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Title: The Development of Bilingualism in the English as a Foreign Language

Classroom in Secondary Education through Project-Based Learning

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Abstract

Human being's capacity for language acquisition is undeniable and universal, taking into consideration that all children exposed to a language end up acquiring it. However, when dealing with language learning both learners and educators struggle to find effective methods to achieve a successful foreign language learning. In order to improve language pedagogy, bilingual programs have been started in the past decade throughout different countries. However, those programs present some problems for parents and students. The present paper suggests enhancing language teaching and learning methods through project-based learning (PBL) in bilingual programs. The main aim of this study is to offer all the necessary tools for PBL application in Secondary Education as well as a description of a lesson plan which can be followed in order to introduce PBL.

Key words: *bilingualism, project-based, learning, acquisition, language pedagogy*

Resumen

La capacidad humana para la adquisición del lenguaje es innegable y universal, teniendo en cuenta que todos los niños expuestos a una lengua acaban adquiriéndola. Sin embargo, cuando se trata de aprender idiomas, tanto los educadores como los estudiantes tienen dificultades para encontrar métodos eficaces para conseguir aprender una lengua extranjera con éxito. Con la finalidad de mejorar la metodología utilizada en la enseñanza de idiomas se han iniciado programas bilingües en diferentes países durante las últimas décadas. Sin embargo, estos programas presentan ciertos problemas para padres y alumnos. Este trabajo de fin de máster sugiere mejorar el aprendizaje y la enseñanza de idiomas a través de la enseñanza por proyectos en los programas bilingües. El principal objetivo de este trabajo es ofrecer las herramientas necesarias para la aplicación de la enseñanza por proyectos en educación secundaria, así como la descripción de una unidad didáctica que puede servir para introducir la enseñanza por proyectos.

Palabras clave: *bilingüismo, enseñanza por proyectos, adquisición, aprendizaje, pedagogía de la lengua*

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1. Introduction

"Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning."

(Krashen, 1995)

Communication through language is an intrinsic and unique characteristic of human beings. All children around the world seem to be capable of learning their mother tongue without much difficulty when in contact with other human beings and when exposed to a certain language. What is more, all children born in bilingual families or bilingual social contexts end up capable of speaking two languages from birth fluently. This definitely means that there is an innate capacity of mankind for language acquisition, even when there is more than just one system to be acquired at an early age and that all or almost all human beings seem successful in this task. However, learning a foreign language, no matter how similar this process may appear to the first language acquisition, has proven to be a really complex issue at schools worldwide. Different methodologies have arisen as well as various approaches to foreign language teaching as a result of the difficulties which educators have experienced in this matter. On the other hand, many countries have established bilingual education programs for children in which teaching a foreign language has gone a step forward as students are not only taught the language as such, but other subjects, such as History or Music, in that foreign language. However, not all methodologies or bilingual education systems have proven effective and teaching and learning a foreign language is still a struggle for educators and learners. Our innate ability for language acquisition, therefore, apparently gets broken in the process of growing up and not only children become unskillful teenagers and adults unable to learn a foreign language effectively, but educators as well get lost in the practice of teaching.

This study takes as a starting point studies on language acquisition of one (L1) or two languages from birth (2L1) as well as studies on teaching English as a foreign language (EFL). The main aim of this study is to contribute to these with a broaden analysis of the process of language acquisition in order to link it to the process of learning a foreign language at school and trying to show that both should share certain similarities in order

to be effective. In particular, this study will focus on the bilingual system installed in Secondary Education in Castilla y León, Spain. This study aims to connect one particular approach – Project-Based Teaching/Learning (PBL) – to a successful second language teaching, claiming that its success relies on the similarities of the process to the natural first language acquisition. Thus, this study's main aim is to defend ambitious education systems in which learning a foreign language follows a methodology as close to first language acquisition as possible aiming to achieve bilingualism among its students in the most natural way possible.

Before linking the natural process of acquisition and the PBL approach, an introduction of the different studies and theories about language acquisition as well as the different approaches to foreign language teaching and learning will be offered in the first section. On the one hand, studies on 2L1 acquisition will be reviewed and, on the other hand, a review of the application of bilingualism in the EFL classrooms in Secondary Education in Castilla y León, Spain, will be offered. Finally, an introduction to the concept of the PBL approach and its benefits in the EFL classroom as regards the development of bilingualism among students will be presented.

The next sections will include a practical proposal for the improvement of the bilingual education system particularly in Secondary Education in Castilla y Léon, Spain, through PBL. Firstly, the presentation of the proposal will be developed and then the proposal's methodology will be presented taking into account its objectives, competences, approach and assessment criteria. As the PBL approach usually involves more than one subject, this practical proposal will briefly suggest the development of the project proposed in other subjects in order to deeply develop a proposal for the EFL classroom.

The following section will describe a lesson plan proposed for the first sessions needed to start PBL in the EFL classroom. This proposal will include a description of the sessions and tasks as well as a brief description of the following sessions.

Then, the drawbacks of PBL will be mentioned. Even if PBL is a very good approach as it takes language learning very close to natural acquisition, there are some disadvantages which need to be taken into consideration.

In the last section, a conclusion will be included as well as some suggestions for further research.

2. Theoretical background

In this section we will review the main theories and ideas about monolingual (L1) and bilingual (2L1) first language acquisition, the bilingual system in Secondary Education in Castilla y León, Spain, as well as the teaching approaches that have led to PBL. First of all, we will focus on the main studies about first language acquisition, highlighting the clear difference between acquiring one or two languages at the same time. Given that there are clear similarities between the natural process of first language acquisition and foreign language learning, the next sub-section will focus on a comparison between both processes. In this sub-section, there will also be a brief overview of the development of the bilingualism in Secondary Education in Castilla y León, Spain. Finally, the PBL approach will be presented focusing on its benefits in teaching a foreign language as regards the development of bilingualism in the EFL classroom.

2.1. Language acquisition and language learning

The innate capacity of human beings of language – its acquisition, production and understanding – is something exclusive of our species and as such it has fascinated researchers. They have been investigating language faculty since the beginning of the past century. Several theories about its acquisition have arisen as a result of those investigations.

One of the fist theories which appeared was the theory of Universal Grammar (UG). In the 60's researchers, known as innatists, because they were trying to explain the innate capacity of humans for language acquisition, came to the concept of UG as "the genetically determined language faculty" (Chomsky, 2004). Therefore, UG is seen as independent of the kind of language speakers are exposed to or of their context – social, economic, etc. (Pinker, 1984). Thus, according to UG, language is common to all speakers.

On the other hand, another theory appeared in the United States, headed by Skinner, and it was behaviorism. According to this theory, language acquisition is achieved through a process of imitation and practice. In this case, the environment turns quite important as it sets a model to be followed.

Some of these theories claim that language acquisition is only possible until certain age, i.e. until a child reaches what is called the critical period (between 2 and 13 years of age). If an individual does not receive input by that time, they will never achieve a full command of language (Lenneberg, 1967).

On the other hand, Stephen Krashen developed some language acquisition theories during the 70's and 80's, stating that acquisition is a purely subconscious process. According to him, and the acquisition-learning hypothesis, adults can still acquire language after the critical period even if processes may be a little different at different ages (Krashen, 1995).

Regardless of how and when, the fact is that all children exposed to language end up acquiring it. Some children even acquire two or more systems from birth (2L1), mastering their two or more L1s by the age of three (McLaughlin, 1984). However, there are certain differences between monolinguals' language acquisition and bilinguals' language acquisition. There are certain phenomena which occur when more than one language is acquired at the same time. Researchers claim that bilinguals mix both languages initially as if they were one. Some argue that bilingual children separate the languages they acquire into two different language systems with time (Genesee, 1989). Apparently, when these children turn into 2L1 bilingual adults, they adapt to their social context and use one language or another depending on their linguistic environment (Lanza, 1997). As there is usually an unbalance between the input bilingual children receive of each language, a dominance of one language over the other occurs (Hulk & Müller, 2000). What is more, there are three different ways in which language influence can occur (Paradis & Genesee, 1996): transfer (a grammatical property is incorporated into one language form the other), acceleration (a property emerges early in bilinguals as compared to monolinguals), and delay (a property emerges late in bilinguals as compared to monolinguals).

Therefore, language acquisition does seem to form an intrinsic part of human beings, even when more than one language system is acquired at the same time. What is more, acquisition is a process which has been researched but always as a natural path which is taken without any guidance. Thus, children are given the opportunity to acquire a language usually in a very respectful way. Adults only observe and guide children in their acquisition process trusting their natural instincts and respecting the influence between languages when there is more than one system to be acquired. However, when children are expected to learn a foreign language in school, adults want them to follow a precise model and to learn step by step fulfilling certain pre-established requirements in order to move from one level to another. Certain effects which occur normally when children acquire 2L1 at the same time, such as transfer or code-switching, are punished in the foreign language classroom. This is common even in the so-called bilingual programs. There is, therefore, a clear distinction between language acquisition and language learning. On the one hand, acquisition means "developing ability in a language by using it in natural, communicative situations, whereas, learning a language means "having a clear knowledge about grammar" (Krashen, 1995). Thus, maybe the key about picking up languages successfully is the nature of the environment in which children or adults are as well as the difference between focusing on communication or grammar. The more natural that environment is, the more likely children are to acquire or learn a language. It is quite clear that a classroom in which students are taught the structure, grammar and vocabulary of a language is not natural at all. In fact, students are usually demotivated in traditional foreign languages classrooms. In fact, research, such as the one made by Dörnyei in Oxford in 1998 (Méndez Santos, 2019) show that students feel demotivated because of reasons such as the methodology, the amount of students in a classroom, the frequent changes of teachers, the fact that foreign language is a compulsory subject of a theoretical nature and because of the textbooks, among others. None of these aspects offers a natural scenario for language acquisition. What is more, if we compare natural first language acquisition of one or more systems to the aspects which form part of learning foreign languages in schools, we can definitely see there are only differences. Human beings are capable of acquiring language by nature, but the processes of teaching and learning have taken a distance too far away from the natural process of acquisition of

languages. Perhaps, acquisition and learning should not be such distant and different processes.

Teaching foreign languages, therefore, has been a pressing yet complex issue over the last decades. Traditionally, foreign languages teaching has presented a teacher-centered curriculum (Aaronsohn, 2003). However, this type of mainstream teaching methods in which the teacher merely transmits his knowledge of the language to students have already proven ineffective (Brown, 2003). That is why during the last decades different approaches have appeared in order to change the so entrenched and unsuccessful traditional methodology. The main aim of these was to bring language learning closer to natural language acquisition in order to promote bilingualism emphasizing the communicative nature of language. Their main aim was to use the foreign language we are attempting to learn as a tool of communication as soon as possible (Marsh, 2000) instead of waiting until our knowledge of grammar and vocabulary are good enough. Thus, language teaching has progressively moved towards what is called bilingual education. This term refers to education in which the foreign language is not just a subject but a "medium of instruction", i.e. it is used to teach content in a language different from children's mother tongue at the same time as multiple understandings about languages and cultures are developed (García & Baetens Beardsmore, 2009). In order to achieve this, different modifications to the education system in different countries were applied. In Europe one of the approaches which gained popularity was Content and Language Integrated Learning (CLIL). In Eurydice (2006) we can find that one of the first legislations as regards CLIL in Europe dates back to 1995 and that "it refers to the promotion of innovative methods and, in particular, to the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching" (Eurydice, 2006). From that moment and to the present, Europe has developed different educational programs in order to establish CLIL throughout the continent. On the other hand, each country has developed a particular legislation in order to control the bilingual programs at different educational stages.

These attempts to improve foreign language teaching and learning processes have also taken a different methodological direction in the EFL classroom in particular. With the

aim of improving students' knowledge of English, and getting language learning closer to language acquisition, traditional methods have been gradually substituted by approaches such as the communicative language teaching (CLT). This method, as defined by Duff (2014), is an approach that emphasizes language learning for the purpose of communicating.

However, there are still two types of approaches to language pedagogy and both of them are still present in today's EFL classrooms. On the one hand, there are some approaches which are called synthetic. In this type of language teaching it is the teacher who is in charge of offering the students those parts of language which they choose to teach. Teachers offer those parts of language through a PPP (presentation, practice and production) routine (Ducker, 2012). This type of pedagogy is teacher-centered, as it gives the teacher the control of the lesson. Learning is considered a mechanical procedure and the educators are in charge of selecting the content. They do not expect much input from students. On the other hand, there are also some analytical approaches to language pedagogy in which the learners' actions, rather than teachers', are central to the pedagogical method (Robinson, 1998). These include task-based learning (TBLT), project-based learning teaching (PBL) and content-based instruction (CBI). All these methods are student-centered. They expect learners to acquire knowledge through purposeful interaction with one another, collaboration and negotiation of meaning.

Foreign language teaching in schools around the world has been one of the major concerns of education during the last decades being the amount of research done in this field bigger than ever before. It is clear that the perspective towards foreign language teaching has changed and that the urge to bring it closer to natural acquisition is the key for achieving better results and the so desired future bilingual society in which communication will not be a problem.

2.2. Bilingualism in Secondary Education in Castilla y León

There has definitely been a great effort, especially in Europe, to develop a bilingual society improving citizens' foreign language skills through a significant change in language pedagogy and education legislations. The majority of countries in Europe have

chosen English as the second language to teach to their children both in primary and secondary education. The reason behind this choice is the fact that English has been elevated to the status of the world's lingua franca (LF) as it is the language which dominates in world politics, economic market, scientific research, and technology (Johannesen, 2019). Through the implantation of CLIL in education systems around the world the main aim has been to create a globalized world for the young people of the future. In fact, this approach has resulted highly beneficial for language learning (Lasagabaster, 2008). However, there are different ways in which CLIL has been implemented and there are definitely still issues to be improved.

In Spain, the first bilingual program for English and Spanish began in 1996 thanks to an agreement with the British Council. However, it was not until almost a decade after this agreement when the Spanish government promoted the creation of bilingual programs in public schools of primary and secondary education. According to *Education First* ranking of countries as regards their level of proficiency in English, Spain is now number 34 out of 100 countries ("EF EPI 2020 – Spain", 2021), showing an intermediate level of proficiency in English among its citizens. Spain's position in this ranking has significantly improved in the last ten years (in 2011 Spain was 24th with a low level of proficiency in English). There has definitely been an improvement thanks to the bilingual programs installed in so many schools.

In Castilla y León, in particular, thanks to the ORDEN EDU/6/2006 published in BOCyL on January 4th, there appeared a document which specified the requirements for the creation of bilingual programs in schools. In this document, it is stated that those students who decide to enroll in bilingual programs in Secondary Education schools can be offered two or three subjects maximum in a foreign language which can be English, German, French, Italian or Portuguese. Thus, the first academic year in which bilingual programs were installed in Secondary Education public schools in Castilla y León was 2006-2007. From that moment on, more and more schools have undertaken the bilingual program and there are thousands of students who have completed their Secondary Education through such programs.

Currently, there are 660 schools in Castilla y León which offer bilingual programs. There are 241 Secondary Education schools which offer English as a second language in their bilingual programs, 10 Secondary Education schools develop their bilingual programs with French as a second language, only 2 have chosen German. On the other hand, 18 Secondary Education schools in Castilla y León offer a program developed by the British Council following MECD-British Council agreement (Castilla y León, Consejería de Educación, 2020). English is clearly the language chosen by the majority of public schools which offer bilingual programs in Castilla y León.

On the one hand, studies which focus on the opinion of teachers and other agents who take part in the bilingual programs different than students and parents show that there is a quite positive feeling about these programs. In fact, Castilla y León gives a 3,93 out of 5 to the bilingual program in the region showing its satisfaction with it (Rodríguez-Sabionte, Madrid, Ortega Martín, & Hughes, 2018). However, other studies show that there is a general feeling of a lower level on the side of teachers in charge of subjects taught in a foreign language among the teachers involved in bilingual programs as well as a general feeling of lack of training (Pérez Cañado, 2016). In fact, studies suggest that teachers of content subjects which are given in English need greater training and support as well as a better coordination between those teachers and those of EFL (Oxbrow, 2018). There are still some doubts about the ways in which bilingual education is developed, the qualifications of the teacher in charge of subjects taught in English, the level of proficiency of the students, and about the benefits of this program in general. We can see that there is a problem when from 62,8% of children in Primary Education who chose bilingual programs only 34, 2% continue with these programs in Secondary Education in Castilla y León (Diario de Castilla y León, El Mundo, 2021). The percentage in Bachillerato is even lower, only 0,7% of students in Castilla y León chose bilingual programs between 16 and 18 years of age. This percentage is quite low compared to the average 7,7% of students in bilingual programs in Bachillerato in Spain. Studies show that the interaction between motivation and language achievement is key (Pablo, 2018) but that motivation "diminishes progressively with time" (Doiz et al, 2014). Thus, this progressive decrease in the number of students who decide to continue their education in

bilingual programs may be an indicator of the quality of those programs and the feelings of students towards their progress following them.

Even if the perception of the development of bilingual programs in Castilla y León on the side of teachers, principals and coordinators from Secondary Education schools is positive, in general, there is a clear discontent on the side of students and parents. In fact, recently, a school in the city of Valladolid (Allúe Morer) has decided to stop the bilingual program responding to parents' requests (Valladolid, 2021). In Salamanca, the Primary Education school María Auxiliadora and the Secondary Education school Misioneras de la Providencia, have also decided to start the next academic year without a bilingual program (ORDEN EDU/305/2021). One of the main problems, as mentioned by Xavier Gisbert ("Xavier Gisbert, experto en enseñanza bilingüe: "En España tenemos que vencer el sentido del ridículo para hablar inglés"", 2021), is that the word used to describe the bilingual program creates false expectations for parents and students who understand bilingualism as being proficient in two languages exactly in the same way and who expect their children to be able to produce a fluent speech in English as well as to understand the language perfectly. When the results from the so-called bilingual programs are not what parents and students expect, they feel disappointed and betrayed. Parents claim that they have the feeling that bilingual programs merely offer translated books to their children which content is expected to be learnt by educators without much care about the language students use. It is clear that there is a certain misconception in the name of bilingual problems which has led to a general feeling of dissatisfaction.

On the other hand, bilingual programs in Castilla y León have been criticized by teachers' unions for a long time. The national president of CSI-F, for example, Mario Guitérrez claimed in 2018 that bilingual programs started as a political project which was not fully developed and which did not take into account the teachers involved in those programs at all ("Resistencia al avance del modelo de bilingüismo y búsqueda de alternativas necesarias - El Diario de la Educación", 2021).Teachers seem to have always felt abandoned in the journey of bilingualism and, as Stecyl claims (Ávila, 2021), after more than a decade of bilingual programs running in Primary and Secondary schools in Castilla y León and the rest of Spain, there is still the need of a proper and better training of the

teachers in charge of those programs. Without an investment in the improvement of bilingual programs, we will probably see more and more schools leaving them. In fact, in Castilla y León the results as regards students' proficiency are quite optimistic, but even EFL teachers believe that bilingual programs could be improved as they still report low achievement on the side of their students (Portnova, Casado & Sanz, 2018).

Hence, there are several problems which bilingual programs face and that must be addressed as soon as possible. On the one hand a 50% of Secondary Education teachers do not feel comfortable teaching in a foreign language as their level of proficiency is generally quite low ("Examen a la enseñanza bilingüe: aprobado con reservas", 2019). In fact, teachers' lack of training is one of the biggest problems which bilingual programs have to deal with not only in Castilla y León, but in the whole country. However, a high level of proficiency in the target foreign language on the side of educators would not be enough to improve the bilingual programs as much as they need in order to fit the needs of students, parents and the society of the future. According to Virginia Vinuesa, the director of the Master of Bilingual Education from the University Rey Juan Carlos in Madrid, even if a better and more complete training for teachers is needed, it would not be enough, there is a clear need for an efficient methodology in the EFL classroom and in the rest of the disciplines taught in English ("Examen a la enseñanza bilingüe: aprobado con reservas", 2019).

It is clear that bilingual programs as we see them today in schools are at a risk because of the criticism they receive, because of the dissatisfaction of parents and students and because of the lack of proper training for teachers who form part of those programs and teach content in a foreign language. However, there is no need in a change of the name of the program and less of cancelling them. Bilingualism can actually be achieved if it is understood correctly and if it aims to get learning a foreign language as close to natural language acquisition as possible. This would satisfy parents expectations and it would meet European education plans requirements for a multilingual and globalized future. In order to achieve a success without any doubt, however, there are some things which need to change. Firstly, teachers need a better training, which they have been asking for since the beginning of these programs. Secondly, there should be a shift in methodology and a

new and more appropriate way of developing bilingual programs in schools should be applied.

2.3. Project-based learning

There are various ways in which CLIL can be applied in the EFL classroom in Secondary Education. However, not all of those approaches may be successful. If the aim of bilingual programs through Europe, and especially in Castilla y León, is to increase students' proficiency in English getting foreign language learning as closer to natural language acquisition as possible, then more communicative methodologies should be used. The Project-based learning (PBL) is considered to be one of the most ambitious approaches to foreign language teaching, especially when it is used the whole academic year. It is considered to be the most ambitious because it lets students develop their knowledge in a very autonomous way, it is interdisciplinary (i.e. it involves more than just one subject) and it gives students the opportunity to take the concepts they learn at school to practice, which can also be very motivating for them.

When defining PBL the first thing to do is to understand what a project is in this type of approach. This is so because projects have been a part of teaching for a long time and do not imply any revolutionary changes in education. However, PBL does not exactly mean the realization of projects by students as it was understood in mainstream language pedagogy. According to Nunan (2014), projects in PBL are "super-tasks". That means that projects or final products involve a lot of interrelated subsidiary tasks. Thus, PBL is not simply the realization of projects, but it means going beyond the realization of those projects. It means a change in the process of learning and a change in the traditional roles of students and teachers. There are several characteristics which make PBL different from the realization of mainstream projects in education. According to Amy Mayer, who forms part of the staff of TeachThought (as mentioned in Blackburn, 2016) the main differences between a mainstream project and PBL are the ones which can be found in the following table:

Mainstream Projects	PBL
1. Can be done at home or at school.	1. Can't be done at home.
2. Teacher's guidance is not needed.	2. Needs teacher's guidance.
3. Focus on the final product.	3. Focus on the process.
4. Based upon directions.	4. Students make choices on their own.
5. All projects are the same.	5. Not all final products are the same.
6. Teachers work after the project is complete.	6. Teachers work before and during the elaboration of the project.

On the other hand, Bender (2012) defines PBL as an approach in which the main aim is "using authentic, real-world projects, based on a highly motivating and engaging question, task, or problem, to teach students academic content in the context of working cooperatively to solve the problem".

Another way we can refer to PBL is as +1 Pedagogy™ or simply +1P (Warren, 2016). Warren (2016) defines this approach as a method that "pushes the boundaries of what is possible in the classroom" and "amplifies student potential".

Thus, from all those definitions of the PBL approach, we can say that it is a student-centered language pedagogy in which students are asked to elaborate a project through peer-collaboration in order to address problems from the world that surrounds them. The main features of the project-based learning approach are (Harris, 2014):

–   Skill-focused: PBL gives as much importance to the final product as to the skills developed through the whole process.

–   Interdisciplinary: the main aim of PBL is to show students that the knowledge acquired in school is useful to solve authentic problems from the real world and real problems usually need different points of view, so content from different subjects can be really helpful.

–   Students choice: PBL gives students a lot of responsibility as the teacher is just a guide and monitor in order to help students become the main characters of their learning process. Teachers are in charge of building a classroom culture which supports PBL, i.e. a classroom in which the teacher acts as a guide who provides coaching (Larmer, Mergendoller, & Boss, 2015, p.46)., a culture which should be inclusive, and which should encourage collaboration and quality work (Larmer, & Boss, 2018).

–   Collaboration: peer-collaboration is essential in PBL

–   Driving question: PBL aims to awaken students' curiosity through questions about the world which surrounds them and the different ways they can improve it.

–   End presentation: students are required to offer a final presentation, however, it is not the medium they use what defines their final project, i.e. the final product will not be the same for all students (some may choose a Power Point presentation, others may decide to use an inphography or a video).

On the other hand, each project should include certain criteria in order to be considered successful. These criteria are also what makes PBL different from any standard project used in the EFL classroom. A project should have six main characteristics in the PBL approach (Larmer and Boss, 2018):

–   Intellectual challenge and accomplishment: in PBL students are presented with a problem they need to solve with the guidance of the teacher, but on their own. Critical thinking, self-sufficiency and creativity are developed.

–   Authenticity: students face real-world problems offered by the teacher and this motivates them as they can see that what they learn in school has a purpose for their post-academic future.

–   Public product: in PBL the final product is not simply hand in but displayed in front of an audience which should include the rest of the classmates, the teacher and experts from outside schools.

–   Collaboration: in PBL peer-collaboration is essential. Not only do students work together, but they should collaborate with the outside world (organization, administrations, etc.) in order to elaborate their final project.

–   Project management: students are given the necessary tools and steps for creating a project. Apart from learning about the given topic, they also learn the process behind the creation of a project, which can be very useful for their academic and professional future.

–   Reflection: students are given the opportunity to reflect upon everything which involves the process of project creation.

As we can see, PBL involves much more than just language learning. Teachers are given a lot of responsibility as they are expected to build a culture which should encourage quality work and should awaken students' curiosity. In PBL the role of the teacher is essential as he or she will scaffold students in the process and will make sure students feel relaxed, motivated, and willing to work. He or she should guarantee carefully designed lessons with a clear classroom management. Students should be provided the necessary tools and guidance to complete the project freely and successfully. In fact, there are certain "gold standards" for PBL (from Larmer, Mergendoller & Boss, 2015):

PBL encourages students "to develop deep content understanding" (Lamer, Mergendoller, & Boss, 2015) and when applied in the EFL classroom it helps students give the foreign language they are learning a purpose. PBL is very beneficial for students as it helps them develop communicative and collaborative skills as well as listening and reading-comprehension skills (Warren, 2016).

When learning a foreign language, students usually use it only inside the classroom. However, thanks to PBL students can see clearly the relevance and the application of academic content in the process of solving real-world problems.

The use of the target language in a mainstream EFL classroom is controlled and limited to the interactions which the teacher starts. However, in PBL language is used in a very different way. Students can enhance their listening and speaking skills much more when PBL is applied (Simpson, 2011). What is more, thanks to the collaborative learning, which PBL promotes, students can improve their reading-comprehension and writing skills (Simpson, 2011). Through PBL students face real-life communicative situations which help them with their self-assurance and thanks to this approach they can overcome the fear of speaking the foreign language they are learning outside of the classroom.

PBL can be very beneficial for the development of bilingual programs in Secondary Education classrooms, especially with children who have been studying in bilingual Primary Education schools, as they have already been studying the language for a time and they need to use it. Thanks to PBL learners can find a clear link between the content of subjects taught in English and at the same time they can enhance their foreign language skills by using them in real-world situations. Instead of reviewing structural aspects of the foreign language students have already studied in previous years of their academic life, they can focus on using their skills in order to communicate effectively in the target language. Thanks to PBL bilingual programs can achieve their aim of getting natural language acquisition and language learning closer, for students will have to use the tools teachers give them in order to solve problems and link different academic content through foreign language.

2.4. PBL in Castilla y León

Today's education needs a change in order to meet society's current needs and that is a fact with which the majority of experts, educators, parents and students would agree. Traditional methodology has proven ineffective and in order to improve the results a change has been pursued during the last decades. That is why some programs, as the bilingual programs previously mentioned following CLIL methodology, have been developed in many countries around the world. Moreover, experts have been working on the development of new pedagogies and approaches in order to improve the processes of teaching and learning as well as to bring them closer to the contemporary world's needs. However, there is still a long way to go before a certain methodology or some methodologies are established as successful and we can say that there has definitely been a change in the education system. It is certainly a challenge to find an approach, especially to language pedagogy, which can satisfy educators, authorities and experts, parents and students. Despite this difficulty, however, educators and experts are working in this field in order to find a solution and in Castilla y León, in particular, there are already various schools of both Primary and Secondary Education which have decided to follow alternative methodologies. For example, IES Leopoldo Cano in Valladolid is a school which has created a Learning Community. In this Secondary Education school teachers and students started working with PBL in 2013 (Propuesta Curricular IES Leopoldo Cano). This school has a bilingual section with French as a foreign language and in the description of the methodology followed in this particular area it is stated that PBL is the main aim, however, PBL is interdisciplinary and within each subject the task-based approach would be followed. Thus, students work in the development of small tasks in order to get ready for the realization of a bigger one or a final project resulting from the application of the PBL approach.

Even if there is one school of Secondary Education and two on Primary Education in Castilla y León ("Comunidad de Aprendizaje", 2021) which already follow PBL in their classrooms, it is true that we can conclude that there is still a certain refusal to these types of pedagogy as the number of schools who deviate from mainstream methodologies are only three. However, our future society needs a change and specially the bilingual

programs which still create false expatiations and disappointment among parents and students need to choose a different direction in order to reassure their existence. Thanks to pioneers in education who take such ambitious decisions as to follow completely different methodologies, we can say that there is still hope for the future of bilingual programs around the world.

3. Practical proposal

A practical proposal will be developed in this section. Firstly, a presentation of the proposal will be offered in which there will also be a justification for the chosen methodology and topic as well as a presentation of the proposal in the EFL classroom, in particular. In the next sub-section, the proposal's methodology in the EFL classroom will be stated. Apart from the methodology used, the objectives of the proposal, a description of the competences which will be developed through this proposal, and the assessment method (both for the process and the final product) will be offered.

3.1. Presentation

The present proposal is to be implemented for students between 16 and 18 years of age in Secondary Education schools in Castilla y León, Spain. However, it can be adapted for different stages of Secondary Education. The proposal aims to develop the PBL approach on a topic related to sustainability. In order to do so, students will work on content related to the topic of sustainability in the different subjects which are taught in a foreign language in their bilingual program apart from English (for example, in Geography and Biology). Learners will work through task-based approach in the EFL classroom in order to develop mini-tasks which will help them to produce the final project or "super-task" (Nunan, 2014). The same methodology will be applied in the rest of the subjects. Students will be asked to provide a final product which will be presented in front of the rest of the teachers, students and school's staff. The project should offer a solution to the school's sustainability problems. All projects will be presented and only one will be chosen in order to be applied in the school as a part of the school's sustainability improvement program. Ideally, this project will be developed along the first term in order for the final project of the students to be applied in the following months of the academic year.

However, this proposal will offer three categories related to sustainability which can be used in each term of the academic year.

In the following sub-sections, a justification would be offered in order to understand why this proposal has been designed in the chosen way. Moreover, the proposal's objectives will be stated both in general and particularly for the EFL classroom. On the other hand, the competences developed in this proposal and the suggested assessment methods will also be presented.

3.1.1. Objectives

This proposal's main aim is to offer all the necessary information for educators who wish to apply PBL in their Secondary Education EFL classrooms or schools where bilingual programs are already installed in order to improve students' proficiency in the foreign language getting their learning process as close to natural acquisition as possible. The tools and information offered aim to enable educators to:

- Apply PBL following the "gold standards" (Larmer, Mergendoller & Boss, 2015).
- Apply task-based approach successfully in the EFL classroom in order to prepare students for the final project.
- Offer a topic and a problem as close to the real world as possible.
- Offer a topic and a problem which is suitable for students' intellectual and emotional maturity.
- Develop tasks which will provide students with the necessary tools and knowledge to produce a final project.
- Make sure students collaborate with each other and work in teams respecting all the members of the team.
- Encourage students' self-sufficiency, self-autonomy, and creativity.
- Encourage students' curiosity and promote students' research in order to understand the topic.
- Have clear assessment method focusing on the process.
- Have clear assessment method as regards the final product.

This proposal will offer a general description of the application of PBL in the EFL classroom in bilingual Secondary Education schools which can be modified taking into account the specific needs of students in different classrooms and schools. A practical example will be offered specifically designed for the 4th year of ESO in Castilla y León. However, even the tasks in that specific example can be modified in order to fit the needs of other age groups.

3.1.2. Justification

In this section a justification for the present proposal will be offered in order to understand the choices which have been made when designing it. The following aspects will be taken into account: choice of approach, topic, and suitability.

The approach chosen for this proposal has been PBL because it focuses on giving students the opportunity to use the language instead of focusing on mainly learning its structure and grammar. For bilingual programs which aim to develop a foreign language learning process in a way which resembles natural language acquisition, PBL seems perfect as it offers the possibility of using the language and learning from one's mistakes. Moreover, and as a lot of the criticism towards the bilingual programs has to do with the fact that they only offer translated content to students, PBL gives the opportunity for educators to help their students understand the content through their own research and work. In addition, thanks to PBL students can tackle real-world problems and find solutions using the content studied in different subjects, which makes that content much more meaningful and students can see its usefulness immediately. They will apply their knowledge finding solutions which can be used in the world outside the classroom. This can be really motivating for students and it can increase their curiosity for the content they are learning. On the other hand, PBL offers a real paradigm shifting from mainstream language pedagogy as it takes into account the process of learning more than the final product. This change in the role of students' foreign language learning process can be very beneficial as it focuses on the practical side of learning or acquiring a language. Students will take an active part in their learning process which can result in higher levels of participation, motivation, and a better performance. Moreover, students will not focus on the mistakes

as something negative and they would rather use them as a helpful learning tool. The fact that mistakes will no longer be punished in the same way as in traditional language pedagogy means that students will also develop their communication skills without any limits, fears or shame. What is more, even if students have never before worked with PBL as it is an approach on an interdisciplinary level, students will follow a task-based learning approach in the EFL classroom. However, instead of structuring the lesson plans towards the accomplishment of a final task, the aim would be to create a final project using the content from all subjects taught in English in order to solve the sustainability problems which students would have worked on in each lesson. This type of language pedagogy is key to bridge every-day work in the EFL classroom and the content in the rest of the subjects towards the accomplishment of a final project, because it allows work on transversal issues. Therefore, this method seems perfect for the development of bilingualism among students in Secondary Education following the established legislation.

On the other hand, the nature and topic for this proposal is sustainability because of several reasons. Firstly, issues connected to sustainability are treated in the curriculum of students from 16-18 years of age, i.e. from the 4th year of ESO to the second year of Bachillerato ("Orden EDU 362/2015" and "Orden EDU 363/2015). Secondly, sustainability is a topic which is essential for the future education of teenagers. Not only will they have to face the consequences of an irresponsible use of energy in the present, but they will also be the ones to look for solutions to the world's sustainability problems on different levels. Through this project they can start thinking and developing possible action plans to solve these issues in the future which may be useful even in their future career. Thus, this topic is definitely of teenagers' interest. What is more, it will be a key part of the education programs of the future. This is so because, in 2015, the United Nations (UN) adapted a plan to change the world and achieve a more sustainable future which was called Agenda 2030. This Agenda presented the Sustainable Development Goals (SDG) which started their last decade of action last year, in 2020, aiming to achieve 17 goals related to sustainability through different global projects until 2030. The goals

can be seen in the following picture taken from the official UN website ("Agenda, Sustainable Development", 2021):

In 2019, in Castilla y León, a Project for the innovation in the education system related to the SDG was started. It was called "Próxima Estación: OSD 2030" (Castilla y León, Consejería de Educación, Resolución 18/09/2019) and its aim was to collaborate to the SDG in order to achieve those goals by the year 2030. This Project promised to help the development of new pedagogies and organization methods in the schools in Castilla y León. The project started with 60 schools in total, 40 of which were Primary Education schools and 20 were Secondary Education schools (Castilla y Léon, Consejería de Educación, 2019). Thus, the topic chosen is related to current educational programs and projects developed in Europe and in Castilla y León. However, these are not the only reasons why this topic was chosen. As in PBL one of the aims is to help students solve real-world problems using the content studied at school, i.e. offering authenticity to learners as much as it is possible, this proposal for improving bilingual programs will ask students to produce a final project related to sustainability in order to choose one and apply it in their school. Hence, students will not only develop their established curriculum and treat a topic which is of their interest, but they will also have the opportunity to collaborate to their school's sustainability program. On the other hand, even though there are 17 goals mentioned they can be divided into three categories in order to simplify the

SDG. Asking students of that age to work with that many categories may be overwhelming, so simplifying the project is definitely necessary. The goals proposed for 2030 are of environmental (6, 7, 11, 12, 13, 14 and 15), social (1, 2, 3, 4, 5, 10, 16 and 17) and economic (8 and 9) character, so they can be divided into these three categories. This proposal will focus on the first category and will offer practical examples of how to develop the PBL approach through the first term of an academic year with students in the last stages of Secondary Education working on the topic of environment in order to produce a final product or project using the content of all subjects taught in English which could be used in the school to improve its sustainability program.

Finally, this practical proposal has been designed taking into account students' level of emotional and intellectual maturity, their previous knowledge, and their level of proficiency in the foreign language. On the one hand, students in the last stages of their Secondary Education are mature enough to deal with issues such as the ones related to the SDG. Even though this proposal can be adapted to the first stages of Secondary Education, it fits better the maturity of students between 16 and 18 years of age, as at the age of 16 teenagers' cognitive abilities reach those of an adult and from that age on decision-making is no longer a problem (Icenogle et al., 2019). What is more, in those final stages of their Secondary Education students have enough previous knowledge to start a research and understand the topic. Moreover, their level of proficiency is enough to deal with the SDG program. In the curriculum which is followed in the first stages of Secondary Education, students tackle issues related to some of the problems mentioned in the SDG such as the environment or gender equality. However, as previously mentioned, this proposal focuses on students in the last stages of Secondary Education as it considers them more mature to treat such topics.

Taking everything into consideration, the present proposal seems suitable for students in the last stages of Secondary Education. On the other hand, the topic chosen is up to date and can be perfect to show students the usefulness of what they are asked to learn at school through as authentic as possible tasks. Finally, the language pedagogy selected fits the needs of the bilingual program's flaws, which have been previously mentioned.

3.1.3. Legal Framework

This proposal and the content of the lessons which it intends to include are delimited within de CEFRL (Common European Framework of Reference for Languages).

On the one hand, and as regards the national normative, this proposal follows the Spanish LOE-LOMCE which is currently being applied. Moreover, the objectives have been designed taking into account the "Ley Orgánica 2/2006" and "Ley Orgánica 8/2013". On the other hand, the key competences which this proposal aims to develop are delimited according to the European Commission, 2019. As previously mentioned, the proposal has been designed taking into account the curricula based on the "Real Decreto 1105/2014" and the "Orden ECD 1361/2015". In order to design the assessment, the "Real Decreto 310/2016" is followed.

As this proposal has been designed for Secondary Education students in Castilla y León, Spain, the "Orden EDU 362/2015" and the "Orden EDU 363/2015" have been used. Moreover, this proposal will offer a description of the methodology used and the process of teaching and learning in general terms and following PBL, but it will also offer a more detailed description of the approaches followed in the EFL classroom in particular. Hence, the age group of students selected for this purpose, and in order to be as specific as possible, has been 15-16 years of age, which usually are students in the 4th year of ESO (Secondary Education). Thus, the "Orden EDU 362/2015", which is a normative that includes the relations between contents and assessment criteria, has been used in more depth.

It needs to be pointed out that in order to take this proposal into any Secondary Education classroom, the school's documents (such as PEC and PGA) need to be taken into account, as well. As regards these documents, all necessary changes can be applied.

3.2. Methodology

In this section the proposal's methodology will be clearly stated. On the one hand, the competences developed through this proposal in the different subjects involved will be

presented. Then, the approach which will be followed in the EFL classroom in particular will be explained. Finally, the assessment methods which are considered to work in PBL will be exposed with the aim to offer as much information as possible as well as the necessary tools in order to develop this practical proposal successfully.

3.2.1. Competences

According to the European Commission (2019), the key competences are what students need for "personal fulfilment and development, employability, social inclusion and active citizenship". There are eight key competences to be developed from childhood to adult life:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Civic competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

This proposal aims to show that PBL is also the only methodology thanks to which all key competences can be developed at the same time. On the one hand, and as it can be seen in section *4. Proposal of a Lesson Plan*, in the EFL classroom the literacy competence, the multilingual competence, the digital competence and the personal, social and learning to learn competence will be developed. Due to the fact that in the EFL classroom a communicative task-based approach will be followed, mistakes will be a tool for learning and students will be allowed to switch between languages when they need to, just as in a natural bilingual environment, literacy and multilingual competences will be clearly developed. On the other hand, ICT will be used in many of the tasks by students to research on the final project. Thus, digital competence will also be developed. Finally, students will be encouraged to be self-aware, self-sufficient, creative, collaborative and

to use the tools given in order to research and take decisions. Clearly, the personal, social and learning to learn competence will also be developed. Even if the cultural awareness and expression competence has not been incorporated in section *4. Proposal of a Lesson Plan*, it can be easily included in the EFL classroom though a reading, a video or a museum visit. However, the rest of the competences may be quite complicated to develop in the EFL classroom, so that is why PBL is great for this purpose as its interdisciplinary character can help develop the rest of the competences in the rest of the subjects which students from bilingual programs have in foreign language. For example, in this proposal, students will be asked to produce a final project in order to improve their school's sustainability as regards environmental issues so, they could work with the technology teacher and build a device which can be helpful for their proposal developing the mathematical competence and the competence in science, technology and engineering. Hence, thanks to PBL, EFL students in bilingual programs can develop the eight key competences in the foreign language.

3.2.2. The EFL classroom in particular

Even though the suggested methodology to be used throughout the academic year, and specifically during the first term, in the bilingual program for Secondary Education is PBL, this approach involves several subjects with different content and in them a different pedagogy should be followed. This is so because PBL needs at least a term to be implemented correctly and fully, however, throughout that time students will work with a different number of lessons plans which will be designed following a certain methodology. As PBL has been defined as an approach in which learners produce a "super-task" (Nunan, 2014), the most suitable methodology to be followed in the EFL classroom is the task-based approach. Task-based language learning is based upon the students' accomplishment of a final task and in order to get to that final task, they are expected to perform mini-tasks related to the final one. Thus, in this case, a mixture of both approaches is suggested. Students can follow the task-based learning in the EFL classroom and produce a final project, instead of a final task, which would comprise the content of the other areas of knowledge, as well. Students will benefit from the mini tasks developed through the lessons as they will provide them the necessary tools, ideas and

knowledge to build their final product. What is more, the realization of mini tasks will give the teacher the opportunity to get to know his or her students and to adapt the content according to their needs and skills. In addition, students will have to face different communicative situations in which they will treat topics related to the environment (which is the main topic proposed for students' final project). What is more, students will have the opportunity to practice at the end of each lesson presenting a final task. This will help them prepare the presentation of the final product and it will give them the opportunity to research further the topics of their interest.

Both PBL and task-based language learning can be developed following the communicative language teaching (CLT). That means that along the term and through the lesson plans the teacher will be given the role of a guide, a model and a facilitator. He or she will be in charge of creating communicative situations as close as possible to real life in order to engage students in the process of learning. Students will not only find a purpose in the learning of a foreign language through the creation of their final project, but they will do so in every session in the EFL classroom. The teacher will use students' previous knowledge in order to help them understand the new contents, i.e. he or she will get to their zone of proximal development in order to help them in their learning process.

3.2.3. Assessment

In this sub-section of the practical proposal some methods for assessment will be provided. Taking into account that in PBL the final product is not as important as the process of learning, there will be two separate proposals to assess the process, on the one hand, and to assess the final product, on the other.

3.2.3.1. Assessment of the process

In PBL, the process before the creation of the final product is more important than the product as such. That is why it is very important to have clear assessment criteria and methodology to follow. However, it may be quite difficult to assess the processes of research and teamwork. Moreover, the creation of the final product implies a prior

creative process and creativity is definitely one of the most difficult features to assess. What is more, the challenge in assessing in PBL is "to use assessment to contribute to more effective learning, not merely to lead to marks or grades" (Roopashree, 2014). One of the main features of PBL assessment is authenticity, which means that students should understand the problem they have to solve and create a solution for it using the knowledge and tools provided in "contextually-meaningful ways" (Knight, 2001). Macdonald and Savin-Baden (as mentioned in Roopashree, 2014), list different methods for assessment which have been considered successful in PBL:

1. Group Presentations: students may be asked to present some mini tasks before the final one. This may be helpful for them to practice for the final presentation and also may help other students get inspiration and learn from their classmates. Presenting smaller tasks before the final one can also give the teacher an idea of students' progress. Assessing those presentations, however, may be done focusing on the content or on the performance. The teacher is the one who should choose which criterion to use.

2. Individual presentations: students could be asked to perform presentations of parts of the work they are performing in groups individually. It is always difficult to assess individually in a group presentation, so this could be a way of focusing on the skills of each student in particular.

3. Tripartite assessment: instead of assessing students' work individually or in groups, teacher could ask students to submit a group report, an individual essay on the same topic and an individual report of the process of work. Students may find this way of assessing them fair as they are responsible of two thirds of the final mark individually.

4. Case-based individual essay: in order to assess students in the process of research for the final project, they could be asked to write an essay or report on the same topic, but individually.

5. Case-based and care plan based in clinical practice/client-led project: students are presented with a problem as authentic as possible which they have to solve for a real client.

6. Portfolios: even if these may be difficult to mark, they may be very helpful for students as well as for teachers because they offer a description of students' learning process step by step. This type of assessment encourages critical thinking.

7. Triple jumper: students discuss the solutions to a problem orally with the teacher. They can use presentations or documents to support their ideas.

8. Self-assessment and feedback: it can be very useful to make students reflect on their performance and on what they need to improve.

9. Peer assessment and feedback: this type of assessment is very close to the kind of work the majority of the students will find themselves in when they start their professional career. Moreover, it emphasizes the collaborative character of PBL.

10. Viva voice examinations: thanks to oral tests students can be asked follow-up questions which may be very interesting and useful for the teacher in order to understand the students' performance and skills.

11. Reflective Online Journal: students can be asked to reflect on their process of learning on an online platform (such as a blog). This may be beneficial for students as they can check on the work of their classmates and give as well as receive feedback. On the other hand, teachers also may find this type of assessment useful as they can check their students' progress weekly or monthly.

12. Reports: written communication is a key skill to be developed by students and thanks to reports they can practice this type of communication.

13. Patchwork text: this is another way of asking students to present their work in a written form. Students are asked to write a different short text every week or month following a different format (a book review, a letter, a report, etc.) in order to build one longer text during the academic year.

14. Examinations: this author suggests examination as another method for assessing PBL, however, those should be adapted to this methodology. There should be pre-examination activities to prepare students for the final examination. This should be done in a way that gives students the opportunity to solve a problem as close to the real world as possible using the knowledge and tools acquired during the lessons.

15. Electronic Assessment: thanks to the use of ITC in classrooms all over the world, nowadays, it is quite easy to create a virtual learning environment. Technology offers endless ways of assessing students through different platforms, applications and websites.

16. Self, peer and collaborative assessment: self-assessment involves students judging their own work. If a proper rubric or questionnaire is provided it can be very beneficial for students as it gives them a lot of information on their process of learning through reflection. Peer assessment involves students judging the work of their classmates. This type of assessment may be useful to develop students' critical thinking. It can also be useful for students to learn from each other. Collaborative assessment, on the other hand, gives students the opportunity to assess their own work but following criteria previously established by the teacher.

All these types of assessment can work when applying PBL. However, for this proposal and specifically for the assessment of the process only some of them have been selected as suitable to our purpose.

On the one hand, group presentations will be done in order to prepare students for the presentation of their final product. Ideally, at the end of each lesson students should perform a group presentation of several final tasks prior to the presentation of the final PBL product (the example lesson plan in section 4 ends with the students presenting their inphographies, for example). These presentations help the teacher evaluate students and give them feedback in order to control their progress. However, choosing the criteria and the way of evaluating students seems complicated as when we talk about a group presentation there is no individual and written work educators can assess. One possible solution to this problem is the use of rubrics. According to Huba and Freed (2000), using rubrics is a way of providing students with clear criteria they should pursue in every stage of their process of working. They find rubrics particularly useful in the PBL environment where students have to solve open-ended problems and there is not only one answer to the problems with which they are asked to deal. There are several online free rubric makers which teachers can use in order to design rubrics which may be useful in the process of assisting these group presentations in PBL and which fit each presentation:

iRubric, RubiStar, Teachnology, Scrockguide, ThemeSpark, RubicMaker, TeacherPlanet, PBL Checklist. When preparing a rubric to assess group presentations there are some criteria which should be taken into account: explanation of ideas and information, organization, eyes and body, voice, presentation aids, response to audience questions, and participation in team presentations (PBLworks, 2019). More example can be found by Brodie and Gibbings (2009), who consider that the problem-solving strategy used should be researched and documented and that in PBL learners should be able to show their strategy in a clear way as well as to reference the documents used to support it. There are other elements which can be included such as pronunciation, however, which criteria should be selected will depend on the purpose, the task, the aim, the level and the age of the students. The following example haw been taken from Leavitt, Wisdom and Leavitt (2017) and it shows a different way of assessing oral group presentations:

VISUALS, REFERENCES & PPT FORMAT	1.25	_____	_____
GROUP WORK & INTERACTION	1	_____	_____
ORGANISATION, DELIVERY (BODY LANGUAGE)	1.5	_____	_____
VOCABULARY & CONTENT (Examples, Supporting ideas…)	2.25	_____	_____
PRONUNCIATION & INTONATION	1.5	_____	_____
GRAMMAR & USE OF ENGLISH	1.5	_____	_____
INTRODUCTION & CONCLUSION ARE CLEAR	1	_____	_____
TOTAL			

On the one hand, we can use a simple rubric as this one to assess group presentation. It can be very helpful to simplify things in order to fill the rubric in during the presentation of the students. However, the criteria used by the teacher can be as complicated as the teacher decides. The following example offers a more complex way of assessing group presentations (Leavitt, Wisdom & Leavitt, 2017):

Criteria	Levels of Performance			
	Unacceptable	**Acceptable**	**Excellent**	**MARKS U/A/E**
1. Presentation Structure: Content is organized well. Team work, body language and delivery are adequate.	Unclear and disorganized in most parts. No team work. Delivery performance was doubtful and hesitant by most participants.	Clear in some parts but not over all well-structured. Some coordination among members. Delivery of presentation was correct in some team members.	Completely clear and orderly presentation. Excellent team coordination and adequate delivery of presentation by all team members.	
2. Content use: Examples, facts and reasons often use to support data. Vocabulary and expertise field used.	Few or no relevant reasons given. Poor use of general and ESP vocabulary.	Some relevant reasons given. Good use of general and ESP vocabulary.	Most relevant reasons given in support. Excellent use of general and ESP vocabulary.	
3. Communicative competence: Clear messages in English with correct pronunciation, intonation, grammar, use of English and fluency (B1).	No effective counter-arguments made. Frequent incorrect pronunciation, fluency and intonation. Many grammar and use of English mistakes. Difficult comprehension.	Few effective counter-arguments made. Some mistakes regarding pronunciation, fluency and intonation. Some grammar and use of English mistakes.	Many effective counter-arguments made. A few or no mistakes regarding pronunciation, fluency and intonation. Few or none grammar and use of English mistakes.	
4. Global competence: Impact on global issues, problem-solving, introduction and conclusion are clear.	Few (no) style features (introduction, conclusion, etc.) were used convincingly. Topic not dealing with global/ local awareness. Lack of satisfactory strategies to solve the problem stated. Unsolved problem.	Few style features (introduction, conclusion, etc.) were used convincingly. Topic dealing with some global/local awareness. Satisfactory approach to solve the problem stated.	All style features (introduction, conclusion, etc.) were used convincingly. Topic addressing global/local awareness. Outstanding approach to solve the problem stated.	
ADDITIONAL COMMENTS:				

On the other hand, self and peer assessment is essential in PBL as in this approach collaborative work is a key element. Moreover, self-assessment helps students understand better their learning process and encourages them to be critical with their own methods of study and research as well as with their ability to work in a team.

Self-assessment can be done in two different ways. We can offer students numeric self-evaluations or open-ended self-evaluations in PBL (Bender, 2012). Here is an example of both (taken from Bender, 2012):

– Numerically based scale self-evaluation:

Even if grading is not the main aim of self-assessment, it is true that at the end of the term or the academic year, teachers will be asked to generate a numeric marking or grading of their students. Thus, asking students to reflect on their performance, effort and achievement through all the stages of the design of the PBL project may be very helpful

for teachers. It will also help students reflect on their own work and by asking them to provide a number we are also making sure they reflect even more than with self-reflective journals or questionnaires. Bender (2012) offers the following example of this type of self-evaluation:

Please rate yourself on the questions below, with a *5* indicating excellent, or "couldn't be done any better," and a *1* indicating "needs considerable improvement." Your teacher will discuss your evaluations with you when you finish, and points will be awarded when your assessment agrees with the teacher's assessment on the same question.

Student name _____ **Date of self-evaluation** _____

Name of the assignment evaluated _____

I researched this topic completely in the time given.	1	2	3	4	5
This assignment presents multiple research sources.	1	2	3	4	5
I present a reasonable set of summaries of the information.	1	2	3	4	5
My work on this synthesizes this information well.	1	2	3	4	5
This work shows critical evaluation of the evidence.	1	2	3	4	5
I present various sides of the argument or evidence.	1	2	3	4	5
My work is neat, clear, and understandable.	1	2	3	4	5
This work is presented in the most appropriate format.	1	2	3	4	5
Overall I would evaluate my work on this as:	1	2	3	4	5

Signature: _____
By signing this work, you are indicating that this is an honest, accurate evaluation. The teacher will review and discuss this evaluation with you and sign below after that meeting.

Teacher signature _____

- Open-ended self-evaluation through questions:

Numerically based self-evaluation scales may be very helpful, but they do not show the reasons why students evaluate themselves in a particular way. In order to get to know the reasons behind students' choices we can provide them with open-ended self-evaluation questions, as those provided by Bender (2012):

1. Have I listed at least three content points, aspects, or ideas within the content that this task should display?
2. Is this project complete? What should be added?
3. Can I add any information to this without it being too much?
4. Could I display those concepts in some other fashion more easily? What other format could I use?
5. Is this project neat and clear to the audience? Are there any ambiguities?

6. Are the concepts displayed here related to each other, and those relationships clear?

7. Does this project reflect work that I will be proud for the entire school community to see?

8. Based on the answers to these questions, what numeric grade would I assign myself on this project, using a scale of 0 to 100, with 100 representing a perfect assignment that could not be improved upon?

– Peer evaluation:

This type of evaluation in PBL is quite helpful and time efficient for teachers. Moreover, there are various benefits in peer evaluation: "improving learning and motivation; giving a sense of ownership of the assessment process; developing autonomy in students; encouraging students to take responsibility for their own learning; treating assessment as an integral part of learning; thereby using mistakes as learning opportunities, etc." (McDondald, 2015). Taking into consideration all these benefits of peer evaluation in PBL, it should definitely be used to evaluate students' progress during the process of learning. For peer evaluation Bender (2012) offers this questionnaire:

1. Is a list of content items prepared that is to be shown by this project?

2. Given that list of ideas or concepts, is this project complete?

3. Should additional information be included here? If so, what?

4. Should this information be presented in some other type of project or in some other fashion? If so, what do you suggest?

5. Is this project neat and are the concepts clear?

6. Are the concepts displayed here related to each other? Are those relationships clear in this project?

7. Does this project reflect work that our class will be proud to share with the entire school community?

8. What is the best advice I (we) can offer this student(s) for improvement of this product?

9. Based on these evaluation points, what numeric grade would I assign this project, with 100 reflecting a perfect grade?

Obviously, these examples can be adapted to the project or classroom in particular in which they will be used in order to fit the project, the content, the needs of the students and the aims of the teacher in particular. What is more, other types of assessment could be followed. However, in this proposal, group presentations, self-assessment, and peer assessment have been considered as the most beneficial and useful when assessing the process in PBL because of the numerous advantages which have already been stated.

3.2.3.2. Assessment of the final product

Even though the process of learning in PBL is much more important than the final product, it can also be assessed. In this proposal, the final product has been suggested to be a project to improve students' school sustainability as regards environmental issues. Thus, students have to prepare a project with their own proposal. It could be to start a vegetable garden, to plant trees on school grounds, to get involved in the neighborhood's gardening labors, to conduct a biodiversity audit (Project Ideas, Sustainable Schools NSW, 2021) or to install solar panels on school's roofs or even create a thrifting market. The aim is for students to use all the tools and content they learn in different subjects in order to design a final project and present it in front of the school community. In order to take the project of students as close to real life as possible, in this proposal it is suggested to select one of the projects and put it in practice during the rest of the academic year or during the following academic year. Being the objective of their work as authentic as it can be, students are expected to be more motivated and work in this project using all their tools. However, all projects should receive feedback and assessment from teachers. In order to assess the projects, teachers could create a suitable rubric for their needs using the online resources mentioned before or they could create their own adapting it to the specific needs of their students. They should take into account aspects such as teamwork, research, materials which support the oral presentation, creativity, originality, or the project suitability for the school needs and budget.

On the other hand, students should be aware of the assessment criteria from the begging of the project. They should know exactly what is expected from them, what they have to do and how they have to do it. Teachers' guidance is essential in this approach as students are given control and they need somebody as a facilitator and monitor to guide them.

4. Proposal of a Lesson plan

In this section, a lesson plan to introduce the first sessions about sustainability as regards environmental issues will be offered as an example on how task-based approach can be used in the EFL classroom in the every-day lessons when PBL is applied.
As students' last project of the term will have to do with a solution to the sustainability problems of their school, in this lesson plan they will be offered a lot of ideas on where to look for information and what can be done. Moreover, a blog will be created with the collaboration of all teachers involved in the project. Every week, different articles, information, videos, and other kind of materials will be posted in the blog for students to get inspiration for their final project.

In the following sub-sections, a description of the lesson plan will be offered, an overview of the lesson plan's aims and content, and finally, a detailed description of each session and its tasks.

4.1. Description of the lesson plan

The following proposal of a lesson plan is addressed to students from an English as a Foreign Language classroom in Secondary Education. It is meant to be developed in Valladolid (Castilla y León), for students in the 4th year of ESO (Secondary Education). This lesson plan follows the task-based approach and emphasizes the communicative approach in teaching. It has been used during the author's internship in the IES "Julián Marías" in Valladolid in March 2021.

The classroom for which this lesson plan is proposed is formed by 21 students in the 4th grade of Secondary Education (ESO). There are no students with special education needs

in this particular group. However, any modification can be done in order to make it fit the needs of a particular classroom.

On the other hand, the methodology used throughout the sessions of this lesson plan is that of task-based approach. That means that the lesson is structured towards the accomplishment of a final task (students have to create an inphography about a topic related to the environment). The communicative approach has been used in this lesson to give the students the necessary tools for the final task. In order to do so, every session of this lesson plan has been made of mini tasks related to the content of the final one. Thanks to those mini tasks the teacher is given the opportunity of getting to know the students' needs and that way, the teacher can adapt to the rhythm of students' progress. Adapting the content of the unit also gives the teacher the capacity of leading a relaxed class environment. This methodology enables students to develop their linguistic skills at a speed with which they feel comfortable. There is grammatical content included in this lesson plan, however, it has been included in a more implicit way and not as explicit as it could be in traditional methodologies.

The methodology followed gives the teacher the role of a model and facilitator. The teacher creates communicative situations as close to real life as possible and engages the students. Through their participation, students find a purpose in language learning and that brings learning closer to natural acquisition. The tasks that are developed in this lesson plan follow the different stages of introduction, development, reinforcement and application. The teacher also uses students' previous knowledge to get to their zone of proximal development. This is achieved through reinforcement activities, which also act as a bridge to the new content of this lesson plan.

This approach also lets us work on transversal issues. In this lesson plan in particular, the topic of sustainability as regards environmental issues will be included. This way other issues, not implicitly related to the contents in the English as a foreign language classroom are treated. Apart from the fact that not only the language but other aspects can be taught following this method, it is also true that the cooperation and the participation of the students is key as the lesson is students-oriented, i.e. the students take a bigger part in the

lesson than the teacher. They can learn one from the other. The teacher takes a secondary role of a model and facilitator through which he or she can guide the students in their own process of learning.

The cooperation is also achieved through the creation of a group sense thanks to a routine task which involves the whole group. Apart from the routine task, there are a majority of tasks performed in groups which will also contribute to the creation of a group sense and will improve the cooperation among the class.

On the other hand, this approach also creates a context of meaningful purpose since it is oriented towards the creation of a final task which will not only be presented in the final sessions, but also will be shown to everybody (as in this case the final task is an inphography which will be printed and put on the walls of the classroom). Moreover, this approach gives students autonomy and responsibility as they are asked to prepare and perform a final task by themselves. It needs to be pointed out that the final task in this lesson plan, just as the rest of final tasks, will help and inspire students for the design of their final project.

This approach also enables the teacher to use technology as much as he or she wishes. So, the use of ITC in this lesson plan is an intrinsic part of it and it contributes to motivate students and help them throughout the sessions. In order to communicate in an easier way with students a blog can be created. On the other hand, every session will be supported by a PowerPoint presentation. Moreover, some tasks also include the use of technology, as the creation of a word cloud in order to review vocabulary related to the topic seen.

Finally, regarding evaluation, all the mini tasks will be evaluated in order for the teacher to have a major control on the process of learning as well as to give students feedback. It is really important to keep students informed and help them with the parts they find more difficult to learn.

During the first session, students will be fully informed about the assessment criteria, the topic, the final task and the final project. It is essential for them to know exactly what they have to do and how they have to do it.

4.2. Overview of the lesson plan

In this section a description of the lesson plan stating the general objectives according to the "Real Decreto 1105/2015" will be offered. The contents and assessment criteria according to the "Orden EDU 362/2015" will be presented. In addition, the name of all the tasks used in the lesson will be provided. The key competences developed in this lesson plan according to the European Commission (2019) will be stated as well as the attention to diversity of the plan.

Stage	ESO	
Grade	Fourth	
Timing	6 sessions (50 minutes each)	
General Objectives	**Contents**	**Tasks**
According to the R.D. 1105/2015, b) To develop and consolidate discipline, study and individual and team-work habits as a necessary condition for successfully performing their learning tasks and as means of personal development. e) To develop basic skills regarding the use of information sources in order to acquire new knowledge critically. To obtain basic competence in the field of technologies, and especially in information and communication technologies. i) To understand and express oneself in one or more foreign	Section 1 → 1 Section 2 → 1, 3 Section 3 → 1 Section 4 → 3	- Check and say hello -Guess the topic -Dirty Secrets -How environmentally friendly are you? - Explain the unit and the final task - Find my definition - Reported Conversation - Practice RS: Video -Eco-warrior (role play) -Reading about an eco-warrior - Speak about eco-warriors - Future posters - Video 2050 - Connectors - Writing - Blog and brainstorming - Review Reported Speech - Contradict me

languages correctly.		- Review Vocabulary - Word Cloud - Prepare the final task - Final task presentations
Assessment Criteria Section 1 → 1 Section 2 → 2, 5 Section 3 → 1 Section 4 → 4		

Key Competences *(According to the European Commission 2019)*
   – Literacy competence
   – Multilingual competence
   – Digital competence
   – Personal, social and learning to learn competence		

Attention to Diversity All the students in this class are Spanish and belong to middle class families without any particular social or economic problems. There are no students with special education needs.		

4.3. Sessions and Tasks

Session 1	
Aims The students should be able… – To build a group sense (routine task). – To guess the selected topic using their previous knowledge (review task). – To identify different environmental problems. – To understand and comment tips on how to be environmentally friendly. – To formulate tips on how to be environmentally friendly.	**Contents** Words and expressions related to the environment (wildlife, landfills, global warming, natural resources, dump, disposable products, renewable, cut down, pollute, decompose, to be eco-guilty, reusable, organic). Phrasal verbs (end up, cut down, run out of).

Assessment Criteria

The students will…

– Understand at least three tips on how to be environmentally friendly.

– Formulate at least two tips on how to be environmentally friendly.

Tasks	Timing
Check and say hello (warmer)	3-5 minutes
Guess the topic	5 minutes
Dirty Secrets	15 minutes
How environmentally friendly are you?	15 minutes
Final task + final project explanation	10 minutes

All session will start with a task called "Check and say hello" in order to create a group sense in the classroom. At the beginning of each session a student will present himself or herself to the rest of the classroom, will say hello and will check how his or her classmates feel and the content from the previous sessions. There is no material required for this task and students will present themselves individually.

The next task in called "Guess the topic" and it is an introduction task. Students will be asked certain questions related to sustainability as regards environmental issues. They will have to use their previous knowledge in order to answer the questions and guess the topic. The materials needed for this task are some questions and students will work individually to guess the topic.

Once students know what the topic on which they will work is they will have to do the next task: "Dirty secrets", which is a presentation task. Students will be shown some pictures with actions done by the majority of the human beings on earth which damage the environment. They will have to discuss which actions they are guilty of, how those damage the planet and how to avoid them. The materials needed are a computer, a power point presentation and a screen. Students will work in pairs and then answer individually.

In the following task, students will watch a video discussing the solution to many of the environmental problems they discussed in the previous task. This is a development task. Students will have to answer some questions about the video and speak with their partner about its content. The materials needed are a computer, speakers, a screen, youtube [https://afly.co/n474].

Finally, in the las ten minutes of the lesson, the teacher will explain the unit, the final task of the unit and the project students will have to do using the content from the rest of the subjects they study in English.

Session 2	
Aims	**Contents**
The students should be able: – To build a group sense (routine task). – To identify and use different words and expressions related to the environment. – To understand how reported speech is done in statements, orders, requests, offers and suggestions. – To report what other people have said using reported speech.	Words and expressions related to the environment (wildlife, landfills, global warming, natural resources, dump, disposable products, renewable, cut down, pollute, decompose, to be eco-guilty, reusable, organic food, endangered species, to pay a fine, to waste water, to leave the tap running, to leave the water running, hybrid cars). Reported Speech (statements, questions, order, request, offer, suggestion).

Assessment Criteria

The students will…

- Use at least five words or expressions related to the environment (wildlife, landfills, global warming, natural resources, dump, disposable products, renewable, cut down, pollute, decompose, to be eco-guilty, reusable, organic food, endangered species, to pay a fine, to waste water, to leave the tap running, to leave the water running, hybrid cars)

- Report what two friends say in the *Amigos Ingleses* video formulating at least one sentences with reported speech correctly.

Tasks	Timing
Check and say hello (warmer)	3-5 minutes
Find my definition (review)	10 minutes
Reported Conversation	15 minutes
Practice RS: Video	20 minutes

In this session, students will start with the warmer "Check and say hello" as in the previous session.

Then, students will review the vocabulary seen in the previous session with the task "Find my definition", which is a reinforcement task. They will be given a word or expression and a definition which do not match. Students will have to move around the classroom to match the words and expressions to their definitions. If they cannot move because of any reason, students can read aloud the definitions and ask who has the word or expression which corresponds to it. Students will work all together and the materials needed are some definition, and words and expressions on post-its.

In the next task, students will be introduced to Reported Speech, as it seems important to review some grammar content in this lesson plan because students will be asked to research, and they will probably have to quote what experts have said in order to support their ideas. Students will be given a conversation between two people who use reported speech to talk about what other have said. They will have to deduce the rules on their own. Students will work individually. The materials needed are a computer and a power point presentation.

In order to help students with the deduction of rules from the reported conversation, they will watch a video in which not only reported speech is explained but there are practical examples and a sketch to report in order to practice. This is a development task in which students will work individually. The materials needed are a computer, speakers, youtube [https://n9.cl/vblg].

Session 3	

Aims	**Contents**
The students should be able: – To build a group sense (routine task). – To use words and expressions related to the environmentcorrectly. – To understand a text about the environment. – To express their opinion about people who fight against global warming.	Words and expressions (wildlife, landfills, global warming, natural resources, dump, disposable products, renewable, cut down, pollute, decompose, to be eco-guilty, reusable, organic food, endangered species, to pay a fine, to waste water, to leave the tap running). Expressions of agreement and disagreement (I agree, I disagree, that is very true, absolutely, I don't think so). Expressions of opinion (In my opinion, from my point of view, personally).

Assessment Criteria

The students will…

– Express their opinion about fighting for the environment using at least two words or expressions seen in the previous session.

– Answer at least two questions about the text *Cleaning up the sea* correctly.

Tasks	Timing
Check and say hello (warmer)	3-5 minutes
Eco-warrior (role play)	15 minutes
Reading about an eco-warrior	20 minutes
Speak about eco-warriors	10 minutes

In this session, students will start with the warmer task, as in the previous sessions, in order to create a group sense.

In the following introduction task, students will be introduced to the concept of eco-warrior and will be asked to perform a role-play in which one of them will be an eco-warrior chained to a tree and the rest will have to interview him. Students will work all together, and no materials are required.

The following activity will be a reding about an eco-warrior from the real world. This is a development task and students will work individually. The reading is the test *Cleaning up the sea* on page 76 (Marks & Addison, 2019).

The last task of this session will be to comment on the figure of eco-warrior and to see if there are other eco-warriors, they are familiar with. This is an application task which students will do in pairs and no materials are required.

Session 4	
Aims	**Contents**
The students should be able:	Connectors of addition (furthermore, as well as, in addition, moreover, also, besides).
– To build a group sense (routine task).	
– To express their thoughts about the future of our planet using words and expressions about the environment. (review task).	Words and expressions (wildlife, landfills, global warming, natural resources, dump, disposable products, renewable, cut down, pollute, decompose, to be eco-guilty, reusable, organic food, endangered species, to pay a fine, to waste water, to leave the tap running).
– To understand an oral text about the future of the environment.	
– To understand how to use connectors of addition.	
– To write about the future environment on our planet using connectors of addition.	

Assessment Criteria

The students will…

– Answer correctly to at least three questions about the video *2050 A Documentary*.

– Write about the future of our planet using at least three connectors of addition (furthermore, as well as, in addition, moreover, also, besides).

Tasks	Timing
Check and say hello (warmer)	3-5 minutes
Future Posters (review)	10 minutes
Video 2050	5 minutes
Connectors	10 minutes
Writing	20 minutes

In this session, the first task will be a warmer to build group sense, just as in the previous sessions.

The following task will display some posters with predictions about the future as regards environmental issues. Students will have to express their opinion about them. This is a reinforcement task and students will work all together. The materials needed are a computer, a power point presentation and a set of posters.

In the following task is a development task. Students will have to watch a documentary about the future in 2050. Students will answer questions about the documentary and will express their opinion about the predictions in it. They will work in pairs. The materials needed for this task are a computer, speakers and internet connection. The video is available on youtube [https://n9.cl/f9qqz]].

In the next task, students will review connectors and introduce some new ones. Students will work individually, and no materials are required. This introduction task will lead to the final one, an application task.

The last task is a writing about the future in 2050. Students will have to write about their predictions using the words and expressions learnt as well as the connectors. They will work individually, and no materials are required.

Session 5	
Aims	**Contents**
The students should be able:	
– To build a group sense (routine task).	Reported Speech (statements, questions, order, request, offer, suggestion).
– To understand how to use the blog created for this lesson plan and what to do for the final task.	
– To understand how reported speech is formed.	
– To contradict each other using reported speech correctly.	

Assessment Criteria

The students will…

– Form at least three correct sentences contradicting their classmates and using reported speech correctly.

Tasks	Timing
Check and say hello (warmer)	3-5 minutes
Review Reported Speech	15 minutes
Contradict me	15 minutes
Word Cloud/Vocabulary Review	15 minutes

In this session, students will start with the warmer task, "Check and say Hello".

In the following tasks students will review the way in which reported speech is formed. They will work individually, and the teacher needs a power point presentation or a list of sentences in order to review the formation of the indirect speech.

In the next task, students will work in pairs. They will have to contradict each other using reported speech. In order to perform this task, the teacher will provide the students with a list of sentences.

The last task will be to build a word cloud with the expressions and words learned during the previous sessions. Students will work individually, and they will need to use their tablets or phones to access the application of the word cloud.

This session will be a review session which can take shorter time than estimated if students have no questions and have learned the grammar and vocabulary needed to communicate their ideas in regards environmental issues.

Session 6	
Aims	**Contents**
The students should be able:	All the contents developed in the previous sessions.
– To build a group sense (routine task).	
– To use vocabulary about the environment.	
– To use reported speech correctly.	
– To use connectors of addition correctly.	
– To answer at least one question about the final task correctly.	

Assessment Criteria

The students will…

– Use at least three words or expressions related to the environment.

– Use at least one sentence in reported speech correctly.

– Use at least two connectors of addition (furthermore, as well as, in addition, moreover, also, besides) correctly.

Tasks	Timing
Check and say hello (warmer)	3-5 minutes
Final Task Presentation: Inphography about the environment	45 minutes

In this last session students will start with the warmer task they have been using in the previous sessions.

Then, students will present the final task of this lesson plan. They will present an inphography about the environment in pairs. If there is not enough time for each pair to present (about 2-3 minutes for each presentation), the following session will be used to finish the presentations. Later, once all students have presented their inphographies, those will be used to decorate the classroom's walls.

4.4. Following sessions

The previous description of a lesson plan could be used to start the task-based approach preparing the students for the PBL and introducing the topic of sustainability in regards environmental issues. During the next sessions different lesson plans can be developed in order to present students the rest of the contents selected for the stage of Secondary Education they are in. Those lesson plans should present aspects related to the environment which could be useful for students' final project. The collaboration with the rest of the teachers involved in the PBL approach is essential in order to plan the following lessons and their final tasks. The main aim when planning the follow-up sessions should be to prepare students for the final product. A way of preparing the rest of the plans is to focus on the SDG related to sustainability as regards environmental issues (clean water and sanitation, affordable and clean energy, sustainable cities and communities, responsible consumption and production, climate action, life below water, and life on land). Thus, the lesson plan proposed as an introduction could be followed by others which focus on the rest of the SDG related to the environment.

5. Drawbacks

The present proposal offers an ambitious change in the established language pedagogy in Secondary Education schools' bilingual programs. The changes which this proposal suggest can be very beneficial for students and educators. What is more, these changes can contribute to finally develop a bilingual program in schools which resembles as much

as possible natural language acquisition. However, there are some difficulties in the implementation of this proposal which need to be taken into account.

Firstly, this proposal would be possible only if the teachers in charge have a clear idea of the definition of PBL. The word "project" could mislead educators without enough training. If the educators responsible for the teaching/learning processes are not familiar with this approach it can be too stressful and time-consuming for them, as this language pedagogy is quite demanding for educators (Means & Olson, 1997). They need a lot of research in order to perform the role of facilitators for students. On the other hand, PBL requires collaboration between teachers and that means that content teachers and EFL teachers have to collaborate. Without teachers' collaboration this proposal would not be possible. In fact, bilingual education's success relies in a great part on the coordination between teachers (Halbach as seen in Portnova, Casado & Sanz, 2018). Moreover, assessment can be challenging as well. Teachers who are used to the mainstream assessment methods may misunderstand the concept of PBL and then applying it could be pointless. That is why this proposal can only be successful if it is developed by trained and qualified teachers. In PBL it is really important to assess the process and not that much the final product. That means that teachers should be familiar with all types of assessment and evaluate their students using rubrics, leaning diaries or questionnaires (Ribé & Vidal, 1993). What is more, teachers may have a problem when designing projects for the students with problems from the real world as authenticity is one of the key features of PBL. Thus, it is clear that the first step in order to implement PBL correctly in any classroom in teachers' training.

On the other hand, PBL is not suitable for all students. Learners should have certain previous knowledge and they should be able to work together. PBL also requires certain level of intellectual and emotional maturity from students as well as a basic knowledge of the foreign language.

Taking everything into consideration, there may be certain difficulties when PBL is applied. However, the benefits clearly outweigh the disadvantages. That is why PBL

should not be left aside only because it is difficult to be applied. What is more, the majority of problems may be solved with teachers' training.

This type of language pedagogy offers the possibility to motivate students learning a foreign language, to apply the content they learn in different subjects in order to solve problems as authentic as possible, to improve students' self-sufficiency and self-assurance, and to increase their curiosity and creativity. In addition, and for our particular purpose, PBL can be the perfect tool to encourage students to use the foreign language with a meaningful purpose, creating a context for it and bringing the learning process as close to natural acquisition as possible.

6. Conclusions

A comparison between language learning and language acquisition in order to show that both processes are quite similar has been done. Following this conclusion, it has been considered that applying PBL is the key to create a context for English and improve students' proficiency with the purpose of finding a solution to the problems of bilingual programs installed in Castilla y León in Secondary Education schools where EFL is taught. It has been considered that applying PBL is the key to create a context for English and improve students' proficiency, as this language pedagogy brings language learning closer to natural language acquisition.

A practical proposal in order to use PBL in the EFL classroom in Secondary Education in Castilla y León has been described in detail including an introductory lesson plan and ideas for the following sessions. However, a further research is needed in order to examine the ways in which PBL influences the processes of teaching and learning in Secondary Education.

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8. Annex

8.1. Materials for the lesson plan's tasks

In this section, the materials needed for the lesson plan proposed will be included.

1. Guess the topic– A list of questions

- Can anyone tell me what global warming is?

- Have you heard about renewable energies?

- What is eco-friendly?

- Are you eco-friendly?

- What do you think will happen with the environment in the future?

- Do you know what fast fashion is?

- What do you think we should do to reduce pollution?

- What do you do at home to help the environment?

2. Dirty Secrets
1. To throw away carelessly
2. To use plastic bags
3. To leave the tap/water running
4. To eat meat
5. To bulk shop
6. To use petrol car
7. To use disposable plastics

3. How environmentally friendly (Transcript)

One, right o recycling is one of the easiest and best things to do. You can recycle aluminum cans, plastic and paper at home. Big tips will recycle more specific items such as furniture and fridges.

Two, we all own clothes that are too small and too big that we know we are not going to wear but someone else might. Take them to a local charity shop along with old toys and books. Not only will they get another lease of life, but you will have done a good deed for the day.

Three, plastic bottles contribute to a massive percentage of the world's wastes, especially in the summer months. So, why not reuse these bottles. Fill them with water at school, work and in shopping centers. It is good for the environment and your pocket.

Four, to reduce your carbon footprint why not take advantage of public transport. Take the bus or train as a replacement for a car journey. It's easy, quick and you can get some work done on the way.

Five, bikes are a great environmental way to get from A to B, especially if the weather is good. I admit it is less fun in the rain but it's great for regular exercise. This also can improve concentration and efficiency at work or school.

Six, turn it off: the lights, the TV, anything you leave on. Cut your electricity bill and reduce your carbon footprint, just turn off what you aren't using.

Seven, compost is great for the garden and the planet. So, if you, your family or neighbors take pride in the garden then start a compost heap putting all of your vegetable peelings, used tea bags and moldy fruit, cutting down on your waste and making your garden more beautiful.

Eight, toilet bricks are an absolutely genius way to save the planet by wasting less water. The brick is placed into the water tank above the toilet and takes up the space that some water uses meaning that less water is used when the toilet is flushed.

Nine, try to buy products with less packaging or choose one with a cardboard box. Also take your own shopping bags when you do your shopping. Some supermarket chains will give you discount for the number of bags you have so save money and save the planet.

Ten, washing machines and tumble dryers are overused. Wash your clothes in a cool wash to help save the environment and instead of using tumble dryers put clothes out on the washing line or on radiators. You can be green and clean!

4. Contradict me

1. I can't speak French.

2. I can't come to your party

3. I am 25 years old.

4. My brother is a mechanic.

5. The exam is tomorrow.

6. His ticket says he arrived on the 4th.

7. I will be back at 10.30.

8. There is no milk left.

9. That will be 100€, please.

10. I have decided to marry Sara.

11. The meeting in on the 20th.

12. I don't know where we are.

5. Find my definition

To Pollute	To introduce harmful materials into the environment	**To Dump**	To throw away carelessly
To Decompose	To become rotten or to decay (an organic matter)	**Disposable products**	A product designed for only one use
To End up	To finish, to conclude, to end or to arrive at	**Renewable**	Capable of being renewed, that is, capable of being replaced naturally
Eco-guilty	Someone who is guilty of not taking care of the environment	**To Cut down**	To reduce the size of something or to cause something to fall by cutting it

Wildlife	Animals in their natural environment	**To leave the tap/water running**	To waste water
Landfills	Places where authorities leave rubbish	Reusable shopping bags	A type of bag which can be reused many times (sometimes called bag-for-life in the UK)
Global warming	The phenomenon of rising temperatures all over the world	**Organic food**	Food grown without the use of chemicals like pesticides or fertilizers and which does not contain genetically modified organisms (GMOs)
Natural Resources	Materials that are not made by man, such as water, air, iron	**A fine**	The amount of money that has to be paid as a punishment for not obeying a rule or law

6. Reported Conversation

- Sara: Hello, Emma! How are you?

- Emma: Hello! I'm fine, thank you. What about you?

- Sara: Well, I've just finished my English lessons and the teacher said that we were going to do a project about endangered animals.

- Emma: And, what do you have to do?

- Sara: First, the teacher told us to read about endangered animals for the following day.

- Emma: That sounds very interesting, but why didn't you ask her to give you more time?

- Sara: That is exactly what we did! The teacher offered to give us another day and

7. Future Posters

TEMPERATURES WORLDWIDE WILL RISE FURTHER AND MANY BEACHES AND HOLIDAY RESORTS WILL DISAPPEAR

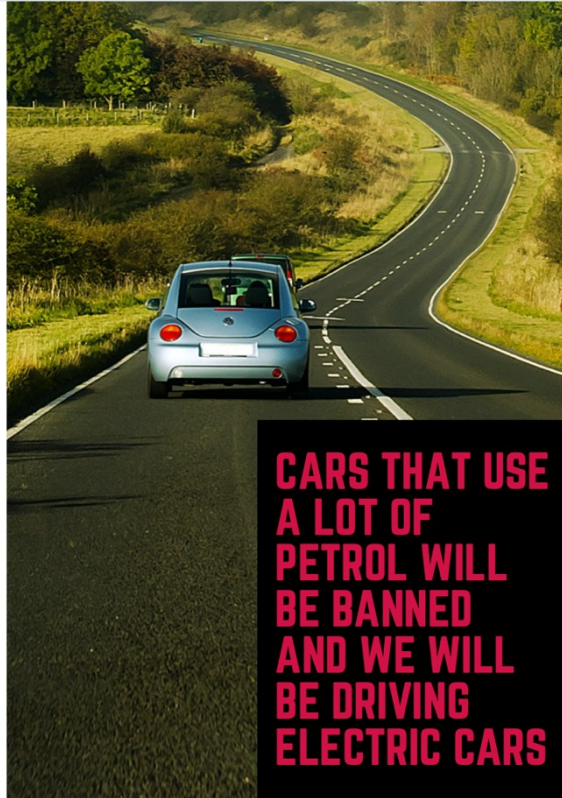FRESH WATER WILL BE RUNNING OUT AND WE'LL BE GETTING WATER FROM THE SEA
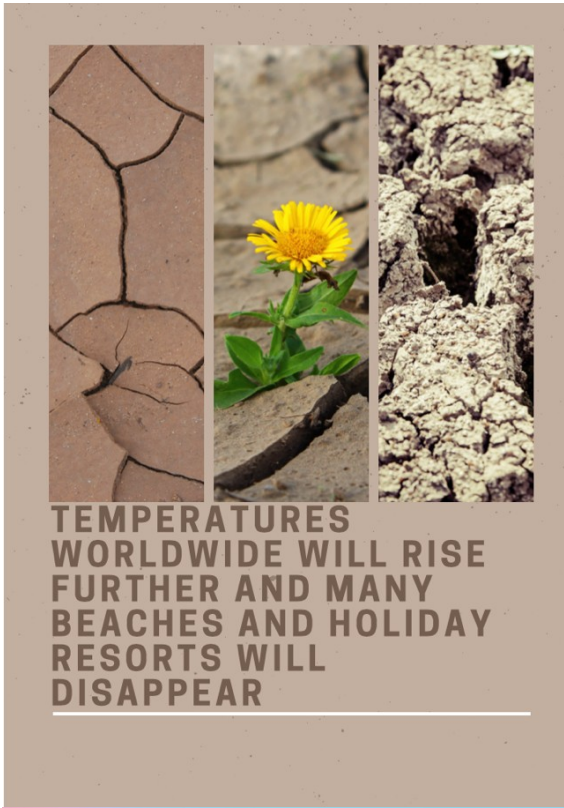
WE WILL BE HAVING EVEN MORE EXTREME WEATHER AND HURRICANES OR FLOOS WILL BE COMMON

PAPER BOOKS WILL NO LONGER BE PRODUCED TO SAVE TREES FROM BEING CUT DOWN

AT HOME PEOPLE WILL BE RECYCLING NEARLY 100% OF THEIR WASTE

CARS THAT USE A LOT OF PETROL WILL BE BANNED AND WE WILL BE DRIVING ELECTRIC CARS

AT HOME MOST PEOPLE WILL HAVE INSTALLED SOLAR PANELS OR WIND TURBINES TO GENERATE ELECTRICITY

8.2. Bibliography

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