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***An Introductory Study of
Project-Based Learning (PBL)
and Content and Language
Integrated Learning (CLIL) in
TEFL***

Student: Lastra Mercado, Daniel

Tutor: Dr. Jesús López-Peláez Casellas
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***A language cannot be taught. One can only create
conditions for learning to take place***

Alexander Von Humboldt

ABSTRACT

The main idea that moved us to focus on Content and Language Integrated Learning (CLIL) and Project-Based Learning (PBL) are many. However, we should clarify the two most important ones. First, CLIL is the methodology/approach that suits best the necessities of many teachers: it is characterized by fluency and efficiency. Furthermore, this methodology will be the most frequently used one in the close future. Second, PBL is, since it first appeared, the teaching approach that is thriving all around the world, from teaching medicine at universities to pre-school stage at schools. This is so because its constructivist features ,that makes the student the centre and the responsible of learning, not the teacher, makes the classroom environment a place where people enjoy their work. For this last reason, I would like to mention that we consider constructivism to be the prominent theoretical foundation for language teaching today (just as behaviourism was 50 years ago).

In order to confirm the possible and positive connection between the two approaches, we would like to go from basic contents such as: what CLIL is, what PBL is, ways to implement both approaches, the situation of English in Primary Education; to a final conclusion that states how: CLIL and PBL have a possible intersection where they contribute to improve the teaching-learning process.

KEY WORDS: Bilingualism, Content and Language Integrated Learning (CLIL), Project-Based Learning (PBL), Teaching English as a Foreign Language (TEFL), Constructivism.

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1. INTRODUCTION

1.1. Rationale

The twentieth century was an amazing period during which many pedagogues researched about how people learn and what psychological, pedagogical and social strategies do people follow in order to acquire new knowledge. In this line, we first find the paradigm known as “Behaviorism” (1920’s-1940’s), practiced by well-versed authors such as Iván Paulov, John B. Watson and Burrhus F. Skinner. Then, Behaviourism was replaced by another paradigm, “Cognitivism” (1950’s-1980’s), mostly practised by David Ausubel (Leahey and Harris, 1989:63-67). Finally, we can find the current tacitly accepted paradigm known as “Constructivism (1980’s-onwards), which was firstly designed by Jean Piaget, Lev Vygotsky and Jerome Bruner among others (Cameron, 2001:2-10).

Within constructivism, we can find two of the most relevant approaches that try to facilitate both students and teachers the challenging task of learning. This MA Thesis intends to provide an insight into the wide teaching scope, more specifically in the teaching approaches known as Project-Based Learning (PBL) and Content and Language Integrated Learning (CLIL) from a theoretical framework. Thus, we are dealing with a bibliographical review that is a continuation, somehow, of my personal previous academic work, which dealt with the relevance of PBL and its concomitances with renowned researchers such as David Ausubel, Jean Piaget and Lev Vygotsky (Lastra Mercado, 2015).

The following lines continue that stem because many people, teachers, families or researchers, claim the necessity of a different approach that suit our children needs from a constructivist perspective. Moreover, we would like to follow the cross-curricular approach of PBL because it is, from my own short experience, the most suitable way of teaching for the current social challenges. What is more, it tends to make the students the main core of the teaching-learning process, which seems to be obvious but it is not in most of the cases.

Thus, in this paper, we decided to outline PBL as a supporting pillar of the updated and well-known bilingualism methodology CLIL. This is so because CLIL is now in a transition point between theory and praxis where everyone’s ideas could contribute positively. For that reason, we decided to join two pragmatic ways of teaching in an

easy joint approach where both carry out their roles and meet the other's features for a common purpose. Therefore, we are going to bring some light to this, apparently, weird union.

1.2. Theoretical framework

English as a Foreign Language (EFL) has experienced many different ways of being taught, from translating, through repetition, to the well-known communicative approach. Throughout different areas of the world and history, it had been done better or worse, nonetheless, it is that evolution that has produced our current approach to Teaching English as a Foreign Language (TEFL), also known as Target Language, International Language, Second language from the pedagogical perspective or *lingua franca* from the usage people make of it.

In order to learn more about TEFL, and provide a theoretical basis for this thesis, let us have a look at the different methodologies and techniques that teaching languages have dealt with throughout history in the last two centuries:

- Classical Greek and Medieval Latin: they used small stock of hand-copied written manuscripts of some sort, perhaps a few texts in the target language, or crude dictionaries that listed equivalent words in two or more languages side by side.
- Renaissance: they noticed that Latin could be taught from the Grammar perspective; it also became the formal object of instruction in schools.
- Jan Comenius (1532-1670): he was a Czech who wrote a lot about teaching techniques such as:
 - Use imitation instead of rules to teach a language.
 - Have your students repeat after you.
 - Use a limited vocabulary initially.
 - Help your students practice reading and speaking.
 - Teach language through pictures to make it meaningful.

Comenius also developed an inductive approach to learning a foreign language.

- XIX century: The analytical Grammar-translation approach became firmly entrenched, as a method for teaching not only Latin but modern languages as well. By the end of the 19th century the Direct Method, which once more stressed the ability to use rather than to analyze a language as the goal of language instruction, had been established as a viable alternative.

- Mid-20th century: the Reading Approach and the Audiolingual approach drew up in the United States, meanwhile in Britain the Situational Approach appeared.
- Second half of the 20th century: in this epoch, we can find the Cognitive Approach, the Affective-Humanist Approach, Comprehension-Based Approach and the Communicative Approach.

(Adapted from Celce-Murcia, 1991:1-2)

Every single methodology written before has its pros and cons. Now, we are going to take advantage of those who are supposed to be beneficial in the current language teaching framework.

OLD METHODOLOGIES/APPROACHES FOR TEACHING A TARGET LANGUAGE	CURRENT NOTIONS/APPROACHES/IDEAS WHEN TEACHING A TARGET LANGUAGE
No use of the mother tongue is permitted (Direct Method)	The more exposure the better
Actions and pictures are used to make meanings clear (Direct Method)	Relevance in the use of Realia and factual images
Grammar is learned inductively (Direct Method)	“If the Input is understood, and there is enough of it, the necessary grammar is automatically” (Krashen, 1986:2)
Literary texts are read for pleasure and are not analyzed grammatically (Direct Method)	
The target culture is also taught inductively (Direct Method)	EFL, which is (still) typically learned at school, takes the native speaker as a target and encompasses components of English native-speaker culture. (Hülmbauer et al., 2008: 28)
The teacher must be a native speaker or have nativelike proficiency in the language (Direct Method)	The more teachers know about the language (and the content) the better they manage the teaching-learning process
Vocabulary is controlled at first (based on frequency and usefulness) and then expanded (Reading Approach)	From a communicative perspective, vocabulary is, by far, more productive than grammar
Skills are sequenced: listening, speaking-reading, writing postponed (Audiolingualism)	The Natural Order Hypothesis (Krashen, 1986)
Only the target language should be used in the classroom (Situational Approach)	The more exposure to the target language, the better for its acquisition
Grammatical structures are graded from simple to complex (Situational Approach)	It is advisable a sieve-like process to make teacher’s objectives and students’ interests meet

Language learning is viewed as rule acquisition, not habit formation (Cognitive Approach)	“The process of habit-formation is as inadequate for explaining second language learning as it is for first language learning” (Littlewood, 1984:21)
Instruction is often individualized; learners are responsible for their own learning (Cognitive Approach)	“The responsibility for directing this intellectual activity has shifted to include much more student initiative” (Palincsar, 2005:277)
Pronunciation is de-emphasized; perfection is viewed as unrealistic (Cognitive Approach)	From the communicative perspective being comfortably intelligible is better than having a native-like pronunciation
Errors are viewed as inevitable, something that should be used constructively in the learning process (Cognitive Approach)	“...errors themselves are the product of learning” (Littlewood, 1984:24)
Respect is emphasized for the individual (each student, the teacher) and for his/her feelings (Affective-Humanist Approach)	“The ‘fully functioning person’ [...] lives at peace with all of his feelings and reactions; he is able to be what he potentially is; he exists as a process of being and becoming himself” (Leahey and Harris, 1989:71)
Communication that is meaningful to the learner is emphasized (Affective-Humanist Approach)	If the content meets students’ interests, they will enjoy the lesson and, therefore, it will remain in their minds
Instruction involves much work in pairs and small groups (Affective-Humanist Approach)	Constructivism, which is the current valid pedagogical “law”, advocates for working in groups in order to construct a meaningful knowledge
Peer support and interaction is needed for learning (Affective-Humanist Approach)	A rapid-changing world requires the interaction among social individuals
The teacher is viewed as a counsellor or facilitator (Affective-Humanist Approach)	In current educational paradigms, such as constructivism, teachers play the role of facilitators or modulators, not providers of knowledge
Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves (Comprehension-Based Approach)	As Dulay and Burt demonstrate in the 70’s, we learn a second language (L2) like we learn first language (L1)
Learners progress by being exposed to meaningful input that is just one step beyond their level of competence (Comprehension-Based Approach)	“The zone of proximal development is the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development)” (Coffey, 2009:1)
Error correction is seen as unnecessary and perhaps even counterproductive; the	From the communicative perspective, it is, by far, more important the fact of saying the

important thing is that the learners can understand and can make themselves understood (Comprehension-Based Approach)	gist of the message than the perfect message itself
a. It is assumed that the goal of language teaching is learner ability to communicate in the target language. b. It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures. c. Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack. d. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts. e. Classroom materials and activities are often authentic to reflect real-life situations and demands. f. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes the learners are educated and literate). g. The teacher's role is primarily to facilitate communication and only secondarily to correct errors. h. The teacher should be able to use the target language fluently and appropriately.	Communicative Approach features

(Adapted from Celce-Murcia, 1991:3-6)

According to the above table, we can affirm that our current conception of teaching has been fed by the best of previous paradigms or approaches since the beginning of teaching. Let us now focus on two specific teaching approaches within TEFL: PBL and CLIL.

2. PROJECT-BASED LEARNING VS CONTENT AND LANGUAGE INTEGRATED LEARNING

First, we should bear in mind that we are now dealing with complex concepts that require an accurate approach in order to get to know where they come from, how they affect the current educational system and in which points they do meet each other.

2.1. What do we know about Project-Based Learning?

First, let us get to know that Project-Based Learning (PBL) could also be known as Task-Based Learning (TBL), and Problem-Based Learning (Problem-BL) among other denominations. PBL is considered as a whole, which is itself the product of several subsets of learnings such as, for instance, Problem-BL. This is so because a project involves a problem to be solved (Larmer, 2014). On the other hand, we can find out that TBL and PBL differ on the fact that TBL is, somehow, an integral part of PBL. (Bilsborough, 2016).

Thus, TBL is inherent part of PBL where tasks are the core module and the learners the protagonists of their own learning process. Therefore, they are given back the responsibility of their own work.

Since it began to be shaped by William Heard Kilpatrick (1871–1965) in 1918 with his ‘Project Method’, many definitions have appeared. However, let us write down only those that affect most bilingualism and language teaching.

From a holistic perspective, we can make use of Peter A.J. Bouhuijs’s ideas when he points out that when we talk about PBL we are not treating a classroom technique but an approach of the educational system (2011:4). Therefore, it could be understood as an amalgam where many methodologies and techniques meet each other.

From a more updated perspective, let us get a closer look to Hallermann, Larmer and Mergendoller’s definition of PBL: “Project Based Learning is a systematic teaching method that engages students in learning important knowledge and 21st century skills

through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks” (2011:5).

Thus, PBL takes into account what the students want to know (inquiry), develops meaningful knowledge (by means of complex and authentic questions) with the aim of designing something that involves everyone’s best (carefully designed products and learning tasks).

Finally, let us focus on the following last definition, which could be linked with the next concept (which is CLIL).

From an integrational point of view, we can ask the Emeritus Professor Howard S. Barrows (1986) about an adequate definition: Barrows define al ABP como “un método de aprendizaje basado en el principio de usar problemas como punto de partida para la adquisición e integración de los nuevos conocimientos” (Quoted in Morales and Landa, 2004:145).

2.2. What is CLIL in Primary Education? From Europe to Andalusia nowadays

As we have already seen, there have been many tentative approaches that wanted to give their best to the teaching field; however, they are now old-fashioned or simply do not suit our current society needs. For this reason, we present CLIL as a well-shaped approach, which enables teachers, and students develop their work in a confident way. Professors Gerdes and Pavón point out in their work *Talking CLIL* that “CLIL advocates assimilating the academic content of nonlinguistic subjects via a foreign language, which simultaneously promotes the acquisition of content knowledge and the use of the target language” (2008:16). Hence, we can assert that CLIL is an ambitious attempt of joining two different objectives into one. Many people have argued about the implementation of this new approach; however, it seems to be something difficult to stop.

As professors Marsh and Pérez outlines:

[...] teaching through one single language, monolingually, is now regarded as “drip-feed education” (Vez 2009: 8), “second-rate education” (Lorenzo 2007: 35), and even as the illiteracy of the 21st century. Against this backdrop, an acronym has emerged as a timely solution in harmony with broader social perspectives, especially in the past two decades: CLIL in English (Content and Language Integrated Learning), AICLE in Spanish (el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), and EMILE in French (l’Enseignement de Matières par l’Intégration d’une Langue Étrangère). (Pérez Cañado, 2016a:4)

Thus, we should overcome that barrier which is teaching by means of only one language and go on to the bilingual framework. If nowadays there are still people who argue about its challenging implementation, we should mention that Dulay and Burt dismantled the fact of the interferences that a first language (L1) could bring into a second language learning. They showed that most of the errors were ‘developmental errors’ and, therefore, a second language (L2) is acquired in a similar way as an L1 (Littlewood, 1984:20-21).

Now, we know that the way of teaching an L2 has to be similar to the way we unconsciously learn our L1. Nevertheless, when we are ready to learn that L2, we are quite conscious of everything. Then, CLIL appeared and gave a communicative answer to a communicative inquiry.

CLIL appeared as a way of fulfilling a demand that has a close link with social evolution. What is more, CLIL expects to bring a balance between monolingual native speakers and bilingual (multilingual) native speakers. Teresa Navés has provided us with valuable insight into this matter: “International surveys indicate that the majority of people in the world are bilingual or multilingual rather than monolingual [...] In fact, many more children throughout the world are educated in a second or foreign language, for at least part of their format education, than exclusively in their mother tongue” (Tucker, 1999) (Retrieved from Catalán and Ruiz, 2009:22).

Therefore, CLIL comes up as a reaction that is supposed to suit the current sociolinguistic needs.

Let us now develop a progressive development about CLIL from Europe to Andalusian current situation.

2.2.1. Europe

In Europe, there have been many research projects with the aim of getting to know the use of CLIL since the early 1990's (Catalán and Ruiz, 2009:24). Those researches are based on “Canadian immersion programs and North American bilingual teaching models” (Pérez Cañado, 2016b:6).



Figure 1. Cycle that explains why CLIL has burgeoned along Europe in the last two decades

Nevertheless, why is it necessary look for such an approach?

The European supranational state in the making since the mid twentieth century has been built upon ideals like mobility, economic cohesion, maintenance of cultural diversity and other principles that would be hard to make real without efficient language learning schemes. It is in this regard that CLIL is a “European solution to a European need” (Marsh, 2002:5)

(Retrieved from Lorenzo, 2007, 27)

A necessity was what made Europe react to worldwide expansion, to sociolinguistic needs, which begged for a common solution: CLIL.

2.2.2. Spain

Spain has also been fed with CLIL ideas. In the last decade CLIL [...] has undergone a rapid development in the Spanish scenario. This is the result of a commitment with the European policies aimed at fostering multilingualism and a growing awareness of the need to learn foreign languages (Lasagabaster and Ruiz de Zarobe, 2011:9). Therefore, here in Spain we are making improvements towards European demands. However, in the last decades Spanish citizens have not demonstrated the common European level that would have been desired in initials CLIL proposals and programmes. What is more, as Lasagabaster and Sierra outline, Spain appears as “the bottom rung of the

foreign language knowledge ladder” (2009: 7), with 54% of its citizens admitting to being monolingual and only 18% being capable of holding a conversation in two other languages (2009:7) (Pérez Cañado, 2016b:5).

2.2.3. Andalusia

The data written above is from, at least, 7 years ago, then, let us have a closer look to the most recent situation in Andalusia:

[...]our community now has more CLIL schools than any other monolingual one in Spain and plans to have introduced this model in half its schools by 2012, and this, despite being one of the last to adopt this approach to the teaching of foreign languages.

(Pérez Cañado,2016c:14)

What is more, Pavón and Rubio provide us with a prospective approach where those teachers in the Andalusian context have also showed a very positive attitude towards this challenge and have proved an enormous dose of effort to make it happen (2009:10). Thus, we are going on the good track through the transformation from the consideration of English as a Foreign Language to CLIL, where English could be understood as a communicative vehicle.

2.3. Points where PBL and CLIL meet each other

We will divide this chapter into two parts: constructivism and communicative features.

2.3.1. Constructivism

Within the meeting points where PBL and CLIL could meet each other, the current accepted theory of learning constructivism could be the most obvious from a pedagogical perspective.

Content and Language Integrated Learning is strongly based on constructivism for both the moment it began to be relevant and worthy (two decades ago) and because it wants to enhance as much as possible students’ communicative skills. In words of Marsh and Cañado (2016a:11):

In line with the constructivist principles on which it is based, CLIL favors learning by doing, something which necessitates an active role on the part of the learner. (S)he now takes center stage and is expected to interact frequently through collaborative learning. A more autonomous, interactive, and student-led social-constructivist type of leaning is favored.

Project-Based Learning has a denotative relation with constructivism. This is so because PBL is intrinsically based on a reaction against the transfer of knowledge, therefore, the knowledge is no longer seen as something scholarly which could be achieved by everyone in the same way. Furthermore, many researchers and pedagogues claim that PBL has the most explicit features of constructivism. As Soparat *et al.* contemplate it, “PBL as a ‘cognitive constructivist’ approach, which defines the purpose of PBL as helping students to construct mental models of the world” (2015:12). On his behalf, Kilpatrick, in relation with the above CLIL statement, asserts that “we learn to do by doing” (1918:321).

Let us now give a visual representation of the meeting points within a constructivism framework:

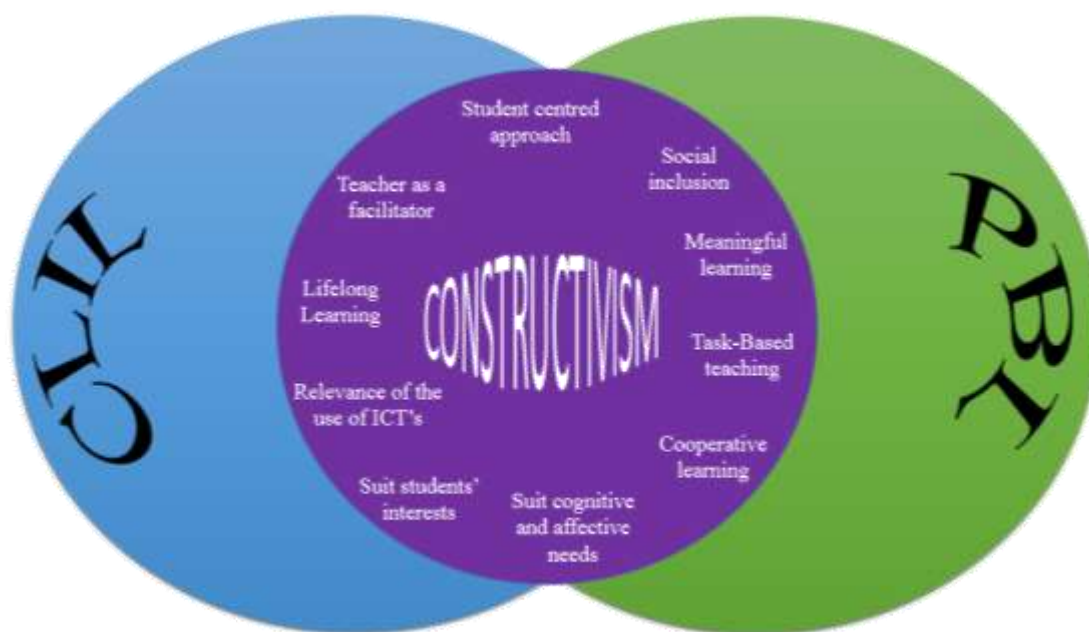


Figure 2. Meeting points between CLIL and PBL from a constructivist perspective

2.3.2. *Communicative features*

According to Richards, Communicative Language Teaching is understood as a set of principles about the goals of language teaching, how learners learn a language, the types of classroom activities that best facilitates learning, and the roles of teachers and learners in the classroom (2006:2). Thus, we find in here some of the features that define CLIL and PBL separately. From this information, we can extract that the communicative goal is the meeting point for both approaches and, therefore, it is on it where we should focus on in order to get a crystal-clear perspective of the issue.

From CLIL, the communication comes from Coyle et al. when they assert that CLIL is a “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (2010:6) (Pérez Cañado, 2016a:5). Hence, the communication fact is inherent to this innovative methodology and, what is more, is the beginning and end of its development.

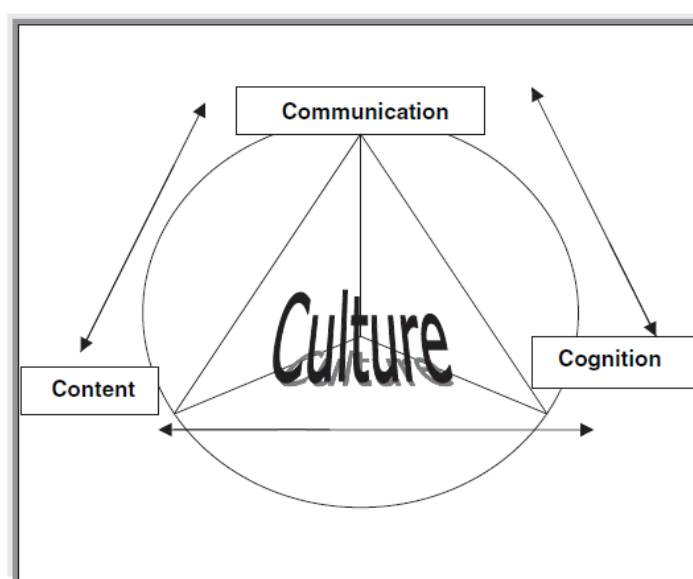


Figure 3. The 4Cs Framework for CLIL (Coyle 2007: 551) (Retrieved from Unit 1 Bilingualism and CLIL)

From the PBL point of view, we could make use of a renowned author who is quite familiar with this approach in Spain. Aguilar explains that: “Se basa en la comunicación y el lenguaje, para la toma de acuerdos, comunicación de información, creación de hipótesis, debates [...]” (2013).

On its behalf, the Buck Institute for Education (BIE) asserts:

The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills.

(2016)

Consequently, we are dealing with an approach, which enables communication as an inherent part of its development.

Moving back to Richard’s Communicative Language Teaching approach, we can notice that it could be subdivided into two , apparently, different methodologies: Content-Based Instruction (CBI) and Task-Based Instruction (TBL). Let us now have a look to their definitions in order to relate them with CLIL and PBL respectively.

- Content-Based Instruction: Krahne (1987, 65) defines CBI as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.” (Richards, 2006:31). Its relation with CLIL is the fact that wants to link content and language as a natural flow process.
- Task-Based Instruction: “methodology that can be regarded as developing from a focus on classroom processes [...] the claim is that language learning will result from creating the right kinds of interactional processes in the classroom [...]” (Richards, 2006:34). The relation that TBI has with PBL is the following: “The PBL approach takes learner-centredness to a higher level. It shares many aspects with TBL, but if anything, it is even more ambitious. Whereas TBL makes a task the central focus of a lesson, PBL often makes a task the focus of a whole term or academic year” (Bilsborough, 2014).

In order to have a clearer view of what we are dealing with in this chapter, let us picture it out as follows:

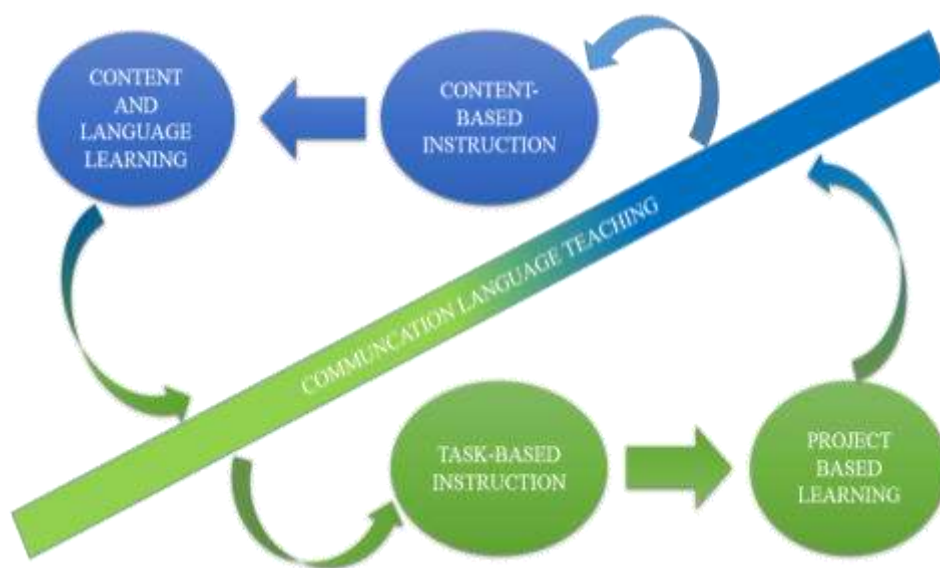


Figure 4. Cycle of the Communication Language Teaching approach where CLIL and PBL participate from, at least, one their individual features

3. POSSIBLE APPLICATIONS OF PBL+CLIL IN A TEACHING/LEARNING ENVIRONMENT

First, let us try to break down the above statement from the English most singular characteristics to a safe environment where PBL and CLIL could play their role in a fluid way.

3.1. English as a communicative vehicle

As we have seen before, there have been three core paradigms in the twentieth century that ruled human learning from the pedagogical and psychological point of view: behaviorism, cognitivism and constructivism. Now let us provide an insight into the language teaching development. As Khansir explains it:

The basic schools of language teaching such as Behaviourism, Cognitivism and Constructivism are related to psychology of learning [...] linguistics and psychology are closely intertwined, so both of them are necessary to discuss with each other. Linguistics and psychology has affected on Language teaching that is why, language learning involves individual learner, motivations for learning, memory etc.

(2013:1142)

Therefore, we can assert that linguistics flows parallel to the common schools of learning, placing, nowadays, English teaching (shaped by CLIL) in a constructivist framework, according to current beliefs. Madinabeitia points out that three features involve CLIL: integration of fields of knowledge, relevant cognitive associations and connection between life inside and outside school, being these three elements already integrated in the theory of learning called constructivism (2007:62).

Hence, with the purpose of linking PBL and CLIL from another way, Project Based Learning is inherently based on constructivist pillars. As Soparat, Arnold and Klaysom argue: Project-based learning (PBL) is an instructional method, which does not focus on rigid lesson plans. [...] PBL is based on constructivism and constructionism. Constructivism explains that learners can construct their own knowledge through interactions with their environment (2015:12).

Then, if we are immersed in a constructivist environment, we do not transfer knowledge but construct it. For doing so, we will have to follow “a process of negotiation between the individual and the social environment, and entails use of language or “discursive work” (Fina *et al.*, 2006:2) (Retrieved from: Gao, 2007:104-105), in other words, communicate. In words of Marsh and Cañado:

The theory of language underpinning CLIL sees language as a resource for meaning rather than as a system of rules. The focus is on the substance or meaning of the content that is being taught, with language learning being a by-product of such a focus. The foreign or second language is used as the medium of instruction; it is the vehicle through which the subject matter content is learned.

(Pérez Cañado, 2016a:10)

Thus, we can conclude that TEFL, by means of the current teaching approach Content and Language Integrated Learning entails a communicative purpose that is strongly supported and easily modulated by constructivism features, gathered up by Project Based Learning.

3.2. Teaching and learning implementations of PBL+CLIL

Taking into account that we are dealing with a communicative vehicle, in this case English, we should bear in mind that it is up to teachers the fact of carrying out a good work or not. Doing it properly depends on many factors that the educator could control or, at least, adapt in a top-down process (from the administration to the classroom). Following our threat, let us present a Ten Commandments list where PBL and CLIL features will appear explicitly or not.

1. The aim: the main aim of communicative language teaching is the development of the students’ overall communicative competence which appears integrated at least by the following components (Canale and Swain, 1980).
2. View of language: language is seen as a communicative tool, perhaps, because people have not found a better or more efficient way in which to communicate (Benveniste, 1971:521).

3. Functional and flexible syllabus: in monolingual communities, teachers will need to adapt what the syllabus asserts about teaching the Foreign Language (FL). At the moment, three of the subjects (excepting Maths and Spanish) are being taught by means of the FL, with 30% to 50% of the syllabus being taught in the Target Language (Pérez Cañado, 2016c:13). Therefore, it may increase the amount of exposure if we want to reach a communicative and factual English environment.

4. Authenticity: according to the materials and the situations, Long gives us an insight into the authenticity matter:

A vexing issue in language teaching, especially since the "communicative revolution", of the 1970's, is the notion of authenticity. If the intended outcome of our efforts is that students develop, not so much knowledge about a new language as a functional command of one, then they are more likely to achieve this goal, it is argued, if what is modeled in the language classroom is "real communication

(Long, 1996:127)

5. Learner-centredness: as we have outlined before, this one the main features of a constructivist framework where everyone has something to contribute to the educative community. This feature is the one that differs from the so called "traditional teaching method", where the teachers were those who had the responsibility of "transmitting knowledge" and were the responsible of their students' knowledge learning too.

6. Contextualization and meaningfulness: we must bear in mind that our children have their own interests and their own learning pace, so we should bring them something that suit their need from a pedagogical and factual point of view. As Aguilar claims about PBL, "Asegura la significatividad de los aprendizajes porque el punto de partida es siempre lo que hemos vivido, lo que nos interesa, lo que nos preocupa... y la necesidad de descubrirlo, solucionarlo, recordarlo y comunicarlo. Sabemos siempre para qué trabajamos y cuáles son nuestros" (2013).

Therefore, creating meaningful situations will foster contextualization and, consequently, individual implication and motivation from students' part.

7. Communicative fluency: in here, we encounter a bifurcation where it is up to the teachers choosing their favourite or best strategy. What is more important when acquiring a language, being comfortably intelligible or having a native-like pronunciation, grammar and vocabulary development? A good answer could be Kenworthy's: "Foreign learners need to be intelligible so that they can communicate" (1987:15). Taking into account that our children are foreign learners, we must let them explore and even get wrong when practising their L2. If we force them to sound or construct their sentences as a native speaker, we will create frustrated learners and even negativity towards language learning.

8. Methodology: from this perspective, we can introduce it by means of Pérez Cañado words:

Methodologically, considerable strides still need to be taken in order to incorporate student-centeredness fully, as teachers are still not familiar with approaches such as project-based learning, task-based language teaching, cooperative learning or the lexical approach. Teaching assistants also require greater methodological training in order to work adequately with students and teachers.

(Pérez Cañado, 2016d:5)

Hence, it would be reckless the fact of affirming that we have found the perfect teaching way where TEFL has a comfortable place to develop without any necessary change. Absolutely not. We could say that we have just begun to explore the language acquisition. Moreover, we are now welcoming approaches and methodologies, such as PBL and CLIL, in the teaching framework with the aim of testing them. With all that, features such as student-centredness and knowledge construction are becoming quite popular and approachable within the educational outlook.

9. Classroom distribution: it is widely believed that learners need to have certain discipline within the classroom and that sitting down in separated queues is a

good way to get that purpose. However, this is not what happens in pre-school education. There, they can sit down in a circle to explore and learn or even sit down in a circle-shaped table. Why do we find such a difference? Because of the size of the classroom.

All countries had an average of 18 to 38 pupils per teacher, except for India where it was 51. The average was 20 pupils per class, but in some countries, pupils were in schools with an average class size of over 50 (18% in India and the Philippines). Chile had 23 percent of pupils in schools with average class sizes of over 40 pupils. In India, this was 33 percent, and in the Philippines, 53 percent.

(Zhang *et al.*, 2008:89)

In order to give a pragmatic aid, we should overcome the classroom boundaries and go beyond it. For instance, we could go out to others' classroom, visit the school facilities or simply go out the school to look for factual learning opportunities.

10. The teacher's role: this conception is quite well exposure by Pérez Cañado:

In compliance with the foregoing, teacher roles are also recalibrated. The CLIL classroom is not teacher-driven, but student-led, and the instructor thus becomes a facilitator, thereby relinquishing his/her stronghold on an encyclopaedic approach to teaching. In addition to this shift in perspective, CLIL also places further demands on the teacher. (S)he must not only master the foreign or second language, but must also have expertise in the subject content. This requires intensive staff training in pedagogical and theoretical aspects of language acquisition, as numerous authors underscore.

(2016a:11)

(Adapted from Ortega Cebreros:2015)

Thus, we find that being teacher demands an accurate qualification and a great amount of proficiency in terms of be up to date to the last demonstrated approaches that could fit in our daily work.

3.3. Current situation of the English subject in primary education. From Common European Framework of Reference to the Andalusian Decree.

3.3.1. Common European Framework of Reference

Teaching Language as Foreign Language in Europe has been fed by the Common European Framework of Reference (for Languages) (CEFR) since it was published in 2001 by the Council of Europe. It provides many approaches to the second language acquisition treatment. Thus, we can assert that “the CEFR does not however propose one single common approach to language teaching; it allows professionals to ‘situate’ their work i.e. to understand how what they do is comparable to and different from what others do” (Byram and Díez Bédmar, 2016).

Hence, the general approaches provided by the CEFR have some concrete features that could be adapted by every single teacher not only in Europe but all around the world.

General approaches

In general, how are learners expected to learn a second or foreign language (L2)? Is it in one or more of the following ways?

a) By direct exposure to authentic use of language in L2 in one or more of the following ways:

- face to face with native speaker(s);
- overhearing conversation;
- listening to radio, recordings, etc.;
- watching and listening to TV, video, etc.;
- reading unmodified, ungraded, authentic written texts (newspapers, magazines, stories, novels, public signs and notices, etc.);
- using computer programmes, CD ROM, etc.;
- participating in computer conferences on- or off-line;
- participating in courses in other curriculum subjects which employ L2 as a medium of instruction;

b) By direct exposure to specially selected (e.g. graded) spoken utterances and written texts in L2 (‘intelligible input’);

c) By direct participation in authentic communicative interaction in L2, e.g. as conversation partner with a competent interlocutor;

d) By direct participation in specially devised and constructed tasks in L2 (‘comprehensible output’);

- e) Autodidactically, by (guided) self-study, pursuing negotiated self-directed objectives and using available instructional media;
- f) By a combination of presentations, explanations, (drill) exercises and exploitation activities, but with L1 as the language of classroom management, explanation, etc.;
- g) By a combination of activities as in f), but using L2 only for all classroom purposes;
- h) By some combination of the above activities, starting perhaps with f), but progressively reducing the use of L1 and including more tasks and authentic texts, spoken and written, and an increasing self-study component;
- i) By combining the above with group and individual planning, implementation and evaluation of classroom activity with teacher support, negotiating interaction to satisfy different learner needs, etc.

Users of the Framework may wish to consider and state which approaches, in general, they follow, whether one of the above, or some other.

(Verhelst, 2009:152)

Therefore, the CEFR gives us a holistic approach to make use of the TEFL in the educational framework following a particular teachers' point of view. This is quite beneficial from the syllabus perspective because it does not impose an enclosed formula to teach a second language, but an amount of tools to get the same idea.

If we have a closer look to the above list, we can notice that there are many features that belong to the approaches reviewed in this paper: PBL and CLIL. Hence, the CEFR proposed, maybe unconsciously, some characteristics that can be done by means of concrete methodologies that are burgeoning nowadays.

3.3.2. Spanish Syllabus

Spain has its particular way of getting profit from the minimums proposed by the CEFR. Let us outline the Organic Law for the Improvement of the Educative Quality (Ley Orgánica para la Mejora de la Calidad Educativa [LOMCE] in its Spanish original version) features regarding the second language acquisition. “El currículo básico para la etapa de Educación Primaria se estructura en torno a actividades de lengua tal como

éstas se describen en el Marco Común Europeo de referencia para las Lenguas: comprensión y producción (expresión e interacción) de textos orales y escritos.

»¹.

In here, we can also outline that there are some constructivist features that shape the Spanish syllabus:

²En la etapa de Educación Primaria deberá tenerse muy en cuenta que se parte de un nivel competencial básico por lo que, tanto en la interacción comunicativa como en la comprensión y producción de textos, resultará esencial remitirse siempre a contextos familiares para el alumnado de esta edad, aprovechando así los conocimientos previamente adquiridos y las capacidades y experiencias que posee. Partiendo de este hecho, se fomentará un uso de la lengua contextualizado, en el marco de situaciones comunicativas propias de ámbitos diversos y que permitan un uso de la lengua real y motivador. El empleo del juego, sobre todo en los primeros años, y la realización de tareas conjuntas, no sólo son elementos esenciales para sentar adecuadamente las bases para la adquisición de una lengua, sino que pueden además contribuir a que la materia, lejos de limitarse a ser un mero objeto de estudio, se convierta además en un instrumento de socialización al servicio del grupo.

3.3.3. Andalusian Decree

Andalusia has been one of the most thriving plurilingual communities in Spain in the last 20 years. The plan for the improvement of the languages in Andalusia is called APPP (Andalusian Plan for the Promotion of Plurilingualism). We can notice the increase in the table provided by Pérez Cañado (2016c:15).

¹ Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria.

² Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria.

ACADEMIC YEAR	NUMBER OF SCHOOLS
Experimental phase: 1998-2004	26
2005-2006	140
2006-2007	251
2007-2008	402
2008-2009	519
2009-2010	694
2010-2011	762
2011-2012	804
2012-2013	824
2013-2014	1064

Figure 5: Chronological overview of the number of schools participating in the APPP

With the aid of this data, it not strange to assert that Andalusia has embraced this commitment with enormous passion. Pavón and Rubio had pointed out three of the main pillars that support bilingualism from the CLIL perspective:

The education system in Andalusia, with regards to the teaching and learning of foreign languages, has decided, therefore, to outline a proposal based on the idea of transfer of knowledge and information in a foreign language as an indirect means of progressing and advancing the use of that foreign language. It concerns a teaching approach that is based on three great pillars. Firstly, it takes advantage of the irrefutable benefits of CLIL. Secondly, it involves the planning of teaching grounded in the creation of integrated curricula adapted to the realities of teaching and, finally, it promotes a thorough overhaul of the way in which non-linguistic, as well as linguistic subjects, are taught and learnt.

(2010:46-47)

Meanwhile, the Organic Law for the Improvement of the Educative Quality has its particular impact in Andalusia as follows: ³“Las áreas de Matemáticas, Lengua Castellana y Literatura y Primera Lengua Extranjera, dado su carácter instrumental para la adquisición de otros saberes, recibirán especial consideración en el horario del centro”.

³ Decreto 97/2015, de 3 de marzo, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad Autónoma de Andalucía.

Therefore, the fact that the foreign language has reached a relevance such as Maths or Spanish means that we are living in a transition point where languages are vital for an integral development in children in the primary stage. Thus, every single step of the administration and teachers themselves are being aware of significance of having a different perspective of the TEFL, a constructivist one.

4. CONCLUSIONS

Throughout this bibliographical review, we have tried to outline the position that pedagogical approaches such as PBL or CLIL have in the current educative framework. It has been done from a theoretical perspective because of the transitional point that PBL has nowadays. On the other hand, CLIL has a wider range of pragmatical demonstrations along the Spanish panorama. Hence, we have looked for a successful integrated approach that combines both methodologies for a common purpose: teach and learn in an easy and fluent way where both students and teachers find their comfortable place and could contribute, efficiently, the community with their best.

We have also given some data about the current situation of CLIL and the first foreign language from a European perspective to a closer framework such as Andalusia. Moreover, trying to highlight its relevance, we have pointed out that constructivism is the core meeting point where PBL and CLIL find their place together. So, we encourage new teachers to focus on this paradigm that involves such an amazing amount of approaches that could be profitable in their daily work.

All in all, this research has its limitations: it is based on theoretical affirmations, it has not been implemented yet, involve two big approaches that are still in a developmental stage and, from a legal framework, it is particularly based on Spanish and Andalusian Decrees, so it would be difficult to expand it beyond Spanish boundaries.

Finally, taking into account the final part of this work, it could be a good moment to launch a proposal: will the subject of *English* disappear in the close future, enabling CLIL together with PBL features to take their privileged place in schools?

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