did you like best about the lessons in the fitness suite?

.....  
.....  
.....

3. What didn't you like about the lessons?

.....  
.....  
.....

4. What could be improved about those lessons?

.....  
.....  
.....

5. Can you name something that you specifically learnt for French in the lessons.

.....  
.....  
.....

6. Can you name something that you specifically learnt for PE in the lessons.

.....  
.....  
.....

Age:

Please circle:

Boy

Girl

In the following section, please tick if you strongly agree, agree, disagree or strongly disagree with these positive statements about the French lessons in the fitness suite.

|  | strongly agree | agree | disagree | strongly disagree |
|--|----------------|-------|----------|-------------------|
| 7. It's more fun than normal language lessons.                                       |                |       |          |                   |
| 8. It's more fun than normal PE lessons.   |                |       |          |                   |
| 9. You learn the language without realising it.                                      |                |       |          |                   |
| 10. It makes using the foreign language more real.                                   |                |       |          |                   |
| 11. It is different and new and that makes it more exciting.                         |                |       |          |                   |
| 12. You have to pay more attention when the instructions are in the foreign language |                |       |          |                   |
| 13. Using the foreign language adds a new challenge to PE.                           |                |       |          |                   |
| 14. It is more active than normal PE.  |                |       |          |                   |
| 15. It helped me with my controlled assessment.                                      |                |       |          |                   |
| 16. It increased my motivation to learn French.                                      |                |       |          |                   |
| 17. It increased my motivation for PE.   |                |       |          |                   |

Which 3 statements from above do you find most important? Note down the number of the statements.

1. ....
2. ....
3. ....

Age:

Please circle:

Boy

Girl

In this section, please tick if you strongly agree, agree, disagree or strongly disagree with these negative statements about the French lessons in the fitness suite.

|   | strongly agree | agree | disagree | strongly disagree |
|---|----------------|-------|----------|-------------------|
| 18. It's too difficult to follow when the lessons are done in the foreign language. |                |       |          |                   |
| 19. It was too exhausting at times.   |                |       |          |                   |
| 20. It was a bit artificial to use the foreign language.                            |                |       |          |                   |
| 21. The foreign language distracts from the actual sport activity.                  |                |       |          |                   |
| 22. The language spoils the fun of the actual sport activity.                       |                |       |          |                   |
| 23. Our language teacher hasn't got a clue about PE.                                |                |       |          |                   |
| 24. We could have used the time better for normal French lessons in the classroom.  |                |       |          |                   |

Which 3 statements from above do you find most important? Note down the number of the statements.

1. ....
2. ....
3. ....

Thanks a lot for completing the questionnaire.



## Appendix F: Results of questionnaires

Results of primary children questionnaire from case A

| Number | Day helped me to learn French | Day helped me to learn PE | More fun than normal French | More fun than normal PE | More fun because of language leaders | Increased motivation for French | Increased Motivation for PE | Difficult to follow | Generally understood | What did you like best? | What didn't you like/find difficult? | What could be improved? |
|--------|-------------------------------|---------------------------|-----------------------------|-------------------------|--------------------------------------|---------------------------------|-----------------------------|---------------------|----------------------|-------------------------|--------------------------------------|-------------------------|
| 1      | A                             | D                         | A                           | A                       | A                                    | D                               | D                           | A                   | D                    | Parachute               | French was hard                      | /                       |
| 2      | A                             | A                         | A                           | D                       | A                                    | A                               | D                           | A                   | A                    | /                       | /                                    | /                       |
| 3      | A                             | A                         | A                           | D                       | A                                    | A                               | D                           | A                   | A                    | /                       | /                                    | /                       |
| 4      | A                             | D                         | A                           | D                       | A                                    | A                               | A                           | A                   | A                    | Parachute               | no                                   | /                       |
| 5      | A                             | A                         | A                           | D                       | A                                    | A                               | A                           | A                   | D                    | Doing sport             | French was hard                      | /                       |
| 6      | A                             | A                         | A                           | A                       | A                                    | A                               | A                           | D                   | A                    | Chinese whispers        | running and skipping                 | different games         |
| 7      | A                             | A                         | A                           | A                       | A                                    | 0                               | A                           | A                   | A                    | Activities              | French was hard                      | different games         |
| 8      | A                             | D                         | A                           | D                       | A                                    | A                               | D                           | A                   | A                    | Activities              | French was hard                      | Nothing                 |
| 9      | A                             | D                         | A                           | D                       | D                                    | A                               | D                           | A                   | A                    | Miming                  | French was hard                      | More sport              |
| 10     | A                             | D                         | A                           | D                       | A                                    | A                               | D                           | D                   | A                    | Parachute               | River Thames game                    | different games         |
| 11     | A                             | D                         | A                           | D                       | A                                    | A                               | D                           | A                   | A                    | Parachute               | French was hard                      | More sport              |
| 12     | A                             | D                         | A                           | D                       | A                                    | A                               | D                           | D                   | A                    | Parachute               | Question game                        | Weather                 |
| 13     | A                             | D                         | A                           | D                       | D                                    | A                               | D                           | A                   | A                    | Everything              | Understanding some people            | Nothing                 |
| 14     | A                             | D                         | A                           | A                       | A                                    | A                               | D                           | D                   | A                    | Language leaders        | no                                   | Nothing                 |
| 15     | A                             | D                         | A                           | D                       | A                                    | A                               | D                           | A                   | A                    | Activities              | no                                   | Nothing                 |
| 16     | A                             | A                         | A                           | A                       | A                                    | A                               | A                           | D                   | A                    | Parachute               | River Thames game                    | More sport              |
| 17     | A                             | D                         | A                           | D                       | A                                    | A                               | A                           | A                   | A                    | Working with friends    | French was hard                      | More English            |
| 18     | A                             | D                         | A                           | D                       | D                                    | A                               | D                           | A                   | D                    | River Thames game       | Question game                        | Weather                 |
| 19     | A                             | D                         | A                           | D                       | A                                    | A                               | D                           | A                   | A                    | Activities              | French was hard                      | Nothing                 |
| 20     | A                             | D                         | A                           | D                       | D                                    | A                               | D                           | D                   | A                    | Body parts game         | no                                   | Weather                 |

|    |   |   |   |   |   |   |   |   |   |                             |                           |                                       |
|----|---|---|---|---|---|---|---|---|---|-----------------------------|---------------------------|---------------------------------------|
| 21 | A | A | A | D | A | A | A | A | A | Body parts game             | French was hard           | Better instructions                   |
| 22 | A | A | A | D | D | A | A | A | 0 | Activities                  | French was hard           | Better instructions                   |
| 23 | A | D | A | D | D | A | A | A | A | Doing sport                 | Question game             | Weather                               |
| 24 | A | D | A | D | D | A | D | A | A | Parachute                   | Nothing                   | more French                           |
| 25 | A | D | A | D | D | A | D | D | A | Everything                  | River Thames game         | Weather                               |
| 26 | A | D | A | D | D | A | D | A | A | Everything                  | River Thames game         | Doing indoors activities              |
| 27 | A | D | A | D | D | D | D | A | A | Parachute                   | Understanding some people | different games                       |
| 28 | A | D | A | D | A | A | D | A | A | River Thames game           | Sentence relay            | Don't know                            |
| 29 | A | A | A | A | A | A | A | A | A | Parachute                   | French was hard           | /                                     |
| 30 | A | D | A | D | A | A | D | A | A | Get a free cap              | French was hard           | More Press                            |
| 31 | A | A | A | A | A | A | A | A | A | Working with friends/French | no                        | different games                       |
| 32 | A | A | A | A | A | A | A | A | A | Parachute                   | no                        | More sport                            |
| 33 | A | A | A | A | A | A | A | A | A | Having space                | no                        | More sport                            |
| 34 | A | A | A | D | A | A | A | A | A | Everything                  | French was hard           | More English                          |
| 35 | A | D | A | D | D | D | D | A | A | Parachute                   | French was hard           | Less French                           |
| 36 | A | D | A | D | D | D | A | A | A | Parachute                   | Body parts game           | More sport/Less French                |
| 37 | A | D | A | D | A | A | D | A | D | Parachute                   | French was hard           | More sport/Less French                |
| 38 | A | A | A | A | A | A | A | A | A | Parachute/Chinese Whispers  | First set of activities   | Less tiring activities                |
| 39 | A | D | A | D | D | A | D | D | A | Activities                  | Warm-up                   | More Press                            |
| 40 | A | D | A | A | D | A | D | D | A | River Thames game           | no                        | Nothing                               |
| 41 | A | D | A | D | A | A | D | A | A | /                           | /                         | /                                     |
| 42 | A | D | A | D | A | D | D | A | A | Get a free cap              | no                        | More French/More Press/More Ice-cream |
| 43 | A | D | A | D | D | A | D | D | A | Activities                  | More PE                   | Don't know                            |
| 44 | A | D | A | D | A | D | A | A | A | Doing sport                 | no                        | different games                       |
| 45 | A | D | A | D | D | A | A | D | A | Miming                      | no                        | Better instructions                   |
| 46 | A | D | A | D | A | A | D | A | A | Parachute                   | Question game             | Doing indoors activities              |
| 47 | A | D | A | A | A | A | A | D | A | River Thames game           | no                        | Better instructions                   |
| 48 | A | A | A | A | A | A | A | A | A | Activities                  | Louder instructions       | Nothing                               |
| 49 | A | A | A | A | D | A | D | D | A | Body parts game             | Parachute                 | More sport                            |
| 50 | A | D | A | D | A | D | D | D | A | Body parts game             | no                        | Better organisation                   |

|    |   |   |   |   |   |   |   |   |   |                      |                   |                     |
|----|---|---|---|---|---|---|---|---|---|----------------------|-------------------|---------------------|
| 51 | A | D | A | D | A | A | A | A | A | Body parts game      | no                | More sport          |
| 52 | A | D | A | D | A | A | D | A | A | River Thames game    | no                | More sport          |
| 53 | A | D | A | D | 0 | A | / | D | A | Everything           | no                | /                   |
| 54 | A | D | A | D | A | A | D | A | A | Doing sport          | no                | Nothing             |
| 55 | A | D | A | D | D | A | D | A | A | Miming               | no                | Nothing             |
| 56 | A | A | A | D | D | A | D | D | A | Body parts game      | no                | Better instructions |
| 57 | A | D | A | D | D | D | A | A | A | Parachute            | River Thames game | ?                   |
| 58 | A | A | A | D | A | A | A | A | D | Working with friends | no                | More English        |

## Results of primary teacher questionnaire from case A

|   |
|---|
| <p><b>1. How do you rate the overall success of the project?</b></p> <ul style="list-style-type: none"> <li>- Very worthwhile and successful project. All students engaged and learnt lots from it.</li> <li>- Great success both for our Year 10 and Year 6 students.</li> <li>- It was an outstanding project which resulted in a real enjoyment of learning a new language.</li> <li>- Les Jeux Olympiques was a huge success due to the careful planning and preparation put in by the teachers involved.</li> <li>- Very successful.</li> </ul>  |
| <p><b>2. In what way did the sessions with the Y10 students in the primary schools prepare for the actual event?</b></p> <ul style="list-style-type: none"> <li>- Helped the students to build a relationship with year 10s and were confident with language before they went.</li> <li>- They were a good help for students to get to know each other beforehand.</li> <li>- The Year 6 pupils were provided with a valuable opportunity to 'break the ice' and learn key Spanish words.</li> <li>- The sessions in school were a good way for the pupils to get to know each other and develop the language that was required on the day.</li> <li>- They taught all the necessary vocabulary and made a connection with the (primary) students.</li> </ul> |
| <p><b>3. In what way did the Olympic day help the children to learn languages?</b></p> <ul style="list-style-type: none"> <li>- Fun approach to learning engaged children.</li> <li>- Great motivation to use language they knew in action.</li> <li>- The children were learning key words in a fun and interactive way which they then had reason to apply.</li> <li>- The children were able to apply the French they already knew in the context of sport and learn lots of new vocab.</li> <li>- By doing kinaesthetic learning.</li> </ul>  |
| <p><b>4. In what way did the Olympic day help the children to improve in PE?</b></p> <ul style="list-style-type: none"> <li>- Team work, motivation</li> <li>- A lot of collaboration, a lot of running and relay but maybe we could think of different PE activities</li> <li>- A full day of interactive activities with lots of sporting events.</li> <li>- Pupils worked collaboratively and developed skills taught during PE lessons.</li> <li>- (No information given)</li> </ul>  |
| <p><b>5. What predominated the day, language learning or PE?</b></p> <ul style="list-style-type: none"> <li>- Language Learning</li> <li>- Quite mixed together, although language learning was a priority</li> <li>- All</li> <li>- Language learning was dominant, however I think the PE aspect meant the children were doing it in a fun way and didn't realise just how much French they were learning.</li> <li>- Language Learning</li> </ul>  |
| <p><b>6. What was the most successful aspect of the day (for you and for the children)?</b></p> <ul style="list-style-type: none"> <li>- Fun learning of languages.</li> <li>- How students developed in confidence throughout the day.</li> <li>- Learning a new language in a fun and interactive way.</li> <li>- Progress and development of children's confidence in speaking French and learning new vocab.</li> <li>- Positivity.</li> </ul>  |
| <p><b>7. What benefits do you see in the combination of language learning and PE?</b></p> <ul style="list-style-type: none"> <li>- Active Learning</li> <li>- Great context – actually "doing" the language.</li> <li>- Highly educational and purposeful learning.</li> <li>- Giving learning a context – e.g. learning the body parts, sports, countries within a game disguised the learning well.</li> <li>- (No information given)</li> </ul>  |
| <p><b>8. Did you observe any problems or difficulties during the day? How were they solved?</b></p> <ul style="list-style-type: none"> <li>- The three 30 minute activities could be made shorter and lunch.</li> <li>- Not really.</li> <li>- No key issues – the day was extremely well organised.</li> <li>- N/A</li> <li>- Lunchtime</li> </ul>   |
| <p><b>9. What would you like to do different if such a project is repeated?</b></p> <ul style="list-style-type: none"> <li>- It was a fantastic and well-organised day.</li> <li>- More preparation for year 10.</li> <li>- (No information given)</li> <li>- More time for the pupils from Birchwood to come to Manor Fields.</li> <li>- Timings.</li> </ul>   |

# Results of student questionnaires from case B

| Num | Age | Boy/Girl  | Language or PE lesson | What you liked best | What you didn't like   | What could be improved | Something you learnt in Spanish | Something you learnt for PE | More fun than normal PE | More fun than normal language lessons | More fun than normal PE | Makes using language more real | Different and new and more exciting | Having to pay more attention | adds a new challenge to PE | more active than PE | Increased motivation for Spanish | Increased motivation for PE | Convinced me to pick Spanish as option | too difficult to follow | Too exhausting at times | artificial to use FL | FL distracts from activity | language spoils the fun of activity | Don't like PE, not better in Spanish | Language teacher no due about FL | Cou   | Ranking positives                   | Ranking negatives |  |
|-----|-----|-----------|-----------------------|---------------------|------------------------|------------------------|---------------------------------|-----------------------------|-------------------------|---------------------------------------|-------------------------|--------------------------------|-------------------------------------|------------------------------|----------------------------|---------------------|----------------------------------|-----------------------------|--|-------------------------|-------------------------|----------------------|----------------------------|-------------------------------------|--------------------------------------|----------------------------------|-------|-------------------------------------|-------------------|--|
| 1   | G   | 7         | Activities            | Dancing             | Dancing                | more games, Directions | no                              | A                           | A                       | A                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | O                                | /     |                                     |                   |  |
| 2   | G   | PE        | /                     | Dancing             | Dancing                | more choice Directions | yes                             | SA                          | D                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | /                                |       |                                     |                   |  |
| 3   | G   | Both      | Music                 | word writing        | microphone fo yes      | Walking                | Dance moves                     | SA                          | A                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | /                                |       |                                     |                   |  |
| 4   | G   | 7         | Activities            | Dancing, Seor       | Choose teams           | Directions             | Dance moves                     | SA                          | A                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | A                                | 7,8,9 | 18,19,20                            |                   |  |
| 5   | G   | Languages | Movement              | Dancing             | more games, Directions | Directions             | Dance moves                     | SA                          | A                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | D                                | SA    | 7,16,13                             | 20,19,25          |  |
| 6   | G   | Both      | Fun                   | Teams               | More time in s         | Directions             | Dance moves                     | SA                          | A                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | D                                | SA    | 7,8,17                              | 18,19,25          |  |
| 7   | G   | Languages | Nothing               | Not learning s      | some words             | some words             | ?                               | SD                          | SD                      | D                                     | D                       | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | A                                      | A                       | A                       | A                    | A                          | A                                   | A                                    | SA                               | SA    | 17,9,7                              | 18,19,25          |  |
| 8   | G   | Languages | Nothing               | Everything          | Music                  | some words             | ?                               | SD                          | SD                      | D                                     | D                       | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | A                                      | A                       | A                       | A                    | A                          | A                                   | A                                    | SA                               | SA    | 17,9,7                              | 25,18,20          |  |
| 9   | G   | Both      | Fun                   | Not learning s      | Teach us more          | Directions             | no                              | A                           | D                       | D                                     | D                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 7,12,11                             | 24                |  |
| 10  | G   | Both      | Fun                   | Dancing             | Choose teams           | Directions             | no                              | A                           | D                       | D                                     | D                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 7,9,10                              | 21,22,23          |  |
| 11  | G   | Languages | Fun                   | Dancing             | More help              | Directions             | Dance moves                     | SA                          | A                       | A                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 7,11,9                              | 22                |  |
| 12  | B   | PE        | Fun                   | Dancing             | Behaviour              | Hola                   | Spanish can b                   | A                           | D                       | D                                     | D                       | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 15,7,12                             | 18,25,24          |  |
| 13  | B   | Both      | Space                 | Noise               | More help              | Instructions           | Teamwork                        | A                           | D                       | D                                     | D                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 15,11,9                             |                   |  |
| 14  | B   | Both      | Activities            | Performing in       | Nothing                | Instructions           | Teamwork                        | SA                          | D                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 7,9,10                              |                   |  |
| 15  | B   | Both      | Movement              | Dancing             | More physical          | Body parts             | Directions                      | SA                          | D                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 9,10,11                             | 23,24,25          |  |
| 16  | B   | PE        | PE                    | Dancing             | More teamwork          | Directions             | Derecha                         | SA                          | D                       | SA                                    | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 11,7,10                             |                   |  |
| 17  | B   | PE        | Nothing               | Dancing             | Everything             | Body parts             | no                              | SD                          | SD                      | D                                     | D                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | /                                   |                   |  |
| 18  | B   | PE        | Movement              | Most things, a lot  | Directions             | Directions             | Nothing                         | A                           | D                       | A                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | used language PE, learning, Spanish |                   |  |
| 19  | B   | Languages | Movement              | Behaviour           | More staff             | Directions             | Nothing                         | A                           | SD                      | D                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | Nothing                             |                   |  |
| 20  | B   | Both      | Spanish               | Nothing             | Nothing                | Directions             | Dance moves                     | A                           | A                       | A                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | Not much action                     |                   |  |
| 21  | B   | Languages | Being active w        | Not learning s      | More language          | Movement               | Teamwork                        | A                           | D                       | A                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 16,15,10                            | 19,23,22          |  |
| 22  | B   | Languages | Fun                   | PE                  | Add fireworks          | Directions             | Directions                      | A                           | SA                      | A                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 25,22,20                            |                   |  |
| 23  | B   | PE        | Space, exercis        | Remembering         | More games             | Directions             | Dance moves                     | SA                          | D                       | D                                     | D                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 19,16,24                            |                   |  |
| 24  | B   | Languages | Mixture of Spa        | Nothing             | More games             | Directions, Fo         | Teamwork                        | A                           | SD                      | D                                     | SA                      | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | Increase confi                      | 19,24,18          |  |
| 25  | B   | Both      | PE                    | Teams               | More help              | Directions             | Dancing wildly                  | A                           | SD                      | A                                     | A                       | A                              | A                                   | A                            | A                          | A                   | A                                | A                           | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 17,8,12                             | 23,24,18          |  |
| 26  | B   | PE        | PE                    | Spanish             | Less Spanish           | Movement               | to run                          | A                           | SD                      | SD                                    | SD                      | SD                             | SD                                  | SD                           | SD                         | SD                  | SD                               | SD                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | Most certainly                      |                   |  |
| 27  | B   | PE        | Movement, be          | Performing in       | More orania            | Directions             | Teamwork                        | A                           | SD                      | SA                                    | D                       | A                              | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 12,9,7                              | 24,14,20          |  |
| 28  | B   | Languages | Movement, be          | Not learning s      | More language          | Movement               | Teamwork                        | SA                          | D                       | A                                     | A                       | SA                             | SA                                  | SA                           | SA                         | SA                  | SA                               | SA                          | D                                      | D                       | D                       | D                    | A                          | A                                   | A                                    | SA                               | SA    | 17,11,9                             | 25,22,20          |  |

## Results of student questionnaires from case D

| Num | Age | Boy/Girl | Language or PE lesson | What you liked best | What you didn't like | What could be improved | Something you learnt in French | Something you learnt for PE | More fun than normal language lessons | More fun than normal PE | Learning language without rearing it | Makes using language more real | Different and new and more exciting | Having to pay more attention | adds a new challenge to PE | More | helped with controlled assessment | increased motivation for French | increased motivation for PE | too difficult to follow | Too exhausting at times | artificial to use FL | FL distracts from activity | language spoils the fun of activity | Language teacher no clue about FL | Could      | Ranking positives | Ranking negatives |
|-----|-----|----------|-----------------------|---------------------|----------------------|------------------------|--------------------------------|-----------------------------|---------------------------------------|-------------------------|--------------------------------------|--------------------------------|-------------------------------------|------------------------------|----------------------------|------|-----------------------------------|---------------------------------|-----------------------------|-------------------------|-------------------------|----------------------|----------------------------|-------------------------------------|-----------------------------------|------------|-------------------|-------------------|
| 1   | 16  | B        | PE                    | Made new            | Exhausting           | More break             | Fitness vs Benefits of A       |                             | D                                     | A                       | D                                    | A                              | A                                   | A                            | A                          | A    | A                                 | A                               | A                           | A                       | A                       | D                    | D                          | D                                   | A                                 |            |                   | 19                |
| 2   | 15  | B        | PE                    | Doing fitni         | Machines I           | More aim/              | Fitness vs /                   | A                           | D                                     | D                       | A                                    | D                              | A                                   | D                            | D                          | D    | A                                 | A                               | A                           | A                       | A                       | D                    | D                          | D                                   | A                                 | A          | 10, 15, 17        | 18, 21, 23        |
| 3   | 15  | B        | PE                    | Nice break/         | Exhausting           | More fren              | Fitness vs /                   | SA                          | D                                     | D                       | D                                    | D                              | D                                   | D                            | D                          | D    | D                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | SA                                | /          |                   |                   |
| 4   | 15  | B        | Both                  | Testing             | Exhausting           | More testi             | Fitness vs No                  | A                           | A                                     | D                       | D                                    | A                              | A                                   | SA                           | D                          | D    | D                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | SA                                | 13, 7, 15  | 19, 20, 24        |                   |
| 5   | 15  | B        | PE                    | No writing          | Not intere/          | No                     | PE and Fr                      | SA                          | D                                     | D                       | D                                    | D                              | D                                   | D                            | D                          | D    | D                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | SA                                | 7, 13, 14  | 22, 21, 20        |                   |
| 6   | 15  | B        | Both                  | Nice break          | Hot                  | ?                      | Don't rem                      | Running ir                  | SA                                    | SD                      | SA                                   | A                              | SA                                  | A                            | A                          | A    | D                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | SA                                | 7, 9, 11   | 22, 23, 18        |                   |
| 7   | 15  | G        | PE                    | Combinati           | Concentra            | Less press             | Healthy ill                    | How to ex                   | A                                     | 0                       | A                                    | A                              | A                                   | A                            | A                          | A    | 0                                 | 0                               | 0                           | 0                       | A                       | D                    | D                          | D                                   | D                                 | A          | 9, 15, 7          | 24, 20, 19        |
| 8   | 15  | G        | PE                    | Relevant v          | Exhausting           | More focu:             | Healthy ill                    | No.                         | A                                     | D                       | D                                    | A                              | D                                   | A                            | A                          | A    | D                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | D                                 | A          | 10, 9, 7          | 20, 19, 21        |
| 9   | 15  | G        | Lanc/                 | Talking Fri         | More soor/           | /                      | Healthy ill                    | No.                         | A                                     | D                       | D                                    | A                              | A                                   | A                            | A                          | A    | D                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | A                                 | 12, 13, 15 | 22, 20, 24        |                   |
| 10  | 15  | G        | Lanc                  | Using fitne         | People not           | More parti             | Fitness vs                     | Why exerc                   | A                                     | A                       | D                                    | A                              | A                                   | A                            | A                          | A    | D                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | A                                 | /          |                   |                   |
| 11  | 15  | G        | Both                  | Learning F          | More testi           | More diffe             | Body part:                     | /                           | D                                     | SA                      | D                                    | SA                             | A                                   | SA                           | SA                         | D    | SA                                | D                               | SA                          | D                       | D                       | D                    | D                          | D                                   | SA                                | 15, 10, 12 | 24, 21, 20        |                   |
| 12  | 15  | G        | PE                    | Nice break          | People me            | More inter             | Equipment                      | No                          | A                                     | A                       | A                                    | A                              | A                                   | SA                           | A                          | A    | A                                 | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | 0                                 | 11, 12, 9  | 24, 21, 18        |                   |
| 13  | 15  | G        | Lanc                  | Different v         | Felling rus          | More diffe             | Body part:                     | Nothing                     | A                                     | D                       | D                                    | A                              | A                                   | A                            | A                          | D    | SD                                | D                               | D                           | D                       | D                       | D                    | D                          | D                                   | A                                 | 10, 12, 11 | 24, 20, 23        |                   |

## Appendix G: Example of coding

Excerpt from the transcript from the focus group interview with the sixth form students in case C.

| Coding  | Interview transcript  |
|---|---|
| <p>Having fun</p> <p>Not being used to it at first</p> <p>Getting into it</p> <p>Having PE in the foreign language</p> <p>Liking it</p> <p>Everyone making an effort</p> <p>Learning a language while exercising</p> <p>Finding it useful</p> | <p><i>Q: How do you judge the overall success of the lesson? Was it positive or negative?</i></p> <p>B1: I think it was really good because the kids were having fun and I think at the beginning they were kind of, they weren't used to it because obviously it is in German but by the end of it, I think they got into it and they realised that it was just another PE lesson but in another language. I thought it was good.</p> <p><i>General agreement</i></p> <p>G1: Everyone was making an effort with it.</p> <p><i>General agreement</i></p> <p>B2: As well as doing an exercise, they were learning like a new language as well, which is really useful.</p> |
| <p>Finding it to be more PE</p>   | <p><i>Q: Was it more a languages lesson or a PE lesson?</i></p> <p>B1: I think it was a PE lesson in German rather than a German lesson with a bit of PE in there. I think it was playing to what they would like more.</p> <p><i>Q: Do you agree?</i></p>  |
| <p>Finding it to be more PE</p>   | <p>G1: Yeah, I'd say the same.</p> <p>B2: Yeah.</p> <p><i>Q: What do you think are the benefits of linking languages with PE?</i></p>   |
| <p>Getting everyone involved</p> <p>Learning the language</p> <p>Languages and sport having a lot in common</p>   | <p>H1: It's kind of emphasising everyone getting involved as well as learning something, I think.</p> <p>B1: I think it shows as well that languages and sport, they got a lot more in common than people would think.</p>  |

|  |   |
|--|---|
| <p>Having the ability in sport</p> <p>Having the ability in languages</p> <p>Improving listening skills</p>  | <p><i>Q: What have they got in common?</i></p> <p>B2: Ability. I think it's ability. You've got to have the ability in sport and to know the language to understand it and then follow it all, knowing it, like that.</p> <p>B1: And there's also things like simply listening and things like that I'd say.</p> <p>G1: Yeah.</p>   |
| <p>Finding sport easier for CLIL than other subjects</p> <p>Finding sport more entertaining</p> <p>Learning better when liking something</p> <p>Learning better when finding something useful</p> <p>Not liking PE but enjoying the lesson</p> | <p><i>Q: Do you think sport is easier to link with languages than for example maths?</i></p> <p>B1: Yeah, because you can get lost. You would get lost, I think.</p> <p>B2: I think it's more entertainment in a way. But it depends on the students as well when you think about it. 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.</p> <p>B1: But I'm not exactly in love with PE or anything but I really enjoyed that lesson. But I thought it was really-</p> <p>G1: It was different, though.</p> <p>B1: It was different and that made it more interesting. That's what I would say.</p> <p>G1: Yeah.</p> |
| <p>Being different</p> <p>Being different</p> <p>Being more interesting</p>  | <p><i>Q: Do you think PE could benefit from that as it adds a new challenge to PE?</i></p> <p>G1: Yeah.</p> <p>B1: Yeah. Because it makes you actually do listen, and then when you understand it, you feel a bit – I felt like I was accomplishing a bit more and then I wanted to do it. That kind of thing.</p> <p>G1: Yeah.</p>   |
| <p>Making you listen more</p> <p>Getting a feel of accomplishment</p> <p>Increasing motivation</p>   | <p><i>Q: What did you enjoy most of the lesson?</i></p> <p>B2: Helping them. Just helping them out.</p> <p>G1: Yeah.</p> <p>B1: I would say that. I agree with you.</p>   |
| <p>Liking the helping</p>  | <p>B2: Helping them. Just helping them out.</p> <p>G1: Yeah.</p> <p>B1: I would say that. I agree with you.</p>   |



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|--|--|
| <p>Being better prepared</p> <p>Doing the intro better</p> <p>Being better rehearsed</p> <p>Being better planned</p> <p>Spreading the pupils more in the sports hall</p> <p>Avoiding injuries<br/>Liking it</p> <p>Liking it</p> <p>Learning to combine skills</p> <p>Trying it out<br/>Seeing it work</p> <p>Learning vocab</p> <p>Using demonstrations as translation aid<br/>Learning better than in the classroom</p> <p>Focussing on languages and PE</p> | <p><i>Q: Anything that you didn't like or what could be improved?</i></p> <p>B1: I think maybe at the beginning when we were telling them to do like, to jump up and telling them directions and things like that, it could have been slightly clearer, I think. It was a bit bitty. Everything was kind of like, shoulder, ehm, Kopf, ehm, what else, what else. It could have been a bit more rehearsed I think.</p> <p>G1: So if we had it planned out a bit more.</p> <p>B2: It could have been a bit more separated. They were all joint together in a way, weren't they. And when we were saying right, left they were all barging into each other and things like that which could have been a problem. It could have caused injuries. Apart from that I think everything was really good.</p> <p>B1: Yeah.</p> <p>G1: I think it was alright.</p> <p><i>Q: What do you think the Y8 learnt in this lesson, either for German or for PE?</i></p> <p>B2: That's a tough question.</p> <p>G1: I think, like, to put both together as it's not something that you naturally think to do. Whereas if you actually try it and you find that it actually works, then-</p> <p>B1: Yeah, I know what you mean. I'd say as well, like, learning vocab, like us telling them, you should be bending your knees in German, I think they'd be like, what is he saying, what is he saying, but then they start to realise with the actions and everything, you don't really get that in the classroom, I think.</p> <p>G1: Yeah.</p> <p>B1: But here you did, didn't you.</p> <p>B2: They're not just focussing on the sport section of it, they are focussing on the language side a bit as well.</p> |
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| <p>Linking the different skills</p> <p>Needing both skills to succeed</p><br><p>Improving their PE skills</p> <p>Learning how to do it right</p><br><p>Finding it useful</p> | <p>B1: So, knowing what to do.</p> <p>B2: Knowing what to do because that's the link. That's the main thing, I think.</p> <p>G1: And that's the only way it's going to work if you focus on both and not just one of them.</p> <p>B1: Yeah.</p> <p>B2: Like, with also as well, when they were doing stuff, with like, enforcements, like positive and negative enforcements, they knew what they were doing right and what they were doing wrong which led them to think about it and then improve it if they were doing it wrong. So it was really useful.</p> |
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*Appendix H: Juxtaposition of prominence of categories across the different cases*

Case A



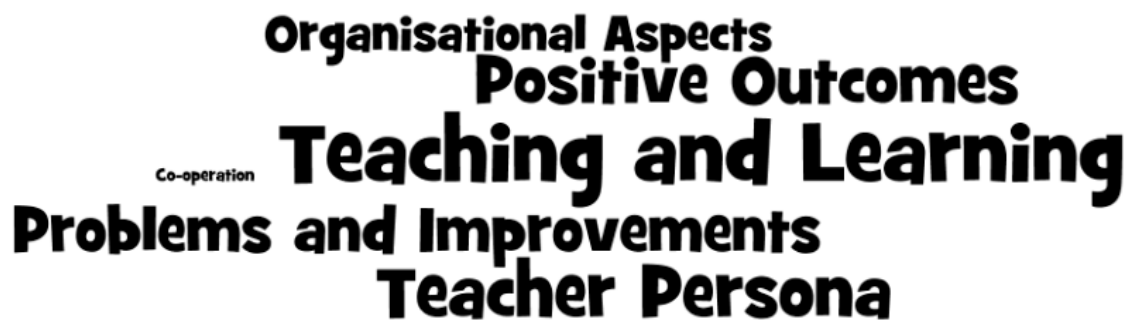
Case B



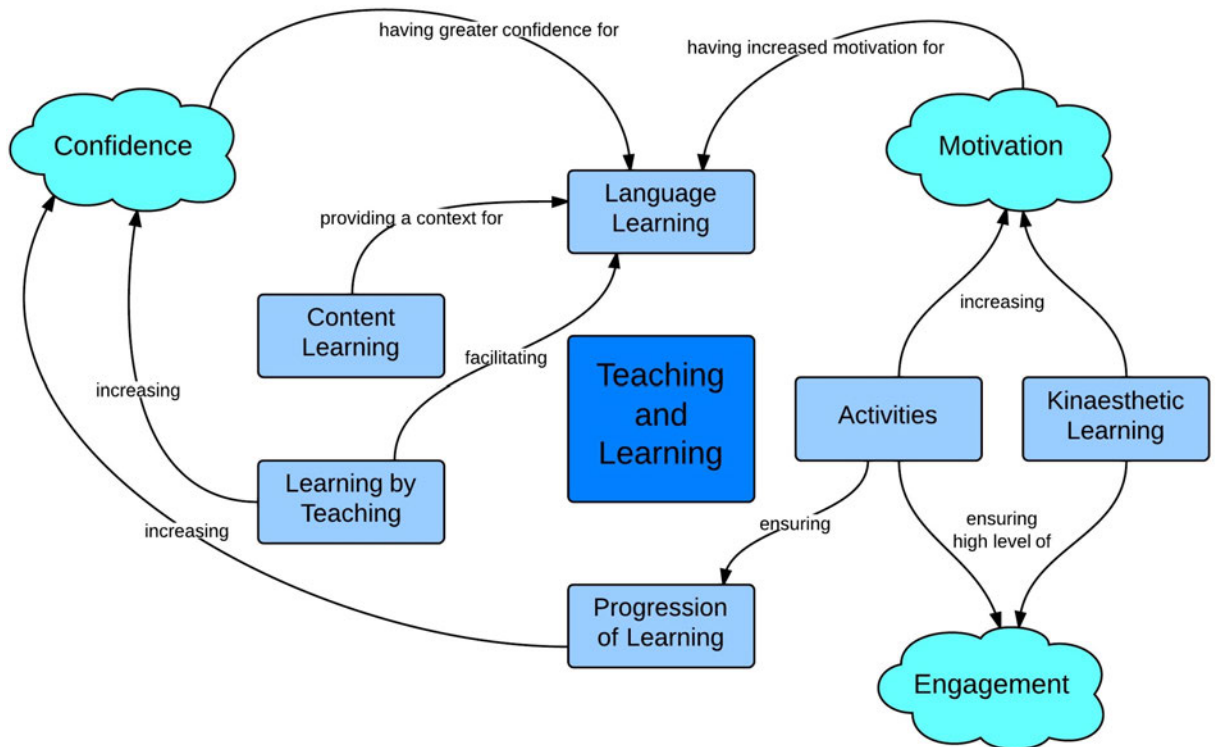
Case C



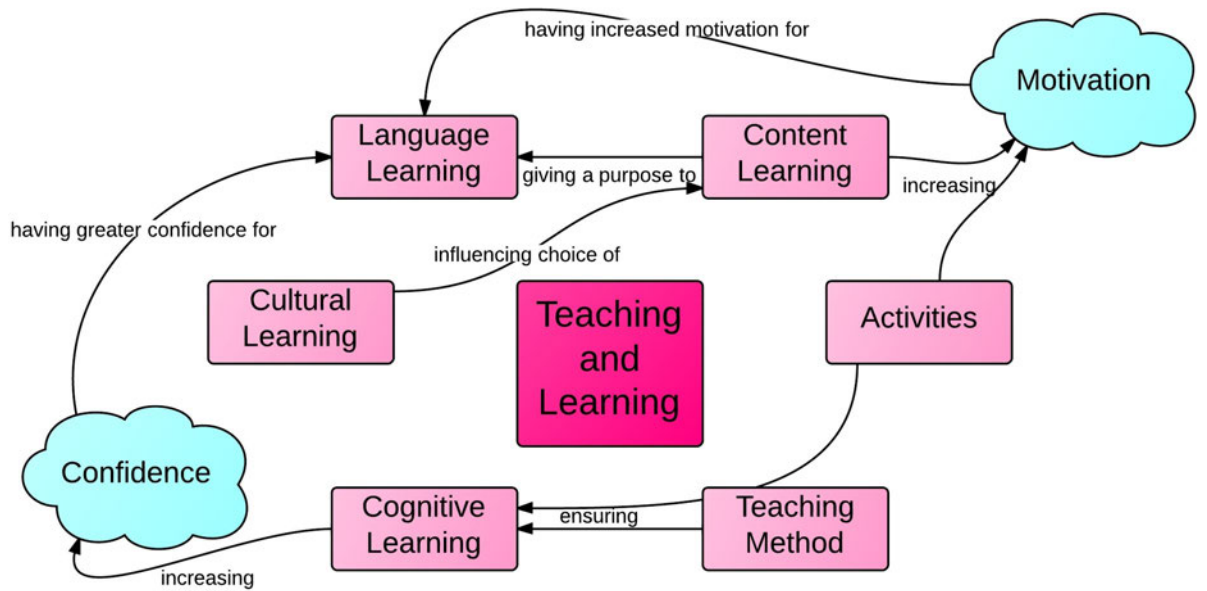
Case D



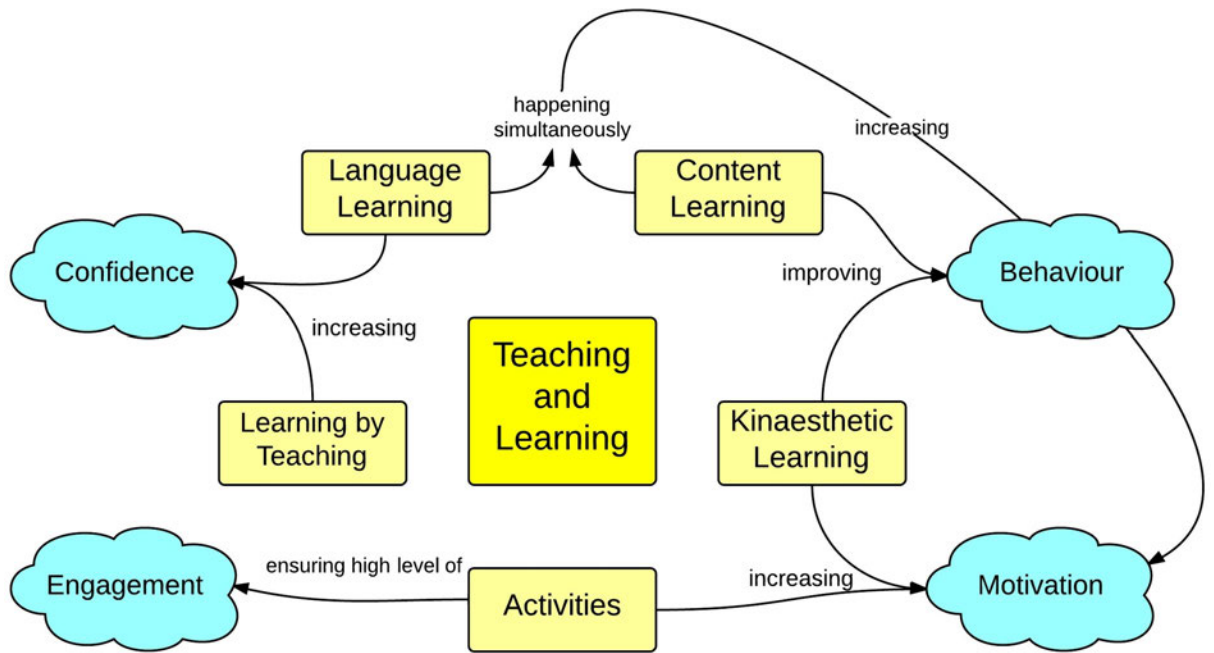
**Appendix I: Juxtaposition of relation of the categories Teaching and Learning and Positive Outcomes from the different cases**



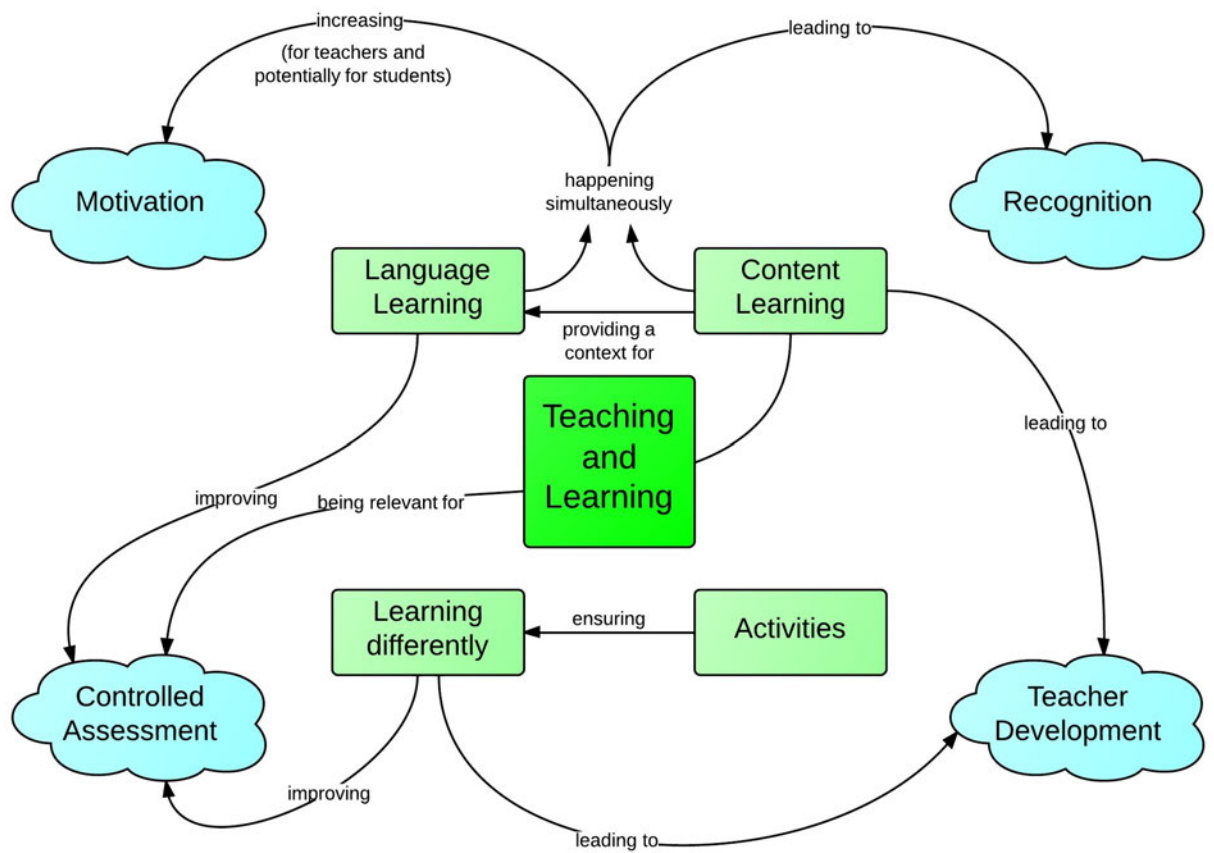
Case A



Case B



Case C



Case D