

Krzysztof Polok

Sport as a Didactic Medium in CLIL Lessons

Prace Językoznawcze 16/2, 63-79

2014

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Krzysztof Polok
Bielsko-Biała

Sport as a Didactic Medium in CLIL Lessons

Sport jako środek dydaktyczny wykorzystywany podczas lekcji opartych na technikach CLIL

This paper discusses the ways of effective foreign language education with the application of the CLIL approach, at the same time showing that sport topics might serve as an important element of various FLT/FLL activities. It has been attempted to be demonstrated that teaching physical education (PE) at various levels might fully join the teaching of a foreign language, regardless of the current level of foreign language (FL) fluency of both the teacher and the pupils. The latter part of the paper offers a number of examples showing the ways higher order thinking might become an effective segment of the joint didactic process with respect to teaching a FL and PE at any level of mandatory children/adolescent schooling.

Słowa kluczowe: CLIL, nauka języka obcego, Lekcje WF

Key words: CLIL, foreign language teaching, PE school lessons

1. The road to Content and Language Integrated Learning (CLIL)

Following the taxonomy offered by Schumann [13], [14], the lessons of culture-oriented foreign language education can be performed in natural, semi-natural and artificial conditions. Out of the three, it is the last one which is normally observed to be effected in most non-target language speaking¹ countries in the world. Actually, this is where some symptoms of educational schizophrenia can often be detected: despite the fact that the conditions formed to further foreign language education are more than unwelcome, it is believed that generally it is possible to produce a FL speaker using the learned foreign

¹ The expression 'target language' (TL) means the mandatory foreign language delivered to school learners. In this paper the expression 'target language' refers to English, generally recognized as the most popular global language in the world.

language in exactly the same way any native speaker (NS) is able to, on condition that an appropriate schooling/learning technique has been applied. However, while believing it is possible that such a person is to become the sole product of school (and out-of-school) FL education, all the segments of such an effective schooling process are being undermined, flattened and – to put it briefly – not fully understood. The most important difference between the form of FL education labeled as artificial by Schumann and the two remaining ones is the idea of misunderstanding the very notion of language and the functions it performs in everyday communication. On the one hand, it is believed that language is a system helping its users to transfer any idea whatsoever in a way that it can be perceived and, subsequently, cognitively decoded; on the other hand, not all its levels are recognized as fully autonomous and equally important in the process of FL handling by its users (cf. [3]). Thus, what is usually being stressed are the morphological and/or the syntactic systems, which, when joined with the semantic system, should appear to become excellent means to build up a scaffolding for future TL users. At the same time what is focused at much lesser extent are the other linguistic systems, such as the phonological system, the communicational system and/or – first of all – the pragmatic one. The school practice to inform TL learners about the meaning of a single word, without indication of the context in which such a word has occurred, which a great number of FL teachers are ready to follow, appears to be one of the plagues of everyday school, a plague so difficult to be rooted out, that one needs plenty of educational experience to eliminate this nasty conviction. In this way, the type of TL competence which is to suffer first of all in the general TL learner's competence is the pragmatic one, which means the learners remain unprotected when expected to handle a language for the purpose of communication.

Another issue which often seems to escape the attention of many FL teachers (and many of their pupils) is the approach to the TL in general, which can be easily found in the taxonomy offered by Schumann. Schumann believes that one of the most important FL elements creating for its learners a possibility to become its fluent and fully competent users is incessant participation in the TL culture and the culture-based forms of communication. In the case of both the natural and semi-natural forms of FL learning the learners have a chance to naturally observe (and take part in) the content-bound exchange of messages so as to discover the cultural elements to appear throughout the whole process of out-of-classroom communication. Thus, the learners are given a chance to discover (and to check) the scope of use of any of the phrases they happened to be talking about during the lessons; what is more, they themselves could try to actively participate in any such communication-driven processes and/or activities, when attempting to apply any of the phrases they had come across during their earlier lessons. It appears then that in the first two cases specified by

Schumann, the process of a FL discovery has been given much larger attention and much greater amount of time to be practiced and/or internalized. The extension of the whole period of active involvement in a FL, as well as a practical time-connected offer to observe and/or try various FL applications results in the appearance of far more competent TL users, not afraid of talking and/or – generally speaking – following the necessary elements required to be applied in the process of message production. The additional time necessary to remain within the target language culture responsible for the more fluent functioning of the language results in the appearance of a different TL user: a person far more language aware and far more competent in its actual and necessary conversation processing.

Such a person is difficult to be expected in the case of the process of FL education, carried out in artificial educational conditions. Following D. Graddol's opinion, such a learner is "(...) constructed as a linguistic tourist, allowed to visit, but without right of residence, and required always to respect the superior authority of native speakers." [2] The perspective to be allowed to function as a secondary on-looker (when making an attempt to use a FL for one's own communicational purposes), always under the stressful pressure of making a mistake (which may result in being misunderstood) does not seem to be a very promising offer for such TL learners. One of the most serious drawbacks to have such learners become more language-aware FL users is that their chances to participate in an unrestrained and unhampered process of culture-oriented exchange of TL messages has been compressed to a preposterous amount, not enabling them to discover the pragmatic segment of a FL and its prominent position it holds in any form of communication. What any school-based FL education evidently lacks is a possibility to actively participate in any form of natural message exchange, whereby the course participants were allowed to receive and/or produce different pieces of information, as if they were competent enough to participate in any such form of communication. In order to format the conditions described above, one needs an interesting and motivating set of topics which could help others mediate them. It is expected that the topics to be mediated by the learners themselves (rather than by the learners under the watchful guidance of their teacher) are to be approached with visible interest, understanding and will to find the ultimate answer to the problem specified there and satisfaction that the tasks to be fulfilled are successfully completed. An attempt to have the learners fully involved in searching for the solution of a problem, with their higher order cognitive functioning processes fully involved, and the TL language being the vehicle of their problem-based communication would certainly help them in both their discovery of the content knowledge and the upgrading of the TL level. In this way, following K. Bentley, integrating the teaching of "(...) content from the

curriculum with the teaching of a non-native language” [1], should not only be of help for the content knowledge learners, but should also let them go on with the process of their FL upgrading. Apart from that, first, the learners are secured far more time and involvement in their TL communication, integrated with the content knowledge they would need to effectively work in the multilingual world; and, second, they are effectively convinced that they do not need a language to be used to describe any future and not fully defined possibilities, that still remain in the sphere of theoretical possibilities, but the language necessary to define very realistic and down-to-earth conditions – to express their thoughts, opinions and assertions in the way they would do if only they were expected to produce such thoughts in their first language. These are some of the fertile ideas that, among others, resulted in the appearance of a new approach in FL education currently called CLIL.

However, there is one more important issue which must never be forgotten when talking about what definitely helped in the appearance of the idea of CLIL. This is an assumption offered by an important researcher into different forms of bilingual education, J. Cummins, who claims that learners require two kinds of linguistic education, one to cover their daily communicational needs (Cummins offers an acronym BICS here – Basic Interpersonal Communicative Skills) and the other one, enabling them to interpret evidence, justify their opinions and/or make hypotheses (this is where Cummins uses the acronym CALP – Cognitive Academic Language Proficiency). On the basis of his research, Cummins claims that BICS are usually achieved at the very beginning of the FL learning process, mostly after up to two first years of the learners’ FL education, whereas CALP requires more time – up to five years of FL schooling at least. This observation shows that CLIL classes, in the case of being delivered entirely in a non-native language, must take not only the level of the current FL competence into account, but the learners’ age as well because such cognitive higher order operations as drawing conclusions, providing justifications of opinions etc. require more appropriate mental development of the lesson participants. It is the teachers’ decision when and up to what extent the learners are able to move from BICS to CALP.

2. The methodology of CLIL

Actually, it is difficult to briefly describe the methodology of CLIL. The most general theoretical assumption can be inferred from the name: Content and Language Integrated Learning, what means that both the selected content subject and the language are being integrated and learned at the same time. D. Marsh [8] indicates it to be a method that “(...) may concern languages, intercultural

knowledge, understanding and skills (...)" ; P. Van de Craen [17], claims it to be "(...) a meaning-focused learning method (...)", its aim being "(...) learning subject matter together with learning a language (...)"; and K. Bentley [1] defines it as "an evolving educational approach to teaching and learning where subjects are taught through the medium of a non-native language". In this way, the most important semantic idea hidden in the definition is the one carried out by the existence of the conjunction 'and' in the name: that is, that both the content subject and the language are expected to be upgraded at the same time.

This approach means that the teachers willing to introduce this form of teaching can be either content teachers, or language teachers, or both. Naturally, what is important is that the methodologies for teaching a content subject and the ones necessary to teach a FL are to be interconnected and organized in a smoothly functioning unity. CLIL teachers are to remember that any CLIL lesson participant should benefit in the two areas of their educational activity i.e. the content subject and the FL. Depending on the level of FL/subject content competence the classes may be delivered in different forms, which can vary from what is called 'soft CLIL' (ca 45 minutes once a week) to the one called 'hard CLIL' (up to 50% of the curriculum delivered in a nonnative language). While talking about the variants of CLIL lessons, M. Pawlak [9] offers four different models of CLIL-based teaching, starting with Model A designed to teach FL advanced students, through middle FL including Models, up to clearly 'soft CLIL' Model D, with its three different variants, designed to teach poorly advanced FL students.

All the four models discussed by M. Pawlak [9] stress the importance of teaching not only the content knowledge, but also the language, with two united centers of gravity placed there. Such an approach indicates the importance of creating both the content and the linguistic aims to be smoothly integrated during any CLIL-patterned lessons, as well as a preparation of such lesson contents as to let the learners get both kinds of benefit when the lesson is over.

The two requirements specified in the CLIL-based forms of teaching indicate the importance of the selection of appropriate teaching procedures, making the discovery of the knowledge by lesson participants both more coherent and cohesive at the same time. Pawlak [9], primarily looking at the lesson from the linguistic point of view, but also trying not to neglect the content knowledge issues, underlines the application of correct language forms during such lessons (which should help the learners focus upon the process of the production of correct language forms), as well as the organization of higher order activities during such lessons (such as material analysis, synthesis and/or interpretation). The lesson techniques mentioned by him are, among others, team/group work and the application of modern interactive procedures such as Interactive Whiteboard (IWB), overhead projector (OHP), CALL techniques and many others.

Although CLIL-patterned lessons are expected to observe the issues of autonomous teaching, the 4Cs (content, communication, cognition, culture) aspect is not to be abandoned there. Bentley [1], following the suggestions of Coyle (2007), indicates the importance of the introduction of the already specified lesson components, writing that any CLIL-based lesson where all the elements have not appeared clearly enough, cannot be recognized as truly integrated. The CLIL aspect, being one of the basic elements of such a lesson, should smoothly correlate with the cultural aspects, helping the learners cognitively find out the messages to be discovered there and, subsequently, comment on them communicating the findings to one another. As communication is expected to be carried out in the learners' non-native language, they should be made aware of the ways of functioning of various elements of the FL culture-language syndrome (this is where the education of the FL usually begins).

Out of the four segments specified to exist in any CLIL-based lesson it is culture which should be the primary focus. CLIL offers a wide range of various cultural contexts to make the learners aware of many social and/or cultural backgrounds, evidently appearing when learning about geography, history, physics, chemistry etc. The learners are being requested to discover these forms of correct message organization which come out obligatory there. Additionally, what is also strongly suggested by Bentley [1], the CLIL learners ought to be given a chance to talk to many other CLIL learners attending some partner school in other countries across the world (see also Smala [16] for the ideas on the decent organization of such meetings).

Following what has been said so far, any amount of content knowledge may be delivered to school learners with the help of any non-native language, regardless of the initial level of L2 learners' competence. During the analysis of a situation like this, the pattern of the so-called 'Bilingual Triangle', discussed by Wildhage [18] in detail, can be observed. The pattern in question assumes that three types of culture-based pieces of information are to be delivered to class learners: /1/ those referring to the learners' own culture; /2/ those directly connecting them with their TL; and /3/ a group of universal (i.e. global) issues, occurring and being perceived in their general cognition. In this way, any CLIL lesson should take into account the fact that any information delivered to the learners in their non-native language may define the out-of-language reality in a way differing from the definitions found in their native language. This is where the culture-inferring issues are at stake and this is where they may work against the expected cognitive interpretations.

A stance like this is additionally to be confronted with the form of language necessary to explain (or elucidate) the content ideas. K. Bentley [1] indicates the existence of three types of language needed by CLIL learners to participate in the lessons effectively: /1/ **the content-obligatory language** (i.e. the structures,

the lexis and the functional language found in a given content area); /2/ **the content-compatible language** (necessary to discuss various issues connected with comparing different curricular subjects) and /3/ **the subject-specific language** (which includes the expressions strictly belonging to the subject under discussion). All the three groups of language would include high and medium frequency words as well as various collocations used when dealing with the topic in question. Additionally, the learners ought to become aware of the academic vocabulary and structures which differ from their everyday communication patterns. It is these three types of subject-connected language and the forms of academic chunks which amply illustrate the internal culture-connected atmosphere which is expected to exist in any communication-targeted language.

While analyzing the process of CLIL-based communication procedures it is of interest to discover the forms of language activity to be observed (and focused upon) during any content containing subject. Bentley [1] indicates that while being involved in any lesson-connected communicative function (such as providing definitions, talking about conditions and/or purposes, giving examples how something works, or describing processes and/or current trends), CLIL learners would need specific (and closely culture-connected) language, which they have to internalize so as to be able to discuss similar subject-connected problems in future. As such expressions are quite often the products of local cultural interpretations, even in the case of fairly linguistically advanced learners the technique of code-switching may be applied. In this way, the learners can not only discover the forms of interpretation expected in the target language, but also the ones used in their native linguistic contacts.

Any process of conscious and internalization-aimed school education must include two types of skills, commonly labeled as cognitive skills and learning skills [1], [5], [7], [9], [15]. The first group of skills refers to various brain processes, starting with concrete-based information processing activities up to abstract forms of hypothesizing; the second group of skills is aimed at the creation and continual development of learner's autonomy and focuses upon the nurturing processes of different skills of an artistic, cultural, interpersonal etc. nature². Both types of skills are quite important for the learner as both of them are to help a learner become a more subject-aware person. As both of them have to be produced with the help of language, it is various linguistic procedures which have to be effectively developed during any CLIL-patterned lesson.

² An exhaustive list of the two types of skills (together with handy examples) can be found in Kay Bentley's book [1].

3. Sport as a CLIL-patterned motivational vehicle

One of the obvious conditions to be met during any school activity (CLIL ones included) is the appropriate amount of subject-targeted motivation which should bring the learners closer to the subject content on the one hand and let them find the knowledge purposeful on the other. As mentioned above, any curriculum subject can be delivered with the help of CLIL approach and in any educationally developed situation whatsoever the appropriate interest-involving amount of motivation has to be accumulated. Naturally, depending on the school management decisions, various forms of CLIL (i.e. starting with soft CLIL up to hard CLIL lessons) may be introduced. Sport and physical education classes might serve as a good beginning in the process of introducing CLIL to the school pupils.

Depending on the actual level of the learners' FL fluency, different forms of sport (and Physical Education, PE) connected content can be introduced. Definitely, one of the easiest forms of FL introduction can be the teaching of action verbs, where the Total Physical Response (TPR) method of teaching can find its full realization. As this method requires instant commentary to follow a demonstration of a given element of an exercise, the immersion procedures can also be applied here. In this way the learners can be given a chance to listen to (and to comprehend) a sequence of sport-connected activities, discovering the meaning of a number of very important action verbs, as well as the way they are normally applied in the TL. Such forms of sport behavior can be introduced as a warm-up during any PE classes, or even as a form of physically oriented recreation during any content classes, when the learners have begun to reveal visible symptoms of tiredness, lack of interest in the subject matter, or any form of weakening motivation. In the case of more linguistically advanced learners, the whole group can be split into smaller groups (or even pairs), with a request to inform the other member/s/ about the sequence of activities to be done in a given exercise. Such forms of shift from intellectual to physical activities may restore the learner's interest in the subject and strengthen the needed motivation to keep performing the requested intellectual activity. What is more, as Markowska [8] aptly remarks, using action verbs does not require FL fluent subject teachers (and learners), and the application of a language different from the one usually used when discussing a topic, directly turns the learners' attention upon the subject and the language that can be used to talk about it.

Using a FL as a message-transferring vehicle during any PE classes (at least in some situations, where the amount of the language and the level of its complexity is not too high), mostly for the purposes of nurturing the communicational skills of the learners, can become a habit in the case of more language-advanced pupils. This is where they can learn how to apply various

communicative skills, when one wishes to define an activity, describe a process of its performance, or provide handy examples how to perform an exercise (Tab.1). Apart from this, the learners can discover many high or medium frequency words and expressions as well as the collocation phrases used in such situations, not only when a physical exercise is to be performed but also when any description, definition or example is to be talked about. Thus, not only can the learners' functional level of oracy start being developed, but also the learners themselves will gain far more self-confidence (which will definitely diminish their level of language anxiety). Many of the expressions normally included in the creation of communication patterns of various kinds can be delivered to the learners so that they themselves can start using them the moment they will find themselves in need of any such expressions later on.

Table 1. Most common types of communication skills observed at PE lessons. Typical vocabulary is printed in **bold** (own elaboration)

Type of skill	Example
Giving examples	"Stand in front of the ladders, just like that ." "Gymnastics, such as aerobics, helps people look young and smooth."
Expressing conditions	"Put your left foot forward as if you wanted to start running." "You won't run fast if you don't follow my suggestions." "Get ready to kick in case the ball comes to you"
Talking about a purpose	"Put your hands up so as to touch the ladders." "Turn your head left to see the dimensions of the box."
Providing a definition	"A three-point score is putting the ball into the basket from behind the three point line." "A person who is expected to observe the swimmer's performance during a competition is a lane referee."
Describing a process	"Stand in front of the ladders first . Then bend down and touch the floor before you with your fingers. Next put the hands down on the floor. Finally, put your legs up so as to touch the ladders with the toes."
Describing a trend	"The popularity of aerobics has grown enormously these days." "Currently sport is recognized as a blessing, but some people think of it is a curse."

The decisions as to how much a FL should be used during a PE lesson, as well as the purposes this language is to serve, always depend on the teacher directly responsible for the complete practical realization of such a lesson. One should always remember that, on the one hand, sport language can be moderately easy for the learners (when the expressions to be used exactly describe the activities to be performed in a given moment of time), but it can also bring plenty of troubles (when different colloquial language expressions, mixed with phrasal verbs, for example, are being applied). As Marsh [9]

remarks, in case of possible difficulties code switching may be a far better solution, as in such moments the learners are not being placed in an environment completely strange to them, having a possibility to cognitively grasp the general meaning of the issue in question all the time. However, the purpose for using the TL during a PE lesson should be made clear to both the learners and the teacher, as it is this aim which testifies to (and directly influences) the quality and the general reception of the whole lesson by the learners.

As has been indicated above, apart from an attempt to practice various communicational skills, any lesson, so as to be recognized as interesting and involving, should provide the learners with a number of cognitive as well as learning skills, which would let them feel appropriately educated. Such cognitive processes as identifying objects, classifying, drawing conclusions, reasoning, making associations, evaluating and/or hypothesizing are only a number of lower and higher order thinking skills (LOTS and HOTS, respectively) possible to be applied during a number of PE lessons. Following Bentley [1] some of the reasons for using LOTS can be: to remember or order information, to define objects, and to check understanding or to review learning; whereas HOTS are most often used to develop reasoning skills, for enquiry, discussion and creative thinking, as well as to evaluate one's own and others' work, or to hypothesize what could happen in some situations. Contrary to a quite popular and generally poorly objected opinion found in many professional periodicals sport performance requires plenty of both LOTS and HOTS-based effort, even when phrases/ expressions/collocations are not used. Creativity, which is recognized as the basis of any cognitive experience, is clearly necessary when searching for the credible solutions in any situation whatsoever. Thus, both low order and high order thinking skills have to be practiced during PE lessons so that the learners are able to discover the nature (and the most commonly observed paths of functioning) of any of the LOTS/HOTS-based procedures (Tab. 2).

While analyzing Table 2 it is evident that in each case appropriate linguistic forms are needed so as to properly explain any of the cognitive forms of behavior, which means the learners should be given a chance to learn (and, ultimately, internalize) the most commonly used verbs and expressions (some such lexical phrases were marked in bold in the table above). An appropriate introduction of any such expressions, in the form of a complete sentence, should let the learners discover the context in which any of the expressions is to be used. There is no reason not to talk about any forms of sporting performance with the learners during a lesson; subsequently, there is no reason not to allow the lesson participants to discuss their various sporting activities, starting with such simple and highly motivating steps like the selection of team members to be included into a group, up to the situation where the performance of any of the

team members is to be evaluated, for example. And it is not always required to use the target language in such situations if the average level of FL fluency is too low; the learners should not be forced to use the TL if they do not feel safe with it, as such form of FL introduction may result in the sudden drop of the learners' motivation and interest in the further FL active practice. Even if the code switching technique has been accepted by both the teacher and the learners, the learners learn something about the communication techniques discovering what they know and what they have to learn to upgrade their level of FL performance. Remembering that any educationally-salient form of performance is to be performed by the learners (and not for them) the teachers should do everything possible to bring the language (and its culture-based particulars) to the learners. A continuous involvement in the process of communication organized in the TL, even if it does not take the whole lesson, is useful for the learners as they witness the participation in the original process of information exchange and are able to find out some of the forms (not only lexical, or grammatical, but also pragmatic and communication organizing) which should be applied in such and similar forms of sport-connected forms of information.

Table 2. The most important exemplary LOTS/HOTS procedures observed during PE lessons

Type of cognitive skill	Examples
1	2
Remembering	Recognition of selected forms of sporting activity; recall of sport rules; relation on the forms of behavior required/expected in a given sport situation;
Identifying	Matching different sporting activities, deciding about the forms of application of different sport rules; listing the sequence of events to be followed in a given sport exercise.
Ordering	Organizing the process of performance of a sporting activity; deciding on the order of steps to be found in a given sporting event;
Contrasting	Deciding on the similarities and/or differences between any two (or more) sporting events; finding out various pros and cons in the application of different sporting procedures;
Dividing	Forming out teams to perform a given sport event; deciding on the selection of sport performance participants to be included into a given off-hand formed team; performing the function of a sport competition organizer;
Classifying	Deciding on the relative strength of a given sporting performance; putting different forms of sport behavior in an appropriate order; deciding where any of the sporting forms of behavior is to be placed;
Predicting	Thinking about possible forms of behavior during a sporting activity; guessing probable outcomes in case of the selection of a given form of sporting performance; thinking how to help oneself (or others) obtain better results in a fair play way;

cont. table 2

1	2
Reasoning	Providing the reasons for having selected a given form of sporting behavior; choosing a given sport because of some logical reasons; recommending an exercise because of any reasons;
Hypothesizing	Suggesting a form of possible sporting behavior in hope to win a match/contest; imagining possible results of some form of sport behavior;
Synthetizing	Planning some form of sport training introducing a planned sequence of sport exercises so as to upgrade one's level of sporting performance; offering a way of sporting behavior to facilitate the very process of building up sporting form/general fitness;
Evaluating	Commenting on some form of sporting performance; assessing the quality of one's sporting performance; giving an opinion on someone's suggestions concerning the forms of sporting behavior in regard to a given sport event;

Such forms of encouragement to participate in the authentic process of message exchange should also help the learners sharpen their learning skills which, in turn, should let them obtain more self-confidence in the process of FL application during their individual attempts to process an opinion concerning a given sport-connected issue. It is the process of making the lessons more autonomy-directed, which seems to be one of the most desired educational processes to be introduced into school. Definitely, it is much easier to transfer the knowledge onto (moderately) passive learners, expecting them to remember most of the information and be ready to reproduce most of the presented knowledge earlier learned by heart. However, as it is the learner who is to benefit from the lessons first of all, the lesson output is to be focused upon the quality of learners' individual performance and this situation is best obtained during the application of autonomous forms of teaching. In this way the teachers should turn their attention to the growing competence of such learning skills (cf. [1] p. 26) as data handling, quality of cooperation, interpreting information, planning, knowledge processing, developing one's awareness of the surroundings, locating/organizing information, solving problems, transforming information and/or knowledge use/application by the learners. Any of the skills specified above are best observed when CLIL procedures are applied. It is in such situations that the learners are given a possibility to find themselves actively involved in the very process of student-centered education which should bring them closer to the many issues the process of education is about.

4. Conclusions

CLIL-patterned teaching appears to be one of those forms of school education which joins together the two educational aspects: the teaching of the content knowledge and the extensive practice of the learners' non-native language. Despite the fact that the main focus has been placed upon the learners' understanding of the subject content knowledge, the way offered for the learners to do that, i.e. the application of the language they are not very highly proficient in, is not to be undermined at any moment. It so happens that the definition (or description) of any knowledge requires an instrument able to be applied to perform such an activity, i.e. the language. In the case of CLIL lessons this instrument has been selected purposefully – this should be a non-native learners' language, so as to let them do two things at the same time i.e. to discover content knowledge and practice the language they need. In this way, as has been explicitly indicated by a number of CLIL researchers (cf. [1], [3], [4], [5], [7], [9], [13], [16], [18]), while studying the content knowledge, their current level of FL is to be assessed and developed. Bentley [1] lists the diverse language areas CLIL learners have to be trained in, including such issues as various grammar (and syntactic) aspects, many lexical (and cultural) problems, and technically difficult academic language into the list; Marsh [9] and Smala [13] indicate the importance of cultural problems; and Lewis [6], [7], focuses upon the important interdependence of grammar and lexicon (providing a definition that language is a grammaticalized lexicon [5], [7]). What all these examples indicate is that the CLIL approach seems to be the first approach taking into account the importance of language in the process of content-based communication. In this way, while stressing the importance of the tool in which any content information is to be transferred, the approach focuses upon the quality of the language used to transfer the required amount of information. One more (further) step to be expected here is to pay attention to the ways the learners' non-native language is being handled by them and – subsequently – employed into the process of message transference. Such an attitude actually means that the purpose why the learners should excel in the FL has been refreshed to them, so as to – at the same time – help them become strongly aware of the importance of a FL in their lives. Thus, a slogan that learning a FL is a lifelong activity has been given one more encouraging rap and the learners' have become one more time sensitized to the importance of the incessant development of their FL.

An approach like this can also remind both the learners and the teachers that CLIL lessons are expected to meet the following (exemplary) aims:

- bring the learners to content knowledge expressions, not only making them aware of the technical scope of use of any of them, but also the semantic load each of them provides;

- help the learners develop their LOTS and HOTS, allowing them to discover the solutions that may be culturally strange to the ones normally applied in their L1;
- show the learners how to learn for themselves (and not to satisfy their teacher), applying those cognitive solutions they may prefer;
- allow the learners to become more proficient FL users in a period of time much shorter, compared to the one of traditional FLT;
- let the learners discover new (objectively necessary) knowledge, whilst practicing their non-native language at the same time;
- find out much about themselves, whilst giving the possibility to explore various, culturally diverse, language patterns;

Physical education seems to be one of these school subjects which clearly invite the application of a FL into the very process of their practical curricular realization. Apart from the fact that it reveals a huge number of examples of specific knowledge to be applied in the process of its effective school realization, it also offers the language that may be applied when being involved in a number of other school (and out-of-school) subjects. Continuous application of the phrases and/or collocations found there may help the learners to comprehend (and internalize) many expressions of the academic (and scientific) language normally applied in its different branches (such as physiotherapy, cosmetology or movement rehabilitation).

The level of competence to start teaching and learning in the FL is one more issue to be focused upon. Many a time (cf. [1], [8], [13]) it has been indicated in this paper that the FL level ought not to be recognized as the most important aspect here; one can be a moderately proficient FL user and still wish to teach (and to learn) PE with the help of a FL; nor can one wish to deliver the whole PE lesson in the FL; however, what one would definitely like to let the learners get in touch with is the culturally-dependent set of content subject knowledge phrases and/or expressions a given FL is ready to offer. In this way CLIL lessons participants are given a possibility to become not only more linguistically proficient, but also much better understood.

References

- [1] Bentley, Kay, (2012): *The TKT Course CLIL Module*, Cambridge, Cambridge University Press.
- [2] Cummins, James, (2001): *Negotiating Identities: Education for Empowerment in a Diverse Society*, Los Angeles, California Association of Bilingual Education, pp. 41–45.
- [3] Graddol, David, (2006): *English Next*, London, the British Council, p. 83.

-
- [4] Gozdawa-Gołębiowski, Romuald, (2010): Integracja czy dezintegracja? O roli systemu gramatycznego w kształceniu typu CLIL [in:] *Języki Obce w Szkole*, 6/2010, pp. 43–52.
- [5] Lambert, Wallace E., F. Genesee, N. Holobow, L. Chartrand, (1993): *Dwujęzyczne nauczanie dzieci angielskojęzycznych* [in:] I. Kurcz (red.), *Psychologiczne aspekty dwujęzyczności*, Gdańsk, PWP, pp. 355–380.
- [6] Lewis, Michael, (1993): *The Lexical Approach. The State of ELT and the Way Forward*, Hove, LTP, p. 48.
- [7] Lewis, Michael, (1997): *Implementing the Lexical Approach. Putting Theory into Practice*, Hove, LTP, p. 76.
- [8] Markowska, Agnieszka, (2010): Wychowanie fizyczne i język niemiecki: zgrany duet, [in:] *Języki Obce w Szkole*, 6/2010, pp. 122–125.
- [9] Marsh, David, (2012): *Content and Language Integrated Learning (CLIL) a Development Trajectory*, Cordoba, University of Cordoba Press.
- [10] Pawlak, Mirosław, (2010): Zintegrowane kształcenie przedmiotowo-językowe: założenia, praktyka, perspektywy, [in:] *Języki obce w szkole*, 6/2010, pp.13–26.
- [11] Polok, Krzysztof, (2001): *English in Sports. A Comprehensive Course of Sporting English for Intermediate Students*, Wydawnictwo GWSH, Katowice.
- [12] Polok, Krzysztof, (2006): *Test Your Sporting English. Volume One*, Wydawnictwo PWSZ, Racibórz.
- [13] Schumann, John H, (1976c): *Social Distance as a Factor in Second Learning Acquisition* [in:] *Language Learning*” 26, pp. 134–43.
- [14] Schumann, John H., (1976a): *Second Language Acquisition: the Pidginization Process* [in:] *Language Learning*”, 22(2), pp. 391–408.
- [15] Stradiotova, Eva, Harajova, Alica, (2012): *Kombinovaná forma jazykovej výučby – počítačom podporovaná komunikácia* [in:] “Fórum cudzích jazykov: časopis pre jazykovú komunikáciu a výučbu jazykov” Sládkovičovo : Ústav jazykov a odbornej komunikácie, Vysoká škola Visegrádu v Sládkovičove, 5/1 (2013) s. 52–60 CD-ROM.
- [16] Smala, Simone, (2009): Introducing: Content and Language Integrated Learning [in:] *New Literacies in a Globalised World*, 9/17/3, p. 34.
- [17] Van de Craen, Piet, (2006): “Content and Language Integrated Learning, Culture of Education and learning Theories”, Brussels, Vrije Universiteit Brussel, Dept of Germanic Languages, p. 3.
- [18] Wildhage, Manfred, 2003, History. Integration fachlichen und fremd-sprachlichen Lemens in bilingualen Geschichteunterricht, [in:] E. othen, M. Wildhage (eds) *Praxis des bilingualen Unterrichts*, Berlin, Cornelsen Scriptor, pp. 77–115.

APPENDIX

Table 3. Exemplary application of communication and cognitive skills during a sport- focusing CLIL-based lesson (to assist lawn-tennis targeted PE classes). The examples are written in italics (own elaboration). Cf. [11], [12]

Topic: LAWN TENNIS	
Communication skill	Cognitive skill/s/:
Giving examples:	Synthesizing/Contrasting
<i>Talk on the historical development of lawn tennis. Use as many of the following phrases as possible: <u>as, such as, like, like that, just like, similar/to/ to, for instance, for example.</u></i>	
Expressing conditions:	Predicting/Hypothesizing
<i>Explain what may happen when any of the following took place during the match: <u>the weather is pretty windy; a tennis player came late onto the court; the court is slippery; the tennis player quarrel with any of the involved in the match people.</u></i>	
Talking about a purpose:	Ordering/Predicting
<i>What are the following pieces of tennis equipment for: <u>a racket; a ball; a net; hawk eye; cvclops?</u></i>	
Producing a definition:	Identifying/Remembering
<i>What is the scope of activity of each of the following people in tennis: <u>a chair umpire; a ball girl/boy; a line umpire; a referee during a tennis match?</u></i>	
Describing a process:	Ordering/Classifying
<i>Provide the correct order of events to be observed when scoring a point in lawn tennis.</i>	
Describing a trend:	Reasoning/Evaluating
<i>Comment on the possible forms of development of modern lawn tennis.</i>	

Streszczenie

Składający się z trzech części artykuł analizuje jedną z bardzo popularnych obecnie na świecie opcji nauczania języka obcego, zwaną CLIL, opartą na wykorzystaniu języka obcego do nauki innych, niekoniecznie związanych bezpośrednio z nauczaniem języka docelowego, treści informacyjnych. Tytuł artykułu *Sport jako środek dydaktyczny wykorzystywany podczas lekcji opartych na technikach CLIL* w miarę wyraźnie wskazuje wachlarz zagadnień oraz tematykę, w ramach których obraca się zawartość artykułu. Pojęcie „technika CLIL” oznacza wykorzystanie języka obcego do ekwiwalentnego nauczania zarówno treści przedmiotowych, jak i treści językowych podczas lekcji szkolnej. W artykule zawarto więc nie tylko opis tzw. filozofii CLIL, czyli zakres wiedzy teoretycznej dotyczącej sposobów pracy z uczniem z wykorzystaniem przez nauczyciela przedmiotu języka obcego ucznia, ale także analizę takiego postępowania w oparciu o zajęcia wychowania fizycznego. Fakt, iż treści artykułu skupiają się właśnie na sporcie, nie jest tutaj bez

znaczenia, ponieważ to właśnie sport, dzięki swoim inherentnym właściwościom, powoduje, iż uczniowie zaczynają zwracać większą uwagę na wykonywane przez siebie czynności, co z kolei powoduje wyraźne w miarę rozluźnienie się filtra afektywnego, a więc szersze pojawienie się możliwości podświadomej akwizycji (w odróżnieniu od świadomej nauki) języka docelowego przez uczniów. Podstawowym założeniem lekcji językowej jest (i pozostanie) nauka komunikacji, rozumianej przede wszystkim jako umiejętność produkcji informacji; jest to nie tylko umiejętność uniwersalna (bez względu na język). Lecz także umiejętność, której można się nauczyć głównie za pomocą organizacji sposobów zaproponowania uczniom atrakcyjnego kontaktu z ściśle określonym, wzbudzającym ich zainteresowanie, rodzajem wiadomości. Rozmowy o sporcie z pewnością do takich rodzajów wymiany informacji należą.