

CLIL METHODOLOGY IN PHYSICAL EDUCATION (PE)

Máster en Lengua Inglesa para el aula bilingüe de Educación Secundaria

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INTRODUCTION

All along the following pages, I will be talking about CLIL methodology in the bilingual program at secondary school. This methodology is applied in non-linguistic subjects such as science, arts, math, physical education, ethics...

I want to explain how I would work with this methodology and for that purpose, I have chosen one subject in secondary school which I will be referring to all the time from now on.

The subject I am going to be working with is Physical Education (PE). This is usually one of the subjects the students feel comfortable with, and the reason is its dynamism. In the rest of classes students have to be sitting in their chairs, working with their books, and taking notes in their notebooks, but in PE it doesn't happen that often. During one hour, the students can stretch their legs, and talk with their classmates without being told off, and that is why they usually like it. The problem comes when we need to teach some contents in one of these classes, especially in a different language. Students most of the time take this subject as a time to relax their minds, so catching their attention is even more difficult than in other classes.

PE is a very dynamic subject with lots of hours dedicated to physical activity, but we need to know that as part of our education system, we need to transmit knowledge and not only spend the hours playing football, basketball or any other sport. Physical education is much more than all of that; it is getting to know our body, inside and out, how it works, why when we make a big effort during one particular exercise, if we are not used to doing it then we may suffer of stiffness. Another interesting and very important fact about physical activity is not only how our muscles or bones are involved in the different movements, but how our mind takes a big part of that.

It is very important for the students to learn science, math, music... but it is also very important to make them conscious that doing sports is really good and it sometimes can act as a medicine. I'm pretty sure that every student has lived at some point in their lives, stressful situations, especially when they're getting ready to go to university, or once they are already there.

Many people think that sport is just for fun and for looking good, but these are just two of the many benefits it has. When our mind is weak and we are sick and tired of everything, instead of taking a nap, which is not going to help us at all, we should go out for a run, or, if you hate running, just go out for a walk; it will be healthier for your mind and for your body. When we are under a lot of pressure, because we have a really stressful life, physical activity can help you to get rid of some of the pressure and the things that make you feel that way.

This is an important point when we talk about Physical Education, because, as I have said before it is not only practicing sports and working with our body but also with our mind.

I have mentioned, some paragraphs above, the knowledge of our body, how it works and how it reacts to physical activity, and this is what I am going to be focusing on in the following pages. From my point of view, we should all have at least a brief knowledge of what are we made of, and bones and muscles which conform our body structure play a really important role. If it weren't for our bones, together with the muscles, we would not be able to stand up, to move, to breathe or to bend any of our articulations. It is interesting to know how to work with all of these parts and to take care of them, because a bad use could have really bad consequences as we are growing up, especially in childhood and adolescence, because our body is still forming and we can suffer some irreversible injuries.

Students should know that before they start exercising they should warm up a little bit because, in this way, our muscles get warm and ready to work hard. When muscles are cold, they can suffer injuries easier than if they are warm. And, after physical activity, stretching is as important as warming up before. Every time we are not stretching we are taking out some life to the muscle.

For all of these reasons, I have proposed to work with them on warming up and stretching after doing any sport.

I will be working with CLIL methodology as it is the one used in most of the bilingual programs, and as it works with the content through language. At the beginning, I will give a short explanation about what it is and how it works. After that introduction of CLIL, I want to give some examples of how I will be working with the students in a

Physical Education class and there I will explain that I will be using Task Based Learning, which means working in different activities with a specific purpose: working on a main task. This task will help students to understand and learn all the contents that have been established for this part of the subject.

All the materials and all the activities will be planned for the fourth year of secondary school. At this stage, they need to start working more by themselves and their language skills should be intermediate; therefore, with some help from the teacher and their effort, they should not have many problems completing all the activities.

METHODOLOGY (CLIL)

1. Introduction

What is CLIL? This acronym stands for “Content and Language Integrated Learning” which means teaching contents through a second language. This term was first introduced in 1994 in Europe, though the first CLIL-type program appeared many years ago in what we now know as Iraq.

Some centuries ago, many people related multilingual or bilingual education to the wealthy, because, at that time, education was a privilege that not everyone could have.

One example of how this kind of methodology was used occurred in 1965, when a group of parents living in the French-speaking province of Quebec and whose mother tongue was English, realized that not being fluent in French could be a disadvantage to their children in the future. For that reason, they asked the local authorities to establish a language-immersion program where the students could learn the subjects in French. The teacher involved in this program needed to look for some strategies that were developed by trial and error. At the beginning, they started focusing on developing their communication skills until they got a basic level in French. As the students made some progress, the teachers started to work better with the children. The immersion succeeded, so it was spread all over Canada and many other places all around the world. It was in the 1970s that this sort of programs started to be accessible to a wider diversity of children coming from different backgrounds.

In the mid 90s globalization, increased the necessity to learn a foreign language especially in young people because the cohesion and the competitiveness in Europe had increased. Nowadays, this integrated learning is the way in which children will be much more prepared for the local job market, as we are interconnected with the rest of the world thanks to languages, especially English, considered the Universal language.

Bilingual teaching works with content and language simultaneously, and that is what CLIL does. We should realize that a bilingual class needs to deal with two different languages, the first language (L1) and the second language (L2), different from the

mother tongue. I will be focusing on Spanish as the first language and English as the second language all along the following pages.

First of all, I want to pay attention to what we are referring to when we talk about a bilingual school. We think that bilingual classes should be given in just L2 but if it was like that it would not be bilingual but monolingual teaching. If the class is just taught in the second language it means that students would be able to express and develop these contents in English but not in Spanish, and that is not what we are looking for in Bilingual programs. We need to be able to integrate new vocabulary and contents in both L1 and L2.

1.1 What is important in CLIL?

There are many fundamental pieces we should take into account when we talk about CLIL methodology and now I want to have a look to some of them.

One of the most important pieces is language teachers in these programs. They play a double role because apart from teaching their standard curriculum, they need to work on how to support content teachers by helping students gain the language needed to manipulate the content of other non-linguistic subjects. At the same time, they also help to revise some of the content given in those classes, so content acquisition is also worked with the language teachers.

As we may know, sometimes working with your colleagues is not easy, especially when you are from different fields, so here comes how much the teachers want to be part of these programs. When one teacher accepts the position to work in a bilingual program, they agree to work more hours without earning any extra money for that added effort. In many cases it entails less effort from the teachers, because, if they are not paid, why would they be spending some of their free time on that? In that sense vocation and collaboration are the main characters. If one teacher does not like teaching in a normal situation, we can imagine what his answers can be when that person is asked to teach his subject in a different language. That not only happens with teachers that do not like their jobs at all, but also with vocational teachers. If you have spent most of your life studying your field, and for example you love teaching science, this does not mean that you will love it when you have to teach it in a different language. This kind of situations may provoke worse situations, that a really good math teacher has to teach it in English

and, if he does not enjoy it, he stops being the good teacher he used to be. Who loses here? The answer is: the students. It is not their fault if one teacher is not ready for the position, or if that teacher does not like what he is doing any more.

The essence of CLIL is integration and it has a dual focus:

- 1) Language Learning included in content subjects.
- 2) Content from subjects is used in language-learning classes.

The fact that we are incorporating content to learn a language could motivate students, because they are not learning the language just in abstract terms, but to complete some tasks and learn something new from a different field.

Another important element in CLIL is The Development of learning skills supporting the achievement of content language goals. All the goals need to be put into a larger context. It can give the young students some of the skills required to work or to study in the CLIL context but it is important to realize that language learning is a lifelong process. (Uncovering CLIL 2008: p.11)

2. Conclusion

As I have mentioned before, as a program spreads from primary school to secondary school, a larger number of prepared teachers is required, but teacher training is not really preparing them to be CLIL teachers. There is a limited number in CLIL language speakers with a subject-area qualification so although they may meet some of the conditions not all of them are really qualified to focus on both content and language goals. For that reason, the main step in a bilingual program is to have a skilled teaching staff (Uncovering CLIL 2008: p.21).

Now that I have given a brief explanation about CLIL methodology and what is important to take into account, I want to focus on Task Based Learning. I will provide an explanation about the meaning of the concept and then I will give some examples of how to work with it in a real situation, applied to an example of one specific subject, Physical Education.

TASK-BASED LEARNING (TBL)

1. Introduction

Task based language learning is a way of teaching a second language where the students need to reach a goal using this second language as a tool. This methodology introduces real situations to the students, and it is going to help them to understand and use the language in situations which will be close to reality, or at least, as close as it can be.

What do we mean with real situations? What we want is the students playing different roles; for example, they need to play the role of shop-assistants, and they need to solve one situation that could happen to any shop-assistant in their daily life. But how can we introduce it in a non-linguistic subject? Here is where we need to adapt the materials and be conscious of the students' level and how we can help them to play this role.

We need to know that one of the purposes of this methodology is to increase learner's activities; it means that the students need to work more by themselves and that the teacher is not going to give them everything done. What we need to do as teachers is provide them with useful materials and let them work on them individually or in groups. It does not mean that the teacher is just going to be sitting in front of them doing nothing, because we, as teachers, have an important part to play, but we need to let the students experiment and work with the foreign language and use our help to check and clarify any doubts which may arise during the task time. In order to improve their method, or in order to adapt the materials, teachers need to be conscious of different facts: what the learning processes being developed are like, how the activities are helping students and in what ways. I've mentioned more than once materials' adaptation because this is one of the most important things every single teacher should do. Not every student learns in the same way, and not all of them need the same things, so we,

as professionals, need to be aware of this and try to use the books or handouts we have for class correctly.

As I'm focusing on Physical Education as the CLIL subject, I will give an example of how this methodology could be used, if we were starting a lesson about muscles.

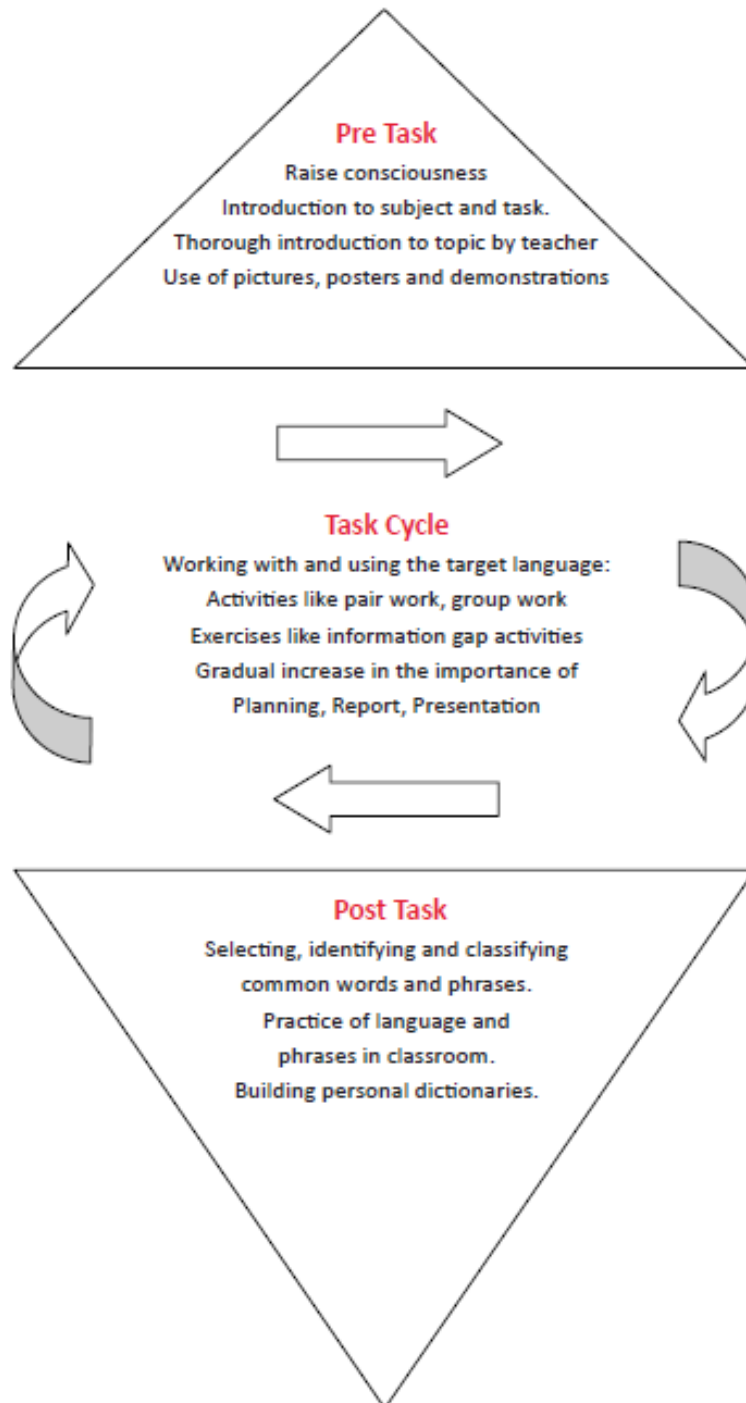
PE is a subject where the students are not used to having too much theory and where the classes are really dynamic. Here we can find some difficulties when introducing a topic, especially because it is in a different language. It is true that in their daily life they are not going to talk about their muscles or about what muscle helps them better walk or jump, so we will adapt it to the sports world, where it is much more important and where professionals talk and take these little things into account in order to improve their skills.

The task I will outline is warming up and stretching focusing on one day of volleyball training. The students will need to know what muscles are mainly involved in this kind of sport, locate where they are and learn how we can take care of them when we practice this sport. This is a very complete sport, so they will just focus on the most important things.

With this activity, they will be playing the role of a volleyball player, and how can they improve their skills if they want to win the next competition. The content they will be learning is: the name of the muscles, how do they work, where they are found in the human body and which are their main functions. The language they will be using is their second language, English in this case, so the same thing they could be doing in their mother tongue, where they will only be dealing with the content, is going to be treated in the foreign language, where they will be working not only with the content but we will be adding another difficulty to the task, the language

2. TBL Structure

This methodology consists of three different parts, each one with a different purpose.



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¹ Pools-m. Task Based Learning. Consulted on the 5th of March 2014.
<http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>.

Pre-Task

This is the first part in Task Based Learning. During the pre-task activities, the topic that we are going to deal with in the task is introduced to the students but in such a way that they need to work on that since the very beginning. The teacher will provide them with some materials so the students will find all the information needed in them, but it is not the teacher who is going to explain every single word about the topic, but the students themselves. This is the best way to encourage students to work alone and not have everything given to them by the teacher. It is important that the teacher looks for the best materials that can be found, because that is what the students will be working with. Depending on the level of the students, the activities must be adapted in order to get the best results from the students.

Task

This is the second stage in Task-Based Learning methodology. As we have already been working with vocabulary and content related to the topic, now it is time to use all the materials given in class with a purpose. The task should include some of the information given in class, but the main purpose is making students work with information in a specific activity. In this part, it is important that teachers give all the instructions needed to complete the task, so students are able to do it with the help of the instructions.

Post-Task

This is the next stage in Task-Based Learning methodology. Post- task activities, also called language focus, are usually activities which includes all the vocabulary that has been used in the previous stages, and all the important concepts that students have learnt during the previous sessions.

3. Example in Physical Education

3.1 Pre-Task

As it is the first step in Task Based Learning, here I'm proposing a couple of activities that could be very useful to introduce the topic, "The Muscles" in this case.

The first activity I will be working on a Reading. The reading activity is about the muscular system, what the muscles are and what they do. It is important that they read it carefully and that they use the dictionary when they don't understand important concepts that are needed to get the whole meaning of the text. After they have finished reading they will be working in groups and these groups are going to be the same for all the activities that we will be doing during the pre-task time and for the task itself. The number of members in each group will vary depending on the number of students in class, but imagine that we have a classroom with 24 students; they will be working in six groups of four people, because six students in each group will not help to complete the activity as they can be easily distracted by their classmates.

Once the groups have been formed we will start a collective reading. We need to divide the text in four different parts and each student in the group will have a number with a different function, for example:

Student 1: He reads his part.

Student 2: Explains it to the group in his own words.

Student 3 and student 4: Pay attention to the explanation and say if it is right according to what student 1 has read.

Then the role of the students will change.

Student 2: He reads his part.

Student 3: Explains it to the group in his own words.

Student 4 and 1: Pay attention to the explanation and say if it is right according to what student 1 has read.

They will be doing it until they finish the whole text. After that, they will need to write down all the explanations together so they will have a summary of the text in their notebooks and they will have all the main information there if they need it for the task.

As we want them to understand well the text they will have some comprehension questions about the text which they will need to do as homework to know if they have understood it properly or not, but this time it would be done at home and working individually. (Estructuras simples de aprendizaje cooperativo N16: p.16)

3.1.1 Activities

Activity 1 (Reading)

The Musculoskeletal System

Every time you sprint through the halls because you're late for class, score against your opponents during a game, or shoot pool with friends, you're using your bones, muscles, and joints. Without these important body parts, you'd be seriously sidelined — you'd be unable to sit, stand, walk, or do any of the activities you do every day.

***Bones** provide support for our bodies and help form our shape. The skull protects the brain and forms the shape of our face. The spinal cord, a pathway for messages between the brain and the body, is protected by the backbone, or spinal column. The ribs form a cage that shelters the heart, lungs, liver, and spleen, and the pelvis helps protect the bladder, intestines, and in girls, the reproductive organs. Although they're very light, bones are strong enough to support our entire weight.*

***Joints** occur where two bones meet. They make the skeleton flexible — without them, movement would be impossible.*

Muscles are also necessary for movement: They're the masses of tough, elastic tissue that pull our bones when we move.

Together, our bones, muscles, and joints — along with tendons, ligaments, and cartilage — form our musculoskeletal system and enable us to do every day physical activities.

What Are the Muscles and What Do They Do?

Bones don't work alone — they need help from the muscles and joints. Muscles pull on the joints, allowing us to move. They also help the body perform other functions so we can grow and remain strong, such as chewing food and then moving it through the digestive system.

*The human body has more than 650 muscles, which make up half of a person's body weight. They are connected to bones by tough, cord-like tissues called **tendons**, which allow the muscles to pull on bones. If you wiggle your fingers, you can see the tendons on the back of your hand move as they do their work²*

COMPREHENSION QUESTIONS

1. What is the main function of bones?
2. Why are we able to move?
3. What makes up the half of our body weight?
4. What are the tendons for?
5. Name five different things you couldn't do if you didn't have bones, joints or muscles.

² The Nemours Foundation 1995-2014

http://kidshealth.org/teen/your_body/body_basics/bones_muscles_joints.html

3.1.2 Activity 2

Once they have some information about muscles, joints and bones, which have been worked on previously, it is time to give them more information about what they are going to work on in the main task.

This activity will be done in class with the help of the computer as it is an interactive test about warming up and cooling down. They will have the test on the screen using the projector. Working in groups (the same groups which have already been formed) they need to complete the test writing down the answers. After they have finished all the questions, we will check the activity with the computer, and they will have to write the right answers in their notebooks.

Fill in all the gaps, then press "Check" to check your answers. You can also click on the "[?]" button if available to get a clue. Note that you will lose points if you ask for hints or clues!

exercise flexibility heart muscle oxygen temperature

WARMING UP is often overlooked but should be part of your injury prevention routine. A good warm up will:

- Increase the of muscles
- Increase blood flow and to muscles.
- Increase the speed of nerve impulses - making you faster.
- Increase range of motion at joints () reducing the risk of tearing muscles and ligaments.
- Warm up will not only help avoid injury but will also improve performance.



A warm up should consist of:

- Gentle jog to circulate blood and oxygen supplying the muscles with more energy to work with.
- Stretching to increase the range of motion at joints.
- Sports specific exercises and drills.
- The warm up should last between 15 and 30 minutes. Do not warm up too early. The benefits are lost after about 30 minutes of inactivity.

STRETCHING should include all muscle groups but can focus on particular ones specific to the sport: can you identify the muscle groups being stretched below?





COOL DOWN: This is also often overlooked but can help avoid injuries and boost performance. The aim of the cool down is to:

- Gradually lower rate and breathing rate.
- Circulate blood and oxygen to muscles, restoring them to the condition they were in before .
- Remove waste products such as lactic acid.
- Reduce the risk of soreness.
- The cool down should consist of a gentle jog followed by light stretching.

Check

3

³This interactive test has been taken from the following URL address:
<http://www.teachpe.com/cloze/warm up and cool down.htm>

3.2 Task

For the task they will need to work with all the vocabulary learnt about muscles and everything related to them. It consists of creating a warming up session and a stretching session for a Volleyball team. We have been working with the sport itself during the semester, and, now that they are familiarized with it, they need to go deeper in the sport and do some research.

First of all they need to pay attention to what they are going to do for the warming-up session. It means they need to analyze and look for information, on the internet or in books that could be facilitated by the teacher, about the main activities Volleyball players do before they start their daily training,(i.e, what the main muscles involved in the activity are and how we can warm them up. Then, once they have finished with the warming up session, they will do the same for the stretching session. Again, they will look for the best stretching exercises for volleyball players after their training session.

The students will be given a sheet with all of the instructions they need to follow in order to complete the task properly.

3.2.1 Instructions (Information to the students)

Now that you know a little more about volleyball itself, you need to work with all the materials that have been given in class but you will also need to look for some more information on the internet or in books that you could borrow from your Physical Education teacher.

You need to work in groups of 5 people.

Now that you know who your partners will be during this task, try to think all together what you would do to prepare a warming up session and a stretching one for a volleyball team before a game. To complete the activity, you need to follow the following steps:

1. Think about what the main muscles involved in the activity are and write them down in a sheet of paper. You can use any source of information in case you need it.
2. Think about how you could warm these parts of the body up. The following address may be helpful, <http://livehealthy.chron.com>. Be careful and do not copy and paste from this website, because the aim of the activity is that all of you understand why the exercises are good for the different muscles.
3. Once you have chosen the exercises that you are going to include in both sessions, (at least five for each session), describe each exercise and explain what muscles you are going to work in each exercise.
4. Put everything together in a Word or pdf document. Take care of the presentation and the contents you are going to include.
5. Every group is going to present their work in class and you are going to be assessed by your teacher as well as by the rest of the groups. At the end of the activity you will also need to complete a self-assessment sheet which the teacher will give to you.
6. This task will constitute the 50% of you final mark. The rest of the mark will come from the rest of activities and your behavior in class.
7. DEADLINE: 15th of May. You will need to send your work to the teacher before the deadline. If one group does not send it, or sends it late, they will not get any mark for the task.

3.2.2 Illustration of this Task

I want all students to understand clearly what they have to do in the task, giving them an illustration about what their work should look like, something which may help them to start with Task. It is important to say that they cannot copy the activities from the illustration, and if they take some of them they will need to explain properly how the exercise will be done in class and why that exercise is important.

WARMING UP SESSION

- Volleyball is a very complete sport, so we will need to do a general warming up session at the beginning where the main muscles of our body take part. Starting from the bottom (The students need to specify what kind of exercise they are going to do in each case):
 1. Ankles.
 2. Knees.
 3. Hips.
 4. Arms.
 5. Shoulders.
 6. Neck (very carefully as it is a delicate part of the body)

Now we will continue with some cardio training which is going to help us in our physical resistance.

1. Start running in circles. When the trainer says 1 they will need to jump as if they were defending (defense position), in 2 they will bend their knees as if they were receiving the ball (reception position), with number 3 they will change their direction (if they are running to the right side, they will start running to the other side, the left).
2. Ten suicides, one minute walking and breathing deeply, and then ten more suicides.
3. Serving practice. As they know arms and shoulders are very important in volleyball practice so they need to pay special attention to them and warm them up really well to avoid any injury.

Now that they have completed the warming up session they can start playing volleyball.

STRETCHING SESSION

- Every time we finish practicing any physical activity is really important to do some stretches. Again, as in the warming up session, we are going to start stretching from the bottom to the top. (Every activity should be well explained so the stretch is well done in every moment)

1. Calves
2. Hamstrings
3. Quadriceps
4. Glutes
5. Abs
6. Back
7. Biceps
8. Triceps
9. Chest
10. Shoulders
11. Neck

Once they have finished thinking about the activities they will be doing for the different muscles we are working with, they will need to write a brief explanation about why it is important to warm up and to stretch, before and after physical activities respectively, and why they have chosen those activities for their sessions.

This task is not only going to be handed to the teacher, but it is also going to be put into practice in class. Every group is going to work with their task once it has been finished; it means that they will introduce their work in class and that they will be the ones who are going to do the warming up session before the volleyball class starts, and the stretching once they have finished the class.

3.2.3 Assessment

Each group is going to be evaluated, not only by the teacher but also by their classmates. Together with the task explanation and instructions the teacher will give a rubric to the students where they will find what main aspects they need to take into account when they are doing the task and how they are going to be evaluated.

Rubric Sheet

Criteria	1	2	3
Content	Limited evidence of understanding of and thinking about the topic. Content occasionally not relevant to the topic. Limited range of aspects covered and minor elaboration of ideas. Minimal or no use of other information sources.	Evidence of good understanding of and thinking about the topic. Relevant information presented about a range of aspects and/or viewpoints. Ideas developed in some detail. Evidence of use of appropriate information sources. Ideas expressed in own words.	A very good understanding of the topic shown. Relevant and complex information presented about a range of aspects and/or viewpoints. Evidence of use of a variety of appropriate information sources. Ideas developed in good detail, and well expressed in own words. Simple opinions and interpretations justified.
Structure and sequence of ideas	Limited structure given to content. Topic introduced. Occasional links and connections made between ideas.	Structure is clear and appropriate to the text type, with the topic introduced clearly. Links and connections between ideas made clear. The conclusion was clear and appropriate.	Structure is clear and appropriate to the text type, with the topic introduced clearly and in an interesting way. Information logically sequenced. Links and connections between ideas made clear. Points were well-organised and The conclusion was appropriate, clear and effective, with suitable impact on reader.
Use of language	A limited range of vocabulary and sentence structures used. Vocabulary and language choices not always appropriate to the topic, text type, audience and purpose.	A range of vocabulary and sentence structures used. Vocabulary is usually appropriate to the topic and text type. Ideas are usually expressed in own words. Evidence of appropriate language to demonstrate the relationship between presenter and reader.	A very good range of vocabulary and sentence structures used. Vocabulary is idiomatic and appropriate to the topic and text type. A dictionary was used to select new words. Ideas are effectively expressed in own words. Evidence of appropriate language to demonstrate the relationship between presenter and reader.

Grammar, spelling, punctuation	Several errors of grammar, spelling or punctuation, with meaning sometimes compromised.	Language was accurate with a minimum of grammatical, spelling and punctuation errors.	Language was accurate with almost no grammatical, spelling and punctuation errors. Knowledge of a variety of grammatical structures demonstrated. ⁴
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At the same time, students will have to fill one self-assessment sheet where they will be evaluating themselves, so they can become aware of what they have learnt in the whole task process, what goals they have reached and which ones they should have worked better. It is important that not only the teacher is aware of what is right and wrong in their work, but also the students need to know it in order to improve their skills, and be able to work some aspects better the next time around.

⁴ Rubric taken from the web page www.education.vic.gov.au on the 4th March 2014.

Self-assessment sheet

	Very Good	Good	Developing
Research and collecting information	I collected lots of information from different places	I collected some information from a few places	I only collected a little information from few places
Sharing	I always share my information with all my team members	I sometimes shared information with my team	I shared little information with my team members
Completing Tasks	I met all deadlines and I was not late for meetings	I met most deadlines and I was only late for some meetings	I missed many deadlines and I was often late for meetings
Contribution	I always helped every team member with all tasks	I helped some of my team members with some tasks	I didn't help my team mates with the tasks
Listening to other group members	I always listened to the ideas and suggestions from my team	I sometimes listened to ideas or suggestions from my team	I didn't listened to my team ideas or often I did it my own way
Co-operating with my team	I never argued with my team members. I always talked	I sometimes argued with my team. I sometimes talked	I often argued with my team mates. I never listened to

	about ideas and got opinion	about their ideas	their ideas or opinions ⁵
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3.3 Post-task (language focus)

Here, as we need to make a quick review of everything, especially of all the new vocabulary and concepts that have been introduced to the students during the last class sessions, I have planned some activities which may help students to reinforce their knowledge and to conclude with this lesson.

Two examples of what kind of activities we could make use of in class with the students are the following ones:

3.3.1 Activity 1

This is going to be a reviewing activity and the students will need to work in groups of four people. I will bring them a model of the muscles in the human body but without the name of each muscle. I will give them some cards with the name of the muscles I want them to learn and then we will start a contest. Each group needs to choose one name for their team and I will write the name of each group on the board so I can write down the points they get during the contest. They will win one point every time they place the correct card in the human body model. They will play following an order, and as I say one muscle the first team needs to stand up and stick the card with the right name in the correct place, if they do it right they win one point, if they do it wrong they do not get any score and the next group will have the opportunity to do it right and get one point, if it is again wrong, it's next group turn and so on. At the moment one label is placed correctly, the group wins one point and I say another muscle for the next group, and we will follow the same rules again. We will be playing until all the gaps are completed.

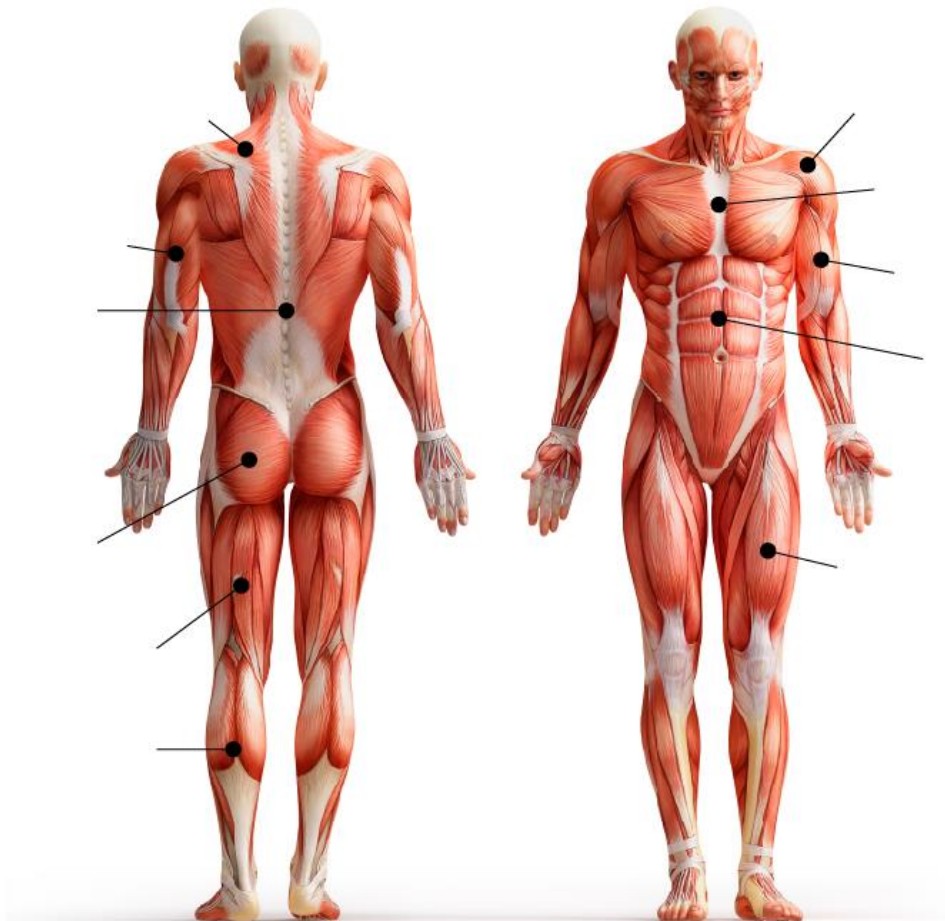
⁵ William, S (2013) *Teaching the Teacher*, Project Rubrics Self-Assesment. Adapted and consulted on the 25th of March 2014. URL address: <http://1brainsandwich.blogspot.com.es/2013/07/you-mean-i-have-to-grade-my-friend-pt-2.html>

With this game, I want the students be working in groups so they can collaborate with each other making it easier and less boring. But it is not the only purpose; I want them paying attention to the name of the muscles as well, because they will need all the information given in class in order to review the main task that would be already done by the students.

After we have finished the contest where they will already know where the muscles are located in the human body.

CARDS

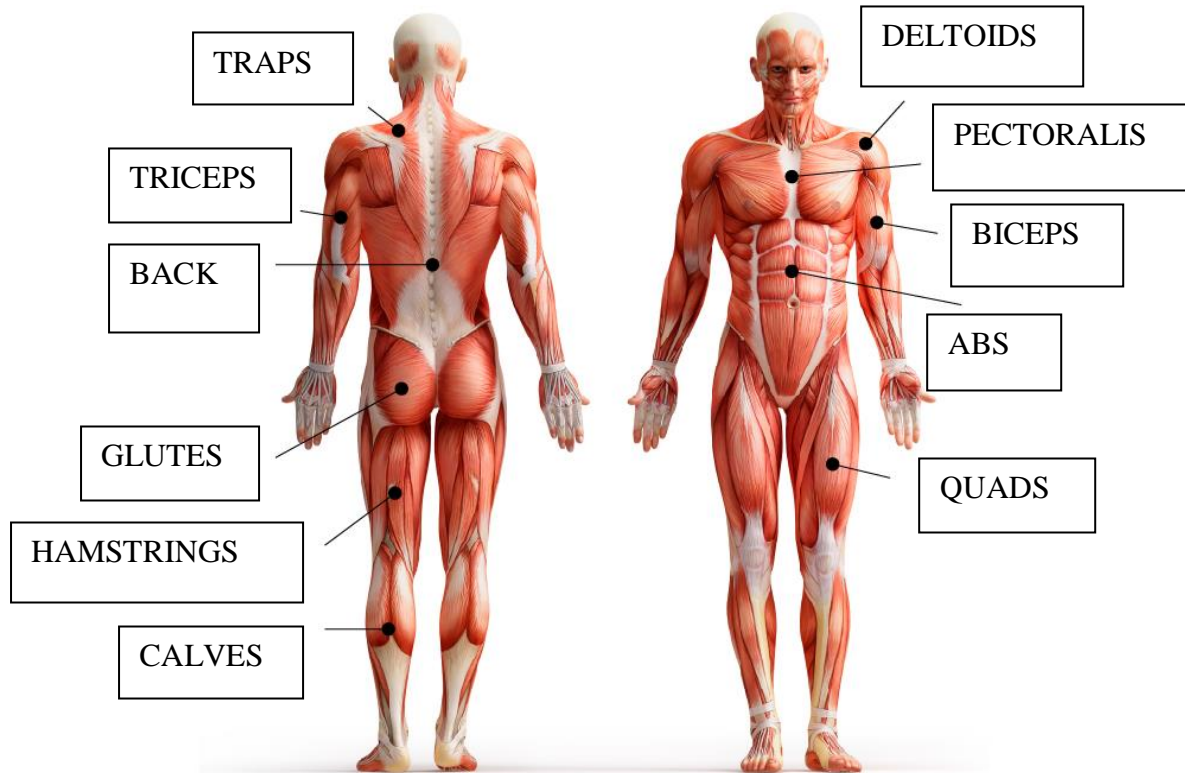
GLUTES	CALVES	HAMSTRINGS	TRAPS
TRICEPS	BACK	PECTORALIS	DELTOIDS
BICEPS	QUADS	ABS	



6

⁶ Image taken and adapted on the 24 of February 2014 from Mull Andre, Muscle Chart. URL address: <http://www.cali-core.com/chartexercise/>

SOLUTIONS



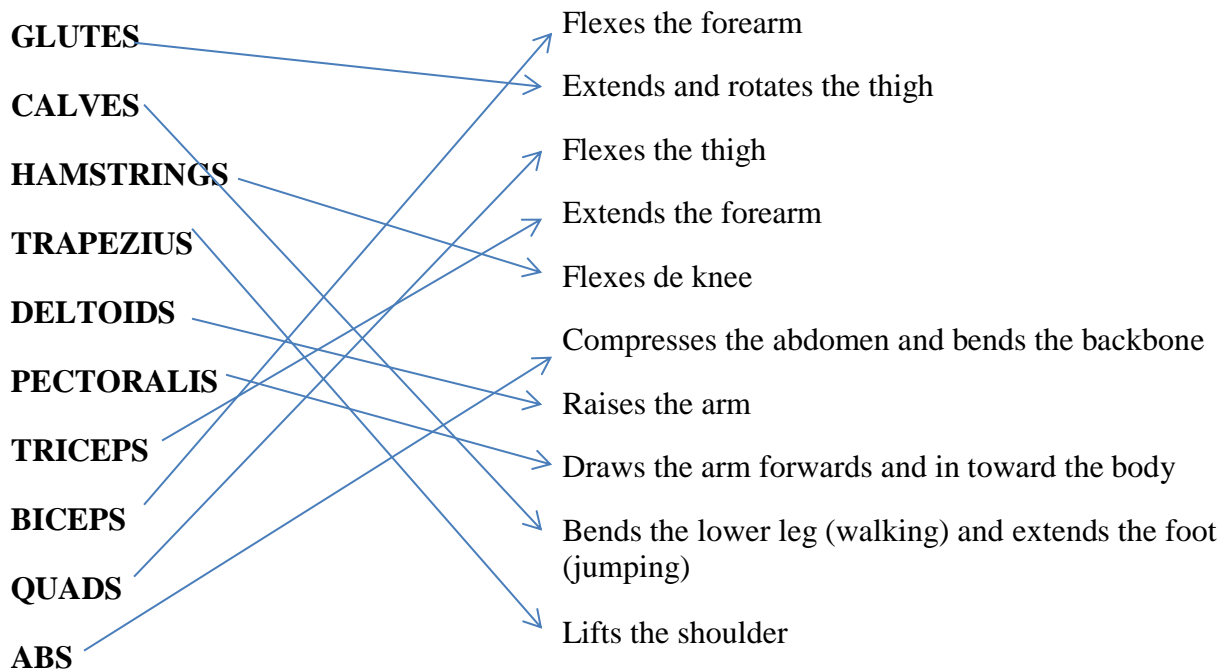
3.3.2 Activity 2

In this activity we will be working with the muscles functions. The students will need to work on a matching activity. There will be 10 muscles and 10 functions, so every muscle should be matches with its right function. It is important that they learn how they main muscles work, and how they help us to realize some our daily life movements.

Matching

GLUTES	Flexes the forearm
CALVES	Extends and rotated the thigh
HAMSTRINGS	Flexes the thigh
TRAPEZIUS	Extends the forearm
DELTOIDS	Flexes de knee
PECTORALIS	Compresses the abdomen and bends the backbone
TRICEPS	Raises the arm
BICEPS	Draws the arm forwards and in toward the body
QUADS	Flexes the foot
ABS	Lifts the shoulder

SOLUTIONS



4. CONCLUSIONS

In the previous pages, I have talked about Task-Based Learning, because I think it is a good way of teaching through activities. The distribution in the application of this learning method helps students with the acquisition of knowledge in different ways.

As I have explained before, we have three different stages, and thanks to each stage students will be able to work with three different purposes. In the first stage, we find the activities which introduce the topic. These activities help students to start thinking about what they are going to learn, so this is the first contact with the topic. In my proposal for the first pre-task activity, I want the students to be able to understand a text about the musculoskeletal system. The objective with this activity is that students are able to identify the key concepts in the text which are related to the comprehension questions they need to answer after reading the text. The comprehension questions are very important after reading a text or listening to an audio, because this is a good way to check if students have understood everything or not. For the second pre-task activity, the students work with an interactive test so they obtain extra information which is really useful since it is closely related to what they are doing in the main task.

After that, we have the task, which we can say is the main activity, because the rest of the activities in the first and third stages are an introduction and a revision of this Task. In this second stage, I have proposed the warming-up and stretching session because, apart from knowing muscles, bones and how important they are, I think that it is also important for students to know how to take care of them when they are making efforts during a physical activity. What I want with the task is that students are able to identify the main movements in volleyball, because it is the sport we have been working with in class. It is interesting that they are allowed to make use of the internet or any book, because it will also help them to look for information in different sources.

At the end of the Task-Based Learning process, as we all now know, we have the language focus. Although this is the last part, and it seems like everything has already been done, we cannot forget to make a review of what we have seen in class. After

every lesson, teachers should make some activities which help reinforce the knowledge acquired in class. This is one of the best ways to help students remember the vocabulary and the concepts.

As, unfortunately, I have not been able put this into practice, though I would love to in order to get results, what I will expect from students is that they will be able to learn thanks to the use of activities and not with the simple use of handouts which, on many occasions, can be too hard going for students and easily forgettable. The importance of activities in which students need to work by themselves, where they need to look for the information, is that it may be more difficult for students at the beginning, but, once they are used to searching for the information and they find it, they are going to remember it more easily than if they just need to study it from some handouts that, probably, they are not going to read ever again.

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