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**Project-Based Learning to Enhance Students'
Motivation: A Didactic Proposal for Secondary
Education**

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ABSTRACT

In an era when it has become essential to seek to improve language learning in order to increase students' motivation, communicative language teaching and project-based learning have shown to be effective. In fact, recent studies highlight that project-based learning can create a more favorable and motivating environment for students to learn (Aristidou, 2020). This thesis aims to provide material for teachers to alleviate this lack of motivation in students through project work. For this purpose, a didactic intervention proposal is presented consisting of seven sessions proposing different activities. By implementing this proposal, students could be motivated. However, the teacher must take into account its limitations and carry out the necessary modifications to implement it in different contexts.

Keywords: Communicative Language Teaching, Motivation, Project-Based Learning, Compulsory Secondary Education

RESUMEN

En una era en la que se ha vuelto esencial buscar la mejora del aprendizaje de idiomas para aumentar la motivación de los estudiantes, la enseñanza comunicativa de idiomas y el aprendizaje basado en proyectos han mostrado ser eficaces. De hecho, estudios recientes destacan que el aprendizaje basado en proyectos puede crear un entorno más favorable y motivador para que los estudiantes aprendan (Aristidou, 2020). Esta tesis pretende proporcionar material a los profesores para paliar esa falta de motivación en los estudiantes a través del trabajo por proyectos. Para ello, se propone una propuesta didáctica de intervención formada por siete sesiones que proponen diferentes actividades. Implementando esta propuesta, se podría conseguir motivar a los alumnos. No obstante, el profesor ha de tener en cuenta las limitaciones de la misma y llevar a cabo las modificaciones necesarias para implementarla en contextos diferentes.

Palabras Clave: Enseñanza Comunicativa de Idiomas, Motivación, Aprendizaje Basado en Proyectos, Educación Secundaria Obligatoria

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INTRODUCTION

In recent years, the study of language teaching has focused on the need to look for quality teaching; this was because of an increasing need to communicate well in a foreign language. Much recent work has indicated that approaches such as Communicative Language Teaching have emerged seeking that students communicate in the target language to develop communicative competence, boosting learners' motivation. However, boredom in school and lack of engagement on the part of the students have resulted in students being demotivated (Blumenfeld et al., 1991). Therefore, researches such as Aristidou (2020) found that Project-Based Learning can be considered an approach to create a more suitable learning environment, where students can engage actively and acquire the necessary skills, thus increasing their motivation.

Several studies have already been carried out using Project-Based Learning, but it is not enough when it comes to motivating students and there is still a long way to go. Hence, creating new materials available to the teacher in addition to the existing ones is essential to keep learners motivated, as motivated students not only learn faster, but also more effectively (Jumaboyeva et al., 2019). In addition, this dissertation combines Project-Based Learning with the integration of new technologies such as Google Presentations. This integration is essential in an era where students are expected to develop digital competences. Through the use of ICTs, students enhance their research skills, and their interaction skills, especially when using a collaborative platform such as Google Presentations. Developing these skills and integrating them in an educational setting is fundamental as they are highly valued in professional environments.

Taken the fact that Project-Based Learning can make students acquire the necessary competences and work actively (Aristidou, 2020), this dissertation attempts to design a didactic proposal for intervention that has the objective of proposing a project carried out through different activities, which can be used in Instituto Politécnico Cristo Rey, which has inspired my proposal, or in any other centre, provided that the necessary adaptations or adjustments are made. In this regard, it also has to be explained that the definition of Project-Based Learning that will be considered throughout the whole paper is the one proposed by Aristidou (2020): “a student-centered pedagogical approach with which students supposedly gain knowledge on a certain subject through projects. The projects

usually relate to real-world problems and the students work on them in groups” (p.1). Moreover, four main features of Project-Based Learning will be taken into account in this paper too. Firstly, students are given a driven question they have to solve. Then, resources are given to them so they can investigate. Later, they interact and share information with their classmates while working in groups. Finally, they submit a tangible product.

The didactic proposal designed is developed in seven sessions, taking into account that the last session should take place on 8 March, International Women's Day, or on the last school day closest to 8 March.

My intention with this proposal is to increase students' motivation; to use English as the main vehicle for communication in the foreign language classroom; to make students familiar and comfortable in group work; to integrate ICTs in the classroom to develop the digital competence; and to make students aware of the importance of the International Women Day celebrated on the 8th of March exploring the importance of women in cinema and music in English-speaking countries.

To achieve this goal, this dissertation will be organized into two main parts. The first part will cover the theoretical framework, which focuses on defining Communicative Language Teaching, Motivation, and Project-Based Learning, to lay the foundations for the proposal. The second part contains the proposal for intervention itself, outlining its main objectives, key competences, specific competencies, assessment criteria, basic knowledge, methodology, evaluation process, and session and activity descriptions; attention to diversity is also contextualized, focusing on a very specific typology of learners, though it could be adapted to other types of students with the appropriate adjustments. The conclusions of this paper are subsequently presented, along with the references used. Finally, the appendices including the tables of the didactic unit, some examples of the materials that would be used, and some evaluation instruments bring this thesis work to a close.

THEORETICAL BACKGROUND

1. Communicative Language Teaching

Throughout the history of language teaching, different proposals to foreign language teaching have emerged. For example, the grammatical translation method, the direct method, or the audiolingual method. These methods focused mainly on grammatical competence. At the end of the 1960s, the need to look for quality teaching through a more appropriate procedure arose. The main reason for this was the increasing need to communicate well in a foreign language. Thus, Communicative Language Teaching emerged, which highlighted the importance of developing communicative competence. However, Communicative Language Teaching does not renounce the development of grammatical competence, since without grammar and vocabulary there would be no communication (Savignon, 1991). Grammatical competence is also present but it is not the main focus of this approach which brought about major changes in education, as well as in the role of the teacher and the learner (Richards, 2006).

According to Richards (2006), “Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p.2). The main aim of Communicative Language Teaching is to develop communicative competence. Communicative competence refers to a person's ability to use a language effectively in real-life communication situations. In order to claim to have acquired communicative competence, it is necessary to possess certain knowledge of a language. For example, to be able to produce and understand oral and written texts; to adapt to different registers, formal and informal, taking into account the communicative context in which you find yourself; to know how to use the language overcoming linguistic limitations and taking into account your intentions. In addition, this approach relates language learning in the classroom to language use outside the classroom, is based on personal experiences and welcomes the use of authentic materials,

which encourages participation in the classroom and lowers the affective filter of learners, thus increasing their motivation (Nunan, 1991).¹

To understand the origin of the Communicative Language Teaching approach it is necessary to look back at how different approaches to language teaching have evolved.

Richards (2006) divides trends in language teaching into three phases:

Phase 1: traditional approaches to foreign language teaching.

Phase 2: classic communicative language teaching.

Phase 3: current communicative language teaching.

Let us explain in detail what each of these phases consists of.

Phase 1: traditional approaches.

These approaches were in place until the late 1960s. They focus mainly on the development of grammatical competence, which, as explained above, is mainly centred on the use of a language, from the point of view of grammar and vocabulary. These approaches encompass three traditional methods: the grammar-translation method, the direct method, or the audiolingual method. The grammar-translation method was one of the first methods considered for teaching foreign languages. It was based on the translation of texts. Teachers at this time used as a teaching model the way Latin and Greek were taught, through the translation of literary works (Howatt & Smith, 2014). The direct method was another method to foreign language teaching. It highlighted the importance of teaching the spoken language. The objective is the use of the target language, working on grammar deductively and interaction through the spoken language (Howatt & Smith, 2014). The audiolingual method shifts the focus of foreign language teaching to imitation and repetition. The teacher models for the students how to produce perfectly. It aims to avoid fossilisation of errors and to develop correct habits (Howatt & Smith, 2014). All three methods focus on the development of the grammatical

¹ The term affective filter refers to a metaphorical barrier that rises and falls according to the attitude, feelings, or mood of the learner and affects the acquisition and learning processes. This barrier prevents or enables the teacher's linguistic input, depending on the learner's emotional state.

competence and repetition, on language learning (and not language acquisition), and do not emphasise on communication.

Moreover, traditional language teaching can be done deductively, with the teacher presenting grammatical rules to the learners and giving them practice; or inductively, with the teacher presenting examples to the learners and, from these, the learners having to deduce the grammatical rules. Both are teacher-guided learning, where memorisation and gap-filling exercises predominate.

Phase 2: classic communicative language teaching.

From 1970s to 1990s, language teaching scholars criticised the strong emphasis on grammatical competence, and revealed the need to use language for communicative purposes. At this point, communicative competence emerged. This caused many of the traditional methods to fall into disuse, as they did not focus on communication. Scholars, such as Chomsky or Hymes, called for new methodologies in language teaching to arise. This need led to Hymes (1972) suggesting the term “communicative competence.” He summarised the main aspects of communicative competence into four:

- Whether (and to what degree) something is formally possible;
- Whether (and to what degree) something is feasible in virtue of the means of implementation available;
- Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
- Whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (p.281)

Under the need to make communicative competence the object of language teaching, the Communicative Language Teaching approach emerged. This made it necessary to rethink a syllabus that integrates different knowledge about the use of a language in order to develop communication. This is what Richards (2006) called the 'Communicative Syllabus'. He proposed several types of syllabi in order to integrate the Communicative Language teaching approach in the classroom:

A “skills-based syllabus,” whose main objective is the development of the four skills (reading, writing, listening, and speaking), as well as the different micro-skills that make up each of them. For example, for the development of listening, micro-skills such as being able to recognise the main topic of a conversation, as well as keywords and information;

recognising the attitude of speakers to the topic and the time reference in which they frame it; and being able to follow speech at different speeds.

However, there are scholars who opt for the joint teaching of these four language skills. They argue that in real life they are usually found together, for example, in a dialogue listening and speaking occur simultaneously. Therefore, they should also be linked to teaching together.

A “functional syllabus,” which is organised taking into account the syntactic-discursive structures that a learner is able to express in English. These structures include saying hello and goodbye, asking for and giving information, expressing likes and dislikes, giving explanations, or offering and giving apologies. Mastery of these functions will determine how fluent learners are in a communicative situation. In this sense, the development of communicative competence is very present. In addition, vocabulary and grammar are chosen according to these structures, so that everything learnt can be applied in a real communication situation.

For all these reasons, the need arises to create a “communicative syllabus,” which aims to incorporate the purposes for which learners acquire a language in a real communication situation. These purposes include understanding the social and cultural framework of the language to be able to adapt to the context; being able to adapt to the level of formality in which the communication is taking place, taking into account who the receiver is and the context in which it is taking place; and understanding the different uses of the language in order to use grammar and vocabulary correctly, among others. In this way, the language is taught practically to be able to apply what has been learned to a real-life situation.

Phase 3: current communicative language teaching.

Since the 1990s, the communicative approach has been widely implemented in language teaching. This approach is based on general principles aiming at communicative competence as the main goal in language teaching. Richards (2006) explains that second language learning is facilitated when learners engage in meaningful interaction and communication; that classroom tasks and exercises should provide opportunities for learners to negotiate meaning, expand their linguistic resources and participate in meaningful interpersonal exchanges; and that language learning is a gradual process involving creative language use and experimentation. Furthermore, it is recognised that students’ progress at different rates, have different needs and motivations, and that the

classroom is a community where students learn through collaboration and the exchange of ideas under the guidance of the teacher, who acts as a facilitator of learning.

With the development of Communicative Language Teaching, a movement that moves away from traditional lessons began. Those lessons where the focus was on mastery of different items of grammar and practice through controlled activities, such as memorization of dialogs and drills, were substituted by the use of pair work activities, role plays, group work activities and project work. Consequently, the role of the students and the teacher also changes. The teacher ceases to be a model for the students, the students no longer imitate the teacher's production but that of their peers. Students take a much more active role in learning, they have to assume responsibilities. The teacher takes the role of facilitator and guide of the students (Richards, 2006).

Furthermore, new forms of activities also arrived, moving away from repetition and memorisation and focusing on group work activities, tasks, role plays, jigsaws, project work or other type of activities focused on task-completion, information-gathering and transfers, among others. These types of activities are considered to better facilitate learning and the development of communicative competence. In fact, they are developed through group and collaborative work in a classroom (Richards, 2006).

Communicative Language Teaching allow including group and collaborative work in the classroom. Both types of work result very beneficial to students, when dealing with developing the communicative competence. For instance, students will interact with each other so they will produce more than they would. Moreover, they will learn from their classmates, as they will be hearing the production of other members of the group. Their fluency will be developed. All this would mean that their motivation would be increased. (Richards, 2006).

In conclusion, Communicative Language Teaching is an approach whose main focus is on communication. In this sense, it aims at developing mainly communicative competence. Moreover, at the same time, grammatical competence is also practised. This approach, preceded by traditional methods such as the grammar-translation method, the direct method or the audiolingual method, prioritises interaction and collaboration in the classroom. It seeks to communicate in the target language and to develop communicative skills, thus increasing the motivation of learners. Let us now define what motivation is and why it is important for language teaching.

2. Motivation in language teaching

Motivation is a fundamental topic in education, specifically in language teaching. Lack of motivation can determine the quality of language learning, causing their performance in the language to deteriorate and their results to drop (Nazarova & Daminova, 2018). Consequently, all teachers have ever wondered how they can motivate their students and what elements they have to include or remove from their lessons to increase their students' motivation (Anjomshoa & Sadighi, 2015).

To understand what motivation is, let us consider two definitions. According to Mehmet (2020), “motivation is a process that stimulates people to action in order to achieve desired outcomes” (p.63). According to Ferreira et al. (2011), “motivation refers to a set of internal forces/impulses that guide an individual's behaviour for a specific purpose” (p. 1709). Both definitions indicate that students' motivation is influenced by a number of internal and external factors. Knowing this, teachers can adapt their teaching to foster an environment where motivation is encouraged.

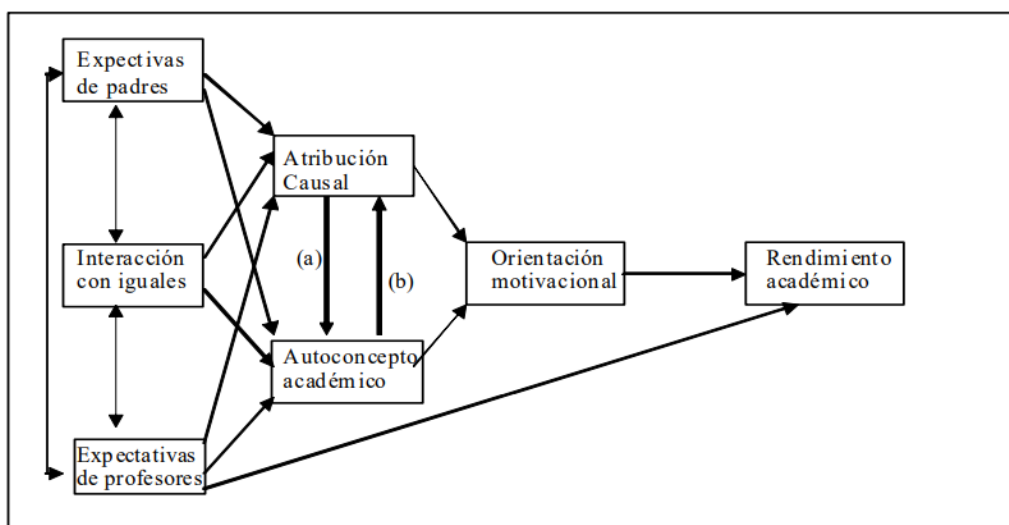
A study carried out by Rahman et al. (2017) showed that there are different factors that contribute to increase or decrease motivation in students when studying English. These factors are teacher influence, personal attitude and parental influence. Considering teacher influence, the findings of their study show that teachers have a great impact on students' motivation. This is because students are very much affected by what their teacher thinks. In addition, it is very important for learners that the teacher guides and supports them in learning the language. The results also show that students are much more motivated if new technologies are integrated into the classroom, if peer interaction is allowed, and if more dynamic learning activities are carried out. Considering personal attitude, the attitude with which students approach language learning will be a determining factor in the quality of their language learning. The results of this study show that students are aware of the importance of learning a second language, in this case, English. Many students agreed that they sometimes have difficulties with the language, but that they want to continue improving and learning it. Moreover, they insist on giving more importance to the use of the language and less to memorising it. Considering parental influence, parents have a very important role to play in the education of their children from an early age. Parents serve as a support for pupils, encouraging them to keep going and not to give up. In addition, parents serve as role models for students, their

way of speaking, culture, values... which can be decisive in the way students come into contact with another culture.

There is a schema (Weiner, 1986) that show how learner's expectations are generated by parents, teachers, and peers. To explain the scheme, we should start by defining what a causal attribution and an academic self-concept are. A causal attribution refers to the reasons you have for generating an opinion about yourself. And the academic self-concept refers to the idea that a student has about his or her skills, abilities, efforts... Having defined these concepts, let us explain the schema. Weiner (1986) shows that families, peers and teachers influence students' expectations and causal attributions. Depending on the opinion of the family, peers and, above all, teachers, the student makes a causal attribution, that is, an opinion about why he/she acts in this way or has these results at the level of study. This causal attribution generates a motivational orientation. If a student receives a positive opinion of these three components, the motivational orientation will also be positive. This means that academic performance will be commensurate and good. On the other hand, if the opinion of these three components about the student were negative, the student's motivational orientation and academic performance would also be negative.

Figure 1

Habilidades Docentes: Las Expectativas



Note. This figure shows the influence of parents, teachers, and peers on a student's academic performance. These possible changes in academic performance are generated by changes in a student's motivation.

However, it should be borne in mind that just as there are motivational factors, there are also demotivating factors, those that contribute to reducing the degree of motivation of learners. Sakai et al. (2009) after researching several studies on the subject, have summarised these demotivating factors in six groups:

- 1) The way the teacher is as a professional and as a person. That is, their attitude, personality, way of teaching and their knowledge of the language.
- 2) What the class is like, i.e. what is the pace of the students, what content is given and how this content is explained. In addition, monotonous or boring classes, or classes where a lot of importance is given to exams and memorisation, would discourage students.
- 3) Negative experiences of pupils also reduce their motivation. For example, poor results, poor expectations generated by parents, teachers and peers, and a pupil's sense of feeling useless.
- 4) Classroom climate can negatively affect pupils' motivation. For example, a class with a very low level, where there is no interaction and no use of any extra resources (technology, realia, pedagogic material...) apart from the textbook.
- 5) If the materials are boring, e.g. too much is required of the book and it is not complemented with other more dynamic activities that integrate new technologies.
- 6) Lack of interest on the part of the students. If they consider that second language learning is useless and not needed at all, their motivation will be negatively affected.

It is very important to try to reduce these factors. Once learners feel demotivated, their attitude in the classroom will be negative, thus affecting their involvement in the classroom and their achievement in the subject. Consequently, their performance and grades will drop.

When talking about motivation, two main types of motivation can be distinguished: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to an internal force that rises from the inner part of a person, without using other external incentives such as rewards or awards. This motivation is promoted by internal rewards, such as self-improvement. This type of motivation relies on factors that, according to Traver (2020) are controllable by people. This author classified intrinsic motivation into different types:

-“Competence motivation”: Competence motivation refers to people being more motivated by the process than by the result or reward. In this type of motivation, people are more concerned with learning and improving, hence it is also known as “learning motivation.”

-“Attitude motivation”: Attitudinal motivation refers to the desire to change the way someone else or oneself feels or thinks. In this case, the motivation is not derived from a tangible product but from bringing about a positive change in people's attitudes. For example, people who choose to work for a non-profit organisation find gratification in helping others and contributing to the well-being of others.

-“Achievement motivation”: In this motivation, people are more motivated by achieving progress and improvement in the process than by the result itself. It usually occurs when someone is highly motivated and involved in the process, driven by the desire to achieve their goals.

-“Creative motivation”: Creative motivation refers to people who are motivated by the desire for creative expression. For example, the motivation to start something new, create a business, write a book, shoot a film, or play an instrument.

-“Physiological motivation”: Physiological motivation refers to the idea that a person's life is motivated by their physiological feelings, which are innate, primal, and unavoidable, as they are beyond our control. For instance, primary needs such as shelter, clothing, or food.

The other type of motivation that can be distinguished is extrinsic motivation. It refers to the external forces, which are not in control, that motivate a person. For instance, money. This motivation has also specific types defined by Traver (2020).

-“Incentive motivation”: In this type of motivation, people are motivated more by the outcome or reward of something than by the process itself. It is the opposite of incentive motivation. Normally people are motivated to achieve something specific. For example, a student is more motivated by getting a certain grade in a subject than by the process of learning.

-“Fear motivation”: Fear motivation refers to the idea that a person's motivation is derived from fear of something. This motivation leads people to act in a certain way, to avoid pain or negative consequences.

-“Power motivation”: Human beings often feel a desire to influence their own lives and the lives of those around them. This is power motivation. It refers to the idea that a person is motivated by the ability to influence or control his or her life or the lives of others.

-Social motivation”: Social motivation states that people are motivated by social factors, such as acceptance by their peers. This is because people are social beings by nature and it is very important for us to connect with others and belong to and be accepted by a social group. This type of motivation can be also known as “affiliation motivation.”

Considering all the types of motivation explained above, Traver (2020) states that the motivation that teachers have to increase in an education context are the achievement, incentive, competence and creative ones.

However, according to Ur (1991), for a learner to be motivated, s/he has to gather different characteristics. For instance, high aspirations, perseverance, tolerance of ambiguity and, positive task orientation, among others. In 2014, Dörnyei proposed ten motivational strategies to motivate learners when teaching a second language.

- (1) The teacher should try to increase learners' interest in the subject; highlight the benefits that learning a language can bring to learners; and provide fun activities.
- (2) The teacher should provide students with expectations of success. In this way, students will feel that what they are doing will be useful to them. In addition, the teacher should act as a guide.
- (3) The teacher should take into account the interests and goals of the learners and take them into account when teaching to get closer to the learners.
- (4) The teacher should avoid monotony and boredom for the students.
- (5) The teacher must carry out activities that engage the student's interest. To do so, the teacher may include visuals, tension, and challenges throughout games, and entertainment, among others.
- (6) The teacher should contribute to increase students' self-esteem and self-confidence.
- (7) The teacher should contribute to the students' building of a good social image.
- (8) The teacher should give students enough freedom to mature and develop autonomy.

(9) The teacher should support the student in victories and failures. In victories, by celebrating achievements; in failures, by encouraging him/her to continue and not to give up.

(10) The teacher must show that the way he/she assesses is clear and concise, that he/she uses several assessment tools and not only written tests, and that the results are objective.

The teacher's implementation of these strategies will mean that students' motivation will increase and their results will improve, as “those who are motivated learn faster and effectively” (Jumaboyeva et al., 2019, p.85). However, it is necessary to take into account that motivation is an individual feature and not everybody is motivated in the same way.

In conclusion, motivation is an important factor to consider in education, as it can determine the quality of language learning. It has a great impact in the language learning process, as performance and results can drop if students are not motivated enough. Therefore, it is necessary to take into account the factors that influence learners' motivation, as well as the types of motivation that exist. In this way, the teacher will be aware of the situation of each student and will be able to contribute to increase their motivation by trying to capture their interest, use fun activities, increase the student's self-confidence, and make a transparent assessment, among others.

3. Project-Based Learning

The way we live and work is changing, and this means that education needs to change too. Employers are looking for different skills in new workers, and many feel that graduates are not sufficiently prepared. Education is no longer just about memorising facts; it is now more about how to use information to solve problems, communicate and work in teams. This is because the way we work is trying to better adapt to the demands of our modern world (Mihic et al., 2017). Furthermore, students' boredom in schools has been an issue in Education for many years. Educational researchers have noted that this problem was not caused by a lack of engagement on the part of the students but by a malfunction of Education. For many years, it has been essential to find an approach to engage students and increase their motivation, because a lack of motivation causes

students' performance to deteriorate, and therefore their grades to drop (Blumenfeld et al., 1991).

Researchers have discovered that Project-Based Learning (PBL) can be considered an approach to design a more suitable learning environment where students can work actively and a suitable approach that seems to provide the students with the competences they need for their futures. In fact, Aristidou (2020) defined PBL as “a student-centered pedagogical approach with which students supposedly gain knowledge on a certain subject through projects. The projects usually relate to real-world problems and the students work on them in groups” (p.1). In other words, PBL allows students to work in small groups on their own, researching the topics, explanations or hypotheses given by the teacher. In this sense, students deal with real-world activities, which increases their interest in working, as they will believe that their work will be useful in their daily lives (Blumenfeld. et al., 1991).

PBL has four important features, which distinguishes it from other approaches. First, there is a central theme, usually a real-world problem that gets students involved in solving it. Second, there is an investigation and analysis of the central issue. Secondary resources can be used as sources of information, such as books, encyclopaedias or access to the Internet. Third, students interact freely with their peers to exchange information. Finally, students create a tangible final product that addresses the topic, the problem or the driving question proposed. (Blumenfeld et al., 1991; Krajcik et al., 1994; Nunan, 2014). This will make students focused and motivated to solve the problem, while learning and developing aspects such as creativity, critical thinking, social and collaborative skills, among others (Walters & Siriotak 2011).

Furthermore, according to Imaz (2014), PBL can have an interdisciplinary character, since it involves knowledge from different disciplines and the integration of tools and resources from different fields of knowledge. In this sense, it can take two forms: (1) The project is carried out in one subject and several interdisciplinary topics are addressed; (2) Several subjects are involved in the realisation of the project, and each subject participates in the project taking into account its contents. In other words, the project involves several subjects, and each subject participates in the project taking into account its contents. Furthermore, he argues that a project can last days, weeks, or months, depending on the

project to be carried out, the main topic, the available resources, and unforeseen events, among other factors.

By applying this approach in the classroom, the role of the learner and the teacher is also affected. The student will assume a much more active role, as he/she will be responsible for the search, analysis, and development of information, as well as for time management and the organisation of the project. The teacher, on the other hand, will guide the students, giving them the necessary information so that they can carry out the project and resolving doubts when necessary. (Nunan, 2014).

According to Mihic et al. (2017) this approach makes students learn in a more dynamic way and leaves aside the traditional type of teaching. This approach, introduced by John Dewey and Francis Parker in the early 20th century, was initially only integrated in schools. However, it did not take long for it to be integrated into all areas of education, as traditional ways of teaching began to be seen as insufficient.

According to Bilsborough (2013) Project-Based Learning has many advantages and can be very beneficial for the academic achievement of students, as they are able to enjoy while putting into practice their skills and knowledge. We will explain in detail what its advantages are and why it is a good approach to work with in the classroom.

Project-Based Learning makes students deal with real situations in their daily lives, which increases their motivation and their willingness to work. Students feel that what they are doing is really useful for their daily lives since, as the American educational theorist John Dewey stated, "education is not a preparation for life; education is life itself" (as cited in Bilsborough, 2013). This is exactly what we achieve through the Project-Based Learning approach; integrating life into the classroom.

Through PBL, learners interact with each other, so there is communication. Learners will use the language to communicate effectively. This involves the development of communicative competence which, as detailed in the first section, is increasingly essential in today's world. In addition, this approach contributes to the development of other aspects such as cooperative, social and teamwork skills, creativity, imagination, autonomy, critical thinking and independence, as students will research, analyse, interpret and share information (Bilsborough, 2023). Furthermore, scholars such as Boaler (2002) and Thomas (2002) claim that through this approach, students' anxiety will improve. Consequently, their motivation, performance and results will improve significantly, thus

improving the quality of their learning. If students feel motivated enough they will deeply involve in the project and the classroom management will be easier for the teacher.

However, it is important to note that this approach also has some disadvantages that need to be taken into account in order to anticipate them and ensure quality learning. For example, it can be time-consuming. This may cause learners to focus so much on the project that they neglect other important activities (Aslanides et al., 2016). Furthermore, the same author criticises that this approach may highlight differences in the level, knowledge and learning pace of students if they all work on the same topic. This will negatively affect many of them, raising their affective filter¹ and thus decreasing their motivation and all that this implies. It would be more appropriate for each group to work on a different topic, in order to avoid comparisons. Moreover, it is important to consider that in group work maybe not all the students put the same effort, so this can lead to injustices.

According to Mihic et al. (2017), the teacher may be limited in some respects. Firstly, the limitation of knowledge on the part of the teacher. A project can be made up of many topics and not all topics have to be mastered by the teacher. In this sense, it will be more difficult for the teacher to guide the students if they work on a topic they do not master. Secondly, the difficulty of assessing group work fairly. It is practically impossible for the teacher to accurately measure the quantity and quality of work that each student has contributed to the project. This could lead to demotivated students. To avoid this, it is essential that the teacher develops accurate assessment instruments such as tables, rubrics or checklists, where everything is accurately explained. Consequently, there will be students who benefit from the work of others, and vice versa. Furthermore, many teachers lack of experience and knowledge with this approach, and they prefer to follow traditional resources such as a textbook. Therefore, teachers should receive more support to introduce Project-Based Learning in the classroom.

All advantages and disadvantages considered, several studies have proven that most benefits affect students, while most drawbacks affect teachers. (Mihic et al., 2017).

Ultimately, Project Based Learning prepares students for academic success, and helps them develop the skills necessary to meet challenges and opportunities in a dynamic and global environment. Furthermore, this approach is communicative and therefore includes everything set out in the first section of this theoretical framework. That is, it encourages

interaction between learners, confronts learners with real-life situations, and focuses on the development of communicative competence.

In addition, it also increases learners' motivation by arousing their interest and curiosity. For this reason, it fulfils the second section of this theoretical framework on motivation. As such, it can be a useful approach to language learning in the classroom.

PROPOSAL FOR INTERVENTION

4. Contextualization

The educational proposal for intervention presented here is inspired by Instituto Politécnico Cristo Rey, a secondary school located on the outskirts of Valladolid. This is the centre where I did my external practices for the Master's Degree in Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching. The proposal has been designed to be conducted in the second year of Compulsory Secondary Education (ESO). The reason for choosing this group is because I consider that at this level they already have a sufficient base of English to be able to carry out a project without too much difficulty. The group is made up of 30 students who have three hours of English per week. This proposal is designed to be carried out during the second term, as it proposes a project to commemorate International Women's Day, which is celebrated on the 8th of March. This day has been chosen to raise awareness among students about the importance of this day for the history of women. In addition, it is done to make students conscious of the participation of women in cinema and music. Indirectly, it is aimed to educate teenagers on gender equality and to highlight equity in all aspects of society.

The project will last 6 sessions, five of which will be for research, analysis of information and preparation of the project, and the last one for presentation to the rest of the class. Now, it is necessary to contextualize the proposal taking into account the characteristics of the school and the students, as well as from a legal point of view.

Even though I have used my experience in Instituto Politécnico Cristo Rey as inspiration for this proposal for intervention, it is important to bear in mind that this proposal can also be developed in other centres and with other students with similar or even different characteristics, doing, obviously, the necessary changes.

4.1. Characteristics of the centre

This educational proposal for intervention is designed to be conducted in the Instituto Politécnico Cristo Rey, the centre where, as mentioned before, I realized the external practices for the Master's Degree in Compulsory Secondary Education and

Baccalaureate, Vocational Training and Language Teaching. The information provided below is based on my internship report *Memoria de Prácticas* (Prada, 2024).

The Instituto Politécnico Cristo Rey is a private school located on the outskirts of the city of Valladolid. It is situated between the neighbourhoods of Girón, La Victoria, Cuesta de la Maruquesa, and Huerta del Rey. These neighbourhoods are characterized by a lower-middle-income population. These families come from a low-skilled or unskilled professional background. However, there are also a large number of pupils from more qualified families. The origin and residence of pupils also cover a large part of the towns in the province of Valladolid. In this sense, there is great diversity among pupils, with a predominance of middle and lower-middle-class pupils. For this reason the centre adapts the learning of its students at all times, to the current legislation and legal obligations, and to the changing needs of the business, academic and social environment.

The Centre belongs to the Society of Jesus (Jesuits). It was founded in 1940 when Father Cid SJ founded the 'Schools of Cristo Rey'. These schools arose intending to help and assist the most disadvantaged children, abandoned or orphaned after the Spanish Civil War. On the one hand, they attended to their basic needs: lodging, food, clothing, and elementary education. On the other hand, they were intended to teach them a trade, such as mechanics, shoemaking, and carpentry, among others. Over the years, other specialities such as electricity and electronics were added to the educational offer. In addition, it was renamed Instituto Politécnico Cristo Rey.

The centre offers all levels of regulated non-university education: Preschool, Primary, Secondary, Baccalaureate, and Vocational Training (basic, intermediate, and higher levels).

The wide range of education on offer provides the centre with a large number of pupils. However, this means that the distribution of the centre is particular. I.P Cristo Rey has a large extension (more than 80.000 m²), which allows it to have several buildings for each of its educational offers. In this way, the pupils of Infant and Primary Education are separated from those of Secondary Education, Baccalaureate, and Vocational Training in different pavilions.

The separation of pupils by age, both in teaching and in the playground, makes their environment safer and thus avoids possible problematic situations. This distribution also includes a large number of facilities such as a gymnasium, assembly hall, meeting

room, workshop rooms, electricity, psychomotricity and technology classrooms, chapel, oratory, and sports centre, among others.

Apart from those facilities, the centre has the necessary materials and resources to be able to implement this proposal. Firstly, the classrooms are large enough to separate students into different working groups. Secondly, all students have individual tablets or other digital devices, which allows them to have access to the Internet. In addition, the classrooms have a digital whiteboard. Internet access and the possibility of working in groups is essential for the development of this proposal to reach a remarkable quality. Anyway, it should be noted that the Internet connection may occasionally fail, so the teacher should have a plan B in case it does not work.

Taking all these aspects into account, I consider that the chosen centre offers a favorable environment to be able to develop the proposal, taking into account its surroundings, organisation, facilities, materials and available resources.

4.2. Characteristics of the group

As it has been stated before, the target group for this proposal for intervention is second year of Compulsory Secondary Education. We are dealing with a group formed by 30 students. This is a group of students generally aged between 13 and 14, depending on their date of birth. In this group, there are significant differences in the level of the pupils.

Of these 30 pupils, there is one absent pupil, i.e. he/she never goes to class. Therefore, there are 29 pupils in the class. This absent pupil is a pupil with a difficult family situation that prevents him/her from attending school. In addition, there is a pupil who comes from a juvenile centre. Thanks to his good behaviour, he has permission to go outside and get an education. He works as one of the class, although he has difficulties due to a curricular delay that requires methodological adaptations.

There are also two pupils with Attention Deficit Disorder (ADD). The English level of these students is not very high. This is also affected by their difficulties in concentrating and sustaining attention. Therefore, they require a methodological adaptation, through which they receive more personalized attention, slower explanations if necessary, and more time to work. The teacher always makes sure that they sit at the front of the class to avoid being distracted. In addition, the teacher checks that they are

integrated into the classroom and have direct contact with their families. However, there will then be a section on student diversity where each case will be explained in more detail.

The atmosphere in this class is quite positive. The students know each other from other years, and the newcomers have integrated quite well. As a result, there is a good working atmosphere. In addition, there are more subjects apart from English where they work in groups, so they are familiar with it.

To sum up, the group of students on which this proposal is based is a group of 30 students in the 2nd year of ESO, with different levels of English and some cases of diversity that require more individualised attention. Moreover, it is a group with a pleasant working atmosphere.

The characteristics and diversity of the students that I have described is just an example taken from the centre I have inspired this proposal. However, this proposal can be developed with other students with different characteristics doing the necessary modifications.

4.3. Legal Framework

This didactic proposal has been designed taking into account the Spanish and European legal framework for education. Therefore, we are going to dedicate this section to explain which documents we have been taken into account to design it.

This proposal follows the regulations established by the last educational law in Spain, LOMLOE: LEY ORGÁNICA 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.² [LEY ORGÁNICA 3/2020]

- In national terms, in the “macro” level, REAL DECRETO 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.³ [RD 217/2022]

² LOMLOE: ORGANIC LAW 3/2020, of 29 December, amending Organic Law 2/2006, of 3th May, on Education.

³ ROYAL DECREE 217/2022, of 29th March, which establishes the organization and minimum teachings of Compulsory Secondary Education.

This document regulates the national curriculum, establishing the organization and minimum teaching of the four compulsory years of Secondary Education in Spain.

- In regional terms, in the “meso” level, DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León.⁴ [DECRETO 39/2022]

This document regulates the regional curriculum, establishing the organization and curriculum of the four compulsory years of Secondary Education in the Community of Castilla y León.

The Common European Framework of Reference for Languages (Council of Europe, 2020) has also been taken into account while elaborating this proposal for intervention. This document differentiates the learning of a language into three levels: A, B and C. The first level, A, refers to basic user; the second level, B, refers to independent user. The last level, C, refers to proficiency user. All these levels are divided into two sub-levels: A1, A2; B1, B2; C1; C2; being A1 the most basic level and C2 the most advanced.

As we stated above, this proposal is for students of second year of Compulsory Secondary Education. In this level, students are expected to reach a level of English between A1 and A2, according to the CEFR. In this year, First Foreign Language (English) is mandatory. According to the regulations, students have three sessions of English per week and each session last 50 minutes.

5. Objectives

There are four main objectives I want to develop with the implementation of this proposal:

- Increasing students’ motivation through Project-Based Learning.
As explained in the theoretical framework, Project-Based Learning contributes to increasing students' motivation. Therefore, this approach is followed in this proposal to increase the motivation of learners.

⁴ DECREEE 217/2022, of 29th March, which establishes the organization and minimum teachings of Compulsory Secondary Education.

- Using English as the main vehicle for communication in the foreign language classroom.

This will be very beneficial for students' learning. In addition, the use of the target language promotes cultural understanding.

- Making students feel comfortable working in a group.

As explained in the theoretical framework, working in groups is one of the main characteristics of project-based learning. Working in groups allows students to develop social skills; the ability to appreciate the different perspectives that may arise on an issue; to develop critical thinking and discussion skills; and the opportunity to create a favorable environment where students feel motivated to work in groups, which benefits the good climate in the classroom.

- Developing the digital competence introducing Information and Communication Technologies (ICTs) in the classroom.

Introducing the responsible use of ICTs in the classroom is essential for the learning, working and interaction of students in an increasingly digitalised society.

- Making students aware of the importance of the International Women Day celebrated on the 8th of March exploring the importance of women in cinema and music in English-speaking countries.

International Women's Day commemorates women's struggle for equal rights. Students must understand the history behind this day and how women have fought throughout time for their rights. Moreover, students will learn about the participation of women in important areas of life such as cinema and music. Indirectly, it intends to sensitize and raise awareness among students to understand the history behind this day and the struggle that women have carried out throughout history. This is essential to promote gender equality, inspire future generations, and create a greater awareness of the challenges faced by women in society.

6. Key Competences

In this section, we are going to explain which key competences are going to be developed by implementing this intervention proposal in the classroom. But first, let's explain what a key competence is. According to the Office of the Secretary General of

the European Schools, key competences are “all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.” (2023, p. 3/18)

The Spanish legal framework that we are following for this proposal RD 217/2022 proposes the following eight key competences:

1. Linguistic communication competence
2. Multilingual competence
3. Competence in mathematics, science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

These competences have to be developed by the teacher of all the subjects during the academic year. In this proposal, we are not developing all of them, but it is important to bear in mind that most of them are developed in the rest of the subjects. Now, we are going to explain how these competences are going to be applied in the proposal.

First, we are going to focus on Linguistic communication competence. This competence is developed as learners have to interact and communicate with each other, using the target language as a vehicle for communication. When communicating in a foreign language, learners will apply the knowledge, skills, and attitudes that enable them to understand, interpret, and evaluate oral and written messages. Moreover, this competence is fundamental to this proposal, as the main approach considered in this proposal for intervention is the Communicative Language Teaching approach.

Another competence that should be considered is the Multilingual one. This competence involves the use of different languages, in this case, oral and written, as the main vehicle for communication. This competence is essential for the proposal, as the

subject for which it is proposed is English, so they must communicate in this language. The development of this competence will be useful for students to develop essential communicative skills in the target language (oral and written comprehension; oral and written expression; and interaction) and to value and respect the linguistic and cultural diversity of society.

Continuing with the description, digital competence has to be considered. This competence is key to this proposal: as we are dealing with Project-Based Learning, the use of technological devices, such as computers, is essential to have access to the Internet and look for information. This use must be safe, healthy, and sustainable, i.e. the teacher must be aware of the risks that new technologies can have to avoid them. In addition, a plan B should be born in mind in case Internet access occasionally fails. However, this competence is indispensable, especially nowadays, when digital devices are increasingly globalized.

In addition, this intervention proposal contributes to the development of personal, social, and learning to learn competence and citizenship competence. Personal, social, and learning to learn competence is developed as students acquire an active role in learning. As mentioned in the theoretical framework, the role of learners in Project-Based Learning is active and they acquire a great responsibility for their learning. Moreover, because this approach requires working in groups, learners interact with their peers. This allows them to learn more about themselves, to reflect, and to grow as individuals. Likewise, citizenship competence is also developed. As we have just explained, working in groups is essential in Project-Based Learning. In this way, pupils participate responsibly in social life and learn to respect others.

Finally, this intervention proposal also contributes to the development of competence in cultural awareness and expression. This is because the main theme of the project is cultural: raise awareness in students about the importance of International Women's Day and the relationship of women with music and cinema. This competence will make students open their minds and become aware of the different ways of understanding the world we live in. Thanks to this, students will create their perception of society, always with respect for diversity.

7. Specific Competences, Evaluation Criteria and Basic Knowledge

This section is going to be devoted to the explanation of the specific competences, evaluation criteria and basic knowledge included in the DECRETO 39/2022 that will be developed through this didactic proposal.

Firstly, let's explain what specific competences are. According to the website Educagob (2023), specific competences refer to the “desempeños que el alumno debe poder desplegar en actividades o situaciones cuyo abordaje requiere de los saberes básicos de cada área. Las competencias específicas constituyen un elemento de conexión entre, por una parte, las competencias clave, y por otra, los saberes básicos de las áreas y los criterios de evaluación.” This proposal for intervention is going to focus on the specific competences of the subject *Lengua Extranjera*. There are six specific competences that should be developed in this subject throughout the whole academic year. However, this didactic proposal is going to develop four specific competences in the different sessions proposed.

Specific competence 1:

1. Understand and interpret the general meaning and the most relevant details of texts expressed clearly and in standard language, seeking reliable sources and making use of strategies such as the inference of meanings, in order to respond to specific communicative needs. (p. 49252)

Specific competence 2:

2. Produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, to creatively, adequately and coherently express relevant messages in a creative, adequate and coherent way and to respond to specific communicative purposes. (p. 49253)

Specific competence 3:

3. Interact with others with increasing autonomy, using cooperation strategies and employing analogue and digital resources, to respond to specific communicative purposes in exchanges that respect the rules of politeness. (p. 49253)

Specific competence 6:

6. Critically assess and adapt to linguistic, cultural, and artistic diversity through the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations. (p. 49255)

Now, let's move to the evaluation criteria. Evaluation criteria are “referentes que indican los niveles de desempeño esperados en el alumnado en las situaciones o actividades a las que se refieren las competencias específicas de cada área en un momento determinado de su proceso de aprendizaje.” (Educagob, 2023). Evaluation criteria set out the minimum standards and knowledge that students must accomplish to pass the subject.

Evaluation criteria emerge from the specific competences. As stated above, in this proposal, four specific competences will be developed. From these four specific competences selected, assessment criteria emerge which will be taken into account when assessing:

Specific competence 1:

1.1. Interpret and analyze the overall meaning and specific and explicit information of short, simple oral, written, and multimodal texts on frequent, everyday topics of personal relevance and close to the students' experience in the fields of interpersonal relationships, learning, media, and fiction, and expressed clearly and in standard language in a variety of media. (p. 49265)

1.2. Select, organize, and apply in a guided way the most appropriate strategies and knowledge in everyday communicative situations to understand the general meaning, essential information, and the most relevant details of texts; interpret non-verbal elements; and search for and select information. (p. 49265)

Specific competence 2:

2.1. Orally express short, simple, structured, comprehensible texts appropriate to the communicative situation on everyday and frequent topics of relevance to the students, in order to describe, narrate, and inform about specific subjects, in different media, using verbal and non-verbal resources in a guided way, as well as planning and production control strategies. (p. 49265)

2.2. Organize and write short and understandable texts with clarity, coherence, cohesion, and suitability for the proposed communicative situation, following established guidelines, using analogue and digital tools, on everyday and frequent topics of relevance to the students and close to their experience. (p. 49265)

2.3. Select, organize, and apply guided knowledge and strategies in a guided way to plan, produce, and revise comprehensible, coherent, and appropriate texts according to communicative intentions, contextual characteristics, and text typology, using the most appropriate physical or digital resources as a help depending on the task and needs of each moment, considering the intended audience of the text. (p. 49265)

Specific competence 3:

3.1. Plan and participate in short, simple interactive situations on everyday topics of personal relevance, and close to the students' experience, using a variety of media, relying on resources such as repetition, slow pace, or non-verbal language, and showing empathy and respect for linguistic politeness and digital etiquette, as well as for the different needs, ideas, concerns, initiatives, and motivations of the interlocutors. (p. 49266)

3.2. Select, organize, and use, in a guided way and in close settings, appropriate strategies for initiating, maintaining, and concluding communication, taking and giving the floor, requesting and formulating clarifications and explanations. (p. 49266)

3.4. Realize guided projects, using digital tools and working collaboratively in safe digital environments, with an open, respectful, and responsible attitude. (p. 49266)

Specific competence 6:

6.2. Accept and adapt to the linguistic, literary, cultural, and artistic diversity of the countries where the foreign language is spoken, recognizing it as a source of personal enrichment and showing interest in sharing cultural and linguistic elements that promote sustainability and democracy. (p. 49267)

Finally, let's explain what basic knowledge is and which ones are going to be accomplished through this didactic proposal. According to Educagob (2023), basic

knowledge refers to “conocimientos, destrezas y actitudes que constituyen los contenidos propios de un área y cuyo aprendizaje es necesario para la adquisición de las competencias específicas.” The basic knowledge varies depending on the subject to be taught and the course. This didactic unit will focus on some of the basic knowledge proposed for the subject Lengua Extranjera in the 2nd year of Compulsory Secondary Education. The basic knowledge has to be achieved throughout the whole course, however, this didactic unit will focus on some of them.

RD 217/2022 distinguishes three groups of basic knowledge: those related to communication, those related to plurilinguism, and those related to interculturaliy. The sessions and activities proposed in this didactic proposal develop the following basic knowledge:

A. Communication

A1. Basic strategies for the planning, execution, control, and repair of comprehension, production, and co-production of oral, written, and multimodal texts. (p. 49267)

A3. Basic communicative functions appropriate to the domain and communicative context: greeting, farewell, introducing oneself; describing people, objects, and places; comparing people and objects; placing events in time; placing objects, people, and places in space; asking for and exchanging information on everyday matters; giving and asking for instructions and orders; offering, accepting, and refusing help, proposals, or suggestions; partially expressing likes or interests and basic emotions; describing present and usual situations; narrating past events; expressing future events; expressing opinion, possibility, capability, obligation, and prohibition. (p. 49267)

A4. Contextual models and basic discourse genres in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to genre and textual function. (p. 49267)

A6. Commonly used vocabulary of interest to students related to personal identification, interpersonal relationships, places and environments, leisure and

free time, daily life, health and physical activity, housing and home, climate and natural environment, information and communication technologies, sustainability and responsible consumption. (p. 49267)

A10. Basic conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining, and ending communication, taking and giving the floor, asking and giving clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborating, debating, etc. (p. 49268)

A11. Learning resources and basic information-seeking strategies: dictionaries in any format, reference books, libraries, digital and computer resources, tools, and mobile applications. (p. 49268)

A13. Basic analogue and digital tools for oral, written, and multimodal comprehension, production, and co-production; and virtual platforms for interaction, educational cooperation, and collaboration (virtual classrooms, video conferences, collaborative digital tools, etc.) for learning, communicating, and developing projects with speakers or students of the foreign language. (p. 49268)

B. Plurilinguism

B1. Strategies and techniques for responding effectively to a basic and concrete communicative need in a comprehensible way, despite the limitations of the level of competence in the foreign language and in the other languages of one's own linguistic repertoire. (p. 49268)

C. Interculturality

C1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment. (p. 49268)

C2. Interest and initiative in carrying out communicative exchanges through different means with speakers or learners of the foreign language. (p. 49268)

C3. Basic sociocultural and sociolinguistic aspects of everyday life, living conditions, and interpersonal relationships; basic social conventions; non-verbal

language, linguistic politeness, and digital etiquette; culture, customs, and values specific to countries where the foreign language is spoken. (p. 49269)

C4. Specific graded readings to foreign language learning or based on significant literary works that reflect the idiosyncrasy and culture of the countries and territories where the foreign language is spoken. (p. 49269)

Syntactic-discursive structures

5. Locate objects, people and places in space.

6. Ask for and exchange information on everyday issues.

11. Narrate past events.

8. Methodology

As stated in the theoretical framework, the pedagogical approach used for this proposal is Project-Based Learning (PBL). In order to implement PBL in the classroom, the four main features presented in the theoretical background are going to be considered. Firstly, there is a driving question or a problem to be solved from which all the activities emerge. This is usually a real-world problem that gets students involved in solving it. Secondly, there is an exploration of the driving question. Students have to research to find information related to the topic of the project, following the instructions of the teacher. In this particular proposal, for instance, each working group has to find an important woman in cinema and music and find specific information about them. Secondary resources can be used as sources of information, such as books, encyclopedias, or access to the Internet. In this particular proposal, the main source of information will be the Internet, as students will work with individual laptops in groups to research the pertinent information. Thirdly, students interact freely with their classmates to exchange information and share ideas. In this proposal for intervention, students will work in groups. Therefore, students will be all the time interacting with their mates. Finally, students create a tangible final product that addresses the topic, the problem, or the driving question proposed. In this particular case, the tangible final product will be the Google Presentation, including the essay and the audio, and the oral presentation.

Thus, students will be focused on completing the driving question. Moreover, as we are dealing with a real-world problem, they will feel that they are taking advantage of

their time. Through this approach, students will take a much more active role in learning by taking responsibility for their work. In addition, they will not only put English into practice, but there are other disciplines involved from which they will also learn, such as music and cinema.

Project-Based Learning also has significant advantages for students. For example, it increases their motivation to learn and work, as it confronts them with real situations. Moreover, since students work in groups, they interact with each other and thus develop communicative competence, thus implementing the communicative approach. Furthermore, this approach contributes to the development of other aspects such as imagination and creativity; cooperative, social, and teamwork skills; and independence, autonomy, and critical thinking.

In addition to advantages, PBL has also some drawbacks. One of the most common issues is that in group work, students who contribute less benefit from the efforts of those who contribute more. To avoid these imbalances, groups will be organized to work according to different roles. This means that each member of each group will assume a specific role in the team and will have to perform. As there are 6 working groups with 5 members in each, the following roles are suggested:

- Coordinator: The person in charge of assigning work among the group members and ensuring that all members are fulfilling their roles.
- Secretary: Individual responsible for organizing the work of each session, keeping track of the pending tasks and drafting activities.
- Assistant: The person in charge of helping other group members with their responsibilities.
- Supervisor: The person responsible for controlling time management, overseeing materials, and supervising that all activities are completed and delivered according to the schedule.
- Speaker: Person responsible for communicating any doubts within the group to the teacher.

In this way, the teacher will ensure that each member has a role within the group and contributes, in some way, to developing the project.

To sum up, students will work taking into account the four main characteristics of PBL. In addition, they will work in groups to promote interaction and thus foster communicative competence. Finally, within the working groups students will assume roles to avoid inequalities.

9. Assessment

This section will be dedicated to the explanation of how students will be assessed. The assessment will be divided into three types of evaluation: heteroevaluation by the teacher, co-evaluation, where the students are going to evaluate their peers, and autoevaluation, each student will evaluate him/herself. However, the form of evaluation with more weight will be the heteroevaluation, carried out by the teacher.

Table 1

Assessment Percentages

Heteroevaluation	Rubric to assess the preparation of the whole project: 35% (see Appendix C1).
	Rubric to assess the final product: 25% (see Appendix C2).
	Checklist used by the teacher throughout the development of the sessions: 25% (see Appendix C3).
Co-evaluation	Evaluate their classmates' project and oral presentation through Mood Tracker: 10% (see Appendix C4).
Autoevaluation	Evaluate their own project and oral presentation through a Google Forms' Quest: 5% (see Appendix C5).

Note. These are the proposed rates to evaluate this proposal for intervention. They are of own elaboration. Some of the indicators of achievement proposed in the session tables are assessed as part of the heteroevaluation, as part of the co-evaluation, and as part of the autoevaluation. In this way, the teacher can consider different perspectives on the same statement to make the assessment as accurate as possible.

10. Description of the sessions and activities

This section will focus on presenting a detailed description of both the sessions and the activities proposed. This proposal for intervention will be divided into seven sessions. The last session will be the 8th of March, the International Women Day, or the nearest day to it. Taking into account the school calendar for the 2024/2025 school year and that in 2nd of Compulsory Secondary Education students have three hours of foreign language (English) per week, the proposed timetable is the following:

Table 2

Proposed schedule

Session 1	21/02/2025
Session 2	25/02/2025
Session 3	26/02/2025
Session 4	28/02/2025
Session 5	04/03/2025
Session 6	05/03/2025
Session 7	07/03/2025

Note. These are the proposed days to implement this proposal for intervention. They are of own elaboration. They can be adapted according to the days students have English.

During the development of the sessions and activities, teachers need to consider the various types of diversity existing in the classroom. This proposal acknowledges three typologies as a reference. In the case of an absent pupil, the school will contact the family to take action. In the case of a pupil arriving from a juvenile centre and two pupils with ADD, the appropriate methodological adaptations will be made. (This is explained in greater depth in Section 11).

Considering the activities, although the tables below provide a brief overview of all of them, this section aims to give readers a more thorough understanding of how the activities will be developed and why.

Session 1: Welcome to the Project.

Activity 1: Get in Touch.

The teacher will explain to the students an upcoming project they are going to carry out to commemorate International Women's Day, which is celebrated on 8 March. The project requires students to work in groups. Each group will research an important woman in the history of film and music in an English-speaking country, each focusing on a different historical period. Therefore, not every student will be looking for the same aspect thus avoiding comparisons between them that could decrease their motivation and raise their affective filter.

Groups will dedicate the sessions to compile the information and gather it in 'Google Presentations', a collaborative tool accessible to the teacher for monitoring the progress of each group and for checking they are working on what is required. Furthermore, students will utilize Internet access, sources provided by the teacher, and specific guidelines to assist them in locating relevant information. Moreover, the teacher will give detailed instructions and explanations during sessions to guide students on their research and how to execute the project. Additionally, the teacher will inform students that the final product they have to create is a group of slides simulating a digital notebook compiling all the information they have found and that they are expected to deliver a brief presentation to their peers in the last session, summarizing their findings.

Finally, apart from explaining the project and the most relevant aspects of it, this activity will also involve the teacher introducing the students with further details such as the assessment criteria.

Activity 2: Groups and Time.

This activity will involve, on the one hand, students establishing working groups. On the other hand, the teacher will randomly distribute which part of the story each group will investigate.

As for the formation of the groups, the teacher will let the students arrange themselves into groups. To do this, the teacher will leave a few minutes for the students to form their respective groups. The teacher will supervise that the working groups are

balanced in terms of members and work speed, to avoid groups that are too advanced or too far behind their peers, and thus ensure, as far as possible, uniform progress across all teams.

Once the groups have been divided, the teacher will randomly distribute which part of history each group will research. This will be done by giving pieces of paper containing different time frames (1950-1960; 1960-1970; 1970-1980; 1980-1990; 1990-2000; 2000-present) without looking at them.⁵ Subsequently, each group will be in charge of researching and presenting an influential woman in music and cinema from their assigned period.

Activity 3: Role Dynamics.

The teacher will explain to the students that they will assume specific roles within the group to distribute tasks effectively. The main aim of this is to make it easier for the groups to organize themselves and encourage individual responsibility. However, the roles do not excuse students from being involved in other tasks, as everyone is expected to contribute to the work of the group. The roles assigned to the students will be the ones describe in the methodology.

Once this has been explained, the students will have a brief discussion within the groups to determine which role each member assumes. Once it has been decided, each group will orally communicate the distribution of roles to the teacher, for tracking purposes.

Activity 4: Let's round up.

The teacher will give the students a recap of everything covered in the session, reiterating that they have to look for information about a relevant woman in cinema and music in the time period they have been assigned. The teacher will also remind them that they are going to work in roles and what each one is responsible for, and highlight that during the sessions they will work with Internet access. Additionally, the teacher will also

⁵ The reason why the last time frame (2000-present) is broader is because the recent events and changes in film and music have a more immediate impact on the current situation of these fields. This allows students to learn about the evolution of recent trends that have shaped the contemporary situation of women in both disciplines.

clarify that in the last session they have to make a presentation about the final product. Doubts will be resolved if any and explanation will be repeated if necessary.

Later, the teacher will inform the students that they will be using 'Google Presentations' in the upcoming session, so they will have to go to the computer room. Finally, the teacher will ask the students to tidy up the classroom and go back to their respective seats.

Session 2: A hand for ICTs.

Activity 1: Nice to meet Google.

The teacher will explain to the students that they will use Google Presentations to develop the project. Each group will be required to create a Gmail account and to use that email address to log in to Google Presentations. The teacher will be doing all the steps that students have to follow on the smartboard of the classroom, allowing them to observe and learn if they are unfamiliar with the process.

Once all groups have created an email account and have access to the platform, the teacher will show on the smartboard the different uses of Google Presentations. The teacher will systematically display step by step on the board for students to see how it is done. Probably, the students who frequently work with PowerPoint are already familiar with Google Presentations, as their formats are very similar.

The teacher will show students how to configure fonts, how to insert photos/videos/audio/text, and how to modify the font type and size, as well as addressing other related topics.

However, the teacher will stop the explanations from time to time to answer possible doubts and to ensure that all students are keeping up with the rhythm of the class. It is important that no one gets lost, as this will be the platform on which students will carry out the project.

Activity 2: Now your turn.

As the first contact with Google Presentations before the students use it for the elaboration of the project itself, the teacher will introduce them to the platform through a group activity. Each group will be tasked to look for information about a celebrity of their choice, writing a 5-line summary based on their findings with a photo of the celebrity, and recording an audio reading of what they have written. Specifically, the teacher will specify to the students that they have to search for these items:

- Full name and date of birth.
- Place of Birth.
- Most important moment of his/her career.
- Current affairs.

The teacher will give the students time to complete the activity. In addition, the teacher, from his/her computer, will be able to see how the students work because the students will have shared with him/her access to the document.

The main aim of this activity is to introduce students to Google Presentations, as they will be using this platform for the project. Subsequently, students will gain practical experience and develop proficiency in using the tool.

Activity 3: Discussion Time.

To conclude the session, the teacher will ask a series of questions to students, to have a discussion in the classroom about how they have felt working with the Google Presentations platform. In this way, students will be encouraged to reflect on how they have worked and allow the teacher to consider future enhancements.

The teacher may inquire about the following aspects:

- What are your impressions of this platform?
- Do you think it's useful to be able to work simultaneously?
- Do you think it's practical for the professor to supervise your work?
- Would you consider using it for other group activities?

Session 3: Women in Music

Activity 1: Project Roots

The teacher will first explain to the students that they are about to start the project and that their previous work in the preceding two sessions has served as preparation for it. Secondly, the teacher will remind students to work through Google Presentations and uphold their designated roles from the initial session.

In addition, the teacher will clarify that during this session, each group is required to research a significant woman in music from the period of time they were required since the first session. For example, group 1 will focus on identifying an important female figure in music from the 1950-1960's. To facilitate this, the teacher will share a PDF Document through Classroom, a platform that students use for course work, containing several online resources for students to use in their research.

Activity 2: Exploring Musical Heroines

First, the teacher will show on the smartboard the technical data sheet that will be later distributed to the students to fill in. Subsequently, students can preview the required information. This will help them optimize their time by knowing what needs to be done and how.

Once students know what data and information they need to investigate, they will be given time by the teacher to start working in groups. The teacher will instruct them to compile all the pertinent findings on a Google Presentations slide, so it will be easier for them to fill in the technical sheet later.

While the students work, the teacher will go among the groups to meet with the speaker and the coordinator of each group ensuring that they are effectively fulfilling the roles and helping them resolve possible doubts, if necessary.

Activity 3: Facts and a Sheet

Once students have gathered information about the significant female figure in music during their time periods and have written some of the information on a Google

Presentations slide, the teacher will provide them with the technical sheet so that they can complete it. Students will be given with enough time to complete it.

For the upcoming session, the teacher will tell the students that their technical sheets will be reviewed to verify their correctness since the teacher has access to their Google Presentations.

Session 4: Knowledge Compilation

Activity 1: What Did We Do?

At the end of the last session, the teacher warned the students that he would review the technical sheet of each group to supervise how they were progressing.

In this introductory activity, the teacher will direct the students to explain that they must do an essay of up to two slides in Google Presentations. The content should reflect the information gathered in the technical sheet completed in the previous session. In other words, each group is required to create a maximum two-slide essay on the important woman in the history of the music they have chosen.

Finally, the instructor will clarify that the essay forms a crucial part of the final project that students are expected to deliver and share with their classmates.

Activity 2: Become Writers

In a project, the students assume an important role, taking an active part in their learning and being responsible for it; therefore, the teacher will let students work in groups in the writing.

The teacher will enter the platform Google Presentations to verify that all the groups are working correctly and will go through the groups solving possible doubts or questions, aiming to serve as guidance for them.

Activity 3: Follow-up

The teacher will meet with the coordinator and speaker of each group to address different issues. First, to see if they are working well and fulfilling their pertinent roles.

Second, to check whether they are progressing on the project, taking into account the instructions given by the teacher. Finally, to solve any possible doubts or questions.

Before the session concludes, the teacher will advise the students to complete any unfinished activities at home. This is necessary as they will continue working on the project in the next session.

Session 5: Women in Cinema

Activity 1: Project Roots 2

The students will start the second part of the project. In the first part, each group was tasked to look for a relevant woman in the history of music in a specific period of time. Once the woman was chosen, they were required to research information and collect it in a fact sheet. Once they had gathered all the information, they had to compose an essay with a maximum of two slides using Google Presentations.

In the second part of the project, each group has to identify a significant female figure in the history of cinema in the same time period they did before. Once selected, they have to search for information and design a Mind Map that compiles the most important ideas. Subsequently, each group should record an audio lasting between one to two minutes explaining essential ideas and key aspects about that woman. The teacher will clarify that it is mandatory that all members of the group participate in the recording of the audio.

Finally, the teacher will share with the students through Classroom a PDF document containing online sources to assist them in finding information.

Activity 2: Influential Females in Music

Before students start searching online for information on their own, the teacher will present them a slide in the smartboard consolidating the information they need to research:

- Full Name.
- Photograph.
- Date and place of birth.

- Professional career: main works or films, and roles played (actress, director, scriptwriter...).
- Awards and recognitions.
- Main contributions to cinema.
- Historical and social context in which she worked/works.
- How is she remembered today? (only if she is dead) If there are books, films or documentaries about her, mentioned them.
- Curiosities.
- Anything you want to add.

Once the students are aware of the specific information they have to look for, the teacher will provide time for them to carry out the research. In the meantime, the teacher will oversee the students' work and progress by accessing each group's Google Presentations document and by moving around the class to answer questions and doubts.

Activity 3: Mind Map Challenge

The teacher will ask students to gather all the information they have researched in a visual mind map. This will be helpful for them to better identify the key ideas. The students should draw the mind map by hand, so each group will be given a sheet of paper to start working on it.

Finally, the supervisor of each group should hand in their group's mind map before the end of the session for the teacher to review.

Session 6: From search to voice

Activity 1: Recap Roundup

The teacher will ask the students to record an audio of between 1 and 2 minutes where they will have to tell the information they included in the mental map about a relevant woman in the history of cinema in an English-speaking country. It should be remembered that the information they included in the mental map was the one that the professor required (full name and photograph, date and place of birth, professional career, awards and recognitions, main contributions to cinema, historical and social context in which she worked/works, curiosities and any extra information they want to add.)

The teacher will then tell the students to record the audio and allow time for reviewing the entire project. They will have to decide which information is going to be included in the presentation, which should last up to 7 minutes per group. This should consist of 5 minutes of oral explanation about the selected women and a maximum of 2 minutes to play back the recorded audio.

Activity 2: Speak Out Time

The teacher will leave time for groups to record their audios and upload them to Google Presentations. The teacher will, beforehand, give instructions to the students about the tone of voice, to regulate that sound levels are not exceeded in the classroom and that all groups can work properly.

It is essential for students to remember that the audio can not last more than two minutes and all members of the group are required to participate in the audio. Meanwhile, the teacher will walk among the groups to ensure that everyone is working correctly and address any concerns or questions.

Activity 3: Project Wrap-Up

The teacher will leave time for students to review the entire project: including the essay about an influential woman in the history of music in English-speaking countries in a time frame and creating an audio on an important woman in the history of cinema in English-speaking countries in the same time frame. Meanwhile, the teacher will be accessible in the classroom for any concerns or inquiries.

Finally, the teacher will remind the students that in the next session, they will present their project to the rest of the class. Lastly, the students will be reminded that, in the upcoming session, they are expected to present their projects out loud to the rest of their classmates and to the teacher.

Session 7: Sharing path

Oral presentations:

This session will have a single activity, which is the oral presentation of each group. The groups will present to their peers the two women they have chosen in music and cinema and the main information they have selected. To do this, they will be able to

show on the smartboard of the classroom their document of Google Presentations because they have there the essay and the audio previously elaborated. The presentation will consist of an oral part that will last a maximum 5 minutes per group and the playback of the audio they recorded, which will last between 1-2 minutes. In this sense, each group will have a maximum of 7 minutes to present.

The teacher will tell the students that he/she will upload a Google quiz to Classroom for them to assess both their peers and their own work. Additionally, students will be informed that all their Google Presentations will be consolidated in one single document, where they can explore significant women in the history of film and music from English-speaking countries from the 1950s to the present day.

11. Attention to diversity

As it has been stated before, the target group for this proposal for intervention is a group formed by 30 students of second year of Compulsory Secondary Education. This section is going to be devoted to briefly explain three typologies of pupils' diversity that can be found in this group of students. This is important to apply the necessary adaptations in the implementation of the proposal. However, these measures taken with this type of students could be used, with the necessary adjustments, with any other pupil with similar characteristics.

First of all, there is one absent student. This student never goes to class. Therefore, in the activities, the teacher always considered that there are 29 students. This pupil has a complicated family situation, which is the main reason for his absence. However, it is essential that the school, with the help of the family, tries to get the child back into education. For example, we can try to talk to the family to see what the student's situation is. In addition, the counsellor could talk to the student to assess how he feels. In other words, we should work as a team and row together to help this absent boy.

Furthermore, there is a student that comes from a juvenile detention centre. This student has been attending classes at the juvenile center for some time. As a result, he has a notable curricular delay concerning the rest of the class. As a result, methodological adaptations were made for him. For example, giving him more time to complete the activities, slowing the explanations, and taking into account the learning process, if he

makes an effort and evolves, rather than the final result. This pupil has also obtained a permit to attend school thanks to his good behaviour. Therefore, teachers pay special attention to his behaviour and the way he behaves and interacts with his classmates to avoid conflicts and ensure a good atmosphere in the classroom.

In the classroom, there are two students who have Attention Deficit Disorder (ADD). These students struggle to concentrate, in other words, they have difficulty paying attention in the classroom, so sometimes they miss the explanations of the teacher. Moreover, they have some problems expressing their feelings and emotions, as they tend to be easily triggered. Therefore, their interpersonal relationships in the classroom are influenced negatively. Furthermore, it is not easy for these students to organize and plan their work, as well as manage time.

During the development of the sessions, the teacher will prevent the students being distracted, so they are going to be seated in the front row. Moreover, the teacher will approach the students after the general explanations to explain everything in a simpler and clearer way, to make sure that they follow the lesson. Furthermore, as most of the activities require group work and interaction among students, the teacher will ensure that the students with ADD are integrated in the classroom, participate and interact in the development of the activities, as well as in the rest of the time. It is important that the teacher ensures that these students are respected by the group and that their interventions, ideas and opinions are being considered too. Finally, the teacher will try to be in contact with the students' family to be up to date about their progress and changes in the classroom, and difficulties, if any.

Attention to diversity is somehow related to The Sustainable Development Goals (SDGs) proposed in the 2030 Agenda by the United Nations Organization (2015). In the context of education, two goals are relevant. Firstly, SDG 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (p.19). This means adapting education to the needs and characteristics of each individual. Secondly, SDG 10, "Reducing inequality within and among countries" (p. 23). This implies ensuring the participation of all students in education, regardless of their social, economic, cultural, or personal characteristics. In addition, it aims to remove barriers that impede access to education. All in all, the combination of these strategies with attention to diversity will foster a much more inclusive educational environment.

CONCLUSIONS

As it was mentioned in the introduction, this study attempted to design a didactic proposal for intervention including different activities that conform a project. The proposal has been inspired by a typology of students found in Instituto Politécnico Cristo Rey. However, it is crucial to remark that this same proposition can be used in another centre or with a different typology of students, carrying out the necessary adjustments. Moreover, it was taken into account that although there was already some studies with proposals along these lines, it was necessary to create even more material for teachers to maintain students motivated.

To do so, a didactic proposal has been designed. It consists in seven sessions with different objectives. Firstly, it aims to enhance students' motivation. Furthermore, it also wants that English is used as the main mode for communication in the foreign language classroom. Additionally, it tries to incorporate ICTs in the educational settings so students develop their digital competence. In addition, students will familiarize with group work and interaction. Finally, students will raise awareness about the International Women's Day celebrated on March 8th by exploring influential female figures in music and cinema in English-speaking countries.

It has to be acknowledged that the study has some limitations that a teacher implementing the proposal might encounter. These include the number of students, which varies depending on the group in which the proposal is implemented; differences in the layout of the classroom, which could affect group work; access to technological devices and the Internet, which will condition the project development; and time distribution, taking into account the available sessions to apply the didactic proposal.

The present study attempts to continue providing teachers with materials aimed at increasing students motivation and, subsequently, enhancing the quality of the teaching practice. In addition, it highlights all the challenges that teachers may face daily and for which no one prepares them. However, it is fundamental to emphasize that this intervention proposal can be carried out in different contexts, circumstances, and even with other types of students as long as the necessary modifications are made. Hence, one avenue for future research could be to design the same proposal but for a different typology of students.

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APPENDIXES

A. General, session and activity charts

a. General Chart

Stage: Compulsory Secondary Education (ESO)						
Course/Level: 2 nd						
Time: 7 sessions						
Stage Objectives: Article 7. a) , b) , c) , d), e), g) ,i) ,j)						
Key competences:			Specific Competences:			
<ul style="list-style-type: none"> • Linguistic communication competence • Multilingual competence • Digital competence • Personal, social and learning to learn competence • Citizenship competence • Cultural awareness and expression competence 			<ul style="list-style-type: none"> • SC1 • SC2 • SC3 • SC6 			
Contents:			Assessment criteria:			
<ul style="list-style-type: none"> • Communication: 1, 3, 4, 6, 10, 11, 13 • Plurilinguism: 1 • Interculturality: 1, 2, 3, 4 • Syntactic-Discursive Structures [SDS]: 5, 6, 11 			<ul style="list-style-type: none"> • 1.1 • 1.2 • 2.1 • 2.2 • 2.3 • 3.1 • 3.2 • 3.4 • 6.2 			
Learning Situations:						
1. A glance at the importance of women in music and film						
Activities per session:						
<u>Session 1:</u> <u>Welcome to the Project</u> 1. Get in Touch 2. Groups and Time 3. Role Dynamics 4. Let's round up	<u>Session 2: A hand for ICTs</u> 1. Nice to meet Google 2. Now your turn 3. Discussion Time	<u>Session 3: Women in Music</u> 1. Project Roots 2. Exploring Musical Heroines 3. Facts and a Sheet	<u>Session 4: Knowledge Compilation</u> 1. What Did We Do? 2. Become Writers 3. Follow-up	<u>Session 5: Women in Cinema</u> 1. Project Roots 2 2. Influential Females in Music 3. Mind Map Challenge	<u>Session 6: From Search to Voice</u> 1. Recap Roundup 2. Speak Out Time 3. Project Wrap-Up	<u>Session 7: Sharing Path</u> Oral Presentations

b. Session Charts

Session 1 “Welcome to the Project”			
Specific Competences SC1	Subject Contents A3 A6 B1 C1 C2 SDS: 6		
Achievement Indicators 1.1.1. The student understand correctly the explanations given by the teacher. 1.2.1. The student assumes a role in the group and performs it properly considering the needs of the group.	Cross-cutting Contents 5. Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022). 4. Likewise, [schools] shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022). 2. Likewise, from all subjects and areas will work education for proactive school coexistence, aimed at respecting diversity as a source of wealth. (Art. 10, D39/2022).		
Activities/ Tasks	Specific competences	Contents	Achievement criteria
Activity 1: Get in Touch (Introductory)	SC1	A3, B1, C1	1.1.1
Activity 2: Groups and Time (Reinforcement)	SC1	A3, B1,C1	1.1.1
Activity 3: Role Dynamics (Reinforcement)	SC1	A3, A6, B1, C1, C2 SDS: 6	1.2.1
Activity 4: Let’s round up (Closing)	SC1	A3,B1, C1, C2	1.1.1

Session 2 “A hand for ICTs”			
Specific Competences SC1 SC2 SC3	Subject Contents A1 A11 A13 B1 C1 C2 SDS:5		
Achievement Indicators 1.1.1. The student understands correctly the explanations given by the teacher. 1.2.1. The student assumes a role in the group and performs it properly considering the needs of the group. 2.1.1. Each group records a 30-second audio description of the celebrity they have chosen. 2.2.1 Each group writes, at least, 10 sentences including the main aspects about the bibliography and career of the celebrity chosen. 2.3.1 The student cooperates to create coherent texts suitable to the communicative situation. 3.1.1. The student takes an active part in the activity and considers turn-taking. 3.4.1. The student collaborates respectfully with their peers using ICTs in a responsible manner.	Cross-cutting Contents 5. Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022). 4. Likewise, [schools] shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022). 2. Likewise, from all subjects and areas will work education for proactive school coexistence, aimed at respecting diversity as a source of wealth. (Art. 10, D39/2022). 1. In all subjects and areas of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 10, D39/2022).		
Activities/ Tasks	Specific competences	Contents	Achievement criteria
Activity 1: Nice to meet Google (Introductory)	SC1	A1, A13, B1, C1, C2	1.1.1, 1.2.1
Activity 2: Now your turn (Reinforcement)	SC2, SC3	A1, A11, A13, B1, C1, C2 SDS: 5	2.1.1, 2.2.1, 2.3.1, 3.1.1, 3.4.1
Activity 3: Discussion Time (Closing)	SC1, SC3	A1, B1, C2	1.1.1, 1.2.1, 3.1.1

Session 3 “Women in music”			
Specific Competences SC1 SC2 SC3 SC6	Subject Contents A4 A6 A11 A13 B1 C1 C2 SDS: 5, 11		
Achievement Indicators 1.1.1. The student understands correctly the explanations given by the teacher. 1.2.1. The student assumes a role in the group and performs it properly considering the needs of the group. 2.2.2. Each group completes correctly the Fact Sheet given by the teacher. 2.3.1 The student cooperates to create coherent texts suitable to the communicative situation. 3.1.1. The student takes an active part in the activity and considers turn-taking. 3.2.1. The student exchanges information related to the activity while working with peers. 3.4.1. The student collaborates respectfully with their peers using ICTs in a responsible manner. 6.2.1. Each groups finds, at least, one important woman for the history of music in the pertinent period.	Cross-cutting Contents 5. Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022). 4. Likewise, [schools] shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022). 2. Likewise, from all subjects and areas will work education for proactive school coexistence, aimed at respecting diversity as a source of wealth. (Art. 10, D39/2022). 1. In all subjects and areas of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 10, D39/2022).		
Activities/ Tasks	Specific competences	Contents	Achievement criteria
Activity 1: Project Roots (Introductory)	SC1	A4, A13, B1, C1,	1.1.1, 1.2.1
Activity 2: Exploring Musical Heroines (Reinforcement)	SC1, SC2, SC3, SC6	A4, A6, , A11, A13, B1, C1, C2, SDS: 5	1.1.1, 1.2.1, 2.3.1, 3.1.1, 3.2.1, 3.4.1, 6.2.1
Activity 3: Facts and a Sheet (Closing)	SC1, SC2, SC3, SC6	A4, A6, A13, B1, C1, C2 SDS: 11	1.1.1, 1.2.1, 2.2.2, 3.1.1, 6.2.1

Session 4 “Knowledge Compilation”			
Specific Competences SC1 SC2 SC3 SC6	Subject Contents A1 A4 A10 A13 B1 C1 C2 C3 SDS:11		
Achievement Indicators 1.1.1. The student understands correctly the explanations given by the teacher. 1.2.1. The student assumes a role in the group and performs it properly considering the needs of the group. 2.2.3. Each group write two slides explaining carefully the most important details of the influential woman chosen in music. 2.3.1 The student cooperates to create coherent texts suitable to the communicative situation. 3.1.1. The student takes an active part in the activity and considers turn-taking. 3.2.1. The student exchanges information related to the activity while working with peers. 3.4.1. The student collaborates respectfully with their peers using ICTs in a responsible manner. 6.2.2. Each groups shows understanding and appreciation of the language thanks to the culture.	Cross-cutting Contents 5. Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022). 4. Likewise, [schools] shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022). 2. Likewise, from all subjects and areas will work education for proactive school coexistence, aimed at respecting diversity as a source of wealth. (Art. 10, D39/2022). 1. In all subjects and areas of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 10, D39/2022).		
Activities/ Tasks	Specific competences	Contents	Achievement criteria
Activity 1: What Did We Do? (Introductory)	SC1	A4, A10, B1, C2	1.1.1, 1.2.1,
Activity 2: Become Writers (Reinforcement)	SC2, SC3, SC6	A1, A4, A13, B1, C2, C3 SDS: 11	2.2.3, 2.3.1, 3.1.1, 3.2.1, 3.4.1, 6.2.2
Activity 3: Follow-up (Closing)	SC1	A4, A10, B1, C2	1.1.1, 1.2.1

Session 5 “Women in Cinema”			
Specific Competences SC1 SC2 SC3 SC6	Subject Contents A4 A6 A11 A13 B1 C1 C2 C4 SDS: 5, 11		
Achievement Indicators 1.1.1. The student understand correctly the explanations given by the teacher. 1.2.1. The student assumes a role in the group and performs it properly considering the needs of the group. 2.2.4. Each group designs a mind map including the information asked by the teacher. 2.3.1 The student cooperates to create coherent texts suitable to the communicative situation. 3.1.1. The student takes an active part in the activity and considers turn-taking. 3.2.1. The student exchanges information related to the activity while working with peers. 3.4.1. The student collaborates respectfully with their peers using ICTs in a responsible manner. 6.2.3. Each groups finds, at least, one important woman for the history of cinema in the pertinent period of time.	Cross-cutting Contents 5. Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022). 4. Likewise, [schools] shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022). 2. Likewise, from all subjects and areas will work education for proactive school coexistence, aimed at respecting diversity as a source of wealth. (Art. 10, D39/2022). 1. In all subjects and areas of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 10, D39/2022).		
Activities/ Tasks	Specific competences	Contents	Achievement criteria
Activity 1: Project Roots 2 (Introductory)	SC1	A4, A13, B1, C1, C2,	1.1.1, 1.2.1
Activity 2: Influential Females in Music (Reinforcement)	SC1, SC2, SC3, SC6	A4, A6, A11, A13 B1, C1, C2, C3 SDS: 11	1.1.1, 1.2.1, 2.3.1, 3.1.1, 3.4.1, 6.2.3
Activity 3: Mind Map Challenge (Closing)	SC1, SC2, SC3, SC6	A4, B1, C1, C3 SDS: 5, 11	1.1.1, 1.2.1, 2.2.4, 3.2.1, 6.2.3

Session 6 “From Search to Voice”			
Specific Competences SC1 SC2 SC3 SC6	Subject Contents A1 A4 A13 B1 C1 C2 SDS: 5, 11		
Achievement Indicators 1.1.1. The student understands correctly the explanations given by the teacher. 1.2.1. The student assumes a role in the group and performs it properly considering the needs of the group. 2.1.2. Each group records a 1 to 2 minutes audio compiling the key ideas of the female in cinema chosen. 2.3.1. The student cooperates to create coherent texts suitable to the communicative situation. 3.1.1. The student takes an active part in the activity and considers turn-taking. 3.2.1. The student exchanges information related to the activity while working with peers. 3.4.1. The student collaborates respectfully with their peers using ICTs in a responsible manner. 6.2.4. Each groups shows understanding and appreciation of the culture thanks to the language.	Cross-cutting Contents 5. Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022). 4. Likewise, [schools] shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022). 2. Likewise, from all subjects and areas will work education for proactive school coexistence, aimed at respecting diversity as a source of wealth. (Art. 10, D39/2022). 1. In all subjects and areas of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 10, D39/2022).		
Activities/ Tasks	Specific competences	Contents	Achievement criteria
Activity 1: Recap Roundup (Introductory)	SC1	A1, A4, B1, C1	1.1.1, 1.2.1
Activity 2: Speak Out Time (Reinforcement)	SC2, SC3, SC6	A1, A4, A13, B1, C1, C2 SDS: 5, 11	2.1.2, 2.3.1, 3.1.1, 3.2.1, 3.4.1, 6.2.4
Activity 3: Project Wrap-Up (Closing)	SC1, SC3	A1, A4, A13, C1, C1, C2 SDS: 5, 11	1.1.1, 1.2.1, 3.1.1, 3.2.1, 3.4.1

Session 7 “Sharing Path”			
Specific Competences SC1 SC2 SC3 SC6	Subject Contents A1 A3 A4 A10 A13 B1 C1 C2 SDS: 5, 6, 11		
Achievement Indicators 1.1.1. The student understands correctly the explanations given by the teacher. 1.2.1. The student assumes a role in the group and performs it properly considering the needs of the group. 2.2.5. Each group shows to the whole class the essay containing the main information about the woman in music previously chosen. 2.2.6. Each group shows to the whole class the audio containing the main information about the woman in cinema previously chosen. 2.2.7. Each group takes a maximum of 7 and a minimum of 5 minutes to present. 3.1.2. The student takes an active part in the oral presentation and considers turn-taking. 6.2.5. Each group gives a general idea of the importance of the chosen woman in music and cinema selected in the pertinent time period.	Cross-cutting Contents 5. Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022). 4. Likewise, [schools] shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022). 2. Likewise, from all subjects and areas will work education for proactive school coexistence, aimed at respecting diversity as a source of wealth. (Art. 10, D39/2022). 1. In all subjects and areas of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 10, D39/2022).		
Activities/ Tasks	Specific competences	Contents	Achievement criteria
Oral Presentations (Reinforcement)	SC1, SC2, SC3, SC6	A1, A3, A4, A10, A13, B1, C1, C2 SDS: 5, 6, 11	1.1.1 1.2.1 2.2.5 2.2.6 2.2.7 3.1.2 6.2.5

c. Activity charts

Session Number 1		
Activity/ Task Number 1		
Title: Get in Touch	Type: Introductory activity	Timing: 10 minutes
Classroom Management: The students are seated individually, and the teacher addresses the class as a whole.		Resources: Digital whiteboard. A presentation including the guidelines for students to follow in order to conduct the project (see Appendix B1).
Description The teacher will explain the students about an upcoming project they are going to carry out to commemorate International Women’s Day, celebrated on the 8 th March. This will be done through a presentation containing key information about the project: main goals, whether the work will be individual or in small groups, roles’ distribution, schedule, timing, required resources or materials, final product, assessment criteria, and other relevant aspects. This activity aims to provide students with an overview of what they are expected to do in the forthcoming sessions and the purpose behind it.		

Session Number 1		
Activity/ Task Number 2		
Title: Groups and Time	Type: Reinforcement activity	Timing: 15 minutes
Classroom Management: The students are seated individually, and the teacher addresses the class as a whole. Once the groups are done, students will seat with their groups.		Resources: Digital whiteboard. Slide with the time periods in history (see Appendix B2).
Description In this activity, students will be divided into working groups to carry out the project. The teacher will let the students form the groups, always making sure that the groups are balanced in terms of the pace of work. Once the groups have been divided up, the teacher will divide randomly which part of history each group will investigate. - Group 1: 1950s-1960s - Group 2: 1960s-1970s - Group 3: 1970s-1980s - Group 4: 1980s-1990s - Group 5: 1990s-2000s - Group 6: 2000-present		

Session Number 1		
Activity/ Task Number 3		
Title: Role Dynamics	Type: Reinforcement activity	Timing: 15 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: Digital whiteboard. Slide with the description of each role (see appendix B3).
Description The teacher will explain that the students will work in roles within the group, and each student will supervise one issue. In this way, it will be easier for them to organize themselves and all members of the group will have to take responsibility. The roles will be coordinator, secretary, helper, supervisor, and speaker. Once this has been explained, the students will take a few minutes to discuss within the group which role each one takes on. Once it has been decided, each group will orally pass on the distribution of roles to the teacher, so that she can keep track.		

Session Number 1		
Activity/ Task Number 4		
Title: Let's round up	Type: Closing activity	Timing: 10 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: None resources are needed for this activity.
<p>Description</p> <p>The teacher will give the students a summary of everything that has been explained in the session. She will also resolve any doubts and repeat explanations if necessary. Finally, the teacher will inform the students that in the next session, they will work with 'Google Drive', so they will have to go to the computer room.</p> <p>Before finishing, the teacher will ask the students to clear the classroom and return to their individual places.</p>		

Session Number 2		
Activity/ Task Number 1		
Title: Nice to meet Google	Type: Introductory activity	Timing: 20 minutes
Classroom Management: Students are moved to the computer room. The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: Digital whiteboard.
Description		
<p>The teacher will explain to the students that they will use Google Presentations to develop the project. First, she will ask each group to create a Gmail account. Then, she will ask them to log in to Google Presentations with this email address.</p> <p>Once all the groups have created an email account and have access to the platform, the teacher will show the different uses of Google Presentations on the whiteboard. Likely, many of the students who work with PowerPoint regularly will be familiar with Google Presentations, as the formats are very similar.</p> <p>The teacher will show the students how to set fonts, how to insert photos/videos/audio, and how to modify the font and font size, among other questions.</p>		

Session Number 2		
Activity/ Task Number 2		
Title: Now your turn	Type: Reinforcement activity	Timing: 20 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: Digital whiteboard. Individual laptops.
Description As a first contact with Google Presentation before the students use it for the elaboration of the project itself, the teacher will ask them to do an activity in groups where each has to look for information about a celebrity of their choice, write five lines about the information they have found and record an audio reading what they have written. Subsequently, they will practice how to upload texts and audio to a Google presentation, as they have to do it in the project as well. It will also teach them how to share it with the teacher. This way, the teacher has access to their creations and can see and modify them if necessary.		

Session Number 2		
Activity/ Task Number 3		
Title: Discussion Time	Type: Closing activity	Timing: 10 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible. The teacher addresses the students as a whole.		Resources: None resources are needed for this activity.
Description To close the session, the teacher will throw a series of questions to the students, leading to a short discussion on how they have felt working with the Google Presentations platform: <ul style="list-style-type: none"> — What did you think of this platform? — Do you think it is helpful to be able to work simultaneously? — Do you think it is practical for the teacher to supervise your work? — Would you use it for other group activities? 		

Session Number 3		
Activity/ Task Number 1		
Title: Project Roots	Type: Introductory activity	Timing: 10 minutes
<p style="text-align: center;">Classroom Management:</p> <p>The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.</p> <p>The teacher addresses the students as a whole.</p>		<p style="text-align: center;">Resources:</p> <p>A pdf with different sources (see Appendix B4).</p> <p style="text-align: center;">Individual laptops.</p>
<p>Description</p> <p>The teacher will explain the students that they are going to start the project and that they should keep in mind the previous work; specifically, students are reminded to work on Google Presentations and stick to their assigned roles from the first session. Moreover, they have to focus their research on an important woman from the period of time they were designated. The teacher will share a PDF Document through Classroom containing online resources for students to use in their research.</p>		

Session Number 3		
Activity/ Task Number 2		
Title: Exploring Musical Heroines	Type: Reinforcement activity	Timing: 25 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible. The teacher will go around the classroom to supervise how groups are working.		Resources: Technical sheet (see Appendix B5). Smartboard. Individual laptops.
Description At the beginning of this activity, the teacher will show on the smartboard the technical sheet which, later, will be distributed to the students to fill it out. In this way, students can look at the data they are required to find. The teacher will then give the students time to start working in groups. Simultaneously, the teacher will walk around the classroom to oversee if the groups are working properly, to ensure role fulfillment and to offer guidance to them, if needed. The teacher will emphasize that they can compile all researched information into a draft on a slide using Google Presentations.		

Session Number 3		
Activity/ Task Number 3		
Title: Facts and a Sheet	Type: Closing activity	Timing: 15 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: Technical sheet (see Appendix B5). Individual laptops.
Description		
<p>At this point, every group will have already gathered information about significant woman figures in music during their corresponding time periods. Likewise, they will have already written some of the information on a Google Presentations slide, focusing on the data the technical worksheet showed.</p> <p>Now, the teacher, who has access to the project of each group (given that Google Presentations allows access to the document) will share the technical sheet for them to complete using the data they have gathered. The teacher will let students time to complete the sheet.</p> <p>Before finishing, the teacher will remind the students that for the next session, she will verify that all the groups have completed the technical sheet accurately.</p>		

Session Number 4		
Activity/ Task Number 1		
Title: What Did We Do?	Type: Introductory activity	Timing: 5 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible. The teacher addresses the students as a whole.		Resources: None resources are needed for this activity.
Description This activity will allow the teacher to provide oral feedback on the technical sheets they completed in the previous session. Furthermore, the teacher will explain the students that all gathered information must be compiled academically in an essay of up to two slides in Google Presentations about the significant female figure in the music that each group has chosen. The teacher will emphasize to the students that this forms an integral part of the final product that they will have to deliver and present.		

Session Number 4

Activity/ Task Number 2

Title: Become Writers	Type: Reinforcement activity	Timing: 35 minutes
Classroom Management: <p>The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.</p> <p>The teacher will go around the classroom to supervise how groups are working.</p>		Resources: <p>Individual laptops.</p>
Description <p>The teacher will allow students time to work on their own. As a project, it is important that students take an active role in learning and are responsible for their work.</p> <p>While the students work and write the essay, the teacher will supervise through their access to Google Presentations and walking round the class.</p>		

Session Number 4		
Activity/ Task Number 3		
Title: Follow-up	Type: Closing activity	Timing: 10 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: None resources are needed for this activity.
Description Finally, while the students finish the previous activity, the teacher will meet with the coordinator and speaker of each group to communicate how they are working, if they are moving forward and possible doubts or questions. Before the end of the session, the teacher will tell the students that if they have not finished the activity, they should finish it at home, because in the next session they will continue advancing in the project.		

Session Number 5		
Activity/ Task Number 1		
Title: Project Roots 2	Type: Introductory activity	Timing: 10 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible. The teacher addresses the students as a whole.		Resources: A pdf with different sources (see Appendix B6).
Description The teacher will explain to the students that they are going to carry out the second part of the project. In this second part, each group will have to look for an important woman in the history of cinema of English-speaking countries in the time period they were assigned in the first session. Now, instead of compiling the information in a fact sheet to later write an essay gathering all the information, they will have to draw a concept map by hand and, then, record an audio of at least one minute and at most two minutes telling the most important information about the chosen woman. All members of the group must participate in the audio recording. However, the teacher will clarify the students that they will do that in two sessions. Finally, the teacher will share with the students a PDF document containing online sources they can access to look for information about women in cinema.		

Session Number 5		
Activity/ Task Number 2		
Title: Influential Females in Music	Type: Reinforcement activity	Timing: 20 minutes
<p style="text-align: center;">Classroom Management:</p> <p>The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.</p> <p>The teacher will go around the classroom to supervise how groups are working.</p>		<p style="text-align: center;">Resources:</p> <p style="text-align: center;">Smartboard.</p> <p style="text-align: center;">Guide Slide (see Appendix B7).</p> <p style="text-align: center;">Individual laptops.</p>
<p>Description</p> <p>The teacher will allow time for students to research the relevant female figure in the history of cinema during the pertinent historical period.</p> <p>However, to guide their search, the teacher will show a slide on the smartboard to guide students in focusing their search for information.</p> <p>While students work, the teacher will walk around the tables to ensure that the students are working correctly and address any questions they may have. In addition, the teacher will oversee each group's progress in Google Presentations, as s/he has access to it.</p>		

Session Number 5		
Activity/ Task Number 3		
Title: Mind Map Challenge	Type: Closing activity	Timing: 20 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: Sheets of paper.
Description The teacher will ask the students to gather all the information they have searched for in a visual mind map, as it will be helpful for them to have the main ideas identified. The students should draw the concept map by hand. Therefore, the teacher will give each group a sheet of paper to start working on. Finally, the supervisor of each group should hand in the mind map of each group to the teacher for review before the session concludes.		

Session Number 6		
Activity/ Task Number 1		
Title: Recap Roundup	Type: Introductory activity	Timing: 3 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible. The teacher addresses the students as a whole.		Resources: None resources are needed for this activity.
Description The teacher will briefly tell the students what they will do in this session. The teacher will clarify that they will record an audio of between one to two minutes where they will have to tell the information they included in the mind map about a relevant woman in the cinema in an English-speaking country. Then, the teacher will instruct that once they record the audio, they will be given time to review the entire project and decide what information they will include in the presentation. The presentation should last up to seven minutes per group, including five minutes of oral explanation of the chosen women and 2 minutes maximum to put the recorded audio on high.		

Session Number 6

Activity/ Task Number 2

Title:
Speak Out Time

Type:
Reinforcement activity

Timing:
30 minutes

Classroom Management:

The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.

The teacher will go around the classroom to supervise how groups are working.

Resources:

Individual laptops.

Description

The teacher will leave time for the students to record the audios. Beforehand, the teacher will explain to the students that they should regulate their tone of voice, to control sound levels that are appropriate for working and that do not exceed noise levels.

In the meantime, the teacher will walk around the groups to supervise that everyone is working correctly and clarify possible doubts.

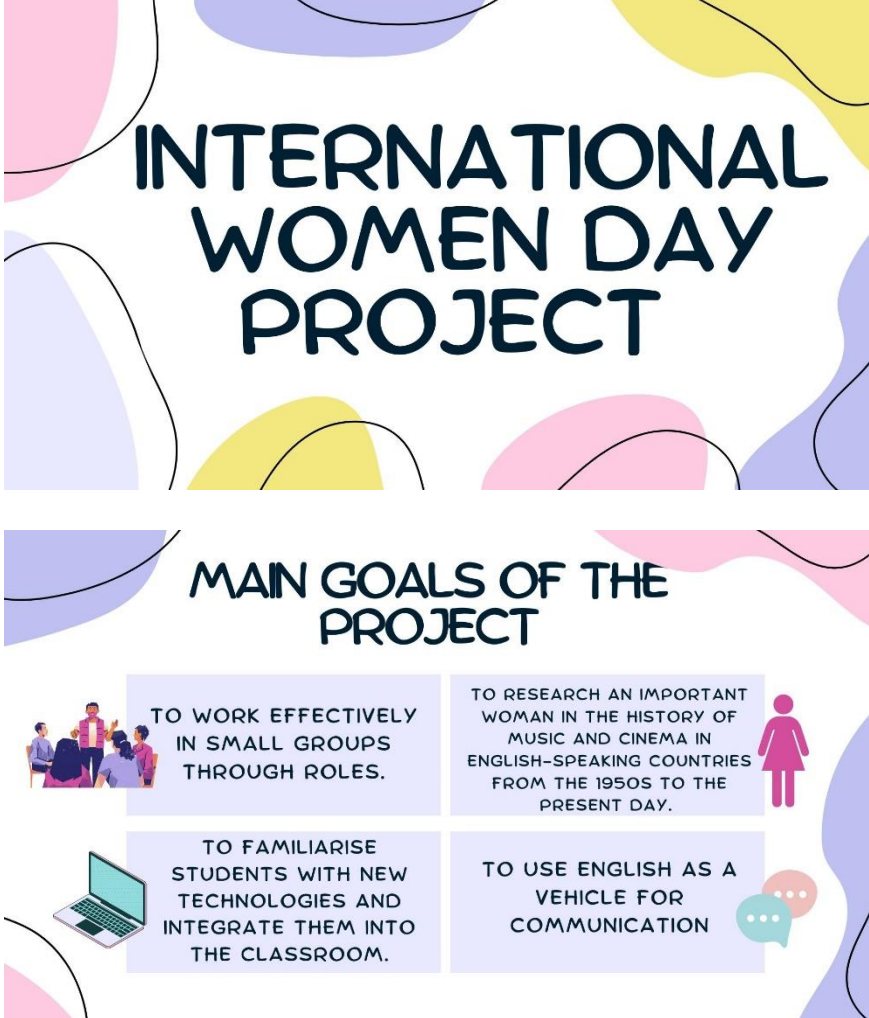
Session Number 6		
Activity/ Task Number 3		
Title: Project Wrap-Up	Type: Closing activity	Timing: 17 minutes
Classroom Management: The students are divided into six teams of five people. The teams are placed around the classroom as far apart as possible.		Resources: Individual laptops.
Description The teacher will leave time for students to review the entire project: both the essay on an important woman in the history of music in English-speaking countries in a time frame and the audio about an important woman in the history of cinema in English-speaking countries in the same time frame. Again, the teacher will be available for any kind of doubt. Finally, the teacher will remind the students that in the next session, they will present their project to the rest of the class.		

Session Number 7		
Activity/ Task Number 1		
Title: Oral Presentations	Type: Reinforcement activity	Timing: 50 minutes
Classroom Management: Students will go to the front of the classroom to present their project to their classmates. Meanwhile, the rest of the students and the teacher will be seated.		Resources: Smartboard.
Description This session will have a single activity, which is the oral presentation of each group. The groups will present to their peers the two women they have chosen in music and cinema and the main information they have selected. In this sense, each group will have a maximum of seven minutes to present an oral part and to play the audio they recorded. Later, the teacher will tell the students that s/he will upload a Google quiz to Classroom for them to assess both their peers and their own work. Finally, the teacher will inform students that all their Google Presentations will be unified in one single document, compiling all the information gathered about significant women in the history of film and music from English-speaking countries from the 1950s to the present day.		

B. Materials

This section includes some examples of the materials used in this didactic proposal.

B1. Session 1 “Welcome to the Project” –Activity 1 “Get in Touch”



INTERNATIONAL WOMEN DAY PROJECT


MAIN GOALS OF THE PROJECT

- TO WORK EFFECTIVELY IN SMALL GROUPS THROUGH ROLES.
- TO RESEARCH AN IMPORTANT WOMAN IN THE HISTORY OF MUSIC AND CINEMA IN ENGLISH-SPEAKING COUNTRIES FROM THE 1950S TO THE PRESENT DAY.
- TO FAMILIARISE STUDENTS WITH NEW TECHNOLOGIES AND INTEGRATE THEM INTO THE CLASSROOM.
- TO USE ENGLISH AS A VEHICLE FOR COMMUNICATION


SCHEDULE

SESSION 1	21/02/2025	→	EXPLANATION OF THE PROJECT
SESSION 2	25/02/2025	→	GOOGLE PRESENTATION'S EXPLANATION
SESSION 3	26/02/2025	→	RESEARCH WOMEN IN MUSIC
SESSION 4	28/02/2025	→	WRITE AN ESSAY
SESSION 5	4/03/2025	→	RESEARCH WOMEN IN CINEMA
SESSION 6	5/03/2025	→	RECORD AN AUDIO
SESSION 7	7/03/2025	→	FINAL PRESENTATION


B2. Session 1 “Welcome to the Project” –Activity 2 “Groups and Time”



TIME PERIODS



From 1950 to 1960
From 1960 to 1970
From 1970 to 1980
From 1980 to 1990
From 1990 to 2000
From 2000 to the present



B3. Session 1 “Welcome to the Project” –Activity 3 “Role Dynamics”

GROUP ROLES

- COORDINATOR**
 - To distribute work among group members.
 - To check that all members are working within their roles.
- HELPER**
 - To help the rest of the members in the tasks they carry out.
- SPEAKER**
 - To communicate any doubts to the teacher.
- SECRETARY**
 - To organize the work of each session.
 - To remember the pending tasks.
 - To write up the activities.
- SUPERVISOR**
 - To control the time.
 - To keep the materials produced.
 - To supervise that all the activities are delivered on time.

B4. Session 3 “Women in Music” – Activity 1 “Project Roots”

SOURCES TO LOOK FOR INFORMATION ABOUT WOMEN IN MUSIC IN ENGLISH-SPEAKING COUNTRIES FROM 1950 TO THE PRESENT

<https://www.bbc.co.uk/programmes/articles/3YX7tXHDg824dJpScrJWZQ/ten-inspirational-women-using-music-to-change-lives>

<https://www.carvedculture.com/blogs/articles/famous-female-british-singers>

<https://thedemostop.com/blogs/professionals/singer/british-singers-female/>

<https://moodmedia.com/gb/blog-gb/inspirational-women-in-music/>

<https://www.gear4music.com/blog/influential-female-musicians/>

<https://www.oxfordmusiconline.com/page/1809>

<https://unexpectedvirtualtours.com/resources/most-influential-women-in-music/>

<https://www.universalproductionmusic.com/en-se/discover/get-inspired/the-most-powerful-women-in-the-music-industry>

<https://www.theinsuranceemporium.co.uk/blog/most-influential-women-in-music/>

<https://boydellandbrewer.com/9781783277551/women-and-music-in-ireland/>

<https://moodmedia.com/ie/blog-ie/inspirational-women-in-music/>

<https://fourfourmag.com/8-pioneering-women-who-helped-define-irish-dance-music/>

<https://perceptivetravel.com/blog/2023/02/27/women-of-ireland-4-musicians/>

<https://jbonamassa.com/top-10-most-influential-women-in-music/>

<https://www.pbs.org/articles/women-in-music-history-you-should-know>

<https://www.billboard.com/photos/womens-music-industry-achievements-timeline-75-years-8047014/>

<https://www.grammy.com/news/artists-standing-up-for-women-taylor-swift-lizzo-harry-styles-brandi-carlile-pink-madonna-alicia-keys-ariana-grande-list>

<https://www.rootsmusic.ca/2023/03/08/5-trailblazing-canadian-women-in-music-for-international-womens-day/>

<https://womeninmusic.ca/en/programs/wimc-honours/meet-the-2023-honourees>

<https://junoawards.ca/blog/breaking-records-breaking-ground-celebrating-the-women-in-the-canadian-music-hall-of-fame/>

<https://mytour.vn/en/blog/bai-viet/south-korea-s-top-13-most-beautiful-female-singers.html>

<https://www.edutopia.org/article/influential-women-music-history/>

<https://webs.uab.cat/saramartinalagre/2021/10/03/a-mini-history-of-womens-singing-in-english-the-20th-century/>

<https://moodmedia.com/ae/blog-ae/inspirational-women-in-music/>

<https://www.riffsbeatsandcodas.com/blog/2015/7/25/100-most-influential-female-vocalists-in-20th-century-popular-music>

B5. Session 3 “Women in Music” – Activity 2 “Exploring Musical Heroines” and Activity 3 “Facts and a Sheet”

TECHNICAL SHEET – WOMEN IN MUSIC

1. Bibliographical Information

- Full name, date and place of birth.
- Early life and education.
- Family background.

2. Career

- Beginning of her musical career.
- Key albums, singles, or performances.
- Major awards and recognitions.
- Challenges during her career.

3. Style

- Description of her musical style.
- Evolution of her musical style.

4. Main contributions

- Contributions to musical movements or trends.
- Cultural impact.
- How is she remembered today? (only if she is dead) If there are books, films or documentaries about her, mentioned them.

5. Other relevant information

- Iconic performances during her career.
- Significant singles, albums or collaborations.
- Something you want to highlight about her career.



PHOTO OF HER

B6. Session 5 “Women in Cinema” – Activity 1 “Project Roots 2”

SOURCES TO LOOK FOR INFORMATION ABOUT WOMEN IN CINEMA IN ENGLISH-SPEAKING COUNTRIES FROM 1950 TO THE PRESENT

<https://www.screendaily.com/features/how-the-uk-built-a-winning-wave-of-female-arthouse-filmmakers/5186024.article>

<https://www.bfi.org.uk/lists/international-womens-day-29-great-women-film>

<https://www.hollywoodreporter.com/movies/movie-features/most-influential-women-international-film-1235483399/>

<https://www.domestika.org/en/blog/10232-9-influential-women-filmmakers-and-their-must-see-movies>

<https://searchlight.com/5-women-leading-the-uk-media-industry/>

<https://www.iwm.org.uk/history/the-women-who-pioneered-cinema-in-the-second-world-war>

<https://volta.shift72.com/#!/page/680/the-rise-and-rise-of-irish-women-filmmakers>

<https://www.screendaily.com/screen-network/meet-the-new-generation-of-irish-female-writing-and-directing-talent/5166682.article>

<https://www.screenireland.ie/promoting/discover-new-irish-female-filmmakers>

<https://cdnwomeninfilm.ca/>

<https://www.ep.com/blog/ten-notable-canadian-filmmakers-womens-history-month/>

<https://thekit.ca/culture/culture-movies/canadian-women-in-film-2022-power-list/>

<https://www.nfb.ca/playlist/films-influential-women/>

<https://www.womensvoicesnow.org/5-women-filmmakers-changing-canadian-cinema>

<https://atomtickets.com/movie-news/womens-history-month-timeline-historical-events/>

<https://www.empowordjournalism.com/all-articles/entertainment/the-10-most-influential-women-in-cinema-today/>

https://uvadoc.uva.es/bitstream/handle/10324/51207/TFG_F_2021_045.pdf?sequence=1&isAllowed=y

<https://www2.bfi.org.uk/news-opinion/sight-sound-magazine/features/women-korean-cinema>

<https://www.academymuseum.org/en/programs/series/a-new-wave-of-k-cinema-korean-women-directors>

<https://m.imdb.com/list/ls091494165/>

<https://www.newyorker.com/magazine/2019/11/04/the-women-who-helped-build-hollywood>

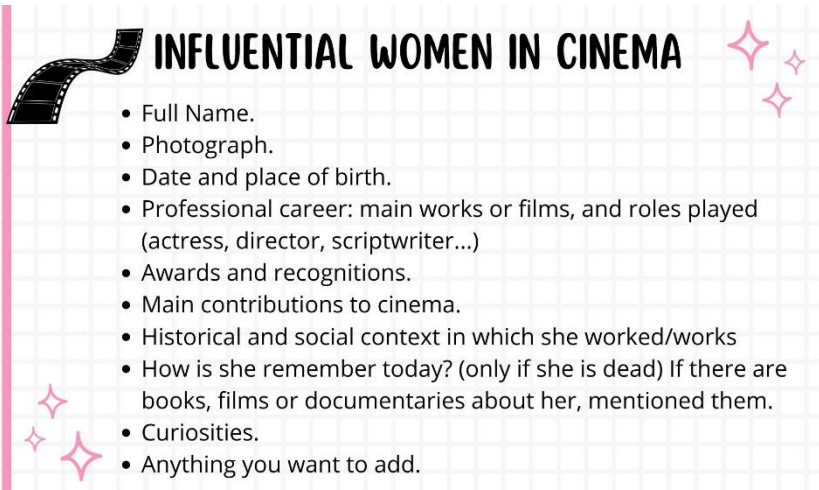
<https://www.thoughtco.com/famous-women-of-the-20th-century-1779903>

<https://www.bbc.com/culture/article/20191125-the-100-greatest-films-directed-by-women-poll>

<https://www.elle.com/uk/life-and-culture/culture/g21966019/celebrity-feminists-empower-women/>

<https://www.indiewire.com/feature/female-directors-best-movies-directed-by-women-1202045399/>

B7. Session 5 “Women in Cinema” – Activity 2 “Influential Females in Music”



INFLUENTIAL WOMEN IN CINEMA

- Full Name.
- Photograph.
- Date and place of birth.
- Professional career: main works or films, and roles played (actress, director, scriptwriter...)
- Awards and recognitions.
- Main contributions to cinema.
- Historical and social context in which she worked/works
- How is she remember today? (only if she is dead) If there are books, films or documentaries about her, mentioned them.
- Curiosities.
- Anything you want to add.

C. Assessment instruments

C1. Assessment rubric for the process of elaborating the project.

Achievement Indicators	EXCELLENT (4)	HIGH (3)	SUFFICIENT (2)	INADECUATE (1)
2.1.1. Each group records a 30-second audio description of the celebrity they have chosen.	The group records a detailed 30-second audio description of the celebrity they have chosen.	The group records a scarce 30-second audio description of the celebrity they have chosen.	The group records an audio describing the celebrity they have chosen that last less than 30 seconds and do not include enough details.	The group records a less than 30-second audio with an irrelevant and poor description of the celebrity they have chosen.
2.2.1 Each group writes, at least, 10 sentences including the main aspects about the bibliography and career of the celebrity chosen.	The group writes 10 sentences including the main aspects about the bibliography and career of the celebrity chosen.	The group writes 10 sentences including only some relevant aspects about the bibliography and career of the celebrity chosen.	The group writes less than 10 sentences including few relevant aspects about the bibliography and career of the celebrity chosen.	The group doesn't write 10 sentences including the main aspects about the bibliography and career of the celebrity chosen.
2.2.2. Each group completes correctly the Fact Sheet given by the teacher.	The group completes correctly and detailed the Fact Sheet given by the teacher.	The group completes correctly and detailed at least half of the Fact Sheet given by the teacher.	The group completes scarcely and not very detailed the Fact Sheet given by the teacher.	The group doesn't complete correctly the Fact Sheet given by the teacher.
2.2.3. Each group write two slides explaining carefully the most important details of the influential woman chosen in music.	The group writes two slides explaining carefully and detailed the most important details of the influential woman chosen in music.	The group writes two slides explaining scarcely the most important details of the influential woman chosen in music.	The group writes less than two slides explaining incompletely the most important details of the influential woman chosen in music.	The group writes less than two slides and do not explain anything about the influential woman chosen in music.
2.2.4. Each group designs a mind map including the	The group designs a complete and in-depth mind	The group designs a not very detailed mind map but	The group designs a not very detailed mind map that	The group designs a very poor mind map that doesn't

information asked by the teacher.	map including all the information asked by the teacher.	it includes all the information asked by the teacher.	doesn't include all the information asked by the teacher.	include the information asked by the teacher.
2.1.2. Each group records a 1 to 2 minutes audio compiling the key ideas of the female in cinema chosen.	The group records a detailed 1 to 2 minutes audio compiling the key ideas of the female in cinema chosen.	The group records a 1 to minutes audio that doesn't include all the key ideas of the female in cinema chosen.	The group records a less than 1 minute audio that doesn't include all the key ideas of the female in cinema chosen.	The group records a less than 1 minute audio with irrelevant ideas of the female in cinema chosen.

C2. Assessment rubric for the final presentation.

Achievement Indicators	EXCELLENT (4)	HIGH (3)	SUFFICIENT (2)	INADECUATE (1)
2.2.5. Each group shows to the whole class the essay containing the main information about the woman in music previously chosen.	The group shows to the whole class the essay containing detailed and correct information about the woman in music previously chosen.	The group shows to the whole class the essay containing most of the main information about the woman in music previously chosen.	The group shows to the whole class the essay containing just scarce information about the woman in music previously chosen.	The group doesn't show to the whole class the essay containing the main information about the woman in music previously chosen.
2.2.6. Each group shows to the whole class the audio containing the main information about the woman in cinema previously chosen.	The group shows to the whole class the audio containing detailed and correct information about the woman in cinema previously chosen.	The group shows to the whole class the audio containing most of the main information about the woman in cinema previously chosen.	The group shows to the whole class the audio containing just scarce information about the woman in cinema previously chosen.	The group doesn't show to the whole class the audio containing the main information about the woman in cinema previously chosen.

2.2.7. Each group takes a maximum of 7 and a minimum of 5 minutes to present.	The presentation of the group lasts 7 minutes.	The presentation of the group lasts between 5 a 7 minutes.	The presentation of the group lasts less than 5 minutes.	The group doesn't present.
3.1.2. The student takes an active part in the oral presentation and considers turn-taking.	The student takes an active part in the oral presentation considering correctly turn-taking.	The student takes an active part in the oral presentation but s/he doesn't consider turn-taking.	The student doesn't take an active part in the oral presentation but s/he considers turn-taking.	The student doesn't take an active part in the oral presentation and s/he doesn't consider turn-taking.
6.2.5. Each group gives a general idea of the importance of the chosen woman in music and cinema selected in the pertinent time period.	The group gives a detailed and depth general idea of the importance of the two chosen women in music and cinema selected in the pertinent time period.	The group gives some of the main details of the importance of the two chosen women in music and cinema selected in the pertinent time period.	The group gives a general idea of the importance of only one of the chosen woman either in music or cinema selected in the pertinent time period.	The group doesn't give the necessary information about the two chosen women in music and cinema selected in the pertinent time period.

C3. Checklist used by the teacher during the sessions.

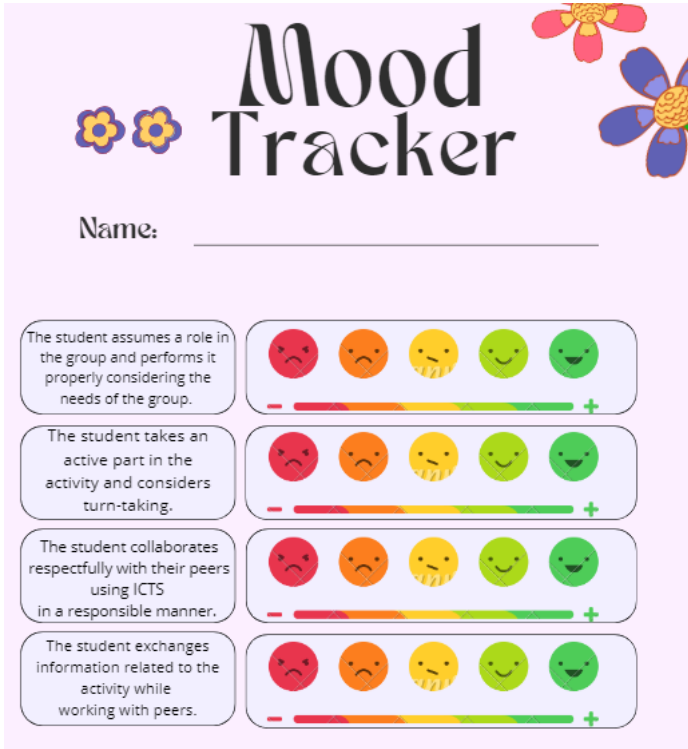
ASSESSMENT CHECKLIST

STUDENT:

Mark with a ✓ if the students achieved the statement, and with a ✗ if they did not.

- The student understands correctly the explanations given by the teacher.
- The student assumes a role in the group and performs it properly considering the needs of the group.
- The student cooperates to create coherent texts suitable to the communicative situation.
- The student takes an active part in the activity and considers turn-taking.
- The student collaborates respectfully with their peers using ICTs in a responsible manner.
- The student exchanges information related to the activity while working with peers.
- Each group shows understanding and appreciation of the language thanks to the culture.
- Each group shows understanding and appreciation of the culture thanks to the language.
- Each group finds, at least, one important woman for the history of cinema in the pertinent period of time.

C4. Mood Tracker



Mood Tracker

Name: _____

The student assumes a role in the group and performs it properly considering the needs of the group.

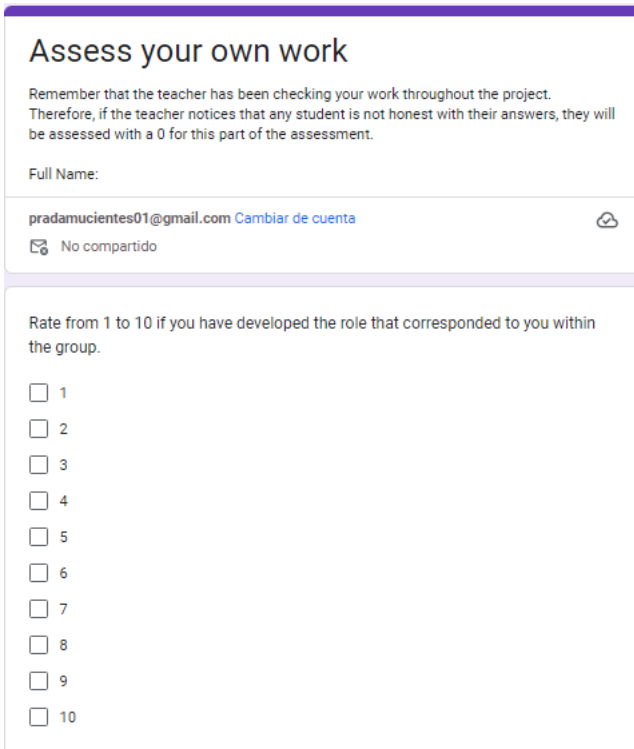
The student takes an active part in the activity and considers turn-taking.

The student collaborates respectfully with their peers using ICTS in a responsible manner.

The student exchanges information related to the activity while working with peers.

The Mood Tracker form features a light purple background with decorative flowers in the top corners. It includes a name field and four rows of behavioral descriptions. Each row is accompanied by a set of five smiley faces (red, orange, yellow, green, dark green) and a horizontal color gradient bar with a minus sign on the left and a plus sign on the right, used for rating the student's performance.

C5. Google Forms' Quest for Autoevaluation



Assess your own work

Remember that the teacher has been checking your work throughout the project. Therefore, if the teacher notices that any student is not honest with their answers, they will be assessed with a 0 for this part of the assessment.

Full Name:

pradamucientes01@gmail.com [Cambiar de cuenta](#)

No compartido

Rate from 1 to 10 if you have developed the role that corresponded to you within the group.

1

2

3

4

5

6

7

8

9

10

The Google Forms page has a white background with a purple header. It contains a title, a reminder about honesty, a name field, a user profile section with an email and a 'Cambiar de cuenta' link, and a list of checkboxes for rating from 1 to 10.

Rate from 1 to 10 whether you played an active role in the group and considered turn-taking.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Have you used the foreign language to exchange information related to the activity while working in pairs?

- All the time.
- Most of the time.
- Few times.
- Never.

Do you consider that your work has been fundamental to the success of the project?

- Yes
- No
- Maybe

Anything you want to add.

Texto de respuesta larga

