

IMPLEMENTING CLIL AND PBL IN PRE-PRIMARY EDUCATION: THE CELTS IN THE IBERIAN PENINSULA

APLICACIÓN DE CLIL Y PBL EN EDUCACIÓN INFANTIL: CELTAS EN LA PENÍNSULA IBÉRICA

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ABSTRACT

Can History be taught in Pre-Primary Education? Does it entail benefits? Is it possible to teach history in a foreign language? Which method would be more suitable for this purpose?

These questions are answered along this paper in which it is included a proposal of activities about History for students from the second cycle of Pre-Primary Education. They are based on the principles of *Content and Language Integrated Learning* (CLIL) as well as *Project Based Learning* (PBL). The Celts in the Iberian Peninsula is the main topic around which the work will be organised, thus allowing children to learn and develop several abilities and skills.

Key Words: Project Based Learning, Content and Language Integrated Learning, History, Celts, Didactic Proposal.

RESUMEN

¿Se puede enseñar Historia en Educación Infantil? ¿Tiene beneficios impartirla? ¿Es posible, además, hacerlo en una lengua extranjera? ¿Qué método se puede utilizar para ello?

Estas preguntas se responden a lo largo del presente artículo en el que se incluye una propuesta de actividades sobre Historia para alumnos del segundo ciclo de Educación Infantil, basadas en los principios de *Content and Language Integrated Learning* (CLIL) así como en los de *Project Based Learning* (PBL). Los celtas en la Península Ibérica son el tema central sobre el que se trabaja, permitiendo a los niños aprender y desarrollar diferentes habilidades y conocimientos.

Palabras clave: Project Based Learning, Content and Language Integrated Learning, Historia, Celtas, Propuesta didáctica.

Recibido: 10/09/2017

Aprobado: 07/11/2017

Enero - Junio 2018

ISSN: 1695-4297

páginas

5 - 24

Nº 16

EFd digital
EDUCACIÓN Y FUTURO

1. INTRODUCTION

This text is a brief summary of a Final Degree's Project. In order to develop the Project itself different steps were followed. First of all, the topic was chosen and a research of information was carried out. Then a didactic proposal was planned taking into account the information gathered before and the final conclusions were drawn. Sadly the proposal couldn't be put into practice, as it will be explained later.

The main objectives that were established for this Project were to research on different teaching approaches, including CLIL and PBL, as well as the historical topic chosen for the Project: the Celts in the Iberian Peninsula, and to design several activities for early year's learners responding to the CLIL and PBL principles. Besides, there were some specific objectives related to those two general objectives. These are:

- Deepening my previous knowledge of CLIL and PBL.
- Learning more about the Celts that inhabited the Iberian Peninsula.
- Being able to plan activities suitable for pre-primary students.
- Finding appropriate materials for teaching History to young learners.
- Improving my comprehension and written skills when dealing with English texts.

Thus, the current text will include the resulting work of this Final Degree's Project, including a didactic proposal of History for Pre-Primary Education students through the use of Project Based Learning (PBL) and respecting the principles of Content and Language Integrated Learning (CLIL).

There are different sections in this text. Firstly, some theory and basic framework will be given. After that, the didactic proposal will be explained, including a few examples of the proposed activities. Finally, the conclusions will be exposed.

2. THEORETICAL FRAMEWORK

2.1. Defining History

The word History comes from Latin (*historia*) and from Greek before (*ιστορία*). It can be defined as the discipline which studies the past events, especially those related to human affairs (political, social, economic, cultural, etc.), by recording, interpreting and narrating them (Oxford Dictionary, n.d.; Collins Dictionary, n.d.; Real Academia Española, 2014).

History is a discipline and, therefore, considered a science, such as Sociology, Anthropology, Economics, Geography, Political Sciences or Psychology. These Social Sciences have some common characteristics since

their main purpose is to study the human behaviour, its conditions and all the aspects related to it while, at the same time, they use the scientific method, just as the experimental sciences do (Perry & Perry, 2008).

The scientific method is the procedure that scientists use in order to develop their studies. It has some steps that can be explained as it follows. First you must select and define the topic that will be studied. This is commonly done through a question to be answered. Once the subject has been defined, the scientist searches for previous information and literature about it in order to know what has been said before and if anything else needs to be added or changed. After this review the researcher forms a hypothesis which is an indefinite statement that could try to answer the first question and needs to be probed in the next step; developing the study by collecting, classifying and analysing the data gathered through the use of the multiple research methods available (direct observation, questionnaires, interviews, etc.). Finally, when all the data have been verified and established as valid and reliable, the conclusions are drawn by redacting theories in reports, published materials... (Perry & Perry, 2008).

2.1.1. Historical periods

Historians in the Western countries have established a division of the time in order to easily study the evolution of the human beings in the world. First of all, History is considered to start when the first writings appeared around the year 3000 b. C., and all the previous events are part of what is called Prehistory. Besides, History is divided in several periods, starting with the Ancient Age, from the first writing until the Fall of the Roman Empire of Occident (476), then the Middle Ages (until the discovery of America in 1492), followed by the Modern Age (up to the French Revolution of 1789) and ending up with the Contemporary Age that continues until the present day (Álvarez Osés et al., 2005).

However, as previously stated, this division was made from the European, Mediterranean and Occidental point of view and, therefore, the dates or events may vary. For instance, the beginning of the Modern Age can be considered after the Fall of the Roman Empire of Orient (1453) instead of the discovery of America. Nevertheless, it is important to bear in mind that these are just illustrative events and dates which do not imply that there was a huge change at that moment but that it was gradual and different in each part of the world. A clear example of this fact is the historical topic chosen for this Project, the Celts in the Iberian Peninsula, halfway between the Prehistory and the History (Museo Arqueológico Nacional, n.d.).

2.2. Teaching History

Now that we know what History is a question can arise in our minds; why should we teach anything about Celts or History? Well, several scholars claim that learning History has many advantages for students of

different ages as long as the cognitive development, the educational needs and cognitive abilities are taken into account while designing the lessons. For instance, by learning about the past you better understand your present, but also other cultures' and people's realities. Thus, it gives you an open mind and develops your critical thinking and inquisitive attitude. Therefore, according to these authors (Prats & Santacana, 2006; O'Hara & O'Hara, 2001) learning History helps and provides with:

- Awakening the interest for the past events.
- Understanding the present through the knowledge of the past.
- Chances to develop other curriculum areas, in this case English in particular, but also others such as Literacy, Numeracy, Art, Geography or ICT.
- Stimulating memory and critical thinking.
- Promoting an inquisitive attitude towards values and beliefs. Thereby developing respect, tolerance, fairness or sense of justice.
- Understanding the cultural roots.
- Getting to know and better understand other cultures and countries, meeting others' realities.

In order to achieve these aims, Prats & Santacana (2001) suggest working with a difficulty-increasing work. This way, children start by mastering the time and spatial notions and get more challenges throughout their school years. By the end of this process the students should be able to analyse and comment historical events, in their context, etc.

2.3. Teaching History in the Spanish Educational System

According to the authors in the previous section History is good and important to be taught in the school since it has many different benefits for the students. For these or other reasons History is studied by Spanish children in the school and it is somehow included in the curriculum and educational legal texts. That is what will be explained in the current section.

First of all, it is important to bear in mind that there are different "levels" of educational laws in Spain. In the first place, the Government of Spain drafts a basic and general law for the whole territory of Spain being the current one the *Ley Orgánica de Educación* (2006), which was modified to some extent by the *Ley Orgánica para la Mejora de la Calidad Educativa* (2013). These organic laws are then specified by other national laws (e.g., Real Decreto 1630/2006) or by the Autonomous Regions (e.g., the Decreto 17/2008 in the Comunidad de Madrid).

Therefore, and as a summary, I will just highlight some specific points from each law regarding to History teaching in Pre-Primary Education. On the one hand, the LOE (Gobierno de España, 2006) and the Real Decreto 1630/2006 (Gobierno de España, 2007) do not directly mention History in the first years of Education. However, several objectives or contents can be related to this topic. For example, some objectives from the LOE can be achieved by working on specific activities related to History since children may learn concepts and notions such as time and space or cause-effect actions as well as exploring their close environment. In the case of the Real Decreto 1630/2006 (Gobierno de España, 2007), the second area of the Curriculum (*Conocimiento del entorno*) also has an important connection to History.

On the other hand, the Decreto 17/2008 (Comunidad de Madrid, 2008) is the one which most clearly talks about History, including a contents block about the *culture and life in society*. Here it is said that children must have a first contact with History, more specifically with the Prehistory, the way of living, the housing in that age, animals, etc. In addition it is included that it must be worked with the students the identification of changes in the way of life and in the customs with the passing of time.

2.4. Celts in the Iberian Peninsula

Celts were a diversified group of people with some common roots and customs who lived in several areas of Central and Western Europe, including the Iberian Peninsula, from the 7th Century B.C. and the 1st Century a.C. (López Férez, 2006; Almagro Gorbea, 1992; Bendala Galán, 2000). These and other facts are the ones that are aimed to be worked with the students throughout the project to be developed. If the readers want to broaden their knowledge about Celts, or learn some interesting facts, it is very recommendable to read www.celticahispana.com, a website developed by the historian Laura Díaz Aguirre.

Our present knowledge of the Celts and their culture, in the Iberian Peninsula and in Europe in general, is a combination of information from current investigations from historians, archaeologists, linguists and other scientists as well as old texts, as ancient as the Celts themselves like López Férez (2006) and García Gálvez (1986) claim.

Celts lived in what in Spanish is known as *castros*. *Castros* were fortified villages which used to be on the top of hills or promontories. These villages changed in their inner organization throughout the time and according to the needs and customs of the people living there. At the beginning the houses had a circular shape with rocky walls and conical roofs made of wood and straw. They appeared to be spread randomly inside of the area of the walls of the *castro* and separated from each other. When the time passed these villages grew into bigger towns where the houses started having square shape and which inner organization

was less messy (Bendala Galán, 2000).

In these *castros* and surrounding areas Celts lived and had their economic activities, based on agriculture and livestock. At the very beginning these two activities were made in order to get the minimum food and materials to cover their necessities, but while the villages grew and the civilization developed, the Celts started having surplus that they could trade with another tribes, towns or civilizations, such as the Tartesians, Phoenicians, Greeks or Iberians. Besides, Celts had a reputation for their expert ability with metal forging and creating weapons. But one of the most distinguished characteristics about Celts was their brutality and ferocity in the battle. Back in their days, Romans and Greeks wrote about the Celts bravery. (López Férez, 2006; Bendala Galán, 2000).

Celts' religion and mythology is quite complex, including a great number of gods and goddesses and a special bond with Nature (sacred animals, plants, rivers...). Some of these deities were related to war, death and afterlife (Bandua, Carioecus, Epona, Endovelico or Ataecina) while others had to do with the fertility (Matres), the ceremonies (Cosus) or the Sun (Luc). Despite having common deities, some tribes sometimes had different customs, for example in the funeral rites; some would leave the bodies to be eaten by vultures (symbol of afterlife) while others would use cremation or put the bodies onto the sea or rivers (Bendala Galán, 2000).

In regard to the art developed by the Celts there are three main artistic disciplines or techniques: metal forging, pottery and sculpture. Celtic metal forging was already appreciated back in their days by other cultures, such as Greeks or Romans. They used the metals for creating earrings, necklaces, charms, torques, fibulae and weapons. Pottery production was very diverse depending on the time and the external influence; some Celtic groups made pots by hand and others with potter's wheels, some decorated the ceramic with geometrical or other patterns while others made them plain. Finally, Celts also developed the sculpture, mainly on stone. Great examples are the Gallaecians' warriors or the *verracos*, some big stone-made sculptures which represent pigs or bulls (Borrego & Damián, 2002).

2.5. Project Based Learning

Project Based Learning, known as PBL, is an educational approach that consists of developing a project from an initial question, named driving question. Firstly, the students state this question and then research on it in order to answer the interrogation. This is all done by the students themselves with some help from teachers, parents or other peers, being a child-centred method. Finally, they gather all the information and produce something that is presented as the result of the work done, such as a theatre play, a poster, a book... (Hallermann, Larner & Mergendoller, 2011).

According to several authors (LaCueva, 2001; Thomas, 2000; Grant, 2002) this approach has many benefits as it promotes critical thinking, it helps students to make affective and cognitive achievements, promotes different attitudes and values (cooperation, autonomy, collaboration, maturity...), it develops the working abilities of the students since they have to work by their own, in pairs, groups... And all of this while having a meaningful learning based on significant content and 21st Century skills, which at the same time enhances the interest and the motivation of the students (Hallermann, Lerner & Mergendoller, 2011).

2.6. Content and Language Integrated Learning

Content and Language Integrated Learning (hereinafter CLIL) is an approach according to which the vehicular language (the one to be taught) is used naturally by learning contents of other subjects (Coyle, Hood & Marsh, 2010). In this case English is the vehicular language which is used in order to learn about History.

This way, language becomes into a useful tool itself, at the same time that a cross-curricular learning is promoted. That is one of the various benefits that CLIL has. Something else about this approach is that it is not a specific method, but it includes many different ones, so it can easily suit any teacher school or group of students. Thanks to CLIL learning a language is not boring but motivating, since the language itself is the means to learn about other topics. Besides, personal and cultural skills of the students are developed and the time is well used by the teacher and the students (Coyle, Holmes & King, 2009; Coyle, Hood & Marsh, 2010; Marsh & Frigols Martín, n.d.).

2.7. Other considerations: Multiple Intelligences Theory

Lastly, and to finish with the theoretical framework, I would like to highlight the importance of the Multiple Intelligences Theory by Howard Gardner. This theory states that there is not just one intelligence but a few of them which are differently developed in each person. Therefore, the education professionals have to promote all of the intelligences and adapt the learning-teaching process to them instead of the other way around. This way all the students have the chance to learn according to their own abilities as well as they develop and grow in several dimensions. The intelligences that Howard Gardner has accepted for now are the musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, intrapersonal, naturalistic and, most recently, the existential (Gardner, 1998, 2006).

This theory has been taken into account when planning the following activities. In fact, all the activities have been designed in order to include some of the different Intelligences. Thus, in each activity some of

the Multiple Intelligences are identified as the main ones, which does not mean that others are not worked implicitly. The Linguistic Intelligence is taken into account in all the activities since the vehicular language (English) is used all of the time, sometimes as an input and other times as the output. By the end on the Project all of them will have been worked through one or other activity.

3. DIDACTIC PROPOSAL

In this section several activities are described. The activities in this didactic proposal have been designed specially thinking about children from the second year of the second cycle of Pre-Primary education in Spain, that is four-year-old pupils. It is important to bear in mind the age of the pupils and their abilities and characteristics so the difficulty of the Project is appropriate for them, being challenging but comprehensible at the same time. In addition, adaptations might be done to make the activities suitable for children with special needs.

This Project can be done throughout one school term, even though the activities don't need to take place all together or every day. Depending on the school and the second language program implemented, other English lessons will be held in between. Furthermore, the activities explained later are all practical and aim to develop concepts and ideas which theory will be worked and looked for beforehand through the use of videos, books, pictures, websites or other resources available.

According to the Content and Language Integrated Learning approach, English is worked in a practical and realistic way, through activities that enable children work with authentic materials and real life situations. This means that English is not taught as a subject like traditionally has been done, but it is used in a normalised way in the classroom. An example of this is that the teacher speaks English the whole time, trying to avoid the first language as much as possible. Despite this natural use of the target language, it is comprehensible that the students, due to their young age or other factors, might find problems when understanding and, specially, when producing the language. This has to be taken into account by the teachers who must try helping the children whenever they need it in a suitable and clarifying way, without doing the work for them.

On the other hand, Project Based Learning is applied here to the extent possible, taking into account again the age of the children. PBL is an approach which attaches importance to the autonomy and independence of the students when working. With students from higher education levels this can be done easily, letting them decide which topic they want to research or the activities to do. However, four-year-old students are still very young for some of these self-directed activities and might need more scaffolding or help.

If we wanted them to do a Project about History they might have problems to choose a topic at first without knowing which options there are. Therefore, in this case the main historic period is given to them from the beginning. Nevertheless they are still free to look for the information they are more interested in or deepen in the specific facts that they want to know. Besides, and in relation to the research that the children have to do, parents also take a big part in the PBL with young students. They are the ones that can help searching for data or objects that might be useful or interesting to see in class. This way, collaboration and communication between the school staff and the families is crucial along the entire Project. For instance, if there is some material needed for an activity, the teacher can ask the parents to obtain it.

But one question may appear, why Celts and not any other group of people or historical period? Well, this Final Degree's Project had to be related to History, but when talking about History in Pre-Primary Education most of the times the topic that is worked is Pre-History since it is established in the curriculum (Comunidad de Madrid, 2008). Some other periods or cultures that are studied quite often are the Romans, Egyptians, Greeks or the Medieval Ages. However History of human beings is a lot more complex. For this reason I decided to choose a different period of time from the ones just mentioned. This way, a new door is opened for other sorts of contents and knowledge. The Celtic culture was developed in the Iberian Peninsula and, therefore, easy to relate to the students themselves as they can visit museums or archaeological sites. Besides, the Celts also lived in the British Isles, thus becoming a common element to the English culture, making it a potential incentive to learn their language, customs, etc. as we also want to promote in this Project.

3.1. Objectives

With the accomplishment of this Project the students are supposed to fulfil the following general objectives:

- Becoming aware of History and the past events.
- Deepening their understanding and use of English.
- Developing different skills and abilities, in accordance with the Multiple Intelligences theory.

These prior objectives can be specified with the next ones:

- Learning different concepts and facts about the Celts in the Iberian Peninsula.
- Understanding simple English sentences, including commands, descriptions and explanations.
- Producing simple English sentences and words.

- Improving the autonomy.
- Fostering the reflection and thinking.

3.2. Assessment and Evaluation

Evaluating is an important point to do in any educational process. It helps to know if the students are doing well but also if the activities are adequate for their level and needs. For this reason it is relevant that when implementing this Project the evaluation is done correctly.

There should be an initial evaluation in order to know the previous knowledge and expectations of the children. A good way doing this is by the use of the KWL thinking routine. First children explain what they know (K) and it is written down, followed by what they want to know or learn (W). Finally, when the whole Project is finished they have to say what they have learnt (L), including thus the final evaluation. In between these two types of assessments another way has to be taken into account, the continuous evaluation, with which the teacher writes down the daily progress of the students. This can be done by direct observation in the class but also with the use of rubrics for each activity developed.

Besides, children themselves need to assess their learning process as well as the activities in order to help the teacher knowing what is better and to help themselves realize of their own progress, attitude and possibilities. This sort of evaluation can be done individually or in groups.

3.3. Activities

This is a table where the nine activities have been simplified. In it the reader can find two first activities used in order to discover the topic of the Project. After that there are seven practical activities, each of them related to some Celtic-related aspects which are expected to be learnt throughout the investigation carried out at class and at home.

Table 1. Activities.

Source: Author.

ACTIVITIES	MULTIPLE INTELLIGENCES	BRIEF DESCRIPTION
Introduction of the Project	<ul style="list-style-type: none"> a) Spatial. b) Interpersonal. c) Logical-mathematical. d) Naturalistic. 	<p>Show flashcards of Celtic objects and ask the students to describe what they see. Write down students' ideas.</p> <p>Use structure "this is/are" and describing words (big, small, the colour...).</p>
Visit the museum	<ul style="list-style-type: none"> a) Logical-mathematical. b) Spatial. c) Interpersonal. d) Naturalistic. 	<p>Visit the Museo Arqueológico Nacional to look for the objects from the previous activity and discover the new culture.</p>
Pottery Workshop Part 1	<ul style="list-style-type: none"> a) Spatial. b) Interpersonal. c) Intrapersonal. d) Naturalistic. e) Logical-mathematical. 	<p>Follow the "Think, Pair, Share" thinking routine to talk about some pictures about pottery.</p> <p>Use of "there is/are" and other describing concepts; size (big/small), colours (red, orange, brown, black...), etc.</p>
Pottery Workshop Part 2	<ul style="list-style-type: none"> a) Logical-mathematical. b) Spatial. c) Bodily-Kinesthetic. d) Intrapersonal. e) Naturalistic. 	<p>Watch a video explaining how to do coil pots. Put in order the steps in pictures. Follow the instructions to make their own pot.</p>
Home, Celtic home	<ul style="list-style-type: none"> a) Logical-mathematical. b) Spatial. c) Bodily-Kinesthetic. d) Interpersonal. 	<p>Build a round Celtic house in the classroom with recycled materials.</p>
Celtic bread workshop	<ul style="list-style-type: none"> a) Logical-mathematical. b) Spatial. c) Bodily-Kinesthetic. d) Intrapersonal. e) Naturalistic. 	<p>Follow teacher's instructions to prepare bread. Decorate it at the end with Celtic patterns.</p>

Druids ritual	<ul style="list-style-type: none"> a) Spatial. b) Bodily-Kinesthetic. c) Musical. d) Intrapersonal. e) Existential. 	Try to recognise the instruments in the Celtic music. Dance in a big circle pretending to be druids in a ritual for the deities.
Celtic jewellery Workshop	<ul style="list-style-type: none"> a) Interpersonal. b) Spatial. c) Logical-mathematical. d) Naturalistic. 	See and describe Celtic jewels from flashcards. Create their Celtic jewels (torque and fibula).
Celtic Symbols	<ul style="list-style-type: none"> a) Spatial. b) Intrapersonal. c) Naturalistic. d) Existential. 	Describe pictures of Celtic symbols (triangle, circle, square, big, small...). Colour and create their Celtic symbol while getting calmed.

Despite all the activities have been briefly explained in the previous table some others are shown with more detail now as an example of how it was done in the real Final Degree's Project. First the two initial activities and, after that, the example of one of the more practical activities.

Table 2. Example 1. Activity 1: Introduction of the Project.

Source: Author.

Objectives:

- Getting introduced to the Project.
- Suggesting possible facts about some unknown objects.
- Drawing the objects.
- Using the sentences "there is" and "there are".

Assessment criteria:

1. Produce simple sentences and words in English.
2. Reflect on and express their own ideas and opinions.
3. Listen and respond to adults and peers' requests, questions and interventions.
4. Express their own thoughts and feelings through the use of art.

Learning standards:

1. Participate actively in the discussion.
2. Use of common and basic English vocabulary as well as more specific Celtic vocabulary in English.
3. Respect the speech turn and others' ideas when participating in a conversation or discussion.
4. Interpret what they see.
5. Identify the properties of some objects (colour, shape, size, material).
6. Define what they see through the use of basic describing concepts and structures.
7. Use different artistic techniques.

Multiple Intelligences:

- a) Spatial.
- b) Interpersonal.
- c) Logical-mathematical.
- d) Naturalistic.

Duration: 15-20 minutes	Materials: flashcards or pictures with some Celtic objects, notebook and worksheet.
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With all the pupils in a circle, the teacher shows different flashcards or pictures of historic objects. One by one, the children give their opinion on what those things are (this is...), what they look like (big, small, the colour...), what they are used for, their materials, who used them... The teacher writes down the students' ideas as they suggest them and helps the children to say the sentences or words if they have any trouble or doubt.

In a second part of this activity, the teacher gives each child some notebooks that will be used along the Project. Then, the students draw the objects from the flashcards in a specific worksheet given by the teacher that will be glued in the notebook when finished.

Table 3. Example 2. Activity 2: Visit the museum (*Museo Arqueológico Nacional*).

Source: Author.

<p>Objectives:</p> <ul style="list-style-type: none"> • Visiting the Museo Arqueológico Nacional in Madrid. • Finding several objects in the museum. • Becoming aware of the ancient origin of the objects. • Getting to know the topic of the new Project for the first time, the Celtic culture. • Working on some basic English vocabulary related to Celts. 	
<p>Assessment criteria:</p> <ol style="list-style-type: none"> 1. Understand and answer to simple questions, request and commands. 2. Start writing English words. 3. Use of appropriate historical or scientific language. 4. Observe and think of facts. <p>Learning standards:</p> <ol style="list-style-type: none"> 1. Listen carefully to what others say. 2. Try to write some words despite possible spelling mistakes. 3. Identify the properties of some objects (colour, shape, size, material). 4. Define what they see through the use of basic describing concepts and structures. 5. Participate actively in the activity, showing enthusiasm and interest. 	
<p>Multiple Intelligences:</p> <ol style="list-style-type: none"> a) Logical-mathematical. b) Spatial. c) Interpersonal. d) Naturalistic. 	
<p>Duration: School trip; some hours in the morning.</p>	<p>Materials: Personal notebooks and teacher's notebook.</p>

Table 4. Example 3. Activity 5: Home, Celtic home.

Source: Author.

<p>Objectives:</p> <ul style="list-style-type: none"> • Building a reproduction of a Celtic roundhouse. • Becoming aware of the importance of recycling. • Developing the gross motor skills. • Working in groups. • Learning some vocabulary about a house (floor, wall, door, ceiling, roof...). 	
<p>Assessment criteria:</p> <ol style="list-style-type: none"> 1. Produce simple sentences and words in English. 2. Observe and think of facts. 3. Listen and respond to adults and peers' requests, questions and interventions. 4. Use in a correct and respectful way the materials and facilities in the school. 5. Develop the fine motor skills. <p>Learning standards:</p> <ol style="list-style-type: none"> 1. Use of appropriate historical or scientific language. 2. Listen carefully to what others say. 3. Identify the properties of some objects (colour, shape, size, material). 4. Define what they see through the use of basic describing concepts and structures. 5. Participate actively in the activity, showing enthusiasm and interest. 6. Use different artistic techniques. 	
<p>Multiple Intelligences:</p> <ol style="list-style-type: none"> a) Logical-mathematical. b) Spatial. c) Bodily-Kinesthetic. d) Interpersonal. 	
<p>Duration: around three hours in total. They can be split in different sessions of work.</p>	<p>Materials: chalk, tetra bricks, grey paint suitable for plastic, white glue, big piece(s) of cardboard, brown and red tempera paint, big piece of cloth (sheet or tablecloth), fabric paint, string or thread.</p>

4. CONCLUSIONS

4.1. Meeting the objectives

At the beginning of this document some aims were established. There were two general objectives which I consider that have been achieved along the progress of the work.

Generally speaking, most of the objectives I had established at the beginning were accomplished. For instance, the two general objectives were successfully achieved since I could do the research on different teaching approaches (CLIL and PBL) and the Celts in the Iberian Peninsula (with the resulting information gathered in section two, Theoretical Framework), as well as I was able to design activities for young learners according to CLIL and PBL principles, as it is shown in the section three, Didactic Proposal. This way, the three first specific objectives are also met, considering that they are intimately related to the general aims. In addition, the last objective, related to my English reading and writing skills, was also accomplished, not only I feel that my use of English is more proficient than before, but I have learnt new terms, many of them related to the historical topic.

On the other hand, there is one of the specific objectives that can be considered to be partially accomplished. This is the one related to finding appropriate materials for teaching History to young learners. I could not easily find resources (ICT or traditional) nor ideas for activities as I expected beforehand. I found some interesting English websites about Celts for children, but the activities were related to the Celts in Britain, which historically were not so similar, or for Primary and even Secondary Education. Therefore, they were not suitable. Nevertheless, not being able to find appropriate materials inspired me to make some that can be used from now on.

In summary, both general objectives have been achieved satisfactorily while most of the specific aims have been met too. There is just one that was partially completed but I could manage to deal with it easily.

4.2. Difficulties

Sometimes, when working or doing many different activities, we have to face some problems or difficulties by using the resources that we have in order to solve them. This is what I am going to explain in this section; the issues that I had to deal with while making this paper.

First of all, some of the difficulties I encountered were related to the specific objective that could not be met entirely. In the previous section I talked about the aim of finding appropriate materials for teaching History to young learners. As I explained before it was not easy to find suitable activities in terms of age,

English level or History coherence. For instance, the activities about History for young learners were not specially related to Celts but other historical periods, or those related to Celts were about those who lived in Britain or were designed for older students. However, despite they were not completely suitable; they gave me ideas on how to plan my own activities.

Lastly, the other major difficulty I have encountered when doing this work was the possibility of putting it into practice. Since this is a proposal of activities it would have been very interesting to actually do them with a group of students. Nevertheless, it has not been realisable due to the complication to meet all the requirements needed. This is a PBL Project for children to be done in English (CLIL) which implies that it has to be carried out in the English lessons in a Pre-Primary class with teachers who are willing to do this type of educational approach and that suits into their planning. Those are quite numerous requirements that could not be fulfilled. Additionally, I could have tried putting this Project into practice while I was doing my teaching internship; however, I split this period in order to go to one school in England for some weeks and to another school in Madrid. In the first school it was difficult to implement the Project as the students' first language was already English so it was unnecessary to teach it. What is more, in the school in Madrid they already used the PBL approach and when I arrived they were developing a different topic so it was not proper to try implementing my proposal.

Despite these difficulties I find it interesting to have planned these activities which I hope can be useful for me or other teachers from now on.

4.3. Regarding the future

In this section I will delve in the potential and possibilities of this paper for prospective studies and works. Here, I think, the main objective in the future would be putting the whole Project into practice. By doing this any real difficulty or issue could be identified and solved afterwards. In the case that this Project was actually used in a classroom some considerations should be born in mind.

First of all, it is very important to take into account the characteristics of the group of students in the class as well as the individual possibilities. It might happen that one or more children have some sort of special educational needs. In the case that this happened, the teacher should provide with specific help by adapting the proposed activities. This adaptation can be done by adding or deleting tasks or contents, modifying parts of the activities, simplifying the language, content, structure, etc. or reordering the activities within the Project (McDonough & Shaw, 1993).

Secondly, the school's methodology has to be considered so the Project fits in and can be developed properly. This Project should be developed respecting the PBL approach and its main principles. Therefore, the teachers using it must keep these principles, even if the Project is adapted in some way to be accommodated to the school ethos.

Another important consideration to be taken into account is that this Project is devoted to be carried out in English and, this way, developing the English knowledge and skills of the children participating in it. Since it is connected to the CLIL approach the English should be used the whole time, avoiding the use of the first language as much as possible. However, this can only be done under some other circumstances and it depends a lot on the school's approach. If the students did not have many hours of English per week the implementation of this Project would be more difficult than if they were used to listen or use English four or five times a week.

Nevertheless, it could be an interesting idea sharing this Project by the English and the first language lessons so it would be interdisciplinary. This could help developing more elaborated activities or contents in the first language that could reinforce the English lessons.

Finally, another possible idea for the future would be considering this English Project in order to learn from other historical periods or even other topics not related to human History. This way, PBL could be used in the English class as a regular and common approach instead of using publishing houses' books or worksheets.

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CITA DE ESTE ARTÍCULO

Formato APA

Ruiz de Pascual Izábal, I. (2018). Implenting CLIL and PBL Pre-Primary Education: The Celts in the Iberian Peninsula. *Educación y Futuro Digital*, 16, 5-24.

1 Adaptación de una pequeña parte del capítulo dedicado a estas cuestiones en la Enciclopedia General de la Educación (vol. 3, Didácticas específicas).