



Universidad de Jaén
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Trabajo Fin de Máster

**PROJECT-BASED LEARNING.
A UNIT PLAN FOR 4TH YEAR
OF COMPULSORY
SECONDARY EDUCATION**

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ABSTRACT

This MA Thesis has a theoretical part and a practical part. The main objective of the practical part is to establish the necessary curricular contents in the development of the didactic unit 'Living Together' for the fourth year of Compulsory Secondary Education, following the regulations established by *Real Decreto 111/2016, de 14 Junio*. It develops one of the most innovative methodologies of education, specifically *Project-Based Learning* (PBL).

For the theoretical framework, I present a historical review of the main language teaching methods that have taken place, then I contemplate the most important current methods and the evolution that the teaching of English has had in our country, Spain, and I finish with the presentation of the main characteristics of PBL.

Having done the preliminary research, I conclude with the limitations of carrying out the development of the PBL in the classroom today. Above all, a lot of involvement is needed on the part of the teaching staff for its correct implementation. There is still a lot of work to be done but it is essential that it is done if we are to achieve a current and quality education.

Key words: Project-Based Learning, English as Foreign Language (EFL), new methodologies, teaching, assessment, objectives.

RESUMEN

Este Trabajo Fin de Máster tiene una parte teórica y una parte práctica. El objetivo principal de la parte práctica es fijar los contenidos curriculares necesarios en el desarrollo de la unidad didáctica 'Living Together' para cuarto curso de la Educación Secundaria Obligatoria, siguiendo la normativa que establece el *Real Decreto 111/2016, del 14 de junio*. En él se desarrolla una de las metodologías más innovadoras de educación, en concreto el Aprendizaje Basado en Proyectos (ABP).

Dentro del marco teórico hago una revisión histórica por los principales métodos de enseñanza que han tenido lugar, posteriormente contemplo los métodos actuales más importantes y la evolución que ha tenido la enseñanza del inglés en nuestro país, España, y termino con la presentación de las principales características del ABP.

Tras haber hecho la investigación previa, concluyo con las limitaciones que supone llevar a cabo el desarrollo del ABP en las aulas actualmente. Se necesita, sobre todo, mucha implicación por parte del profesorado para su correcta implementación. Todavía hay mucho trabajo por hacer pero es imprescindible que se haga si queremos conseguir una educación actual y de calidad.

Palabras clave: Aprendizaje Basado en Proyectos, inglés como lengua extranjera, nuevas metodologías, enseñanza, evaluación, objetivos.

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1. INTRODUCTION

This MA Thesis is based on creating a teaching programme from an innovative and current perspective; focus on Project-Based Learning (PBL). The main purpose is being able to teach English in a different and attractive way so that students can have fun learning, as well as make them aware to see the language as a necessary tool for their training and future life.

Project-Based Learning (PBL) pays attention not only to what the students learned but also how they came to pick it up. PBL is a different and more motivating way of organising students' work. It is an active methodology, based on constructivist approaches, which makes students the protagonists of their own learning and makes students learn from situations that are meaningful to them. It enables the development of values and key competences more effectively, and emphasises attention to diversity. The main aim is to change individualistic and competitive structures into cooperative structures. With this methodology full attention, emotions, motivation, creativity and curiosity are promoted among the secondary students. The aim is to train students who are capable of asking questions and seeking answers and who are also participatory and autonomous. PBL is a pedagogical approach. It is essential to know the phases and characteristics of the project well, connect it with the curricular elements (contents, temporality, assessment...) generate a motivating and unexpected situation for the students; plan exercises, activities and tasks; respect groupings and know the cooperative teaching method; close the project with a product or final action; and assume the role of guide in the teaching process.

Therefore, I have carried out research and information gathering on the subject. To do this, I have focused, above all, on magazine articles that various experts have published on the subject, different teaching blogs, didactic guides and publications on various websites of well-known universities. I have, of course, consulted the various Spanish educational laws and *Boletín Oficial del Estado*.

When designing the unit, I always kept in mind what the objectives were, based on the stage objectives for this unit and EFL objectives of the teaching programme, and what I hope the students will learn from my teaching unit. Thus, the part I have emphasized most is that students learn to work cooperatively, making use of the Project-Based Learning (PBL) strategy. To do this, students must design a project over several sessions in which they develop the four skills: listening, reading, speaking and writing, and learn to carry out tasks in groups. In the same way, other sessions have been devoted to imparting the knowledge regarding grammar and vocabulary that corresponded to the session. These have been: time clauses, conditionals and

vocabulary referring to city life and social interaction. Another thing I try to do is to get the students to talk and discuss a lot among themselves, as I consider the speaking skill as one of the often forgotten ones when teaching English, and I think it is the most important.

In this way, and as I have mentioned above, I hope that this teaching unit will be useful to encourage students to see English as more than just a subject. I want them to see English as a useful and effective tool for their lives and, above all, for their future. I also hope that the new learning methodologies, such as PBL, will be incorporated into the classrooms to stay, as the traditional methods are far from the reality in which we now live and to which we must adapt ourselves, especially within the educational field, as this is where future adults are trained.

To this end, I will design this MA Thesis in this order: first of all, a literature review with this information: a historical review of models and methods of teaching English, current English teaching methodologies, the evolution of teaching English in Spanish schools through the main laws, and a research into Project-Based Learning methodology. After that, the unit design is proposed, following the current rules and regulations: introduction, contextualization, topic, objectives, key competences, contents, methodology and assessment. In addition, I will design an attention to diversity plan, and cross-curricular and interdisciplinary issues. After this section, I present the main conclusions that I have obtained with the accomplishment of this Thesis, the bibliographical references and I attach the corresponding appendices.

There are several objectives I aim at reaching when dealing with this MA Thesis:

- To be aware and respect all the components of our own culture and that of others.
- To improve cooperation and teamwork.
- To make students see English as a useful tool for their personal and professional future.
- To promote the use of ICT tools as a reliable source of information, teaching them to discriminate against unreliable information.
- To encourage autonomy, self-decision making, and personal confidence.
- To improve the grammatical and lexical level in the English foreign language.

Moreover, this MA Thesis has been created within the legal framework, according to the following official regulations:

- *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE)*
- *Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE).*

- *Ley 17/2007, de 10 de diciembre, de Educación de Andalucía (LEA).*
- *Decreto 327/2010, de 13 de julio, por el que se aprueba el reglamento Orgánico de los institutos de educación secundaria.*
- *Real Decreto 1105/ 2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.*
- *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.*
- *Decreto 111/ 2016, de 14 de junio, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía.*
- *Orden de 14 de julio de 2016, por la que se desarrolla el currículo correspondiente en la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía, se regulan determinados aspectos de la atención a la diversidad y se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado.*

2. LITERATURE REVIEW

The English language is considered one of the most useful and necessary tools to break through the current globalized world, both socially and professionally. The present time demands that people have a sense of immediacy and international belonging. To this end, the use of a foreign language constitutes access to knowledge, cultural and social notions from all over the world. For these reasons, effective teaching of English is one of the main challenges that all societies have to face.

2.1 Models and methods of teaching English: a historical review

People have always shown a special interest in learning foreign languages, either for social or economic purposes. Following this concern, special interest in modern languages emerged in the 18th century, as they were perceived as useful tools for transmitting scientific or technological advances. In this way, English became more widespread and the first methods of teaching the language began to emerge. Next, a review of the most important ones according to Ruiz (2018: 1-30) will be taken. One of them, during the 19th and 20th centuries, was the *Grammar-Translation Method*. This method was intended to teach modern languages as if they were classical. It consisted in memorizing long lists of grammatical rules and literary vocabulary, which were later put into practice by translating sentences, either from Spanish to English or from English to Spanish. The first thing taught was grammar rules (through examples) and its terminology, which was often used in the teaching of Latin and Greek, then it was the turn of the vocabulary. The vocabulary was mainly of a literary nature from the

beginning of the teaching. It did not matter if this vocabulary was really useful for the students, since in most cases this terminology had no meaning for the student and he did not find the relationship between these words and their use. For all these reasons, this practice was quite useless in the teaching of English, since it lacked many grammatical concepts that classical languages did have. It had many lacks, since only the written and reading skills were given importance and oral and listening skills were left behind, even to the point of not hearing or producing a single word in the language under study (Ruiz, 2018: 3-4).

After this, a method that is quite close to some of those used today was developed. This is the *Direct or Natural Method*. Its aim is for the learner to have a process of learning the language as close as possible to that of his/her mother tongue. With this method a lot of importance is given to spoken language and grammar and vocabulary became deductive, either through experience or by direct association. Consequently, for a lesson of this methodology to be effective it had to follow these characteristics: the teacher had to be a native speaker of the language, the use of the mother tongue was not allowed, everyday topics were discussed, literary texts with a high level of grammar and vocabulary were treated for pleasure... But this method had one major fault: it could not be used with large groups. It was an individualistic teaching that was obviously not available to everyone. On the other hand, if the method was used with large groups it lost almost all its effectiveness: it was necessary to resort to translation techniques or to use the mother tongue to clarify doubts. Therefore, with this method, English was taught much more effectively and connected to the student's life, but there were still many deficiencies that needed to be improved.

After these two famous methods came the 20th century methodologies, many of which are prevalent in today's more traditional schools. Among the most famous, the main characteristics of the following are going to be seen: *the Berlitz School*, *Basic English*, *the Reading Method* and *the Structuralist Methodologies*. *The Berlitz School* was founded in 1878 by Maximilian Berlitz (1852-1921), an American educator and linguist of German origin. It was very successful in Europe and America. This one took the direct method as a reference, but with the main difference of including basic language teaching material to the methodology. This methodology was based on, on the one hand, always avoiding translation; on the other hand, giving priority to oral language and therefore working hard on pronunciation. Moreover, grammatical explanations were left for a later stage and it was compulsory the use of the question-and-answer technique. The Berlitz School was very influential at the time and there are still centres teaching it.

Another one was *Basic English*. This method was born after the Great War with the aim of using English internationally, so that everyone could get to know it, thus avoiding possible conflicts. A very basic grammar and 850 words were taught, among which were: 18 verbs, 400 "general" nouns, 200 "picturable" nouns and 150 adjectives.

This method was useful for an emergency, but not to get you through the language correctly, as there were many words that remained untaught, and no socio-cultural notion of language was learned. In addition, it was feared that if the method was expanded too much, much of the lexical richness of the English language would be lost.

Also the *Reading Method* became important. It was in 1966 when the sociologist James Samuel Coleman said that it was much easier to develop the reading skill than the speaking one. In this way it promoted the extensive reading of continuous texts of up to 20 pages, these texts had footnotes explaining the meaning of some words, at the beginning there were comprehension questions and at the end a comprehension test... With this method, the capacity for synthesis was worked on a lot and home study was encouraged. After this, *Structuralist Methodologies* emerged, among which the Oral Method, Situational Language Teaching, and the Audio-Lingual Approach stood out. Structuralists followed the PPP paradigm (Presentation, Practice, Production). The teacher gave a specific pattern, dialogues based on everyday situations, and the learner repeated it orally until he or she acquired the structures of the new language automatically. The most common practices were: repetition, substitution, transformation, expansion, reduction, construction, reconstruction and making questions. This method was not very useful since, after all, it was a mechanical process, mainly oral, and therefore students were not able to process and transfer knowledge.

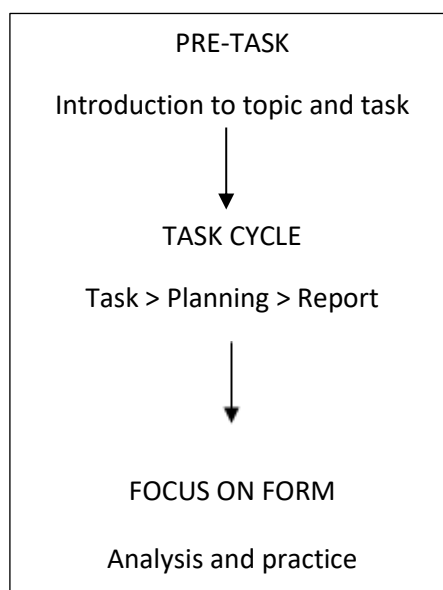
After these methodologies came those known as communicative methodologies. These arrived in the second half of the 20th century thanks to Noam Chomsky. Chomsky stated that it was time to start studying languages in depth and let the learner enhance his creativity. Communicative Methodologies (or *Communicative Language Teaching*) affirm that a person knows a language when he or she is able to be fluent in its communicative competence, that is, grammatical, social, discursive and strategically. To reach this goal, a series of objectives are established: communicative, it's about sharing information with others; socio-cultural, "learning to learn" and those that encourage linguistic consciousness (based on Ruiz, 2018: 4-30).

2.2 Current English teaching methodologies

More and more schools are moving away from more traditional teaching methods. In an environment full of digital resources and in constant evolution, teaching cannot be left behind and must therefore teach with an eye to the future. Hence, not only must teaching methods change, but so must the role of the teacher. The aim is for the teacher to be seen as a companion in the learning process, not as the person who passes on information and sends homework (cf. Mosquera, 2017:1). To this end, there are some characteristics that define a good teacher: he/she must have vocation, as it is the feature that will allow him/her to continue learning, to motivate students and to create a good working atmosphere in class. He/She should emphasize values and diagnose problems, either academic or in the classroom environment and act as a

mediator, as far as possible. Also, he/she has to develop oral and written skills, communicative procedures and strategies. And, to conclude, he must be evaluator and self-evaluator (Ruiz, 2018: 29). The aim of this teaching model is to make the student more proactive and independent. In language teaching it is very important to have in mind that we not only teach grammar and vocabulary, but also the culture of the country, encourage critical thinking and self-evaluation. In this way, the methodologies used in class today cannot be understood individually, as in most cases more than one is used to achieve satisfactory results. Next, we will present the most frequently used ones.

One of them is *Task-Based Learning* (TBL). In this method the first thing the teacher does is to present a communicative task to the students. They use previously acquired structures and knowledge, or if it is completely unknown they can use other sources of information. Next, they write down what they have found and what they have learned. Usually they also include audio recordings or readings at some point in the process. Then, they compare the information they have found with their colleagues or, in some cases, read or listen to a project or work that has already been done. One of the main problems with this method is that you never really know where to put the grammar teaching (Willis, 1996: 2-7).



(Willis, 1996: 38).

Ultimately, this approach focuses on meaning, process and learning, with less emphasis on form and final product. The aim is for students to acquire linguistic content, social and communication skills (cf. Mosquera, 2017:1).

The *Cooperative Learning Method* is one of the most widespread throughout our country. This method is based on students forming small working groups with the aim of helping each other and learning in a coordinated way. To evaluate this type of learning, special attention is paid to four theoretical perspectives: motivation, cognitive

processing, development, and social cohesion. Great importance is placed on motivation, on achieving favourable results in a group setting and on each student having individual responsibility. This methodology promotes the development of social competence and interpersonal skills and abilities (cf. Slavin, 2014: 787).

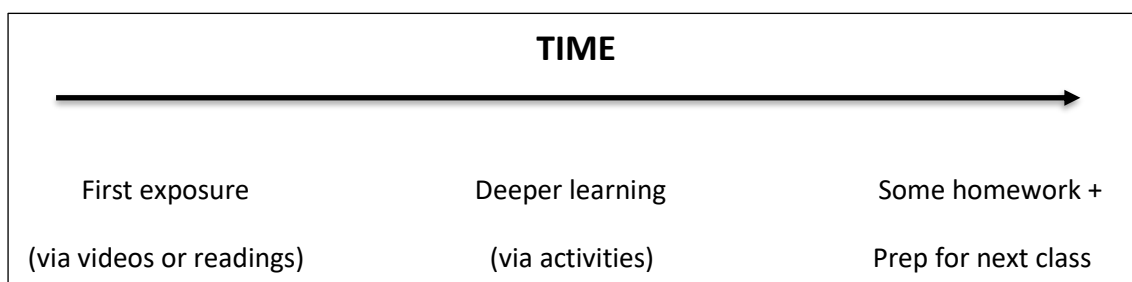
Another of the most famous methods in our country is *Content and Language Integrated Learning* (CLIL). This method has taken on great importance since bilingualism was introduced in many schools in Spain, both private, charter and public. Three of the main founders of this methodology define it as follows:

CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. (Marsh, 1994: 28).

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time." (Coyle, Hood and Marsh, 2010: 65).

It is very important to consider some variables in order to see the effectiveness of the program, for example, the duration of the programme, the use of the target language, the areas taught in that language and the levels of interaction. All these elements imply the success or failure of the method .

The Flipped Classroom (FC) is a pedagogical model that transfers the work of certain learning processes outside the classroom and uses class time, together with the teacher's experience, to facilitate and enhance other knowledge acquisition and practice processes within the classroom. The class becomes the place where the most difficult problems and aspects are solved, concepts are advanced and cooperative learning is promoted. The aim is to make the most of the time in the classroom. It is not just about sending students a video to watch at home. It is about having students watch the video and reflect on it. Normally, most teachers who follow this type of methodology require their students to bring some reflection or question about the video. The teachers state that as the course progresses the questions and reflections are more complex, which means that for them this methodology is a success (cf. Tucker, 2012: 2-3).



(Bruff, 2011:1)

Another method is known as *Gamification*. This term refers to the “use of game mechanics in non-gaming contexts” (Deterding, Nixon, Khaled and Nacke, 2011: 3). Gamification consists in using the thinking, approaches and elements of games in a different context from that of games, strictly speaking. Using game mechanics was found to improve motivation and learning in both formal and informal contexts. Thus, gamification is the integration of play and thinking elements into non-game activities. In gamification all learners participate, there are certain tasks, common to all, that lead the participants to concrete objectives. There are also different levels that have to be overcome, prizes and a classification according to their progress (cf. Busch, 2014: 33).

After these methods, “one of the most promising present and future trends in language teaching and learning” arrives (Madrid and García, 2001: 129). This is *Content-Based Instruction*. CBI tries to meet the needs of students based on their previous experience, from which it connects with the new information they acquire. It is about learning by doing. In this way, it is very important that students have an active attitude to the learning process. On their part, teachers must be knowledgeable about the language and the topic and know how to express their knowledge (Madrid Fernández and García Sánchez, 2001: 129).

In 1983 Howard Gardner launched the theory that human beings have more than two types of intelligence, far from it was the logical-mathematical and linguistic duality. It is *Multiple Intelligence Theory*. In this way he presents several types: intrapersonal, interpersonal, logical-mathematical, linguistic, spatial, body-kinetic, musical and naturalistic intelligence. From here on, it is a matter of using them all in the language class. In this way students will feel more motivated and proactive towards the learning process, increasing their interest and willingness to take risks and try out new thinking processes (Tanner, 2001: 40-57).

And, lastly, *The Lexical Approach*. “The Lexical Approach can be summarised in a few words: language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks” (Lewis, 1993: 89). With this approach, more importance is given to understanding the naturalization of the lexicon in natural language and its potential contribution to language pedagogy. For Lewis, few language teachers show the kind of intellectual curiosity and willingness to change. Thus, with his method he tries to contemplate these changes: the grammar-vocabulary dichotomy is not valid, placement is used as an organizing principle, language is a broader concept than precise language, the observe-hypothesis-experiment cycle replaces the present-practice-production paradigm, the most important thing is that language consists of a grammatical lexis, not a lexicalized grammar (cf. Lewis, 1997: 223).

2.3 Teaching English in Spanish schools

2.3.1. *Ley General de Educación (LGE)*

In Spain, it was in 1970 with the LGE when compulsory and generalised foreign language education was regulated in the Spanish Education System. The modern foreign languages considered were: English, French, German and Italian, and the academic content was differentiated from the specific content. So the 1970s was a time of transition, the moment when teaching English in the classroom began to take on importance. In the case of the language of instruction, what the law contemplated was the following: importance is given to the Audio-Lingual Method (more importance to the oral aspects of the language over the written ones) and the theory of behaviorism prevails, with Skinner as the maximum representative, which states that the learning process is based on stimulus, response and reinforcement. Likewise, the socio-cultural component of language began to be associated with linguistic structures, since at that time the English language was synonymous with scientific, technical and commercial success. (cf. Barbero, 2000).

As for contents to be addressed, they can be grouped into six sub-sections:

1. Gradation of difficulties, each educational level is assigned a group of words to know and a grammatical level.
2. Vocabulary: "to understand the meaning of basic vocabulary and use it correctly in oral and written expression" (BOE de 10 de octubre de 1977). The problem was that it was not very clear what "basic vocabulary" was and what it was not. It seemed to be related to semantic fields, but it was not very clear.
3. Phonological aspects: great importance is given to accent, rhythm, linking and intonation but the teaching of dialects and other non-standard intonation is excluded.
4. Syntactic aspects: Basic syntactic structures are formulated on which transformations of the following types are proposed negative, interrogative, imperative and indirect language (LGE, 1970).
5. Morphosyntactic aspects: "students in higher education must understand and use correctly the structures and the most common vocabulary, appropriate to the level of the student, in real situations of communication" (BOE 25 noviembre 1982). This is the only mention we can find on this aspect. So it is assumed that it was given very little importance.
6. Methodological aspects: a series of exercises of an audio-linguistic nature are proposed to lay the foundations for knowledge of the language, with the aim of later achieving fluency.

In order to develop these contents, a series of elements had to be followed in order to achieve the so-called "ideal English". These elements are: conversation,

reading, exercises, dictation, composition, grammar development activities, teaching cultural aspects associated with the English language and audiovisual media (Barbero, 2000).

(Official documents: my own translation)

2.3.2. Ley Orgánica para el Derecho a la Educación (LODE)

In 1985 the LODE arrives. This legislative change was not very significant for many subjects but it definitely was for language teaching. The most important change contemplated by this law was the so-called "EGB renewal programs". One of the changes included in this program was the implementation of continuous assessment, very relevant especially for the English subject. Likewise, after the 1988 reform, English was given the same importance as the core subjects, thus becoming a common subject, regardless of specialization. It was taught four hours a week in the first and second years and three in the third year (COU, the pre-university year). For the first time ever, the second foreign language was included in COU as an experimental optional subject. It is important to remember that, at this time, even more reputation was given to French than to English. This incorporation therefore meant an advance of English teaching, since students had the possibility of studying it, together with French. Thus, with the LODE, the teaching of foreign languages began to be given the importance necessary for it to function as a point towards the acquisition of linguistic and socio-cultural knowledge. This was also intended to give citizens a greater sense of European belonging. The reality is that this law did not make much of a difference to the teaching of English. Therefore, until the *Ley de Ordenación General del Sistema Educativo* (LOGSE) was implemented, the teaching of English suffered variations according to every teacher's method, since the law had become quite obsolete (cf. Palacios, 1995: 177-193).

All these factors led to a reform that began with the adoption of the Communicative Approach: "emerged at the end of the 1970s, the communicative approach emphasizes the semantization of linguistics and the communicative aspect of language that directly affects the teaching of English. It is related to the nocio-functional questionnaires forming a new approach that aims to form a repertoire of the eloquent functions or communicative needs" (Alcaraz and Moody, 1983: 45). But it was not the only incorporation that brought about changes in the teaching of English; the introduction of new technologies, the production of new textbooks with important differences and the incorporation of new methodological currents that emerged during the LODE were essential to achieve a renewed method of teaching English.

(My own translation)

2.3.3. Ley de Ordenación General del Sistema Educativo (LOGSE)

From the 1980s onwards, Spain became an increasingly multicultural environment that began to demand change. For this reason, society should adapt to the changes. To this end, a series of innovative measures emerge, both in the social, educational and linguistic dimensions. The Communicative Approach is also strongly returned and the definition of language competence and its five sub-competences (oral and reading comprehension, oral and reading expression and oral interaction) are implemented (cf. Canale and Swain, 1980). Grammar is intended to be taught in such a way that it can be used in everyday life. Dubin and Olshtain's (1986) idea of an "ideal communication curriculum" shaped by socio-cultural (focused on the nature of language), cognitive (focused on the processes of language acquisition) and humanistic values (based on humanistic conceptions of education) is respected.

With the new law three very important working methods are born: working with tasks, "the main characteristic of task-based work is to present the complexity of the communication in a global way, so that all its elements are worked on in interrelated and as they occur in real life. On the other hand, the aspects specifically linguistic in line with the specific communication needs and the evaluation is part of the learning process itself" (Ministerio de Educación y Ciencia, MEC, 1992: 98), project work, very similar to task-based learning, with the big difference that it is focused on a final product and global simulation, it is a class representation of a real or imaginary event in which each student takes on a different role (cf. Barbero, 2000). In order to successfully carry out these new methodologies, it is essential to change the evaluation methods, and this is where the debate arises, as professionals do not reach an agreement.

In summary, with this law, it was possible to promote the curriculum with a methodological base during *Enseñanza Secundaria Obligatoria (ESO)*, strengthening the four communicative skills, but giving more importance to the oral skills than to the written ones (cf. RD 3474/2000). With regard to the *Bachillerato*, two main aims were sought: on the one hand, the instrumental aim as a means of expression and communication, and on the other, general intellectual training as a form of mental structuring and representation of the world (cf. RD 3474/2000).

(My own translation)

2.4. Project-Based Learning

Project-Based Learning (PBL) is rooted on organizing learning by focusing on projects. To achieve the success of this model, the first thing to do is to define what a project is. Over the years, multiple definitions have been given for this term. One of the most important was: projects are complex tasks, based on difficult questions or

problems, that involve students in design, problem-solving, decision-making, or research activities; give students the opportunity to work relatively autonomously for extended periods of time; and culminate in realistic products or presentations (cf. Jones, Rasmussen, & Moffitt, 1997: 49-53). Nevertheless, not everyone agrees with this definition. So, in consequence, it has never been easy to agree on a meaning for "project" in this context and, therefore, the definition of PBL is not clear. This has meant that there is no universal methodology for the method and, as a result, it has been the teacher who has led the group to a particular way of teaching. This variety of ways of applying the method has caused many problems when it comes to analysing whether the method is really effective or not (cf. Thomas, 2000: 1-24).

To put an end to this reality, little by little points have been agreed upon until the method is defined in five aspects:

- PBL projects are central, not peripheral to the curriculum. According to this feature, projects are included in the curriculum. The aim is to position the project as the centre of the teaching strategy, the students learn through it. Additional projects, for example those outside the curriculum, would be excluded from PBL.
- PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline. With this aspect we are again faced with the doubt of how to define "project" and its implementation correctly. One of the possible definitions would be: "a project should be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster." (Barron et al., 1998: 274).
- Projects involve students in a constructive investigation. It is about directing students towards a common goal. This process involves research, knowledge building and resolution. The activities must focus on the transformation and construction of knowledge by the students for the process to be considered PBL. If they are based on activities already learned it would not be a PBL project.
- Projects are student-driven to some significant degree. PBL projects incorporate student autonomy and creativity. This means that you never know the final product of these projects, there is nothing predetermined.
- Projects are realistic, not school-like. PBL includes real-life challenges, the problems that arise are real. This is to ensure that the solutions to them can be implemented in real life (cf. Thomas, 2000: 11-24).

After having seen what is really intended to achieve with the use of this method, we will now consider why it arose, and which were the shortcomings observed with the use of other methods that resulted in the creation of this one.

The first appearances of Project-Based Learning date back more than a hundred years. It was around the 1960s that educator John Dewey began to contemplate the idea. Dewey said that students would perform much better if they focused on real tasks and problems, which obviously emulated reality. This contribution was particularly important in the scientific field.

One of the first learning ideas to emerge was that of active construction. Scientific research has shown that students need to form their knowledge from their experiences and their interaction with the world. On the contrary, if this does not happen, it will be creating a superficial learning that will soon be forgotten. To this end, it is necessary that students do not stop building and reconstructing their knowledge based on knowledge and experiences, or other new ones. It has been proven that teachers only transmit information to their students and, therefore, it is essential that new ideas be assimilated, that connections be established with ideas already conceived, and that interaction be made with the environment and with other people. Therefore, in PBL students have to actively build their knowledge by participating in real activities that involve problem solving (cf. Thomas, 2000: 20-24).

Another idea was situated learning. After doing a lot of research, it was concluded that truly successful learning is the one that takes place when the problem to be solved is placed in a real context. With this type of learning, students can observe the real meaning and use of the activities they perform. At the beginning of the projects it is difficult to see the effectiveness and use of the experiments they are doing, but when the time comes to face the real problem they know how to act and, in some cases, they even know the consequences that will be triggered. When this happens, a greater and more linked conceptual understanding is created with the previous information and knowledge.

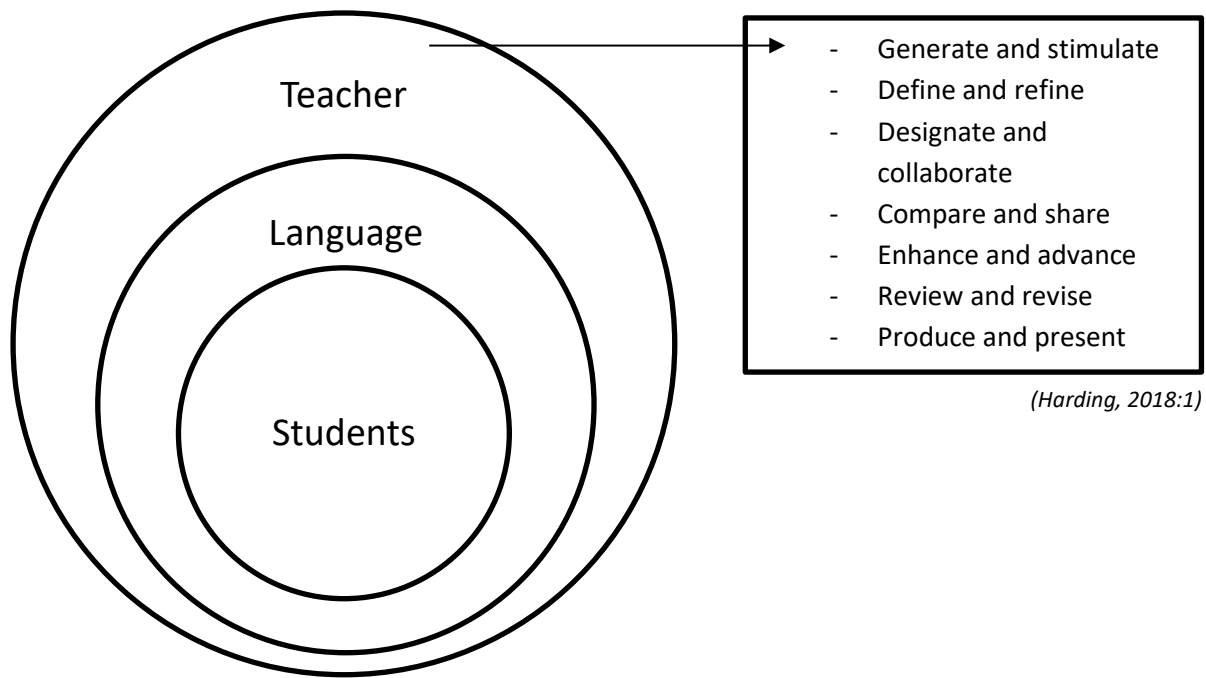
On the other hand, it was found that in order to ensure successful learning, it must rely on the important role of social interaction. Through discussion, sharing ideas and developing an understanding of certain principles, more effective learning is created (Blumenfeld et al., 1996: 37-40).

Finally, the role of learning tools has been taken into account. It was shown that cognitive tools can amplify what students can learn. Some of the most common tools can be graphics or some computer software. In this last case, new technologies help students to fix knowledge in several ways: allowing information to be shared; giving tools for visualization and data analysis, creating multimedia material that facilitates student understanding; planning, building and testing models... (Novak and Krajcik, 2004: 75-102). It is about focusing on the use of learning technologies (Krajcik and Blumenfeld, 2006: 313-358).

Having studied all of this, it is concluded that project-based learning should have at least the following characteristics (Blumenfeld et al, 1991: 369-398):

1. The project begins with a problem that must be solved.
2. Students research and work on the issue that has been raised. As they complete this task, they learn and apply important concepts about the topic.
3. The teachers solve doubts related to the conduct of the project.
4. The research is carried out by using learning technologies.
5. Students finish their project by sharing it, with the aim of making what they have learned useful for the whole class.

Once we have seen what the method is based on and what its beginnings were, it is essential to verify its effectiveness. To do this, it is necessary to know how it can be evaluated. With PBL, students are assessed on what they produce or demonstrate, not on what they remember in a test, at a particular time and day. For this reason, it is difficult to evaluate, since it is complicated to measure the capacity that students have to think critically, work and collaborate with their peers, apply and reflect on what they have learned, expose it... In addition, we cannot forget that we must focus on meeting the objectives and standards imposed on us by the law. For this reason, the most common tools for process evaluation are self-assessment rubrics, where the student judges himself according to his point of view; feedback scales (student-student, teacher-student) or meta-cognition scales (thinking skills). In this way, students have clear objectives to achieve and forge improvement plans according to the progress of learning. (cf. Boss, 2012: 46-50).



According to Harding (2018:1), a PBL teacher must have certain characteristics and abilities that make the student not lose motivation and be able to learn correctly with the use of this method:

- Generate and stimulate: it is about getting to know the students and knowing what issues and activities will motivate them, especially if they are young students or teenagers, who are motivated by different issues from those of an adult. Hence, it is important to generate interest by discussing issues that directly affect them in order to stimulate them. The teacher should strive to create curiosity towards the project. As the ideas emerge, new areas will be explored and new challenges will arise. There may also be a possibility that they may choose the topic of their project, in which case the teacher's position would remain unchanged, and they should be encouraged and motivated in the same way.
- Define and refine: it is necessary to define a question that will serve as a thread throughout the project. It is a question of choosing a question that cannot be answered by searching it on the Internet or with previous knowledge. Each group will have a different question, according to their interests or learning expectations.
- Designate and collaborate: at this stage, the project should already be designed. It is then that objectives are set using the SMART (Specific, Measurable, Achievable, Relevant, Timely) principles. Students should see the activities as an opportunity

to develop that theme that generated their curiosity or concern. Collaboration within the group is essential, and the project should be well articulated and organized so that no one member of the group is more burdened than another. It would be interesting if the group members presented the objectives to the whole class, so that they could compare them and modify them, if necessary (cf. Harding, 2018: 1).

Compare and share: for the project to develop well, it is very important that there is continuous input and feedback from both students and teachers. It is also necessary that the students compare their work with other groups, with the purpose of improving and correcting mistakes. The aim is to have critical feedback from all students and the teacher, with the main objective of learning from productive criticism and improving their work.

- Enhance and advance: projects are based on previous knowledge, but it is always necessary to incorporate the content learned from the tasks or research they are carrying out. PBL allows you to adapt the objectives according to the needs and capacity of each student. It can focus on the development of Higher Order Thinking Skills (HOTS), such as reasoning, discussion, research, creative thinking, self-assessment, peer review, and hypothesis formulation. On the other hand, it can focus on Lower Order Thinking Skills (LOTS): remembering information, ordering it, defining objects and testing understanding. Nor should we forget that it is essential to foster the skills needed in today's world, such as innovation, media and technology, and life and career skills.
- Review and revise: the idea is that students review and be critical of the project they have carried out. It is a process similar to Compare and Share, but now they should no longer ask themselves what to do in their own work, but think about what they have done and evaluate it. With this step the students have the possibility to redo some aspects that they did not like or that they think they can improve. In this way they can consolidate their learning and evaluate what they have learned.
- Produce and present: in this final section it is very important to be innovative and not to present the project with a basic PPT presentation. The goal is to make the final result attractive in order to catch the attention of all the people who see the presentation (it is important that it is not only the classmates). Students can create brochures, videos, podcasts or any other application that allows them to present their work in an innovative way (cf. Harding, 2018: 1).

3. UNIT DESIGN: "LIVING TOGETHER"

3.1. Introduction

In the following paper a teaching unit entitled "Living Together" will be developed, corresponding to unit 4 of the book *All About South Africa* by Burlington Books, which is used as a guide. The teaching of this unit is intended to highlight the diversity of cultures and all that this entails, as well as transmitting the corresponding grammatical and linguistic knowledge.

The unit aims to give importance to the teaching of values, referring to the transversal elements of Article 6 of Decree 111/2016, 14 June. It is perfectly connected with the contents taught in the previous and subsequent units, thus trying to achieve all the objectives set for the fourth year of ESO.

It is hoped that with this unit students will become more aware of the variety of cultures, learn to work as a team, and improve their knowledge of English language.

3.2 Contextualization

I.E.S. Arzobispo Lozano is a public high school in Jumilla. Jumilla is a town located in the north of Murcia, it has 25600 registered inhabitants. The high school was founded in 1952 as a secondary and professional centre by Franco and Mr. Joaquín Ruiz-Giménez, Minister of Education. It arises from the need to end the level of illiteracy that existed in the area. Also, it was very important to train young people in the improvement of agricultural techniques, because of the potential of the city in wine and oil farms. The Educational Project follows the regulations in force and its priority is to prepare the students in a social, personal and intellectual way. The Educational Community is focused on providing students with moral and social values to achieve a positive change in their future lives.

The main goals of the organization can be organised into three groups: mission, vision and values. Missions are presented as the means to help the integral development of students, taking into account the cultural, social, personal and family reality of each of them. It is also important to emphasise the effort to train students in science, humanities and multilingualism in order to prepare them for the European environment. Secondly, the high school adopts the vision of making students and families aware of the value of education, favouring their comprehensive development. In addition, there is a strong commitment in promoting respect, tolerance and dialogue. Finally, there are common values that help and guarantee the good functioning of the centre, such as the

spirit of improvement, solidarity, innovation of educational progress, development of healthy habits or environmental protection.

It is a mixed bilingual high school (English-French modality) although students have the possibility to choose the bilingual English option (without French). English foreign language teachers focus on creating projects that are motivating for students and that facilitate language teaching and learning, such as the linguistic immersion programme, where students have the opportunity to spend a week in a camp with native people, or a trip to UK in the fourth course, among others. In the same way, the school's facilities are used to provide more individualised teaching for each student. For example, the language laboratory is used to improve pronunciation and listening and, on the other hand, in the library you will find readings to advance in reading and writing.

Students belong to a medium-low working class family, mostly workers in the agriculture and building sectors. It has to be noted that there is a high percentage of families from other cultures, mainly Latin Americans, to a lesser extent Moroccans, and finally emigrants from Europe of the East or China. It is necessary to take into account this characteristic to raise the objectives and attention to diversity plans, especially in the English subject, where these students have great differences in knowledge from their mates. They belong to Z generation. This generation has some particularities: people who belong to it are professionally more active and, in consequence, more independent and mature. "New technologies" are not "new" for them, these are part of their daily life. They often express more their personal opinion through social networks, although many times it is doubtful if they do it in the right way. They give feedback and expect the same from them (Dolot, 2018: 44-50).

As expected, all these technological developments have also changed the way of teaching. With social and technological changes, new teaching models, in which the student is always the priority, are appearing. In this way, individualised educational plans are developed, taking into account the characteristics of each student. Those with special needs work most of the time through project-based learning, placing value on multidisciplinary intelligence.

This teaching plan will be designed for a group of 25 students in the 4th level of ESO. The students will take a test at the beginning of the course to find out what level we should start from, thus anticipating any inconveniences and difficulties that may arise. In this way, we have the possibility of teaching according to their capacity and knowledge. We will always try to achieve the objectives established for the 4th year of ESO and to mitigate the deficiencies that they may have in some skills.

3.3. Topic

The title, as mentioned in the introduction, is “Living Together”. This title refers to the content of the unit, as it is about teaching and promoting values of inclusion and equality. In the same way, forms of interaction and new ways of relating are proposed. It encompasses the entire contents of the unit.

This teaching plan has been designed following the Project-Based Learning methodology. As explained in 2.4, PBL focuses on organizing learning by focusing on projects. It is about getting students involved in the learning process. To do this, they must develop a project throughout the unit, in which they must make use of new technologies. It is necessary that students know how to work as a team, divide the task well and have clear objectives as a group, to get a final product with all the prerequisites that were required.

Project-Based Learning is a relatively new teaching methodology that should be incorporated into the classrooms to improve aspects such as teamwork, self-control and capacity for effort and improvement, since they will always have to face new challenges and learn things they did not know before.

3.4. Objectives and Competences

The objectives of this teaching unit are to contribute to the achievement of the general objectives of the stage and foreign language, and are related to key competences. The selected ones have been the following:

DIDACTIC OBJECTIVES	STAGE OBJECTIVES	FL OBJECTIVES	KEY COMPETENCES
<ul style="list-style-type: none"> - To use, learn and memorize lexicon related to life in the city and social relations. - To use, learn and memorize lexicon related to volunteering. - To know how to express oneself adequately by using the conditional form. - To learn how to work as a team, cooperating with teammates, reaching 	From Real Decreto 1105/2014: a, b, e, f, g and i.	From Orden 14 de Julio 2016: 1, 7, 8, 9, 10, 11 and 12.	Linguistic Competence (LCC) Digital Competence (DC) Learning to learn competence (LLC) Social and civic competences (SCC) Sense of initiative and

<p>common conclusions and objectives and distributing work equally.</p> <ul style="list-style-type: none"> - To know how to use new technologies as a source of information, learning to discriminate against false or unreliable information. - To process the information given by the teacher in order to develop group work in a good and organized way. - To know how to express oneself, both orally and in writing, using the right verb tenses. - To understand information in different formats: in a digital support, in a written format, schematic, in infographics, in songs or podcasts. 			<p>entrepreneurship (SIEP) Cultural awareness and expression competence (CAE)</p>
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3.5. Contents

In order to meet the above-mentioned objectives, it is necessary to establish a series of contents in relation to them:

BLOCK 1. Comprehension of oral texts.

Comprehension strategies:

- Application of prior information on type of task and topic.
- Distinction of different types of understanding (daily life aspects, informal or formal dialogues, indications, specific information...).
- Formulation of hypotheses and conditions on content and context.
- Understanding of the main information of oral texts, transmitted by people or by electronic devices on themes about social interaction, city life and volunteering.

Communicative functions:

- Description of situations and states making a correct use of verb tenses and adapting to the context.
- Formulation of wishes, hypotheses and conditions, paying particular attention to the correct use of the types of conditional forms.
- Establishment and maintenance of communication and discourse organization, specially in a formal oral presentation.

BLOCK 2. Production of oral texts.

Production strategies:

Planning

- Conceiving the message clearly, distinguishing the main idea from the secondary ones.
- Correct adaption to the channel, context and recipient of the message.

Execution

- Expressing the message clearly, coherently, and in a well-structured way.
- Making the most of previous knowledge to produce a complete and understandable message.
- Knowing how to use non-verbal expression elements to make our message clear (using synonyms, paraphrases, pointing out...)

Communicative functions:

- Initiation and maintainance of social and personal relationships, relying on recurrent lexicon, such as that related to social relations.
- Expression of condition.
- Correct use and expression of verb tenses.

BLOCK 3. Comprehension of written texts.

Comprehension strategies:

- Identification of the text type and its most relevant information.
- Distinction of types of understanding with the aim of obtaining the main aspects for their correct interpretation.

Communicative functions:

- Simple description of activities in relation with social interaction or city life.
- Correct use and expression of verb tenses.
- Expression of condition.

BLOCK 4. Production of written texts.

Production strategies:

Planning

- Making an appropriate adaptation of each text to the context and channel.
- Locating and properly using linguistic or thematic resources.

Execution

- Expressing the message clearly according to the models and formulas of each type of text and knowing how to reformulate it if the situation requires it.
- Knowing how to use previous concepts properly.

Communicative functions:

- Description of physical and abstract qualities of people and situations.
- Expression of the condition.
- Expressing and using the correct verb tenses.
- Narration of information on a subject in a clear and concise manner, expressing its main points.

LINGUISTIC-DISCURSIVE STRUCTURES

- Oral and written lexicon relating to issues of life in the city, social relations and volunteering, also that related to the use and functioning of ICT tools.
- Sound patterns, accents, rhythms, intonation, graphics and orthographic conventions.

SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS

- Social conventions, rules of courtesy and records; customs, values, beliefs and attitudes; non-verbal language.

3.6. Methodology

This teaching unit focuses on making a correct use of the teaching of English so that it can be used both in the classroom and outside the school context. To do this, a way of teaching is presented through an innovative methodology, Project-Based Learning, in which students must carry out a project related to a real situation. Through this methodology students will be taught not only the language itself, but also how to work in a team by cooperating, respecting and learning from their peers.

All this will be joined to the integrated teaching and improvement of the skills: reading, writing, listening and speaking. In particular, with regard to the grammar part, the conditionals will be taught and the correct use of the verb tenses will be enhanced.

The vocabulary will include words and expressions related to life in the city, social relations, and volunteering.

The teacher will assume a very important role during all the lessons (with a length of 55' each) as he or she will guarantee the correct development of the class, but the students will be offered the freedom to develop their autonomy and work independently.

3.6.1. Step-by-step planning

The detailed planning will be set out below and it consists of ten 55-minute sessions.

SESSION 1					11/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Listening to what the teacher wants to achieve in this session	Teacher Interactive whiteboard	3'
2	Here comes the project	Listening	Understanding the main points of the project	Teacher	15'
3	What is volunteering ¹⁷	Listening Speaking	Understanding the main aspects to become a volunteer and thinking about it with your partners	Teacher Interactive whiteboard Speakers	15'
4	Reading: All for One and One for All!	Reading	Reading and understanding the main points of the text	Textbook	12'
5	Reasons to volunteer	Writing	Writing down the main reasons that would make you a volunteer. Try using conditionals	Notebook	10'

¹ https://www.youtube.com/watch?v=X_uRn-mFKFQ

SESSION 2					13/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Explaining what I want to achieve in this session	Teacher Interactive whiteboard	3'
2	Reviewing vocabulary related to city life and social interaction through a <i>Kahoot</i> quiz	Reading	Checking the known vocabulary on the subject	Chromebooks Interactive whiteboard	5'

3	Helen and Roger. Feeding the 5000 ²	Listening	Understanding information about how to be a volunteer in a foodbank - Expressing in a formal language the conditions that must be met for a person to be helped	Interactive whiteboard Speakers Notebook	15'
4	Texts about problems of people living in cities ³	Reading	Understanding the information from the text	Worksheet	15'
5	Email to the Mayor	Writing	Writing a formal email to the Mayor presenting the main problems of your city	Chromebooks	12'

²<https://www.bbc.co.uk/programmes/b05wz90g>

³<https://www.weforum.org/agenda/2018/10/the-5-biggest-challenges-cities-will-face-in-the-future/>

SESSION 3					14/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Explaining what I want to achieve in this session	Teacher Interactive whiteboard	3'
2	Planning the project: creation of groups and sharing of ideas	Speaking	Discussing about the project	Chromebooks	5'
3	Development of the project: visit of the Jumilla's guide	Listening Writing	Listening and collecting the information that the guide provides about the city and its tourism	Notebook	30'
4	Development of the project: knowing <i>Instamaps</i>	Reading	Learning how to use a new app	Chromebooks Notebook	12'

Project explanation

The project that students will have to carry out from the third session of the unit will be based on city life and social interaction. They will be grouped into four-person formations

Students must create a welcome plan for a group of students from Texas (USA). To develop this project they will have to divide the work into two parts: on the one hand, they must create a tourist guide of their city, so that they can know the most emblematic places, their gastronomy, people and way of life. To develop this part they will have the visit of the tourist guide of Jumilla, who will provide them with all the information they need. Students will have to create an interactive map with *Instamaps* app and make a route through the most important places.

On the other hand, it is essential that they establish a good relationship with all the participants in the host group. Therefore, they have to propose ways of socializing, for this they can make use of ICT tools and social networks, but above all they have to create games, organize meetings and look for what they have in common with these young people to be able to enjoy and learn together. They must design an infographic for this part of the project.

In the last session the students will have to explain everything they have learned and demonstrate it in an oral presentation. In this presentation the students will have to present in an orderly way all that they have learned with the project. It is very important that all the members of the group participate in the presentation in an equal way, according to the established time.

SESSION 4					15/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Explaining what I want to achieve in this session	Teacher Interactive whiteboard	3'
2	A quiz	Listening	Understanding the main information of the quiz	Speakers	10'
3	Intonation, syllables and specific sounds activities	Speaking	Learning the correct way to pronounce and articulate /dz/ and /g/	Speakers	10'
4	Expressing regret about a situation, in pairs	Speaking	Apologizing for an act performed when you first met someone		15'
5	Time clauses practice	Writing Reading	Doing the grammar exercises from the textbook related to time clauses	Textbook	12'

Task 3

For this task, two activities are going to be designed. First of all, students should read in pairs and aloud the following text:

George's jaw

Dr. Jones: Ah, George, jolly good. Just exchange your jacket and jeans for these pyjamas, while I jot down your injuries in my register. Age, religion, that's the usual procedure.

George: Well, Doctor Jones, I was just driving over the bridge on the edge of the village....

Dr. Jones: Half a jiffy. Let's adjourn to the surgery. I've got a large sandwich and ajar of orange juice in the fridge. Join me?

George: Jeepers! My indigestion.... and my jaw! I shan't manage...

Dr. Jones: A generous measure of gin - just the job!

George: It's my jaw, Doctor. I was on the bridge at the edge of the village. I was just adjusting the engine when this soldier jumped out of the hedge....

Dr. Jones: Imagine! He damaged your jaw, did he? I suggest an injection into the joint. Just a jiffy. I'll change the syringe.

George: Oh jeepers! Gently, Dr Jones!

Source: <http://um.co.ua/4/4-12/4-121840.html>

To continue, this activity for matching the sound with the word, after listening to it:

/dʒ/

/g/

Angry – Graffiti – Age – Allergy – Organised – Logical – Energetic – Forget – Argue – Digital – Original – Gymnastics

SESSION 5					18/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Explaining what I want to achieve in this session	Teacher Interactive whiteboard	3'
2	What is social connection? (I) (6.1)	Reading	Understanding the infographic about some aspects of social connection	Worksheet	5'
3	What is social connection? (II)	Speaking	Comparing in pairs the most important aspects of social connection		10'
4	Conditionals practice	Reading Writing	Doing the grammar exercises from the textbook related to the zero, first, second and third conditionals	Textbook	18'

5	If I lose myself (OneRepublic) song ⁴	Listening	Working on conditionals: knowing how to distinguish them	Interactive whiteboard Speakers	10'
6	Singing all together! If I lose myself song	Speaking	Practising pronunciation	Interactive whiteboard	4'

⁴<https://www.youtube.com/watch?v=TGx0rApSk6w>

SESSION 6					20/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Explaining what I want to achieve in this session	Teacher Interactive whiteboard	3'
2	Creation of the content: starting to create the tourist guide	Writing	Proposing and making a tourist guide based on the information provided by the guide	Chromebooks Notebook	27'
3	Creation of the content: starting to develop the interactive map with <i>Instamaps</i> (6.2)	Reading Writing	Developing an interactive map with the app based on the guide they have already made	Chromebooks	15'
4	Development of the project: raising possible ways of socializing (6.3)	Speaking Listening	Discussing with the teacher and with their group partners possible ways of socializing with the host group	Teacher	10'

SESSION 7					21/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Explaining what I want to achieve in this session	Teacher Interactive whiteboard	3'
2	Development of the project: looking for the best ICT tools and social networks	Speaking Reading	Looking for and discussing the best ICT tools and social networks to socialize and present them at the last session	Chromebooks	15'

3	Creation of content: reporting the main ways of socializing	Writing	Doing a report about the main ways of socializing to carry out with the host group, its pros and cons	Chromebooks Notebook	25'
4	Development of the project: proposing the infographic	Speaking Listening	Proposing a good way to develop the infographic, with the main ways of socializing proposed in the previous report	Teacher	12'

SESSION 8					22/01/21
	Task	Skills	Contents	Resources	Time
1	Hello again!	Listening	Explaining what I want to achieve in this session	Teacher Interactive whiteboard	3'
2	Creation of content: doing the infographic	Writing Reading	Doing an attractive infographic with information shared by the group	Chromebooks	20'
3	Creation of content: finishing with the creation of the interactive map	Writing Reading	Finishing with the creation of the interactive map in <i>Instamaps</i> app	Chromebooks	20'
4	Review of the unit	Speaking Listening	Presenting and resolving doubts about the content seen in the unit	Teacher	12'

SESSION 9					25/01/21
	Task	Skills	Contents	Resources	Time
1	Test	Reading Listening	Exam on what was learned in the unit	Chromebooks	55'

Test

In sessions 9 and 10 we will proceed to check how much the students have learned. This will be done in the following way. In session 10 the students will carry out the presentation of the project and in this way their knowledge and progress in writing and speaking will be checked. On the other hand, in session 9 a test will be done in which the level of listening, reading, grammar and vocabulary will be checked. This test will be divided into three sections:

1. Grammar and vocabulary. Exercises about conditionals and time clauses. Checking vocabulary related to social interaction and city life.
2. Reading. An email written in formal language will be presented. This email is from a group of students to the headmaster expressing regret over an unpleasant event. After reading it, they will have to do two activities to check their understanding.
3. Listening. Students should listen to an audio recording. It is a conversation of two adults talking about problems and solutions about daily life in the city. It is tested with multiple choice questions, answer a, b or c.

SESSION 10					27/01/21
	Task	Skills	Contents	Resources	Time
1	Presentation and assessment of the project	Speaking	Presentation of the project and its corresponding assessment, by both classmates and teachers.	Interactive whiteboard	55'

3.6.2. Materials and resources

Materials to be used in this session include both the physical ones, such as the class itself and the teacher, as well as other like Chromebooks, interactive whiteboard, speakers, material created by the teacher, and resources from different webs. Some ICT tools such as radio podcasts, *Kahoot*, *Youtube videos* and the *Instamaps* app will be used too, as well as adapted material for mixed-ability students.

3.6.3. Attention to diversity

Attention to diversity is essential in all schools, demonstrating their ability to adapt to the unique needs of each student. Furthermore, it is believed that the right plan for attention to diversity will lead to an equal society with equal opportunities for all. It is a question of carrying out personalised plans adapted to students with specific needs (cf. Hardy and Woodcock: 141-164). An inclusive and equal school will provide the same opportunities for all its students, thus offering quality education for all. For this to happen, it is essential that the education system is organised at all levels, from the law to everyday life in schools (Pfeffer, 2015: 350-368).

The possibilities for which a student may need personalized education are very broad: late incorporation into the educational system, high abilities, personal and family situation, ADHD... What is common to all is that they must achieve the objectives of the course as established by law, which are common to all students.

To meet these needs, in the teaching of this subject, English as a foreign language, a wide range of possibilities will be offered that can be adapted to the specific needs of each student. Among these are: personalised exercises, both for students with high abilities and for those who have more difficulty in the learning process. To this end, students with high capacities will be encouraged to help those who need it, as long as both students are treated equally, making neither feel inferior to the other. Self-study will also be encouraged.

For the group on which this teaching unit is focused, in which there are no students with significant adaptations, personalised attention will be given to each student by the teacher, without the need to resort to other specialist teachers.

3.6.4. Cross-curricular issues

The purpose of every good teacher is to educate their students, both academically and personally. To this end, it is essential that each area taught gives the required importance to promoting values such as tolerance and empathy, giving visibility to diversity. In this particular unit, special attention is given to valuing different cultures and the possibility of all of them living together.

Students have the opportunity to work on these aspects with the creation of the project. The working groups are created in a totally random way, this means that they have to work with all their colleagues, agree and set common goals in order to achieve the objective: the correct development of the project. Therefore, values such as empathy, knowing how to be, leadership, comradeship... are put to the test with this activity.

3.6.5. Interdisciplinarity

With the development of this teaching unit, certain aspects will be taught in an intrinsic way that would be "outside" the teaching of foreign languages as such. For example, it refers to the promotion of values such as those mentioned above (section 3.7.5). But this is not the only thing, other areas of teaching are also touched on, especially the use of new technologies. Today it is necessary for all students to have mastery of them, and to this end it is considered very important that all areas of teaching promote their use, thus providing the student with the skills required for their correct

use. Knowledge related to the social sciences, such as data and history of their city and the creation of maps or infographics, is also taught.

3.7. Assessment

To ensure good foreign language teaching, continuous and formative evaluation must be used. The following criteria and indicators are regulated by Real Decreto 1105/2014.

Block 1: comprehension of oral texts

Assessment criteria	Learning standards
To identify the most relevant information from formal oral texts transmitted aloud that deal with issues related to life in the city and social interaction.	The student understands comments made by adults in a formal register, talking about social interaction and city life, assimilating the main aspects of them.
To recognise the speaker's intention in a conversation and distinguish the sound patterns /dz/ and /g/.	The student captures the meaning and intent of the messages delivered by the interlocutors. The student knows how to distinguish between the formulation of conditionals and the expression of regret in a formal conversation, whether he or she participates in it or not, on issues of daily life and life in the city.
To know how to use the discursive and syntactic knowledge already learned to understand the message within oral communication and to associate its meaning.	The student knows how to distinguish between the formulation of conditionals and the expression of regret in a formal conversation, whether he or she participates in it or not, on issues of daily life and life in the city.
To distinguish lexicon related to social interaction and daily life together with the use of conditionals and time clauses in oral conversations.	The student understands when interlocutors are using conditionals or talking about problems and solutions.

Block 2. Production of oral texts: expression and interaction

Assessment criteria	Learning standards
To know how to engage in face-to-face conversations, in a formal or informal register, in which an exchange of information is made on matters related to daily life and life in the city.	The student is able to perform adequately in aspects of daily life, following the rules of courtesy. The student participates in conversations where he or she uses the conditionals appropriately and includes vocabulary related to city life and social interaction.

To make a correct use of grammar and vocabulary, pronunciation, intonation and fluency.	The student manages in a simple but sufficient and clear manner in everyday situations, making correct use of conditionals and verb tenses.
To know how to make a good adaptation to the language when producing monologues or dialogues and do it in a clear and simple way.	The student knows how to manage adequately in a conversation in which topics related to life in the city and social interaction are discussed.

Block 3. Comprehension of written texts

Assessment criteria	Learning standards
To identify and extract the most relevant information from texts written in formal and informal language, in digital or paper format, on topics that deal with volunteering, city life and social interactions.	The student understands information coming from apps like <i>Instamaps</i> , articles, news... related to social interaction or city life.
To know about the main spelling rules, symbols and abbreviations, both in digital and paper format.	The student understands emails, formal texts, infographics and extracts the relevant information from them.
To recognise written lexicon on matters related to daily life and life in the city and know to which context they belong, supported by visual elements.	The student is able to assimilate the main ideas of different types of texts (infographics, letters, news...) both in digital and written format. The student understands the vocabulary related to volunteering, social interaction and city life.

Block 4. Production of written texts.

Assessment criteria	Learning standards
To write clear, coherent and correct medium-length or short texts on subjects related to social interaction and life in the city, including conditionals and correct use of verb tenses.	The student writes short, simple reports on the topic of social interaction and city life in a simple way.
To know how to select and apply the most relevant information and correct lexicon and grammar, such as the use of conditionals and time clauses.	The students writes notes and short messages giving information, indications or instructions on topics related to city life or social relations

To write short but correct texts, making good use of grammatical structures and using varied and appropriate lexicon, related to city life, volunteering and social interaction.	The student writes short texts related to city life and social interaction, through digital devices or in a written format.
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(My own translation)

3.7.1. Evaluation criteria

This didactic is part of the annual planning of the academic year. Therefore, it will only be a percentage of the final grade. It is necessary that students acquire most of the annual contents, both the previous and the subsequent ones. The two students with special needs will be tested according to their abilities. In particular, the visually-impaired student will be provided with a larger format, so that he/she can see it with little difficulty, in addition to giving him/her more time to perform. The student with ADHD will also be given more time to take the test. Students are expected to achieve level A2 (CEFR) by the end of Compulsory Secondary Education.

3.7.2. Assessment instruments

In order to evaluate the contents acquired in this teaching unit, an examination and a project will mainly be taken into account. Each of these will be given a weighting in the final mark, and will be evaluated independently and differently. Rubrics will be provided to partners to evaluate each partner's final presentation and project.

In addition, during the development of the unit, an observation task will be carried out by the teacher in which the attitude, behaviour and involvement of each student in his or her group will be taken into account during the development of the project. This will also have an impact on the final grade.

GRADING CRITERIA		
Test or exam	Grammar and vocabulary. Reading. Listening.	40%
Final project	Project development and final result (written)	25%
	Final presentation	20%
Behaviour and participation	15%	

4. Conclusions

Improving the quality of the English teaching process is a goal that has to be reached by all the teachers. Using new methodologies can be a good way to get it. For that reason, I have chosen Project-Based Learning as the theoretical basis of this MA Thesis. In this sense, I have done some research on the teaching of English in our country and on the main learning methodologies that have been and are being used. In this way, I have been able to see how the teaching of English has evolved through the different laws that have taken place in Spain. In the same way, the most classic and innovative methodologies that have existed and still exist have been analysed. To conclude, I have done an in-depth research on PBL to see what the strengths and weaknesses of the methodology are, to know how it emerged and how it can be implemented in the classroom successfully.

Likewise, throughout this MA Thesis a didactic unit has been designed for the fourth year of Compulsory Secondary Education. This Dissertation shows the importance of using the Project-Based Learning methodology in the teaching process. With the research carried out on the subject, I have understood that this type of methodology helps students to fully develop their capacities and skills. From this, it prepares them to speak the language in real contexts and proactive lessons. In addition, I have learned in depth the many advantages of new learning methodologies and how important it is to introduce them in the classroom, in order to prepare students for the current world. Apart from these methodological aspects, I have introduced and explained all the contents of the course, focusing on the objectives and key competences that appear in *Real Decreto 1105/ 2014, de 26 de diciembre*, as well as in the textbook on which I have based my unit plan, *All About South Africa*, from Burlington Books. I have also proposed the corresponding assessment, which will provide us with data and information about the students to measure all the skills (reading, listening, writing and speaking) and abilities. I have designed this unit for one main reason: to show how new methodologies can be applied in the classroom and how language can be used in real contexts, outside the school environment. Also, using these methodologies the students can learn the language through fun and motivating experiences, regarding the use of the language.

In the same way, it is very important for teachers to be aware of the importance we have during the teaching process, in our case to teach a foreign language. The main objective is to introduce and apply new methodologies and to understand how beneficial they can be for students. As we have seen, we can make the learning of English a funny and motivating process, productive and with perspectives towards daily life, beyond the context of the classroom. This requires teachers to be close and to help them with the main aim that the language learning process has a positive impact on them.

Nevertheless, new learning methodologies, particularly Project-Based Learning, may have certain limitations and drawbacks. Today, although most learners have access

to the Internet and ICT tools, there are still some who have not such resources. This means that it is not possible to carry out such projects, as most of them require the use of such resources. On the other hand, the organization of time within a school is a serious impediment, because in order to make good use of the time and for the performance when developing the projects it is necessary to have more than 55 minutes, the time that the school lessons currently have. The design and distribution of the classrooms is also an obstacle, since normally the classrooms are small and it is very complicated to be able to group the students well so that they can perform in a good way, without bothering the other work groups. And, most importantly, the lack of training that exists among teachers. Implementing these methodologies involves an economic effort, time and work. Most education professionals do not continue to learn in order to innovate and offer their students the latest methodologies. Consequently, to implement this MA Thesis in a classroom, certain limitations are encountered, many of which are the same as those I have cited previously. For example, there is not enough space in the classrooms, it is difficult to create working groups in which all students are equally motivated and work in an equal way and the time spent on the project in the classroom is insufficient.

Therefore, I would propose that, in view of future research, work should be done, above all, on the changes that must be made both inside and outside the classroom, in order to be able to carry out the use of these methodologies in a satisfactory way. There are many doubts and uncertainties that teachers have when changing from more traditional methodologies to these, since they need results that make them see the effectiveness of these methods.

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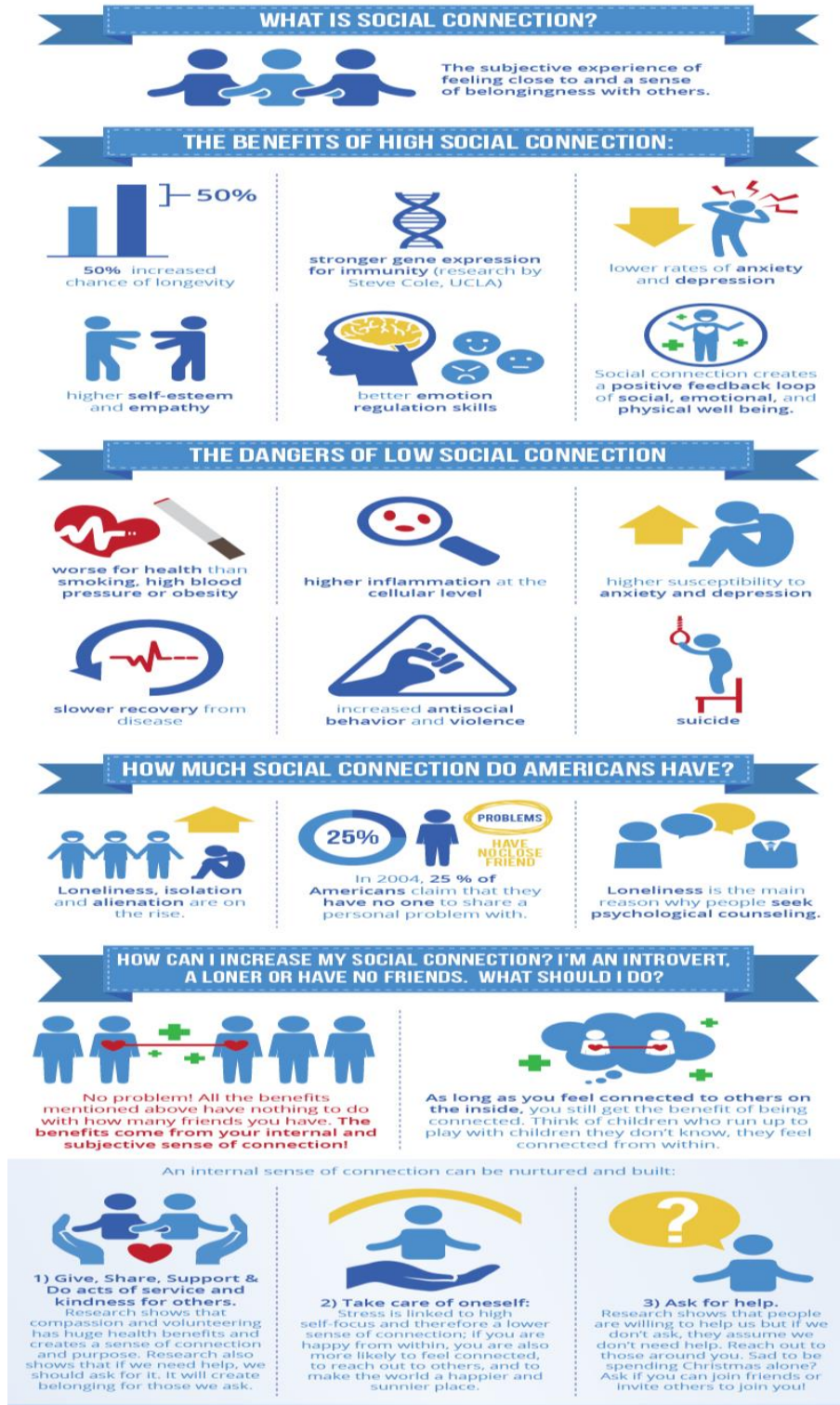
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6. Appendixes

6.1 Infographic of social interaction



Source: <https://emmaseppala.com/connect-thrive-infographic/>

6.2 Instamaps



Source: <https://www.instamaps.cat/#/>

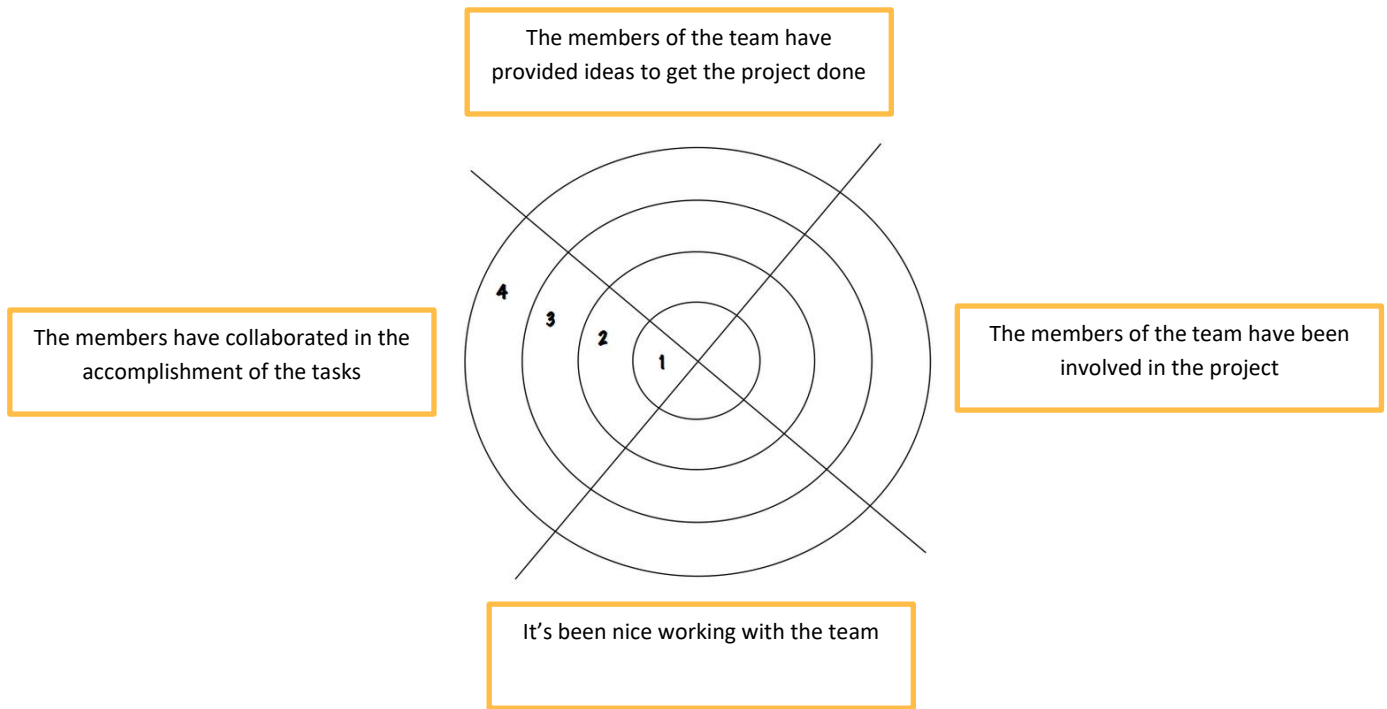
6.3 Project development

- Five stages to develop the project:



Source: <https://www.researchgate.net/figure/Phases-of-project-management-based-on-PMI-source-author-fig1-303895710>

6.4 Peer-assessment rubric for the project



- 1 A lot
- 2 Many
- 3 Few
- 4 Nothing

(My own creation)

6.5. Other rubrics

- Oral presentation

	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE
Greeting/Farewell	The student greets and introduces the topic to the audience. The main idea is repeated at the end to sum up.	The student greets and introduces the topic to the audience. The main idea is not repeated at the end to sum up.	The student doesn't greet the audience or the student doesn't introduce the topic to the audience but the main idea is repeated at the end to sum up.	The student doesn't greet, the student doesn't introduce the topic to the audience and the main idea is not repeated at the end to sum up.
Organization	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary ones.	The speech is not always organized sequentially. The main ideas are normally shown first, and then, the secondary ones.	The speech is organized but not in the logical order: first the main ideas, and then the rest.	The speech isn't organized sequentially. The main ideas are not shown first, and then, the secondary ones.

Body language	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.
Vocabulary	The student uses a wide range of vocabulary and there is no repetition.	The student uses quite a wide range of vocabulary and there is not a lot of repetition.	The student uses some new vocabulary and a few new expressions.	The student tends to repeat words all the time.
Materials	The student uses high quality material to support the speech.	The student uses good quality material to support the speech.	The student uses the material in the right way but it is not high quality one.	The student doesn't use the material in the right way and it is not high quality one.

	And the material is used in the right way.	And the material is usually used in the right way.	quality one and/or the other way round.	
Pronunciation, Rhythm and Intonation	The pronunciation is nice and both rhythm and intonation correspond to those expected in an interview, which contributes to it being followed easily.	The pronunciation is often nice and both rhythm and intonation usually correspond to those expected in an interview, which contributes to it being followed quite easily.	The author makes an effort for adopting the adequate rhythm and/or intonation but it does not often match that expected in an interview. Pronunciation must improve quite a lot.	The author does not try to match the rhythm or the intonation expected in an interview. Pronunciation must improve a lot.

- **Individual development within the group**

	Excellent	Satisfactory	Improvable	Insufficient
Previous preparation	Always brings the necessary material to do the team work	Almost always brings the necessary material to do the team work	Sometimes brings the necessary material to do the team work, but it takes him	Usually forgets the material needed to do the teamwork

	and is ready to work.	and is ready to work.	a while to get to work.	or is not ready to work.
Cooperation with the team	Always listens, shares and supports the efforts of others. Seeks to unite the team by working collaboratively with all.	Generally listens, shares and supports the efforts of others. Does not cause problems in the group.	Sometimes shares and supports the effort of others, but sometimes he is not a good member of the group and causes problems.	Hardly ever listens, shares and supports the effort of others. It often causes problems and is not a good teammate.
Contribution to the team	Always provides useful ideas when participating in the team.	Generally, provides useful ideas when participating in the team.	Sometimes provides useful ideas when participating in the team.	Rarely provides useful ideas when participating in the team.
Attention	Remains focused on the work that needs to be done and is attentive to supporting his colleagues when he finishes his work.	Most of the time focuses on the work that needs to be done. The other team members can count on this person.	Sometimes it focuses on work. Other team members should sometimes remind you to keep your eyes on the development of the project.	Rarely focuses on work. Lets others do the work.

- **Written Project development**

	Excellent	Good	Need improvement	Low performance
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Creativity	The work is unique.	The work is not completely original.	The work is quite similar to other projects in the class.	The idea has been copied.
Organization of the contents	The sequence of contents is well organized, logically and clearly.	The sequence of contents is well organized, although there is a step which could be defined as the odd one out.	The sequence of contents is a bit difficult to follow. It is unclear more than once.	The sequence of contents seems to be randomly organised.
Grammar – Verbal tenses	The verbal tenses and the grammar structures are used correctly most of the time.	The grammar structures are used correctly, but the verbal tenses are not always used in an adequate way.	The verbal tenses are used correctly, but the grammar structures are not used correctly.	Neither the verbal tenses nor the grammar structures are used correctly.
Spelling	The group does not make any	The group makes 1 – 3 spelling mistakes.	The group makes 4 – 5 spelling mistakes.	The group makes 6 or more

	spelling mistakes.			spelling mistakes.
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Source of the rubrics: <https://cedec.intef.es/rubrica/>