

READY, SET, GO..... CLIL

Kyriaki Emmanouilidou

3rd Experimental School of Evosmos, Thessaloniki

Chryssa Laskaridou

EFL State School Advisor

Marina Mattheoudakis

School of English, Aristotle University of Thessaloniki

Abstract

Content and Language Integrated Learning (CLIL) is currently implemented in almost all European countries and is used for the teaching of a variety of school subjects. Physical Education is a school subject that creates a supportive environment for pupils' exposure to a new language. The aim of this study is to present the perceptions of second graders and their parents regarding the implementation of the CLIL approach in Physical Education at the 3rd Experimental Primary School of Evosmos, Thessaloniki. The Physical Education teacher and the English language teacher were both responsible for the design and implementation of the lessons and both spoke only English to the pupils during class. The data was collected via pupils' interviews and parents' questionnaires. The results showed a high degree of satisfaction from both parents and pupils regarding the programme and its continuation.

Keywords: CLIL, Physical Education, pupil and parent perceptions, primary school, Greece

Resumen

El aprendizaje integrado de lengua y contenido (CLIL) se está implementando en casi todos los países europeos para la enseñanza de una gran variedad de asignaturas. La Educación Física es una asignatura adecuada para la exposición del alumnado a una nueva lengua. El objetivo del este estudio es resea un entorno es presentar la percepción de alumnos de 2º grado y de sus padres en relación con la puesta en marcha de un enfoque CLIL en Educación Física en la 3rd Experimental Primary School de Evosmos en Salónica. Ambos, el profesor de Educación Física y el profesor de Inglés han sido los responsables del diseño y la implementación de las lecciones utilizando sólo la lengua inglesa durante las sesiones de clase. Los datos se han recogido por medio de entrevistas a los alumnos y cuestionarios a los padres. Los resultados muestran el alto grado de satisfacción de ambos, padres y alumnos en relación con el programa y su continuidad.

Palabras clave: CLIL, Educación Física, percepción de alumnos y padres, escuela primaria, Grecia.

1. Introduction

The aim of Physical Education (PE) in primary education is to promote whole child development, i.e., physical, cognitive, social and affective development. To achieve this, PE uses movement for dual purposes: first, as an end in itself, meaning children are taught movements and skills to become and remain physically active for a lifetime. Secondly, PE uses movement as a means to achieve objectives and

concepts of cognitive, social and affective domains (New Curriculum for Elementary Physical Education, Teacher Guide 2011: 5). The intrinsic motivation young children have for movement, low-stress conditions, the lack of anxiety for exams, and the cooperation required for their participation in games are some of the PE setting elements which enhance children's willingness to receive information, help them embed knowledge and skills, as well as provide excellent conditions for cross-curricular education.

CLIL is an umbrella term used to refer to any teaching activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role (Marsh 2002). Physical Education is among a wide range of school subjects taught within the Content and Language Integrated Learning (CLIL) approach in almost all European countries (Ioannou-Georgiou and Pavlou 2011). New language patterns and oral skills can be developed or recycled while demonstrating, playing and interacting through games (Griva, Semoglou and Geladari 2010), thus promoting active learning of the language, and the intellectual, physical and social development of the learners (Christopher, Dzakiria and Mohamed 2012). Furthermore, according to Zindler (2013:3),

“... through linking language learning and sport within a CLIL PE setting, the learning experience is perceived as new and different by students. This, in combination with providing an immediate purpose for language learning, is regarded as a factor that has the potential to raise learners' motivation”.

The coordination of learners' physical movement with language learning and speech was first proposed by Asher (1969) in his development of Total Physical Response (TPR), an innovative method for foreign language learning in the 1970s. Elements of TPR are evident in the application of CLIL for PE as physical (motor) activity and language comprehension are involved in teacher's utterances and orders for particular movements. PE thus creates a supportive environment for the exposure of pupils to the new language. The connection of physical activity with language comprehension is actually the principal common point between TPR and the implementation of CLIL in PE. However, beyond this common feature, CLIL in PE further promotes students' learning skills by using techniques and activities that are specific to the particular subject.

The limited number of studies about CLIL in PE have shown positive results in learning for pupils. Coral and Lleixà (2014) conducted a study in Spain with 26 primary school participants aged 10-11. During the 21 weeks of fieldwork cycles, the participants received 63 hours of regular English classes and 84 extra hours of English through PE in CLIL. The study showed that there were significant improvements in oracy using the PE in CLIL approach. Rottman (2007) found similar results when she analyzed twelve CLIL PE lessons of three bilingual German high schools. In particular, she supported that PE is well-suited for CLIL because the activities and processes involved in doing and learning sports and their movements as well as the verbalization of these movement experiences allowed for more comprehensive learning and for more informal interactions between teacher and peers.

1.1. Student and parent perceptions

In order to have a clear picture of whether CLIL has been effectively implemented, it is necessary to analyse the perceptions of the participants. According to Cartwright and Green (1997), participants'

satisfaction is one of the main factors in determining the success of a programme because it reflects their needs and expectations and the degree to which these are fulfilled.

Papaja (2012) investigated the attitudes of CLIL students towards the subjects of Biology, Mathematics, Economics, Chemistry and Physics which are taught in English at a Polish University. The results showed that "...CLIL students like learning English in general but probably due to difficulty of the subjects being studied in English, their positive attitude slightly decreases" (p. 51).

The results from studies in primary education were also found to be positive. In particular, Pladevall-Ballester (2014) examined the perceptions of 197 Spanish 5th graders and their parents regarding the CLIL programme. The pupils attended a one-hour per week lesson in Science or Arts and Crafts in English in the first year of the programme. The pupils were generally satisfied with the experience which they perceived helped them learn new concepts and improve their level of English. They further expressed their desire to continue CLIL in more subjects in the future. Parents realized that their children's English language proficiency had improved, but the majority of them believed that in CLIL classes their children only learned English and not the actual subject matter; this was one of the reasons why they thought CLIL should only be implemented in 'non-serious' subjects such as PE or Arts and Crafts. The results of the above study concerning the perceptions of both student and parent perceptions of CLIL are in line with Massler's (2012) study. Massler researched the perceptions of 3rd and 4th graders, their parents and teachers in German primary schools. The results showed pupils' satisfaction and perceived benefits from the implementation of CLIL and parents' convictions of the value of studying a content subject module through an additional language.

Furthermore, Yassin et al. (2009) studied the perceptions of both 4th grade pupils and their parents about teaching Science through English in a CLIL project of the Malaysian education system. The results revealed positive attitudes of both parents and pupils towards Science in English, even though learners faced problems when using English. The importance of pupil perceptions regarding the successful implementation and, therefore, continuation of a CLIL programme led to the present research study of both pupil and parent perceptions.

Overall, to date research into students' and parents' views regarding the implementation of CLIL has indicated that both groups hold positive perceptions towards the method. However, research into young learners' and their parents' perceptions regarding the implementation of CLIL in PE is very limited and within the Greek context it is literally non-existent.

2. The present study

2.1. Aim and research questions

The present study aims to explore pupil and parent perceptions regarding the implementation of a one-year CLIL programme in the subject of PE. The study was conducted at the 3rd Experimental Primary School of Evosmos, Thessaloniki where CLIL instruction has recently been introduced. For the purpose of this study, the following research questions were formulated:

- (a) How did pupils at the 2nd grade perceive the instruction of PE in English?
 - i. Did they like the lesson?
 - ii. Did they find it difficult?
 - iii. Did they find the CLIL PE lesson more interesting than PE in Greek?
 - iv. Did they understand the language used?
- (b) How did they experience team teaching?
- (c) What elements of the lesson did the pupils like?
- (d) Which units of the programme did the pupils like?
- (e) What did the parents of the pupils think of CLIL in PE?

3. Method

3.1. Participants and context

The study took place in the 3rd Primary School of Evosmos; this is a state experimental school supervised by the School of English, Aristotle University of Thessaloniki. CLIL started as a pilot project in this school in 2010 and for the last 6 years it has been expanding continuously within the school curriculum. Currently, the school is unique in Greece with regard to its CLIL programme. It has developed a well-structured CLIL curriculum that runs through grades 1 to 6. The school subjects that are offered through CLIL vary according to the grade: Physical Education and Arts for first and second graders, History and Environmental Studies for third and fourth graders, Geography, Science, IT and Religious Education for fifth and sixth graders and more recently, Chess for first and second graders as Chess has been introduced into the school curriculum. The CLIL programme runs in parallel with an intensive EFL programme which covers grades 1 to 6 and provides 5 hours of EFL instruction to lower grades and 8 hours to grades 3 to 6. The programme of PE through CLIL was piloted during the school year 2014-15. The participants of the study were 24 pupils (9 boys and 15 girls), second graders aged 7-8, and 19 of their parents (one parent per pupil).

The CLIL lessons were implemented for one of the four 45-minute sessions of the PE curriculum per week. Certain units were selected to be taught only in the CLIL lessons. The PE teacher and the English language teacher were both responsible for the design and implementation of the lessons. They both spoke only English to the pupils as the aim at that stage was to develop their listening and speaking skills. The course content was based on the state approved PE curriculum and consisted of activities from a variety of units (e.g., rope skipping, aerobics, dance choreographies and manipulative skills) mainly through related action songs, station tasks, and cooperative assignments in small groups. As far as language objectives are concerned, these included vocabulary related to motor skills (motion verbs, such as *skip*, *jump*, *slide*, etc.) and motor concepts (directions, prepositions of place, adverbs) (Graham, 2008). Thus, children participated in physical activities and were simultaneously required to listen to and follow instructions, in order to promote understanding and facilitate memorization (cf. Asher 1969).

3.2. Instruments and procedures

A semi-structured interview for the pupils and a questionnaire for the parents were used to collect the data pertaining to the participants' perceptions. Both the interview and the questionnaire which were constructed for the needs of the present study were conducted in Greek. The interviews were conducted face to face at the end of the school year by a researcher, other than the CLIL teachers, who recorded the responses by taking notes.

The pupils' interview consisted of 10 questions concerning their participation, attitudes and opinions regarding CLIL in PE as well as of two questions aiming to explore what they liked or disliked about the programme (Appendix 1). Furthermore, the pupils were asked to rank the activities of the programme using a 5-point scale (5=very much, 4=a lot, 3=somewhat, 2=a little, 1=not at all) according to how much they liked them.

The responses to the 10 questions were coded as to whether they were strongly positive (*yes/very much*), almost positive (*sometimes/quite a lot*) or negative (*no/not at all*), while the "likes" and "dislikes" were grouped according to their content.

The parent questionnaire comprised of 13 closed-ended questions with two-option responses (*Yes-No*) (Appendix 2) and were filled in at the end of the school year. The questions were related to their own thoughts and views and also to their children's perceptions and feelings about the CLIL programme. The questionnaire had an acceptable internal consistency for the present study with a Cronbach alpha coefficient reported of .71. Descriptive statistics were used for the calculation of the percentage of participants' responses.

4. Results

4.1. Interview results

The number of answers and the corresponding percentage for each question of the interview are shown in Table 1. All pupils who took part in the study liked PE and the great majority of them stated that they liked English. Half of them claimed that they definitely liked PE in English, and 46% stated that they wanted more PE lessons in English. In addition, 42% of the children said that they definitely found PE in English more interesting than in Greek and 62% of them wanted to have more subjects taught in English. The vast majority of the children pointed out that they either always understood the English used in the PE lesson (50%) or that they did so in most cases (46%). The same percentage stated that they were very pleased with the team-teaching approach that was implemented in the programme.

Questions	Yes/Very much		Sometimes/quite a lot		No/not at all
	%	N	%	N	%
Do you like English?	92%	22	8%	2	-
Do you like PE?	100%	24	-		-
Did you like PE in English?	50%	12	42%	10	8%
Was PE in English difficult?	4%	1	21%	5	75%
Would you like to have more subjects taught in English?	62%	15	17%	4	21%
Is PE in English more interesting than PE in Greek?	42%	10	37%	9	21%
Would you like to have more PE lessons in English?	46%	11	25%	6	29%
Was PE in English boring?	8%	2	21%	5	71%
Did you like that you had two teachers in PE in English?	92%	22	8%	2	-
Did you understand the English language in the PE lessons?	50%	12	46%	11	4%

Table 1. Pupils' interview answers

Pupils' answers to the questions "Mention something you like about PE in English", and "Mention something you do not like about PE in English" are shown in Table 2.

Answers	N
-□ "Everything..."	4
- "...that we have two teachers"	3
-□ "Dancing..."	2
"Mention something you liked about PE in English"	
-□ "Outside with two teachers..."	2
- "That we have lessons outside..."	6
-□ "Songs..."	1

	- □ <i>“That we do a lot of different activities ”</i>	4
	- <i>“... that we speak English in PE.”</i>	2
“Mention something you did not like about PE in English” □	- <i>“There is nothing I don’t like, I like everything”</i>	13
	- <i>“Songs...”</i>	2
	- □ <i>“Indoor activities...”</i>	4
	- □ <i>“Speaking only English...”</i>	2
	- □ <i>“When it’s raining and we must go inside ...”</i>	2
	- <i>“When we repeat the same activities...”</i>	1

Table 2. Frequency of ‘likes’ and ‘dislikes’ according to pupils’ interview responses

Finally, learners were required to rate the units of the CLIL programme. By ‘units’ we refer to a number of lessons in a specific content area of PE. Apart from psychomotor objectives, units may also include cognitive and affective objectives. The results of children’s answers are shown in Figure 1. Manipulative skills in station organisation seemed to be the most popular unit since 80% of the pupils said that they liked it ‘very much’. The Parachuting and Rope skipping units followed with 67% and 54% respectively. The Choreographies unit was the least popular since 25% of pupils reported that they did not like it at all or that they liked it a little. However, 54% of them stated that they liked it a lot or very much.

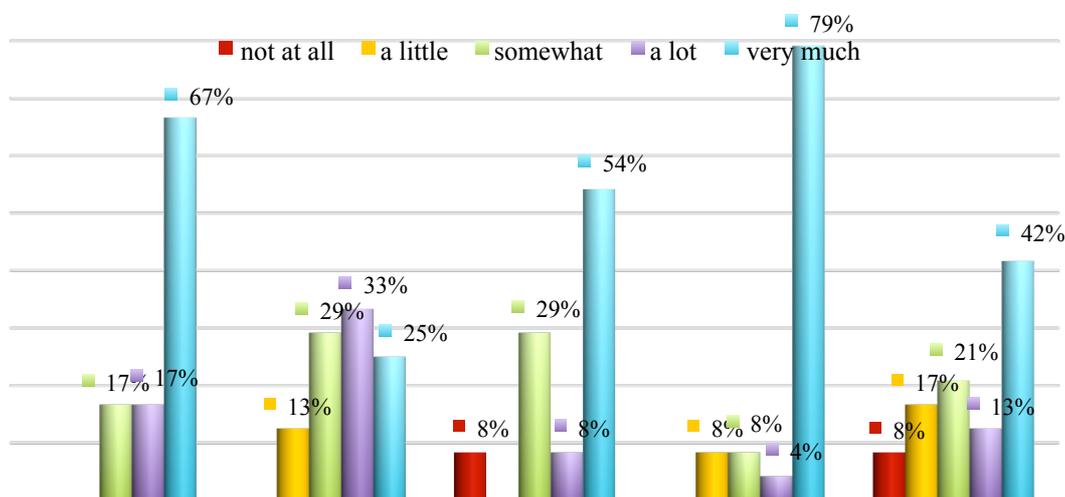


Figure 1. Pupils’ rating of each activity

4.2. Questionnaire results

The analysis of parent questionnaires showed that most parents stated that their children referred to PE in English at home either by singing the songs or using the words they had acquired during the lesson. The analysis also revealed that 95% of parents thought their children were happy with their participation in the CLIL programme, which they considered not to be difficult, and 84% believed that their children did not find the lesson boring. Furthermore, 90% of them confirmed that their children found the team-teaching approach interesting. Almost all parents (95%) replied negatively to the question whether the use of English had a negative impact on their children's participation in PE. They all believed that inability to perform a task successfully was not a reason for pupils to avoid participating in the CLIL class. All parents stated that their children liked PE and that they also liked learning English. They all considered that their children gained from both the English language and the PE content in the CLIL setting, with 84% of them agreeing that it would be good for their children to continue with more PE in English lessons. Almost all parents (95%) believed that the children would benefit from the implementation of the programme during the next school year. Parents' answers and the corresponding percentages are displayed in Table 3.

My child...	Yes	No
... referred to "PE in English" at home (songs, words etc.)	84% (16)	16% (3)
... was happy with his/her participation in "PE in English"	95% (18)	5% (1)
... finds the lesson with two teachers interesting	90% (17)	10% (2)
... considered "PE in English" difficult	5% (1)	95% (18)
... did not want to participate in "PE in English" because it was in English	5% (1)	95% (18)
... considered "PE in English" boring	16% (3)	84% (16)
... did not want to participate because he/she thought that he/she would not succeed	-	100% (19)
I believe that ...	Yes	No
... my child likes PE	100% (19)	-
... my child likes learning English	100% (19)	-
... my child benefits from English language learning through PE	100% (19)	-
... my child benefits both from PE and from English	100% (19)	-
... it would be good to have more "PE in English" lessons	84% (16)	16% (3)
... the children would benefit from the implementation of "PE in English" for the next school year	95% (18)	5% (1)

Table 3. Parents' answers to the questionnaire

5. Discussion

The perceptions that both pupils and parents have regarding the implementation of CLIL in PE are of great importance in order to evaluate the programme and introduce changes for its future implementation. Therefore, the aim of this study was to record the perceptions of both parents and pupils through interviews and questionnaires.

As can be seen from the results, PE and English are two of the young learners' favourite subjects. In particular, all pupils stated that they liked PE and English as separate subjects. When asked to express their view about PE lessons in English, the vast majority of the pupils claimed that they liked them very much or quite a lot and only two children responded that they did not like them at all. It seems that some pupils were sceptical and some even reacted negatively because they felt it was much more difficult for them to understand the content of the lesson in English as this required much more of an effort than they would have had to make if the class had been conducted in Greek.

In addition, more than two thirds claimed that they did not find the PE lessons in English difficult; in fact, only one child stated that she did so and she also claimed that she was not able to understand the English language used in these lessons. It might be that the learners' perception of the lesson as difficult is due to their limited understanding of the language. Similarly, only two pupils mentioned that they always found the lessons boring whereas the rest of them found them interesting

An interesting finding of this study relates to pupils' views regarding the increase of the number of PE lessons in English. We remind the reader that PE classes in the school curriculum consisted of four lessons per week and only one of them was conducted in English. Almost half of the participants wanted to have more CLIL lessons in PE whereas a quarter of them were not against the idea but did not express a clearly positive view. However, 7 children were definitely not in favour of the increase. The question that arises here is why all pupils, although they have very positive perceptions regarding both subjects, do not feel the same way about having the PE lesson in English. It is assumed that even though pupils overall do not feel that they have difficulty in understanding the English used in the PE lesson, the use of a foreign language may slightly decrease their enthusiasm and consequently their positive attitude toward the subject (cf. Papaja 2012). This in turn accounts for the lower percentage of pupils who would like to have more PE lessons in English.

The positive perception pupils have of the CLIL programme is also evident from the fact that the majority of the pupils stated that they would like to have more subjects taught in the English language. This is in line with Massler's (2012) research findings which indicated high levels of satisfaction among pupils towards the CLIL modules. However, it is worth noting that there were a few pupils in our study, who, although they would like the number of PE lessons in English to increase, would however, prefer not to have other subjects in CLIL. The opposite can also be seen. Generally more than half would like to see both an increase in the number of PE lessons in English and more subjects in CLIL as well.

A mainly positive tendency was observed with regard to the PE lesson conducted in English compared to that conducted in Greek. The great majority of the pupils stated that they found the PE lesson in English more interesting than in Greek. This positive perception may have been influenced by the team teaching

involved in CLIL, since this is a factor that differentiates the PE in Greek and the CLIL PE classes. All learners responded positively to the question whether they liked having two teachers simultaneously involved in the lesson. Learners' positive response may be due to the fact that the two teachers collaborated extremely well, each taking the leading role according to their expertise but always supplementing each other.

The answers to what the pupils liked or did not like about PE in English revealed that more than half of the participants stated that they liked everything about PE in English and that there was nothing they felt unhappy about. The main conclusions that can be drawn from their answers are that the most popular lessons are those that are conducted outside in the schoolyard even if this involves their least favourite activities; for pupils, anything is better than having the PE lesson indoors, possibly due to the fact that there is no gym in the school and PE takes place in the classroom when it rains. Another significant point that arises from learners' responses is the importance of variety in the activities, as young learners get easily bored with activities which are repeated. In general, most responses that elicited negative attitudes (i.e. PE lesson indoors and repeated activities) were actually directly related to the PE subject and not to the CLIL class. In other words, the same attitudes are expected to have been expressed towards the PE class in Greek as well.

The units from the PE curriculum that were selected to be taught in English seemed to satisfy the pupils. The teaching of motor skills and concepts using equipment that enhanced the achievement of the aims through pupil cooperation (e.g. parachute, ropes) appeared to please the participants. In addition, completely new tasks such as divergent discovery assignments (e.g. choreographies in small groups to specific pieces of music) pleased the majority of the learners despite the difficulties encountered because of their age. One of the pupils' most favourite units appeared to be manipulative skills practice in station tasks (see Figure 1).

Referring to parents' perceptions of the CLIL programme, the results of the questionnaire showed that there is a very high degree of satisfaction with the CLIL programme in PE, and that this is higher than that of their children's. This may be due to parents' belief that PE in CLIL benefits their children both language and content wise. Their positive views are also reflected in their desire for the programme to continue more intensively in the following years. This result is in tune with children's responses and reflects a positive view of both parents and pupils. In accordance with the opinions of the pupils, all parents believed that their children loved the subjects of PE and English as two distinct subjects. What is more, the impression the overwhelming majority of children gave to parents at home was that they enjoyed their participation in the CLIL programme without encountering significant difficulties. Overall, parents confirmed the interest and enthusiasm of their children as regards team teaching. However, interestingly, two of them stated that their children did not find team teaching interesting and this finding contradicts children's responses since no child expressed a negative view with regard to team-teaching. Parents' answers showed that they were convinced that their children had learning gains in both subjects by doing PE in English, which is a finding that corroborates previous studies (e.g. Massler 2012). At the same time though, such findings come in contrast with Pladevall-Ballester's study (2014) which found that parents believed that through CLIL, children learn English but not the subject matter

5.1 Limitations

This study has a few limitations. The small sample is quite problematic for the quantitative analysis conducted. A larger sample would have provided more reliable results and conclusions. It is also worth considering that the age of the pupils might have influenced the quality of their answers. More insight would have been gained if the parent questionnaires had been followed up with interviews.

6. Conclusion

This study aimed to explore and present the perception of second graders and their parents with regard to the implementation of CLIL in PE. This is an innovative piece of research as young learners' perceptions about CLIL implementation have been scarcely looked into. What is more, as CLIL has only recently been implemented in Greece, it is important to study and report on the effectiveness of the method in the Greek educational context. Due to the experimental nature of the school, educational innovations are regularly introduced to its programme, and both parents and pupils are open and quite positive towards them; thus, our initial assumptions in this study were that parents and children's perceptions regarding the CLIL implementation in PE would be very positive.

The results of the study have been quite interesting and encouraging for the continuation of the CLIL programme. On the whole, the results showed a high degree of satisfaction from both parents and pupils regarding CLIL, which is one of the reasons why this particular programme is expected to continue in the future years. Specifically, PE is one of children's favourite subjects, if not their favourite one, and the objective is for the learners to benefit as much as possible both language and content-wise from the supportive environment that this subject provides. Thus, careful planning and choice of content and methodology are needed so as to achieve the objectives set.

It is important to note that further research is recommended in order to gain data regarding views and perceptions not only of the participants of the present study in the long term, but also of other pupils in the same school. Such findings will allow us to improve the CLIL programme so as to better address learners' learning needs and preferences.

7. References

- Asher, J.J. (1969). "The learning strategy of the total physical response: a review". *Modern Language Journal*, 50/2, 79–84.
- Cartwright, R. and Green, G. (1997). *In charge of customer satisfaction*. Oxford: Blackwell.
- Christopher, A.A., Dzakiria, H.B., and Mohamed, A.H.B. (2012). "Teaching English through Sports: A Case Study". *Asian EFL Journal*, 59, 20–29.
- Coral J. and Lleixà, T. (2014). "Physical education in content and language integrated learning: successful interaction between physical education and English as a foreign language". *International Journal of Bilingual Education and Bilingualism*, doi: 10.1080/13670050.2014.977766
- Griva, E., Semoglou, K., and Geladari, A. (2010). "Early foreign language learning: Implementation of a project in a game-based context". *Procedia Social and Behavioral Sciences*, 2, 3700-3705. doi:10.1016/j.sbspro.2010.03.575
- Ioannou-Georgiou, S. and Pavlou, P. (Eds.) (2011). *Guidelines for CLIL implementation in primary and pre-primary education*. Cyprus: Cyprus Pedagogical Institute.

- Marsh, D. (2002). *CLIL/EMILE-The European Dimension: Actions, Trends and Foresight Potential*. Public Services Contract DG EAC, European Commission, Strasbourg.
- Massler, U. (2012). "Primary CLIL and Its Stakeholders: What Children, Parents and Teachers Think of the Potential Merits and Pitfalls of CLIL Modules in Primary Teaching". *International CLIL Research Journal*, 1/4, 36-46.
- New Curriculum for Elementary Physical Education, Teacher Guide (2011). Ministry of Education, Lifelong Learning and Religious Affairs. Available: <http://ebooks.edu.gr/info/newps/%CE%A6%CF%8D%CF%83%CE%B7%20%CE%BA%CE%B1%CE%B9%20%CE%86%CF%83%CE%BA%CE%B7%CF%83%CE%B7%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82%20%CE%B3%CE%B9%CE%B1%20%CE%A6%CF%85%CF%83%CE%B9%CE%BA%CE%AE%20%CE%91%CE%B3%CF%89%CE%B3%CE%AE%20%E2%80%94%20%CE%94%CE%B7%CE%BC%CE%BF%CF%84%CE%B9%CE%BA%CF%8C.pdf> [20-08-2015].
- Papaja, K. (2012). "The impact of students' attitude on CLIL: A study conducted in higher education". *Latin American Journal of Content and Language Integrated Learning*, 5/2, 28-56. doi: 10.5294/laclil.2012.5.2.10.
- Pladevall-Ballester, E. (2014). "Exploring primary school CLIL perceptions in Catalonia: students', teachers' and parents' opinions and expectations". *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2013.874972
- Rottmann, B. (2007). "Sports in English. Learning Opportunities through CLIL in Physical Education". In C. Dalton-Puffer and U. Smit (Eds.), *Empirical Perspectives on CLIL Discourse* (pp. 205–227). Frankfurt: Peter Lang.
- Yassin, S.M., Marsh, D., Tek, O.E., and Ying, L.Y. (2009). "Learners' Perceptions Towards The Teaching Of Science Through English In Malaysia: A Quantitative Analysis". *International CLIL Research Journal*, 1/2. Available: [journal.html http://www.icrj.eu/12/article6.html](http://www.icrj.eu/12/article6.html) [18-01-2014].
- Zindler, K. (2013). *Content and Language Integrated Learning (CLIL) and PE in England: An Exploratory Study*. Unpublished Thesis for the Doctorate of Education (EdD), University of Sheffield.

Marina Mattheoudaki is a tenured associate professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki. She holds an M.A. in TEFL from the University of Birmingham, U.K. and a Ph.D. in Applied Linguistics from the Aristotle University of Thessaloniki. Her main research interests lie in the areas of second language acquisition and teaching, CLIL, corpora and their applications.

Kyriaki Emmanouilidou is a PE teacher who received her MSc and PhD degrees in Physical Education at the Democritus University of Thrace, Greece. Her research interests involve professional development of physical educators, teacher and student assessment, and interdisciplinary teaching and she has published articles in scientific journals on the aforementioned fields. She is currently working at the 3rd Experimental Primary School of Evosmos, Thessaloniki where she has been implementing the CLIL approach in PE classes for the last four years.

Chryssa Laskaridou is currently an EFL state school advisor in Greece. She holds an M.A. in Tesol. Her dissertation focused on the cultural awareness of English language teachers in Greek primary schools. She implemented the CLIL approach for the subjects of Geography and PE at the 3rd Experimental Primary School in Evosmos, Greece. She has published articles on of cultural awareness, teaching young learners and CLIL and has presented papers at local and international conferences.

Received: 30-08-2016
Accepted: 23-01-2017