

Integration of the English Language in Teaching Physical Education Subject to The Learners in Northeastern Schools In Thailand

Charlie E. Saballa¹, Vladimir Marie E. Cabutotan²

Pangasinan State University-Open University Systems,¹ Pangasinan State University²

charliesaballa36@gmail.com¹, vmcabutotan@psu.edu.ph²

ABSTRACT

Integrating Physical Education (PE) with English language learning enhances student engagement, cognitive function, and academic achievement by blending motor skills with language acquisition. The primary purpose is to enhance the teaching and learning of Physical Education by integrating English as a medium of instruction in Northeastern schools of Thailand, ultimately improving student outcomes by addressing the specific needs of learners and society. This study employed a descriptive-inferential design to identify and describe the demographic profile of the teachers, their perceptions of the extent of English integration in teaching Physical Education, and the seriousness of the challenges they encounter. Respondents in the study comprise twenty-one (21) Physical Education teachers who are integrating the English language as a medium of instruction. All participants were selected through purposive sampling, specifically comprising licensed teachers who consistently teach Physical Education sessions. The study reveals that Physical Education teachers in Northeastern Thailand are mostly young, early-career, male, and bachelor 's-degree holders who actively engage in professional development. English language integration in Physical Education (PE) is highly Integrated, especially in motivation and learning support, indicating strong implementation of Content and Language Integrated Learning (CLIL)-based strategies in classroom instruction. However, despite this high level of integration, teachers experience moderately serious challenges, additionally there is no significant relationship between the extent of integration and the level of challenges, which means teachers can effectively implement English while still facing difficulties.

Keywords: - Communication, English, Integration, Learning, Motivation, Physical Education.

INTRODUCTION

Integrating physical education (PE) into the curriculum benefits students' physical, social, and intellectual development. This approach primarily develops critical school skills such as reading, writing, and mathematical skills.

Consequently, the study by Cichy et al. (2022) posited that the rate of omission of core academic subjects from PE in dual-language schools or during foreign language education is exceptionally high. Although the neuronal mechanisms of action and cognition are related, the division of intellectual and physical lessons is standard in schools. Hence, their report suggests that specific forms of body training can support second-language (L2) learning.

In this study, no clear trend was found regarding how teachers' professional experiences, qualifications, professional development activities, and involvement in curriculum development

may contribute to teachers' pedagogy for integrating the English language into the teaching of Physical Education in Thailand.

In comparison, English proficiency is a critical factor for success in various fields, including sports (Mladenova, 2024). Findings reveal that integrating classroom content into Physical Education (PE) enhances student academic engagement by contextualizing academic concepts within movement-based activities. Teachers use language to guide students in continuously improving their movements, which is an essential part of the teaching session. However, it is not an easy task for teachers to convey the tacit knowledge embedded in sports skills to students through language instruction to help them improve their movements (Rival et al., 2024; Qi & Zhang, 2020).

Early studies primarily focused on Colombian education. Bárcenas et al. (2019) promoted the use of English oracy skills through the practice of Physical Education (PE), based on content-based instruction to 6th Graders from a public school using an interview schedule. However, significant gaps remain in understanding the complex interaction of PE teachers' profiles relevant to the integration of English across private and public schools.

Despite numerous studies on teaching Physical Education using various methods in basic education, there remains insufficient understanding of how these approaches affect the integration of PE teachers in the context of Thai education. Therefore, the primary objective of this research was to assess the integration of the English language through the lens of Physical Education teachers in North Eastern Schools of Thailand.

The key aspect of the integrative technique has been underscored by the University of Melbourne (2025), wherein understanding Integrative Learning (IL) strategies emphasizes the connections between different areas of knowledge and the relevance of a subject to real-world issues, by providing students with opportunities to connect concepts and ideas across different disciplines and experiences. It suits subjects that explore contemporary 'wicked' problems, which necessitate contributions from multiple disciplines.

Thus, the current study examined successful integrative approaches, teacher difficulties (including difficulty in preparation and resources), and their correlation with engagement and development of teachers' integration of the English Language in teaching Physical Education. Such principles are based on study findings and seek scientific validation and teaching suggestions to improve the achievement of dual performance in the development of physical and linguistic competence, further enriching innovation in language education in Thailand and the region.

Statement of the Problem

This study aims to assess the integration of English into the teaching of Physical Education (PE). It also explores the challenges respondents encountered in integrating English into the teaching of Physical Education for learners in North-Eastern Schools, Thailand.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

- a. age;
 - b. gender;
 - c. marital Status;
 - d. educational highly Attainment;
 - e. years of Physical Education teacher integrating English language; and
 - f. number of seminars/trainings attended related to English Language?
2. What is the extent of integration of English language in teaching Physical Education in selected schools in Northeastern Thailand in terms of:
 - a. communication;
 - b. participation and engagement;
 - c. motivation; and
 - d. learning support?
3. What is the level of seriousness of the challenges encountered by the teachers, toward the integration of English in teaching Physical Education in terms of:
 - a. communication;
 - b. participation and engagement;
 - c. motivation; and
 - d. learning Support?
4. Is there a significant relationship in the extent of integration of English across the teachers' demographic profile?
5. Is there a significant difference in the challenges encountered in the integration of English in teaching Physical Education across the teachers' demographic profile?
6. Is there a significant relationship between the extent of integration of English in teaching Physical Education and the level of seriousness of the Challenges encountered by the teachers?
7. Based on the findings of the study, what action plan can be proposed?

Scope and Delimitations

The study was limited to the North-Eastern Schools of Thailand, where it was conducted. These schools are a mix of strong local schools, polytechnics, and growing international options, with major education hubs in Khon Kaen, Buriram, Ubon Ratchathani, and Nakhon Ratchasima, and Korat. The Physical Education (PE) teachers at the above-mentioned schools will serve as the study's respondents. The study's time frame was one school year, 2025-2026. The respondents included all 21 teachers who taught Physical Education using English as the medium of instruction.

The study was limited to investigating the implementation of English-language instruction in Physical Education classes. Specifically, it looked into the following: (1) conduct of demographic profile; (2) extent of integration of English language to teaching Physical Education; and the (3) level of seriousness of the challenges encountered by the respondents towards the integration of English in teaching Physical Education. These are the methods of teaching and measuring instructional outcomes. They include an approach or step in a procedure relevant to respondents' extent of integration and their level of seriousness in PE classes.

Review of Related Literatures

Physical education programs are crucial for the holistic development of students, as learning outcomes are achieved across several domains. In addition to addressing psychomotor objectives by developing fitness and sport skills, many undergraduate physical education curricula include learning experiences that promote students' cognitive development. To adapt to increasing cognitive and physical challenges in PE, teachers are also encouraged to employ models such as the Tactical Game Model (TGM). Within the TGM framework, students need to execute complex motor skills under dynamic conditions, thereby fostering cognitive flexibility, attention, and creativity (Rodriguez-Negro & Yanci, 2022; Patel & Chaudhari, 2021).

According to Wood (2023), physical activity is positively associated with improved motor skills and cognitive development in young children. Intervention designs are often constructed without a focus on the interrelated development of motor and cognitive self-regulatory skills. This study appears to provide preliminary evidence supporting further exploration of the dynamics and use of a jointly tailored motor and cognitive movement program.

Furthermore, it improves motor skills by reducing sedentary behavior. In the same way, Rață et al. (2024) focused on the development of children's motor and cognitive skills. As part of physical activities in preschool education, various exercises are performed to strengthen motor and verbal responses. Light physical exercises and movement games are used to improve motor skills and verbal ability.

Armstrong's (2022) study highlights the benefits of movement integration in the classroom and provides resources and tools that teachers can use in their classrooms through a website and a professional development series. The results of the study can be attributed, in part, to the difficulties teachers face in current circumstances regarding classroom management and student engagement, among other factors.

Another essential point was the implementation of the integrated curriculum, which focuses on teaching English at Sekolah Menengah Atas (SMA) Terpadu Dampasan, Indonesia. The models of integrated curriculum they used included integrating the national curriculum with the Islamic boarding school curriculum, combining the intracurricular curriculum with the extracurricular curriculum, and combining one lesson with another while not leaving the discussion of the material being studied, especially in English lessons (Putri, 2024). It can be seen that exploring how physical education, through multidimensional movement experiences, enhances students' cognitive and psychological functions, promotes their comprehensive development, and provides theoretical support for future reforms and optimization of physical education (Wang, 2025).

Future research can explore how to optimize personalized physical education models to meet the cognitive needs of different student groups, thereby improving the effectiveness of physical education. Therefore, future research should focus not only on traditional physical education models but also on integrating them with emerging technologies to advance the long-term goal of students' holistic development.

In connection with the proposed study, which explores the integration of English into Physical Education, related studies provide strong support for the notion that physical education is an effective medium for learning English, owing to its positive cognitive and linguistic effects.

Furthermore, issues related to teacher expertise and limited resources are directly relevant to this study's emphasis on professional development and educational materials. The recurrent mention of learners' struggles with complex instructions highlights the need to adjust vocabulary and requirements to better suit diverse learners, thereby enhancing their comprehension and engagement.

Consequently, this study could make a significant contribution by presenting localized, empirical insights into how English-integrated physical education operates in actual Northeastern Schools in Thailand. It aims to clarify how factors such as teacher preparedness, learners' motivation, available resources, and instructional strategies interact to influence learners' learning outcomes. Additionally, it may uncover strategies and recommendations that can help bridge the divide between enthusiastic learners and prepared educators. In doing so, it affirms existing literature while advocating for more suitable teacher-training programs, supportive frameworks, and systemic investments to maximize the cognitive, linguistic, social, and intercultural benefits of English-Medium Instruction (EMI) in Physical Education.

Integrating English into physical education presents potential advantages for language learners engaged in dynamic social settings. The reviewed research suggests significant language-related cognitive and social benefits from combining English with physical activities; however, these advantages may go unrealized without sufficient teacher training and resources. Therefore, this study is positioned to provide essential insights into this dual challenge by investigating opportunities for movement-based English instruction and offering targeted solutions to address teachers' needs and the contextual difficulties encountered in Thai physical education settings.

Theoretical Framework

This study anchors the theory of John Dewey (1938) **theory links Pragmatism (ideas as tools for problem-solving)** with Experiential Learning, asserting that education must be active, hands-on, and rooted in real-life experiences, not just rote memorization, to develop critical thinking, social responsibility, and practical skills for democratic life. Key tenets include learning through “doing,” social interaction, critical reflection, and the integration of curriculum with student interests and the real world, fostering growth within a democratic classroom environment. John Dewey's theory integrates curriculum by focusing on experiential learning, connecting school to real life, and fostering critical thinking through problem-solving, moving beyond rote memorization to continuous reconstruction of knowledge from student experiences, often seen in project-based, interdisciplinary, or theme-based approaches that link English and PE subjects around relevant issues, making learning active, relevant, and deeply integrated.

While **Lev Vygotsky's (1978) Social Constructivism** is a theory that learning is a social process where knowledge is built through interaction with others and cultural tools (like language), emphasizing collaboration, guided learning, and the Zone of Proximal Development (ZPD), where learners achieve more with help from more knowledgeable others (MKOs). Key concepts of the current study include learning arising first socially (inter-psychological) before becoming individual (intra-psychological), with the English language serving as a crucial cognitive tool for this development in PE classes. Putting into context, PE teachers often have

difficulties in transmitting implicit knowledge contained in sports skill to students through language instruction.

Besides, the **Constructivist Learning Theory by Jean Piaget (1973)** speculates that knowledge is not passively received but actively constructed by learners through experiences and mental structures called schemata. Individuals adapt to new information by assimilating it into existing schemas or accommodating their mental structures to fit new experiences. Piaget argued that classrooms should allow children to explore and construct their own knowledge, rather than having it presented to them. In connection with the present study, PE teachers act as facilitators who provide activities that use English as the instructional language and challenge students' thinking, rather than serving as the sole source of knowledge.

Another theory that anchored the present study is Social Interactionism by Herbert Blumer (1937), which posits that people act toward things based on the meanings those things have for them, derived from social interaction and modified through interpretation. Blumer emphasized that society is a continuous, fluid process of interaction, rather than a fixed structure. In the context of this thesis, Social Interactionism enables students to explore topics across subjects concurrently, enhancing critical thinking and English-language communication. Some physical activities are often designed to mimic real-life situations, encouraging learners to apply skills and knowledge in a meaningful context.

For the most part, the Psycho-neuromuscular **Theory by William B. Carpenter (1894)** supports the current thesis. This theory suggests that vivid mental imagery of an action triggers low-level, miniature muscle contractions (innervations) similar to the actual physical movement. By practicing movements mentally, neural pathways are strengthened, enhancing motor skill learning, improving performance, and building confidence (APA, 2026). In the current study setting during PE class, mental rehearsal allows practitioners to refine movement patterns, resulting in greater accuracy, fewer mistakes, and better timing. Similar to motor skills, language skills can be enhanced through mental rehearsal. Instead of translating, users can learn to think in English through mental training to improve fluency and reduce hesitation.

Conceptual Framework

Integrating the English language into Physical Education (PE) is a well-researched approach that leverages physical movement to enhance language acquisition, often referred to as "Physical Education through English". It is known to boost student motivation, increase cognitive engagement, and improve vocabulary retention by connecting words to physical actions (Wu et al., 2025a). In terms of motivation, the students, especially in sports-related studies, recognize English as a key tool for communication, accessing global sports trends, and future career opportunities, which increases their motivation to learn.

In fact, PE-in-CLIL (Content and Language Integrated Learning) approaches have shown significant, measurable improvements in students' oral communication skills and English proficiency (Wu et al., 2025b). In this manner, teachers model actions while saying the corresponding English word, reducing anxiety and allowing students to learn through listening and observation before they are required to speak. Pairing English language learners (ELL) with

fluent speakers during sports activities. Cosgrove and Richards (2019) added that pairing English language learners (ELL) with fluent speakers during sports activities.

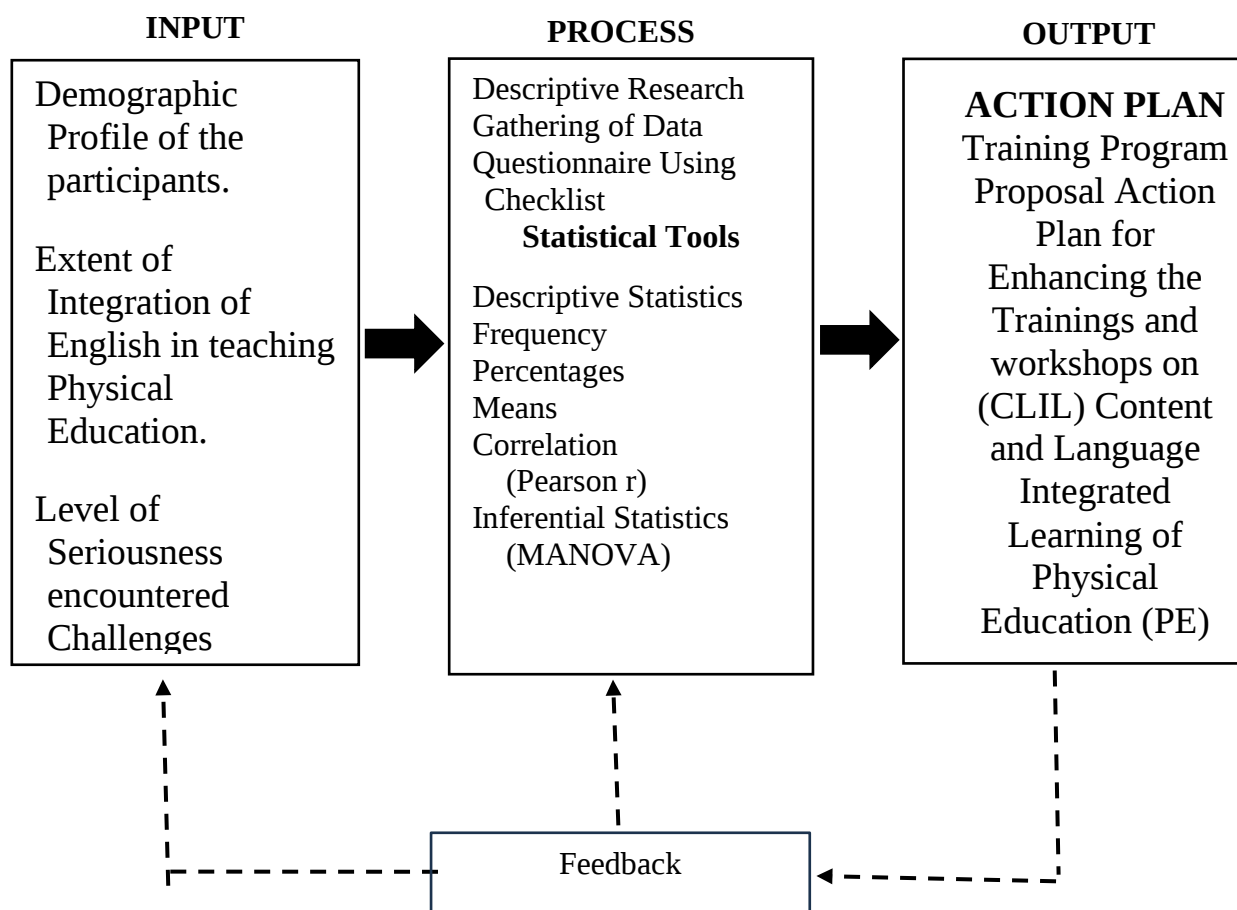


Figure 1. Paradigm of the Study

METHODOLOGY

This quantitative research study examines teaching and learning Physical Education with the integration of the English language as a medium of instruction within the area of Northeastern schools of Thailand, ultimately improving student outcomes by addressing the specific needs of learners and society.

Research Design

This study employed a descriptive-inferential design to identify and describe the demographic profile of the teachers, their perceptions toward the extend of integration of English in teaching Physical Education and the level of seriousness of the challenges they encounter. According to Shinija (2024), descriptive studies are designed to gain more information about characteristics within a select or a particular field of study. Descriptive research is suitable because it gives a very accurate picture and is systematic for analyzing teachers' profiles, extent of integration of English in teaching Physical Education in terms of communication, participation, motivation, and learning support. In the same way, the respondents' level of

seriousness of the challenges they encountered in teaching Physical Education, relevant to communication, participation, motivation, and learning support, will be assessed.

Given the views on measuring the significant relationship between respondents' profiles and the rating scales on the extent of English integration in teaching Physical Education, as well as the level of seriousness and challenges encountered, the inferential research design is suited to this domain of inquiry. Inferential statistics used as a design in this study enable the researcher to test hypotheses, determine whether observed differences or relationships in the data are statistically significant or merely due to chance, and draw generalizations about a population based on sample characteristics (Appinio, 2024). As explained by Dobler et al. (2018), distributed data can be analyzed for multiple dependent variables simultaneously without assuming normality, using MANOVA (multivariate analysis of variance) and combining the logic of the Mann-Whitney U test (a nonparametric test for two groups).

Research Steps

In this study, the instruments used are as follows: a questionnaire on the demographic profile of teachers who teach Physical Education with English as an integrated medium of instruction. This comprises the following: Age, Gender, Marital Status, Highest Educational Attainment, Years of Teaching Physical Education using English, and Number of seminars attended related to English Language. The checklist of items to assess the extent of English integration in teaching Physical Education in terms of the following: communication, participation, motivation, and learning support. Finally, the checklist for assessing the seriousness of the challenges encountered by the teacher respondents in teaching Physical Education, in terms of the following: communication, participation, motivation, and learning support. The above-mentioned instruments were developed in both English and Thai languages to guarantee a good response and clear understanding from the teachers, since it is within Thailand's environment that the English Language is being incorporated.

Data Collection and Sample Selection

The data collection steps shall include the following, executed in order to ensure comprehensive data collection:

Data were gathered using survey questionnaires distributed by the researcher via Google Forms to the respective Physical Education Teachers who integrated English into the teaching of PE subjects across Northeastern Schools of Thailand. The researcher and the qualified Thai research assistant teacher will translate the questionnaire to address any questions and ensure all items are completed correctly. All completed surveys were collected immediately after administration to ensure that data collection was completed by the end of the 2025-2026 school year. The data collected were maintained in strict confidence to protect participants' identities and privacy.

Respondents in the study comprise twenty-one (21) Physical Education teachers who are integrating the English language as a medium of instruction in their classes at Northeastern Schools in Thailand for the academic year 2025-2026. All participants were chosen by combining purposive sampling and snowball, specifically comprising licensed teachers who will consistently teach Physical Education sessions. Combining these methods is often necessary because purposive sampling helped the researcher found the initial, essential "seeds"

(participants), while snowball sampling allows that sample to grow through referrals (Ting et al., 2025). The generation of 21 respondents was planned in two phases. First, the researcher intentionally selected the first few participants based on specific criteria or expertise relevant to the research question. This is crucial because there is a need to speak with specialists; the researcher might start with a few known experts and ask them to identify others. Second, the researcher asked the initial participants to refer others within their networks who met the same criteria. By focusing on this group, the study hoped to collect useful information that helped the researcher to make the physical education program and teaching methods better fit the needs of learners at basic education level.

Data Analysis Methods

The data were analyzed using appropriate statistical techniques to ensure accurate and reliable results. Descriptive statistics, such as frequency and percentage distributions, will describe the demographic characteristics of the participants, including age, gender, marital status, highest educational attainment, years of teaching Physical Education, and the number of seminars attended related to English Language. The general weighted mean and standard deviation will indicate the extent of English integration in the teaching of Physical Education, as well as the seriousness of the challenges, and will be described using the table of mean scale values. The parameter is indicated below:

Mean Scale Range	Descriptive Equivalent		
5	Very Highly Integrated	Very Highly Serious	Very Highly
4	Highly Integrated	Highly Serious	Highly Serious
3	Moderately Integrated	Moderately Serious	Moderately
2	Slightly Integrated	Slightly Serious	Slightly Serious
1	Not Integrated	Not Serious	Not Serious

The extent of English integration and the seriousness of the challenges encountered across the teachers' demographic profile were examined, and a Multivariate Analysis of Variance (MANOVA) was used, as this statistical method allows the simultaneous examination of multiple dependent variables. Based on the ideas of Dobler et al. (2018), it is possible to combine the logic of the Mann-Whitney U test (a nonparametric test for two groups) with the framework of MANOVA (multivariate analysis of variance) to analyze multiple dependent variables simultaneously without assuming normal distribution. To examine the relationship between the Extent of integration of the English language in teaching Physical Education and the level of seriousness of the challenges encountered by the Teachers, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to determine the degree and direction of association between the variables. All statistical analyses were conducted using a reputable

statistical software package (SPSS), and a significance level of 0.05 will be used as the basis for all hypothesis testing.

Research Hypotheses and Validation

This study aimed to test the hypothesis that there is no significant relationship in the extent of integration of English across the teachers' demographic profile; no significant difference in the challenges encountered in the integration of English in teaching Physical Education across the teachers' demographic profile; and no significant relationship between the extent of integration of English in teaching Physical Education and Level of seriousness of the Challenges encountered by the teachers at alpha 0.05 level of significance. The hypotheses were validated by observing and assessing the impact of integrative methods for teaching Physical Education in English in Northeastern Schools of Thailand. Surveys with teachers made it clear that the impact of English integration in PE classes was engaging and highly integrated. Teachers exhibited heightened passion for fitness skills and for teaching physical fitness.

Study Limitations and ethical considerations

The ethical and good-practice criteria for research established by the Pangasinan State University-Open University Systems were closely followed. Specifically, the present study was approved by the Ethics Research Committee for interventions with people. When determining the sample size for surveys, prior consent was obtained from the participants and the management of the teachers at the schools where the students attended their physical exercise practices. Following Quinn Patton and Cochran (2007), the ethical issues that must be taken into account in all research were considered: confidentiality and consent. Therefore, the university students were informed about the objectives and topics to be addressed, and their identities were protected above all else, with new names assigned to them. Informed written consent was obtained from all members of the participants.

RESULTS AND DISCUSSION

SOP 1. What is the demographic profile of the respondents in terms of

- a. age;
- b. gender;
- c. marital Status;
- d. educational attainment;
- e. years of Physical Education teacher integrating English language; and
- f. number of seminars/trainings attended related to English Language?

The Professional preparation of the respondents based on their demographic profile reveals that:

The majority of the teacher respondents were males, comprising 76.2% ($f=16$) of the total population. By age, the largest group is in the 30-39 range (61.9%). This age group is often seen as being in their prime for withstanding the physical rigors of teaching PE.

In terms of civil status, most are single, at 66.7% (f=14). Most of the respondents have completed their Bachelor's Degree, accounting for 66.7% (f=14).

In terms of teaching experience, they are also often classified as beginning, novice, or early-career teachers and are typically considered to be extremely hard work, as they are navigating new materials, school systems, and student behaviors. By years 4-5 in the teaching profession,

Moreover, the teacher respondents who have attended relevant trainings and seminars 3 to 5 times indicate a high level of commitment to continuous professional development (CPD) and proactive career management.

SOP 2. What is the extent of integration of English language in teaching Physical Education in selected schools in Northeastern Thailand in terms of:

- a. communication;***
- b. participation and engagement;***
- c. motivation; and***
- d. learning support?***

The Extent of Integration of English language in teaching Physical Education is very highly integrated (VHI) across all areas- communication, participation, motivation, and learning support, with most respondents rating within the range of 4.51-5.00 and an overall high grand mean of 4.58 indicating strong and consistent integration in teaching practices.

SOP 3. What is the level of seriousness of the challenges encountered by the teachers, toward the integration of English in teaching Physical Education in terms of:

- a. communication;***
- b. participation and engagement;***
- c. motivation; and***
- d. learning Support?***

Level of seriousness on the challenges encountered by the teachers experience moderate to high level of challenges integrating English in Physical Education, with communication and learning support rated as moderately serious (MS), falls within the 2.51-3.50 range.

While participation and especially motivation are perceived as highly serious (HS) level of challenges, falls within 3.51-4.50 range. The indicating that engagement and motivation are the most critical areas of concern.

SOP 4. Is there a significant relationship in the extent of integration of English across the teachers' demographic profile?

Relationship between teachers' demographic profiles and the extent of English integration in terms of communication, participation, motivation, learning support, and overall mean. Results show that there is no statistically significant relationship between any

demographic variable and the extent of English integration, as all computed significance values are greater than the 0.05 level of significance, which fails to reject H_0 . Age and sex of the teachers show weak to moderate correlation coefficients in certain areas, such as motivation and learning support; these associations remain statistically insignificant. Moreover, marital status, highest educational attainment, number of years teaching Physical Education with English-language integration, and number of English-related seminars or training sessions attended show negligible correlations across all dimensions.

SOP 5. Is there a significant difference in the challenges encountered in the integration of English in teaching Physical Education across the teachers' demographic profile?

Differences in the challenges encountered in integrating English into the teaching of Physical Education across teachers' demographic profiles. Results show that there are no statistically significant differences in the level of communication-related challenges when teachers are grouped according to sex, marital status, age, highest educational attainment, and number of years teaching Physical Education with English language integration, as indicated by significance values greater than the alpha 0.05 level of significance. Although slight variations in mean scores are observed across categories, these differences are not statistically meaningful. However, a significant difference is observed when teachers are grouped by the number of English-related seminars or training sessions attended ($U = 19.50$, $p = 0.027$), with teachers who attended 1–5 seminars reporting higher levels of challenge than those who attended 6 or more.

SOP 6. Is there a significant relationship between the extent of integration of English in teaching Physical Education and Level of seriousness of the Challenges encountered by the teachers?

Relationship between the extent of integration of English in teaching Physical Education and the level of seriousness of the challenges encountered by the teachers. The results reveal that there is no significant relationship between the extent of English integration and the seriousness of challenges across all domains, including communication, participation, motivation, and learning support, as well as the overall mean, since all significance values are greater than the 0.05 level which fails to reject null hypothesis.

SOP 7. Based on the findings of the study, what action plan can be proposed?

PROPOSED ACTION PLAN FOR ENHANCING THE CONTENT OF ENGLISH LANGUAGE INTEGRATION FOR TEACHING PHYSICAL EDUCATION IN NORTHEASTERN SCHOOLS OF THAILAND

The investigation revealed some aspects in the enhancement of integrative methods of teaching Physical Education shows that when English is heavily integrated, if the pedagogical focus is not balanced, the focus shifts to either solely the physical skill or solely language, reducing the effectiveness of both. Moreover, high English use can create cognitive conflict in

learners who are not fluent, where the effort to understand the language overrides the learning of the PE concept, resulting in no significant improvement in either domain.

General Objective

Furthermore, this study outlines an action plan to improve the quality of basic education in the areas of Physical Education and English Language Arts. Key aspects of the plan include (1) Planning and Curriculum; (2) Instruction and Method; (3) Learning Environment; (4) Assessment; and (5) Capacity Building. The plan aims to make every learner developing and maintaining fitness (endurance, strength, flexibility) and promoting healthy lifestyle habits coupled with strong reading, writing, listening, and speaking skills for effective expression by 2027 through these targeted initiatives involving supervisors, principals, teachers and other stakeholders.

To sum up, the main strengths of the training program will be relevant and promoted teachers' self-reflection, plus it offers a link between the different courses besides the training it gives teachers and students in teaching Physical Education integrating the English language in Northeastern, Thailand. On the other hand, the weaknesses of the program included the following: (1) it did not meet the needs of teachers, (2) it did not provide knowledge on using and adapting foreign language material, (3) it did not have a balance between teaching English and classroom management skills, and (4) it lacked a balance between teacher and student-centered learning. Finally, students could not decide regarding the program being up-to-date, relevant to their needs and if it provided them with enough classroom management skills and English teaching abilities to employ translanguaging or blending Thai and English to facilitate understanding, despite policies promoting English-only instruction, while navigating a respectful, polite, and indirect communication style.

SUMMARY

The following summarizes the results of the study as structured around the research questions:

The majority of the teacher respondents were males, regarding age, the largest group belongs to the 30-39 range in comes to their civil status, most of them are single blessedness and have finished their Bachelor's Degree represented In terms of teaching experience, they are also often classified as beginning. By years 4-5 in teaching profession, Moreover, the teacher respondents who have attended relevant trainings and seminars 3 to 5 times indicates a high level of commitment to continuous professional development (CPD) and proactive career management. And the Extent of Integration of English language in teaching Physical Education is very highly integrated (VHI) across all areas- communication, participation, motivation, and learning support. And level of seriousness on the challenges encountered by the teachers experience moderate to high level of challenges integrating English in Physical Education, with communication and learning support rated as moderately serious. While participation and especially motivation are perceived as highly serious (HS). the indicating that engagement and motivation are the most critical areas of concern. and Relationship between teachers'

demographic profile and the extent of integration of English in terms of communication, participation, motivation, learning support, and overall mean. Result show that there is no statistically significant relationship between any demographic variable and the extent of English integration, as all computed significance values are greater than the 0.05 level of significance which fails to reject Ho1. Difference in the challenges encountered in the integration of English in teaching Physical Education across the teachers' demographic profile. There are no statistically significant differences in overall challenges when teachers are grouped according to sex, marital status, age, highest educational attainment, and number of years teaching Physical Education with English language integration, as all significance values are greater than the 0.05 level. Relationship between the extent of integration of English in teaching Physical Education and Level of seriousness of the Challenges encountered by the teachers. There is no significant relationship between the extent of English integration and the seriousness of challenges across all domains, including communication, participation, motivation, and learning support, as well as the overall mean, since all significance values are greater than the 0.05 level which fails to reject the null hypothesis. The proposed action plan was developed on the results of the study and aims to address the key findings and identified challenges in integrating English into Physical Education in Northeastern Thailand. The Action plan recommends that School administrators provide relevant training, workshops, and seminars on CLIL, encourage collaboration between PE and English Teacher, and supply appropriate learning materials. Furthermore, regular monitoring and teacher supports are emphasized to ensure effective implementation and improved learners' outcomes.

CONCLUSIONS

The respondents' demographic profile represented the PE teachers from novice to distinguished one such as gender, marital status, educational attainment, relevant seminars/trainings attended, and years of service using English as a medium of instruction. The extent of integration of English language in teaching Physical Education ranges from moderately to highly integrated in terms of communication, participation, motivation, and learning support. The integration of the English language into Physical Education (PE) has moved beyond traditional classroom boundaries, creating an interdisciplinary approach that pairs physical activity with language acquisition, often referred to as PE-in-CLIL (Content and Language Integrated Learning). They are varying levels of seriousness on the challenges encountered by the teachers toward the integration of English in teaching Physical Education in terms of communication, participation, motivation, and learning support. The integration of English into Physical Education (PE) presents a varied spectrum of challenges for teachers, ranging from superficial logistical adjustments to profound pedagogical and language-related barriers. There is no statistically significant relationship exists between key demographic factors and the extent of English proficiency or integration in teaching Physical Education. This finding negates to the essence on the integration of English proficiency into Physical Education (PE) through the lens of John Dewey's experiential learning theory emphasizes "learning by doing," where language is not taught in isolation but through active engagement, social interaction, and authentic, context-driven experiences. There are no statistically significant differences in overall challenges when teachers are grouped by demographic profile that indicates a high degree of shared, uniform experience among PE teachers with integration of English as a medium of instruction.

This refutes to Lev Vygotsky's sociocultural theory of cognitive development presents significant challenges in application, methodology, and theoretical scope, primarily due to its emphasis on social context over individual biology and its focus on process rather than measurable outcomes. There is no significant relationship between the extent of English integration and the seriousness of challenges suggests that the mere increase in English usage (e.g., through English-medium instruction or higher integration levels) does not automatically reduce or intensify the academic, communicative, or motivational hurdles students face. Albert Bandura's theory of motivation does not align with the findings of the study which is largely rooted in his Social Cognitive Theory and the concept of self-efficacy, proposes that people are motivated by their beliefs about their capabilities, anticipated outcomes, and internalized goals rather than just external rewards. Participation in training/seminars and in-school evaluations is essential to equip teacher with techniques and modern pedagogy strategies to fill the gaps in teaching skills. Furthermore, the study concludes that in Thai educational settings, especially in rural or public schools, the success of English integration in PE depends on how well teachers adjust their language to the learners' level.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

It is essential for future English Language programs to challenge Physical Education teachers' standard teaching practices and to support alternative, interactive pedagogical approaches. Based on the findings, it is recommended that future studies investigate PE teachers' pedagogical competencies across a broader age range to improve generalizability. PE Teachers with less experience and who work at schools that may have fewer resources might be especially receptive to incorporating physical activity into academics and participating in various training in English skills to capitalize on all available methods for improving learner outcomes. Researchers in future studies should investigate the effects of different types of Movement Integration training and Reading and Language resource characteristics on the beliefs of teachers who work in different school contexts and belong to the different profiles. The PE curriculum will be designed to get students moving throughout the day while integrating the foreign language skills into the academic content being taught. They refine their ability to explain complex grammatical structures simply, provide constructive feedback, and adapt, or scaffold, language for different proficiency levels. PE and English teachers continuously assess student progress and reflect on integrative teaching methods to improve effectiveness. Future studies should examine the long-term effects of integrative teaching methods on student outcomes, particularly in Physical Education classrooms. Researchers will explore the specific factors influencing student engagement and success in integrative learning settings, focusing on underutilized strategies. Additionally, studies should investigate the impact of institutional support systems, resource allocation, and professional development programs on the effectiveness of the implementation of integrative teaching methods.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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