The Integration of the English Language Skills to Teach Physical Education to 6th

Graders from a public school

Juan Camilo Ruiz Bárcenas

Juan Pablo López Sanz

Mauricio Betancur

Facultad de Bellas Artes y Humanidades

Licenciatura en Bilingüismo con énfasis en inglés

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Asesor:

Javier Vanegas Salgado

Facultad de Bellas Artes y Humanidades

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RESUMEN

En este proyecto de aula se busca integrar las cuatro habilidades del inglés para enseñar Educación Física a estudiantes de sexto grado de un colegio público. Con el proyecto, promovemos el uso de las habilidades orales en inglés a través de la práctica en Educación Física, teniendo como enfoque la instrucción basada en contenido. Implementamos estrategias a través de las cuales los estudiantes reciben, entienden y realizan comandos orales relacionados con Educación Física. Este proyecto tiene como escenario una clase de sexto grado en un colegio público local en un periodo de tiempo de ocho horas a razón de una hora semanal durante dos meses. Se recogieron datos haciendo uso del método cualitativo a través de diarios de campo, observaciones y artefactos producidos por los estudiantes. Una vez contrastados los objetivos del proyecto con los resultados obtenidos, se puede decir que estos fueron alcanzados.

Palabras clave: enseñanza-aprendizaje del inglés, Educación Física, instrucción basada en contenidos, habilidades orales.

ABSTRACT

This classroom project has the purpose to integrate the four skills to teach Physical Education to sixth grade students from a local public school. Our aim is to promote the use of English oracy skills through the practice of Physical Education, based on content-based instruction. Throughout the sessions, students receive, understand and carry out oral commands related to Physical Education. The scenario for the project is a sixth grade from a local public school   and it took eight hours distributed in one hour session per week through two months. Data was collected using the qualitative data gathering techniques such as journals, class observations and artifacts produced by the students. After contrasting the objectives of our classroom project with the results obtained, it can be said that these were achieved.

Key words: English teaching and learning, Physical Education, content-based instruction, oral skills.

TABLE OF CONTENT

1. PRESENTATION

Many studies have been made around the area of English language teaching. According to Crandall (1987) trough content-based instruction, the students experience language in a communicative way while learning content of other subjects like Math or Science. Additionally, Muñoz, Riquelme, and Saldivia (2011) conducted a study where they found that the integration of the English language skills has a positive impact in language learning. In this sense, the following paper will present the justification, the objectives, the theoretical framework, the methodology and the results of this classroom project that aimed to integrate the English language skills to teach Physical Education to 6th Graders in a public school in Pereira.

2. JUSTIFICATION

The teaching and learning processes in Colombia have gone through a lot of changes; from the implementation of the *National Bilingualism Program* in 2004 to the *Bilingualism Law* (2013), then the *National English Program* (2014) and the *Bilingual Colombia* (2014). *The National Bilingualism Program* was originally intended to enhance the level of English language in Colombia. Later on, the program changed its name to the "Program for the Strengthening of Competences in Foreign Languages", and then to "Colombia Very Well", and currently, it is called the "Bilingual Colombia Program". Romero (2016) explains that the problem with the term "bilingualism" disappeared when the *Bilingual Colombian Program* referred to English as a lingua franca and considered the cultural relations of both English and Spanish. This objective opened the need for comparable standards between Colombia and the rest of the world. This necessity promoted the adoption of the Common Framework of Reference which served as a guide with proficiency descriptors for the different educational levels.

In addition, even though the Ministry of Education has manifested the desire of making Colombia the most educated country in the region, the outcomes are not the best. In 2004, a study for the National Bilingual Program was conducted by the Ministry of Education. In that study, more than 1,000 teachers and more than 3,000 students from 11th grade took a computer adaptive English proficiency test. The results were disappointing; less than 6% of 11th-graders had a level equal to B1 on the CEFR and less than 6.8% teachers had a level of mastery at B2. Moreover, according to the national and international proficiency tests ranking in EF English Proficiency Index (2012), Colombia classified as 53 out of 54 Latin American countries and 50 in the world (the rest of the world). Additionally, the Mckinsey Report included in the National English Program document (2014) stated that more than 50% of students classified at A level in the Common European Framework scale, while only 6% of students in 11° Grade reached B1 or higher. In addition, less than 4% of teachers were at an advanced level of the language. Based on these results, the Ministry of Education established long-term goals for both teachers and student's English language proficiency. The goals were that teachers would reach B2 level by 2019, and 11th grade students would be B1 by 2025.

Furthermore, in order to meet the goals proposed by the Ministry of Education, de Mejía (2016) states that since bilingualism refers to the use of two or more languages, we have to make sure that students equally develop each skill of both languages. Based on this, Muñoz, Riquelme, and Saldivia (2011) implemented a study in which they found that the integration of the four skills in ELT carries out a significant importance in the learning process of the students due to the fact that in natural communication, people never use each skill in isolation but rather they employ them seamlessly. Therefore, the application of the

integrated-skill approach bears many benefits as it gives students the opportunity to be in contact with real language, which prompts them to use it naturally in meaningful communication. Additionally, Tajzad and Ostovar-Namaghi (2014) conducted a similar study where they found that the integrated approach promotes the use of natural communication since it reproduces the use of communication in real life scenarios. Additionally, learners felt more motivated to learn with the integrated skills approach (ISA) since they felt that they were learning to communicate and not memorizing information about the features of the language. These studies support our project since they show that the integration of the four English language skills provides a positive impact over the students and increase their communicative competence in a considerable way.

Moreover, as stated by Crandall (1987) in content-based instruction, learners exercise all the language skills in a highly integrated communicative way, while learning content such as science, mathematics, and social studies. In this sense, in a study conducted by Coral and Lleixà (2016), they found that teaching English through physical education had a positive impact on the communicative competence of the learners by showing better results in regard to language comprehension, oral descriptions, group organization, and scaffolding. This study shows that the use of content-based instruction prompts students to use the four English language skills in an integrated and communicative way.

Therefore, the purpose of our project is to encourage students to learn specific vocabulary that could help them understand and produce specific commands related to physical education. This will be done through the integration of the four English language skills and with the use of the content-based approach, by designing activities that motivate students to use any of the four English language skills while practicing a sport.

3. OBJECTIVES

3.1 Learning objectives:

- To foster students oracy through the practice of physical education.

- To produce oral commands related to physical education.

- To understand and to respond to oral commands related to physical education.

3.2 Teaching objectives

- To teach English oral skills through the practice of physical education.

- To design English lessons based on oracy components.

- To promote English language performance through oracy development.

4. THEORETICAL FRAMEWORK

4.1 Literature review

The integration of the four skills into the English lessons has been a very controversial topic in itself, and even more when it is intended to teach content like Physical Education due to the fact that some teachers prefer to segregate the four English skills even though it has been found that integrating all the English skills facilitates the learning process. Some institutions are still working with the segregated-skill instruction because, according to Oxford (2001), some teachers and administrators may believe that it is not possible to concentrate effectively when working on more than one skill at the same time. However, studies have shown that "this situation contradicts the integrated way that people use language skills in normal communication, and it clashes with the direction in which language teaching experts have been moving in recent years" (Oxford, 2001, p. 7). For this reason, the integrated-skill instruction is the approach that allows students to learn content using the language and the other way around, and also the development of authentic tasks that requires a communicative language use. Furthermore, researchers like Coral & Lleixà (2016) have found that teaching Physical education through Content and Language Integrated Learning (PE-in-CLIL) has a positive impact on the communicative competence of the learners.

The following paper describes our project based on some articles, which concerns with the integration of the four skills in ELT (English Language Teaching) and the teaching of Physical education through Content and Language Integrated Learning. This review aims to analyze the effectiveness and possible implications of the integration of the four English skills in the PE (Physical Education) classroom. This approach enables teachers to make classrooms work closer to real life, with a huge variety of activities that gives students greater motivation, which converts to better retention of all the principles related to language

learning. Based on what the segregation of the four English skills has shown, it has been possible to find that this methodology works better as opposed to traditional methods. However, it is supposed that these changes will make English teaching area a clear and meaningful process; there are yet lots of cases where teachers are still using archaic methodologies; for instance, the well-known traditional method, which is based on the thought that students are empty recipients to fill with knowledge. These methodologies do not replicate real scenarios and hinder the proper language development, putting away the aim of language teaching and learning, which is to develop learners' communicative competences. Overseas, there is some literature that displays English skills and blend matter and its impact on children's foreign language learning. For instance, Muñoz, E., Riquelme, A., Saldivia, M. (2011), Oxford (2001), and Tajzad, M., & Ostovar-Namaghi, S. (2014) conducted studies under the argument that the integration of the four English skills enable teachers to work with students at more realistic levels of communication and to acquire the knowledge for facing real life situations, becoming each lesson a spontaneous process more than a mechanic one, and providing learning not only for their lessons, but also for their lives. Additionally, Coral & Lleixà (2016) found that teaching content like Physical Education through English serves as a dynamic way of improving the overall communicative competence of the students.

To start with, Oxford (2001) argues that different from the segregated approach, the integrated approach permits English language learners to face challenges that demand the use of authentic language in order to have more natural interactions with the language itself. With this, students will get a clear idea of the communicative purpose that English has when it is presented since different aims and methodologies. Moreover, one of the aims of this approach is to see English not just as a simple academic subject but also turn it into a channel of interactions where people can enjoy and share among them. Throughout his article, Oxford

(2001) highlights the importance of not using the segregated over the integrated skill approach, because the segregated skill approach is only focus on language. It means students are learning the new language but in a very controlled and non-realistic environment; besides, it says that segregating skill is "a highly dubious undertaking" (Oxford, 2001, p. 7). When segregating skills in ESL/EFL lessons, skill-linked learning strategies tend to be used frequently. These learning strategies are based on different ways of consciously improving their learning in one specific skill; for instance, reading or writing. Nevertheless, skill-linked strategies cannot be associated with only one skill because, in order for that skill to be improved, students must use at least an additional skill to achieve the intended goal. For instance, Oxford (2001) gives one example of an Intermediate Reading course in which students have first to use their listening ability to understand what the reading activity is going to be about. Then, students may have to share their reading, so it means they will have to use their speaking ability to clearly communicate not only with correct pronunciation but also with intonation in their products. In the other hand, when referring to the integrated-skill instruction, it is important to highlight that it is divided into two main approaches: Content-Based Instruction, and Task-Based Instruction. According to Oxford (2001), The Content-Based Instruction is based on the practice of all the language skills integrated, improving communication while learning content about different scientific topic, or themes based on social studies. This approach allows students to develop their communicative competence because they are learning about relevant topics for their society, and they are employing language to solve some "real scenarios" issues. Then, we have Task-Based Instruction that is more focused on the meaning rather than the form. It means that the main focus of this approach is to enhance communication because the higher English proficiency, the higher complexity of the task. For this reason, it is evidenced that the integrated-skill instruction is more effective when used is the ESL/EFL lessons because "the integrated-skill approach, as

contrasted with the purely segregated-skill approach, exposes ESL/EFL learners to authentic language and challenges them to interact naturalistically in the language" (Oxford, 2001, p. 10-11).

We find that the information provided by this article support our project in the sense that it helps us to understand how the integrated skills approach promotes a better learning of the English language. Nonetheless, it is also important that we study how the integrated skills approach functions in a real classroom. For that reason, in the following article we explore the positive aspects and the challenges of the application of the integrated skills approach.

Muñoz, E., Riquelme, A., Saldivia, M. (2011) argue that the integration of the four skills in ELT carries out a significant importance on the learning process of the students due to the fact that in natural communication people never use each skill in isolation instead, they employ them seamlessly. Therefore, the application of the integrated-skill approach bears many benefits as it gives students the opportunity to be in contact with real language which prompts them to use it naturally in meaningful communication. For that reason, Muñoz, Sepulveda Muñoz and Lorena (2011) conducted a study where they aimed to identify the integration of the four skills and its implications in a second-grade classroom. The study follows a non-experimental-transactional model were two groups were studied, one 2nd grade advanced with 28 students (16 girls and 12 boys) from Instituto Santa Maria, Chillan and a 2nd grade A with 31 students (15 girls and 16 boys). At the end of an eight-hour long observation, the students were evaluated with a TOEIC Bridge Test Sample to compare their performance in terms of reading and listening comprehension. The instruments for the data collection were a checklist designed by Muñoz, Sepulveda Muñoz and Lorena (2011), a standardized test TOEIC Bridge Test Sample and statistical analysis. Finally, Muñoz, Sepulveda Muñoz and Lorena (2011) concluded that the integrated-skill approach does in fact have a positive

impact in terms of English language learning. However, it is also important to pay attention to the procedure of the lesson as it dictates how much the students will be engaged. The results showed that the students that had integrated skill lessons had a better performance in all the skills that were tested than the group that had isolated skill lessons.

We consider that the information provided by this article is really useful given the fact that it provides new lights on how the integration of the four skills can positively impact the learning process of the students. However, as the article mentions; it is also important to pay attention to the way in which the skills are being integrated, this means that the lesson must follow a procedure that engages the students. Therefore, in order to study more in deep this subject, we must take into account other sources that display more advantages of the integrated language skills, like the coming article that implemented the ISA (integrated skills approach) in Iranian EFL teaching.

Tajzad & Ostovar-Namaghi (2014) state that although some Iranian learners have a decent proficiency on some elements of language such as grammar and vocabulary they often fail on using them in a communicative way since all the skills have been taught separately. The purpose of this study was to implement the integrated approach in an Iranian EFL classroom where 30 learners were interviewed in order to collect their insights of the integrated skill approach the collected data was analyzed with open coding techniques and compared with the views that the students had about the traditional approach.at the end of the study, the researchers obtained the following results; the integrated approach promotes the use of natural communication due to the fact that it reproduces the use of communication in real life scenarios. Additionally, learners feel more motivated to learn with ISA since they feel that they are learning to communicate and not memorizing information about the features of the language. Moreover, with ISA the teaching of the skills is done in lesser time than just

focusing on an isolated skill each lesson. Furthermore, ISA is less stressful than traditional learning teaching as it does not require much cognitive learning. In addition to this, with ISA students have the time to reflect on the topics that they are learning. Finally, in ISA teachers' role is to design activities that led students to construct meaning through authentic communication.

Now that we have more insights about how to integrate the four language skills, it is now important to seek a way to apply this approach to the content of physical education. Therefore, we must consider another source related to the teaching of physical education and its implications in language learning.

Coral & Lleixà (2016) claim that the subject of physical education (PE) has been taught through content-language integrated learning (CLIL) settings in Spain. Nonetheless, there is little research on this topic and therefore questions arise regarding the teaching of PE through CLIL and how it can positively impact the learners' oral competence. Therefore, with this study, the researchers aim to find PE-in-CLIL strategies that can improve oral communication. Furthermore, For the implementation of the study, the researchers conducted an Action Research (AR) that included three stages: preliminary stage, fieldwork cycles and the post-fieldwork stage. Additionally, the researchers designed a program based on PE-in-CLIL and looked out for improvements. The products of the study were developed through the interaction of researches, pupils, and an interdisciplinary criticism team ICT that analyzed the findings. Moreover, the study was conducted at a primary school from Catalonia and the participants were 26 fifth grade pupils whose exposure to the English language was increased by four hours per week with the implementation of the PE-in-CLIL program. Additionally, diaries and video recordings were used as tools for gathering information for further analysis. The findings of the researcher were analyzed through three basic steps: reduction,

presentation of data and verification of conclusions. The results proved that the PE-in-CLIL program had a positive impact on the communicative competence of the learners by showing better results in regards to comprehension, oral descriptions, group organization and scaffolding.

This article proved to be truly useful given the fact that we got to comprehend to a greater degree the importance of teaching physical education through content integration learning, and how beneficial it is for the communicative competence of EFL learners. In addition, the idea of modifying the curriculum for the implementation of a PE-in-CLIL based program was effective since it adapted to the researchers and learner necessities which allowed them to have better results through the interaction.

To sum up, based on the authors findings, we could determine that the integrated skills approach (ISA) has a positive impact in the learning growth of second language learners, since it promotes the use of the communicative skills. Additionally, teaching Physical Education through Content and Language Integrated Learning (PE-in-CLIL) by improving comprehension, oral descriptions, group organization, scaffolding and even more importantly the communicative competence. Nevertheless, this is a questionable topic inasmuch as several teachers prefer to instruct every skill isolated, and content like physical education is often taught in the native language. For this reason, the topic that was studied in this paper is significant for the teaching field because it could be taken for many educators as possible way to conduct their classes working sequentially and dynamically on each learner skill.

4.2 Conceptual framework

4.2.1 The Integration of the English Language Skills

Many researchers argue that the best way of teaching English is when all the skills are integrated in a lesson. That is the case of Brown (2007), who states that the implementation of an integrated approach of the four English language skills has been proved to be beneficial for the overall communicative competence of learners. He also mentions that when it comes to communication, there are two major types of performance, a receptive performance involving the reading and listening skills and a productive performance involving the speaking and writing skills respectively. Therefore, when one performance is being trained, it will inevitably lead to the other type of performance and vice versa. With this, the author implies that each skill is connected and when someone trains one skill they will naturally activate another. For instance, when we listen to a teacher and we take notes and we study these notes, we are activating both productive and receptive skills.

Moreover, Sadiku (2015) agrees with the fact that the integration of the four English language skills is very beneficial for the ESL learner. She also adds that the role of teachers is of paramount importance when it comes to the integration of the four skills; they must provide students with activities that incorporate several language skills. Therefore, the author tries to convey that the integration of the four skills relies on the ability that the teacher has on designing activities that help students build a communicative competence gradually.

Finally, similar to Brown, Nan (2018) agrees that there is a natural connection between the four English language skills and that there are four elements of a system where each relies on one another to various degrees. This means that each skill should be coordinated in order to improve the communicative competence of the student. As Sadiku mentioned before, educators should seek to integrate the four skills into their lessons by designing and providing students with proper activities, tasks, and materials.

4.2.2 The four English Language Skills

Many authors agree that in order to learn a language, the mastering of the four language skills becomes imperative. For instance, Heusser (2014), who in addition to this claim, mentions that the speaking and writing skills work as the productive skills of the language, and by means of these two skills, we execute an active vocabulary. On the other hand, the receptive skills are listening and reading. These two skills help the learner to develop a greater passive vocabulary, which is usually bigger than the active vocabulary, given the fact that the words you know will eventually be used through productive skills so each skill depends on one another.

It is widely known that there are four skills that each learner has to master in order to communicate effectively. According to Husain (2015), who agrees with Heusser in the sense that learning a language requires the mastering of each skill. Language is not a content-based subject like any other science, it is rather a skill and the author describes the concept of skill as the ability to do something well. Additionally, the psychomotor-domain is the source of language as it is regarded as a skill composed by four sub-skills, listening, reading, speaking, and writing.

4.2.2.1 Receptive Skills

The receptive skills are often regarded as the first skills that a language learner acquires. For this reason, authors like Van Perrerren (1983) state that it is better to make emphasis on the receptive skills. In language teaching both receptive skills can be combined by giving students a transcript of the listening material. Additionally, postponing the productive skills has a positive impact on adult learners as they feel less pressure to learn. It is through the receptive skills that we develop the productive skill; for this reason, it is important to know how to teach them. In this sense, Holmes (2017) claims that when learners

are learning a new language, they often develop the receptive skills and subsequently they acquire the productive skills. This can be a complex process since the productive and receptive skills play a supporting role when developing the other skills. The author explains that developing both receptive skills is very complicated especially for the listening skill as learners have less support for the interpretation of new input than when they are working with a written work. Holmes states that the best way to develop the receptive skills is by exposing learners to authentic materials. However, these materials must be adequate to the level of the apprentice.

4.2.2.2 Productive Skills

The productive or active skills are known as the skills that are developed after the receptive skills. Nonetheless, there are obvious differences between both receptive and productive skills that might have an impact on the way these are taught. For instance, Kelly (2012) believes that before teaching languages, it is important to consider the differences among both passive and active skills. The author states that teachers would often make more emphasis on input and acquisition, but the most important goal is communication, and not only teaching learners' new vocabulary. In addition, Kelly highlights the importance of providing students with more production tasks with enough scaffolding that allows them to succeed on their own. In this way, students will develop a more complete communicative competence.

As Kelly points out, there are some differences between receptive and productive skills. However, there is also an undeniable connection between both of them as Golkova (2014) states in her article that the productive skills are not separated under any circumstance from the receptive skills. Passive skills play an important role in the development of language skills and basics of some features of the active skills. In addition, both writing and speaking

skills can be developed with some activities and there are also cases where only one activity is compatible with one skill either writing or speaking. Finally, the author highlights the importance of internet given the great variety of tools that can be used to improve the active skills.

4.2.3 Oracy

Since our project is based on teaching sports mainly through speaking and listening, it is important to explore the concept of oracy which is a term parallel to literacy, a term that comprehends the use of the skills of reading and writing. According to Wilkinson (1970), oracy is not a subject but a condition where you learn mainly through speech and listening. Additionally, Wilkinson (1970) described oracy as the verbalization of experience, which is the integration of language skills. Oracy can be developed through circumstances where the use of speaking and listening is required. Therefore, the teacher of English should provide the students with situations where speech is necessary. Opportunities for oracy are highly connected to the type of relationship that the teacher has with his students; If it is authoritarian, then there would be less oracy development. Moreover, Tarone, Bigelow, and Hansen (2012) describe the concept of oracy as the ability to use oral language processing and production skills that parallel to literacy.

For this reason, improving students' oracy skills would have a great impact on the way they use the language depending on the content and context. It means that the language is going to be their tool to express how they feel and what they think. However, as language is a tool, students have to learn how to use it appropriately; It will allow them to increase their group working abilities since students should be able to clearly express not only their opinions, and also understand their partners' opinions; this is why Mercer (2015) highlights the importance of teaching students how to use the language orally. The idea of group

working has been criticized because the results obtained inside the classrooms when working in groups too good, or too bad. Bennet (2014), and Peal (2014) support the idea that group working inside the classroom is a waste of time. This position is reinforced by some observational studies that most of the times have shown that group working is not very productive. Nevertheless, Mercer (2015) says that this group working is normally unproductive because these groups do not have appropriate ground rules to guide their discussions, and this problematic occurs because, as stated before, students have not learned how to use language appropriately. These ground rules are based on the respect students should have with their partners' opinions, and with the critical thinking they can use to create their opinions with strong arguments. Besides, Mercer (2015) also highlights the importance of group working not only inside the classroom, but also the importance it will have in students' professional lives.

In order to integrate the English language skills into physical education lessons, we must explore the concept of physical education itself and the development of it through history. In addition to the history of physical education, we must also explore the different teaching strategies that could be used to teach it the secondary school students. Also, the content based instruction approach will allow us to teach English through sports. Finally, we will examine the concept and history of volleyball.

4.2.4 Teaching Physical Education

Although the most common curriculum of Physical Education (PE) since 1920 has been the multi-activity curriculum, there are a variety of new curricula that allow nowadays teachers to enrich their Physical Education classes; due to the fact that this multi-activity curriculum proposed by Hodges (2008) consist on giving to students the experience of different activities in short units. These types of lessons were intended to expose students to

different types of sports or physical activities, expecting that they would select one to continue practicing in a lifetime. However, due to its lack of depthless into these activities, students were not engaged enough to continue developing these activities.

For this reason, Hodges presents these new curricular models that emerged to evolve this obsolete teaching methodology. These new curricular models are more focused on everything that is taught or learned in physical education since the real context of developmentally appropriate forms of sport. With this, one of the main goals of this methodology would be the team-working exercises on developing tactical knowledge that would allow students to become competent participants in the activities. This means that these new curricular models are based on the connections between the content that is been taught. Vincina and Mayorga-Vega (2016) support this idea inasmuch as they say that PE's units have been presented in isolated ways. It means that almost all the teaching units (TU) presented to students are not relevant to learn or understand the next TU. This happens because these traditional TUs are usually based on the achievement of isolated objectives and isolated content acquisition. Besides, Vincina and Mayorga-Vega (2016) also expressed their concern about the importance of the length on these TU, which is crucial to the learning process that can affect student's enthusiasm and concentration and unable them to achieve the stipulated goals.

Now that we know more in deep about the concept of physical education, in the following paragraphs, we will look into the different teaching strategies that can allow us to perform a physical education lesson with appropriate materials adapted to secondary school students.

4.2.4.1 Teaching Strategies in Physical Education

In the field of physical education, one of the biggest problems that teachers should face is to find a way to motivate students to start implementing physical activity in their daily routines. Taylor and Nikos (2007) state that by applying a motivational theory called self-determination theory (SDT), different types of motivation could be analyzed depending of the determination each student has. Having said this, SDT is composed by two main concepts, intrinsic and extrinsic motivation. The first one proposed interesting and enjoyable activities that allow students to choose for its own sake and the other one refers to search an activity to achieve a determinate outcome different from the activity itself.

Another important aspect to consider is what to do when a student is not interest in a specific activity. Ntoumanis and Standage (2009) state that physical education teachers should expose students to all the benefits that each activity could provide to them if they complete them. In addition, teachers should be aware of every single word they use when giving instructions. For that reason, the language used should be a language that conveys choice rather than control. In that way, students are going to start feeling more motivated and they are going to start developing certain levels of autonomy.

In addition to the teaching strategies, it is important to look for an approach that helps us integrate the four English language skills into physical education. Therefore, in the next paragraph we will go over the concept of content-based instruction.

4.2.5 Content-Based Instruction

Through the time, in the field of language teaching, many effective approaches have been developed in order to fulfill the needs of the students and develop their language skills. Thus, most of the recent approaches are focused on providing students realistic scenarios and

effective strategies in order to develop their communicative competence, either explicitly or implicitly. Therefore, according to Krahnke (1980) Content- based language teaching (CBI) has been seen as the teaching of content without explicit or direct teaching of the language itself. Based on this, Yoon (2006) states that CBI has been used as a successful approach that allows students to develop their language skills while learning new concepts through meaningful content.

As it was mentioned before, Krahnke stated that through the application of CBI, language itself could be seen from different perspectives as it can be taught in different areas. Based on this, in order to make students comprehend the content that is being presented, teaching strategies and techniques should be adapted to ensure that both content and language acquisition are always present in the teaching process. Finally, Krahnke argues that through the use of CBI, the content taught will connect reality with the previous experiences of the students, turning from a simple process to a meaningful one including the communicative competence rather than simple content usage.

4.2.6 Conclusion

Teachers need to know the concept of physical education and its development throughout the years in order to be able to teach it. Once teachers know about the concept of physical education, they can start developing teaching strategies that will allow them to adapt the content of the lesson to secondary school students. In addition to these teaching strategies, the teacher must follow the content-based instruction approach in order to integrate English teaching with physical education.

5. METHODOLOGY

5.1 Description of the practicum

This classroom project was carried out at a public school with low socioeconomic strata from Pereira Risaralda called Suroriental, which has a very good infrastructure and, in general, all the classrooms are well equipped. The population that was chosen for the implementation of this project was a sixth grade where the practitioners implemented lessons that integrated the English skills through physical education. These implementations took place once a week per two hours. However, as these students already had English classes with other practitioners from the Teaching Practicum, their attitude towards the implementations was not positive at the beginning. One of the factors that prompted their attitude was the amount of time that they had been exposed to the English language, and the fact that the implementations took place during one of their favorite classes that is technology class. Nonetheless, this attitude was improved over time inasmuch as the physical activities were engaging and appealing to them.

5.2 Context

The classroom project was conducted at the Institución Educativa Suroriental, an institution that was founded in 2002. This institution is located in a neighborhood called Boston from the city of Pereira, Risaralda. The public institution receives students that inhibit the neighborhood and its surroundings with a strata range from one to three. The institution has 31 classrooms and also has 7 computer rooms and workshops where students can learn through the use of technology. The institution offers primary education from first to fifth grade, technical secondary education from sixth to ninth grade and high school education tenth to eleventh grade in the morning, afternoon and evening of the academic schedule. This classroom project was conducted in one of the sixth grades in the morning schedule. Each

classroom at the High-school has a TV, a recorder, a video projector, a whiteboard and wide fields, in which students can practice sports like football, basketball, and volleyball.

5.2.1 Setting:

This classroom project was carried out with students from the 6th grade of a public High-school in Pereira called Suroriental. The subject has been taught two hours per week. The English teaching at this school is oriented based on the standards of teaching English in Colombia "Guia No.22. Based on this, the English teachers use the standards in order to develop some of the students' language competences through the use of books like "English, please", "Way to go" and "Bunny bonita", copies and the board.

5.3 Participants:

This classroom project was carried out with sixth graders from a public school located in Pereira. This sixth grade consisted of thirty-five students, who were between 10 and 12 years old. Based on the Guía 22, students were expected to have an A2 level. Nevertheless, after having a better appraisal of their current English language level, the reality was that their level was close to an A1. For this reason, the practitioners had to adapt all the vocabulary and exercises that they already had designed. In addition, learners were exposed to English lessons once a week for two hours and they had previous knowledge of basic vocabulary. The three pre-service teachers that conducted this classroom project are currently in the ninth semester at the Universidad Tecnológica de Pereira. The project took place while the practitioners were developing their pedagogical practicum. The practicum was oriented towards the development of the classroom project which consisted in the integration of the English language skills through Physical education.

5.4 Reflection instruments

After each session, the practitioners collected information regarding the development of the lessons with the aim of reflecting on its effectiveness. The information was collected by using journals, observations and student artifacts.

Firstly, the journals collected information about the professional development of the practitioners. The information collected covered the execution of the activities proposed by the teacher and how he reacted to the student's attitudes. Secondly, in the observations the practitioners took note of everything; materials used, activities developed and students' reactions to them. Lastly, with the students' artifacts the practitioners gathered the materials and works done by them.

5.5 Instructional design

The purpose of this classroom project was to integrate the English language skills to teach physical education to 6th graders from a public school. According to Coral and Lleixà (2016), teaching English through physical education has a positive impact on the communicative competence of the learners by showing better results in regards to language comprehension, oral production, group organization and scaffolding. Moreover, Muñoz, Riquelme, and Saldivia (2011) state that the application of the integrated-skill approach bears many benefits as it gives students the opportunity to be in contact with real language which prompts them to use it naturally in meaningful communication. For these reasons, in order to promote the oracy skills of the students, the pre-service teachers designed physical education lessons that were divided into three main stages.

The first stage was mainly focused on the listening skill, and it was composed by two activities were students had to react to the oral commands given by one of the pre-service teachers. For instance, one of the pre-service teachers presented two activities in which he

said aloud some commands (raise your hands, jump, run, jog, squats) and students had to perform some actions based on what they heard (see p.13 and 16). The second stage of the lesson plan was focused on the speaking skill where students had to answer specific questions related to the physical exercises that were previously performed by all of them (see p.13 and 16). The last stage of the lesson plan was composed by two games where students had to interact with their peers as naturally and communicatively as possible (see p.14 and 17).

The lessons were based on the Content-Based Instruction approach, where the pre-service teachers encouraged students to develop their language skills while they were also learning new concepts through meaningful content (physical education). According to Krahnke (1987), Content-based language teaching (CBI) has been seen as the teaching of content without explicit or direct teaching of the language itself. Through the use of CBI, the content taught connects reality to the previous experiences of the students, turning from a simple process to a meaningful one including the communicative competence rather than simple content usage.

5.6 Implementation

In order to develop this classroom project, the pre-service teachers needed to select activities that promoted the teaching of English, and the engagement of the students. For this reason, it was necessary to implement lessons that allowed the students to study and to be engaged at the same time. Therefore, the pre-service teachers decided to divide the lessons in different stages (see appendix). This allowed the lessons to be more dynamic since each stage followed a coherent sequence. For instance, In the first stage, we presented students a series of warm up exercises related Physical education in order to evoke students' interest by involving their emotions (see appendix). In the second stage, students had to develop a series of physical exercises that involved the group of muscles or body parts that were used in the

first stage but this time they had to focus more on language use and how it is constructed by using and responding to a series of commands (see appendix). In the last stage, students performed activities where they had to use language as freely, naturally and communicatively as possible without focusing much on language construction. For example, a game where the students used the commands learned in the first two stages (see appendix).

The aforementioned stages were linked to the content of Physical Education and each activity on each stage was connected following a coherent sequence that allowed students to use the knowledge acquired in previous lessons. It is also important to mention that the lessons followed the standards provided by the institution and the Ministry of Education (MEN); this could be done by having meetings with the in-service teachers so the practitioners could make sure that they were following the standards proposed by the institution.

5.6.1 Resources and materials

For the implementation, the pre-service teachers used different materials for each type of activity used. For some activities, the practitioners provided learners with volleyballs and other sports-related equipment, so the students could use them in the school court. Nonetheless, given the nature of the project, for the development of other activities, it was not required to use any special equipment or materials. For instance, there were activities that only required the participants to use their body to respond to certain commands like push-ups, lunges, squats (see appendix).

5.6.2 Assessment

During each session, the pre-service teachers implemented a set of activities in which students had to listen to specific commands, produce them orally and perform certain movements (see appendix). In this sense, each student was assessed through the observation

of their performance on each of the aforementioned activities. This assessment followed specific performance indicators previously established by the pre-service teachers in accordance to the age and grade of the students (see appendix).

6.   RESULTS

6.1 Professional growth

Through the implementation of this classroom project, we encountered a great variety of experiences related to our professional field. During said experiences, we were able to apply the theoretical knowledge and skills learned during our time as students of the Licenciatura. Thanks to this, we were able to improve as educators. In this regard, Mizell (2010) defines professional development as a variety of educational experiences connected with someone's work. In addition, according to the author, people from different professions use professional development as a strategy to employ new knowledge and skills that will better the performance of their jobs.

Throughout the implementation of this classroom project, we identified some aspects that could be regarded as the strengths of our professional development. These aspects are mainly related to lesson planning. According to Lika (2017), teachers use lesson plans to design orientation paths in the practice of teaching, while considering aspects like students' styles of learning, previous knowledge, types of intelligence, interests, etc. Given the nature of our classroom project, we were able to design lessons in which the focus of the activities was competition as being for PE classes. That way, students were more motivated to participate, and therefore had more chances for language learning. As mentioned in the following entries;

> (...) when the pre-service teachers divided the classroom into two teams, the students seemed more eager to participate. This is quite important because it is very evident that adding element competitiveness in each lesson, can shift the student's behavior for the better. Therefore, the chances of effective learning will be increased. Jour; E1; López; 02-05-2019 L 12-15.

(...) Students were excited with this activity and everyone was participating. The practitioner repeated this activity, but this time students had limited time, and the winner would receive a candy as a prize. Obs; E1; Ruiz; 02-05-2019 L 21-23.

For Richards and Lockhart (1994), a lesson is the result of a teacher's effort to control the instructional process in such a way that it will enhance the learning within a specific timeframe.

Moreover, in further sessions we found that adding games to our lessons could make the students behave better since they were more attentive.

(....) Additionally, another strategy that could be useful for improving the students' engagement, is the use of flashcards. For instance, when the pre-service teachers implemented the game "what's missing?" with the flashcards; the students showed more interest towards the vocabulary that was being taught. Jour; E1; López; 02-05-2019 L 9-12.

(...) At the end of the lesson, students were able to understand and use the commands covered in this lesson. Nonetheless, we must keep in mind that the lack of games might be the reason why some students were misbehaving. As Halliwell (1992) mentions, when students are having fun, they are living the language. Therefore, implementing games in future lessons may increase the chances of students understanding and producing the commands that we want to teach. Jour; E2; López; 09-05-2019 L 23-26.

(...) Another aspect that must be highlighted from this lesson, is that the pre-service teachers were able to engage all the students by introducing the jumping race activity. This activity was specially designed to make the students work as teams, and the students had a great predisposition towards this idea since they were very competitive. Jour; E4; López; 23-05-2019 L 8-11.

However, during the implementation of this classroom project, we also encountered aspects that could be considered as challenges. These challenges were mainly connected to classroom management. According to Evertson and Weinstein (2006), classroom management has two different purposes; it aims to set and maintain an environment where students can be involved in meaningful learning, and it also aims to promote social and moral growth among the students. Nevertheless, it was difficult to keep the discipline during many of our lessons. As it is noted in the following entry of the observations.

(....) After that, we introduced the rugby game activity and made emphasis on the command PASS then we made a demonstration on how to pass the ball. Once the game started the students started to pass the ball however they wanted to pass it ignoring the rules of rugby that we previously presented. Obs; E4; López; 23-05-2019 L 20-23.

To conclude, throughout the course of the classroom project implementation, we had experiences. Some of these experiences can be regarded as strengths and others as challenges. However, what is certain is that we could learn from every single session since as pre-service teachers we were able to apply new knowledge and skills. Reflecting on the strategies and activities proposed throughout this classroom project was a tool for our own professional growth.

6.2 Students' responses

Before implementing this classroom project, we had high expectations regarding the student's participation since we thought that Physical Education would be an attractive subject matter for them. In the beginning, the majority of the students were reluctant to participate. Nonetheless, as the lessons progressed we identified positive responses towards some of the activities proposed. Likewise, according to Abdullah, Bakar, and Mahbob (2012), the behavior of the students is directly related to the way in which they seek or receive information.

Each lesson plan of this classroom project depicted activities that tried to encourage students to actively participate. That is, that after listening to some commands, the students had to perform the exercises and say or utter those commands out. In this regard, we as pre-service teachers learned that it is important to design activities that promote active participation from the students. As it is mentioned by Abdullah, Bakar, and Mahbob (2012) the traits and skills of the teacher are all important factors that affect students' active participation in the classroom. As was mentioned previously, with each lesson we found some positive responses of the students towards some activities.

> (…) students were the ones drawing the robot, but they had to draw the robot with more body parts (four arms, six legs, etc). Students were excited with this activity and everyone was participating. The practitioner repeated this activity, but this time students had limited time, and the winner would receive candy as a prize. Obs; E1; Ruiz; 02-05-2019 L 20-21.

Likewise, it was found that students are more participative in some activities than in others:

> (...) Another aspect that must be highlighted from this lesson, is that the pre-service teachers were able to engage all the students by introducing the jumping race activity. This activity was specially designed to make the students work as teams, and the students had a great predisposition towards this idea since they were very competitive. Jour; E4; López; 23-05-2019 L 8-11.

> (…) Then, the pre-service teacher asked the students to play rugby but the students said that they preferred to continue with the jumping race so the pre-service teacher allowed the students to continue playing until the class was finished. Obs; E5; López; 30-05-2019 L 28-30,

However, we also identified some challenging situations during some of the implemented lessons. For instance, we noticed that there were some students that tended to follow (imitate) their peers' actions when it was time for them to participate. In other words, they would not participate autonomously.

> Once the students completed the 10 laps of the jogging exercise we then asked them to work out, some students seemed confused then we said "the first one pushups" then the same student that initially recognized the warm-up command started doing push-ups and the other students followed him. Then we said "SQUATS" and a different student started to perform the squats and the others followed her. Then we said "LEG RAISES" and this time 5 different students started to perform the exercise and the others followed them.Obs; E4; López; 23-05-2019 L 8-17.

Nonetheless, we learned that since this project was based on teaching English through Physical Education, it would be normal that some students replicate the actions of their classmates when they were asked to perform an action or actions under certain command(s). Pajares, (1996) & Schunk, (1995), mention that the personality of the students is an important factor that influences their participation in the classroom. There are some students who participate in an active way and there are others who are more passive now that they do not follow the command at once but rather wait for their peers' physical responses for them to perform. That is what we call passive participation.

To conclude, implementing this classroom project allowed us to identify how positively can students respond to certain commands and perform the activities, and how important it is to adapt these activities in a way that students could learn some commands. Additionally, we also learned that the way in which a student responds or participates can be

affected by his personality: the confidence of those who feel they are good at physical

exercise and therefore are eager to participate on one hand, and on the other hand, those who

are not that confident on their physical performance skills and, therefore, do not feel

that confident.

6.3 Linguistic outcomes

Throughout the implementation of the project, some linguistic behaviors on the side

of the learners were identified. Each of these linguistic outcomes was collected as evidence

through some of the reflection instruments. By looking at these pieces of evidence, it could

be inferred that the teaching process was fruitful. According to Cook (2016) all teaching

could be considered successful when there is successful learning.

Some of the student's linguistic outcomes could be considered positive since they used

the commands that were taught to them to actively participate in the activities proposed. As

George (2011) says, active participation could be defined as the continuous engagement of

the students with the lesson, and that engagement increases the chances for learning. As it

was mentioned before, students participated actively and demonstrated oral production of

some of the commands taught.

> (...) Each of those students mentioned the body parts and performed the corresponding stretching
> exercises that would guide their peers. The students not only produce the words accurately, but they
> also associate those words with stretching exercises. Jour; E5; López; 30-05-2019 L 4-7

> (...) during the "jumping race," the two "captains" for each team were able to give the instructions in
> English. However, sometimes the captains would say the words in Spanish out of excitement but when
> that happened, the team would have to start again. Jour; E6; López; 06-06-2019 L 18-22

Additionally, through some of the artifacts students can be seen performing the

physical exercises to complete the activities; students would listen to a command and then

perform the action.

> In these pictures, the students are seen performing some of the exercises that were taught throughout
> the project. Art; E2; López; 04-07-2019.

Moreover, most of the students were also able to match commands with pictures as it is shown in some of the artifacts collected.

> The students took a test where they had to match words related to physical education with images. Most of the students passed this assessment. Art; E1; López; 04-07-2019.

Nonetheless, even though most of the students participated in the activities proposed, there were times where they did this by using their native language. Therefore, this could be considered as one of the challenging aspects of this project since students were expected to utter commands in English.

> At the end of the lesson, we made a review of the words and commands used throughout the lesson, most students translated those words. Jour; E3; López; 16-05-2019 L 13-14.

> (…) On the other hand, when the pre-service teachers wanted the students to play rugby by using the command "pass", the students ignored the instructions and played as they pleased while using words in their native tongue. Jour; E4; López; 23-05-2019 L 12-14.

As we implemented the activities, we learned that translation could interfere with the purpose of the project, which was that the students could understand and produce commands in English. Therefore, translation was penalized in further activities.

> (…) However, sometimes the captains would say the words in Spanish out of excitement but when that happened, the team would have to start again. Jour; E6; López; 06-06-2019 L 18-22

As it is mentioned by Newson (1988), translation limits learners to think in just one language, and this prevents them from using L2 only.

To conclude, as it is shown in the results collected throughout the reflective artifacts of this project, students understood and produced the commands taught. Although some students used the native language to utter some commands it is clear that they could understand the meaning of these commands. Besides, this behavior could be corrected in further lessons.

6.4 Conclusion

After contrasting the objectives of our classroom project with the results obtained, it can be said that the objectives were accomplished. Let us consider the following as an

example: one of the learning objectives was to foster students oracy when receiving

commands in their Physical Education sessions. In this regard, it was evident that the students

increasingly used their oracy skills to do their physical response activities during

their Physical Education classes. In order to accomplish this, some strategies were used,

given the fact that the students were reluctant to use their English oracy skills at the

beginning of the sessions for this classroom project. One of these strategies was to penalize

students whenever they used their native language to participate. This way they were

somehow forced to use their English oracy skills.

Regarding the second learning objective which was to produce oral commands related

to Physical Education, the students were able to do this by being exposed to a routine of

exercises that were covered in each session. Initially, the students had to listen to the

commands and then they had to perform those and after this, they had to utter and perform

them.

Given the fact that the students could perform correctly the commands that were

uttered by either the pre-service teachers or their classmates, it could also be said that they

could understand and respond to oral commands related to physical education performance

which was the third learning objective.

Moreover, since the learning objectives were accomplished, it is fair to say that the

teaching objectives were also achieved. The first teaching objective was to teach English

oracy skills throughout the physical activities performed in PE sessions, and this was done

through the implementation of activities in which the students had to orally understand and

produce commands related to Physical Education. In this respect, the second teaching

objective which was to design English lessons based on oracy components was also achieved

now that every lesson implemented was based on oracy skills. In addition, as mentioned

before, students could produce and understand commands in English. Therefore, it can also

be said that the third teaching objective which was to promote English language performance through oracy development, was reached as well.

Even though the learning and teaching objectives were fulfilled, it is also important to highlight that this was a challenging process. It is therefore advisable for pre-service teachers who want to implement a classroom project similar to this one, to review strategies for both keeping discipline in the classroom and for promoting learners' engagement since students (at least from our own experience and for this particular population) tend to easily get distracted while dealing with physical activities.

7. APPENDIX

In the following link, you will find all the appendices related to this project:
https://drive.google.com/drive/folders/1aDZx2itsHCr9tNOuq25lIKZpXrJUUDLE?usp=sharing

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