

Introduction

Within the framework of European objectives, the Spanish educational system is immersed in a process of important changes around multilingualism, where more and more educational centres are ascribed to the use of several foreign languages in the application of educational teachings (Llamas & Quiles, 2023). Bilingual schools are characterized by the teaching and learning of certain areas, subjects or professional modules in two languages and not only by an increase in the hours of the foreign languages. In this way, the general purpose of bilingual education becomes the promotion of multilingualism and linguistic diversity, using the natural method of linguistic immersion based on communication, interaction and prioritization of the oral code.

In recent years, the scientific literature has made clear the important influence that physical education has on the teaching and learning of a foreign languages, hence the importance of carrying out this volume. This monograph is presented as the link between the research and the practical transfer to the educational field. For this reason, its title has been “Foreign language learning in Physical Education: academic, psychological and professional variables” with a total of 10 papers.

Antonio Joaquín García Vélez and Antonio Joaquín Carrasco Martínez opens the issue with the paper “Analysis of the motivation towards the practice of physical activity oriented to the health of the schoolchildren of the bilingual program in a secondary education school in the Region of Murcia”. In this research, the main aim was to verify if the motivation of schoolchildren to do physical activity was different depending on the chosen study program. In this research, the better results were observed in the bilingual group in all the variables, although without significant differences except for the external regulation variable. This study is followed by the cross-sectional, descriptive and correlational research of Miriam Noel García-Nuñez, Raúl Freguela-Vale and María Bobadilla-Pérez. Their aim was to understand prospective physical education teachers’ perceptions of their training needs and their readiness to teach physical education through foreign languages. The results of the study indicated that students do not feel competent in the use of a foreign language, and considered that they do not received sufficient training to use it as a vehicle for instruction in physical education. Next paper has been written by Alejandra Hernando Garijo, David Hortigüela Alcalá and Ángel Pérez Pueyo. Its title is “Incidence of the CLIL methodology on language acquisition and Physical Education contents” and its aim was to analyze the perception of a physical education teacher and her students on the acquisition of language and subject content. A qualitative approach was carried out by the authors, employing three data collection instruments: semi-structured interviews, logbooks and focus groups. The results showed that training in CLIL methodology was a key aspect in the teaching of physical education in English, not reducing the learning of the curricular content. Next, the paper by Bartolomé Pizà-Mir, Eduardo García Mármol and Juan Carlos de la Cruz Campos was titled “Relationship between cardiorespiratory fitness and English performance as foreign language”. Using a statistical regression analysis, the results suggested that while physical activity may have some positive effect on final score, the relationship was complex and may be influenced by various other factors.

Antonio Granero-Gallegos, Ginés David López-García and Rafael Burgueño presented an interesting study titled “Are educator-created (dis)empowering climates equally associated with motivational experiences in physical education pre-service teachers as in foreign language pre-service teachers?” In this research, a multi-group structural equation modelling (SEM) was performed, and the findings underscored the importance not only of teacher educators creating empowering climates, but also of avoiding disempowering climates to promote adaptive motivational processes in both groups of student teachers. On the other hand, Ricardo Martín-Moya and Markel Rico-González have elaborated the work: “Physical Education and English learning: perceptions of students participating in a CLIL program”. The aim was to explore the benefits of combining these two subjects in the classroom and how it can lead to a more dynamic and effective learning experience for students. The authors concluded CLIL was an effective approach to integrating language learning with content-based instruction in physical education and tactical learning of sport.

Eva-María Hooli, José Luís Ortega-Martín and Pedro Jesús Ruíz-Montero are the authors of “EFL teaching through Total Physical Response and Physical Activity on Higher Education students: A systematic review”. This paper is a systematic review of the literature on EFL teaching by Total Physical Response methodology on higher education students in the area of English teaching, physical education, and physical activity and sport. The results indicated that Total Physical Response and physical activities can have a positive effect on higher education students EFL learning. In the next proposal, Francisco José Martínez-Hita, Manuel Gómez-López, and David Manzano Sánchez, presented a paper titled “Influence of teachers’ linguistic competence on the implementation of CLIL in Physical Education”. The authors considered that degree of qualification significantly influenced the perception of physical education classes, and that in the case of the youngest subjects, there were elements related to the individual efficacy variable, where no differences were found according to the degree of qualification.

In his study, Pablo Camacho Lazarraga (“Study of the satisfaction by age and gender of secondary school students with the integrated learning of Basketball and English language through a Non-linear Pedagogy”), the author analyzed the differences in the effect of this type of learning in relation to the gender or ages of the students participating in such programs. In this research, the results indicated that the bilingual teaching modality in physical education classes for the development of content related to the sport of basketball is associated with an increase in satisfaction and enjoyment of the classes.

Finally, Eliseo Fernández-Barrionuevo, Francisco Tomás González-Fernández and Javier Villoria Prieto close this interesting array of studies with the paper titled “Effect of Active Breaks on reading comprehension in a foreign language”. In this innovative research, the aim was to find out whether Active-Breaks improve the three levels of reading comprehension in a foreign language, which could be a determining variable in the academic success of the implementation of CLIL programmes. This paper demonstrated that overall student’s reading comprehension in a foreign language improved after of Active-Breaks of 10 min (compared with control conditions) and concretely, improved the efficiency in question of literal comprehension and inferential comprehension, contributing to enhancement of quality of education.

In conclusion, this special issue covers a wide range of topics about learning and teaching of physical education and foreign languages acquisition, considering multiple perspectives of

the different levels, agents, and statistical analyses involved. I hope this collection of papers might contribute to the development of his emerging area, bring discussion on the topics, and offer some future lines of research about learning and teaching.

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REFERENCES

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