



Universidad
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University Master in Teaching English as a Foreign Language

HOW TO IMPROVE ENGLISH SKILLS THROUGH PHYSICAL EDUCATION.

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How to improve English skills through PE.

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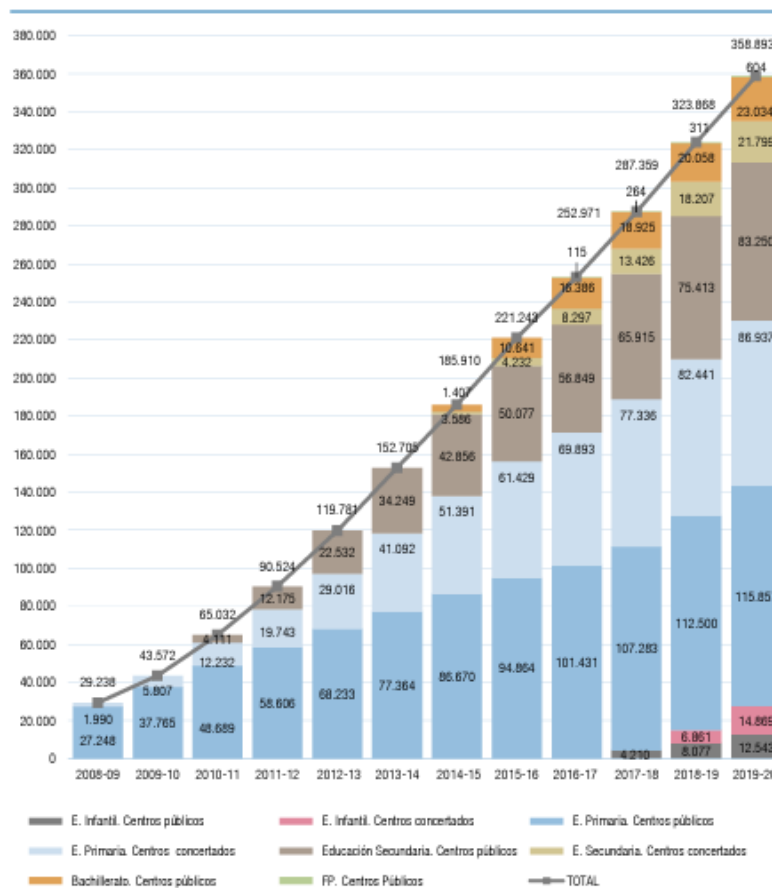
How to improve English skills through PE.

1. Introduction.

Nowadays, bilingual system in education is a reality. Every year there are more and more bilingual schools in Spain. This bilingual system started in Madrid 18 years ago, in the academic year 2004-2005 being one of the first communities that bet on the bilingualism.

In one of their last publications, we can appreciate in this graphic that the number of students in a bilingual school are rising every year.

Figure 1. Evolution of bilingual students in Madrid.



Fuente: Dirección General de Bilingüismo y Calidad de la Enseñanza.

Source: Dirección General de Bilingüismo y Calidad de la Enseñanza de la Comunidad de Madrid.

As Spitzer suggests in *Bilingual benefits in education and health* (2016), thanks to bilingual system, students not only can improve their communicative skills, but also, they can achieve a better health brain and delay some memory diseases in a future.

Also, Sienes, Esmeralda Sotoca in *“La repercusión del bilingüismo en el rendimiento académico en alumnos de colegios públicos de la Comunidad de Madrid1/ The impact of bilingual education in academic achievement of students enrolled in public schools in the Autonomous Community of Madrid”* (2014) shows how bilingual schools achieve better grades in the external tests than in non- bilingual schools. However, it’s true than the Grade Average is better in non-bilingual schools in other areas, so this means that there is a long way to go for improvement.

The main purpose of this Final Master’s Project is to show how to improve English skills in our students through Physical Education. To that end, I will conduct a project where I compare the English level from my students in the different skills: speaking, writing, reading and listening at the beginning of the second term and at the end of the third term.

Currently, I am working as Physical Education teacher in a bilingual school and this research project will be carried out with 75 students from 3 different classrooms of 6th grade of Primary. All of them are 11-12 years old. Most of them have been studying in this bilingual school from kindergarten and study all the subjects in English except Mathematics and Spanish Language. I will take into consideration those aspects to compare their evolution during this academic year.

2. Justification, methodology and tools.

2.1 Justification

One of the main reasons to carry out this work is to study how bilingual system improve the English level in the students in Physical Education.

Physical Education is a different area due to is taught in a different context, outside of the classroom and physical activity is done while they are learning.

Some authors as Kirk I. Erickson and Charles Hillman (2018), demonstrate the benefits of physical activity in their academic results. Physical activity improves the cognitive function and benefits are clear as we can see in this study of Joseph E Donnelly, Charles H Hillman (2016)

where they compare the benefits of Physical Education lessons and Physical activities and sports in children from 5 to 13 years old. Finally, they concluded it with positive results.

2.2 Methodology

To carry out this research I will compare the evolution of my pupils at the beginning of the second term and at the end of this academic year. To assess the writing and reading skills, they will complete some questionnaires and worksheets. However, in the listening and speaking tasks I will assess them with a register where I will write down those aspects to take into consideration. All these data collection will be done in the Physical Education lessons.

2.3 Activities and assessment.

Along this epigraph, I will begin with the kind of activities that I will develop, and I will finish with the rubric that I will use to assess.

2.3.1 Activities

In this point, I will now show some examples of the different activities used in each skill:

Writing tools.

This skill will be developed through reflections where students can work about the different contents learned in each unit.


- Reflections.

At the end of each unit. This activity is aimed at improving their writing skills mainly, but also it is necessary a good reading comprehension because they have to understand the meaning of the different questions.

In this kind of reflections, I pretend to analyse their knowledge, experiences, and their opinions about each unit. It will be useful to analyze their impressions and I will use them to improve in future teaching interventions.

Figure 2. Handball reflection. Resource to assess the writing skill.

Handball reflection



Name.....
Group.....

Think about your previous and final knowledge.

- What did you know about handball?

- What did you learn in this unit about handball? Did anything surprise you?

- Share any other thoughts you have. Personal opinion.

How much did you enjoy this sport?





Figure 3. Handball reflection from a student. Example.

In this example, from a 6th grade student, he reflect about their prior experience and his current knowledge about handball.

Handball reflection



Name.....
Group.....


Think about your previous and final knowledge.

- What did you know about handball?
*I know that it is not a ball you can throw it
around and hit it in net. It is a ball you can't throw
the other way as basketball but handball is played
with hands.*

- What did you learn in this unit about handball? Did anything surprise you?
*I learned the rules were really hard I was surprised
that you can take 3 steps instead of 2.*

- Share any other thoughts you have. Personal opinion.
*It is a really fun and big challenge. I would like to play
I had a great time playing this sport.*

How much did you enjoy this sport?



Reading tools.

With these kinds of tools, I pretend to improve their reading comprehension about the main rules in each sport or game developed in my subject.

- Questionnaires.

I pretend to use them to assess their knowledge in theoretical contents in each unit. This will be done at the end of the unit.

I show one example that I did it with my students:

Figure 4. Handball questionnaire. Resource to assess the reading skill.

Handball

Choose words from the **keyword boxes** to fill in the gaps:

You have to shoot from _____ the goalkeepers box.

After _____ steps with the ball in your hands you have to pass, shoot, or _____.

You cannot hold the ball for longer than three _____.

Handball is a _____ sport, with _____ players per team.

With one _____ and _____ outfield players.

You can make contact, but you are not allowed to _____.

The referees can give out yellow and _____ cards, and 2 a _____ time out.

Three Seconds

Dribble

Outside


Seven

Six

~~Goalkeeper~~

~~Team~~

~~Red Tackle~~




Source: <https://phed10-lb-handball.weebly.com/weeks-1-3.html>

Figure 5. Handball questionnaire. Example from a student.

In this example, I check the knowledge and reading comprehension of this student. In this case, he failed in 2 words.

Handball



Choose words from the keyword boxes to fill in the gaps.

Handball is a team sport, with six players per team.

With one goalkeeper and seven outfield players.

You have to shoot from outside the goalkeepers box.

After three steps with the ball in your hands you have to pass, shoot, or dribble.

You cannot hold the ball for longer than three seconds.



You can make contact, but you are not allowed to tackle.

The referees can give out yellow and red cards, and 2 a minute time out.

Seven
Six
Goalkeeper
Team

Three
Seconds
Dribble
Outside

Red
Tackle
Minute

With this activity, students have achieved a better knowledge about specific handball vocabulary.

- Readings about rules.

The aim of this activity is to know their reading level in longer texts, where they have to read the regulations of one sport and understand the main aspects. Here, in figures 6, 7 and 8 I show you some examples.

Figure 6. Baseball rules. Resource to assess the reading skill.

This text about baseball has been the most difficult to my students, it was so large and extensive with a great amount of new vocabulary and it has been difficult if I compare with others readings.

Baseball Rules

Baseball is a sport created in the XVIII century, in 1744 and it is one of the most famous sports in the modern era today. The game is very famous in countries as North America, Canada and Japan.

Object of the Game

The main goal of baseball is scoring as many runs as you can. The idea is to hit the ball with a bat as far as you can and start a race around 4 bases to complete a run.

Winning the Game

Team with more runs at the end of 9 innings will be the winner.

Rules of Baseball

- Baseball has two teams of 9 players.
- There different positions, players can be a pitcher, batters, or catchers.
- Games last for 9 innings of which both teams get to bat once.
- If the batter does 3 outs, he will be eliminated or if a catcher catches the ball in the air.
- If the pitcher does 3 balls, he or she will be exchanged with a new pitcher.
- When one player is on base, the batter can run to the next base at any point.

Source: <https://www.rulesofsport.com/sports/baseball.html>

Figure 7. Floorball rules. Resource to assess the reading skill.

In this text, we have worked their reading skill using vocabulary about floorball. There are many technical words that we use in this unit.

UNIT: FLOORBALL

- HISTORY

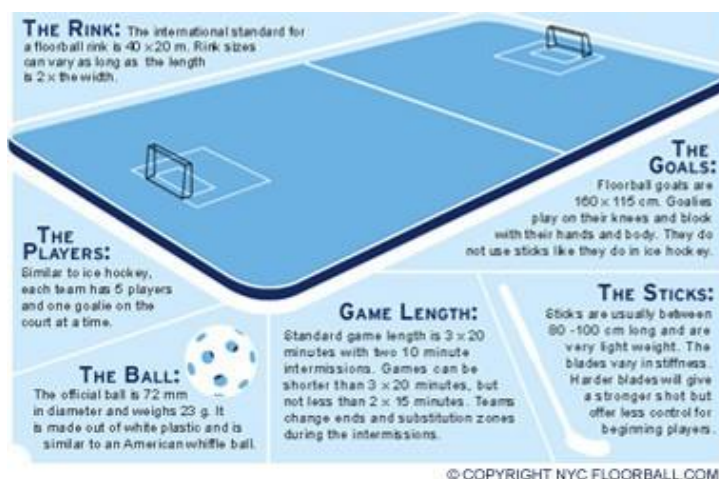
Floorball is an indoor team sport. It was invented in Sweden and it is played with sticks and a plastic ball.

- TEAMS:

- Each team has 5 players and one goalkeeper.
- The goalkeeper can't go out of their area.

- RULES

- 40 m x 20 m.



- Three 20' periods.
- **The first throw (STROKE IN).** It's done between two players.
- **The stroke free (FREE THROW or FREE HIT).** From the same place that the foul

was.

- **The penalty stroke:** 7 m.
- **The Goal:** when the ball crosses the goal line.
- **Stroke off:** after scoring a goal. It's taken from the center of the court.
- **Goal area:** only the goalkeeper can be inside the goal area.
- **Violations punished with foul (free hit or stroke free):**
 - Raising the stick above the knee.
 - Hitting the ball with the head, arms or the hands.
 - Pushing an opponent or blocking the opponent's stick.
 - Touching the ball with their feet, just the goalkeeper.
 - If an attacking player goes into the goal area.
- **More serious violations, punished with penalty:**
 - Hitting an opponent with the stick.
 - Moving your own goal.
 - Throwing the stick.

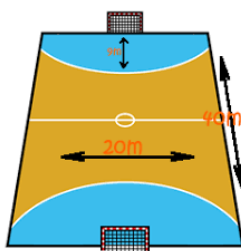
Source: <https://efcarmenconde.wordpress.com/>

Figure 8. Colpbol rules. Resource to assess the reading skill.

In this case, students have achieved a better result in their comprehension. Vocabulary and structure were easier than in other readings.

Colpbol

THE GAME



COLPBOL is a game in where two mixed teams compete with the goal of hitting the ball into the opponent's goal with their hands.

THE FIELD

We will play on a regular handball court.

NUMBER OF PLAYERS

Each team will have 7 active players on the field – one being the goalkeeper. The rest of the team will be waiting on the bench. Each team must be composed of boys and girls.

TIME

Each game will last 20 minutes.

SCORING

Every time a team puts the ball in the opponent's goal, that team scores one goal. The team with more goals wins the game. The game can finish in a draw.

HOW TO PLAY

▶ *Tip-off*

- *The referee will toss the ball up in between two players like in basketball. The rest of the players must maintain a distance of 3 metres or more.*

▶ *The active player can*

- *Each player can only hit the ball 1 time with their hands, arms or any other part of the upper body.*

▶ *The goalkeeper*

- *He/she can stop the ball with any part of the body, including feet while they are in the goalkeeper area. Outside of this area, he/she will play as a regular player.*
- *He/she cannot hold or grab the ball with their hands or feet. He/she can only knock the ball away.*

▶ *The active player cannot... (fouls will result in change of possession)*

- *Hit the ball twice.*
- *Hit the ball with a closed fist.*
- *Hold, grab, or throw the ball with one or both hands.*
- *Intentionally touch the ball with legs or feet.*
- *Push or grab the opponent.*
- *Be within 3 metres of the tip-off.*

** All infractions result in a foul, unless a defender commits an infraction inside the goalkeeper area. In this case, the infraction will be a penalty. When fouled, a team will throw the ball in from the sideline in the location closest to where the foul was done.*

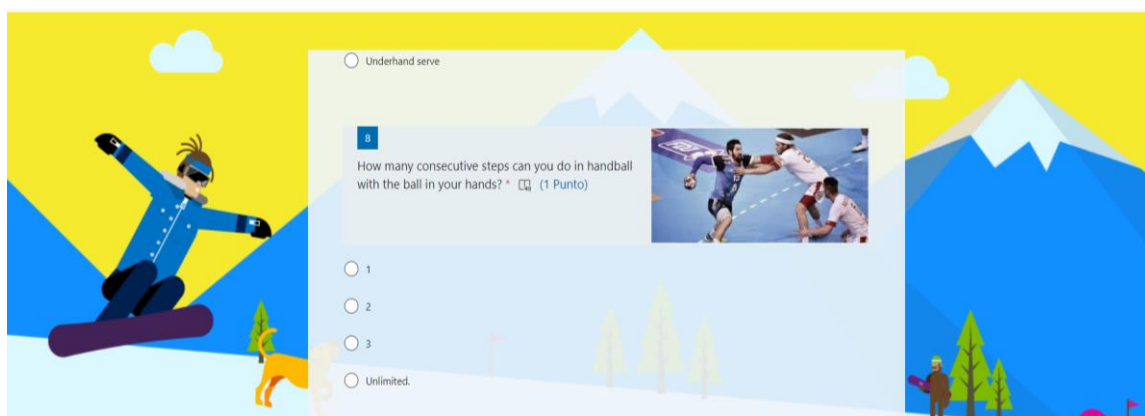
▶ *Scoring a goal*

- *A goal is scored when the entire ball crosses the goal line. An offensive player must score hitting the ball with their hands.*

Source: <https://www.educa2.madrid.org/web/alberto.pedraza/colpbol>

Figure 9. Reading and comprehension skills in this questionnaire about handball.

In this figure, I pretend to show how I evaluate their reading comprehension with this digital questionnaire.



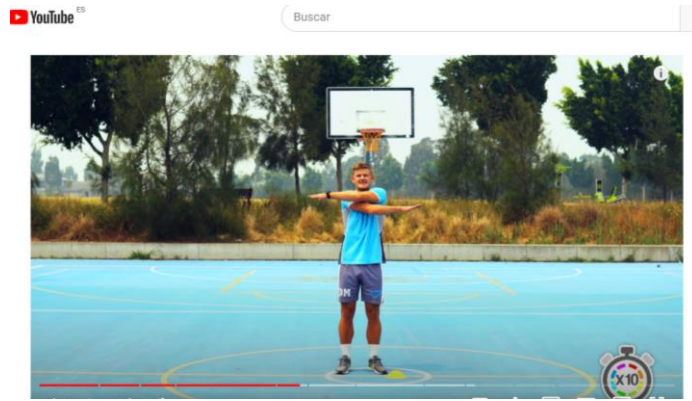
Once, I put these resources into practice, I could appreciate that some of them were more difficult than others. For instance, there were more comprehension problems with baseball rules due to their more new vocabulary which they did not know and there was any picture or image to help their understanding.

Listening tools.

In this skill, I will use some listening from native people in the warm up and in the back to the calm where I will see if they understand the instructions. Furthermore, I will check in every lesson if they understand my explanations and if they do the correct exercises.

Figure 10. Picture about the listening that they have done in the warm up.

I will use some digital resources from native people to do the warm up, like this example:



Warm up routine from Youtube. The main purpose is to improve their listening skills using native people with these kind of videos.

Source: https://www.youtube.com/watch?v=aW_JqSK-CqY&list=LL&index=1&t=343s

Figure 11. Picture about the listening that they do in the stretching's time.

In this other example, I show how I will work their listening skills in the stretching's time. There is also a native teacher in the video. With this exercise, pupils can also learn and review new vocabulary from muscles.



Source: https://www.youtube.com/watch?v=Bb_1UpkM7Fk&t=76s

Speaking tools.

In this skill, I will assess through the game "Chinese whispers". In this game, I will explain one exercise to one student, this one does the same to the next one and so on until it reaches to the last student that must do the exercise listened. In this moment, I will check if they have understood the instructions or not.

ASSESSMENT RUBRIC ENGLISH SKILLS IN PE.					
		Excellent 9-10	Good 7-8	Sufficie nt 5-6	Insuffici ent 0-4
Writing					
1. Knowledge of content	Has the student shown knowledge of the content?				
2. Grammar mistakes	Have grammar mistakes complicated the comprehension?				
3. Vocabulary	Was the language clear and varied?				
Reading					
4. Answers and comprehension.	How many correct answers in the test?				
5. Personal opinion about reading.	Critical thinking about a reading. Positive and negative aspects.				
Speaking					
6. Pronunciation, tone, volume, grammar and vocabulary.	Did the pronunciation, grammar, vocabulary, volume or tone interfere with the message?				
7. Speed and fluency	Was the speech fluent? Too fast, too slow?				
8. Preparation	Had the student prepared the presentation?				
Listening					
9. Comprehension	Have the student understood the rules of the game/sport after an oral explanation?				
10. Interaction	Did the student interact with others in English?				

3. Pupils in the study.

Throughout this point, I will analyze main features of my students and their prior level.

3.1 Main features

This study will be carried out with 75 students from 6th grade with an age of 11,12 years old. They are divided in three different classrooms. In this age, they are in between a middle childhood and adolescence. According to Piaget (1976) they are at the end of concrete operational stage and de formal operational stage.

Some of the major characteristics in this stage are:

At the cognitive level, during this stage, they can have a logical argument and they develop the ability of thinking in abstracts concepts. On the social aspect, friends are very important in the social aspect and it's important to feel part of the group; and in terms of motor level; these

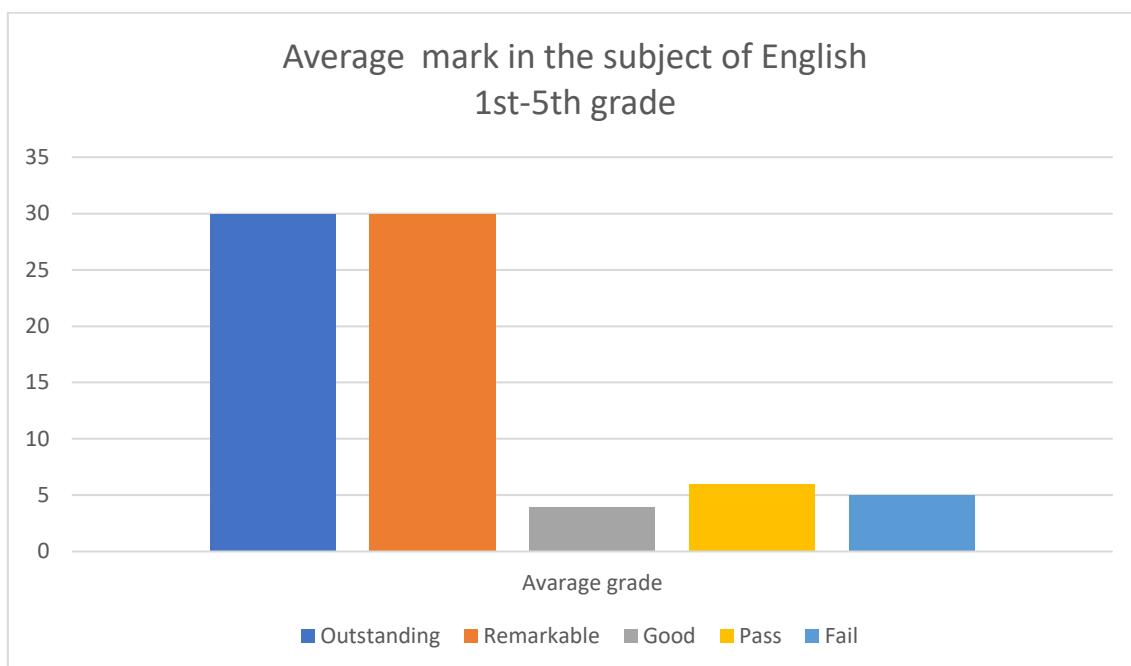
students have a good physical condition, and they have developed basic motor skills, as displacements, jumps, spins, throwing's and catchings; and they show a good coordination and balance.

All of these students, started in the bilingual education system in 1st grade, except four students that arrived from other countries. Two of them in 5th grade, one in 4th grade and the last one this year, in 6th grade.

3.2 Prior English level.

The average mark in these groups in the English subject is remarkable. Most of students achieved high grades in the English subject in the prior years. In the next graphic, we can see the average mark in the English subject in the last five years, from 1st grade to 5th grade of Primary.

Figure 13. Average mark in the subject of English from 1st to 5th grade.



The prior level is so high due to different reasons:

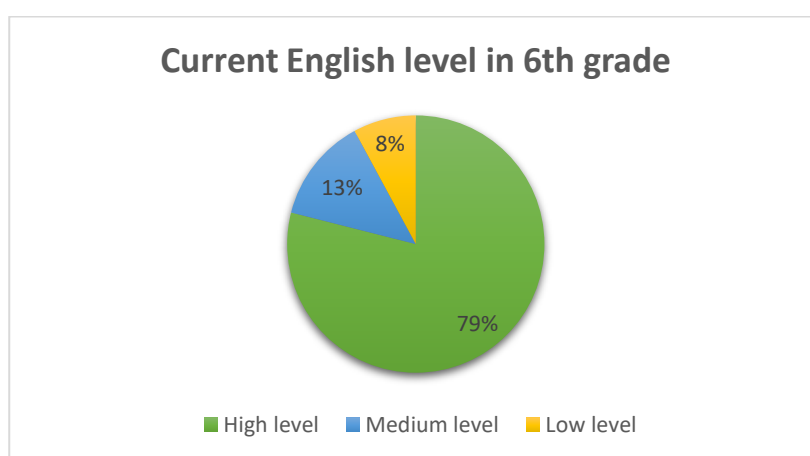
Most of them have been in a bilingual school studying subjects like Science, P.E, Arts, Music. They have been a great amount of hours using the English language. Moreover, they live in a context where their families are involves in this model and on many occasions, they study English in academies. Authors as De Houwer (2021), reveals how important is the role of the families and schools to support and develop this bilingual system. Also, Nieto Moreno de

Diezmas, Esther (2022) analyses how families invest in extracurricular classes and other activities as English local camps to improve their English skills in their children.

In this way, the context where the students live could help and condition them to achieve good grades in English.

To sum up, with the main purpose to know the English level of my students, I would like to divide my student's English level in three categories: high, medium, and low level in this graphic.

Figure 14. Current English level in 6th grade.



These categories will help me to analyze the improvement of my students at the end of the year. I will compare if they show the same English level that at the beginning of the study or this level is worse or the same.

Furthermore, this figure can help me to adapt some exercise with some students, to ensure that all of them know what they have to do at any moment during the lesson.

4. Results in the different skills.

In this 4th chapter of my Action Research Project, I would like to show the results obtained in the different skills, the PE units worked, and the plan of work carried out along these months.

4.1 Results.

At this point in the project, I will analyse the results that all my students got in the different English skills.

Table 2. Assessment rubric. Writing skills in PE. Average for 6 units.

ASSESSMENT RUBRIC WRITING SKILLS IN PE. AVERAGE FOR 6 UNITS.					
		Excellent 9-10	Good 7-8	Sufficient 5-6	Insufficient 0-4
Writing					
1. Knowledge of content	Has the student shown knowledge of the content?	28/75	31/75	11/75	5/75
2. Grammar mistakes	Have grammar mistakes complicated the comprehension?	No	No/Just one or two.	More than 3	Yes
3. Vocabulary	Was the language clear and varied?	Yes	Yes	No	No

Table 3. Assessment rubric. Reading skills in PE. Average for 6 units.

ASSESSMENT RUBRIC READING SKILLS IN PE. AVERAGE FOR 6 UNITS.					
		Excellent 9-10	Good 7-8	Sufficient 5-6	Insufficient 0-4
Reading					
4. Answers and comprehension.	How many correct answers in the test?	9 or 10	7 or 8	5 or 6	4 or less
5. Personal opinion about reading.	Critical thinking about a reading. Positive and negative aspects.	35/75	31/75	9/75	1/75

Table 4. Assessment rubric. Speaking skills in PE. Average for 6 units.

ASSESSMENT RUBRIC SPEAKING SKILLS IN PE. AVERAGE FOR 6 UNITS.					
		Excellent 9-10	Good 7-8	Sufficient 5-6	Insufficient 0-4
Speaking					
6. Pronunciation, tone, volume, grammar and vocabulary.	Did the pronunciation, grammar, vocabulary, volume or tone interfere with the message?	No	No	Sometimes	Yes
7. Speed and fluency	Was the speech fluent? Too fast, too slow?	Yes	Yes	Too slow	Too slow
8. Preparation	Had the student prepared the presentation?	Yes	Yes	Somebody	No

Table 5. Assessment rubric. Listening skills in PE. Average for 6 units.

ASSESSMENT RUBRIC LISTENING SKILLS IN PE. AVERAGE FOR 6 UNITS.		Excellent	Good	Sufficient	Insufficient
		9-10	7-8	5-6	0-4
Listening					
9. Comprehension	Have the student understood the rules of the game/sport after an oral explanation?	Yes	Yes	Some students	No
10. Interaction	Did the student interact with others in English?	Yes	Yes	Some students	No

4.2 PE units in this research.

Throughout this research, I have worked their English skills with these contents. Results obtained in the previous point come from these units:

Table 6. Physical Education units.

2nd term	Handball	8 sessions of 45 minutes.
2nd term	Baseball	7 sessions of 45 minutes.
2nd term	Floorball	7 sessions of 45 minutes.
3rd term	Colpbol	6 sessions of 45 minutes
3rd term	Body language	8 sessions of 45 minutes.
3rd term	Traditional games	6 sessions of 45 minutes

Total number of sessions: 42

Time spent on sessions: 31 hours 30 minutes.

In all these sessions, they have learnt different technical vocabulary and they have been working their skills about sports, physical activity and English.

4.3 Plan of work in each lesson.

Along the unit, I am going to use each lesson for working the different English skills.

In the first session of each unit, they are going to work the reading skill because they will be reading the main rules or characteristics of the different sports or games that they will practice in the next days.

Later, they will take a little digital questionnaire at home about the information that they have read before.

In this way, I will check if they have understood the reading. This will be done in the unit of Handball, Baseball, Floorball, Colpbol and Body Language.

However, listening skill, will be working in each session because they are going to listen to me at any moment. Also, specifically I will be working with 2 native listening's in the warm up and in the stretching's time in the unit of Baseball, in the second term, and in the unit of Body Language, in the third term. This will be in the second or third lesson of each unit.

Thus, I will check with my register if they understand the instructions, and I will compare it.

Moreover, I will consider the speaking skill. On the one hand, I will work the speaking through presentations of games in front of their classmates and with the game "Chinese whisper". The presentation of the games will be done in the warm up of the different lessons. Everyday 2 students will explain two games in English.

On the other hand, Chinese whisper game is going to be done in the cooldown in the units of floorball and body language.

Finally, writing skill will be done in the antepenultimate or last lesson from each unit. In this case, they will do a reflection about the unit with some questions. With these reflections, I could compare their evolution in this skill.

5. Comparison of results between the second term and the last one.

Once, students have worked all the skills, we can compare the results between both terms.

To analyze their skills, I have obtained these results along 6 units:

Table 7. Assessment rubric. Average for 6 units in each skill.

ASSESSMENT RUBRIC ENGLISH SKILLS IN PE. AVERAGE FOR 6 UNITS.				
	Excellent 9-10	Good 7-8	Sufficient 5-6	Insufficient 0-4
Writing				

1. Knowledge of content	Has the student shown knowledge of the content?	28/75	31/75	11/75	5/75
2. Grammar mistakes. Use of English	Have grammar mistakes complicated the comprehension?	No	No/Just one or two.	More than 3	Yes
3. Vocabulary	Was the language clear and varied?	Yes	Yes	No	No
Reading					
4. Answers and comprehension.	How many correct answers in the test?	9 or 10	7 or 8	5 or 6	4 or less
5. Personal opinion about reading.	Critical thinking about a reading. Positive and negative aspects.	35/75	31/75	9/75	1/75
Speaking					
6. Pronunciation, tone, volume, grammar and vocabulary.	Did the pronunciation, grammar, vocabulary, volume or tone interfere with the message?	24/ 75 No	12/ 75 No	34/ 75 Sometimes	5/ 75 Yes
7. Speed and fluency	Was the speech fluent? Too fast, too slow?	Yes	Yes	Too slow	Too slow
8. Preparation	Had the student prepared the presentation?	Yes	Yes	Somebody	No
Listening					
9. Comprehension	Have the student understood the rules of the game/sport after an oral explanation?	30/ 75 Yes	Yes 21	19/ 75 Some students	5/ 75 No
10. Interaction	Did the student interact with others in English?	Yes	Yes	Some students	No

First thing that I would like to analyze, is that in their writing skills they have improved their results, they do longer sentences, using more technical words and they need less time. It's true than some students continued with the same level and I didn't appreciate any positive evolution.

We can see that the main difficulties were found in the pupils with the lowest level. They are in the range of marks 4 or less to 6.

In writing, they showed some grammatical errors such as in the use of the third person, some spelling mistakes, or a bad use in the conjugation of verbs.

However, in reading the average is much better, most of them passed the questionnaires and they understood the reading. This can be due to they have been working this skill more time in other subjects as Natural or Social Sciences. As Mesa, C. and & Yeomans-Maldonado, G. say in *"English and Spanish Predictors of Grade 3 Reading Comprehension in Bilingual Children"*

(2021) their mother language and English language can help to achieve a better comprehension in this skill.

Thus, speaking is the skill where they have showed more difficulties, it can be due to is the skill that they dedicate less time every day. They don't interact each other in English, they do it in their mother tongue. They just try to speak in English when they interact with me or in the moment that they have to do a concrete exercise where I tell them that is mandatory speak in English.

Main problem in this skill is the interaction, because almost the half of them answer you in Spanish even though they understand you in English. They don't do the necessary effort to have an English conversation. As Mukminin A, comments in their research "*They can speak English, but they don't want to use it*" (2019) I found with the same problem that I have explained before.

Furthermore, main mistakes were in the pronunciation, they didn't use verbs in past or they didn't speak fluently and it complicated the comprehension. Only 36 students showed a good level in their presentations, with a grade of 7 or more. Thirty-four pupils achieved a grade of 5 or 6 and 5 students failed this skill. Three students they didn't their presentation and 16 of them showed a low level and it complicated a good understanding of their message. Pronunciation and slow fluently were the most relevant issues. As Trofimovich, P., & Isaacs, T. say in their book "*Second Language Pronunciation Assessment: A Look at the Present and the Future*" (2017), I have focused my assessment on intelligibility, no in their accent and I have taking into account the individual differences between my students. Another important aspect is that it is important to teach the pronunciation of the new words which they have never listened before from the beginning. If we do not correct, they will continue pronouncing these words incorrectly.

Finally, in the listening, most of them, concretely 70 pupils understand the rules of the games, the explanations, and just 5 students show problems in the understanding. From these students, 3 of them understand the things when they see an example and with the other 2 it's necessary an explanation in Spanish.

They are listening English a lot of hours during the day, all subjects, except Mathematics and Spanish which are not in English, so they are familiarized to receive information in this language.

Thus, a subject as Physical Education where they have a lot of visual support with demonstrations or videos, they can understand much better the oral information.

Valentini, Alessandra, and Ludovica Serratrice in this research, *“Longitudinal Predictors of Listening Comprehension in Bilingual Primary School-Aged Children”* (2023) comment that bilingual system improves their listening skills along the time so most of my students who have been enrolled in this bilingual system from 1st of Primary, they have a high level of comprehension.

6. Conclusion.

As García-Centeno, María-Carmen, says in *“The Impact of the Introduction of Bilingual Learning on Sixth Grade Educational Achievement Levels”* (2020) the level of contents level in bilingual subjects are the same than in no bilingual schools. With this, I consider that in this subject, in Physical Education, this bilingual system can help to the students in their English skills while they practice the contents set out by the educational law.

For this reason and with the different results that I have obtained in this research, I would like to share my conclusions about the English skills of my students in these aspects which I will discuss below.

6.1 Reading

They need less time to complete the readings and their comprehension shows not relevant improvements if I compare with the first one. Students are with a better reading speed, because they need less time to complete readings and comprehension tests. However, the results of comprehension are the same. In this skill they have a good comprehension because is worked in other subjects as Natural or Social Science and they are familiarized with the English language.

According to Leider, C. M., Proctor, C. P., Silverman, R. D., & Harring, J. R. in *“Examining the role of vocabulary depth, cross-linguistic transfer, and types of reading measures on the reading comprehension of Latino bilinguals in elementary school. Reading & Writing”* (2013) the previous knowledge of vocabulary helps to students for improving in their reading and in their comprehension in scholar students. Most of my students have a great amount of vocabulary because of the are in the bilingual system from 1st grade of Primary.

6.2 Writing

I see the same level. Students with good level at the beginning, they continue with it. I consider that this task has been the less motivating with the students and some of them didn't it or they did with a low involvement.

As Safin, I. K. says in *"Specifics of Teaching Grammar in the bilingual education conditions. Modern Journal of Language Teaching Methods"* (2016) this could be improved if pupils and teachers pay more attention to their speaking skills. This could help them to reduce the number of errors in their writing skills. Students with less level try to write the words as they listen or pronounce due to in Spanish, they use this logical. For this reason, provide feedback when we see this kind of mistakes could reduce the number of grammatical mistakes. It is important that they are conscious of the spelling of words. According to Zetterholm, E in the survey *"The Writing Process of Bilingual Students with Focus on Revisions and Spelling Errors in Their Final Texts"* (2022), the spelling errors could also be related to the students' knowledge about spelling rules in their mother language. This can help us to focus our attention on this aspect to avoid future mistakes in this skill.

In Physical Education, we can improve in this aspect with writing exercises about sports, healthy habits where they learn new vocabulary and rules from the different games.

6.3 Listening

In this skill, I can see that most of them understand the different instructions in the exercises. There are just 5 people that they don't understand due to their low English level and I explain it with examples or in Spanish if they continue without understanding the task. I appreciate a better understanding of the instructions and with the different listening from native instructors they have improved if I compare with the first one where the half of the classroom didn't understand them, and they copied the movements from their classmates.

According to Royer, J. M., & Carlo, M. S. in *"Transfer of Comprehension Skills from Native to Second Language. Journal of Reading"* (1991) native people can help to acquire a good proficiency in their English skills, as listening. For this reason, use native listenings can help to my students in the teaching of a second foreign language.

6.4 Speaking

In this last skill, I consider that happens the same that with the writing. Those pupils with a high level continue talking in English, but most of them continue don't try to use it despite the fact that many of them could do it. As I commented above with Mukminin A's article "They can speak English, but they don't want to use it" (2019), I find with the same problem, they could speak more English because they understand to me but just few students use this language to interact each other or with the teacher. They use the easier way, using their mother tongue, above all when they speak with other students practicing a game or any physical activity.

6.5 Final conclusion and future applications.

6.5.1 Final conclusion.

To sum up, I can say that my students have improved in their reading and listening skills and they have the same level in speaking and writing skills. These results have been discussed above.

According to Ardila, A., Garcia, K., Garcia, M., Mejia, J., & Vado, say in *“Writing and reading knowledge of Spanish/ English second-generation bilinguals”* (2017) context is very important and if they are living in a place where they see that English is something natural, it will improve their results. For this reason, the role of schools and families will be essential to success in the bilingual system.

Also, although De Diezmas, E., Nieto Moreno in *“The impact of CLIL on the acquisition of L2 competences and skills in primary education”* (2016), the effect of CLIL in subjects as Physical Education improve their English level, above all in skills as listening and speaking, I didn't appreciate an improvement in this last skill. I consider that it's important to find a motivation an create a good environment where students feel confident using this language, but most of my students just use it in some games or presentations where I tell them that the use of English is mandatory.

Thus, this Action Research Project has been a really good experience because it has helped me to understand much better in what aspects my students and I can improve in the teaching-learning process. It has been a hard process because it requires a great amount of time, but it has been successful because I have been more conscious about how a CLIL subject as Physical Education can help to improve the English skills in my pupils.

Nowadays, I can say that thanks to this research I know more techniques and methodology to achieve a better English level in my students while we are working the Physical Education contents.

As Kells, S. in her book *“Teaching teachers how to teach : an evaluative study of teacher training and professional development of primary school teacher in the bilingual program of the Comunidad de Madrid”* (2016) comments, it is necessary a permanent recycling for improving our teaching in bilingual subjects. We should focus our attention on how we can get that all our students use English without any shame and they use it as a good tool in their daily life.

Nowadays and in the coming years, there will be more and more bilingual schools, and students will continue improving their level in English. We can see the great number of students doing Cambridge exams in the schools, and most of them finish their Primary studies with at least a A2 or B1 level. In Secondary, this level is usually a B1 or B2. As Manzano Vázquez, B. comments in *"CLIL in three Spanish Monolingual Communities: The Examples of Extremadura, Madrid and La Rioja"*.(2015) in 2013 an 86,9% of students in Madrid passed their Trinity or Cambridge exams in bilingual schools, achieving an A2 in 4th grade or B1 in 6th grade. This is a successful number of students.

For this reason, bilingual system has a brilliant future and subjects as Physical education can help to our students to improve their English in a fun way.

6.5.2 Future applications.

Once the work is finished, I would like to discuss about possible changes and improvements which I can do in a future.

This has been a laborious project, but I think it has been interesting to investigate how through a subject as Physical Education, which is practical subject, we can improve their English level with some strategies and tools.

However, some of the main improvements to make in a future will be in the readings and writings, I think that I have spent a lot of time working and checking these skills. It has been the least motivating activities for my students and in these skills, they show a higher level than in the speaking or listening. It would be interesting reduce the amount of reading and writing activities in future courses.

If we compare the results, they need to improve their listening and speaking skills much more than reading and writing. This is due to they use more these skills in other subjects. With these results, I conclude that it will be necessary to dedicate more time in speaking and listening activities in a subject as Physical Education, and to reduce the activities on other skills. For instance, reading or writing skills could be worked just once per term, not in each unit.

On the one hand, I could improve their speaking and listening skills, doing more performances about their motor skills, physical or sport abilities where they should present with a short speech they show to their classmates. On the other hand, English assistant will be a very good resource to use in my Physical Education lessons, I did not use this year because they did not have any free slots available in their timetables. It would be very interesting that one of them could assist to my subject to do any listening activity explaining some game or sport to the students.

In summary, this has been the first year, but I am sure that in future years I could work and achieve better results with these future changes and improvements.

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8. Appendixes

Appendix 1

Vocabulary of Physical Education in 6th grade.

Co-operate	Dance style	Effective Use	SprintTeam
Audience	Dance phrase	of space	
Elements	Fluency	Control	Distance
Twist	Travelling	Accuracy	Measure
Refine	Technique	Technique	Height
Aesthetically	Formation	Combinations	Target
Criteria	Pattern	Co-operation	Pacing
Extension	Rhythm	Tactics	Rhythm
Tension	Variation	Composition	Obstacles
Inverted	Improvisation	Fluency	Leading leg
Judge	Unison	Create	Hurdles
Dynamics	Canon	Rules	Throwing
Combination	Action	Keeping	Speed
Canon	Reaction	possession	Accuracy
Counter-tension	Motif	Passing range	Take off
Counter-balance	Dynamics	Decisions	Stamina
Criteria	Phrase	Dribbling	Time
Performance	Interpret	Shooting	Release
Imaginative	Exploration	Shield ball	Performance
Parallel	Agility	Width	Accuracy
Creativity	Flexibility	Depth	Take off
Flight	Combination	Support	Distance
Timing	Strength,	Marking	Target
Agility	Technique,	Covering	Time
Strength,	Control	Repossession	Position
Technique,	Balance	Attackers	Measure
Control	Evaluate	Defenders	Control
Balance	Improve	Marking	Height
Evaluate	Timing	Team play	Run up
Improve	Perform	Batting	Hurdles
Shapes – tuck,	Health and	Fielding	Strength,
straddle, pike,	fitness – warm	Bowler	Technique,
arch, back	up/ cool down/	Wicket	Control
support,	heart rate/	Tee	Balance
Front support,	pulse/ recovery	Base	Evaluate
shoulder stand,		Boundary	Improve
bridge,		Innings	Health and
Level 3 partner		Rounder	fitness – warm
balances –		Backstop	up/ cool down/
angle, lunge,		Court	heart rate/
feet, high thighs,		Target	pulse/ recovery
straddle lift,		Net	
trunk		Defending	
Health and		Hitting	
fitness – warm		Stance	
up/ cool down/		Offside	
heart rate/		Pitch	
pulse/ recovery		Forehand	
		Backhand	

Source: <https://www.knypersley.staffs.sch.uk/wpcontent/uploads/2020/05/Subject-Specific-Vocabulary-for-PE.pdf>

Appendix 2

Teacher Self-Assessment Rubric

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
The rubric provides guiding information to students regarding what to do and what not to do.				
The rubric explicitly describes what counts and covers all the essential attributes that define the quality of performance.				
The rubric serves as both an instructional tool as well as an evaluative tool.				
The rubric communicates with transparency the criteria by which students' work will be graded.				
The statements of lower levels of performance clearly describe problems that students may encounter or mistakes they may make when working on the task.				
The statements of higher levels of performance clearly describe attributes and qualities of exemplary work that students can recognize and have the ability to accomplish if they invest sufficient time and effort.				
The gradations of ratings are distinctive enough to allow students to identify different levels of quality.				
Through this rubric, students can gain more information about the strengths and weaknesses in their learning.				
The rubric makes the grading consistent and focused.				
In addition to facilitating grading, the rubric is used to help me provide individualized, detailed, and prompt feedback.				
The rubric is used to support student self-regulated learning.				
The rubric describes what expected performance looks like but also provides guidance (such as specific look-fors and qualifications) for students to achieve it.				
The rubric helps to refine my instructional skills.				
The rubric helps to refine my assessment skills.				

Source: © 2017 J. H. Stronge. <https://www.michiganassessmentconsortium.org/wp-content/uploads/teacherselfassessmentrubric.pdf>

Appendix 3

Participation Rubric

Level 1 Very Limited or never	Level 2 Occasionally	Level 3 Frequently	Level 4 Usually	Level 5 Outstanding
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Criteria					
Readiness Proper Attire (shirt, gym pants, shorts, court shoes, punctuality)	is fully prepared for class in acceptable time participates fully	is fully prepared but not ready for class in acceptable time, participates fully	is only missing one item of attire, is late but participates fully	is missing some attire and is late, minimally participates	is not prepared and is late, does not participate
Warm-up	takes initiative to fully complete warm-up	fully completes warm-up.	completes most of the warm-up activities	completes about half of warm-up activities	completes very little (less than half) of warm-up activities
Skill/Movement Development	displays excellent understanding/demonstration of movements/skills	displays good understanding/	displays adequate understanding/demonstration	displays some understanding/demonstration	displays very little understanding
Time on Task	always on task	usually on task	frequently on task	occasionally on task	rarely on task
Group Interaction (including respect for others and self)	always cooperates, student always interacts responsibly with others, exhibits leadership and role modelling	interacts responsibly most of the time, demonstrates respect most of the time	occasionally cooperates, occasionally	occasionally cooperates, takes some responsibility, shows some respect	rarely cooperates (uncooperative), does not interact responsibly, lacks respect for others
Understands Concepts	shows excellent understanding of concepts taught	shows good understanding of concepts taught	shows acceptable understanding of concepts taught	shows minimal understanding of concepts taught	shows no understanding of concepts taught, unable to assess

Positive/Appropriate Behaviours Effort	<ul style="list-style-type: none"> • excellent demonstration • always displays positive attitude 	<ul style="list-style-type: none"> • good • usually displays positive attitude 	<ul style="list-style-type: none"> • acceptable demonstration • occasionally displays positive attitude 	<ul style="list-style-type: none"> • minimal demonstration • minimal display of positive attitude 	<ul style="list-style-type: none"> • no demonstration • never displays positive attitude
Equipment set-up Respect for equipment and facility	<ul style="list-style-type: none"> • always 	<ul style="list-style-type: none"> • good 	<ul style="list-style-type: none"> • acceptable 	<ul style="list-style-type: none"> • minimal demonstration 	<ul style="list-style-type: none"> • no demonstration

Source:

https://www.gov.nl.ca/education/files/k12_curriculum_guides_physed_intermediate_appendix_c-samples_of_assessment_tools.pdf