

LECTURER QUESTIONNAIRE

Answer the following questions on a numerical scale from 1 to 5, being 1 totally disagree and 5 totally agree.

1. The content of the Fitness UD has been able to adapt to English in a satisfactory way. **3**
2. Within the group-class there are many differences of level in the language, reason why it has been difficult the development of the classes. **4**
3. The students find motivation to include a part of the course in English. **2**
4. What has been worked in English has been productive for students. **3**
5. My work has been adequate during the Fitness UD. **3**

I'm not an expert in the field of PE, but in my experience at both schools it's difficult to incorporate bilingual elements into this subject. The subject isn't generally based around interaction, and there's not really a possibility of getting the students to speak in a foreign language while playing sport. Teacher talking time is limited, and students are generally eager to move on from this to the physical activity, which is a different situation to wholly classroom-based subjects.

I think introducing new vocab, such as the names of exercises, was a good idea, as something the students can learn in theory too. Explaining activities in a foreign language is difficult for the students because, even in their native language, they would probably need a demonstration in order to understand what is required for a new activity.

In order to improve the bilingual element of PE lessons, perhaps the students could be encouraged to do their warm-up in English, so that each lesson they practise that vocab. Before an activity, they could try to explain the rules of a familiar sport/game in English. Alternatively, there might be certain games that involve communication/teamwork, in which the use of English could be encouraged by banning the use of Spanish, or by rewarding successful communication in English with a positive point.