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TRABAJO FIN DE MÁSTER

**Project-based language learning. A planning proposal for
Secondary Education**

Estudiante: Dña. Isabel Sánchez Liendo

Tutor: Dr. D. Francisco Javier Sanz Trigueros

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ABSTRACT

This paper addresses the implementation of project-based learning in the English as a Foreign Language classroom in Compulsory Secondary Education. From a theoretical point of view, the content is structured around the concept of project-based learning, its characteristics, its most relevant implications in the classroom, exemplifications and key aspects to plan a project. All these elements conform to current European policies and the foreign language teaching/learning process. From a methodological point of view, a teaching proposal is presented, designed to be implemented in Year 1 of Secondary Education. A series of contextual aspects, a description of the target group and a well-supported decision-making process precede the proposal, which is composed of seven sessions. In the last part of the paper, certain conclusions are displayed in order to point out the value of project-based learning in English language acquisition, along with a list of guidelines to direct its implementation in the classroom.

Key words: Project-based learning, English as a Foreign Language, Second Language Acquisition, Compulsory Secondary Education, Teaching proposal.

RESUMEN

Este Trabajo Fin de Máster aborda el aprendizaje por proyectos en el aula de Inglés Lengua Extranjera en Educación Secundaria Obligatoria. Desde la perspectiva teórica, se articulan los contenidos en torno al concepto y características del aprendizaje por proyectos, sus implicaciones más relevantes para el aula, ejemplificaciones y aspectos clave para su planificación. Todo ello en función de las políticas europeas y del proceso de aprendizaje y adquisición de lenguas extranjeras. Desde la perspectiva metodológica, se presenta una propuesta didáctica susceptible de implementarse en un aula de Inglés Lengua Extranjera de primer curso de Educación Secundaria. Temporalizada en siete sesiones, la preceden aspectos contextuales, características del grupo y una toma de decisiones fundamentada. En la última parte se recogen conclusiones dirigidas a la puesta en valor del aprendizaje por proyectos para rentabilizar la adquisición de la lengua inglesa, junto con una serie de pautas didácticas para orientar su implementación en el aula.

Palabras clave: Aprendizaje por proyectos, Inglés Lengua Extranjera, Adquisición de segundas lenguas, Educación Secundaria Obligatoria, Propuesta didáctica.

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INTRODUCTION

Foreign and second language teaching has been traditionally approached with a focus on grammar and the linguistic aspects of a language. These methodologies were based on repetition and translation, which was a detriment to the communicative aspects of languages. Nevertheless, these approaches to language teaching do not fulfil the needs of learners nowadays. We live in a society in which young learners are digital natives who have been born within the digital age, that is, with the influence of ICT, the Internet, computers, social media, and so on. This fact entails a great educational challenge that is finding a language teaching methodology that is attractive and motivating for students. If learners are taught in such a way that connects teaching and learning with aspects of the real world that belong to their everyday life and which they are used to, they will be more likely to recognise an actual purpose in learning a language. Thus, providing students with content contextualised in real situations and including elements such as social media, videogames and, in short, ICT becomes highly important. This way, students will feel more encouraged and engaged in learning the language because they will understand how they can use it in their daily lives.

In addition, this educational challenge is directly related to a social one. In the times of globalisation we are living in, communicating with other people in foreign languages has become almost imperative, and especially in English, as it is the language used for international communication. Precisely because of that, having a good command of English and other languages is nowadays an asset to companies and enterprises that employers extremely value. Moreover, increasing migration flows come with a need of learning the language of the country of destination.

Therefore, the necessity of a language teaching approach that meets the needs of 21st century society is evident. Project-based learning, a teaching method based on problem solving and in which learners become the centre of the teaching/learning process, has become one of the best approaches to respond to this necessity. Implementing this approach in Secondary Education could be a tool to prompt young students' motivation to learn English in high schools and even to make them feel excited to learn this language and to understand the benefits that being able to speak English involves. In this paper, we will present a proposal to put project-based learning into practice in Secondary Education.

The paper is divided in two sections: a theoretical and a methodological one. In the first part, we will describe the basis of this paper, including three elements. First, the European guidelines on language teaching, with special emphasis on the education policies that deal with foreign language teaching and on plurilingual and intercultural education. Second, the processes of learning and acquisition of foreign languages under a socio-constructivist approach, paying attention to the differences between learning and acquiring, and referring to the communicative approach. Finally, the project-based language learning approach, which will be examined thoroughly, as it is our object of study. In the second part, we will detail the lesson plan that has been proposed for this paper following PBL. We will present three methodological aspects: the context in which it has been applied, that is, the school, the English classroom and the learners; the process followed to design the proposal, including the curriculum components and all the teaching aspects that have been taken into account; and the proposal itself with the seven sessions that it includes.

Justification

This paper is part of the Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas. It is the result of the subject Trabajo Fin de Máster (Lenguas Extranjeras, Inglés), with code 51774. As such, it responds to the competences that are to be achieved through the completion of this module. We can specify the ones that adapt the most to the present paper, summarised as follows:

- General:
 - Being familiar with curricular content and knowledge of the subject English as first Foreign Language.
 - Planning, developing and assessing the teaching/learning process in such a way that helps students acquire the necessary competences.
 - Searching of information to transform it to knowledge that can be applied to language teaching and learning.
 - Promoting students' autonomy and their ability to learn by themselves and with others.
 - Designing activities that contribute to the innovation in teaching/learning processes.

- Specific:
 - Transforming the curriculum into a program comprising activities and tasks that foster a good learning environment.

- Being familiar and applying research methodologies and techniques on education with a view to designing and developing innovative projects and proposals for English language teaching.
- Identifying teaching and learning problems related to foreign languages and being able to suggest alternatives and solutions.

Due to the current European and international scenes characterised by diversity, multilingualism and pluriculturalism, the Council of Europe seeks to promote a cultural identity and communication among European citizens. Hence the need of foreign language teaching methodologies that increase communication within the classroom and provide students with the tools to continue their learning autonomously outside the class. This paper attempts to propose a lesson plan for Secondary Education adapted to that aim. The lesson plan has been designed following project-based learning and conforming with three theories related to foreign language acquisition. First, socio-constructivist approaches to language teaching developed by Piaget (1968) and Vygotsky (1978), which are founded on the idea that we construct and develop knowledge depending on our own experiences and their relation to current situations. Second, the communicative approach described by Hymes (1972), who declared that when we acquire a language, knowledge is not merely grammatical but also pragmatic, as we acquire the use of language by living within a society. Third, Krashen's five hypotheses (1982), in which he outlined the importance of comprehensible input when acquiring a second language. The cornerstone of project-based learning is problem solving, and the idea that we learn by doing can be found in Dewey's (1959) method of teaching, who saw learners as active agents of the teaching/learning process.

Objectives

On account of the ideas that we have expressed to justify the present paper, we have drawn up the following objectives:

1. Identify the current situation in Europe related to language teaching.
2. Provide a detailed description of project-based learning founded on different theories of foreign language acquisition.
3. Design a lesson plan for Year 1 of Secondary Education that adopts project-based learning and adapts to the context of a given high school in Valladolid.
4. Conclude reviewing the main implications of project-based learning and suggesting guidelines to implement this approach in foreign language teaching.

PART I. THEORETICAL FRAMEWORK

This section aims at laying the foundation of this paper. First, the European guidelines on language teaching will be presented so as to increase our understanding of how languages should be taught according to the European Union. The focus is put on the education policies that deal with foreign language teaching and on plurilingual and intercultural education. Then, we will explain the processes of learning and acquisition of foreign languages under a socio-constructivist approach, paying attention to the differences between learning and acquiring. Finally, we will examine and describe the project-based language learning approach, this being the object of study of the present paper.

1.1. European guidelines on language teaching

1.1.1. Education policies with regard to foreign language teaching

In order to determine what education policies are, it is first needed to present the different types of language policies. According to Boldizsár et al (2003), there are four of them:

- *The policy of assimilation*, which establishes that citizens who speak a language that is non-dominant in a country should be able of speaking the dominant one as well.
- *The pluralist policy*, which defends the possibility of speakers of any language to use that language.
- *The vernacular policy*, which stands up for vernacular languages and mother tongues instead of international languages or a country's dominant language respectively
- *The internationalism policy*, which advocates for the use of a universal language as the official one used in education.

The European Union and the Council of Europe endorse the pluralist language policy as the one that should prevail in Europe, as we will see now.

The Council of Europe intends to promote the cultural identity and diversity that characterises Europe in an attempt to protect its linguistic and cultural heritage. For this purpose, European citizens should be prompted to learn different European modern languages. This would transform what nowadays could be considered as an obstacle to communication into a source of understanding that would stimulate mobility within Europeans, leading to a reduction of prejudice and discrimination (Boldizsár et al, 2003).

In line with these goals, a language educational policy is established by the Steering Committee for Education of the Council of Europe, the Language Policy Division and the

European Centre for Modern Languages, all of which lay out the following three measurements, described by Boldizsár et al (2003):

- First, governmental and non-governmental organisations should guarantee that learners are able to develop effectively the communication skills needed to manage different types of everyday-life situations, as well as to gain a better understanding of its culture.
- Second, they should encourage both teachers and learners at all levels to follow the principles of the language teaching system settled by the Council of Europe, so that the teaching/learning process is based on the needs and motivations of the learners and developed through suitable materials and methods.
- Third, they should support research on the field of language teaching, and promote more innovative methods and materials that are better adapted to all types of students.

With the purpose of accomplishing those goals and ensuring the compliance with those measurements, the European Commission (Official Journal of the European Union, 2018) proposed a series of recommendations on a comprehensive approach to the teaching and learning of languages. It is clear that the learning of several European languages throughout the European Union entails a better understanding among its population and, thus, mobility within the different countries becomes easier, which has a positive impact in terms of economy and productivity. That is why the European Council Conclusions of 14 December 2017 were focused towards improving language teaching, reminding us of the main statement of the European Council of Barcelona (2002), that is having young people speak, together with their mother tongue, at least two European languages. In this vein, the European Commission (Official Journal of the European Union, 2018) proposal addresses the different options available to ameliorate language teaching in compulsory education and the need for a focus on learning outcomes in language teaching.

Before detailing the recommendations, the Council of the European Union (Official Journal of the European Union, 2018) displays a series of facts related to the current situation of language teaching and learning that can be classified in three aspects: those addressing the European Union context, those dealing with linguistic competences and those referring to the education system. First of all, the European Commission defends that borders should not hinder education, training and research within the EU and that the improvement of language teaching could develop a European identity, especially considering that exchanges across EU countries are obstructed by the deficiency of linguistic competences that characterises European population. This leads us to the second aspect: linguistic competences.

Linguistic competences should become the main attention of language teaching. One of the main obstacles Europeans face to take advantage of all the education and training programs offered by the European Union is still the lack of linguistic competences. People need to have the appropriate set of competences and knowledge to be able to maintain the current standards of living. However, only four out of ten secondary education students achieve the “independent user” level in the first foreign language (European Commission, 2012). Needless to say, linguistic competence is essential to ensure that every person is able to participate actively in society and be part of the labour market, as this competence is the basis of communication. Besides, foreign languages skills are an asset for both enterprises and workers, in particular when combined with other useful skills. Fortunately, the need of improving multilingualism and developing linguistic competences has been recognized by all Member States, and the *Common European Framework of Reference for Languages* (Council of Europe, 2001, 2020), CEFR onwards, has proven to be an efficient instrument to assess and compare learners’ competence levels. This is where the third aspect steps in: the education system.

All young language learners should have equal opportunities, so schools should ensure that all of them acquire an excellent level of the language of schooling. Moreover, schools should promote language awareness, especially considering that regional or minority languages should also belong to the European linguistic picture. Nevertheless, scarcity of teachers is another difficulty that could be addressed by introducing reforms or incentives such as scholarships to attract language specialists into teaching. In any case, a greater focus on learning outcomes has been achieved through the improvement of the key competences in school education gained by connecting academic learning with real life experience, by using ICT resources and by supporting innovation. All this summarises the considerations that the Council of the European Union (Official Journal of the European Union, 2018) has regarded in order to propose its recommendations. There are eight of them, but we are going to describe briefly the most relevant ones to this paper. Member States are urged to:

- Ensure that young people are able to acquire proficient user level in at least two European languages (apart from the language of schooling) by the end of secondary education and, desirably, independent user level in a third one.
- Improve teaching and learning of languages by implementing comprehensive approaches.
- Cooperate with teachers, trainers and school headmasters in the improvement of that language awareness by investing in the education of language teachers, by providing

teachers with preparation for dealing with linguistic diversity, and by promoting the use of eTwinning as a tool to enhance learning experiences.

- Endorse research in innovative methodologies and their application in the classroom.
- Create tools to track linguistic competence acquisition at the different stages of education and training.

Taking all these policies and recommendations into consideration, it is essential for language teachers to be up to date with the endeavour of the Council of Europe, as it will provide them with the model to follow in order to adapt their teaching practice to those guidelines. There are two reference documents that are available for teachers: the CEFR and the European Language Portfolio. Both documents make reference one way or another to the relevance of plurilingualism and multiculturalism within Europe. Given the fact that this continent is a multicultural and multilingual one and an increasing number of people come from other continents, it is only natural that education policies are oriented towards plurilingual and intercultural education.

1.1.2. Plurilingual and intercultural education

We have been discussing the strong emphasis that the Council of Europe puts on the importance of plurilingualism and supporting European languages learning in order to facilitate communication and interaction among EU citizens, thus enhancing our multicultural identity and diversity, and overcoming discrimination and prejudices. However, what do they mean when they refer to these concepts? It is necessary to distinguish between plurilingualism, multilingualism, pluriculturality and interculturality. When we talk about languages, plurilingualism is the ability that any person has to use more than one language, while multilingualism refers to the fact that in a certain geographical area several languages are spoken, even if not by all inhabitants. When it comes to cultures, pluriculturality means being able to identify with two or more cultures and to be a part of them, whereas interculturality refers to actually experiencing other cultures and analysing that experience critically.

Taking these concepts into account, a plurilingual approach is therefore one that, instead of focusing only on the languages that learners are meant to acquire, pays attention to the development of learners' individual plurilingual repertoire, and it is complemented with the intercultural competence (Beacco et al, 2016). This linguistic and cultural repertoire refers to all the resources that learners have acquired in each of the languages they speak and the cultures connected to them, and all speakers have the ability to enlarge their repertoire. The development

of these resources and the repertoire takes place throughout our lives, and, given the fact that they are competences, they can be included in curricula (Beacco et al, 2016).

Plurilingual and intercultural education has two main goals. On the one hand, providing a basis for learners to acquire linguistic and intercultural abilities in an easier way by teaching them new resources and how to use the ones they already have more efficiently. On the other hand, helping learners realise their potential so as to foster their personal development by making sure they are aware of their own competences and by promoting respect and acceptance towards other cultures and languages, in line with the idea spread by Byram, Gribkova and Starkey (2002). Being members of a multilingual and multicultural society, it is almost imperative that citizens learn effectively one or more languages, value and respect other cultures, and acknowledge that those competences are useful for their everyday lives. Taking these aims into account, the Council of Europe suggests the main characteristics of a curriculum planned to promote plurilingual and intercultural education (Beacco et al, 2016):

- The curriculum has to take into consideration not only the duties and responsibilities of learners but also their rights.
- All of the school subjects have to aim at having students be tolerant towards otherness.
- The content of the subjects should not be limited to knowledge or competences. Instead, they should also include experiences through which students can learn. In the languages area, more than one foreign language should be taught.
- Language subjects and non-language subjects should converge in such a way that the linguistic dimensions of the latter are exploited within their content.
- Students should be encouraged to be autonomous so that they can be responsible for their own future learning processes.
- New ways of evaluation that respond to the aims of this type of education should be developed.
- Teachers should receive adequate training for this approach.

According to the aforementioned authors, a plurilingual and intercultural curriculum designed under these guidelines will enable learners to “maintain, recognise the value of and expand his or her language repertoires, [...] build the other language competences necessary for community living, [...] and perceive the creative potential of every language” (Beacco et al, 2016, p. 16).

The following chart includes the main aspects of the European guidelines on language teaching that we have been describing.

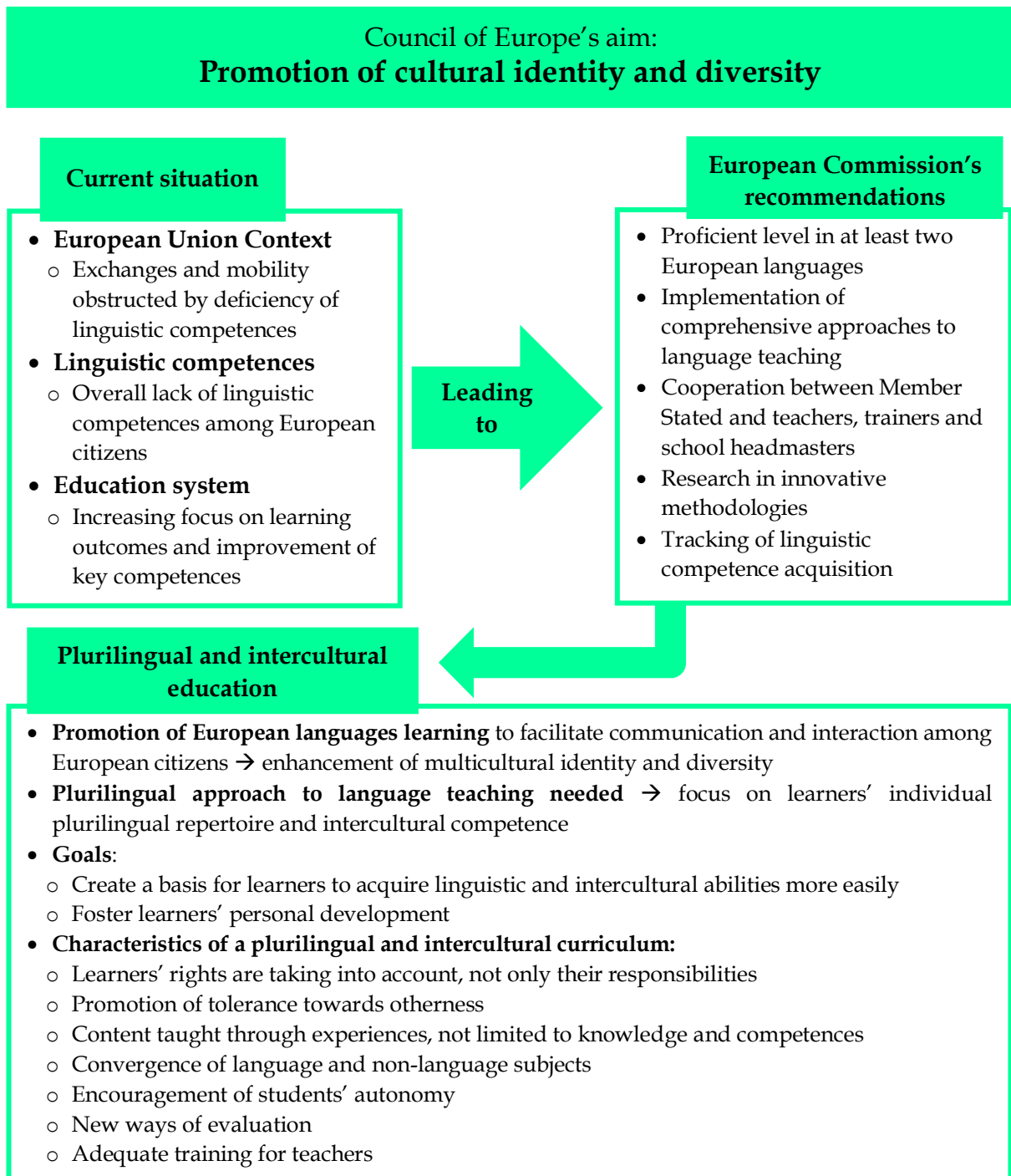


Figure 1 European guidelines on language teaching. Graphic created ad hoc for this paper.

1.2. Learning and acquisition of foreign languages

1.2.1. The socio-constructivist approach to language learning

Language teaching and learning have been addressed under several approaches, each of them giving emphasis to different aspects of the teaching/learning process. Traditionally, the teacher has been the centre of this process, while learners remained a passive agent. Yet, nowadays, the teacher-student relationship has changed and learners have become the centre of the learning process. One of the reasons why this is happening is that, in recent years, pedagogical theories based on constructivism have been increasingly gaining weight.

Constructivism is an approach grounded on cognitive theories developed by Piaget and Vygotsky during the 20th century. According to constructivism, people learn by constructing their knowledge based on the reality they have experienced, both previous and new events (Elliott et al., 2000). That is, when an individual creates knowledge, it is influenced by the relation between prior knowledge and the new situation said individual is undergoing. There are certain principles that help define constructivism in a more thorough way. Let us see some of the most characteristic ones (Fox, 2001):

- a) **Learning is an active process:** this is the main claim of constructivism. It stems from an opposition to traditional views of education which consider learners as passive beings that need to be filled with the knowledge provided by a teacher. Constructivism holds that learners acquire knowledge by engaging actively with the world around them. Obviously, we cannot deny that human beings also learn from reacting to stimuli, which constructivists regard as passive, but they state that even if information can be received passively, understanding involves connecting prior to new knowledge, and that is an active process.
- b) **Knowledge is constructed, rather than innate or passively absorbed:** this principle is an elaboration of the previous one. Constructivists emphasise the idea that learners build knowledge instead of learning being an innate or maturational process.
- c) **Learning is essentially a process of making sense:** this principle highlights the idea that learning is about understanding, as opposed to merely memorising. Making ‘sense’ refers to making ‘meaning,’ and, according to constructivists, we understand the meaning of something new when we connect it with our existing knowledge.
- d) **All knowledge is idiosyncratic and personal:** the same knowledge provided by one teacher to several pupils may result in different learnings because each student will subjectively interpret that information based on their own existing knowledge.

e) **All knowledge is socially constructed:** knowledge is the result of social interaction and social discourse, so learning comes from sharing and negotiating knowledge.

These last two principles seem to be contradictory. However, they can be considered as complementary. On the one hand, individuals have their own point of view which will influence their own learning, but they can share knowledge with each other. On the other hand, education is a social process which is influenced by culture, but individuals within a culture are also crucial in rendering a culture as such. Therefore, both the individual and the social aspects are necessary when it comes to learning (Fox, 2001).

There are three main types of constructivism: cognitive, social and radical. We are going to focus on social constructivism, which was mainly developed by Vygotsky. Social constructivism underlines the idea that the sociocultural environment influences learning and that individuals do not learn by themselves; they do it while being active members of society, through dialogue. This dialogue entails an interaction with another individual who provides ideas or knowledge in a certain context, and the reconstruction of those ideas or knowledge by the learner (Vygotsky, 1978).

There is an essential concept in Vygotsky's theory (1978) that is highly interesting for pedagogy and learning: the Zone of Proximal Development (ZPD), which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In other words, it refers to the distance between what a student can do independently and what they could do with assistance from adults or cooperating with other students.

Following Vygotsky's ideas, other theorists have developed another concept directly related to the ZPD that is fundamental in social constructivism: scaffolding. It is a metaphor that denotes the type of assistance a child receives in the ZPD. Children have to engage in an activity and negotiate meaning with the teacher, who will monitor the child's involvement in the activity and modulate that assistance based on the child's progress, withdrawing it as necessary (Winsler, 2003). This means that learning will be more meaningful if learners are given difficult tasks that require some assistance to be solved. The aid that learners receive usually comes from parents, teachers or peers. It is important to bear in mind that those tasks should be challenging so that learners do not get bored and remain motivated, but also that they are provided with enough support, as otherwise they may find the task too difficult for them to solve and give up (Hammond and Gibbons, 2001). That is why by applying scaffolding to language teaching,

learners have an increased possibility to advance in their process of learning and improve their language skills.

1.2.2. Communicative Approach

In accordance with social constructivism, there were other linguists during the sixties and the seventies who dealt with the acquisition of languages. One of them was Dell Hymes, who created the concept of *communicative competence* as a response to the term *linguistic competence* coined by Chomsky, as he considered it to be too narrow. Hymes (1972) thought that when children acquire knowledge of languages, this knowledge is not grammatical only; they also acquire the use of language, when and how to speak, and this acquisition is accomplished by living within a society. Thus, he claimed that “there are rules of use without which the rules of grammar would be useless” (Hymes, 1972, p. 278). Taking this notion into account, language teaching approaches such as the Grammar Translation Method and the Audiolingual Method became ineffective, hence the need of new approaches that could meet this conception of language acquisition. The Communicative Approach appeared to fulfil this need and stress the importance of communication and interaction in the acquisition and learning of languages (Demirezen, 2011).

1.2.3. Second Language Acquisition

Traditionally, foreign language teaching pedagogies have considered that in the process of learning a language, the first step consists of learning structures. This is followed by practice of said structures in communication, which leads to the development of accuracy. Nevertheless, research on second language acquisition has revealed that this may be a misconception. Krashen (2009) takes a new look at the five hypotheses that are crucial for second language acquisition theory:

a) The acquisition-learning distinction

According to this hypothesis, there are two different ways in which adults can develop their competences in a second language: acquisition and learning. The former refers to a process comparable to how children pick up their first language, which is subconscious, and the latter is a conscious process that involves knowing and being aware of linguistic rules. When individuals acquire a language, they make use of it to communicate and are not really able to discuss linguistic rules because they are not consciously aware of them. As opposed to some theorists who claim that acquisition can only be achieved by children, whereas adults are only able to learn, the acquisition-learning hypothesis maintains that adults can also acquire, even if they may not always reach native proficiency.

b) The natural order hypothesis

Language acquisition research has revealed that grammatical structures are acquired in a predictable order. Clearly, not every single person follows the same order but there is an evident tendency to acquire some structures before others. Bailey, Madden and Krashen (1974) discovered that adults acquiring a second language also display a natural order that is similar to the one children show with their first language. However, this hypothesis should not lead to interpreting this natural order as a basis for designing the curriculum of second language subjects.

c) The Monitor hypothesis

While the acquisition-learning hypothesis holds that adults can both acquire and learn a second language, the Monitor hypothesis explains how both processes take place and complement each other. First, the acquired system produces a spoken or written utterance and, then, conscious learning can alter that utterance, so it works as a sort of editor, in other words, a Monitor, which takes into account formal rules. Furthermore, second language learners can only make use of these conscious rules under three conditions: they have enough time to think about the rules, they must deliberately focus on form and accuracy, and they have to know the appropriate rules. The use of the Monitor differs within learners, as some of them overuse it, while others underuse it. The optimal Monitor user employs it when it is appropriate and it will not obstruct communication.

d) The input hypothesis

This hypothesis tackles the question of how language is acquired. On the basis of the natural order hypothesis being correct, this question needs to be specified, and the issue is now the advancement from one stage of the process to the following. An individual's current level of competence is represented as i , so the next level is $i+1$. Taking this into account, the input hypothesis claims that, in order to move from i to $i+1$, the individual needs to understand the meaning of certain input containing $i+1$. Basically, we acquire a language when we are able to understand something that is a little bit further than our current knowledge at a given point. Moreover, this hypothesis states that fluency cannot be taught; it is developed in time.

e) The Affective Filter hypothesis

This hypothesis deals with the influence of affective variables in the process of second language acquisition. There are three types of variables: motivation, self-confidence and anxiety. Individuals with higher motivation, a good self-image and a low level of anxiety do

generally better than those with opposite characteristics. This hypothesis considers those negative variables as a filter that prevents students from using the input they receive to acquire the language. The Affective Filter hypothesis also brings to light the need for teachers to provide students with an environment that promotes a low filter.

These theories related to the learning of languages entail a vision of language teaching that requires a new methodological approach that combines and applies all the implications of social constructivism, the communicative approach and the theories of language acquisition. Project-based language learning seems to be a suitable approach to achieve that.

The three approaches to foreign language acquisition and learning that we have analysed are summarised in the following mind map:

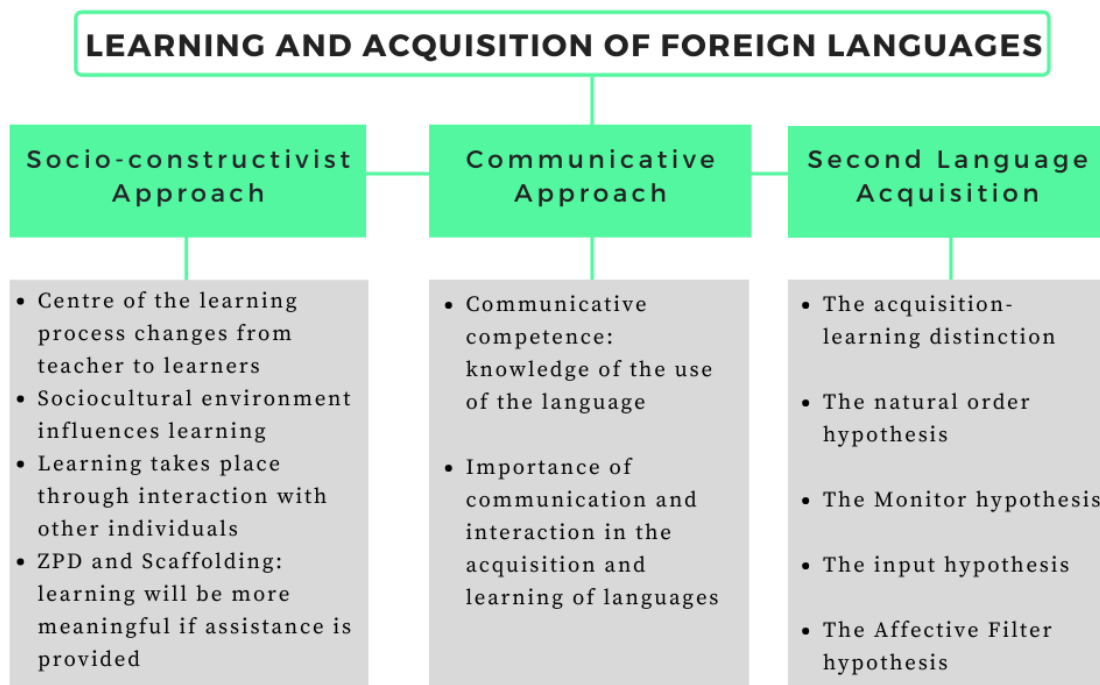


Figure 2 Learning and acquisition of foreign languages. Graphic created ad hoc for this paper.

1.3. Project-based language learning

The CEFR (Council of Europe, 2001, 2020) promotes an action oriented approach to language teaching. That means that language users and learners are regarded as *social agents*, that is, as members of a society who perform tasks in a given context for which they need to use the language appropriately in order to carry them out successfully. They need to have a good command of a set of competences, both general—knowledge, skills, existential competence and ability to learn— and communicative—linguistic, sociolinguistic and pragmatic (Council of Europe, 2001). In order to achieve this, traditional language teaching methods are not the most suitable, hence the need to implement other more innovative approaches that fit to a higher degree the needs of the 21st century language learner. In recent years, an approach that has been put into practice with that purpose is project-based learning.

1.3.1. Backgrounds

Project-based learning (PBL) is a teaching method whose origins can be found in Dewey's method of teaching, based on problem solving. Dewey was one of the scholars who influenced constructivism and the principle of his method is that we learn by doing and the learner is the centre of the teaching/learning process (Dewey, 1959). According to him, learners are an active agent of the process because they face problems that need to be solved and, in order to do so, learners carry out an exploration that helps them develop new knowledge by means of interacting with the world that surrounds them (Dewey, 1959). That is why the process is experiential, and this is the foundation of PBL, as it provides learners with authentic situations in which they have to solve a problem, resulting in more meaningful learning (Grant, 2017).

Project-based learning has also been influenced by language acquisition theories that postulate that interaction with others encourages a more efficient acquisition of language because it provides learners with an occasion to develop language through input, output and negotiation of meaning (Ellis, 2015). We can see that the significance of input is related to Krashen's input hypothesis. However, other linguists have argued that, when it comes to language development, together with input, output is also important, either written or spoken, as it urges learners to reflect on language (Swain, 1995). This metalinguistic reflection occurs during a process that starts when learners produce an output; they can detect errors because they are aware of their linguistic limitations. Then, they establish hypotheses on different ways to solve those errors and trial them by generating new outputs. This way, learners are acquiring new language features. Interaction also allows for developing language in another way, as learners will find themselves in a situation in which they need to negotiate meaning to achieve

understanding with the interlocutor (Grant, 2017). Therefore, PBL constitutes an appropriate approach to prompt the emergence of linguistic input, output and negotiation of meaning.

The concept of *project* is frequently interchanged with *task* in much of the literature dealing with teaching methodologies, especially considering that tasks also promote language acquisition because they give learners input and opportunities to use the language in a meaningful context (Swain, 1995). Yet, project-based learning could be considered as a further development of task-based learning (TBL). According to Nunan (2014), TBL and PBL share many characteristics, but the latter is more ambitious, and he considers projects to be “super-tasks that incorporate a number of self-contained but interrelated subsidiary tasks” (p. 463). Other authors have distinguished between tasks and projects in terms of scope, such as Bülent and Stoller (2005), who claim that tasks are usually more limited because they take a lesson or a part of it while a project includes several tasks during a longer period of time. These are some aspects that differentiate projects from tasks, but let us go into detail about project-based learning and its features.

1.3.2. Concept and major points

As we have discussed, project-based learning is a pedagogical approach that is gaining ground nowadays thanks to the benefits it presents. It started to be applied to language teaching during the mid-1970s to meet the need of new language teaching methods that comply with the pedagogical theories that promote a teaching/learning process in which the learner is the centre and is able to solve problems in an autonomous and collaborative way (Gibbes and Carson, 2013). Taking this into account, projects could be defined as activities spanning a long timeframe in which learners need to complete individual or cooperative tasks that require students to plan, research and report on a given topic (Gibbes and Carson, 2013). At this point, it is necessary to clarify the difference between project-based learning and group projects, as the latter are widely carried out within educational institutions, but they cannot be considered as project-based learning.

Larmer and Mergendoller (2010) propose a metaphor to illustrate this distinction: projects are the dessert of a meal whereas project-based learning is the main course. In other words, the types of projects we are more used to generally take place at the end of the unit, after the teacher has explained certain topics and the learners have worked with a range of activities that may include readings, videos, worksheets and online searches. Students are asked to design a poster or a presentation that will be exhibited in the classroom in front of their peers, but they are not presented to an audience or discussed in depth. Besides, the unit will not be finished until the

learners have completed a regular exam or test. On the contrary, in PBL, the project itself becomes the means of learning, as students learn the contents and topics of the curriculum by completing a project instead of applying content previously learnt in a traditional way to the elaboration of a project (Larmer and Mergendoller, 2010). For this reason, PBL goes much further than traditional group projects, and can be viewed as “a versatile vehicle for fully integrated language and content learning” (Stoller, 2002, p. 109). Now, what should a project include to be considered PBL? Larmer and Mergendoller (2012) outline the basic features of PBL:

- Learners study the contents to a deeper extent and projects are focused on learning standards and the essential concepts of the curriculum. Besides, students must find what they learn *significant, real and matching their interests*.
- An open-ended driving question which *presents a problem, challenge*, issue or debate is needed to help students focus on their work and deepen their learning.
- Learners are required to go beyond remembering information. They need to develop certain skills such as *critical thinking, problem solving and collaboration* while communicating successfully to their teammates and peers.
- A project leads students *to create something*, and the process to do so *involves an inquiry* in which students need to pose questions, look for their answers and attain certain conclusions.
- As opposed to traditional projects in which information and contents are presented at the beginning, in PBL the process is reversed and starts *defining a final product* that must be achieved. This provides students with a need to know the content and skills that are needed for that context.
- *Students have the opportunity to decide* on some of the aspects of the learning process and they are asked to work autonomously and be *responsible* for their learning, so they are allowed a certain level of voice and choice.
- It is essential for students to learn to reflect on their learning process and to *give feedback to their peers* as well as to receive it so that they can improve their final products.
- Students must present their work and the final product not only to their teacher and classmates but also to a *public audience*, which will boost learners’ motivation to try to do exceptional work while giving the project *authenticity*.

With the purpose of complementing these characteristics and having a detailed description of project-based learning, we will review now the features provided by Stoller (2002), which refer specifically to language learning:

- PBL gives more importance to the learning of content, which should address *real-world topics* or students' interests, than to language targets.
- The *centre* of the teaching/learning process shifts from the teacher to the *learners*, and teachers acquire a role of supporter and guide throughout the process.
- Students have the possibility to work individually, but also in small groups or as a whole class to carry out a project. Regardless of the classroom management, the work should be *cooperative* and students are encouraged to share ideas and resources.
- Working in a project promotes the development and *integration of all communication skills* within a context that resembles real life.
- The project has a *real purpose* because learners have to create a final product that is usually tangible and can be shared with their classmates. It is important to mention that it is not simply this end product which gives value to the project, but also the whole *process* completed by the learners, in which they will encounter different opportunities to practice their fluency and accuracy.
- Students' language skills are improved due to the *increase in their confidence, self-esteem and autonomy* caused by the motivation that projects provoke in the learners for being challenging and stimulating.

These are the general characteristics that projects should present in order to be considered PBL. However, Stoller (2002) stressed some factors that are variable, which result in different types of projects that show the adaptability and versatility of PBL. These factors are:

- *Decision making*: the teacher and the students need to make certain decisions regarding the subject matter of the project, its aims, the materials that will be needed, the methodology students should follow and the way in which the final product will be presented. Depending on the degree to which the teacher or students decide on these issues, there are three types of projects:
 - Structured projects, which are defined by the teacher.
 - Unstructured projects, which are shaped by the students.
 - Semistructured projects, in which both the teacher and the students cooperate to organise the features of the project.
- *Topic of the project*: taking into consideration the topic addressed in the project, there are three types:
 - Projects linked to the real world, which usually deal with concerns that are currently taking place in the world.

- Projects linked to simulated real-world issues, in which students are presented with a hypothetical situation that mirrors a real-life one.
- Projects linked to students' interests, which may or may not be related to the real world.
- *Methods for collecting data and information:* there are five types of projects based on the way in which students gather information.
 - Research projects: learners collect data by researching in libraries or online.
 - Text projects: students analyse a wide variety of texts, including literature, reports, newspapers, and video or audio materials.
 - Correspondence projects: to collect data, communication with other people is needed via email, phone/video calls or any other means available to the students.
 - Survey projects: learners gather data by creating a survey and analysing the results obtained after sending the survey to a significant amount of participants.
 - Encounter projects: students have direct contact with participants outside the class to collect information.
- *Type of end product:* in order to complete the project, learners need to create and present a concrete tangible product. There are three types of projects determined by the nature of the end product:
 - Production projects, in which the output of the project is written, such as essays, letters, brochures, menus, etc.
 - Performance projects, in which the final product is a debate, an oral presentation, a theatrical play, etc.
 - Organizational projects, in which students plan and create a club, a conversation-partner program, etc.

In this mind map we can see the different types of projects based on the four factors that we have just discussed:

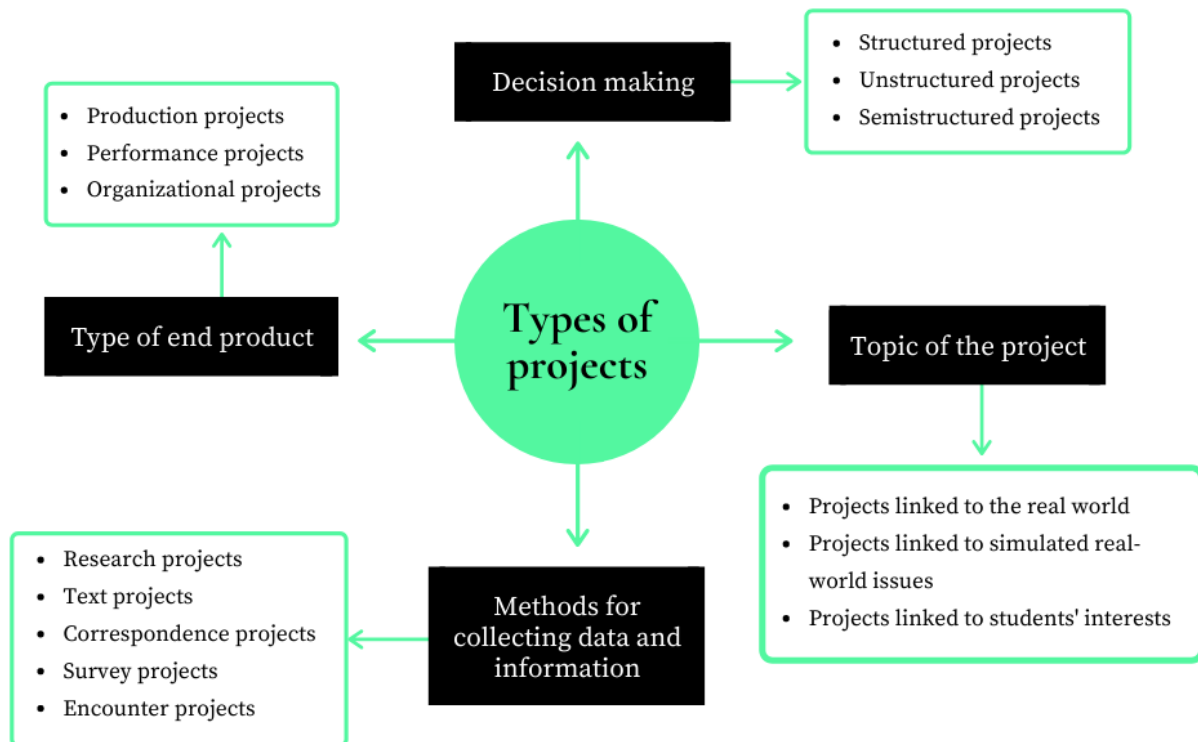


Figure 3 Types of projects based on four different factors. Graphic created ad hoc for this paper.

These four factors result in different types of projects, but regardless of their configuration, all of them can be designed to various lengths, either a short period of time, several weeks or a whole semester; the students have the possibility to work in groups, individually or as a class, and they can work within or outside the educational institution (Stoller, 2002). Let us see some examples of projects of diverse types, as described in Stoller (2002) and in Larmer and Mergendoller (2010). Kris Hoover developed at the International School of Bangkok a project named “Wall Newspaper: Know Your EFL Teachers,” in which a class of general English learners designed a bulletin board display. They included photos and interviews to introduce new students of the school to their English teachers. Kevin Eyraud and Gillian Giles carried out a project for English for Academic Purposes students at Northern Arizona University. The aim was to stage a debate about the advantages and disadvantages of censorship. Another project developed by Ferragatti and Carminati consisted in planning a field trip to an international airport. General English students had to conduct interviews with international travellers and record them. Greg Perry and Jason Ledonne carried out “The Green Dream project” with their Marketing class students at Beachwood High School in Ohio. They had to produce an exhibition at the Community Centre with the aim of raising awareness of environmental responsibility. Having analysed what PBL is and its characteristics and provided some examples of projects,

now we are going to describe the aims that are sought by implementing this methodology, so as to fully understand the prominence that PBL has gained in recent times.

As stated by Dale (1969), we remember 90% of what we say and do, so we learn best when we “stimulate a real experience and do the real thing” (p. 108), and this is basically what PBL advocates. We could argue that the main widest aim of PBL is to provide learners with the skills and knowledge they need to solve real-world problems and to be able to collaborate with other people (Larmer and Mergendoller, 2010). With the purpose of training learners to develop these skills, there is a series of specific aims that are targeted by PBL.

One of these aims is developing a student-centred classroom in which learners lead the teaching/learning process. This generates an increase in the autonomy of the students, another of the aims of PBL, as they take more responsibility for their own learning and become more actively involved in the process. A third aim is to awaken students’ motivation towards learning, and, in particular, to engage them in the process of learning a foreign or second language. One way to achieve this is by using authentic language within the project, being this another goal of PBL, which is useful for triggering authentic communication in the classroom (Grant, 2017). PBL also aims at emphasising communicative competence so that students learn to respond to different communicative needs by making use of the target language (Gibbes and Carson, 2013). In doing so, learners improve their communication skills and, at the same time, they become fully aware of what it means to be a citizen of a society (Stoller, 2002).

Nevertheless, through the implementation of PBL, students do not expand their communication skills only; other non-linguistic skills are targeted: learning to carry out research and work collaboratively (Gibbes and Carson, 2013), and creativity and critical thinking, which are valuable for life-long learning (Grant, 2017). All these aspects are aims to be achieved in the classroom, but in order to attain them, the school or educational institution ought to meet five requirements (Larmer and Mergendoller, 2010) that will foster the implementation of PBL:

- The educational community has to share the same values and to have the same conception of good instruction.
- The school should have at teachers and students’ disposal a repository of projects that have already been put into practice, reviewed and approved so that they can use them as models to follow or to adapt.
- Language teachers need training at the hands of instructional coaches and other teachers with experience implementing PBL.

- The school should support teachers in the improvement of PBL implementation. This translates to facilitating teachers to meet with colleagues to share ideas and resources, to provide feedback to each other, to plan projects, and to design rubrics to assess students' learning as objectively as possible. At the same time, the school should put an effort into providing materials, facilities, technology and other resources.
- The administration also needs to be involved in the implementation of PBL in the school or educational institution, making sure that resources are available and that the teachers, the parents, the community and the students are in favour of following this approach, so that the effort is worthwhile.

1.3.3. Classroom implications

Taking into account that PBL is an approach that differs considerably from other traditional approaches, its implementation in the classroom is expected to demand specific requirements that will probably challenge teachers' practice. They will need to change their mindset in order to adapt to the peculiarities of PBL. So as to successfully incorporate PBL in the classroom, several sequences of steps have been proposed, but we are going to discuss the one described by Stoller (2002), which consists of ten steps:

1. Negotiation of the project theme

The teacher presents to the students a broad topic, but encourages them to specify the theme of the project. The teacher may refer to content that they have previously addressed in class, including readings, audios, videos, discussions or other activities because students can relate to them while trying to fine-tune the topic of the project. They can brainstorm ideas and negotiate with their classmates until they narrow down to a specific topic, taking into consideration that they need to be able to find resources and material to carry out research.

2. Final outcome selection

Once the teacher and the students have agreed on the theme of the project, they need to establish the final product that the learners will create to culminate the project. They will decide the type of end product and its characteristics, the aims of the project and the resources that learners will use to complete the project. It is up to the teacher to determine the degree of responsibility that students will be allowed in the decision-making process.

3. Project structuring

The next step is to outline the structure of the project. The students and the teacher should clarify a series of key points: the type of information that is required to accomplish the project,

the techniques that the students will have to use to collect that information, the tools to gather the information, the methods to analyse it, the role that each student will hold within their group, and the timeline learners have to follow with the deadlines for each part of the project. All these elements will mostly depend on the type of students, the language program in which the project is set, and the resources available for learners to gather the information.

4. Students preparation for the language demands of the following step

At this step, the first language teaching session as such takes place. The teacher will design and plan activities and tasks that will meet the language demands that students need to collect data for the project. For instance, if learners are doing a research project, the teacher may prepare activities related to finding resources or taking notes; if they are doing a correspondence project, the tasks may revolve around email format and conventions, and formal and informal vocabulary and polite expressions; if students are doing an encounter project, they can practice through role plays, and the teacher may review question formation, and practice listening and note taking.

5. Information gathering

Now the learners are prepared to start gathering the data. The teacher can help them by giving them information that may be useful or relevant for their topic or that could somehow be difficult for them to find.

6. Students preparation for the language demands of the following step

After having collected all the necessary information, students will be faced with the task of organising and analysing it, so before doing that, they need instruction from the teacher. Thus, at this stage, the teacher will provide students with different materials that they will have to analyse and interpret with the purpose of selecting the data that is most adequate to their topic. These materials can include graphic representations such as charts and mind maps, which could serve as an example for students to learn to link some ideas to others. Moreover, realia is welcome to support the development of tasks.

7. Information compilation and analysis

Students are now ready to organise and compile the data using different organisational methods and to analyse it in order to choose the information that is most significant and pertinent to their project. They have to be able to filter the information to discern what they need and what can be rejected.

8. Students preparation for the language demands of the following step

The activities and tasks that the teacher can propose to the students at this step concern the improvement of the language so that they present their final products successfully. These include activities to enhance their oral presentation skills, voice projection, pronunciation, organization of the speech and eye contact. Besides, the learners will receive feedback so that they can revise their final product to obtain the definite version to show in the presentation step. Students can rehearse with their classmates so as to have peer assessment. They will also be able to finish the visual resources they may need for the presentation.

9. Final product presentation

At this point, the students present the end product of their projects. They can receive feedback from the teacher and their classmates.

10. Project assessment by the learners

The presentation of the project could be considered as the last step of the project. Conversely, it is advisable to ask learners to self-evaluate their project, the whole process and the end product. This way, they can reflect on what they have learnt throughout the development of the project, both in terms of language and content. They can even think about the process itself and give feedback to the teacher, who will be able to consider students' opinion to enrich the project work process for future occasions.

With the implementation of PBL following these steps, students are likely to improve not only the five communication skills (reading, listening, writing, speaking and spoken/written interaction), but also other skills such as note-taking, critical thinking, accuracy and fluency in speaking and study skills (Stoller, 2002). These are some of the benefits of including PBL in the classroom for students, but we are going to present next other valuable strengths that have been inferred from the results of the actual implementation of different projects.

First of all, students are provided with meaningful content that allows them to practice the skills they need in order to be successful in the present day (Larmer and Mergendoller, 2010). Students do not usually understand the reasons why they need to learn what they are taught, but through the development of a project, these reasons to learn become evident and students will remember more easily what they are learning (Larmer and Mergendoller, 2012). Furthermore, PBL gives students knowledge about conducting an investigation and researching, which is commonly put aside in academic education; they can employ the research skills they gain through PBL in other subjects in which group projects are carried out, which also gives them

the opportunity to use in some areas what they learn in others. In particular, this can be applied to the teaching of English because PBL proves to be an effective method to combine English with other skills (Gibbes and Carson, 2013). Finally, students feel more motivated overall due to the fact that they have to actually work *in the field* and they obtain a tangible real product at the end of the project (Gibbes and Carson, 2013), and, at the same time, they take the project more seriously, as they will have to present their end product to an external audience, which is also encouraging to perform better (Larmer and Mergendoller, 2010). Nevertheless, despite all these advantages, it is undeniable that PBL also presents some disadvantages.

Essentially, implementing PBL in the classroom is more time consuming than traditional approaches to language teaching, for both the teacher and the students. Besides, teachers are required to prepare their classes to a higher extent and they need to have a sound command of classroom management skills (Hutchinson, 1991). Learners have to make a greater effort as well, which leads them to consider PBL as more difficult, especially when it comes to understanding the teacher's instruction. They also feel that the involvement in the realisation of the project reduces the amount of time devoted to speaking English (Li, 2010). One last disadvantage that should be mentioned is the fact that some students prefer to restrict the teaching/learning process to studying the language instead of expanding it to non-linguistic related tasks (Moulton and Holmes, 2000). All these details show that PBL is more demanding for teachers and learners than other approaches.

One of the aspects that is arguably the biggest challenge of PBL is the assessment of the teaching/learning process. When teachers evaluate PBL, they need to take into account not only the final result or product, but also the whole process that students complete to achieve that product, while the assessment of a traditional approach to teaching solely considers the outcome of the teaching/learning process. Therefore, the main struggle when assessing PBL lies in, on the one hand, finding the right tools to evaluate the process and not simply the result, and, on the other hand, the wide variety of correct answers that students may produce to the same problem, which renders difficult determining accurately and objectively the nuances that make an answer better than other (Carrillo-García and Cascales-Martínez, 2020).

With the purpose of optimising the assessment process, it is important to include the students in the process of evaluating both their own work and their peers' (Gentry, 2000). This is advantageous in two ways: first, students' autonomy will be promoted because they will be responsible for their own process of learning; second, the teacher will gain some insight of certain aspects of which students are more aware, for they are the ones who carry out the project. In any case, an assessment tool strictly speaking that teachers can use to evaluate PBL is *rubrics*

(Brodie and Gibbins, 2009). They are useful for both the teacher, as they provide an explicit standard to follow, and the learners, since rubrics constitute an instrument that helps them know the exact aspects that will be evaluated and the degree of importance is given to each of them (Carrillo-García and Cascales-Martínez, 2020).

1.3.4. Planning assumptions

In order to implement PBL in the classroom, a curriculum —or syllabus— adapted to the idiosyncrasy of this approach is needed. The syllabus determines what has to be taught, how teachers should plan their lessons and manage the classroom, and the design of materials and tests (McDonough and Shaw, 1993). According to White (1988), syllabi can be classified into two main classes: Type A and Type B. The first type focuses on *what* students should learn, that is, on objectives. The contents are preselected and divided into small parts which students learn progressively. These syllabi are external to the learner and the teacher is the one making decisions and leading the teaching process. The second type focuses on *how* students should learn the language, that is, on methods. In this case the linguistic input is not preselected and the teacher and the learners can negotiate learning objectives. That means that these syllabi are internal to the learner and both teacher and students make decisions and lead the process jointly. There are different types of syllabi depending on the factors that are taken into account to design them. White (1988) establishes three elements around which syllabi can be based: content, skill and method. The latter, which is a type B syllabus, comprises two subdivisions of syllabi: process and procedural, which is the one that concerns the present paper.

Procedural syllabi are related to task-based approaches. They are first associated with Prabhu and the Bangalore Communicational Teaching Project, which ran from 1979 to 1984. Prabhu (1987), in line with Krashen and Terrell (1983), highlights the need of a focus on meaning in the language learning process and the idea that grammar is learnt unconsciously through “the operation of some internal system of abstract rules and principles” (p. 70), provided that the learner is paying attention to the meaning instead of the language. This happens when learners complete tasks. He sees tasks as “activities which require learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process” (Prabhu, 1987, p. 24). In the Bangalore Communicational Teaching Project, classes usually followed the same pattern. First, a pre-task was carried out to present the main task to the students, to show them what they were supposed to do and to assess its difficulty. This way, they became familiar with the language they needed to use for the main task. Then, learners worked on said task, frequently individually. Finally, the teacher gave feedback. These tasks need to be intellectually challenging so that learners

keep their interest and engage in completing them, but, at the same time, they should perceive them as feasible in order to be encouraged not to abandon the task (Prabhu, 1987). There were two prominent innovations in this project: the type of input provided to learners and the absence of explicit feedback on mistakes. On the one hand, linguistic input was not preselected or graded; it was a natural consequence of communication within the class. On the other hand, the teacher would not overtly correct learners' grammatical mistakes, but rephrase correctly what they said (Long and Crookes, 1992).

One aspect that should be taken into consideration when it comes to designing a curriculum under the PBL approach is where to select the content to be taught. It is important not to limit it to scholarly knowledge, that is, knowledge taken from the academic community and ongoing research. Social practices, which are activities or interventions happening in a specific environment within a given social group, constitute another resource that can be used for this purpose. Martinand (1986) coined the term "social practices of reference" to allude to them. By using these references, communication tasks can be created. These are opposed to enabling tasks, those whose main focus is on form, that is, on linguistic aspects such as grammar, vocabulary, functions and discourse (Estaire and Zanon, 1994).

That being said, in order to organise a teaching unit or programme following PBL, the first decision to make would be to decide if it is going to concern only one subject or if it will be a cross-disciplinary project, as PBL favours cross-disciplinary learning because the contents a project encompasses are not restricted to one subject only. At the same time, it boosts the development of transversal competences. Then, the context surrounding the class that is going to carry out the project should be analysed to ascertain the students' needs and interests, so that a topic engaging for them can be chosen. Once the subject matter of the project has been selected, the aims students are expected to achieve with the completion of the project should be defined. After that, necessary materials and resources should be determined, and data regarding the topic should be gathered so that the teacher can present it to the students as sources of information. Teachers should also establish if there will be any trips outside the school for students to collect information from participants external to the class. Next, each lesson should be planned, including the contents that students will learn, the specific materials that will be used, the classroom management, the setting in which it will take place and the participants involved in the tasks. Finally, the type of assessment that is most suitable for the project should be settled.

The following table is an example of a template that could be used to design a project.

Project:

SUBJECT(S):	TERM:
STUDENTS' NEEDS AND INTERESTS	AIMS:
TOPIC:	TRIPS:

Lesson Plan

AIMS:	KEY COMPETENCES:
CONTENTS:	MATERIALS AND RESOURCES:
TASKS SOCIAL PRACTICES OF REFERENCE:	CLASSROOM MANAGEMENT:
ENABLING TASKS:	SETTING: PARTICIPANTS:
ASSESSMENT:	

Figure 4 PBL planning template, created ad hoc for this paper.

In this first part we have presented the basis of the paper, which consists of three elements. We have summarised first the current situation in Europe as regards language teaching and plurilingual and intercultural education. Then, we have reviewed three theories about learning and acquisition of foreign languages: the socio-constructivist approach, the communicative approach and Krashen's five hypotheses. We have finished by analysing project-based learning thoroughly, as it is the main topic of this paper. After providing background information on this language teaching approach, we can proceed to introduce our proposal to apply PBL in Secondary Education.

PART II. METHODOLOGICAL ASPECTS

In this section we will present the lesson plan¹ that has been proposed for this paper. We will begin by contextualising the setting in which it has been applied, that is, the school, the English classroom and the learners. We will continue by describing the process followed to design the proposal, including the curriculum components and all the teaching aspects that have been taken into account. Finally, we will detail the proposal itself with all the sessions that it includes.

2.1. Contextual remarks

2.1.1. The school setting

The present proposal has been applied in a Secondary School located on the East of Valladolid, specifically in Pajarillos. Pajarillos has been traditionally inhabited by, on the one hand, immigrants coming from other towns of the province who would move to the capital city because of work-related reasons, and, on the other hand, a group of gypsy ethnic population. Nevertheless, despite having been a stigmatised neighbourhood until recently, nowadays it is home to working-class families with an economic status similar to that of the other neighbourhoods of the city.

This Secondary School hosts mainly four types of students: those who inhabit the villages around the river Esgueva, those who live in the vicinity of the school, the students from vocational training qualifications, and the students who attend this high school after finishing Compulsory Secondary Education to take the *Bachillerato de Investigación / Excelencia en Ciencias*.

As for the facilities, the centre is prepared to meet the current demand for education. It includes two IT rooms, three laboratories, specific classrooms for music, arts and technology and a main hall for activities with an audience, such as conferences. Besides, due to the present situation caused by the COVID, the library and some department rooms have been set up as classrooms, especially for those groups in which the security distance cannot be kept because of the high number of students. The school does not have a sports centre, so the public sports centre from Pajarillos is used and it can be directly accessed from within the school.

The educational plan of this centre offers a bilingual education for the four years of compulsory secondary education. Based on the Order EDU/6/2006, of 4 January, the leadership team recommends teaching in English the following subjects: Physical Education in the four

¹ With this term we refer to the planning of the ensemble of sessions that form the project.

years; Ethical Values in the first, third and fourth; Arts in the third and fourth; Biology and Geology in the first; and Mathematics in the second.

Furthermore, the school develops several projects for the students. Regarding foreign languages, it is worth mentioning two of them. On the one hand, the students of second year of vocational training qualifications are able to carry out their internships in a European country through the Erasmus+ Programme. On the other hand, the students of third and fourth year of Secondary Education have the possibility of doing an exchange with a high school from the Netherlands during a week.

2.1.2. The English classroom

The class for which this lesson plan is proposed is Year 1 of Secondary Education. The desks are placed individually, separated according to the distance security established by the COVID protocol, which is marked with stickers on the floor so that each student knows where to place their desk. The classroom is supplied with a blackboard and a retractable screen that can be unrolled depending on the needs of each subject. In the case of English, it is always used to project the textbook or other materials employed for the class, such as worksheets, PowerPoints, YouTube videos or games. The textbook assigned to this group follows the LOMCE and the Order EDU/362/2015, of 4 May, establishing the curriculum and standardising the implementation, assessment and development of Compulsory Secondary Education in Castile and Leon.

In the 1st Year of Compulsory Secondary Education there are four sessions of English per week, each one lasting 50 minutes. In addition, this is the bilingual group, so the students take one more session on Tuesday after the last class period. Their English classes are distributed as follows: Tuesdays, fourth period, after the break; Wednesdays, last period; Thursdays, third period; and Fridays, first period. The most problematic sessions are those given on Wednesdays because it is the last class. For this reason, this session is always devoted to reading a book, as it is not a very demanding activity for the learners, and, at the same time, it is more attractive for them in comparison with the usual grammar exercises.

The English teacher of this group usually follows the same structure during his classes. He starts by reviewing what the students learnt in the previous day, either asking them questions about it or providing them with a summary of the content. He continues by asking them the date and writing it on the blackboard. Then, if the students had any homework to complete, they correct it. Otherwise, they start working with the activities that are due that day. When the

teacher has planned to use gamification, he typically implements it at the end of the session, as the students become too active and excited during these activities, so it would be more difficult to continue the class with other regular exercises after a game. Moreover, when they are doing exercises or correcting homework, the teacher frequently asks specific students to answer the questions, and, if they do not know the answer, he asks for volunteers. He uses this strategy with the purpose of giving an opportunity to all the learners to participate and use the language.

2.1.3. Learners' characteristics

The target group of learners of this proposal is composed of 30 students. Nevertheless, for the English subject, the students are divided into two groups, so this proposal is aimed at a 14-student group, 8 girls and 6 boys, all of whom are the same age. Almost the entire class, except one student, comes from the same Elementary school, so the atmosphere governing the classroom is usually remarkable, and the proximity and harmony among the students is obvious; they have a friendly relationship with each other. Their English level is not completely homogeneous, as there are some students with a higher level than others, but the differences are not particularly large. The class presents functional diversity, since there is a student with mild dyslexia and another student with high intellectual abilities. However, it is characterised by a great degree of homogeneity in terms of cultural-linguistic diversity, thus being unnecessary to introduce any adaptation to the present lesson plan.

The degree of participation among these students is extremely high, which is a very positive aspect, but ensuring that all pupils have the possibility to speak becomes really necessary, so as to avoid the same students monopolising the class. In spite of this fact, these learners have difficulties in expressing their own ideas without any pattern to follow or complete. What is more, they are not used to working in teams or collaborating with their classmates, as the majority of the exercises and activities they do are carried out individually, especially this year in which the pandemic situation hinders collaborative projects.

2.2. Proposal decision-making

The type of syllabus that we have followed is the method-based approach, in particular, the procedural-based syllabus (PBL). This means that the ultimate aim of the lesson plan is to get students to use authentic language through the completion of a project that will lead them to create a tangible product. This implies that the students will achieve meaningful learning, since the emphasis is not put on grammar or syntactic structures, but on the actual use of language, which they will need in order to carry out the project successfully. For this reason, the use of

realia (Fenner, 2002; House, 2008) in the classroom is deeply important so as to provide students with real-life situations and samples of the target language culture. Additionally, the choice of the PBL means that the communicative aspect of the language is highlighted, as the language is a fundamental communication tool in the process of sharing knowledge of languages and their cultures. In other words, we seek to strengthen the communicative competence through the interaction in the room, so that they will learn by actually *doing*. This way, the students are more involved in their own learning process, which encourages them to reflect on language, thus making them more aware of what they are learning.

2.2.1. Curriculum components

In order to proceed with the design of this lesson plan, we have followed the Royal Decree 1105/2014, of 26 December. Since the school is located in Castile and Leon, we have also based this lesson plan on the Order EDU/362/2015, of 4 May. The former provides the objectives of this stage of Education, and the latter indicates the contents and the assessment criteria that have been considered in the design of the activities and tasks that form the lesson plan. As for the competences, we have taken into account the Order ECD/65/2015, of 21 January, to decide the key competences that students will develop after completing this lesson plan, namely: linguistic communication (sessions 1-7), mathematical competence and basic competences in science and technology (sessions 5, 6, 7), digital competence (sessions 4, 5), learning to learn (sessions 1, 4, 7), social and civic competences (sessions 3, 6, 7), and cultural awareness and expression (sessions 1, 2, 3 7).

The stage objective targeted to a greater extent with the implementation of this lesson plan is that the students are able to understand and express themselves appropriately in one or more foreign languages (objective **i**, article 11 of the Royal Decree 1105/2014). To a lesser extent, other objectives students are expected to achieve are **a**), with regard to duties and values; **b**), with regard to team work and tasks; **c**), with regard to ICT; **g**), with regard to entrepreneurship and learning to learn; and **j**), with regard to culture.

The general contents that this lesson plan includes are the following:

- a) Communicative functions: requesting and offering information, expressing orders and opinions, and describing objects (food), with a higher emphasis on the first one.
- b) Basic common usage terminology related to food, catering, shopping and commercial activities, health and physical care, and environment.
- c) Sociocultural and sociolinguistic aspects: social conventions, customs, values and attitudes.

- d) Comprehension strategies: distinguishing types of comprehension (general idea, essential information, key points, relevant details).
- e) Syntactic-discursive structures: connectors.
- f) Production strategies: execution (readapt the message).

The assessment criteria that will be taken into consideration to evaluate this lesson plan are taken from the Order EDU/362/2015, of 4 May: Section 1 Oral text comprehension, Assessment criteria 1, 3 and 6; Section 2 Oral text production, Assessment criteria 1, 3 and 5; Section 3 Written text comprehension, Assessment criteria 1, 3, 5 and 6; and Section 4 Written text production, Assessment criteria 1, 3 and 5 (Annex 1).

2.2.2. Teaching organization

A second aspect that has been addressed during the design of this proposal are the didactic issues, including stages of the lesson plan, classroom management, timing, resources, teaching strategies, etc. As for the stages of the lesson plan, the seven sessions that compose it are organized in two blocks. The first one —sessions number 1, 2 and 3— provides students with the information and knowledge that they will require to complete the end products of the project successfully, whereas the second one —sessions 4 to 7— gives students the opportunity to apply the contents that they have learnt during the previous block by means of communicative tasks contextualized in real-world situations.

Regarding classroom management, in most of the activities and tasks students are expected to work in groups so as to boost their opportunities to interact and communicate with each other. Moreover, working in groups will be beneficial for students, as they will be able to develop collaborative and teamwork skills, and, at the same time, they can help each other in solving the difficulties or problems that may arise throughout the progress of the project. There are also activities to be carried out in pairs and individually, although they are minor, and as a whole class, to foster general communication among all the students of the class. The time destined to the activities and tasks depend on their type. The warm-up and introduction activities always last 5 minutes each, while the development and implementation tasks may vary between 10 and 15 minutes, as it is important to ensure the dynamism of the class so that students remain active and motivated. Nevertheless, there are two implementation activities that last 20 and 25 minutes respectively, due to the fact that they include two different parts.

There are several resources required for this lesson plan. First of all, the material resources, which can be classified in three groups: the flashcards and worksheets that students will

complete, technology devices such as a computer with access to Internet, screen, projector and speakers, and all the ingredients and utensils for sessions 2, 6 and 7. Second, the spatial resources: the classroom, the computer laboratory, the supermarket and the school kitchen. Finally, the human resources: the English and Ethical Values teachers, the students and the manager from the supermarket.

The last issue that we are going to discuss are the teaching strategies. The most important one is ensuring that all students have their turn to speak and respect their classmates' turn, so that all of them have opportunities to use the English language and to communicate. This is essential in order to avoid having the same students participate all the time, which is a detriment for those who may be shy or insecure. Equally relevant is grouping students who may have a higher or more advanced level with those who have more difficulties in activities and tasks that are carried out in pairs or teams. This way, students can help each other, thus developing their collaborative learning skills. Another strategy that is highly useful is that students read all the questions from oral comprehension activities before listening to the audio. As a result, students will be more aware of the type of information they need to focus on to be able to complete the task.

2.3. The planning proposal

The proposal has been designed to be carried out during seven sessions (Annex 2) of 50 minutes each except the last one, which will last 1 hour and 45 minutes, as it will take place during two consecutive periods: English and Ethical Values. Therefore, this is a cross-disciplinary project in which students will not only develop their knowledge of the English language, but also transversal competences such as health and environmental educations, as established in the Royal Decree 1105/2014, of 26 December.

The topic of the project is food, in particular the designing of a recipe of traditional dishes from Anglophone countries, hence the title of the unit: *Food for thought*. The students will be divided into two groups of three and two groups of four. Within this topic, the students will learn other elements that revolve around food, such as going to the supermarket, healthy diet and food waste prevention. Food and nutrition are aspects related to the everyday life, and, as such, it is important for the students to become familiar with these topics, as they will need them on a daily basis if, for instance, they visit or live in an English-speaking country.

The end product of the project is the creation of a cookery book and a cooking show. The tasks proposed throughout the lesson plan will provide students with the contents needed to

acquire the knowledge they will require to accomplish the end products, and they include both deductive and inductive learning. Sessions number 1, 2 and 3 present enabling activities to endow students with linguistic tools, whereas sessions 4, 5, 6, and 7 are social practices of reference in which communication is highlighted. The level of the activities varies between A2 and B1 and they are oriented to deal with the five language skills established by the CEFR (Council of Europe, 2001, 2020).

In terms of planning, the sessions with enabling activities present mostly the same structure. They start with a warm-up activity, followed by an introduction activity and one or two development tasks, which lead to a final implementation activity. The progression of the difficulty of the tasks is essential in learning, so for that reason, the first session, on the one hand, does not include an implementation activity, it is all about developing the contents that the students will be learning throughout the unit. On the other hand, the last session with enabling activities (session 3) is only composed of implementation activities, since, by that time, the students will have learnt everything they need to create the final products.

The project is real and useful for the students, as they will obtain a final tangible product and they will learn a series of contents that cover aspects they will face in their day-to-day lives. Their motivation is regarded as an indispensable aspect of their learning process, so the tasks they have to carry out throughout this unit are expected to keep them motivated, as this is a topic of their interest. So as to complete the project, the students will have to work with their teammates, which will provide them with the opportunity to develop habits of teamwork and their personal initiative, and to learn how to cooperate with others and how to use online resources of information.

Finally, as for the assessment of this lesson plan, following the Order EDU/362/2015 and taking into account that the method used is project-based learning, the formative assessment is considered to be the most suitable one, as it is focused on the whole teaching/learning process. The assessment tools that will be employed are, on the one hand, the worksheets that the students will complete throughout the unit, which will represent the continuous assessment. On the other hand, the teacher will use a rubric (Annex 3) to assess learners' performance throughout all the stages of the project. In addition, students will provide and receive peer feedback, completing a rubric (Annex 3) that the teacher will give them. The distribution of marks for the assessment will be as follows: 30% the continuous assessment, 60% the aspects assessed in the rubric, and 10% peer assessment.

2.3.1. Session 1

The teacher starts the session with a warm-up activity [5 minutes], asking the students questions about whether they like cooking or not and what their favourite food is. Then, an explanation of the project is provided to the students, as well as a calendar with the steps of the project. It is important that they know from the beginning what they are going to be doing, so that they are aware of the things that will be required of them.

The class continues with an introduction activity [5 minutes], in which the students will receive pictures of four ingredients and they have to determine the type of food they are, that is, meat, fruits, vegetables, dairy products and carbohydrates. The teacher will provide the answer of the first set of ingredients so that the learners understand properly what they have to do. In this activity, the students will work in groups and they will have to classify each set of pictures. After two minutes of group discussion, the class will correct the activity.

The next one is the first development activity [15 minutes]. The teacher will present to the students a British dish, beef Wellington, and a British cook, Gordon Ramsay. The students will watch one of his videos cooking that recipe. They will watch the video once and they will clap when they hear the name of an ingredient and raise their hands when they see a cooking utensil. The teacher insists on the fact that they do not need to understand every single word. What is important is that they are able to comprehend the key information. Then, the video will be played again and the students will answer the questions that the teacher will ask them about the ingredients and utensils. This way, the learners will receive explicit linguistic input regarding food and cooking. In the first part of the activity the students will work individually and in the second part they will work as a whole class.

They will continue working with the beef Wellington recipe in the following development activity [15 minutes]. In this case, the students will receive the written version of the script of the video. The cook does not explain the steps to cook the dish in the way recipes are usually structured, so the teacher will give the students the steps extracted from Ramsay's instructions described in a clearer way, but in the wrong order. The teacher will also provide students with sequencing words, so what they have to do is to rearrange the steps of the recipe and use those connectors to show the correct order. For this activity, learners will work in groups of three or pairs. The teacher will tell them that they have to use the script as a guide to decide which is the correct order of the steps.

The last ten minutes of the session will be destined to summarise the main points of the project, to establish the groups in which students will be divided and to explain what students will do throughout the following sessions. The students will also be asked to think about the dish each group wants to work with so that there is not any repeated dish. The teacher will prepare a list with options, but the students are free to choose a different one if they prefer to do so.

2.3.2. Session 2

This session starts with a warm-up activity [5 minutes], in which the teacher asks eliciting questions to the students. For instance, if they prefer sweet or savoury food, what their favourite dessert is, if they know how to cook it, if they have tried desserts from other countries, etc. This activity serves as a way for the teacher to introduce the topic of the day: sweet recipes.

For the introduction activity [5 minutes], the teacher will play a video that shows different cakes with shapes of real objects and the students have to guess whether they are indeed cakes or the real object. The students work in groups and each group has to explain the reasons why they believe the images are cakes or not.

The class continues with the first development activity [15 minutes], in which the students will receive a recipe of American-style pancakes. The students will work in pairs and one member of the pair will receive the recipe without the ingredients and the other one without the utensils. The teacher will bring to the classroom the ingredients and utensils that are needed for the recipe together with others that do not appear in it, and will place them on a table. Then, the students will read their recipes and the ones with the ingredients will have to tell their partner which are the ingredients so that they go take one sample of each of them. Afterwards, the students with the utensils will tell their partners the utensils that are needed to cook it and they will go take them from the table. Once all of the students have all the objects, they have to complete their recipes and the teacher will check if all the pairs have gathered the right ingredients and cooking utensils

In the next development activity [15 minutes], the teacher will give the students another recipe of a dessert. In this case, the text is a magazine article in which the journalist explains how Jamie Oliver cooks the best chocolate chip cookies. The teacher explains that Jaime Oliver is one of the most famous English cooks. Afterwards, the students will work in pairs to create the list of ingredients needed to cook the cookies, and once they have finished, they correct it.

Finally, the teacher tells the students to look for the descriptions of the cookies in terms of flavour and texture, and asks them to think of other food that can be described in the same way.

The last activity is an implementation one [10 minutes]. The teacher reminds the students that the recipe they worked with the previous day was not written following the typical recipe structure, and they received the steps extracted out of the explanations of the cook. In this case, the recipe is a magazine article, so it is not expressed in steps. The teacher tells the students to create the steps of the recipe following the article, and using the sequencing words they learnt the day before. They have to work in pairs or groups of three, and after a few minutes, the teacher asks each group to say one step.

2.3.3. Session 3

This session serves as a review of what students have learnt the previous two days. It starts with the same type of warm-up activity [5 minutes], in which the students are asked questions about their eating and cooking habits, such as if they usually have breakfast before going to school, and, if so, what type of food they eat.

The introduction activity [5 minutes] is a sort of game in which students will see flashcards of sets of three ingredients and they have to guess the dishes they can cook with them. The teacher will provide an example so that the students see what they are expected to do. They will complete the activity in groups and they will have two minutes to think of all the dishes they can cook with each set of ingredients. The group that comes up with most recipes wins the game.

In the first implementation activity [15 minutes], the students are going to work with a recipe of Mac and Cheese, which is a typical dish from the US. The teacher first asks them if they have tried that dish and prompts them to think of its ingredients and how it is cooked. Then, the teacher plays a video of the recipe and asks the students to pay attention to the process to cook this dish. They watch the video twice. After that, the teacher places six chairs at the front of the classroom and asks for six volunteers to sit on them. The teacher gives them randomly one of them a piece of paper with a part of the recipe. These students read their step of the process. The rest of the students have to tell them to move to other chairs to get the right order of the recipe. Once they think the students are seated in the correct order, they have to read it again to check if they are right.

In the second implementation activity [25 minutes], the students will work in pairs. For the recipe they have to write for the final product of the project, they need to include an introductory

paragraph at the beginning explaining why they like that recipe or the reasons why they chose it. With the purpose of preparing to fulfil that part of the task, in this activity the students will have to ask their partners some questions about their favourite dish. The teacher will give them a form with the questions they will have to ask, which cover the points they can include in the introduction of their final recipes. The teacher will go around the class making sure that the students are speaking in English and asking them some of the questions. After about 10 minutes, the teacher will write on the blackboard six of the answers produced by the students and they will have to go around the class looking for those students. For example, the teacher can write: someone whose favourite food is pizza, someone whose favourite dish reminds them of their aunt, someone who hates chocolate, etc. The students will ask their classmates the necessary questions to get that information and the first one who gets all six people shouts Bingo!

2.3.4. Session 4

This session will take place in the computer laboratory. The students will create the first product of the project: the cookery book. By this day, they will have already chosen for which dish they want to write the recipe. During the previous sessions, students will have completed enabling activities that provided them with the knowledge they need to write their own recipe.

The teacher starts with the regular warm-up activity [5 minutes], and asks them questions such as what is the strangest dish they have ever tried or what is the food they hate the most. Then, the students begin working with their groups. They have to decide how they are going to divide the tasks they have to carry out to fulfill this part of the project: a search of different recipes of that dish to decide the version they want to create, the list of ingredients, the list of utensils, the introductory paragraph, proofreading of the first draft, the visual elements they want to add to the final version before including it in the eBook, etc.

Once they have decided which members of the team are going to do which tasks, they can start working. The teacher can also bring information that could be relevant for the learners based on their choices of dishes and has to aid the students with any doubts they may have, but, ultimately, it is the students who have to lead this session and work collaboratively with their teammates. Before resorting to the teacher when they have a question, they should try to help each other or even ask other students who are not part of their team, as they may be able to clarify their doubts. Students assisting each other to solve potential challenges is based on the idea of ZPD conceived by Vygotsky (1978).

At the end of the session, students are expected to have finished their recipes. They have to send them to the teacher, who will be in charge of compiling all of them to create the eBook. Finally, the students will receive a link to the cookery book with all their recipes.

2.3.5. Session 5

In this session, students will learn to do the grocery shopping in English. The tasks are conceived for 40 minutes because the remaining 10 minutes will be necessary to go to and come back from the supermarket. The teacher starts with the warm-up activity [5 minutes], asking the students questions about who does the grocery shopping in their family, whether they go to a supermarket or to local stores, and if they ever go with their parents. After that, the teacher explains that the session is going to be different because they will actually go to the supermarket, and describes what they will be doing. With the purpose of carrying out this session successfully, the school will have contacted the manager of a nearby supermarket to explain the situation and make sure that it is possible for the students to do this.

When they arrive at the supermarket, the teacher asks the students what is the first thing they need when they are going to do the grocery shopping, expecting them to answer the shopping basket. The students will be required to divide into the project groups and to take one shopping basket per group. Then, they will go around the supermarket and the teacher will be pointing out the different sections, naming them, and asking the students to provide examples of the types of food and ingredients they can find in each [10 minutes].

Afterwards, each group will receive a worksheet with some questions. They will first need to go around the supermarket, choose four of the sections and take three items of each. They should complete the worksheet with all the food that they have selected. Next, each team will explain to the others what they have found. After that, they will review the list of ingredients needed for the recipe they created and find them because they will have to buy them at the end and take them to the school kitchen. Finally, they will calculate the prize of their shopping basket [15 minutes].

As a last task, the teacher will propose a sort of treasure hunt to the students. Each group will have to find six items and take them. They will be given a QR code that they will scan to read the first clue, which will lead them to the first item, where they will find another QR with another clue that will take them to the following one. The hunt continues like that until they all find the six items. At the beginning, the teacher will give each group a different clue so that they do not start looking for the same item. The teacher will have asked the supermarket

manager to request shelf fillers to ensure that the QR codes remain visible for students to find them. The first group that finds all of them will win. The teacher will buy a treat for the winners that they can choose from the supermarket [10 minutes].

2.3.6. Session 6

This session will take place during an Ethical Values period. Students will learn about healthy habits regarding nutrition and about food waste and how to avoid or reduce it. The teacher will begin introducing the topic of the lesson and playing a video about the food pyramid. The students will be asked to pay attention to the different steps of the pyramid and the food included in each one and to take notes about it. Once the video has been watched, the teacher will ask the students if they think the recipe of the dish they have created is healthy according to the pyramid classification of food. They have to gather with their teammates and discuss that question to decide a way in which they could modify their recipes to make them healthier [10 minutes].

Afterwards, the teacher will place on the floor in the centre of the classroom five big boxes with the shape of a pyramid, and will bring to the class all types of food. The students will be divided in five groups and each of them will be assigned one of the steps of the pyramid. Each group will receive ingredients that belong to the other four categories. Then, they will have to talk to the other groups and ask them for the ingredients they have from their own category so as to collect all of them. Finally, each group will put their food in the corresponding box [10 minutes].

For the next activity, the students will complete a quiz about their own eating habits to check how healthy they are. Depending on their answers, they will have to add more or less points. Once they have answered all the questions, they have to count all the points they get to see the result and check their level of healthiness [10 minutes].

The session will continue with a video about food waste, so as to raise awareness among the students of the importance of saving food and not wasting it when it is edible. The teacher will ask the students to write down the tips that are expressed in the video to avoid or reduce food waste. After watching the video, the teacher will suggest a follow-up discussion with the students to make them reflect about their own consumption habits. They will be first asked if they or their families put into practice any of those tips in their every-day life, and, if not, which they think they could adopt from now on. Then, they will be encouraged to come up with other ideas people could implement to save food. Lastly, the students will work with their teammates

to think of recipes that can be prepared with food or parts of food that we would usually throw away [20 minutes].

2.3.7. Session 7

This session spans two periods. The first part will take place in an English period and the second part will take place in the following Ethical Values period. First, students will cook the dishes from the cookery book in the kitchen of the school, using the ingredients they bought during session 5. However, they will be randomly assigned a different recipe instead of the one they prepared.

They have to start by reading the recipe they receive and decide what each member of the group will do. They need to gather the ingredients and cooking utensils, so one student should be in charge of collecting them and measuring the quantities of each ingredient as indicated in the recipe. Another member of the team should be responsible for giving the instructions to cook the recipe to the students who will be cooking. This member should not read the recipe out loud directly from the book; instead, he or she should try to understand each step and transmit it to the cooks, making sure that they are following the right process. There are two teams with three members, so the student giving instructions should manage to assist both cooks. The teacher can choose those recipes that are easier for the teams with three members, as in those groups with four members, there can be two students giving instructions and two receiving them and cooking. The teacher will move around the kitchen ensuring that the learners are speaking English and solving any doubt they could have. The students are expected to cook and wash the utensils they use in about 1 hour and 15 minutes, so that the tasting of the dishes and the voting for the best one can be carried out during the last half hour.

To proceed with the tasting and voting, the students and teachers will follow the same template to mark the dishes, taking into account several aspects, which will be marked from one to five, and the dish that receives the higher mark will be the winner:

- Before tasting:
 - Plating
 - Appearance
 - Scent
- After tasting:
 - Texture
 - Flavour
- Degree of healthiness
- Compliance with food waste reduction methods of cooking

In this second part of the paper we have presented the teaching proposal and its characteristics. We have analysed the context for which this lesson plan is intended, including the school setting, the features of the English classroom, the strategies used by the teacher and the type of learners that the target group contains. We have also explained the decisions we have made to design the proposal, dealing with curriculum components and all the teaching aspects that need to be organized, such as the stages of the lesson plan, the management of the classroom, the resources, timing and teaching strategies. We have completed this section by detailing the lesson plan and its seven sessions. After having finished the description of the lesson plan, it is only appropriate to address the conclusion of this paper, in which we will not only discuss the implications of project-based learning, but we will also propose a strategy to implement PBL in the EFL classroom.

CONCLUSIONS

In this paper we have provided a theoretical review of project-based learning and the language acquisition theories on which this approach is based, framing it within the current European guidelines on language teaching and the policies that the European Commission advocates to foster a plurilingual and multicultural education. With the purpose of illustrating how to put project-based learning into practice in Secondary Education, we have suggested a lesson plan for 12-13-year-old students related to food, nutrition and cooking. After completing the description of the sessions of said lesson plan, we can come to certain conclusions. First, we will provide a descriptive conclusion of the main implications of PBL. Then, we will outline some guidelines for foreign language teachers as regards the implementation of PBL. Finally, we will present possible ways to improve the limitations that we believe this paper presents.

Project-based learning offers a wide variety of pedagogical possibilities in the foreign language classroom, for both the teacher and the students. It breaks with the traditional grammatical exercises in which learners are required to complete sentences with the correct form of different verbs, pronouns, and so on. In doing so, it discourages students from memorising and learning grammar structures by heart as though they were math formulas. On the contrary, implementing PBL in the foreign language classroom promotes a real use of the language contextualised in situations from everyday life that are useful and engaging for learners, as they are related to their own lives and to their personal interests. Thus, PBL constitutes a way to bring learners closer to the language and to realise its full potential; in the case of Secondary Education students, they may cease to see English as another subject that they need to pass and start to consider it as a tool that they can actually use in their daily life and that will be highly beneficial for their future.

Moreover, one of the primary characteristics of PBL is that it is student-centred. As a consequence, this approach to language teaching helps students develop their autonomy. They are given the power to be part of the decision-making process of the projects, so they can see that their opinions and needs are taken into consideration to decide the types of projects that will be carried out and the topics that they will deal with. At the same time, students are involved in the teaching/learning process to a great extent, in the sense that, during the course of the project, sessions are conceived in such a way that learners work independently, and the teacher is there as an aid should the students need it, but not to conduct the class. On account of these implications of implementing PBL for language teaching, students are more likely to acquire

the language meaningfully and more permanently than under traditional approaches that focus on grammar aspects.

Nevertheless, we cannot conclude this paper without referring to its pitfalls. Project-based learning requires a great deal of effort and preparation from teachers. It constitutes a completely different methodology of teaching than what teachers are used to, so they need to be innovative and change their view of teaching. Their level of involvement in the preparation of the classes is considerably higher than merely confining themselves to following the textbook. Furthermore, when projects are cross-disciplinary, an even higher degree of planning and coordination among departments is indispensable. For these reasons, PBL comes with a need to train teachers to use this approach. Therefore, it is more time consuming and demanding than traditional methodologies. This is applicable not only to teachers but also to their pupils.

Students in general are not used to learning foreign languages under approaches that adhere to a procedural syllabus. Learning English through projects may be challenging for them as they are not taught grammar and vocabulary explicitly, which is what they are accustomed to. When carrying out a project, the language is the basis, as learners need it to research information, to translate that information into content for the project and to communicate with their teammates. In the case of foreign language teaching, implementing PBL becomes more complex because students are learning the basic tool they need to complete the project *while* doing the project. As a result, students may not understand that this methodology is providing them with the knowledge they need to learn the language. So as to avoid this, teachers need to clarify the course of action they will follow from the beginning, to emphasise clearly the benefits that PBL entails for learners and to make sure that they are aware of it, thus increasing their motivation and interest.

All in all, it would be interesting to consider these obstacles as aspects of PBL that need to be improved or developed instead of as mere disadvantages that hinder the implementation of this approach in the foreign language classroom. Consequently, we would like to encourage teachers to put PBL into practice and to keep on experimenting with it so that all foreign and second language teachers can gain insight into how to apply it in their classes and into its advantages for learners. For the purpose of assisting teachers in doing this, we are going to propose a series of didactic and methodological guidelines that can be followed to implement PBL in the English as a Foreign Language classroom:

- Provide a clear definition of the project and its aims, objectives, assessment criteria and the tasks it will comprise.
- Establish the participants that will be part of the project, that is to say, whether the project will be limited to the English department or it will be cross-disciplinary, in which case, the departments involved need to coordinate their actions.
- Specify the materials that will be needed, including sources of information, Internet, realia, tangible objects that are related to everyday life and differ from the textbook, and any possible trips for the students.
- Determine the role of the learners, which must not be passive. Students should not limit themselves to listening and copying the teacher's explanations. Instead, they should be involved in the process, in the search for information so that they strengthen their critical thinking skills and they learn to assess data to discern what is important from what is secondary.
- Determine the role of the teacher, who should be a figure who helps and guides students in the process of completing the project and serves as scaffolding.
- Include a combination of both enabling activities and social practices of reference so as to provide students with the necessary linguistic tools, but focusing specifically on the communicative aspect of the language.
- Base the design of the project within the method-based syllabus, resorting to planning tools that favour a curriculum that revolves around tasks. A tool that can be used for this purpose has been presented in Figure 4.

As for the suggestions to enrich this paper, we are aware of the fact that every paper or dissertation presents limitations, so we will discuss two potential ways to ameliorate them. On the one hand, we could modify the structure followed to develop the project and divide it in stages. First, two sessions with enabling tasks to provide students with linguistic tools and communicative functions to design a cookery book, followed by another session in which learners will create the book. Then, a second set of two sessions with enabling activities to give students linguistic and communicative knowledge to being able to understand the instructions of a recipe, followed by a session in which the cooking show will be carried out. Finally, one session on nutrition and food waste to prepare students for the tasting and voting, which will

take place in the following and last session. This way, the enabling activities will be more distributed throughout the lesson plan and, at the same time, they will be closer to the end product they are connected to. On the other hand, another way in which this proposal could be developed would be its implementation in the classroom so that we could obtain and assess the result and the learners' response to the plan as it is presented in this paper. Therefore, further improvements could be introduced in order to polish its weaknesses.

In conclusion, the fulfilment of this paper has allowed me to develop thoroughly the competences both general and specific that students are supposed to acquire through its completion. In particular, I have been able to research information on different theories related to language acquisition and, extensively, on project-based language learning, and to apply the data obtained to plan a teaching proposal following this approach. As a consequence, I have learnt to design activities and tasks that promote students' autonomy in an innovative way and I have become aware of the importance of nurturing a learning environment that is positive for students.

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ANNEXES

Annex 1 General table

Stage	Compulsory Secondary Education	
Level / Year	1 st year	
Time	6 lessons of 50 minutes each + 1 final lesson of 1 hour and 45 minutes	
	Stage Objectives	Contents
	<p>The students should be able to...</p> <p>a) Take on their duties responsibly, to know and exercise their rights respecting the others, to be tolerant, cooperative and supportive with the others, to be able to converse with others advocating human rights and gender equality as common values of a pluralist society, and to prepare themselves to exercise democratic citizenship.</p> <p>b) Develop and consolidate habits of discipline, study, and individual and team work as a necessary condition for the effective fulfilment of learning tasks and as a means of personal growth.</p> <p>e) Develop basic skills to critically use resources of information in order to acquire new knowledge. Acquire basic experience in the use of ICT.</p> <p>g) Develop entrepreneurship and self-confidence, participation, critical thinking, personal initiative, and the ability to learn to learn, to plan, to make decisions and assume responsibilities.</p> <p>i) Understand and express themselves appropriately in one or more foreign languages.</p> <p>j) Know, value and respect basic aspects of their own and other people culture and history, and artistic and cultural heritage.</p>	<p>Oral text comprehension (Listening)</p> <ol style="list-style-type: none"> 1. Communicative functions: requesting and offering information 2. Basic common usage terminology related to food, catering, shopping and commercial activities, health and physical care, environment 3. Sociocultural and sociolinguistic aspects: social conventions, customs, values and attitudes 4. Comprehension strategies: distinguishing types of comprehension (general idea, essential information, key points, relevant details) <p>Oral text production (Speaking)</p> <ol style="list-style-type: none"> 1. Communicative functions: requesting and offering information, offering opinions, expressing orders 2. Basic common usage terminology related to food, catering, shopping and commercial activities, health and physical care, environment 3. Sociocultural and sociolinguistic aspects: social conventions, customs, values and attitudes 4. Production strategies: execution (readapt the message) <p>Written text comprehension (Reading)</p> <ol style="list-style-type: none"> 1. Basic common usage terminology related to food and catering, health and physical care 2. Sociocultural and sociolinguistic aspects: social conventions, customs, values and attitudes 3. Communicative functions: requesting and offering information, expressing orders, describing objects (food) 4. Syntactic-discursive structures: connectors <p>Written text production (Writing)</p> <ol style="list-style-type: none"> 1. Sociocultural and sociolinguistic aspects: social conventions, 2. Communicative functions: requesting and offering information, expressing orders 3. Basic common usage terminology related to food and catering, environment 4. Production strategies: execution (readapt the message) 5. Syntactic-discursive structures: connectors

Assessment criteria**The students will be able to...****Oral text comprehension (Listening)**

1. Identify essential information, key points and relevant details of short and well-structured oral texts transmitted orally or via IT at a slow speed in a neutral or informal register, dealing with general or everyday matters or other matters related to personal, public or educational areas, provided that the message can be listened to again and the acoustic conditions do not distort it.
2. Know and use sociocultural and sociolinguistic aspects related to the everyday life, [...] and basic social conventions (customs, traditions, values and attitudes) for the understanding of the text.
3. Recognise common usage oral terminology related to general and everyday matters or to their own interests and education, and infer from the context, with visual aid, the meanings of less frequent or more specific words and expressions.

Oral text production (Speaking)

1. Produce short and understandable texts to offer, request or interchange information about known and everyday matters or about their own interests and education, in an informal register, with simple language, even if there are interruptions, hesitations or pauses, the speech is reformulated, the structures and expressions used are simple, or the interlocutor needs to request them to repeat what was told.
2. Include sociocultural and sociolinguistic basic knowledge related to interpersonal relationships, behaviour and social conventions to the production of an oral text, respecting the most important politeness rules in each context.
3. Show control over a very limited set of common usage syntactic structures, and use, in order to communicate, simple mechanisms adapted to the context and the communicative intention.

Written text comprehension (Reading)

1. Identify essential information, key points and relevant details of short and well-structured texts written in a neutral or informal register, dealing with everyday matters or other matters related to their own interests or education with simple structures and common usage terminology.
2. Know and use sociocultural and sociolinguistic aspects related to the everyday life, [...] and basic social conventions (customs, traditions, values and attitudes) for the understanding of the text.
3. Recognise and apply, to the understanding of the text, the constituents and organization of syntactic structures that are frequently used in written communication and their associated meanings (e.g.: the use of the imperative to give an order).
4. Recognise common usage written terminology related to general and everyday matters or to their own interests and education, and infer from the context, with visual aid, the meanings of less frequent or more specific words and expressions.

Written text production (Writing)

1. Write, in paper or electronic format, short and simple texts with a clear structure dealing with everyday matters or with their own interests, in an informal or neutral register, using adequately basic cohesion resources, basic orthographic conventions and the most common punctuation marks, with very simple expressions and structures and very frequent terminology.
2. Include sociocultural and sociolinguistic knowledge related to interpersonal relationships, behaviour and social conventions to the production of a written text, respecting the most important politeness rules in each context.
3. Show control over a very limited set of common usage syntactic structures, and use, in order to communicate, simple mechanisms adapted to the context and the communicative intention.

Key competences (*According to the European Commission, 2019*)

- a) Linguistic communication
- b) Mathematical competence and basic competences in science and technology
- c) Digital competence
- d) Learning to learn
- e) Social and civic competences
- f) Cultural awareness and expression

Attention to diversity

The class presents functional diversity, as there is a student with mild dyslexia and another student with high intellectual abilities. However, it is characterised by a high homogeneity in terms of cultural-linguistic diversity, thus being unnecessary for the teacher to introduce any adaptation to the present teaching unit.

Sessions and activities**SESSION 1**

- 1) Question & Answer (Q&A)
- 2) Guess the type of food
- 3) A dish rich in history
- 4) You got beef with me?

SESSION 2

- 1) Q&A
- 2) Cake or fake?
- 3) American pancakes
- 4) Jamie Oliver's chocolate cookies
- 5) Finish the cookies!

SESSION 3

- 1) Q&A
- 2) Guess the dish
- 3) Put this mess in order
- 4) Sharing is caring!

SESSION 4

- 1) Q&A
- 2) Work in progress

SESSION 5

- 1) Q&A
- 2) Let's do the grocery shopping
- 3) What's in the shopping basket
- 4) Treasure hunt

SESSION 6

- 1) The food pyramid
- 2) Creating our own pyramid
- 3) How healthy are you?
- 4) Don't throw it away

SESSION 7

- 1) Cooking show
- 2) Tasting and voting

Annex 2 Session tables

TABLE SESSION 1

Session 1	
<p style="text-align: center;">Aims</p> <p>The students should be able to...</p> <p>Oral text comprehension (Listening)</p> <ol style="list-style-type: none"> 1. Comprehend orally at least one matter related to food. 2. Recognize at least three ingredients and two kitchen utensils and react to them by clapping or raising their hands. 3. Identify images of at least two of the main ingredients of the Beef Wellington recipe. 4. Relate images of at least three kitchen utensils to their names. <p>Oral text production (Speaking)</p> <ol style="list-style-type: none"> 1. Discuss at least one matter related to food. 2. Provide orally the name of at least three kitchen utensils, cooking techniques and ingredients. <p>Written text comprehension (Reading)</p> <ol style="list-style-type: none"> 1. Understand the written names of at least 14 ingredients. 2. Comprehend the main idea of each step of the recipe. <p>Written text production (Writing)</p> <ol style="list-style-type: none"> 1. Rearrange the original beef Wellington recipe in order to sequence the steps and give them cohesion using at least three structures such as ‘first’, ‘then’ and ‘finally.’ <p>Cultural aspects</p> <ol style="list-style-type: none"> 1. Appreciate a part of the English cuisine: the Beef Wellington. 	<p style="text-align: center;">Contents</p> <p>1. Oral text comprehension:</p> <ul style="list-style-type: none"> - Communicative functions: requesting information - Basic common usage terminology related to food - Comprehension strategies: distinguishing types of comprehension (general idea, essential information, key points, relevant details) - Sociocultural and sociolinguistic aspects: customs <p>2. Oral text production:</p> <ul style="list-style-type: none"> - Communicative functions: offering information - Basic common usage terminology related to food <p>3. Written text comprehension:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food <p>4. Written text production:</p> <ul style="list-style-type: none"> - Production strategies: execution (readapt the message) - Syntactic-discursive structures: connectors
Assessment criteria	
<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Understand information about food-related matters. 2. Discuss food-related matters with their classmates. 3. Identify ingredients and kitchen utensils needed to cook beef Wellington. 4. Organize the instructions of the beef Wellington recipe with cohesion and coherence. 	
Activities	Timing
Q&A	5 minutes
Guess the type of food	5 minutes
A dish rich in history	15 minutes
You got beef with me?	15 minutes

TABLE SESSION 2

Session 2	
<p style="text-align: center;">Aims</p> <p>The students should be able to...</p> <p>Oral text comprehension (Listening)</p> <ol style="list-style-type: none"> 1. Comprehend orally at least one matter related to food. <p>Oral text production (Speaking)</p> <ol style="list-style-type: none"> 1. Discuss at least one matter related to food. 2. Express orally at least one reason why they think the objects from the images are real or a cake. 3. Communicate at least four ingredients or two cooking utensils from the pancakes recipe to their partner. <p>Written text comprehension (Reading) and Written text production (Writing)</p> <ol style="list-style-type: none"> 1. Infer at least four ingredients and two kitchen utensils out of the pancakes recipe. 2. Extract and write down the names of at least four ingredients out of the cookies recipe article. 3. Identify at least three descriptions of food out of the cookies recipe article and produce at least one food that can be described like that. 4. Complete at least four steps obtained from the cookies recipe article, and rewrite them and give them cohesion using at least three structures such as 'first', 'then' and 'finally.' <p>Cultural aspects</p> <ol style="list-style-type: none"> 1. Appreciate a part of US confectionery: pancakes. 	<p style="text-align: center;">Contents</p> <p>1. Oral text comprehension:</p> <ul style="list-style-type: none"> - Communicative functions: requesting information - Basic common usage terminology related to food <p>2. Oral text production:</p> <ul style="list-style-type: none"> - Communicative functions: offering information - Basic common usage terminology related to food <p>3. Written text comprehension:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food and catering - Communicative functions: offering information and describing objects (food) <p>4. Written text production:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food and catering - Production strategies: execution (readapt the message) - Syntactic-discursive structures: connectors
Assessment criteria	
<p>The students will be able to...</p> <ol style="list-style-type: none"> 1. Understand information about food-related matters. 2. Discuss food-related matters, specifically desserts and sweet dishes. 3. Interpret a written recipe of US pancakes to collect the ingredients and kitchen utensils. 4. Extract the ingredients needed to cook a cookies recipe out of the article about Jamie Oliver. 5. Identify descriptions of food. 6. Complete the list of steps to cook the recipe. 	
Activities	Timing
Q&A	5 minutes
Cake or fake?	5 minutes
American pancakes	15 minutes
Jamie Oliver's chocolate chip cookies	15 minutes
Finish the cookies!	10 minutes

TABLE SESSION 3

Session 3	
<p style="text-align: center;">Aims</p> <p>The students should be able to...</p> <p>Oral text comprehension (Listening)</p> <ol style="list-style-type: none"> 1. Comprehend orally at least one matter related to food. <p>Oral text production (Speaking)</p> <ol style="list-style-type: none"> 1. Discuss at least one matter related to food. 2. Discern at least two dishes that can be cooked with the ingredients of the flashcards and talk about them. 3. Give at least one instruction to one classmate to order the steps of the mac and cheese recipe. 4. Ask their partner for information about their favourite dish, using at least three questions of the form and offer their partner at least three pieces of information about their favourite dish. <p>Written text comprehension (Reading) and Written text production (Writing)</p> <ol style="list-style-type: none"> 1. Understand at least one steps of the mac and cheese recipe. 2. Interpret at least three of their partner's answers to write down some information about their favourite dish. <p>Cultural aspects</p> <ol style="list-style-type: none"> 1. Appreciate a part of the US cuisine: mac and cheese. 	<p style="text-align: center;">Contents</p> <p>1. Oral text comprehension:</p> <ul style="list-style-type: none"> - Communicative functions: requesting and offering information - Basic common usage terminology related to food and catering <p>2. Oral text production:</p> <ul style="list-style-type: none"> - Communicative functions: requesting and offering information - Basic common usage terminology related to food and catering - Production strategies: execution (readapt the message) <p>3. Written text comprehension:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food and catering <p>4. Written text production:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food and catering
Assessment criteria	
<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand information about food-related matters. 2. Discuss food-related matters with their classmates. 3. Provide understandable answers to the teacher's questions in a clear and adequate way. 4. Properly discuss the dishes that can be cooked with the ingredients from the flashcards. 5. Put the fragments of the text "Easy Mac and Cheese" in a coherent order. 6. Give concise and clear oral answers about their favourite recipe to their partner. 7. Make simple questions to their partner, demonstrating their ability to obtain necessary information. 8. Organise the information obtained from their partner's answers to write it down. 	
Activities	Timing
Q&A	5 minutes
Guess the dish	5 minutes
Put this mess in order	15 minutes
Sharing is caring!	25 minutes

TABLE SESSION 4

Session 4	
<p style="text-align: center;">Aims</p> <p>The students should be able to...</p> <p>Oral text comprehension (Listening)</p> <p>1. Comprehend orally at least one matter related to food.</p> <p>Oral text production (Speaking)</p> <p>1. Discuss at least one matter related to food.</p> <p>Written text comprehension (Reading)</p> <p>1. Understand the general idea of at least two recipes that they research.</p> <p>Written text production (Writing)</p> <p>1. Design a recipe expressing the instructions adequately and using terminology related to food and cooking and structures such as 'first', 'then' and 'finally.'</p> <p>Cooperation and teamwork skills</p> <p>1. Work adequately with their partner to achieve an effective fulfilment of their recipe.</p>	<p style="text-align: center;">Contents</p> <p>1. Oral text comprehension:</p> <ul style="list-style-type: none"> - Communicative functions: requesting information - Basic common usage terminology related to food <p>2. Oral text production:</p> <ul style="list-style-type: none"> - Communicative functions: offering information - Basic common usage terminology related to food <p>3. Written text comprehension:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food - Communicative functions: expressing orders <p>4. Written text production:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food - Communicative functions: expressing orders and offering information - Syntactic-discursive structures: connectors
Assessment criteria	
<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand information about food-related matters. 2. Discuss food-related matters with their classmates. 3. Comprehend online recipes to extract information to create their own. 4. Produce a comprehensible written recipe expressing orders adequately, including ingredients, cooking utensils and an introductory paragraph, and using structures such as 'first', 'then' and 'finally.' 5. Work in tune and in a cooperative way with their teammates. 	
Activities	Timing
Q&A	5 minutes
Work in progress	45 minutes

TABLE SESSION 5

Session 5	
<p style="text-align: center;">Aims</p> <p>The students should be able to...</p> <p>Oral text comprehension (Listening)</p> <ol style="list-style-type: none"> 1. Comprehend orally at least one matter related to food, shopping and commercial activities. 2. Comprehend key information provided about a supermarket in order to answer at least two questions about it. 3. Understand information from their partners about at least six ingredients from their shopping basket. <p>Oral text production (Speaking)</p> <ol style="list-style-type: none"> 1. Discuss at least one matter related to food, shopping and commercial activities. 2. Request and provide information to their partners about at least six ingredients from their shopping basket. <p>Written text comprehension (Reading)</p> <ol style="list-style-type: none"> 1. Understand at least four clues from the treasure hunt. <p>Written text production (Writing)</p> <ol style="list-style-type: none"> 1. Create a shopping list of at least ten ingredients. 	<p style="text-align: center;">Contents</p> <p>1. Oral text comprehension:</p> <ul style="list-style-type: none"> - Communicative functions: requesting and offering information - Basic common usage terminology related to food, shopping and commercial activities <p>2. Oral text production:</p> <ul style="list-style-type: none"> - Communicative functions: requesting and offering information - Basic common usage terminology related to food, shopping and commercial activities <p>3. Written text comprehension:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food <p>4. Written text production:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food
Assessment criteria	
<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand information about food and shopping related matters. 2. Discuss food and shopping related matters with their classmates. 3. Comprehend information about the sections of the supermarket. 4. Name ingredients from different sections of the supermarket. 5. Create a shopping list and talk about the items it includes. 	
Activities	Timing
Q&A	5 minutes
Let's do the grocery shopping	10 minutes
What's in the shopping basket?	15 minutes
Treasure hunt	10 minutes

TABLE SESSION 6

Session 6	
<p style="text-align: center;">Aims</p> <p>The students should be able to...</p> <p>Oral text comprehension (Listening)</p> <ol style="list-style-type: none"> Understand at least three ingredients that belong to each step of the food pyramid from the video “The food pyramid.” Extract at least three tips to avoid or reduce food waste from the video “SavingFood educational on food waste.” <p>Oral text production (Speaking)</p> <ol style="list-style-type: none"> Provide at least one modification of their recipe to make it healthier. Ask for at least three ingredients that belong to one group of the food pyramid. Reflect on their own consumption habits. Produce at least one idea to avoid wasting food. <p>Written text comprehension (Reading)</p> <ol style="list-style-type: none"> Interpret accurately at least six questions about eating habits. <p>Written text production (Writing)</p> <ol style="list-style-type: none"> Describe at least three tips to avoid or reduce food waste. <p>Cooperation and teamwork skills</p> <ol style="list-style-type: none"> Cooperate with their teammates to create recipes using ingredients that would normally be thrown away. 	<p style="text-align: center;">Contents</p> <p>1. Oral text comprehension:</p> <ul style="list-style-type: none"> Communicative functions: requesting and offering information Basic common usage terminology related to environment, health and physical care, food and catering Sociocultural and sociolinguistic aspects: customs, values and attitudes <p>2. Oral text production:</p> <ul style="list-style-type: none"> Communicative functions: requesting and offering information Basic common usage terminology related to environment, health and physical care, food and catering Sociocultural and sociolinguistic aspects: customs, values and attitudes <p>3. Written text comprehension:</p> <ul style="list-style-type: none"> Basic common usage terminology related to food and catering, health and physical care Sociocultural and sociolinguistic aspects: customs, values and attitudes <p>4. Written text production:</p> <ul style="list-style-type: none"> Basic common usage terminology related to environment, food and catering
Assessment criteria	
<p>The students will be able to:</p> <ol style="list-style-type: none"> Understand the types of food that belong to each step of the food pyramid. Interpret adequately tips to avoid or reduce food waste. Produce new tips to avoid or reduce food waste. Adapt a recipe to create a healthier version. Reflect on their own consumption and nutrition habits. Design, collaborating with their classmates, recipes that avoid food waste. 	
Activities	Timing
The food pyramid	10 minutes
Creating our own pyramid	10 minutes
How healthy are you?	10 minutes
Don't throw it away	20 minutes

TABLE SESSION 7

Session 7	
<p style="text-align: center;">Aims</p> <p>The students should be able to...</p> <p>Oral text comprehension (Listening)</p> <ol style="list-style-type: none"> 1. Comprehend orally their teammates instructions to cook the recipe they received. <p>Oral text production (Speaking)</p> <ol style="list-style-type: none"> 1. Describe to their teammates accurately the ingredients, utensils and steps of the recipe they have received. 2. Provide at least two reasons to justify their voting. <p>Written text comprehension (Reading)</p> <ol style="list-style-type: none"> 1. Interpret accurately the ingredients and steps needed to cook the recipe their group was assigned. 2. Understand the seven aspects proposed to vote the dishes, taken into account what they learnt about nutrition and food waste. <p>Cooperation and teamwork skills</p> <ol style="list-style-type: none"> 1. Complement with their teammates appropriately in the elaboration of their recipes, showing the individual and collaborative work behind their project. 	<p style="text-align: center;">Contents</p> <p>1. Oral text comprehension:</p> <ul style="list-style-type: none"> - Communicative functions: offering and requesting information - Basic common usage terminology related to food and catering <p>2. Oral text production:</p> <ul style="list-style-type: none"> - Communicative functions: offering and requesting information, expressing orders and opinions - Basic common usage terminology related to food and catering, environment, health and physical care <p>3. Written text comprehension:</p> <ul style="list-style-type: none"> - Basic common usage terminology related to food and catering, environment, health and physical care - Communicative functions: expressing orders
Assessment criteria	
<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand instructions given to prepare a recipe. 2. Give instructions to their teammates to guide them in the preparation of a recipe. 3. Interpret appropriately a written recipe, including the ingredients, cooking utensils and the instructions. 4. Express orally the reasons that justify their voting of the dishes, taking into account nutrition and food waste. 	
Activities	Timing
Cooking show	1 h 15 minutes
Tasting and voting	30 minutes

Annex 3 Rubrics**Rubric for the teacher²**

	1	2	3	4
Participation	No participation and involvement in the project	Occasional participation and not very effective	Frequent participation, providing good ideas	Active participation, showing interest and providing new and useful ideas
Organization and teamwork	The members of the group fail to establish roles and do not work collaboratively	The members of the group establish roles, but they do not follow them completely and there is little collaboration	The members of the group establish and usually follow roles and work collaboratively	The members of the group establish clear roles and fulfil them, and work collaboratively
Task fulfilment	The group barely completes the tasks assigned to them	The group often completes their tasks but they require revision	The group always provides their tasks, which do not require revision	The group always provides high quality content, which does not require revision
End product 1 The recipe	The recipe includes poorly formulated instructions, with numerous grammatical or spelling mistakes, and lacks variety of ingredients and cooking utensils	The recipe includes inadequate instructions, with several grammatical or spelling mistakes, and a poor variety of ingredients and cooking utensils	The recipe includes instructions well formulated, with minor grammatical or spelling errors, and an acceptable variety of ingredients and cooking utensils	The recipe includes instructions very well formulated, without grammatical or spelling errors, and a wide variety of ingredients and cooking utensils
End product 2 The cooking show	The members do not attempt to organise the roles and do not cook collaboratively. The dish is not fulfilled.	The members of the group do not organise the roles clearly, leading to misunderstanding of the instructions. The dish is cooked with several difficulties	The members of the group manage to organise the roles but do not fulfil them completely. Instructions are given and understood with sufficient accuracy to cook the dish with minor difficulties	The members of the group organise the roles successfully and manage to convey perfectly the instructions and to understand them so as to cook the dish without difficulties
Deadlines meeting	The group does not organise adequately their time, submitting the content late	The group manages to submit the content on time, but struggles at organising the time	The group manages to organise their time adequately but some submissions were late	The group submits the content in advance and manages the time perfectly

² Extracted and adapted from Monteagudo Navarro (2020)

Rubric for peer evaluation³

	1	2	3	4
Participation	No participation and involvement in the project	Occasional participation and not very effective	Frequent participation, providing good ideas	Active participation, showing interest and providing new and useful ideas
Role	The student does not fulfil at all the role assigned	The student barely fulfils the role assigned	The student highly fulfils the role assigned	The student fulfils perfectly the role assigned and also helps teammates fulfil theirs
Attitude	Negative attitude towards the project, usually showing disrespect towards teammates	Neutral attitude towards the project, sometimes showing disrespect towards teammates	Positive attitude towards the project	Very positive attitude, encouraging and motivating teammates
Task fulfilment	The student barely completes the tasks assigned to him/her	The student often completes his/her tasks but they require revision	The student always provides his/her tasks, which do not require revision	The student always provides high quality content, which does not require revision
Problem solving	The student does not attempt to solve any problem that takes place throughout the project	The student may try to solve problems but lacks strategies to do it	The student often tries to solve problems	The student always provide solutions to the problems, trying to ensure everyone's agreement

³ Extracted and adapted from Monteagudo Navarro (2020)