

TEACHER TRAINING IN THE SPORTS FIELD: HYBRIDIZING CLIL AND COOPERATIVE LEARNING

Celina Salvador-Garcia¹, Oscar Chiva-Bartoll²

1. Introduction

We live in a globalized world in which knowing more than one language that allows us to communicate effectively has become a necessity. Bearing this in mind, it seems clear that every citizen has the right to learn at least one foreign language that enables him or her to interact with someone whose first language is different. In this sense, several years ago, the European Union promoted a range of actions enhancing language learning among European citizens. For example, the White Paper on education and training set a goal establishing that each person should be able to master at least three different languages (European Commission, 1995).

Against this backdrop, the different European educational systems must give all students the possibility of acquiring sufficient language skills allowing them to communicate in languages other than their first language. There are multiple initiatives and methodologies focusing on fostering this objective. Among all of them, one that has been gaining momentum in the last two decades, both at a European and international level, is Content and Language Integrated Learning (CLIL) (Lasagabaster and Doiz, 2016; Pérez-Cañado, 2018a).

Given the difficulty of allocating even more school time to languages, bilingual education has become a reality within the current educational scenario, and the CLIL approach has been increasingly included in non-linguistic subjects. However,

«Its rapid spread has been considered to outpace teacher education provision. Teachers, undoubtedly the actors who have been more deeply impacted by CLIL, have often been thrown out to teach according to this approach without sufficient or adequate training, because the demands placed on them by the implementation of this new approach have been largely overlooked. This situation needs to be countered and teacher training should figure prominently on the present and future CLIL agenda, as the success, sustainability, and continuity of CLIL schemes are consid-

¹ Universidad Internacional de la Rioja.

² Universitat Jaume I.

ered to hinge largely on teacher education and preparation» (Pérez-Cañado, 2018a: 1)

In this sense, CLIL teachers should possess scientific knowledge, which impinges not only on expertise related to the contents of their subject, but also on the pedagogical foundations of CLIL, with which they need to be well-versed (Mehisto, Marsh and Frigols, 2008).

Among the subjects that may adopt the CLIL approach, Physical Education (PE) is held as one of the most suitable (Coral, 2012; Salvador-García, Chiva-Bartoll and Isidori, 2017). Thanks to its particular idiosyncrasy, CLIL may be effectively implemented in the PE arena while maintaining its pre-established objectives, characteristic features as well as consolidated pedagogical methods such as Cooperative Learning (Dyson and Casey, 2016). However, «CLIL is no easy undertaking for the teachers involved» (Pavón Vázquez and Ellison, 2013: 69) because it must be applied properly and taking context-sensitive pedagogical decisions to ensure its adequate implementation. Successful CLIL application should optimize the teaching and learning practices to make the most of students' learning, without blurring down the content and jeopardizing the PE subject (Coral *et al.*, 2020; Lynott, 2008; Martínez and García, 2017), nor becoming content lessons taught through an additional language where little integration and proper application happens (Morton and Llinares, 2017).

Callings for teacher training remain a constant claim, and they now tend to cluster around the specific subjects embracing CLIL (Pérez-Cañado, 2018a). Particularly within the PE arena, a number of articles considering the views of the educators applying CLIL demand for more focused training for PE-in-CLIL teachers (Ceallaigh, Mhurchú and Chróinín, 2017; Chiva-Bartoll, Salvador-García and Isidori, 2018; Salvador-García and Chiva-Bartoll, 2017). In addition, some scholars also claim that specific PE training for CLIL is essential to ensure its correct application and avoid distorting the subject (Coral *et al.*, 2020; Martínez and García, 2017). If CLIL aims to stay with good reason within the educational scenario, this challenge must be faced. In this sense, Pérez-Cañado (2018a: 3) presents some lines of action to guarantee enduring bilingual education, among which we find three of particular relevance concerning teacher training:

«A first one entails modifying existing undergraduate degrees to guarantee that preservice teachers receive sufficient methodological and theoretical grounding on CLIL. [...]

Preservice teachers can also be more adequately prepared to step up to the bilingual challenge by reinforcing CLIL preparation in university teacher trainers. [...]

A [...] potential solution involves offering specifically tailored courses for pre- and in-service teachers. Research has revealed the great variability of teacher training needs in terms of different iden-

tification variables, so the overarching conclusion on this front is that one-size-fits-all courses do not work for all teachers alike and they thus need to be attuned to specific cohorts' specific needs.»

To ensure sustainability of bilingual education as well as ensuring that PE is not jeopardized as a consequence of using an additional language, proper and specific teacher training for PE with CLIL is essential (Pérez-Cañado, 2018a). Therefore, providing pre-service and in-service PE educators with clear guidelines to use CLIL is critical. To do so, combining CLIL with pedagogical models with which they are already familiar, such as Cooperative Learning, may help them to better contextualize and implement CLIL without losing focus on the PE subject.

Cooperative Learning is one of the most widely implemented pedagogical models in PE educational contexts and there is clear evidence from the studies conducted so far that it can be an effective approach to implement (González-Víllora, Evangelio, Sierra-Díaz and Fernández-Río, 2019). Probably, its capacity «to accommodate individual differences in the classroom, pupil achievement gains, equity in instruction, and social and personal development contribute to its popularity» (Casey, Dyson and Campbell, 2009: 409). In addition to its sole implementation, its hybridization with other pedagogical models has been increasing lately, since their combination can enhance the potentialities of each pedagogical model alone (Fernandez-Rio, 2014). In this sense, merging Cooperative Learning with the CLIL approach may be a feasible opportunity, not only to combine their benefits, but also to provide pre-service and in-service PE teachers with a clear framework that they already know (Cooperative Learning), to which they may embed a new pedagogical approach they are learning about (CLIL).

Bearing this context in mind, the objective of the present paper is two-fold: on the one hand, it aims to explore the connections established between Cooperative Learning and CLIL implemented through the PE subject; and, on the other hand, it attempts to design a template to systematise CLIL and Cooperative Learning applied together helping pre-service and in-service teachers to plan their activities and lessons. To this purpose, first, the essentials of CLIL and Cooperative Learning will be presented. Next, their shared features will be examined to concretise its conjoined application in the PE arena. Finally, this theoretical approximation will help to design a template for a PE teacher training proposal helping to plan a sound application of CLIL and Cooperative Learning.

2. CLIL

The field of language teaching is rich in methodologies that have been appearing along the years. However, CLIL cannot be considered a purely lin-

guistic method, since the curricular content in which it is developed is highly relevant, and it entails a balanced introduction of both, content and language (Dalton-Puffer, *et al.*, 2018). Likewise, using CLIL implies an adaptation to the educational situation in which it is applied, and this approach can range from small language baths to different levels of immersion (Mehisto, Marsh and Frigols, 2008). More specifically, there is more than one way in which to apply CLIL, and educators have to decide which one is the most suitable and how to adapt it for their particular students. Taking this into account, it is easy to perceive that careful teacher training is needed in order that they can respond to CLIL demands with context-sensitive pedagogical decisions.

Because of this breadth of scope and flexibility, defining CLIL is not an easy task. However, one of the most accepted definitions is the one proposed by Coyle, Hood and Marsh (2010: 1), who conceive it as «a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language». In addition, approaching this term particularly focusing on the PE field is also relevant within our context to start looking at CLIL from different perspectives and disciplines, and develop a better understanding on the level of classroom pedagogy as well as noticeably connected to the specific perspectives of this subject (Dalton-Puffer, *et al.*, 2018). In this sense, a succinct definition was provided by Coral and Lleixà (2016: 108), who assert that

«PE-in-CLIL should be understood as a holistic approach that uses the principles of learning by doing to teach motor contents through the medium of a foreign language and, at the same time, fosters cognition and citizenship. It takes into consideration pupils' motivation for movement and provides language support to achieve both motor and language goals.»

From a methodological standpoint, it may suffice mentioning that CLIL is a pedagogical approach linked to socio-constructivist theories of learning, since learners are involved in active learning processes through which they can build new knowledge based on their previous one (Dalton-Puffer, 2007; Pérez-Cañado, 2018b). In addition, it uses the postulates of the communicative approach. Hence, language is a tool for communication and the learner's competence focuses more on their ability to express themselves and understand instead of focusing on grammatical correctness or style, for example (Savignon, 2004).

As aforementioned, the aim of every educational practice through CLIL is two-fold, one related to the subject itself and another linked to the language to be learned. For this reason, objectives must be established considering both content and linguistic aspects. However, the latter should be more related to communication skills than to grammar and / or vocabulary (Marsh, 2012).

To depict the connection between these two types of objectives, Coyle,

Hood and Marsh (2010) use the triptych of language to differentiate among: language ‘of’ learning, language ‘for’ learning and language ‘through’ learning. In addition, when CLIL is implemented, teachers must offer linguistic support and carefully plan the activities in order to permit every student to be included in the lesson regardless of his / her personal characteristics and skills. Through this triptych, the linguistic needs and the different types of linguistic demands can be consciously analysed by the teacher to adapt the activities to the level and possibilities of the students.

The learning ‘of’ language refers to the language necessary to access the basic concepts of the subject and the topic covered. The language ‘for’ learning is the language necessary to be able to function in an environment in which a language that students do not master is used. Finally, language ‘through’ learning is the one that emerges from the active participation of students and crystallizes in ideas, questions or new meanings.

Furthermore, CLIL used to be based on four basic pillars (Coyle, Hood and Marsh, 2010), the 4c’s framework, to which a fifth ‘c’ has been added (Attard Montalto, Walter, Theodorou and Chrysanthou, 2015). These are content, communication, cognition, culture and competences. Every single one of these five elements must be present in any educational process using CLIL:

- ‘Content’ refers to the curricular area in which the teaching and learning practice is being developed;
- ‘Communication’ refers to using a language to learn while learning to use that language;
- ‘Cognition’ is linked to the formation of concepts and understanding in a way that is connected to the development of cognitive abilities;
- ‘Culture’ refers to establishing a link between local, national and global community to enhance intercultural awareness between different cultures and languages;
- ‘Competences’ refers to what a learner can do thanks to the newly acquired learning in a pragmatic way, thus practically and conjointly applying the aforementioned four components.

Being aware that teachers must consider the level of cognitive and linguistic difficulty that students will face, Coyle, Hood and Marsh (2010) have linked Bloom’s revised taxonomy (Anderson, *et al.*, 2001) to the CLIL methodology. In this sense, these authors propose that an adequate progression should move from lower-level cognitive demands (LOTS) such as remembering, understanding and applying; to others of greater difficulty (HOTS) such as analyse, evaluate and create.

Finally, the CLIL approach proposes to work the four language skills in a real and meaningful way (Coyle, Hood and Marsh, 2010). Regarding the two oral skills, listening, which is vital for language learning, becomes the major input activity, while in speaking fluency prevails in comparison with grammatical precision. Regarding the two written skills, reading provides significant material and is another good source of linguistic input, and writing allows

working on pre-established content through lexical activities. Anyway, the relevant aspect in every CLIL scenario is to foster communicative competence among students. This means that communicative teaching should underpin CLIL, and fluency and oracy should be awarded primacy over accuracy and written skills (Pérez-Cañado, 2018b).

3. Cooperative Learning

This section outlines Cooperative Learning to clearly depict what this pedagogical model consists of, what its theoretical roots are, some of its basic elements and several of the benefits that literature holds it entails. This precise picture of Cooperative Learning will help us in further sections to analyse how and why it may be successfully combined with the CLIL approach.

Cooperative Learning is considered a pedagogical model that bases its practical implementation on working through small groups, generally heterogeneous. Within a group, students are expected to join forces and share resources fostering not only their own learning, but also that of the rest of their classmates (Johnson and Johnson, 1999). A concise definition of Cooperative Learning particularly focused on the PE arena was provided by Fernandez-Rio (2014: 6), who ascertains that it is «a pedagogical model in which students learn with, from and for other students through a teaching-learning approach that facilitates and enhances this positive interaction and interdependence and in which teacher and students act as co-apprentices». Therefore, the key element differentiating Cooperative Learning from group work is the existence of co-responsibility for shared learning.

The theoretical roots underpinning Cooperative Learning are settled on constructivist principles. In this sense, it is related to the cognitive restructuring occurring when the student exchanges ideas with peers. In addition, it leverages the ideas behind the Vygotskyan «zone of proximal development» (Vygotsky, 1989: 130), which is personified by classmates and the teacher (Velázquez, 2018). Furthermore, Cooperative Learning implies a transfer of responsibility transitioning from a teacher-driven to a student-led learning environment where the teacher acts as a facilitator and students are in charge of their own learning, thus becoming the main actors in the teaching and learning process (Fernandez-Rio, 2015).

According to Johnson and Johnson (1994), Cooperative Learning has five fundamental elements:

- 1) Positive interdependence: the achievement of the objective established by a single student is directly connected with the achievement of this objective by the rest of the students within the group, since they need each other to achieve it;
- 2) Individual responsibility: every member of the group is responsible for contributing with a part of the overall group work, and it must be carried out for the common good;

- 3) Face-to-face interaction: the members of the group must be in direct contact with each other when developing the task;
- 4) Social skills: as a consequence of interaction and existing communication, students develop positive social skills such as learning to listen, to take turns to speak, to encourage a peer, to criticize ideas instead of people, etc.;
- 5) Group processing: it is essential to share and discuss all the information with the rest of the group members to be able to make decisions consensually.

Research on Cooperative Learning within the PE arena has proven its effectiveness and points to a number of benefits. Following López-Pastor, Velázquez and Fraile (2014), some of these are the promotion of learning and contribution to motor development, the improvement of social skills as well as relationships among students, the promotion of inclusion of students with disabilities, the enhancement of general and physical self-concept, and the increase of students' motivation towards motor practice.

In addition, Casey and Goodyear (2015) point out that Cooperative Learning allows developing the four learning outcomes related to PE, namely physical, cognitive, social and affective domains, thus, fostering the integral development of the students. Based on these domains, Fernandez-Rio and Méndez-Giménez (2016) also highlight a series of advantages of Cooperative Learning:

- Cognitive domain: progress in terms of tactical knowledge and / or decision-making in the game / sport;
- Physical domain: improvement in using skills and / or specific motor techniques;
- Social domain: development of interpersonal skills such as support and mutual help, respect and empathy;
- Affective domain: improvement of general self-concept and physical appearance as well as of honesty and perception of motor ability.

4. Shared features between CLIL and cooperative learning

Once the main characteristics, principles and potentialities of the CLIL approach and Cooperative Learning have been described, this section focuses on presenting the foundations that these two pedagogical approaches share. By exposing their convergences and similarities, it will be argued how they can be applied conjointly and how they may enrich the teaching-learning process. This fact has already been highlighted by authors such as Pastor (2011), who does not hesitate to affirm that merging CLIL and Cooperative Learning is the perfect combination.

To begin with, it can be mentioned that both Cooperative Learning and

CLIL are based on learning theories from a socio-constructivist perspective (Dyson, 2002; Pistorio, 2010). In this way, both approaches conceive teachers as facilitators who adapt the teaching and learning process to the characteristics of the students while offering the necessary scaffolding measures (Bruner, 1984; Pistorio, 2010). Furthermore, these two pedagogical approaches place students at the centre of the teaching and learning process. In this sense, while active learning is postulated as a key element of Cooperative Learning, Coyle, Hood and Marsh (2010) bet on the idea of «learn to use, use to learn» for CLIL. Therefore, both approaches are student-led since they are expected to be actively involved in their learning to make it more meaningful.

In addition, motivation emerges as a crucial element in any teaching-learning process. In this sense, there are various authors who affirm that both Cooperative Learning (Casey and Goodyear, 2015) and CLIL (Lasagabaster, 2011) create learning situations that increase students' motivation.

It is also interesting to note that the group activities proposed by Cooperative Learning promote the use of language and interaction among students, thus facilitating the real and meaningful use of the four language skills, as proposed by CLIL. Through Cooperative Learning, students feel the need to use the language in order to complete activities, projects or problems, entailing a useful and real use of the language. In addition, the use of small groups through Cooperative Learning increases the level of debate and discussion on the part of the students, providing more situations of communication exchange and interaction which tend to be neglected in traditional lessons.

Finally, it is interesting to comment that Cooperative Learning develops HOTS because of the learning environment it generates (Slavin, 1985). Therefore, Cooperative Learning leads students to face cognitive demands of higher level as those appearing in Bloom's taxonomy (Anderson, *et al.*, 2001), which are the type of demands that should be enhanced from the CLIL perspective. It is worth mentioning, however, that prior to approaching such cognitively complex tasks, students should have worked first deal with lower-level cognitive demands (LOTS). This means that teachers must be able to offer the necessary scaffolding for students to face them successfully.

5. Cooperative Learning and CLIL in PE

After having presented the connections established between Cooperative Learning and CLIL, this section shows their combined implementation within the PE context. This subject has been described as suitable to use both the CLIL approach (Chiva-Bartoll and Salvador-Garcia, 2016; Coral, 2012) and Cooperative Learning (Casey, Dyson and Campbell, 2009), since its particular features seem to generate an optimal context to apply them.

From a general viewpoint, Cooperative Learning has a series of objectives focused on two areas: (1) academic nature, in this case linked to PE, and (2)

social nature (Dyson, 2002). In a context that includes CLIL, however, it will be necessary to add some linguistic objectives to this formula. The relevance of this third type of objective may fluctuate depending on the context, since CLIL can be applied giving more or less importance to the linguistic aspects (Coyle, Hood and Marsh, 2010).

Cooperative Learning in PE entails using problem-solving tasks boosting meaningful and purposeful teaching and learning practices in which students become the main actors and are actively involved (Dyson, Griffin and Hastie, 2004). This fact fits perfectly within a framework that provides relevance to language learning. In this sense, when using Cooperative Learning, several opportunities to increase students' talking time is generated. Likewise, by favouring interaction, teaching styles of a more emancipatory and participatory nature can be used, such as problem solving (Mosston and Ashworth, 1993). In addition, this type of style favours the development of higher-level cognitive abilities linked to PE (Sharan and Sharan, 1994), skills that must also be promoted from the CLIL perspective. In addition, the interactive situations generated by Cooperative Learning in PE converge with the principles of communicative learning that govern CLIL (Savignon, 2004), since the ability of students to establish effective communication is prioritized instead of focusing on grammatical aspects or style correctness.

When applying Cooperative Learning in PE the language 'for' learning, one of the language triptych's vertices linked to CLIL, sees its relevance increased. This is because it refers to the language necessary to be able to communicate with the group, a key factor in the Cooperative Learning scenario. Thanks to the scaffolding tools provided, students must be able to communicate effectively in order to solve the problems and activities proposed. In this sense, within the context of PE, Dyson and Strachan (2000) state that Cooperative Learning favours, among other issues, the improvement of communication skills. In this way, by linking it to the learning of an additional language, this development may be achieved even to a greater degree.

With regard to the four language skills, it seems clear that all of them will be able to be developed, even to a larger extent, in a PE context that combines Cooperative Learning and CLIL. Oral comprehension is not only worked by listening to the teacher, but within the context generated by Cooperative Learning, listening and understanding the classmates is essential. Written comprehension can be favoured by delivering activities and instructions in this way, helping students to interpret them in an easier way. In addition, authenticity principle is fostered through this type of materials. Considering oral expression, through Cooperative Learning it is practically impossible to solve the activities proposed without speaking. Therefore, students will be encouraged to use the language in order to communicate with their peers. Furthermore, working in small groups may help to reduce the withdrawal generated by the use of a language that is not mastered. As regards written expression, this skill can also be favoured since the feedback of the activities or lessons, as well as

the formative evaluation or self-evaluation can be carried out in this way (Dyson, Griffin and Hastie, 2004).

As aforementioned, Cooperative Learning has a set of principles (Johnson and Johnson, 1989), which are detailed below referring to their implementation in a PE context using CLIL:

- **Positive interdependence:** it is related to the feeling of need towards the work of the rest of the classmates, an issue that is clearly perceived in the framework of PE through CLIL. In this situation, all students play their role, not only the most linguistically skilled but also those who are more skilful from a physical or motor perspective. Each student has strengths and weaknesses, and now, by adding relevance to the foreign language, those who could be more skilled in this field and less in the physical domain see their participation and motivation reinforced.
- **Individual responsibility:** it is linked to the preceding principle and refers to the responsibility that everyone acquires in order to achieve the final and common objective. Without the sum of all the members of the group, who are responsible and involved not only from a motor or physical perspective but also from a linguistic point of view, it is impossible to achieve that goal.
- **Face-to-face interaction:** Cooperative Learning requires students sharing knowledge, resources, helping and supporting each other constantly. To achieve this, the use of the language is essential. In addition, since all this occurs in the field of PE, this interaction is real and simple, since it usually takes place outside of class, in a more relaxed, easy-going and spontaneous environment that favours the use of the language with a more communicative purpose.
- **Social skills:** these skills are necessary for the proper functioning of the group and are related to both, the social and civic competences that must be developed within the PE arena. When promoting these skills, the use of the language is encouraged too, since the development of social relationships and communication requires at least two people interacting.
- **Group processing:** in Cooperative Learning students should assess their learning, as it is also proposed in the CLIL context. In fact, regarding linguistic learning, students need to be aware of the new knowledge that is being worked on, a fact that is favoured by the reflection that self-evaluation entails (Krashen, 1985).

According to the ideas presented, there exist a series of pedagogical connections between Cooperative Learning and CLIL in PE. Figure 1 presents a succinct display of these links.

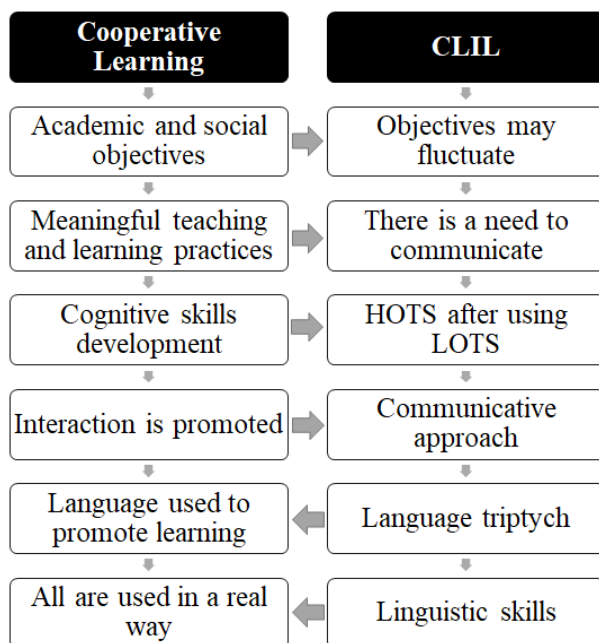


Figure 1. Pedagogical connections between Cooperative Learning and CLIL in PE.

6. Presenting a template for a teacher training proposal

Based on the above theoretical framework, a template adapted from Lopes (2020) is proposed below. The original prototype was created as a roadmap to help to link CLIL and task-based language teaching effectively. The present template retains most of the points within the linguistic and CLIL dimensions adapting them to the PE and sport field, and adds an extra section focused on Cooperative Learning.

1. Overview
 - 1.1. Linguistic dimension
 - 1.1.1. CEFR Level: Activities may target one or several CEFR levels, in which case the teacher needs to make the necessary adjustments.
 - 1.1.2. Skill(s): Activities may seek to develop all macro-skills (Writing; Reading; Speaking; Listening), but may focus instead on production, comprehension, or specific micro-skills. The CEFR speaks of communicative language

activities. Further details about the communicative language activities the learner can be engaged in are provided in sections 4.4.1 to 4.4.4 of the CEFR.

- 1.1.3. 'I can do' statements: In order to make sure that the activities proposed are in tune with the CEFR, the descriptors in table 2, section 3.4, were used. These descriptors help lend greater methodological coherence to the whole set of tasks.
- 1.2. CLIL dimension
 - 1.2.1. Content area (in our case, Physical Education)
 - 1.2.2. Topic(s) or question(s) addressed (knowledge)
 - 1.2.3. Content skills to be developed (which depend on the content chosen)
 - 1.2.4. Materials: teachers are to specify the specific PE materials and provide the reference(s) to other resource(s) to be used (including texts, videos, pictures, websites, audio files, etc.).
 - 1.2.5.5 C's framework
- 1.3. Cooperative Learning Dimension
 - 1.3.1. Positive interdependence
 - 1.3.2. Individual responsibility
 - 1.3.3. Face-to-face interaction
 - 1.3.4. Social skills
 - 1.3.5. Group processing

7. Brief exemplification

Finally, a brief exemplification will be presented to give some ideas to the teachers attending the training proposal. In this case, we depart from a well-known Cooperative Learning strategy: the jigsaw learning (O'Leary, Wattison, Edwards, and Bryan, 2015). Particularly, students will be divided in base groups and they will be given a laminated card including the rules of a traditional game of an English-speaking country. Each group will read the rules, understand them and play according to their interpretation. Afterwards, students in each base group will be assigned a number and will then meet up in new groups (according to the number) with members from opposing teams. These new groups have to explore the game sharing and exchanging their ideas on its rules and how they understood them and applied them in their base groups to play again with the new peers. Later, students will return to the base groups with their conclusions about the rules and how to properly play.

To start designing the activity, the linguistic dimension must be clear. This example is prepared for high school students in 2nd ESO (13-14 years old) with an A2-B1 English level (1.1.1.). This proposal seeks to develop reading and speaking macro-skills (1.1.2.). Regarding the 'I can do' statements (1.1.3.),

those proposed related to reading skill are: Can understand short instructions illustrated step by step and can follow simple instructions (*e.g.* rules of games). In terms of speaking, the 'I can do' statement is: Can describe how to do something, giving detailed instructions.

Moving now to the CLIL dimension, content area is PE (1.2.1.), topic is rules of some traditional games (1.2.2.), and the content skills to be developed are reading instructions and giving information orally (1.2.3.). In addition, materials to be used are laminated cards with the rules of a game including some pictures to increase understanding, besides of the materials needed for the specific traditional game (1.2.4.). Regarding the 5 C's framework (1.2.5.), the content to be worked is traditional games, the communication consists of reading instructions and giving instructions, cognitive skills to be used are understanding, applying and analysing; the most relevant competences developed are civic and social, learning to learn, and linguistic competence; and culture will be related to the country the traditional game is typical of.

Focusing on the Cooperative Learning dimension, since jigsaw learning is a Cooperative Learning strategy, it is underpinned by the five elements that are integral to this methodology: positive interdependence, individual responsibility, face-to-face interaction, social skills, and group processing (Metzler, 2011). With all this information clearly established, the teacher who aims at applying this proposal will have a specific idea on how to conjoin the three dimensions of the template presented and will be able to prepare his or her own.

8. Concluding remarks

To conclude, regarding the first objective established, this paper has reflected and analysed the existing pedagogical connections between Cooperative Learning and CLIL in the PE and sports field. The text has argued and justified how some of the theoretical principles underpinning each of these approaches seem to allow their successful combination in the PE arena. Therefore, it seems that from their interweaving emerge a number of positive interactions and synergies that may enrich and improve the educational practice.

Considering the second objective of the paper, a template to systematize CLIL and Cooperative Learning applied together has been designed. There is a claim for more focused training for PE-in-CLIL teachers (Ceallaigh, Mhurchú and Chróinín, 2017; Chiva-Bartoll, Salvador-García and Isidori, 2018; Coral et al., 2020; Martínez and García, 2017; Salvador-García and Chiva-Bartoll, 2017). The template attains to lend a hand in this sense by combining the CLIL approach with Cooperative Learning, a pedagogical model that may already be familiar for many pre-service and in-service physical educators. This template is intended to be neither prescriptive nor exhaustive. It is meant, above all, to serve as a tool to be used in teacher training to show the starting point for a more thorough reflection on how to operationalize CLIL

and Cooperative Learning. However, it may also be useful for PE teachers with experience and expertise in CLIL who want to combine this approach with Cooperative Learning in a systematic way.

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