Portfolio and formative assessment

Physical Education through Gaeilge (or an additional language)

Teaching/learning scenario for CLIL in other subjects

Why is this scenario interesting?
- The scenario describes how Physical Education can be taught through Gaeilge from primary to upper secondary education in the Irish context
- The scenario builds on curriculum documents in Ireland and the *Post-Primary European Language Portfolio Ireland.*
- Whilst CLIL still is an uncommon approach to language teaching and learning in Ireland, the scenario serves to provide teachers with an example on how to implement CLIL across the transitions from primary to upper secondary education.

Short description:
The scenarios is aimed at secondary education students (12-18 years), focusing on the teaching and learning of Physical Education (PE) through Gaeilge (Irish). The description of the secondary education scenario demonstrates a sense of continuity from the sample lesson plan developed for primary schools. Therefore, the secondary education scenario allows students to reinforce, revise and build on the language and skills learnt previously at primary level.

In general, Gaeilge is taught as a stand-alone language lesson which is introduced to primary level students (5 years) and taught until the end of secondary school (18 years) in Ireland (in English-medium schools). Whilst CLIL is an uncommon approach to language teaching and learning in Ireland, the scenario serves to provide teachers with an example on how to implement CLIL across the transitions.

The European Portfolio (see for the Irish context: IILT, 2001, *Post-Primary European Language Portfolio Ireland*) supports successful transitions as it provides students who are learning a second or additional language with the opportunity to document their own language learning experiences at different educational stages of their language learning journey.

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPÉEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

How does this scenario support transitions?
- The scenario focuses on vertical transitions from primary to upper secondary education.
- The scenario also takes horizonal transitions into account: The students will e.g. demonstrate their personal journey towards plurilingualism and reflect on the similarities and differences between the learning of Gaeilge and other languages.
- Furthermore, the portfolio supports a transition to the labour market as it helps students to document their language skills and experiences. Used as a self-assessment and reflective tool, students are able to demonstrate their rich language repertoire. CLIL allows students to gain an increased exposure and engagement to languages in a meaningful and motivating way. Combining with the use of a portfolio, this can help students to enter the labour market as a plurilingual.

	Description / context	Major objectives	Tools/activities, e.g. existing portfolios, lessons plans
Primary 1	Students begin learning Gaeilge at this level (age 5 +)	Students will be enabled to: • Demonstrate an understanding by following and giving instructions (NCCA, 2019) • Develop and practise football skills (NCCA, 1999) Recognise the value of, gain an understanding of and develop an appreciation for Plurilingualism (NCCA, 2005)	Please consult the sample lesson plan for primary education for a list of lessons
Lower Secondary/ Junior Cycle	At this level (13-15 years), the learning outcomes for students are aligned within the levels A2-B1 (Gaeilge) (NCCA, 2017)	Students will be enabled to: Content: • Apply skills and strategies to perform competently in a range of competitive and cooperative scenarios	**Short description:** **1) Ball Mastery** - One ball per pair of students. Half of students inside the grid area with the

		- Investigate the role of decision-making, communication and leadership on increased participation and performance in selected activity areas (NCCA, 2022) Communication: - Interact with other students/with other users of Irish - Check, confirm and exchange information - Expand their own personal vocabulary - Enjoy communicating in Irish (NCCA, 2017) Culture/Plurilingualism: - Demonstrate their personal journey towards plurilingualism (NCCA, 2017) Cognition: - Lower and Higher thinking order skills	ball. The other half on the line, outside the grid area. -Player with the ball will perform ball mastery skills such as turn, change direction and 1V1 moves, then passes to the player on outside of grid and switch roles. (Football Association of Ireland [FAI], 2021) -Player outside the grid provides feedback (Emmanouilidou & Laskaridou, 2017). **2) 4V4 +2 Possession with Transition** - 4 blue players V 4 orange players inside a grid area, in a 2-1-1 formation. 2 purple players at either end of the grid, on the line. -Purple players are allowed to receive a pass anywhere along the line and are not allowed to be tackled. -Blue players play to one end and the orange plays to the other. -Ball goes out of play, a kick-in is awarded to the opposing team.

			-Communication between players is key (FAI, 2021) -Referee can be introduced, whereby students rotate as referees (Coral, 2013). **Reflection:** -Discussion in pairs/groups on key skills, movements, decision-making -Recording of new vocabulary/phrases using glossary (in dossier), identifying CLIL language and other languages known (see vocabulary development document)
Upper Secondary	At this level students (15-18 years) will be required to continue to build on their Gaeilge skills.	Students will be enabled: Content: ● Develop performance in physical activity -Passing/receiving/control (short, long, ground, lofted, chip, both feet) - Dribbling/moving with the ball (both feet) -Shooting (short, long, volley, half volley) -Tackling/jockeying/closing down/intercepting ● Reflect on performance in physical activity	**Short description:** **1) 3V3 +1 End Zone Game** -3 orange players v 3 blue players with a yellow player as a link up player. -The attacking team pass and then dribble into the end zone (3 metres) before the two cones, which is situated either end of the grid. -If the attacking team score, they keep hold of possession and try to score at the other end.

		- Explain the rules and regulations pertaining to the selected physical activities (NCCA, 2017) Communication: - Give and understand instructions - Understand Irish conversations at a normal speed - Take on a fully interactive role in personal and formal conversations (NCCA, 2010) Culture/Plurilingualism: - Recognise the similarities and differences between the learning of Gaeilge and other languages (NCCA, 2010) Cognition: (Lower and higher order thinking skills)	-If the other team intercept the pass, they transition to attack, whilst the other team transition to defend. -Yellow player receives the ball in between and behind the lines and passes. (FAI, 2021) -Referee can be introduced, whereby students rotate as referees (Coral, 2013). **2) 6V6 Defending** -6V6 inside the grid with two teams, orange and blue. Two defenders, three midfielders and one forward for each team, with one light blue player at each end. -Light blue can move along the end line of the grid to receive the pass and can't be tackled. -Orange players play to one end while the blue players play to the other. -Ball goes out of play, a kick-in is awarded to the opposing team. -Communication between players is key (FAI, 2021).

			-Referee can be introduced, whereby students rotate as referees (Coral, 2013). **Reflection:** -Discussion in pairs/groups on key skills, movements, decision-making -Recording of new vocabulary/phrases using glossary (in dossier), identifying CLIL language and other languages known (see vocabulary development document), identifying similarities and differences.

Short description how the portfolio establishes links between CLIL and plurilingual education:
Portfolios help students to reflect on their language learning experiences and the development of their plurilingual potential (Little, 2011). Portfolios can be used as an inclusive tool integrating minority languages and home languages which may not be part of the curriculum. Culture is one of the 4Cs, the theoretical framework which underpins CLIL. As students learn languages and become plurilingual, they too develop interculturality (Little, 2011). CLIL lessons can involve the use of the portfolio, whereby students reflect and document on the dimensions of interculturalism and plurilingualism, its use can provide an important link between CLIL, intercultural education and plurilingual education.

Author: Louise Jones, Department of Education, Ireland and Institute of Education, Dublin City University, louisebjones2@gmail.com

References:

Coral, J. (2013). Physical Education and English integrated learning: How school teachers can develop PE-in-CLIL programmes. *Temps d'Educació*, 45, 41-65.

Emmanouilidou, K. and Laskaridou, C. (2017). Physical Education through CLIL: teaching movement vocabulary to young learners. *Research Papers in Language Teaching and Learning*, *8*(1), 51-62

Football Association of Ireland. (2021). PDP3 Coaching Practice. [Booklet].

Little, D. (2011). *The European Language Portfolio: A guide to the planning, implementation and evaluation of whole-school projects*. https://www.ecml.at/Portals/1/documents/ECML-resources/2011_09_06_ELP-WSU_englisch_web.pdf

NCCA. (1999). *Physical Education Curriculum.* https://www.curriculumonline.ie/getmedia/ca8a385c-5455-42b6-9f1c-88390be91afc/PSEC05_Physical-Education_Curriculum.pdf

NCCA. (2005). *Intercultural Education in the Primary School*. https://www.curriculumonline.ie/getmedia/236745b0-a222-4b2a-80b1-42db0a3c7e4c/Intercultural-Education-in-Primary School_Guidelines.pdf

NCCA. (2010). *Siollabais Nuashonraithe na hArdteistimeireachta*. https://curriculumonline.ie/getmedia/c794666b-8ca5-4f78-8160-809e296d19d2/Siollabais-Nuashonraithe-na-hArdteistimeireachta_1.pdf

NCCA. (2017). *Junior Cycle Irish: English-Medium Schools (L2).*

https://curriculumonline.ie/Junior-Cycle/Junior-Cycle-Subjects/Gaeilge-T2-L2/Expectations-for-Students/

NCCA. (2017). *Physical Education Curriculum Specification.*
https://curriculumonline.ie/getmedia/41817053-8f40-4365-8893-dba1a68508f3/LCPE_Specification_en.pdf

NCCA. (2019). *Primary Language Curriculum.*
https://www.curriculumonline.ie/getmedia/524b871d-1e20-461f-a28c-bbca5424112d/Primary-Language-Curriculum_1.pdf

NCCA. (2022*). Junior Cycle Physical Education.*
https://curriculumonline.ie/getmedia/daff0a6e-b640-43e7-bcd7-7cc2c3dff955/Junior-Cycle-Physical-Education-Specification-Oct-2022.pdf