

Artículo Original. Satisfaction' study in Bilingual Physical Education after applying a schedule based on content and language integrated learning. Vol. V, nº. 2; p. 305-322, mayo 2019. A Coruña. España ISSN 2386-8333

## **Satisfaction' study in Bilingual Physical Education after applying a schedule based on content and language integrated learning**

### **Estudio de Satisfacción en Educación Física Bilingüe tras aplicar una programación basada en el aprendizaje integrado de contenidos y lengua**

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#### **Abstract**

The work has a dual purpose (1) to know satisfaction in BPE-CLIL (Bilingual Physical Education in Content and Language Integrated Learning) and (2) to know if students' satisfaction can be conditioned by gender and/or age. A non-linguistic discipline as Bilingual Physical Education assumes that it is necessary to take into account objectives of two types (contents and linguistic) and students' satisfaction has a fundamental role. A quantitative analysis is done using a Sport Satisfaction Instrument (SSI) to collect data from Primary Education learners under a CLIL methodology. The questionnaire has been validated for bilingual Physical Education in Spain and it was applied to 350 students (5<sup>th</sup> and 6<sup>th</sup> grades of Primary Education) belonging to bilingual schools in the autonomous community of Castilla-La Mancha. It is a strong and reliable instrument since the internal consistency has indicated a high Cronbach's alpha regarding fun and boredom. Satisfaction indexes have been different regarding age and not regarding gender in Bilingual Physical Education in Primary Education.

#### **Keywords**

Bilingual Physical Education; satisfaction; CLIL methodology; SSI questionnaire

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## Resumen

Este estudio tiene un doble propósito: (1) conocer la satisfacción en BPE-CLIL (Educación Bilingüe en Aprendizaje Integrado de Contenido y Lengua) y (2) conocer si la satisfacción de los estudiantes puede estar condicionada por el género y/o la edad. Una disciplina no lingüística como Educación Física Bilingüe asume que es fundamental tener en cuenta objetivos de dos tipos (de contenidos y lingüísticos) y la satisfacción del estudiante tiene un rol esencial. Un análisis cuantitativo es realizado a través de un instrumento de satisfacción deportiva para estudiantes de Educación Primaria es utilizado para recopilar datos de con los datos recopilados de alumnos de educación primaria bajo una metodología AICLE (Aprendizaje Integrado de Contenido y Lengua). El cuestionario ha sido validado para educación física bilingüe en España y se aplicó a 350 estudiantes (5º y 6º curso de Educación Primaria) pertenecientes a escuelas bilingües en la comunidad autónoma de Castilla-La Mancha. Es un instrumento fuerte y fiable, ya que la consistencia interna indica una puntuación alta en el índice de Cronbach, con respecto a la diversión y el aburrimiento. Los índices de satisfacción obtenidos han sido diferentes con respecto a la edad y no con respecto al género en Educación Física Bilingüe en Primaria.

## Palabras clave

Educación Física Bilingüe; satisfacción; metodología CLIL; cuestionario SSI

## Introduction

Educational interest in learning English is linked to the established and expanding phenomenon of globalization. The Council of Europe stresses the need to develop new basic skills, teaching methods and the learning, at least, of two foreign languages from an early age to prepare the present school generation (Council of Europe, 2001). Therefore, the conclusions on multilingualism commit all European Union countries for improving the teaching of languages in schools. Our century is characterized by a progressive and dynamic process of globalization and in this stage English predominates as a language that unifies and affects the educational field, since 'English learners are increasing in number and decreasing in age ... the idea of English growing in popularity across the world'(Graddol 2006,10).

In societies with a demand for multilingualism, educators may wonder whether it possible to integrate Physical Education as a non-linguistic discipline and English as a second or additional language. Salvador, Chiva-Bartoll & Fazzio (2016) indicate that movement, mime and games allow the teaching of a language more fluently and in turn

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a foreign language is a learning tool to get closer to Physical Education subject matter. Therefore, the motor skills' time should not decrease and the quality of teaching will increase if we integrate content and language. Furthermore, in the acquisition of a second language (L2) the most important variables are the student's satisfaction index and motivation (Ghazvini & Khajehpour, 2011). The dual approach and constructivism do not mean considering two different subjects (Marsh, 2000); instead, Physical Education subject matter will be complemented and reinforced adding linguistic objectives. Ramos & Ruiz Omeñaca (2010) indicate that the combination of game and L2 in Physical Education is a powerful tool in order to improve students' competence and address challenges and point out that the Physical Education subject is one of the areas in which it is easier to contextualize content and comprehensive knowledge. This is due to practical demonstrations made by the teacher and the students themselves.

Studies emphasize the importance of learning a second language and levels of satisfaction in students through a non-linguistic discipline in a broad sense (Lasagabaster, 2011) or in particular as in Physical Education (Baena- Extremera & Graneros-Gallegos, 2015; García-Calvo & Salaberri, 2018). Other studies highlight the anxiety and stress in a second language teaching (Khodadady & Khajavy, 2013; Kirova, Petkovska & Koceva, 2012) and others motivation in Physical Education (Fernandez, 2017; Sevil, Aibar, Abós, & García, 2017). Sevil et al. (2017) assess students' satisfaction in a PE activity such as a Didactic unit of skipping concluding that satisfaction is significantly and positively related to the academic qualification.

The term CLIL (Content and Language Integrated Learning) was adopted in 1994 within the European context to describe and further design good practices as achieved in different types of schools where teaching and learning take place in an additional language. CLIL pedagogy is defined as 'a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language' (European Commission 2006, 8). Marsh (1994) insures that CLIL refers to situations in which the subjects or parts of subjects are taught through a foreign language with two objectives, learning subject matter (contents) and the simultaneous learning of a foreign language. Banegas (2016) states that CLIL includes different

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conceptualizations for the integration of curriculum content and language learning and the term appear as a solution to European needs and can be found also in, Africa, Asia and Latin America. Graddol writes 'CLIL is an approach to bilingual education in which both curriculum content and English are taught together' (2006, 86). In the context of this study, CLIL focuses more on curricular content and therefore CLIL entails the teaching of curricular content or one subject through an additional language (English) (Ball, Kelly & Clegg, 2015; Bentley, 2010; Díaz; Pérez Cañado, 2018).

In the twenty-first century, Physical Education as a non-linguistic discipline has great relevance being established as a means of teaching and learning a second language. The learning and teaching process integrates curriculum contents in PE with the English language. Coral & Lleixà (2016) state that Physical Education in CLIL is a holistic approach which uses the principles of learning-by-doing to teach motor contents through the medium of a L2. Coral, Urbiola, Sabaté, Dofill, Lleixà & Vilà write: 'It also takes into consideration pupils' motivation for movement and provides language support to achieve both motor and language goals' (2017, 3). This is consistent with the 4Cs CLIL framework laid out by (Coyle, Hood & Marsh, 2010). They define and describe 'the principles of CLIL based on the '4Cs framework: Content, Communication, Culture and Cognition' (Coyle et al., 2010, 97). These blocks allow for progressing in knowledge. Language is used to learn, while the students also learn to use the language itself. Cognition links abstract and concrete concepts and Culture, in which varied perspectives and knowledge are shared, as in a spiral.

In Physical Education subject, the body and movement are taken as key factors, and therefore, it can be an essential fertile ground or an ideal context for teaching a second language. Ramos & Ruiz Omeñaca (2010) point out that bilingual Physical Education subject is one of the areas in which it is easier to contextualize content and comprehensive knowledge and the demonstrations, both teacher and student, are visual supports in the learning and teaching process. A non-linguistic discipline as BPE-CLIL (Bilingual Physical Education in Content and Language Integrated Learning) assumes that we have to take into account a double approach (contents and linguistic aims) and furthermore students' satisfaction could be a good indicator to improve CLIL

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assessment (García-Calvo & Salaberri, 2018). Physical Education through CLIL is an innovative methodology in the teaching of a second language (Ramos & Ruiz, 2010; Alonso, Cachón, Castro & Zagaláz, 2015; Devos, 2016; Fernandez & Baena, 2018). In this vein, several authors focus on it (Coral, 2010; Coral, Lleixá & Ventura, 2018; García-Calvo 2015, 2018; García-Calvo & Salaberri, 2018; Rottmann, 2007; Zindler, 2013).

On the one hand, Fazio, Isidori & Chiva-Bartoll (2015) state that little research has been done on CLIL as an approach in Physical Education in English. On the other hand, Ramos & Ruiz Omeñaca (2011) indicate that the number of English-Spanish bilingual programs in Spain has grown in recent years. They have described a proposal in BPE-CLIL to improve English using motor skills and taking into account teacher's scaffolding. Salvador et al. (2016) have developed a proposal in CLIL methodology called initiation to orientation, in which Physical Education and English are no longer conceived as watertight compartments. García-Calvo (2015) has proposed a long-term program divided in several didactic units of BPE-CLIL following a dual approach. Alonso et al. (2015) have designed a didactic unit PE-in-CLIL for Primary based on English's traditional games. Coral et al. (2017) have designed tools to evaluate PE-in-CLIL tasks. Chiva-Bartoll, Isidori & Fazio (2015) have designed an application based on judo. García-Calvo & Salaberri (2018) have designed a didactic unit called "Team sports" which is put into practice.

There are several investigations that analyze motivation and satisfaction in CLIL approach highlighting the importance of the games and oral interaction. Coral (2010) have demonstrated a positive influence on young people learning English in relation to intrinsic motivation and motor skills. García-Calvo & Salaberri (2018) state that the use of a second language as a guiding thread in Physical Education subject have a positively influence on students' satisfaction level. Rottmann (2007) indicates that Physical Education contents develop social interactions and student satisfaction. Zindler (2013) has analyzed benefits of Physical Education in CLIL. Students' motivation has been analyzed in L2 teaching (Khodadady & Khajavy, 2012; Lasagabaster, 2011) and students' satisfaction in BPE-CLIL (Baena & Graneros, 2015; Fernandez & Baena,

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2018; García-Calvo & Salaberri, 2018). The activity time in BPE has been addressed by some authors (Coral et al., 2017; García-Calvo & Salaberri, 2018; Martínez-Hita & García-Cantó, 2018) who have suggested extending the duration of the classes and improving the training of physical education teachers in CLIL.

## Materials and methods

### Sample

The design of the present study was a sectional type. Sample was selected for convenience, depending on the students and schools that could be accessed. A total of 350 students (n=350) have participated in this study. According to age, there were 120 students aged 10, 160 aged 11 and 70 aged 12, with an age mean of 10, 85. As regards gender, the sample is made up of 190 male students and 160 female students. The students belonged to Primary Education 5<sup>th</sup> and 6<sup>th</sup> grades of bilingual schools in Toledo (Spain). In the academic year 2017-2018, all schools followed a schedule in BPE-CLIL following a 4Cs template in Physical Education (Coyle et al., 2010; García-Calvo, 2018). At the end of the school year and after developing this schedule the test was applied. Descriptive results of the sample indicate that there are no lost values as is shown in table 1

Table 1. Descriptive results of the sample

Age	Frequency	Percent	Valid
11	280	80, 0	80, 0
12	70	20, 0	20,0
Gender	Frequency	Percent	Valid
Male	190	54, 3	54,3
Female	160	45, 7	45,7

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## Procedure

The study was approved by all school principals involved in the project. Regarding ethical participation and informed consent, authorization was obtained from students' families. The questionnaire was administered in a computer room called 'Althia room' by a researcher at the end of the 2017-2018 academic year. The PE tutors were not present so as not to condition the students. The students were asked to complete the questionnaire anonymously and with sincerity in between 10-20 minutes. Students who had not parents or guardian consent did not participate in the investigation.

## Instrument

The questionnaire used is SSI-BPE (Sport Satisfaction Instrument in Bilingual Physical Education). It was validated in Spanish (Baena-Extremera et al., 2015) based on Sport Satisfaction Instrument in Physical Education (Baena-Extremera, Granero-Gallegos, Bracho-Amador & Pérez-Quero, 2012) which comes from SSI (Sport Satisfaction Instrument) developed by Duda and Nicholls (1992). The instrument is made up of eight items divide into two subscales measuring fun and boredom in a five-point Likert psychometric scale: 1 (totally disagree), 2 (some disagree), 3 (neutral), 4 (some agree) and 5 (totally agree). Intrinsic satisfaction is assessed in BPE, through two subscales that measure fun (5 items) and boredom (3 items). In this study, the internal consistency of scale was high. Other studies have shown high levels of internal consistency (Baena-Extremera et al., 2012; Baena-Extremera et al., 2015; Baena-Extremera et al., 2018; Castillo et al., 2001; Duda and Nicholls, 1992). Castillo, Balaguer & Duda (2001) decided to delete item 2 since the reliability of scale increases from ,62 to ,76. In this study, the reliability of scale increases from ,710 to ,886; it really does not affect the results. In this research, it has been observed that many students do not understand well the meaning of question 2 when they take the test and the teacher must explain its meaning, e.g., Student G: "what is daydream"; Student X: what is the meaning I am really doing?; Student B: I really do not understand the question number 2; Student D: Can you explain me item 2?

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## Data analysis and results

Data analysis was done with the Statistical Package of the Social Sciences (SPSS 20.0). Questionnaire data were analyzed in order to check instrument reliability and validity by concentrating on its consistency and homogeneity. Descriptive statistics, mean, correlations, standard deviation, kurtosis and internal consistency of scale are calculated. The descriptive statistics are analyzed in table 2. It has been checked whether the instrument is valid. The descriptive statistics related to reliability have been carried out in a two-dimensional way. On the one hand items (1, 5, 6, 7 and 8) in relation to fun. On the other hand, items (2, 3 and 4) in relation to boredom. Correlations' results have showed regarding fun (items 1, 5, 6, 7 and 8), a good index of reliability closer to one, Cronbach's alpha,  $\alpha=,91$ . Correlations' results have showed regarding boredom (items 2, 3 and 4) Cronbach's alpha,  $\alpha=,71$ , which indicates the robustness and reliability of the instrument. In this research, it is noted that if item 2 is deleted the Cronbach index in boredom will increase from ,71 to ,886. The statistics descriptive have showed symmetry between 0.5-2 since Kurtosis  $< 2$ , which was a good fit of the model.

Clark & Watson (2003) are supporters of carrying out a correlation study. Asymmetry indices are  $< 2$ . Significant positive correlations are observed between items. In order to provide support for the issue of convergent validity, corrected item-total correlations are computed. Standard deviations are close to 1; the standard deviation of fun sub-scale is close to 1; the boredom sub-scale is greater than 1 in all cases. It is analyzed Pearson's index and Pearson's bilateral significance (sig<sup>2</sup> tailed) represented by "p", that is  $-1 \leq p \leq +1$ . Correlations are better when deleting item 2. After analyzing fun sub-scale, Pearson's coefficient is close to 1 and in item 7 (I usually get involved in Physical Education classes) is slightly lower. As regards higher level of satisfaction, the results do not show gender differences (table 3 and 4) and show age differences. The comparative results between grades (5<sup>th</sup> and 6<sup>th</sup>) indicate that younger students have a higher level of maximum satisfaction as can be shown in table 5.

Table 2. Descriptive Statistics

Scale	Min-Max.	M	SD	Cronbach	Cronbach	Kurtosis
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(Item 2 deleted)

1	1,0 - 5,0	3,91	1,14	,91	,91	< 2
2	1,0 - 5,0	2,11	1,28	,71	-	< 2
3	1,0 - 5,0	2,16	1,34	,71	,886	< 2
4	1,0 - 5,0	2,03	1,32	,71	,886	< 2
5	1,0 - 5,0	3,81	1,13	,91	,91	< 2
6	1,0 - 5,0	3,99	1,12	,91	,91	< 2
7	1,0 - 5,0	3,92	1,06	,91	,91	< 2
8	1,0 - 5,0	4,01	1,11	,91	,91	< 2

Table 3. Gender- fun chart

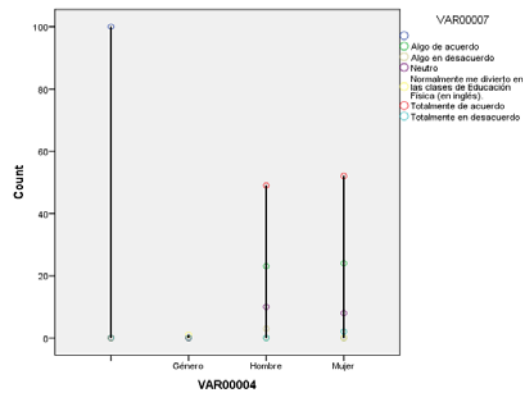
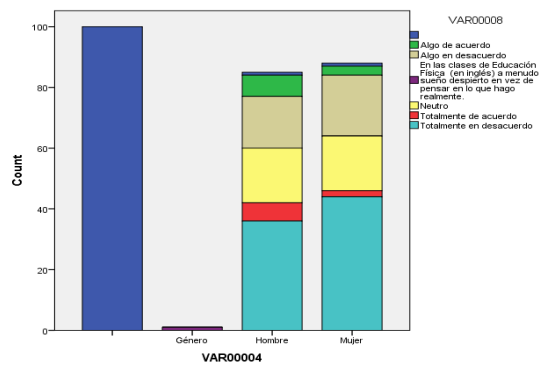


Table 4. Gender- boredom chart



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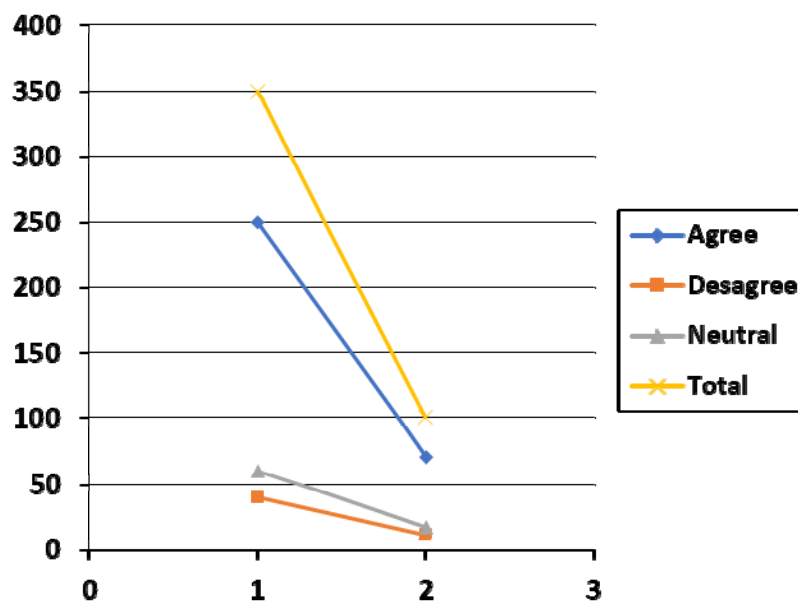
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Table 5. Age- satisfaction Statistics

Higher level of satisfaction	Age/Fun (5th grade)	(6th grade)
Total cases	280	70
Maximum ranting	225	41
Average	252	54,5
Maximum percentage ranting	80,64	60,29
Cronbach's alpha	,815	,815
Pearson Chi-Square	222,071	222,071
Asymp. Sig. (2-sided)	0,000	0,000
Likelihood ratio	65,200	65,200

Table 6. General satisfaction chart



## Discussion

The first aim of the study is to know students' satisfaction in 5<sup>th</sup> grade and 6<sup>th</sup> grade of Primary education and the results show a general trend of students to have fun in BPE-CLIL as can be shown in table 6. The second one is to know if satisfaction is conditioned by age and/or gender. On the one hand, the results show higher satisfaction in 5<sup>th</sup> grade. On the other

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hand, the results do not show differences by gender coinciding with results found by Castillo et al. (2001).

As regard the instrument, it is a valid questionnaire since it has been shown to be a consistent instrument in different contexts (Baena-Extremera & Granero-Gallegos, 2015; Baena-Extremera, Granero-Gallegos, Baños, & Ortíz-Camacho, 2018; Baena-Extremera et al., 2012). Castillo et al. (2001) have piloted a study using the test ISC (Intrinsic Satisfaction Scale) from 11 to 16 years old and the fun and boredom factors had a negative correlation. Baena-Extremera et al. (2012) have piloted the SSI test (12-19 years old), regarding gender, the results obtained higher satisfaction indices in men than in women and regarding age, the results were better in younger age students. Baena-Extremera et al. (2018) piloted the instrument (13-18 years old) and the results indicated that satisfaction had an influence directly proportional to participation and communication and inversely to anxiety. Muñoz Gonzalez, Gómez-López and Granero-Gallegos et al. (2019) piloted the instrument (12 -17 years old) and the results showed that males and younger students have more fun than females and the older ones.

As regards satisfaction and Physical Education, Duda and Nicholls (1992) found that students regarding tasks orientation have more fun. Therefore, the teacher must promote activities towards the task and take special care of less satisfied students. Úbeda-Colomer, Monforte & Devís-Devís (2017) found positive values regarding students' perceptions in sports. In addition, Alias (2011) and González, Villar, Pastor & Gil (2013) state that student perception is highly motivating if we use games in BPE. Some author highlight positive satisfaction in BPE-CLIL (Baena-Extremera et al., 2018; Chiva- Bartoll & Salvador, 2016; García-Calvo & Salaberri, 2018; Merino & Lasagabaster, 2018). Others highlight positive satisfaction in non-bilingual Physical Education (Chen & Light, 2006; Griffin, Oslin & Mitchell, 1995; Light, 2003; Martinez-Hita & García-Cantó, 2018; Rottmann 2007; Úbeda-Colomer et al., 2017). The researcher has a broader view by knowing the opinion of the students. Therefore, the opinion and perception from the student's point of view can add great value to the analysis of both qualitative and quantitative data

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As regards contents and language, García-Calvo & Salaberri write: ‘The use of a second language in Physical Education...does not mean a negative satisfaction of students’ (2018, 52). Coral (2010) considers that students perceive bilingual Physical Education as a subject with different possibility of learning a second language. Recent studies led by Coral attest to the benefits of language (oracy) development through BPE-CLIL (Coral & Lleixá, 2016; Coral et al., 2017).

## Conclusions

Students’ satisfaction is more related to fun rather than boredom in Bilingual Physical Education. It is shown that satisfaction is conditioned by age since younger students display higher levels of satisfaction than older. This research allows us to discuss previous studies and it is a contribution to second language study in a non-linguistic discipline as BPE-CLIL.

As proposals for improvement, it would be advisable to carry out more studies in Primary Education using English as a second language to teach PE. Future research should consider a higher sample in upper ages. As practical proposals, it can be a great help for sports psychology and Physical Education teachers (bilingual and non-bilingual).

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