

Master's Dissertation/
Trabajo Fin de Máster

ADVANTAGES OF USING CLIL AND PROJECT-BASED LEARNING IN BILINGUAL PRE-PRIMARY SCHOOLS: A DIDACTIC PROPOSAL

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July, 2020

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RESUMEN

El Aprendizaje Integrado de Contenidos y Lenguas (AICLE) es una metodología exitosa y mundialmente conocida que se utiliza para enseñar un idioma extranjero y para implementar actividades de andamiaje donde el maestro brinda apoyo momentáneo hasta que el estudiante pueda desarrollar su potencial. Del mismo modo, el método de Aprendizaje Basado en Proyectos (ABP) coloca al estudiante en el medio de su proceso de enseñanza y aprendizaje, haciendo del aula un lugar donde las personas disfrutan de su trabajo. Así, hipotetizamos que la combinación de CLIL y PBL constituye una herramienta efectiva para enseñar eficientemente un idioma extranjero durante la educación preescolar.

Este trabajo ofrece una revisión de la literatura para ilustrar los beneficios de ambos enfoques en el proceso de aprendizaje de un nuevo idioma. También incluye una propuesta de enseñanza CLIL y PBL en un aula de cinco años de acuerdo con el marco legal de la Comunidad Autónoma Valenciana.

Así, concluimos que el uso combinado del método CLIL y PBL no solo es beneficioso sino también necesario para el correcto aprendizaje de un idioma extranjero. Como ambos enfoques promueven el pensamiento crítico. Por lo tanto, CLIL y PBL ayudan al estudiante a lograr logros cognitivos y afectivos, promueven actitudes y valores positivos. También desarrolla las habilidades de trabajo de los estudiantes, ya que tienen que trabajar solos, en parejas, grupos, etc. (Ruiz de Pascual, 2017).

ABSTRACT

Content and Language Integrated Learn (CLIL) is a successful and worldwide known methodology used to teach a foreign language (FL) and to implement scaffolding activities where the teacher provides momentary support until the student can develop their potential. Similarly, the Project Based Learning (PBL) method places the student at the middle of their teaching and learning process, making the classroom a place where people enjoy their work. We hypothesise that a combination of CLIL and PBL constitute an effective tool to efficiently teach FL during pre-primary education.

This master's thesis offers a review of the literature to illustrate the benefits of both approaches in the learning process of a new language. It is also including a CLIL and PBL teaching proposal in a five-year classroom according to the legal frameworks of the Valencian Autonomous Community.

After analysis, we concluded that the combined use of CLIL and PBL method is not only beneficial but also necessary for the correct learning of a FL. As both approaches promote critical thinking. Thus, CLIL and PBL help the student to achieve cognitive and affective achievements, promote positive attitudes and values. It also develops the work skills of the students, since they have to work alone, in pairs, groups, etc. (Ruiz de Pascual, 2017).

KEY WORD: pre-primary, foreign language, CLIL, PBL, Spain, Valencian Community, learning process.

1. INTRODUCTION

Since the end of the 19th century and throughout the 20th century, English has progressively become the most widely used language worldwide. The globalization process is considered to be the main reason why English has become important globally, to the point of being considered today as the universal language of business or *lingua franca* (Chávez, Saltos-Vivas, Saltos-Dueñas, 2017). That is why in 2003, the European Commission introduced to the European Council and the European Parliament a new project aiming at promoting English language learning and linguistic diversity.

In the same way, since the 1990's the Content and Language Integrated Learning (CLIL) methodology has been implanted in several European countries. This methodology seeks the mastery of a FL through curricular subjects such as Science, Mathematics, History, Art, etc. CLIL methodology has been considered a useful resource to improve language learning (Llanera, Expósito, Khubchandani and Fumero, 2018). This methodology has been at the forefront of promoting language learning and linguistic diversity in the European community.

Likewise, many scholars highlight the importance of learning a FL already during the pre-primary education stage. They state that at this point, children are developing the capacity for abstraction, the interaction between linguistic and cultural skills, listening, adaptation, creativity and judgment (Deprez, 1994). Similarly, Piaget (1961) and Vygotsky (2010) also support the idea that the sooner the students start learning a new language, the better the process of acquiring it will be. Both authors state that the logic is developed through the sensory-motor activity of the child, in interrelation and interaction with the sociocultural environment. That is why it is beneficial that during the pre-primary education the learning process is carried out in a manipulative and active way, and the student is the protagonist of his/her own learning process. In this sense, the PBL method is well connected with that idea, since it covers the needs of the student while promoting a meaningful learning (Spanish Ministry of Education,

Culture and Sport, 2015).

In this master's thesis, I am at understanding the role and effect of CLIL and PBL in the pre-primary education, manipulative, dynamic and experiential learning. Especially, I will focus on how these two methodologies have been implemented in Spain and in the Valencian Autonomous Community.

During this MA dissertation, I will review the theoretical background of CLIL and PBL method, and I will analyse PBL as a pillar of support in the CLIL approach. In this sense, I will use the already published literature to demonstrate the potential of both methodologies to improve the learning of a FL in pre-primary education.

2. CLIL FRAMEWORK: PRE-PRIMARY EDUCATION

2.1. Understanding CLIL approach

Content and Language Integrated Learning (CLIL) was created in 1994 by David Marsh. Marsh (1994) explains that "CLIL refers to situations where subjects, or parts of subjects, are taught through a FL with dual-focused aims, namely the learning of content and the simultaneous learning of a FL". David Marsh states that CLIL is an approach based on group work, constant conversation. In learning a language through other subjects. The teacher's speech is no longer useful (Torre, 2018).

Coyle et al. (2010) define CLIL as a two-dimensional educational approach in which an additional language is used for the teaching of both a language and content. CLIL integrates four basic components, commonly known as the 4 Cs: Content, Communication, Cognition and Culture within a context (Lesca, 2012). Coyle, Hood, and Marsh (2010) sustain that unit base on CLIL approach must integrate the theory of the 4 Cs. They explain the 4 Cs as follows:

- Content: CLIL content refers to the thematic learning students are expected to learn.
- Communication: CLIL students learn by using the language rather than studying it. Thus, communication is vital in a CLIL session, for this reason "students are

usually involved in situations that allow them to interact” (Mariño, 2014).

- Cognition: CLIL students are constantly developing their cognitive process and gaining new knowledge at the same time.
- Culture: CLIL students learn to understand the differences and similarities between their culture and other cultures through the use of non-stereotype material, reading about other cultures and by linking curricula. All of this is essential for greater student's understanding of globalization (Do Coyle et al., 2010).

Due to the rapid expansion that CLIL has had not only in Spain but in the rest of Europe, terminological precision is important to design clearly limited investigations and to generate relevant results (Lasagabaster and Sierra, 2009). Hence, it is important not to confuse CLIL approach with immersion programmes. Although it is true that both terms have similarities. For example, the language through which the student is taught must be new to them, both want the student to acquire second language, L2, adequately without harming the knowledge of the academic content, and the teachers have to manage the L2 they are teaching. However, there are also significant differences; according to Lasagabaster and Sierra (2009) “Immersion and CLIL in English: more differences than similarities”, some of the differences are:

- The language used in CLIL approach is not a language spoken locally.
- Immersion programs seek that the student acquires a competence in aL2 similar to that of his/her L1. CLIL cannot have such a long-range objective
- Immigrant students are not usually enrolled in CLIL programmes, while they are in Spanish bilingual autonomous communities.
- Most CLIL programmes in Spain are experimental, while immersion programmes have been working for more than two decades.

In order to guarantee a success in the implementation of the CLIL approach, it is important that teachers have a correct action plan. To this end, Coyle, Hood, and Marsh (2010) developed a six-stage process for the purpose of providing teachers with

tools to enable them to plan and develop their own CLIL models. The six stages are (Mariño, 2014):

1. Crop up with a common idea.
2. Agree what they want to project about CLIL.
3. Planning a CLIL unit.
4. Preparing the unit.
5. Teachers have to monitor, evaluate, and understand CLIL in the classroom, and also, they must keep recovered data for future units.
6. To think of inquiry-based professional learning communities.

After years using CLIL method in the schools, the results show that CLIL has a positive in all level students in different aspects such as “language skills, communicative competence, motivation or language attitudes” (Lasagaster and Ruiz de Zarobe, 2010). Thus, students are able to use the FL accurately and fluently, adapting to the situations and environments in which the language is used in a real way (Richards, 2006). Likewise, the research carried out by Jiménez, Zarobe and Iragui (2006), concludes that the students who have made use of the CLIL approach in their teaching and learning process, show overall better results in the tests. In the same way, they state that if we compare the students who have followed a traditional teaching of the FL against those who have done it through the CLIL approach, we find that the latter show a greater lexical richness when using the L2.

2.2. CLIL framework for Bilingual schools in Europe

The term CLIL was coined in 1994 (Marsh, Maljers y Hartiala, 2001) and it sparked a European debate that was led by professionals from countries such as Finland and the Netherlands (Llanera, Expósito, Khubchandani and Fumero, 2018). In this context, CLIL approach was born, as we mentioned earlier, from the need to guarantee a quality FL acquisition in our students. In addition, this approach wants to make the student stop being a passive subject in their learning and become an active subject. In this way, it was sought that the students used a FL in motivating activities.

Likewise, the CLIL method seeks to guarantee quality and long-lasting FL learning.

In Europe, CLIL approach started stronger in Finland in the mid-1990s. During that time, the implementation of the CLIL approach had political and educational motivations (Llanera, Expósito, Khubchandani and Fumero, 2018). Regarding the political focus, the aim of effectively implementing the CLIL approach was to promote the acquisition of linguistic skills in order to promote and facilitate mobility throughout the European Union. With regard to the educational motivations, the Finnish government aimed at designing and adapting existing language teaching approaches in order to allow students to reach higher levels of proficiency (Marsh, 2012).

In this manner, during the 1990s, CLIL approach was considered a resource that improved access to other languages. On another hand, the European Union sought and wanted a multilingual society and promoted the learning of new languages (Llanera, Expósito, Khubchandani and Fumero, 2018).

Since then the use of CLIL in as a learning and teaching tool, especially for teaching English, has increased in popularity, and several European countries have started to use it (Porras, 2013). Hence, CLIL it is not a new approach. Already in the 1990's it was considered a tool for "teaching and learning through a FL" (Marsh, 2002).

A big step towards a multilingual Europe of multilingual countries was given in 2003, when the European Commission introduced to the European Council and the European Parliament a new project which goal was to promote language learning and linguistic diversity. This project was known as "Action plan 2004-2006". Nuñez (2019) insists that the objective of the project is to improve the quality of language teaching at all levels. Thus, almost all European countries contemplate the teaching of a FL in their curriculum (Madrid and Hughes 2011a, 2011b). As Perez-Cañado (2014) states, for some years now in almost all European countries it is compulsory to offer at least one second foreign language in the schools. But not all the countries start to teach the FL at the same time, and most countries start to teach a FL to students aged between six and nine (Eurydice report, 2012).

Most European countries begin education in schools at the age of six. That is why it is difficult to start the learning a FL before that age. In Spain and Belgium, a FL (generally English) is taught in schools as a compulsory subject from the age of six. However, the Eurydice report (2012) shows that in both countries students begin to study English language in pre-primary schools from the age of three.

Hence, the study carried out by Eurydice (2012) shows that the trend in most countries is to introduce the FL at increasingly younger ages. However, there are exceptions. For example, schools in Estonia, Finland and Sweden, which hold the first positions in the European education systems, according to the Programme for International Student Assessment (PISA), start teaching a FL to children aged between 7 and 10 years (Ajofrín, 2017).

Similarly, although in many European countries learning a second language is compulsory for children until 16 years, in England the study of a L2 stops being mandatory after the child is 14 years old. So English 14-year-old students can choose whether or not to continue learning the FL (Hilton, 2017). Conversely, Ireland and Scotland are the only countries in the European Union where the study of a FL is not compulsory in schools. In Scotland, schools must offer a FL, but students are not obliged to take it (Ajofrín, 2017).

As we can see, CLIL implementation in Europe has been variegated. "CLIL approaches vary considerably in different European countries and [...] this variation is due, among other things, to the educational and linguistic background of each specific country' (Wolff, 2002). Around Europe we can find 216 types of CLIL programs (Coyle, 2017). Due to this situations, the information of one country cannot be extrapolated to another European country, given the very different circumstances surrounding language teaching across the continent (Lasagabaster, 2008).

Although there are different ways to carry out CLIL implementation in Europe (it is not a homogeneous panorama), we can find similarities among countries Perez-Cañado (2014). Basically, all CLIL models focus on strengthening the appearance of

the target language in the curriculum, and to use it as a vehicle to teach a subject for at least four consecutive years. Conversely, the number of subjects that are taught in a second language (L2) can be increased or reduced during Primary Education or in Secondary/High school level. Thus, dual-focused education is often discontinued in the upper grades, owing to the washback effect of university entrance exams (Perez-Cañado, 2014).

2.3. Previous research on CLIL in pre-primary schools

Navés and Muñoz (2000) argue that the CLIL approach has been used for centuries to guarantee the integration of languages in the curriculum. Thus, if we begin to teach the FL from the pre-primary education we will achieve that the students are able to use two or more languages. Llanera, Expósito, Khubchandani and Fumero, carried out a study in 2018 in which they compared three European teaching approaches: CLIL, Community Language Learning (CLL) and Spaced Repetition. All of the approaches have the same goal: the efficient teaching of a second language. The three methods also aimed at promoting the language skills of the children by improving the speaking, listening, reading and writing abilities of the students (Llanera, Expósito, Khubchandani and Fumero, 2018).

In the study, the characteristics of the three approaches were analysed. In this way, the authors found that CLIL works from a more personal and individualized level compared to the other two approaches. Also, while Spaced Repetition and CLIL focus on teaching knowledge and language skills development, CLIL achieves this goal through the use of reason, while Space Repetition advocates for rote learning. Finally, it should be noted that CLIL approach focus on learning a content or subject through a FL (for example English), while Spaced Repetition and CLL methodologies do not focus on a specific subject, but on the teaching of the FL itself.

In their research Llanera, Expósito, Khubchandani and Fumero (2018) came to the conclusion that CLIL is one of the most effective approach in the teaching-learning process of FL. Through the CLIL approach, the student is presented with real-life

situations that lead to a correlation between both languages (L1 and L2). That is why it is important that schools carry out projects through which various subjects are covered. In the same way, Llanera et al. (2018) show that it is beneficial to have contributions from other didactic approaches to obtain the necessary competences of a FL. PBL (Problem-based learning) is a very useful method and it complements CLIL's foundations very well, since it seeks for the child to learn by being the protagonist of their teaching and learning process

Similarly, Porras (2013) aims at clarifying if CLIL is an effective approach for teaching a second language. Throughout this study he lists theories pro and against the CLIL approach. For example, the article cites a paper from 1998 by Vale and Feunteun, which doubts that the students are capable of assimilating the new content and the new language at the same time. However, the experiences carried out in Canada and the USA in the field of bilingualism indicate that students are capable of acquiring both knowledges (content and language) (Mohan, 1986). In the same way, in several European countries, students do not acquire the knowledge of the English language effectively when it is taught as one more subject within the curriculum (Porras, 2013).

Fernández (2014) comments that CLIL is considered a more effective approach than traditional language teaching, and that it provides multiple advantages. The effectiveness of CLIL approach relies in the fact that it offers an opportunity not only to learn a language but to train students towards linguistic and cultural diversity (Coyle et al., 2010). In a similar manner, Herrera (2013) claims that CLIL brings a new vision about how to face second language teaching in a more effective way.

Porras (2013) concludes his review stating that CLIL is an effective approach for teaching English as a second language. Along these lines, Porras highlights that, after studying and analysing all the information obtained, CLIL approach might be the only possible way, to effectively implement bilingualism. Differently, CLIL detractors postulate that this approach may cause a reduction in the participation of students in

the class (Córdoba, 2015), and that a poor quality of the content transmitted may occur if the teachers do not master the FL (Pavesi, Bertocchi, Hofmannová, and Kazianka, 2001). Many studies support the validity and effectiveness of CLIL approach in language learning and show that it is precisely in oral production where the effects of language learning using this approach compared to traditional teaching are most notable (CEMEBlog, 2013).

Millán (2013) states that the objective of knowing if it is beneficial to carry out the learning of a second language in pre-primary education. In addition, Millán wanted to know if the CLIL approach was adequate in pre-primary education. Regarding the latter, Millán shows that there is a lack of English language materials at this educational stage, as she only found one publisher that offers material based on the CLIL approach. In such a way, most of the education professionals surveyed in this study stated that the CLIL approach is appropriate in the infant stage as learning through content is more motivating and varied than a metalinguistic approach (Millán, 2013). The study also shows that 52% of the teachers surveyed consider that the second language should be taught before the age of three, while 45% of the participants think that it is better to start between three and five years old. Only 3% of the respondents answered that the most appropriate thing would be to start teaching the FL after the students are five years old. Similarly, 100% of the teachers agree that promoting bilingualism at an early age is very positive (Millán, 2013). Therefore, the author concludes that the learning process of a FL must start at the pre-primary education, and it is beneficial that it is carried out through CLIL approach. Finally, this same study shows that some of the surveyed teachers have been teaching pre-primary students for through CLIL approach with very satisfactory results.

3. CLIL IN PRE-PRIMARY EDUCATION IN SPAIN

3.1. Legal framework

In Spain, some of the responsibilities of the educational system fall under the central government, while a number of competencies are transferred to the different

regional governments (The Autonomous Communities). The central government has full executive (it corresponds to a unicameral Parliament with representative character), legislative (it is made up of an Autonomous Government and a President) and judicial (the Constitutional Court has interpreted that the Autonomous Communities do not have jurisdiction in jurisdictional matters) aspects (Spanish Constitution, 1978). The centralised decisions regarding education are regulated by the Ministry of Education and Vocational Training, which proposes and implements the Government policies and ensures the homogeneity of the education system in order to guarantee equal conditions for all Spanish nationals to exercise their basic education rights (Eurydice, 2020).

The Autonomous Communities have the competencies over the legislative development and management of education. They (1) regulate competences for developing the State/National regulations, (2) regulate non-basic aspects of the education system and (3) have executive and administrative competences for managing education in their own territory, except for those reserved to the State. Each Autonomous Community has its own type of education authority body that performs the duties and services established in their respective statutes. These bodies can be a Regional Ministry or a Department for Education (Eurydice, 2020). Additionally, local administrations also have some decision power over teaching guidelines (Porrás, 2013). Hence, the Educational Administration in Spain is based on three great levels: the central, the autonomous, and the local levels.

As some regions have own regional languages and various degrees of independence within the Spanish state (e.g. the Autonomous Community of Navarra has special privileges called “Fueros” and is somewhat more independent economically than other Communities). (Gobierno de Navarra, n.d.). For these and other reasons, there are many examples of CLIL implementation in the different Spanish regions.

Each Autonomous Community has its own governing bodies. It is important to

say that Catalonia, Galicia, the Basque Country, and the Valencian Community have their own official languages (in addition to Spanish), so their educational program would not be bilingual, but multilingual. Thus, we can split the Spanish state up in two main contexts: monolingual and bilingual. In the first one, Spanish is the unique official language, so education is done solely in Spanish, with some hours taught in a FL. Differently, in bilingual communities, Spanish is the official language together with another co-official regional language (Lasagaster and Ruiz de Zarobe, 2010), and education is offered in Spanish and the co-official language, also a FL is taught to a lesser degree.

Even though its cultural complexity, Spain has been one of the European leaders in putting CLIL approach into practice (Lasagaster and Ruiz de Zarobe, 2010). In the early 1990s, the strategy of European integration of languages identified monolingualism as a serious problem in many countries. Spain, despite having many hours of teaching the English language in their curriculum, the students did not obtain the desired results (Torres, 2018). One of the reasons for this lack of English knowledge is that, for many years, English was tough to the students in the same way that teachers used to teach Spanish (Marsh, 2018). Hence, the first large-scale project in Spain aimed at improving the English language level among Spanish students was carried out already in the school year 1996-1997. This project it was called Bilingual Education Project (BEP; nowadays known as CLIL), and it was made in collaboration with the British Council in Madrid. Thus, bilingual education was integrated in the Spanish curriculum though BEP, started with students aged between three and four years. Gradually, it older students were introduced and students aged from three to sixteen years old participated in the programme. The goal of this program was to let students learn subjects such as science, history and geography through English language. The purpose was to improve students' reading, writing, listening and speaking skills in English (Dobson, Pérez and Johnstone, 2010).

At present, all Spanish schools are teaching a FL (English being the most

popular). However, it is difficult to calculate how many schools utilise CLIL and CLIL-like approaches to teach an L2 to their students, given that each Autonomous region has different laws regarding education and its implementation.

The legislative framework guiding the Spanish education system has been changed several times. In 1978, the Spanish Constitution was passed by the Courts, and it was the beginning of the current education system. Education was established to be free and for everyone, in order to guarantee the correct development of the students (article 17 of the Spanish Constitution of 1978). Moreover, the Organic Law of Education 2/2006, 3rd May (Ley Orgánica de Educación LOE 2006) supports and develops the principles and rights established in Spain. This Organic Law of Education offers the legal framework to provide and assure the right to education at national level, the autonomous communities regulate the adaptation of this Law to their territories. But, the Organic Education Law was in force until 2013 and regulated the educational teachings of the Spanish territory attending to the different ages. The LOE was modified after the approval of Organic Law 8/2013, of December 9, for the Improvement of Educational Quality (LOMCE by its Spanish initials), which entered into force in the 2014/2015 academic year.

As we explained above, Spain has a great social and geographic diversity, also there are some communities that have two official languages. This is why there are as many models of education as regions. Even though, there are many models, all of them have the same objective: to achieve communicative competence in second and FL across the curriculum (Lasagaster and Ruiz de Zarobe, 2010).

The Organic Law for the Improvement of Educational Quality, contains the guidelines for a correct teaching and learning process of the second language (L2). The Law mentions the importance of promoting multilingualism as an inalienable objective for the construction of a European project, following the guidelines of the European Union. That is why, this Organic Law supports multilingualism, redoubling efforts to ensure that students are fluent in at least one FL.

Focusing on pre-primary education, the Organic Law for the Improvement of Educational Quality establishes that monolingual communities must dedicate at least 65 percent of the time teaching language and sports. Differently, bilingual communities must dedicate 55 percent of the time to those topics. In both cases, students spend more than half of the time studying subjects related to language and sports. This highlights the importance of implementing a CLIL approach, which would guarantee a successful learning process. Furthermore, CLIL approach help to achieve communicative competence in second and FL across the curriculum (Porrás, 2013).

Similarly, students at the end of the compulsory education must have linguistic competence, that is, command of both oral and written language in multiple contexts, and the functional use of at least one FL (Royal Decree 1513/2006 of 7th of December). Likewise, the legal framework in Spain (Organic Law for the Improvement of Educational Quality) sets the objectives to be met regarding the learning of a second language. These objectives are linked to the language policy developed by the Council of Europe and the European Commission, in the search to achieve a Multilingual and multicultural Europe (Porrás, 2013).

Conversely, although several centres are already implementing a CLIL or CLIL-like approach, the use of holistic methodologies is not compulsory, despite its demonstrated benefits for the learning process. Due to the freedom of decision of the different Autonomous Communities (detailed above), CLIL implementation has different penetrance in the different geographical areas. For example, Andalucía (Instruction 7 June 8, 2020), Galicia (ORDER 21st of June 2016), Cantabria (ECD/123/2013), Castilla y León (Resolution 20th of April 2017), and Extremadura (ORDER 20th of April 2017) highlight the importance of following the CLIL approach. Differently, The Valencian Community (LAW 4/2018 of 21st of February) and Castilla-La Mancha (Decree 47/2017 of 25th of July) underline the importance of teachers being trained in languages but do not specify any methodology. Nonetheless, it is important to remark that, even though in some Autonomous Communities there is no specific

regulation on CLIL, many of them are already using this methodology.

Hence, some Autonomous Communities have been implementing the CLIL approach officially with political backing and support. In majority of the cases, the CLIL implementation process started with infant education, then primary school levels, and was later extended to secondary levels (Muñoz and Navés, 2009).

3.2. Language and cognitive skills development in pre-primary education

Many scholars claim that cognitive and language development have important roles in the overall development of the child (Campo, 2009). Cognitive development refers to how children think, explore and figure things out. It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them (Berger, 2007). Differently, language development is divided into two stages: the pre-linguistic stage and the linguistic stage (Lenneberg, 1967; Brown and Fazer, 1964; Baeteson, 1975; Stampe and Ingram, 1976; Brunner, 1976). During the linguistic stage, the child integrates the "content" (idea) into the "form" (word) for a given object. This period begins around the first year of life, although language development happens only between three and five years of age. The process happens as a staggered evolution, with moments of a marked increase in the child's vocabulary. Language extends logical thinking to its optimum level. Also, in the process of language acquisition, interactions with certain cognitive areas occur (Campo, 2009), hence the importance and relevance of these two skills (language and cognitive).

In this manner, different studies carried out by linguistic experts confirm that bilingualism from an early age has positive cognitive advantages for the child (Millán, 2013). Thus, the research carried out by Baker, Kovelman, Bialystok and Petitto (2004) determined that bilingual children of early ages (four to five years) have cognitive advantages over monolingual children of the same age.

Apart from that, one of the best-known theories about the development of children's learning ability is that of Piaget (1961). This author divides the development

of childhood into defined stages, according to the intellect and the child's ability to perceive. Thus, the period between two and seven years (pre-primary education) comprises the pre-operational stage. At this stage, children learn to interact with their environment in a complex way, since they use words and mental images.

Similarly, Piaget (1961) states that cognitive skills are developed before language acquisition. The child develops his cognitive abilities through sensory-motor activities, in interrelation and interaction with the sociocultural environment, what Vygotsky (2010) called "cultural mediation". In this manner, this author considers socialization as the fundamental structure for linguistic training (Vygotsky, 1962).

According to Dorr, Gorostegua and Bascuñan (2008), in the infant stage, the child begins to experience changes in his/her way of thinking and solving problems, gradually developing the use of language and the ability to think symbolically. Specifically, the appearance of language is an indication that the child is beginning to reason. In this manner, it can be said that cognitive development in early childhood is free and imaginative, but through its constant use, the mental understanding of the world improves more and more (Berger, 2007).

For his part, Lenneber (1975), linguist and neurologist, pioneer of the hypothesis about language acquisition and cognitive psychology, basing his arguments on physiological questions, affirms that the learning of the second language should be started at an early age to guarantee success. Conversely, Bongaerts (1989) claims that it is not only a physiological issue that restricts the ability to learn another language at a certain age, but that other factors directly related to age must also be taken into account (such as motivation, time, fear of ridiculous, etc.). Normally, children are not prejudiced to assimilate a new phonic, semantic and grammatical system, and feel less fear of making mistakes than adults, who find it more difficult to learn a new language (Rueda, Wilburn, 2014).

In conclusion, between the ages of three and six, children become more competent in terms of knowledge, intelligence, language and learning (Campo, 2009).

That is why, as Deprez (1994) suggests, teaching a second language in pre-primary education facilitates its assimilation. Thus, the L2 learning and assimilation encourages the learning process of other educational disciplines, and prepares the student to conceptualize the two linguistic systems. Similarly, Mur Lope (1998) stated that bilingualism at early ages had many advantages, such as the increase in verbal and non-verbal intelligence, fluency and the development of academic skills in both languages.

3.3. CLIL and project-based learning in pre-primary school

Project Based Learning (PBL) is a teaching method in which students actively participate in their own learning process. In this process the teacher acts as a guide and must guarantee the communication and the exchange of information. Thus, teachers pretend to promote the students' active participation. Teachers should help students broaden their fields of interest, providing them with new experiences and encouraging them to use new resources (LaCueva, 1998). The topic which is going to be investigated and studied is chosen by the students, with or without the teacher's help, and it must be interesting for the students (Arias, Navaza and Rial, 2009). This new approach seeks for the students to learn to investigate autonomously, in order for them to build their own knowledge. Additionally, PBL reinforces collaborative work among classmates.

PBL originated from a curricular reform of the Case Western Reserve University School of Medicine in the 1950s (KnowGarden, 2013). However, some academics claim that PBL was released together with the well-known current "progressive education" in the late nineteenth century in the USA (Muerte, 2016). Thus, for many scholars PBL was born in 1918 when Heart Kilpatrick published "The Proyect Method". Vizcaíno (2008) states that "The Proyect Method" wants to establish the freedom in the construction of knowledge among the students. Similarly, Hernández (1996) claims that PBL was established by Kilpatrick on the basis of Dewey of "learning by doing" (Muerte, 2016).

In Spain, the PBL technique took its first steps during the Second Republic (1931- 1939). Fernando Sainz published in 1934 *The Project Method* (“El Método de Proyectos” in Spanish). Sainz claimed the importance of keeping connection between the scholar live and the life outside the school; he was a strong defender of ludic activities against the traditional learning process. Unfortunately, with Franco’s dictatorship (1939- 1975) this innovation process in the education system was stopped, and a backlash was generated. During Franco times, Infant Education was totally removed from the schools. It was not until August 1970 that the Infant Education turned to schools, regulated by the General Education Law (Ley General de Educación, LGE, acronym in Spanish). Also, in the 70s and 80s this new approach (ABP) appeared again in the education framework and has been continuously developed until today (Muerte, 2017).

The Spanish society and its school system have changed considerably since the Franco dictatorship period. Currently, schools must develop new ways of teaching, and offer to the student useful tools to learn by themselves and become independent (Algás 2010). This is considered paramount to guarantee a correct development of the students. So, to achieve this goals the schools must use new methodologies such as PBL. PBL has become the most popular tool in the Spanish education system, especially in infant education, as teachers have discovered the usefulness of active learning processes for the students. PBL method allows the students to be the main actors in their learning process, as it allows them to actively participate in the different learning situations that the teachers propose (Muerte, 2017). Interestingly, PBL can be use in all the levels of the education system, from Infant Education to University.

As we know, the development of the child’s skills and abilities begins in early childhood. That is why Schinkten (2017) states that students need to develop some specific skills to guarantee a successful development. Those abilities are: adaptive thinking, communication skills, collaboration skills, critical thinking and problem solving skills, personal management, inquiry skills, technology skills, creativity and innovation,

soft skills, empathy, and perspective. Also, Schinkten (2017) claims that, in order to achieve these skills, the students must stop learning by rote and start learning by engaging in projects. At this point, the teacher's role is very important, as they "need to engage them (the children) in higher-order thinking skills in order for them to develop the skills that will be critical to their future success".

Margetson (1997) affirms that "In PBL, content and process are treated as an integrated whole, stimulating knowledge, understanding and skills development". Hence, PBL will help the students to develop their skills, become autonomous, and be the main character of their own learning process. In other words, PBL is connected to the correct skill development. Moreover, students must be able to extrapolate their learning skills to situations outside the school. The ability to transfer these abilities is quite difficult when the students are learning in narrow discipline-based contexts (Blumhof, Hall and Honeybone, 2015). Interestingly, PBL helps to extend what has been learned to new situations (Drinan, 1991).

PBL method can provoke desire and increase the capacity to understand profoundly and holistically (Drinan, 1991). Furthermore, some scholars such as Gibbs (1992) consider PBL to be an effective strategy to guarantee an effective learning process, as the child seeks the meaning of what he/she is learning, and knows how to extrapolate it, and tries to find solutions based on his/her own knowledge.

Thus, when implementing this approach in Infant Education, especial attention should be paid to the application in the classroom. Once the teachers decide to use PBL in the classroom, they must know the different phases he/she is going to follow, as indicated by Kilpatric (2010). The project must be structured in four phases. First phase or election phase: as we said before, the topic must not be imposed but agreed among the students and the teacher (LaCueva, 1998). Second phase or preparation phase: Items and resources needed to carry out the project ought to be determined. Third phase or execution phase: the project is put into practice. Finally, during the evaluation phase the students collect everything learned.

As Mosquera (2019) states, PBL can be integrated with other complementary techniques and approaches such as CLIL. “CLIL and PBL are two complementary and beneficial approaches to learning a second language” (Moliner and Pellicer, 2017). Also, Lastra-Mercado (2016) claimed that “CLIL and PBL have a possible intersection where they contribute to improve the teaching-learning process”. Thus, the PBL is combined in the bilingual process in an ideal way and generates a positive response among the students in the classroom. In this way, both methodologies combined promote the desired scaffolding for educational innovation and language teaching. (Shmist, 2018). By the same token, Moliner and Pellicer (2017) states that PBL together with CLIL seem to give an answer to these needs being both student-centred approaches which facilitate the learning of new content.

Lastra-Mercado (2016), claims that the main similarity between CLIL and PBL is that both have the student in the centre of their own learning process. However, there are other points where PBL and CLIL meet each other, for example both have constructive and communicative features. CLIL is based on constructivism and on promoting the improvement of the students’ communicative skills, while PBL has also a relation with constructivism, as it helps students to create mental models of the world (Kilpatrick, 1918). Also, CLIL is a “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Cañado, 2016) while PBL is based on communication (to make agreements, communicate information, create hypotheses, and promote debates) (Aguilar, 2013).

In addition, the integration of content and language have several benefits to students those benefits are connected with PBL (Dale and Tanner, 2012). As both add: “developing greater motivation, higher cognitive skills, and communication skills along with developing advanced intercultural awareness” (Moliner, 2017). In a similar vein, Moliner (2017) states that CLIL and PBL are useful tools to increase the motivation among students because language is necessary to develop a project among students. Thus, children must make use of their language skills to express their interests and

needs regarding the task they are going to do, which dramatically increases their intrinsic motivation (Dörnyei, 1994). Thus, by combining both approaches (PBL and CLIL), students will be more educated and prepared to face the future since they will be able to design projects, find solutions autonomously, and give answers to the hypotheses raised (Montalto, Walter, Theodorou, Chrysanthou, 2015).

CLIL is the actual integrated framework within which language and content meet, but without a project to peg to, students in pre-primary school would miss the point. As long as learning context is outstanding (a project acts as an scaffolding tool) the pre-primary learner will make sense of the sounds he/she is learning associated to actions performed and vocabulary building. Furthermore, this methodological combination is beneficial to achieve the goal of “teaching and learning in an easy and fluent way, where both students and teachers find their comfortable place and could efficiently contribute to the community with their best.” (Lastra-Mercado, 2016).

4. CLIL IN PRE-PRIMARY EDUCATION IN THE VALENCIAN COMMUNITY

The Valencian Education System has been suffering several changes, as the model is modified when a new party enters the local government (Generalitat). The Valencian Community is bilingual, with Spanish and Valencian/Catalan language as official languages. At present, Law 4/2018 of 21st of February regulates and promotes the multilingualism in the Valencian educational system. Hence, Valencian/Catalan, Spanish and English languages are to be taught in schools. According to this regulation, between 10% and 25% of the curricular timetable must be taught in English in Infant Education. In the same line, this law contemplates the importance of promoting complementary and extracurricular activities in which oral communication skills in Valencian/Catalan and English are encouraged.

Decree 9/2017, of 27th of January establishes the legal framework of the Valencian educational linguistic model, and regulates its application in non-university education in the Valencian Community. This law establishes the amount of hours of English, Spanish and Valencian/Catalan language that the teacher should use in their

classes. There are six different levels, depending on the amount of hours taught in each language: basic A or B, intermediate A or B and advanced A or B. Focusing on pre-primary education, the learning of languages will depend on the language level of the school, students will receive more hours of Spanish (if they are in the first levels: basic A or B and intermediate A or B) while, if they are in the advanced level A or B they will have more hours taught in Valencian/Catalan language. At all levels, children from pre-primary education who are four and five years will receive between two and four hours per week of teaching in English. On another hand, the law does not contemplate teaching in English language for children under three years of age. Likewise, the minimum teaching requirement in pre-primary education are set at the national level by the Royal Decree 1630/2006, of the 29th of December. Similarly, the Valencian Community establishes the curriculum of pre-primary Education in the Decree38/2008, of the 28th of March.

Decree 38/2008, of the 28th of March regulates the educational curriculum in the Valencian Community. This law attends to the needs of the Valencian students and remarks the importance of guaranteeing a correct development attending to the physical, social, cognitive, aesthetic, affective, and motor dimensions of the human being. In order to achieve this, it is important to carry out activities in an affective and reliable atmosphere. The oral language should be used in all situations within the school, and global learning should be guaranteed.

Although the law that regulates pre-primary education is from 2008, it is comprehensive and addresses the different aspects that make up children development. Thus, we find that pre-primary Education aims at contributing to the physical, emotional, social and intellectual development of children. In order to deal with all the dimensions that make up the students' development, this law divides the content that must be used in the classrooms into three main areas: self-knowledge and personal autonomy; the physical, natural, social and cultural medium; and languages (communication and representation).

Regarding autonomous learning, we find the importance of the student gradually acquiring autonomy in his/her usual activities. Regarding the development of languages, the aforementioned decree states that teachers must work on the development of communication skills in the different languages (Spanish, Valencian/Catalan and FL).

In article seven we find that the law already includes the concept of project work, although it emphasizes that the contents of the different areas (commented above) must be implemented through globalizing units respecting the rhythms of play, work and rest of the students. Thus the "the Ministry of Education will promote the development of innovative projects, teaching materials and models of teaching programs that facilitate the work of teachers and promote the exchange of experiences among teaching teams, as well as promote a permanent training that benefits the educational quality. " (Decree 38/2008, of the 28th of March; article 7 d).

As it has been mentioned before we mention above, the curriculum of pre-primary education is guided by the Decree 38/2008, of 28th of March. This law is divided into eleven articles and annexes. In these articles, the general objectives and contents that pre-primary teachers have to implement with their students are laid out. Additionally, they contain indications on how to carry out the contents in the classroom, and instructions about how to evaluate the teaching and learning process. Similarly, the articles highlight the importance of coordination between all members of the school in order to achieve a global development of the student (common goal). Similarly, the Decree 38/2008 contains two very important points on how to achieve a high-quality teaching and learning process. These include attention to diversity and reinforcement of the relationship with families. Regarding the annexes of the Decree 38/2008, these include, the specific objectives of the three areas: self-knowledge and personal autonomy, the physical, natural, social and cultural medium, and languages (communication and representation).

4.1. Strategies to implement CLIL and project-based learning in pre-primary school.

In view of the increasing importance that the study of FL is having throughout Europe, it is necessary to carry out integrative methodologies that guarantee a quality teaching and learning process. Therefore, this MA dissertation is focus on seek to demonstrate the feasibility of jointly applying the PBL and CLIL approach in a pre-primary education, taking into account the provisions of current legislation (previously addressed). To do this, teachers have to adapt to a new teaching process where the learner of the "non-linguistic subject is not taught in a FL but with and through a FL" (European Commission, 2006).

In the same way, it is important to attend to the established legislation, which is why the strategies for the implementation of CLIL approach and PBL in pre-primary education will attend to the indications set in the legislative framework of the Valencian Autonomous Community of Spain. To do this, it is important that we bear in mind that this autonomous region is bilingual, that is, Spanish and Valencian/Catalan coexist as official languages (as we have already commented previously). In this manner, the hours of teaching in English language at the pre-primary stage are limited to two or four hours per week (Decree 9/2017, of 27th of January – article 10 and annex 1, 2, 3, 4, 5 and 6). In this way, the activities that teachers will carry out in the class will comply with the provisions of the Decree 38/2008 of March 28, Decree 9/2017 of the 27th of January, and in the Order 24th of June of 2008. In the same manner, CLIL and PBL approaches will be employed as tools in order to promote and facilitate the acquisition of a FL in pre-primary education students.

4.1.1. PBL and CLIL: a lesson outline

As it has been mentioned throughout this text, both the CLIL and PBL approaches seek to promote "skills that are essential for the pre-primary stages of education" (Moliner, 2017). Through these abilities, students will become more autonomous, as they have to seek a meaningful interaction with other classmates and

with the community. In this manner, "deep cognitive processes are involved in developing (...) critical thinking" (Moliner, 2017). During learning FL, various cognitive processes will be involved. Cognitive processes are a set of organized mental actions or operations that allow the processing of information. Thus, thanks to this we obtain the necessary information to interact with the world and allow us to learn and make it possible to generate new knowledge (Arranz, 2017). These processes are divided into lower and higher cognitive processes and it is in the latter where we find the language. Therefore, during its development, there are regions of the brain closely related to language, such as the "Broca area".

This suggests that for CLIL and PBL to be effective, it must establish a symbolic relationship among content (subject matter), cognition (learning and thinking processes), communication (learning and using language), and culture (intercultural understanding and global citizenship). Students are engaged in cognitive processes associated with progression of knowledge and skills while interacting with their peers, developing appropriate linguistic knowledge and skills, and building their own position of themselves and others (Coyle, 2012; Coyle, Hood & Marsh, 2010).

For this reason, when participating in a CLIL project, students have a clear purpose for communication and, consequently, motivation and participation within the classroom is increased. Similarly, the feeling that their actions have an impact on the world in which they live makes the students feel part of a larger community, and they tend to assume more responsibilities and try to improve their surroundings (Moliner, 2017). Thus, due to the positive impact that the PBL method has on the correct development of the students, many schools within the Valencian Autonomous Community already employ the PBL method within their classrooms.

Although the PBL method prepares the students to face future real situations (Wollard y Duffrin, 2003), it is also a complex process to put it into practice in schools (Ortega, 2019). According to a study by Krajcik, Blumenfeld, Marz, Bass, Fredericks and Soloway (1998), at first, students may find transforming information into

knowledge or asking scientific questions difficult. In the same way, teachers may find it challenging to plan the lessons, since projects require more preparation time than traditional teaching methods. Also, it can be difficult for the teachers to allow the students to work freely while maintaining the order and control of the classroom. Additionally, the evaluation of this process can be hard, since it aims to assess the acquisition of skills and abilities, and not the memorization of the content (Ortega, 2019).

When implementing the CLIL and PBL method in a pre-primary education, the teacher should promote situations where the children have to communicate with each other. It is important that the teacher makes sure that he/she is respecting the learning rhythm of each child, without forcing or pressuring them to participate. In this manner, CLIL is a good choice for pre-primary education because it seeks to create real conversation situations that will contribute to a meaningful learning process. Despite this natural use of the target language, it is understandable that the students, due to their young age or other factors, might find problems when understanding and, specially, when producing the language (Ruiz de Pascual, 2018), so teachers must help students without doing the work for them.

On the other hand, PBL is a method which attaches importance to the autonomy and independence of the students when working (students are the protagonists of the process: they plan the project, distribute the tasks, share ideas, make their own decisions, and develop the product). However, it is possible that pre-primary students are “still very young for some of these self-directed activities and might need more scaffolding or help”. (Ruiz de Pascual, 2018). Moreover, as Medrano (2014) and aulaPlaneta (2015) affirm PBL in pre-primary education is beneficial because:

- Motivates students to learn. The teacher arouses the student's curiosity through elements linked to his reality that stimulate him to investigate and learn. At all times promoting student creativity.

- Infantile students learn to learn; they see possible solutions to the problem throughout the work.
- Encourage the self-critical spirit. Pre-primary education students are able to evaluate their own work
- Strengthen their social capacities through the exchange of ideas and collaboration. Students share ideas, debate, and agree on decisions. Through collaborative learning, they support each other to learn and achieve a common goal.
- Attend to diversity. It encourages both students with learning disabilities and more advanced or gifted students. The former helps them learn through positive interdependence with their peers, while the latter opens up a whole field of possibilities to fully develop their abilities.
- Encourages the participation of families in the teaching and learning process of their own children.

Hence, with the use of PBL and CLIL approach at the same time, students not only memorize or collect information, but also learn by doing.

4.1.2. School context influences CLIL teaching

We seek to develop a didactic proposal to teach five- years-old student the different means of transportation using the PBL and CLIL approach. This proposal is designed to be carried out in a school in San Vicente del Raspeig, Alicante, Valencian Autonomous Community (Spain). The sociocultural and economic level of the families attending the school is average (middle-class families). Thus, their attitude towards the education of their children is positive and collaborative, and respectful towards the two official languages of the Valencian Autonomous Community. Three languages that are taught at school: Valencian/Catalan, Spanish, and English (as FL).

Regarding the vehicular language of the families, Spanish predominates (85%), although we can also find families of students who use Valencian at home. The school is around five years old, and has 400 students divided into six pre-primary and 12

primary education classrooms. Since last year the school has a continuous work day: school timetable is from 9 a.m. to 2 p.m., with lunch service and free activities until 5 p.m., as regulated in ORDER 25/2016 of June 13. School facilities are distributed among three buildings: one with pre-primary classrooms, one with primary education classrooms, and a gym. The infrastructures are modern, without architectural barriers. The school is considered one of the most prepared in the city for students with specific educational support needs, due to the training of the school's professionals and the facilities/services it offers to promote their development. The building for the pre-primary education students is a one-floor pavilion with six classrooms and four bathrooms (one for each educational level and another one for the teachers).

In addition, it has the multipurpose room, the psychomotor classroom, and the meeting room (Appendix 1). In terms of material resources, the building is equipped with whiteboards (in almost all classrooms), computers and tablets (at least one per class), educational games, visual and manipulative material, specific material for psychomotricity, etc.

4.1.3. The role of the CLIL teacher

As it has been previously explained, PBL offers a collaborative experience where students share the learning process. Students can work individually or in groups, all with the help of the tutor who will guide and encourage them whenever necessary (Blumhof, Hall and Honeybone, 2015).

Hence, teachers ought to know how to put it into practice correctly. First of all, before the PBL method is implemented into the classroom, the teacher should have a broad knowledge of the teaching methodology (Johnson, 2018). Thus, in order to guarantee a successful implementation Ertmet (2005) suggests that the teacher should review the five key building components, necessary for the proper implementation of PBL in the classroom. The five key building components are: real world connection, core to learning, structure collaboration, student driven, and multi-faceted assessments.

Regarding real word connection, it is important that the content of the project (in this case the different means of transportation) is meaningful and linked to the “real life” of the students in the pre-primary education classroom. In the same manner, the students should feel involved in what they are investigating, researching, learning, etc. Students need to see the connection between their project work and the real-world, so the teacher should propose authentic tasks in order to engage the students (Laur, 2013).

As we have said in several occasions in this text, collaboration is vital in order to guarantee a correct development of the child. In the PBL classroom the teacher is more of a facilitator, as she/he provides the students with necessary structure and guidelines to operate inside the class. So students take control of the project, as they are the protagonists of their own teaching and learning process. When evaluating, the teacher must assess students’ knowledges in order to know the lever of the understanding (Multi-faceted assessments). I explain the different way of assess in assessment section.

In the same way, within the CLIL-PBL classroom, it is important that the teacher follows the main theme on which the project is based on, regardless if it is a problem to be solved or investigated or a question to be analysed and answered. Furthermore, the project must have three well-defined stages: a preliminary phase (preliminary research and planning in a large group), a developmental stage (carrying out activities aimed at developing the final product), and a final part (sharing of what was learned and evaluation).

In line with the previous, the teacher encourages group work and he/she uses clear language adapted to the age of the students. In addition, the teacher must encourage and incentivize students to speak in English, and use the FL to show their ideas and feelings. On another hand, the main challenge of the teacher is to link the project with the curriculum so that the minimum requirements are met. Additionally, routines, habits, and repetitions help students to build and acquire internal

schedules/schemes and help them the proposed content. Thus, Barrios (2011) proposes a series of communication strategies so that the teacher favors communication and understanding among his/her students, these are:

- Code alternation. Use of the mother tongue whenever other resources have been exhausted to make the message comprehensible.
- Circumlocution.
- Confirmatory checks. Oral formulas to find out if the message has been understood. For example: Do you mean that...?
- Comprehension checks. Oral formulas to find out if you have understood the message. For example: Did you understand?
- Paraphrase.
- Redundancy.
- Reformulations.
- Repetitions. Repeat the previous statement to facilitate the internalization of the contents and the learning of the FL.

4.1.4. Communicative and cognitive skills in CLIL: timetable and activities

At this point, it is worth highlighting the contributions of neuroscience in Education. This science affirms that the human being has neuronal plasticity, which is closely related to the sensory or optical period of learning. This is about moments of maximum neuronal flexibility, so that the nervous system is at its optimal moment for the acquisition of such learning. This learning must be reinforced by interaction with the environment (Jiménez, 2014). For this reason, although it may harbour some difficulty, there is no doubt that the application of PBL in classrooms facilitates student learning (Ramírez, 2017).

From a legal perspective, in the Valencian Autonomous Community of Spain, the Decree 38/2008 regulates the educational curriculum. This decree reflects on the importance of promoting student autonomy and highlights the importance of the teacher attending to the interest and motivation of the students, so that they

progressively carry out more complex actions and tasks. The classroom space in the PBL session takes on another meaning, since the students will have to work in groups, move around, and interact with others. Hence, it is important to attend to the need for movement that young students have. For this reason, in sessions in a pre-primary classroom, the movement must be present in order to increase concretion and interaction with learning to contribute to a meaningful learning experience.

Taking into account all the aforementioned, in this section we will detail the implementation of our project “Land, water and air: off we go!” in a class of pre-primary education (five-year-old students). This project will take two weeks (15 days) to complete, and the students will complete a total of ten project sessions, six of which will be in English language. You can see the canvas of the project attached in Appendix 2.

The topic for these sessions will be means of transportation, due to the enormous interest of children towards transportation and the importance of this topic in their day-to-day life. In this way, before starting with the approach of the project, it is important to know the student's schedule, as well as the hours that will be allocated to CLIL sessions.

The first 45 minutes of the morning are dedicated to the assembly, there the students and the teacher talk about the weather, sing songs, and share anecdotes, fears, curiosities, news, etc. Two days a week the assembly will be in English so that the students can become familiar with everyday vocabulary. The following 45 minutes are dedicated to the project “Land, water and air: off we go!”, three of the programmed sessions will be taught in the FL. In these sessions the students will work on the subject of means of transportation, and the teacher will be providing motivating situations for the students. The goal is to achieve an active and dynamic teaching-learning process, where play is the key tool in development. Children learn by observing, manipulating, and experimenting with the reality around them. For all this to be carried out properly and effectively, it is important to have the cooperation of the students' families.

Additionally, a weekly 45 minutes will be dedicated to psychomotricity in English. During this session, students can familiarise themselves with body parts and movements (run, jump, roll, etc.). It should be noted that after the psychomotricity session the students must wash themselves, so hygiene habits will also be reviewed in the FL (timetable attached in appendix 3). With all these sessions, the student will be taught for four hours the FL, as established in Decree 9/2017, of January 27th (previously mentioned in section 4). It is important to note that the teacher will be constantly promoting the development of the students with special needs. The employed strategies are developed in-depth in section 4.

In this way, once the student's schedule is established, the activities for the CLIL and PBL sessions are designed. It is important to keep in mind that, according to the law, two sessions a week of the project will be carried out in Spanish (these will not be developed in this text). Throughout all the activities taught in the classroom, the teacher will carry out the strategies discussed in section 4.2.3. in order to promote the use of FL among students, as well as their participation. Similarly, through these strategies, the teacher seeks to ensure that all students have understood the message.

In the **first** activity, the teacher introduces to the students the different means of transportation using flashcards, and the class discusses which ones they know. Next, with the help of the digital whiteboard, the class looks for more information about some of the curiosities of the means of transportation, such as the longest train in the world or how it is possible to travel by hot air balloon. Next, the teacher presents the students with a box full of photographs of different places.

Each child takes one picture and explains to the entire class how would it be possible to get there. For example, if one of the images is of an island, the student and his/her classmates have to discern that they cannot use the car since it is surrounded by water. If another photo is from Finland, the students must find the fastest way to get there. Another image could be our school, and they could explain that they can go from their homes by car or bike but not by boat.

ACTIVITY 1					
Timing	Group work	Final task	Language skills	Content skills	Resources and materials
1h approx.	Entire class	Using learned transport names	I go to... with	- Name of means of transportation: car, bus, bicycle, boat, train, plane, etc.	- Flashcards - ITC

The **second** activity involves searching for items. By teams we decided to go out to the playground to collect images of different means of transportation that the teacher would have hidden previously. For this, previously, the teacher has to distribute to each group a template with the number of objects they must find (see an example appendix 4). Upon their arrival to the classroom, all the objects are counted, and the student group explains their basic characteristics, classifying them into sea/water, land or air transport. Next, the teacher or a student writes down the numbers of all the elements found, in order to review the numbers from one to eight. First, this will be done vertically (pointing them on the board, on the digital board, following the shape on the wall, etc.), then horizontally (in a sandbox, reviewing them on sandpaper, etc.), and finally each student will write them down in a piece of paper.

ACTIVITY 2					
Timing	Group work	Final task	Language skills	Content skills	Resources and materials
45 minutes approx.	Small groups.	Learning the characteristic of the means of transportation.	- This is a... - It goes through the water/road/air.	- Name of means of transportation and main characteristics.	- Template with the number of objects they must find.

In the **third** session, the teacher will show the Google Maps tool in order to familiarize the students with Interactive Technology Corporation (ITC). Using this tool,

the class will be able to calculate the distance between the school and the places proposed by the students. There can also be a debate about which mean of transportation is the most appropriate to use in different situations.

ACTIVITY 3					
Timing	Group work	Final task	Language skills	Content skills	Resources and materials
45 minutes approx.	Entire class.	Learning the characteristic of the means of transportation.	- I go to... with	- Name of means of transportation and main characteristics.	- ITC. - Google Maps.

In the **fourth** session of CLIL and PBL the teacher will create a full-scale circuit in the courtyard, in order to remember and put into practice what we learn in the project session taught in Spanish. In the other lesson, the students have learned about traffic regulations. To do this, the teacher will draw a circuit on the ground and place traffic signs made of paper/cardboard. The students will have to navigate the circuit either as a pedestrian or as a driver.

ACTIVITY 4					
Timing	Group work	Final task	Language skills	Content skills	Resources and materials
45 minutes approx.	Entire class.	Learning traffic rules.	- Stop - You can walk, run, etc.	- Actions.	- Chalk. - Card board. - Crayons.

In the **fifth** session, the students will get to use modelling clay, salt dough or continuous paper and paint. The students will have to reflect the different transports (car, airplane, helicopter, etc.) on paper, playdough or salt dough. Then they must

share with their classmates the differences they observe and the reason for those differences.

ACTIVITY 5					
Timing	Group work	Final task	Language skills	Content skills	Resources and materials
45 minutes approx.	Small groups.	Learning and reflect about the differences of mains of transportation.	- This is a... because...	- Main characteristic among mains of transportation.	- Modelling clay. - Salt dough. - Continuous paper. - Paint.

Finally, to wrap up this unit, the students will participate in a “motor story”. In this case, they could use the story of "We all go traveling by" (link of the book: <https://www.youtube.com/watch?v=cSw50Jw0H34>). This will help to develop the creative capacity of the children, as they interpret bodily what they are verbalizing.

ACTIVITY 6					
Timing	Group work	Final task	Language skills	Content skills	Resources and materials
45 minutes approx.	Entire class.	Interpret with the body and verbalize what they are hearing.	- You can hear ...	- Body movements.	- We all go traveling by book. - Music equipment.

4.1.5. Students with special learning needs.

Teachers must effectively support students with specific educational needs (A.N.E.A.E. by its Spanish initials) as stated in ORDER 1/2019, of January 8. Sáez

(2010) affirms that attention to diversity requires global action. Also, with the implementation of the CLIL approach in classrooms, students have the advantage of having a high experience in learning the FL. However, many of these students require additional support to improve their progress in school and reach their maximum potential, since they find it more difficult than the rest of the students to access the curriculum of their age (Bueno, 2016).

There is no generic action for students with special educational support, since each student requires different interventions that are tailored to their needs. Taking into account their differences, a joint action will be drawn up between teachers, specialists and the family. In this way, clear objectives must be set, with adequate procedures and evaluation (Bueno, 2016).

In article 10 of the Order June 24, 2008, we find the necessary steps to carry out an effective evaluation for our students with special needs. Thus, it is stated that the teacher must facilitate educational reinforcement in order for the student to achieve the established objectives. Then, if it is necessary, the teacher will resort to curricular adaptation. The teacher will have to eliminate or include certain contents to favor the achievement of the objectives set out in the adaptation. He/she can also modify the evaluation criteria. Likewise, a process of observing the behaviour, effort and performance of the student must be followed to consider the application of a significant curricular adaptation (Ortega, 2004).

On another hand, students with hearing disabilities aim to introduce mediation through Sign Language in classrooms as a measure of attention to diversity. Likewise, it is necessary to carry out the pertinent curricular adaptations, whenever necessary, and to compile and elaborate all the material that is possible, adapted to the needs of the school and of the students themselves (López, 2007). In the case of students with hearing disabilities or hearing and visual disabilities, bilingual education is carried out around two languages: officially recognized oral languages and Spanish sign language (Draft Law on Sign Language in López, 2007).

4.1.6. Assessment for learning in CLIL

Finally, the evaluation and assessment will aim to provide information on the teaching and learning process in order to adjust those aspects that require improvement. The student's evaluation in the pre-primary education has a global, continuous and formative character. In the Valencian Autonomous Community, it is regulated by the Order of June 24, 2008.

In addition, the teacher must make an initial assessment of the prior knowledge as well as his/her expectations. The continuous evaluation helps teachers to follow and record the daily progress of the students. This evaluation can be done by direct observation in class or with the use of rubrics for each activity carried out. The rubrics will attend to both the content and language aspects. In the same way that the teacher evaluates the learning of the students, he/she should evaluate his/her own educational intervention with the intention of improvement. In this manner, aspects such as the validity of the objectives and content proposed, relations with all members of the educational community, as well as the organization of the classroom carried out, among others, will be evaluated.

In order to guarantee an efficient and effective learning process for both content and language, it is important to work on the topic in class through different types of activities as we explain before. This will allow the students to develop their writing, reading, listening and speaking skills while learning about means of transportation. In order to evaluate the learning process, we will carry out an initial, formative and summative assessment. Thanks to the different evaluation timepoints, the teacher is fully aware of the student's development. This situation improves the teaching and learning processes as it allows to constantly track the advances of the students, so the teacher can change the teaching method and adapt it to the student.

It should be noted that the teacher will use a notebook to write down all the relevant things that happen in the classroom, as well as the attitudes and progress of the students. All this will help the teacher to make the final evaluation as detailed and

concrete as possible, since not only the final result is taken into account. As we said before means of transportation will be studied during a two weeks in which they will have three 45-minute sessions per week.

Through the initial assessment the teacher can evaluate the previous knowledge of the students. More specifically, he/she will be able to assess the students' vocabulary and structure level, and can detect individual differences regarding content and language. A way to carry this out is to direct a brainstorming session in order to figure out the level of the class. The students will share their ideas with the class and will write or draw them on the board.

In order to know how the students are understanding the contents taught in the classroom, we will carry out the **formative evaluation**. This assessment is also called continuous assessment, since it performed while the lesson is ongoing. Thus, we can use Vocaroo (vocaroo.com) is a tool that its use for recording device on the web. Through Vocaroo we are able to know the pronunciation of our students. It is a very helpful tool. We can use Vocaroo in three different situations:

- To strengthen the concept. We will record some sentences and the kids will be able to listen them as many times as they want. One sample could be:
<https://voca.ro/wfR82CTMZ08>
- Debate. The students must send sentences to their classmate. They will give some information related to transports. For example: My car is red, I do not have bicycle, My mother has a motorbike. They must send the sentence to a friend and the friend must send another sentence back. It is important to know that all the record must be send also to the teacher.
- Final activity – exam evaluation. We show our students a photos and they must describe them (example appendix 5. We will be able to know, as many times we need, the vocabulary they use and how they make the sentences.

In this way, the teacher will be able to assess the level of understanding of the students during the CLIL session.

Once the lesson plan is over, a **summative assessment** will be carried out. This assessment helps to establish reliable balances of the results obtained at the end of the entire teaching-learning process carried out within the classroom. Thus, the summative evaluation will be divided into two parts: an individual activity and the motor story. The individual activity the teacher will say aloud some means of transportation and the student must draw them.

Similarly, through self-assessment the students will be able to define and check the acquired knowledge, as well as their strengths and weaknesses on the topic. At this point, the teacher will give to the students a sheet with the assessment criteria. The assessment criteria are:

- I can classify the means of transportation in aquatic, terrestrial and aerial.
- I can describe the main characteristics of the means of transportation learned in class.
- I can understand the traffic rules.
- I can explain the differences between the means of transportation.
- I can identify which transport can be used in different situations.
- I can list the different types of transports learned in class.

In this self-assessment, the student will give a rating to the activity by pasting the silhouette of an aeroplane on a specific place: for those areas that the student excels, the aeroplane should be placed on top of the sky, while the aeroplane will sit on the bottom of the earth for those aspects that need improvement (example attached in appendix 6). Furthermore, the teacher will have another rubric through which he/she will be able to assess the performance of the students at the end of the lesson plan (appendix 7). Likewise, the teacher will take into account during the evaluation all the data collected throughout the teaching and learning process, as well as the results of the evaluations carried out.

Taking into consideration the prior knowledge of the students (initial assessment) the teacher will be able to evaluate the progress of the students in different areas, such

as language, content, cognition, and culture. Formative and summative assessment will help to make a complete evaluation. Similarly, one should not forget the importance of self-evaluation by the students, since it provides valuable information about their feelings in the learning process.

Although these activities have not yet been implemented in a real school, I am convinced that the dynamic and active nature of the activities encourages student participation. In the same way, this methodology will favour the oral expression of the entire class group as well as the acquisition and retention of knowledge.

5. CONCLUSION

After an analysis we can affirm that learning a FL is not only beneficial but also necessary in today's society. Similarly, learning a FL during the first years of a child's life is highly beneficial (Deprex, 1994). Moreover, children do not have prejudices to assimilate a new phonic, semantic and grammatical system, and are less afraid about making mistakes than adults, who find it more difficult to learn a new language (Bongaerts, 1989).

There are many studies that support and endorse the CLIL approach as an effective and efficient way to learn a new FL. Also, many authors describe this approach as a facilitator of interactions between students. In this way, CLIL seeks that students acquire knowledge of the new language through experimentation and not through rote learning. Similarly, the PBL method offers similar benefits in the teaching-learning process of the students. This methodology can be carried out at all educational stages, but in this work we have focused on the impact it has in pre-primary education. As authors like Muerte, 2016; Sainz, 1934 and Hernández, 1996 affirm, PBL is an appropriate tool for the infant stage since it motivates students by making them participate in their own teaching and learning process.

Furthermore, throughout this study have researched how effectively CLIL and PBL method work together in FL learning. We have found that these methodologies are very favourable in the children's learning process, as CLIL encourages

communication in the FL, while the PBL method offers the students motivating topics on which to debate, investigate and reason.

On the other hand, PBL and CLIL complement each other very well because CLIL is an approach while PBL is a method. Thus, according to Richards and Rodgers (1986), the approach describes the nature of language, how knowledge of a language is acquired and the conditions that promote language acquisition. Similarly, a method is a practical implementation of an approach. In this way, the method addresses the particular skills to be taught to the students, the roles of both the teacher and the students in FL learning, the appropriate procedures and techniques to guarantee correct learning and the order in which the content will be presented. Likewise, the method must also attend to the materials that will be used in the teaching and learning process and the evaluation (Rhalmi, 2018).

We can conclude that the joint implementation of PBL and CLIL approach in early childhood education classrooms is very positive for the learning of a new FL. Thus, as Núñez (2009) affirmed, “to learn something new, you must have sufficient capacities, knowledge, strategies [...] intention and motivation to achieve the ends you are trying to achieve.” In this way, we see how there are different elements that will influence the process, being the predisposition towards learning one of the most significant and influential (Férrandez, 2014).

As students tend to be motivated when participating in PBL sessions, they will also have a greater feeling of being part of their learning process, and are likely to seek to learn more about the subject of study. This motivation generates that the children want to communicate and share their doubts, interests or ideas. Hence, through CLIL approach, we encourage these communications to take place using the FL, since its use is contextualized, is not forced, and it flows naturally.

In conclusion, implementation of PBL within the CLIL approach in the pre-primary education classroom is not only beneficial, but necessary to guarantee an effective learning process for FL. Also, it should be noted that the role of the teacher is important

in order to guarantee the effective acquisition of a FL. In this manner, the teacher must have adequate competences in the FL and have the ability to adapt the language to the age of the students, so that they can understand their speech. In addition, the teacher must also be knowledgeable about the PBL and CLIL approach and the correct way to put it into practice. Last but not least, it is important to note that the entire educational community should work together and collaboratively.

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LEGAL FRAMEWORK

- Decree 38/2008, of 28th of March, of the Consell, which establishes the curriculum for the second cycle of Early Childhood Education in the Valencian Community.
- Decree 47/2017 of 25th of July, regulating the comprehensive foreign language teaching plan of the autonomous community of Castilla-La Mancha for non-university educational stages.
- Decree 9/2017, of 27th of January, of the Consell, which establishes the Valencian educational linguistic model and regulates its application in non-university education in the Valencian Community.
- Instruction 7 June 8, 2020 on the organization and operation of bilingual education for the 2015-2016 course in Andalucía.
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ORDER 20th of April 2017, which regulates the Bilingual Sections program in educational schools supported with public funds from the Autonomous Community of Extremadura and establishes the procedure for its implementation in the different educational stages.

ORDER 21st of June 2016, which establishes the accreditation procedure for teachers' languages proficiency in order to teach non-linguistic areas, subjects or modules in a foreign language in public educational schools under the Ministry of Galicia.

Order 24th of June of 2008, on the evaluation in the Early Childhood Education stage in the Valencian Community

ORDER ECD/123/2013 18th of November, that regulates bilingual education programs in educational schools of the Autonomous Community of Cantabria

Organic Law 8/2013, December 9th, for the Improvement of the Educational Quality (LOMCE).

Organic Law of Education 2/2006, 3rd May.

Resolution 20th of April 2017, by which the training activity called «Foreign language learning» is launched on an experimental basis, in the educational field of the Community of Castilla y León, during the academic year 2016-17.

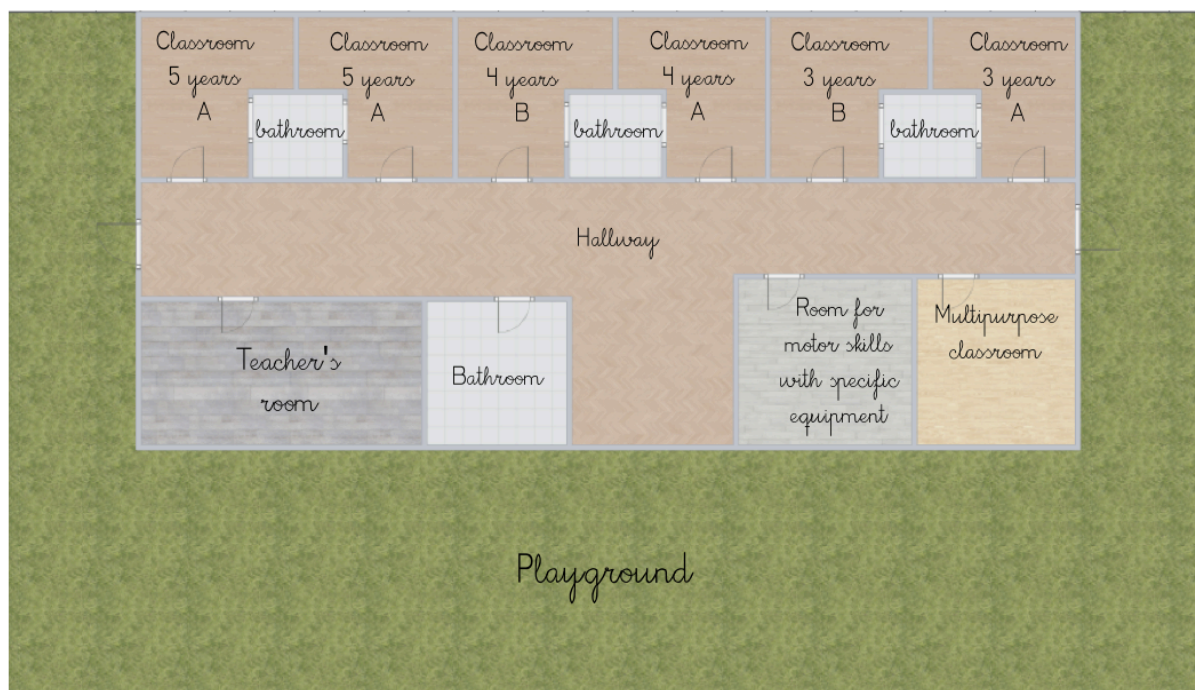
Royal Decree 1513/2006 of 7th of December through which are established the minimum teachings of primary education.

Royal Decree 1630/2006, of 29th of December, by which the minimum teachings of the second cycle of Pre-primary education are established.

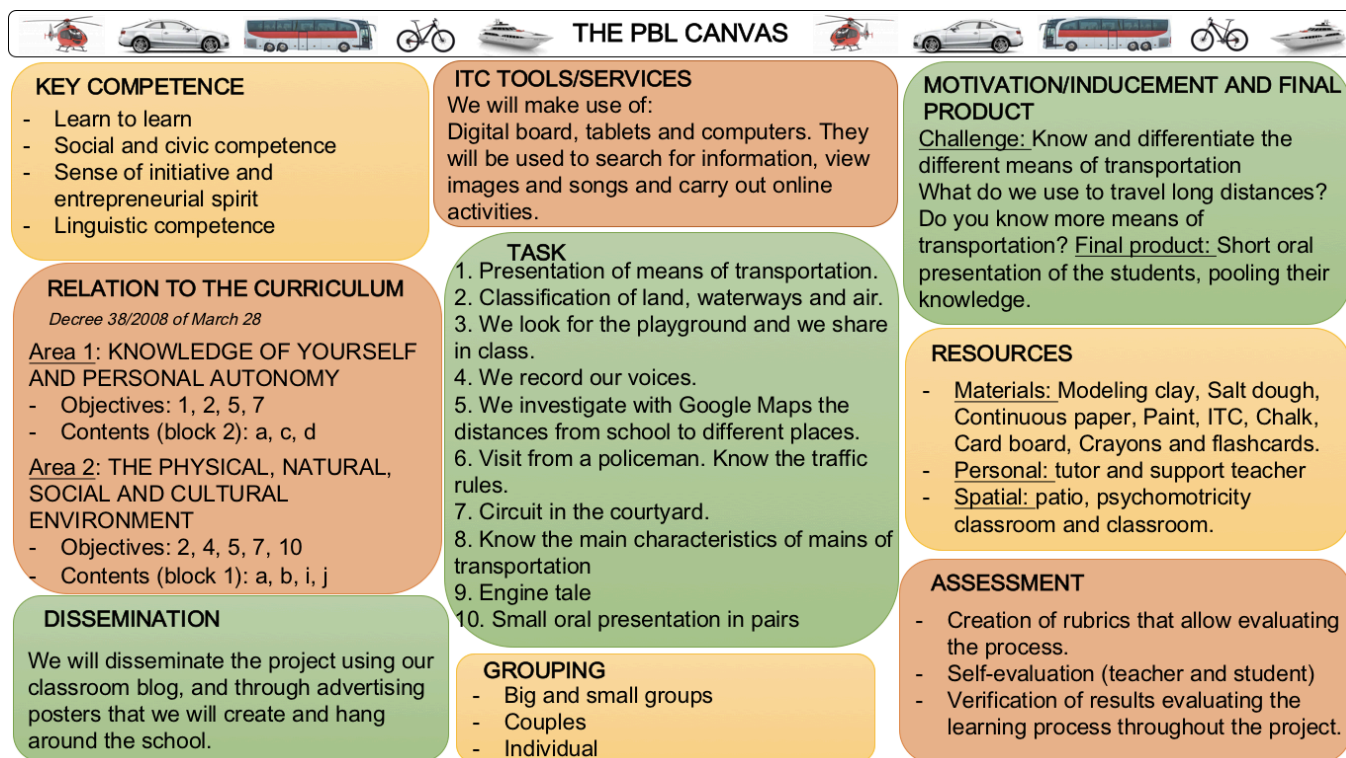
Spanish Constitution of 31st October 1978

7. APPENDIX

Appendix 1: Map of the building for the pre-primary education.



Appendix 2: The PBL canvas



Appendix 3: Timetable

	LUNES DILLUNS MONDAY	MARTES DIMARTS TUESDAY	MIÉRCOLES DIMECRES WEDNESDAY	JUEVES DIJOUS THURSDAY	VIERNES DIMECRES FRIDAY
9:00H – 9:45H	Assemblea 	Assemblea 	Assembly 	Assemblea 	Assembly 
9:45H – 10:30H	Project 	Proyecto 	Project 	Proyecto 	Project 
10:30H – 11:15H	Rincones 	Ambientes (todos los niños/as infantil) 	Rincones 	Rincones 	Ambientes (todos los niños/as infantil) 
11:15H – 11:45H	P	A	T	I	O
11:45H – 12:45H	(15') Relajación y cuento (45') Taller pizarra digital 	(15') Relajación y cuento (45') Taller huerto 	(15') Relajación y cuento (45') Psychomotricity 	(15') Relajación y cuento (45') Taller música 	(15') Relajación y cuento (45') Religión 
12:45H – 13:00H	P	A	T	I	O
13:00H – 14:00H	(45') Taller animació lectora  (15') Fer un comentari del dia, preparar-se per a anar-se'n i acomiadament.	(45') Taller art  (15') Fer un comentari del dia, preparar-se per a anar-se'n i acomiadament.	(45') Taller laboratori  (15') Fer un comentari del dia, preparar-se per a anar-se'n i acomiadament.	(45') Taller pissarra digital  (15') Fer un comentari del dia, preparar-se per a anar-se'n i acomiadament.	Taller projecte  (Ajuda families)

Appendix 4: Activity 2.

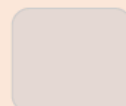
FIND



3



7



8



2



X

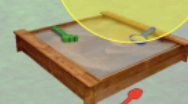


X



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X



Appendix 5: Formative assessment.

1. Describe the following images using Vocaroo:

IMAGE 1



IMAGE 2

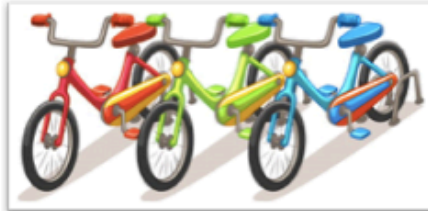
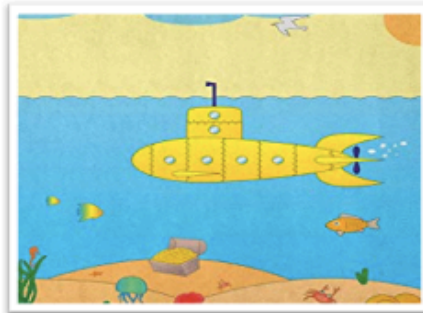


IMAGE 3



Appendix 6: Self- assessment.

On a scale of 1 to 5 – where 1 is really useful and 5 is not very useful – please rate the following sessions within today's programme

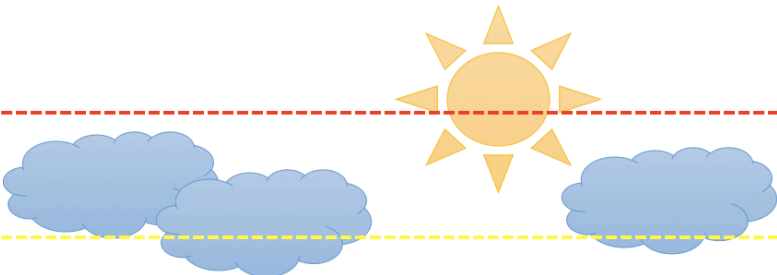
1

2

3

4

5



1

2

3

4

5



1. I can classify the means of transportation in aquatic, terrestrial and aerial.	2. I can describe the main characteristics of the means of transportation learned in class.	3. I can understand the traffic rules.
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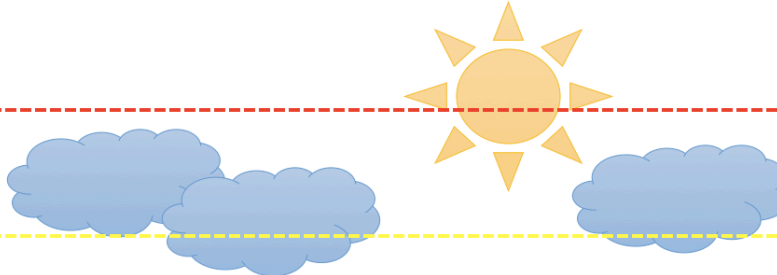
1

2

3

4

5



1

2

3

4

5



4. I can explain the differences between the means of transportation.	5. I can identify which transport can be used in different situations.	6. I can list the different types of transports learned in class.
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Appendix 7: Learning process rubric: Land, water and air: off we go!

NAME:				
CONTENT				
<i>Criteria</i>	<i>4. Excellent</i>	<i>3. Good</i>	<i>2. Satisfactory</i>	<i>1. Unsatisfactory</i>
Use of topic-specific vocabulary in written work	Student uses all new words related to means of transportation are appropriately used in simple sentences	Student uses almost all new words related to means of transportation are appropriately used in simple sentences	Student uses few new words related to means of transportation are appropriately used in simple sentences	Student does not use any new words related to means of transportation are appropriately used in simple sentences
Understanding the information worked in the classroom	Content completely accurate. Student shows a deep understanding of topic.	Content mostly accurate, mostly on topic. Student shows a good understanding of topic.	Some information accurate but some off topic. Student shows some understanding of topic.	Student shows no real understanding of topic. Some information not relevant.
LANGUAGE				
<i>Criteria</i>	<i>4. Excellent</i>	<i>3. Good</i>	<i>2. Satisfactory</i>	<i>1. Unsatisfactory</i>
Use of language Speaking: To seek dialogue	Student responds very well orally to messages related to means of transportation	Student responds orally in a satisfactory manner to messages related to means of transportation	With the teacher's or peers' help, student responds orally to messages	Student does not respond to oral messages at all.
COOPERATION				
<i>Criteria</i>	<i>4. Excellent</i>	<i>3. Good</i>	<i>2. Satisfactory</i>	<i>1. Unsatisfactory</i>
Ability to cooperate in carrying out group tasks	Student performs very well as a group member all the time, demonstrating initiative, organization skills and continuous encouragement of all group members to engage in the activity	Student sometimes performs well as a group member, demonstrating some initiative and support for other members.	At least once, the student has initiative or offers support for other members.	Student does not perform well as a group member at any time.

CREATIVITY				
<i>Criteria</i>	<i>4. Excellent</i>	<i>3. Good</i>	<i>2. Satisfactory</i>	<i>1. Unsatisfactory</i>
Originality in preparation and execution of visual materials	Student has lot of original design ideas and is able to prepare the resulting visuals.	Student some original design ideas and is able to prepare the resulting visuals.	Student few original design ideas and is able to prepare the resulting visuals.	Student does not have any original design ideas and is able to prepare the resulting visuals.
PRESENTATION				
<i>Criteria</i>	<i>4. Excellent</i>	<i>3. Good</i>	<i>2. Satisfactory</i>	<i>1. Unsatisfactory</i>
Presentation skills and aids	Capture the attention of the audience. Great variety and use of visual aids. Clear, articulate and confident speech.	Interesting to watch. Used a variety of visual aids effectively. Spoke clearly and confidently most of the time.	Sometimes interesting. Some visual aids. Speech sometimes unclear. There is eye contact and facial expression.	Information difficult to follow. Few visual aids, Speech often incomprehensible, and audience frequently lost interest.
COHESION				
<i>Criteria</i>	<i>4. Excellent</i>	<i>3. Good</i>	<i>2. Satisfactory</i>	<i>1. Unsatisfactory</i>
Coherence and organization	Thesis is clearly started; examples relevant; information in a logical order; conclusion clear and transition smooth.	Most information is in a logical order; thesis and conclusion present; some transitions choppy.	Concepts and ideas are loosely; thesis and conclusion vague.	Presentation does not flow; no apparent logic to order of the information; no thesis and few conclusions and transitions.
EVALUATION				
<i>Criteria</i>	<i>4. Excellent</i>	<i>3. Good</i>	<i>2. Satisfactory</i>	<i>1. Unsatisfactory</i>
Ability to assess own progress	Student completes in a graph the number of words and phrases learned in all exercises.	Student completes in a graph the number of words and phrases learned in some exercises.	Student completes in a graph the number of words and phrases learned in a few exercises.	Student never records the number of words and phrases learned.
GENERAL COMMENTS				