



UNIVERSIDAD DE JAÉN
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Trabajo Fin de Máster

Approaching project-based
learning in the English as a
Foreign

Language classroom: 'Lights,
Camera, Action!'

Alumno/a: Aguilera Pedrajas, Inmaculada

Tutor/a: Prof. D. M^a del Carmen Méndez
García

Dpto: Filología Inglesa

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Title: Approaching project-based learning in the EFL classroom: 'Lights, camera, action!'

Abstract:

This master's dissertation brings some light onto the implementation of project-based learning in the English as a foreign language classroom in a compulsory secondary education high school in Jaén. The first part of the dissertation seeks to cover the most important features of the approach in order to support its implementation whereas the second part of the dissertation is a didactic proposal to apply this methodology in the classroom.

Keywords: student-centred approach, motivation, self-assessment, autonomy, constructivism, authentic materials, cooperative learning.

Título: Abordar el aprendizaje basado en proyectos en la clase de inglés como lengua extranjera: '¡Luces, cámara, acción!'

Abstract:

El siguiente trabajo de fin de analiza la implementación del aprendizaje basado en proyectos en un instituto de educación secundaria obligatoria situado en la provincia de Jaén. La primera parte de esta presenta las características más importantes del método mientras que la segunda parte de la tesis se centra en crear una propuesta didáctica para aplicar dicha metodología en la clase.

Palabras clave: método centrado en el alumno, motivación, autoevaluación, autonomía, constructivismo, materiales auténticos, aprendizaje cooperativo.

Introduction

Nowadays, we live in a society where knowledge is fundamental in order to cope with certain situations. Furthermore, we do not only need knowledge, but autonomy and motivation as well. These three elements are essential in our daily life and that is why they need to be prompted at school. Project-based learning allows teachers to work on these elements. This methodology aims at making students to be able to learn where it is important to raise awareness about all the benefits that can be obtained from the process of learning.

The reason why I chose project-based learning as the topic of my master's dissertation is because I believe that students may lack motivation towards the learning process. In addition, most students do not like the English as a foreign language subject because they find it boring or not useful. These assumptions should be taken into consideration in order to introduce some new elements into the classroom, for instance, a methodology that has the potential to increase students' motivation and their positive attitude towards learning English. Furthermore, these three aspects are added to the fact that adolescence is one of the most challenging educational periods because students are going through a process of change.

Therefore, this master's dissertation discusses several features of this methodology. Moreover, this dissertation aims at explaining how to apply project-based learning in the English as a Foreign Language classroom by paying attention to the steps that teachers need to follow, challenges they have to deal with, how to assess this methodology or which roles teachers and students need to assume. Later, a didactic proposal is elaborated on the basis of project-based learning. This didactic proposal proposes a set of seven sessions.

Finally, this master's dissertation aims at answering the following questions: What is project-based learning? How can be project-based applied in the English subject?

Chapter 1: Approaching project-based learning in the English as a Foreign Language classroom

1. Background

Education, as well as other aspects of society, is constantly evolving. In particular, project-based learning (PBL) is one of these revolutionary changes happening in education. This methodology emerges from three main theories which are constructivism, social constructivism, and Ausubel's significant learning.

1.1. Constructivism

The first influence on project-based learning is constructivism. Constructivism has origins from Socrates, who argued that students and teachers need to interact and negotiate with each other, in order to gain knowledge (Jafari and Davatgari, 2015). Thus, in constructivism:

It is assumed that learners have to construct their own knowledge-- individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community-- other learners and teacher-- is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction. (Davis, Maher, Noddings, 1990, p. 3, quoted by Jones and Brader-Araje, 2002, p. 1)

According to Bada (2015), the main characteristics of constructivism is that students learn to relate previously known information to new information they learn. Secondly, the active role of the student is underlined. On the one hand, this learning theory explains that when students deal with new information they need to realise how this new information can be incorporated to their previous ideas; and they also decide which ideas can be introduced into the projects or which ideas can be discarded. Moreover, learners are conceived as their own constructors of knowledge. Nevertheless, constructivism also enhances the participation of students throughout the learning process. For this reason, constructivists aim at making students free for encountering new situations, making decisions or modifying their ideas. Therefore, this active role encourages students to practice the mechanism of assimilating new information and accommodating this information in their brain (Bada, 2015). Furthermore, in agreement with Jafari and Davatgari (2015), constructivism can be analysed from two points of view which are the learner and the teacher.

Constructivism from the learner's point of view is seen as an opportunity to participate in the learning process. Learners' conception of constructivism is a way of building their knowledge by means of interaction, cooperation and collaboration, and negotiation of meaning. Learners create mental schemas to organize the information

when they face new situations (Jafari and Davatgari, 2015). Teachers tend to maintain a positive attitude towards constructivism because they conceive constructivism as an opportunity to apply scaffolding and cooperative learning. Subsequently, students are able to interact with their partners which makes them receive input for their learning process. Nevertheless, for teachers, the implementation of constructivism could be challenging due to the fact that it requires teachers to change their teaching methodologies.

In addition, several principles are said to be necessary to create a constructivist environment. These principles support the idea that students have authority in the process of learning: they can take decisions, teachers are willing to admit different points of view and perspectives, activities need to be realistic, collaboration and cooperation are indispensable and reflection is prompted (Bada, 2015). Moreover, Jones and Brader-Araje (2002) underline the importance of constructing meaning as a fundamental part of constructivism. This construction of meaning is an innate process of students which helps students to adapt their preconceptions in order to understand these new ideas they are dealing with. In fact, Cziprok and Popescu (2015) acknowledge that these principles are connected with project-based learning because this methodology focuses on paying attention to the students' needs in order to build and reinforce students' knowledge.

Taking into consideration the above points, constructivism does not agree with traditional education in terms of how students learn. These differences are reflected in the benefits that can be obtained from constructivism. According to Bada (2015), constructivism aims at making students curious on how to face realistic tasks and about their will to participate due to the fact that they do not need to memorise information (instead, students find easier to retain the information because they are in charge of searching all the data they need in the process), students improve their language and communicative skills because interaction is essential, and they are more willing to take part in the learning process.

1.2. Social constructivism

The second influence on project-based learning is a similar theory to constructivism, known as social constructivism and it was developed by Vygotsky (1978). This theory influences project-based learning in terms of interaction. Vygotsky (1978) claims that education is very focused on behaviourist theories where learners are treated as machines that produce knowledge. Indeed, Vygotsky (1978) proposed the implementation of social constructivism in the classroom.

Social constructivism, according to Vygotsky (1978), supports learning through interacting with others because learning cannot be effective individually. Students

experience the most relevant part of their learning process when they start producing speech. This process of interaction allows students with different levels of knowledge and learn new things from each other. Furthermore, Jafari and Davatgari (2015) adds to Vygotsky's theory that social constructivism aims at following three stages. In the first stage, students create their own reality and environment that help them to work in groups. In the second stage, students build their knowledge by interacting with their partners. And, lastly, in the third stage, students get to a point where "learning is a social process" (Jafari and Davatgari, 2015, p. 13).

Therefore, the main feature of social constructivism is interaction where the learning process becomes interpersonal. Subsequently, this interaction leads to the so-called zone of proximal development. Vygotsky (1978) defines this theory as the existing distance between the achievements learners are able to obtain in social connection with others and the achievements learners can obtain on their own. In this zone of proximal development, firstly, students go through a phase called "actual developmental level" (Vygotsky, 1978, p. 85) where they start developing their mental functions. Once learners overcome this phase, they achieve the zone of proximal development where they experiment a process of maturation of those aspects they do not master (Vygotsky, 1978).

1.3. Ausubel's significant learning

Last but not least, the third influence on project-based learning is a theory whose main focus is based on meaningful learning. This theory was created in 1963 by Ausubel and it is known as "significant learning". This theory is a referent in the field of education because it contemplates learning as an organizational system where students do not learn mechanically. Moreover, although this theory was propounded several years ago, it is already valid and fundamental for teaching (Moreira, 2017).

Ausubel (1983) stated that information is discovered by students in order to increase and improve their knowledge. However, this is not a mechanical process because for students to discover the information, it is necessary to provide significant materials. Therefore, students incorporate experiences and meaning to their knowledge. In addition to that, for significant learning, it is important to take into account two main features, which are that students are willing to learn significantly because, otherwise, learning will be mechanical; and that teachers need to make sure students have some previous knowledge in order to link this knowledge with new information (Ausubel, 1969).

Furthermore, this theory of significant leaning has been widely applied due to its potential benefits. This effectiveness is attributed to two main features: non-arbitrariness and 'substantiveness'. Whereas the former concentrates on associating

meanings to contents in order to avoid learning by heart, the latter addresses the idea that learners increase their memory because it is easier for them to remember meanings or ideas rather than a set of words (Ausubel, 1969). Additionally, Ausubel (2000) underlines that meaningful learning is an active process where learners need to analyse, relate and reformulate the information. As a result, meaningful learning is understood as reception learning rather than expository learning.

Additionally, students deal with three types of meaningful learning until they assimilate the information (Ausubel, 1983). At first, students face 'representational learning' where learners start to relate symbols with their meanings in a non-arbitrary way. Students adjust to this type of meaningful learning by experimenting different situations instead of learning a definition of a particular object. Secondly, students build and assimilate concepts. And, finally, students get to the point of understanding propositions once they are able to relate symbols, concepts and ideas (Ausubel, 2000).

Thus, Moreira (2017) adds that this idea of significant learning is interconnected with Vygotsky's theory of social constructivism. As a result, teachers, students and materials are the main elements that need to be considered in this theory. These three elements are explained and understood based on teachers and how they show different ways of associating information with a particular meaning. In addition, students are in charge of checking whether or not these associations of meanings are related to the materials of the curriculum. In order to do that, teachers and students need to interact until they get to a conclusion (Moreira, 2017).

To sum up, project-based learning is not a new educational methodology. As has been mentioned, constructivism, social constructivism and significant learning theory are three of the main influences that have contributed to the elaboration of PBL. In fact, project-based learning is a combination of the most important features of these theories, for example, the active role of the student, the learning by doing or learning by discovering.

2. Definition

According to Krauss and Boss (2013), project-based learning can be defined as a way of learning where the focus is placed on whether or not students take part in their learning process. In fact, no attention is paid on learning by memorising but on learning by doing. Students have an active role in the learning process by asking and answering questions, thinking, researching, applying the information and creating a product which summarises the whole project. Moreover, students are given a proposal of a project they need to accomplish by searching information, discussing with their group or applying their knowledge by completing tasks. By doing so, students gain knowledge and

improve their skills in an inductive way. Grant (2002) underlines the idea of autonomy in the implementation of this methodology. Students govern their learning process and they benefit from it.

Formally speaking, project-based learning agrees with the *Common European Framework of Reference* (2001) which supports this idea of providing students with an active role in the learning process. According to the *Common European Framework of Reference* (2001), learning is presented as an action-oriented process where learners are members who accomplish a series of tasks which are full of meaning. Furthermore, in order to accomplish these tasks, students need to apply their different skills, paying special attention to communicative competence where they are forced to put language and interaction into practice.

Thomas (2000) argued that project-based learning could be difficult to define because there are a lot of theories about this methodology and all of them are valid. Consequently, Thomas (2000) stated that “to capture the uniqueness of Project-Based Learning and to provide a way of screening out non-examples from this review, the following set of criteria are offered” (p. 3). Thus, Thomas (2000) underlined five main features.

Firstly, the curriculum is fully based on projects and these projects need to contain the contents which are officially included in the curriculum. Secondly, those questions or situations that the learners face are supposed to show interdisciplinarity and a clear outcome needs to be specified. Thirdly, projects are thought to foster students’ critical thinking. Therefore, learners become investigators and they make decisions and find solutions. Then, students are required to control the project in order to avoid a teacher-centred approach. Finally, projects need to be realistic because students face real-world situations in order to find feasible and authentic results. In agreement with Thomas (2000), if these five features are not followed, it is not possible to advocate for a project-based learning instruction.

On the other hand, Ayas and Zeniuk (2001) introduced six different features. Firstly, projects pursue an objective which can be achieved in a short period of time or in a long period of time. Thus, it is very important to relate the contents. Secondly, organization is fundamental; so, it is necessary to organize the groups according to different characteristics such as learning styles or attitudes. Thirdly, projects allow the creation of “communities of practice” (Ayas and Zeniuk, 2001, p. 71) which serve as a way of sharing knowledge because students share their ideas in different groups, they listen to new ideas, they learn and they establish links with their classmates. Then, as the fourth feature, project-based learning concentrates on the fact that students might feel less intimidated regarding mistakes in a project-based learning environment and it empowers them to continue the project until the end. The fifth feature refers to the idea

that leadership is important to drive in the right direction and to correct wrong steps in the process. Lastly, the last feature supports the idea that it is important to reflect on what we have already done in order to benefit from the committed mistakes or to think about other possible options.

Given the above, it is important to clarify that PBL stands for project-based learning and problem-based learning. However, although they appear to be identical they are not. According to Scott (2003), both foster the active role of the student and autonomy. However, even though project-based learning is more time consuming, it requires knowledge in order to be applied, non-linguistic areas are also considered, and the assignment of roles is fundamental, problem-based learning is more focused on acquiring knowledge in a short period of time. Krauss and Boss (2013) add that the main difference between these two, is that projects accept more than one possible answer whereas problems are more restricted.

The main methodologies that influence project-based learning are task-based language teaching, cooperative learning and the communicative language teaching.

Task-based language teaching is an approach that influences project-based in many ways. This method aims at focusing on meaning rather than form due to the fact that its objective is that students are able to communicate in the second language when facing authentic situations. In fact, task-based language teaching insists on the importance of fluency over accuracy (Willis, 1996).

Moreover, tasks are meaningful activities where students face a real situation and try to solve it by interacting with their partners. By doing so, students are forced to use the second language to communicate and their command of the language increases and it also improves. In addition to that, this methodology fosters motivation, autonomy and critical thinking as well (Nunan, 2006).

Therefore, project-based learning is closely related to task-based language teaching since tasks are used in both approaches, both are learner-centred approaches, their benefits are similar, and communication and fluency stand as their main objectives. However, there is a difference between these approaches: task-based language teaching is a methodology which requires a shorter period of time, whose objective is communication but project-based learning is a longer process where communication is important but the main objectives are a final product and the process itself.

Cooperative learning is also related to project-based learning, given that group work is a relevant aspect in both methodologies. In agreement with Anderson (2019), cooperative learning supports the idea that the members of the groups work together in order to achieve the same goal and that every student contributes to the group because all the opinions matter equally.

Anderson (2019) stated that for a group to be feasible it is important to take into consideration “mixed-abilities” and to avoid domination. In one way, groups need to be heterogeneous because it helps students to increase and improve their knowledge. Nevertheless, it is also important to avoid domination because otherwise the group will be unbalanced and some members of this group will not work. In fact, it is important to introduce some techniques to the group to guarantee the cooperation among them.

Cooperative learning has an important role in the implementation of project-based learning. Project-based learning supports these techniques in order to make the students not only to gain knowledge but also to learn how to work in groups, how to share ideas, how to acquire accountability or to use communication in the second language. The idea of working in groups makes the students feel less anxious because they can be assisted by their partners.

Lastly, the communicative language teaching approach is also present in the development of project-based learning. Thamarana (2014) explains that this is an approach consisting in learning a language by paying more attention to the communicative competence. Students practice the foreign language instead of memorising a set of rules. However, it is important to say that grammar is taught in an inductive way. This approach focuses on a feasible and functional way of learning a second language.

The communicative language approach advocates for communication as the main goal of learning a second language. It deals with the four main skills (reading, writing, listening and speaking) in a motivating and communicative way. Students become able to solve realistic situations and they also learn to work in groups or in pairs. Furthermore, according to Thamarana (2014), teachers do not correct students’ mistakes because it can affect their learning process. Likewise, students should not be afraid of making mistakes because making mistakes is a part of the learning process

Without doubt, project-based learning incorporates a lot of aspects from communicative language teaching. Both aim at fostering communication in order to enhance the practicality of learning a second language. Therefore, in project-based learning communication is essential to be able to achieve the final product. This communication allows making decision and coming to an agreement in students’ group work.

All things considered, project-based learning is an appropriate method for learning English as a foreign language since it focuses on practicality. In fact, the main objectives of project-based are critical thinking, cooperation and communication.

3. Phases in the implementation of PBL

The main phases of this methodology are: introduction, elaboration and reflection.

Poell and Van der Krogt (2003) commented that before implementing project-based learning it is essential to reflect on whether or not this methodology can be feasible. Primarily, it is important to ensure that students are willing to participate in the project and if they are in accord with cooperation. Once these aspects are checked, it is necessary to analyse the context where project-based learning is going to be applied. Hence, Poell and Van der Krogt (2003, p. 219) stated that "attention also focuses on some learning considerations: time, money, quality, organization, information and communication".

Thus, as mentioned above, the implementation of this methodology is governed by three main phases: the introduction phase, the elaboration phase, and the reflection and presentation phase. Additionally, the discussion of these phases is supported by an example of a project that takes place in the music and English classroom in a high school in Badajoz. This project is called 'Song writing' and it not only includes project-based learning but it also fosters the implementation of the information and communication technologies where students learn how to use some online resources, for instance, Educaplay, Remixlive or Canva. This project is very welcome by the students because it serves as a way of learning English and music in an inductive and motivating way ('"Songwriting", un proyecto de secundaria en la asignatura de Inglés", 2018)

The first phase in a project-based learning instruction is the introduction phase. This phase is highly important since it prepares students for the incoming project. According to Poell and Krogt (2003), this phase is in charge of presenting the project to the students in order to make them be familiar with their objectives in the project, how they are going to work, where they are going to focus their attention, which problem they are going to face, or how they are going to work in groups. The aim of this phase is not to overwhelm the students and not to risk their motivation and interest towards the project.

Stix and Hrbek (2006) underlined four main steps in the introduction phase. Firstly, teachers explain to the students what the project is about and students observe some real examples which are similar to the project they are supposed to develop. By doing so, students clarify their ideas about how to carry out the project. Secondly, students assign some roles in their groups in order to plan their contributions. This step motivates students because they assume responsibility in the learning process. Thirdly, students need to organize the project by thinking on what materials to use, on how much time they are going to spend on each task or which information they need to search. Finally, the fourth step focuses on establishing the assessment criteria that evaluates the

project. Students know what to include in their projects, so it is easy for them to realise which elements are missing or which elements are not mandatory.

In addition, Dumitrache and Gheorthe (2018) specified that project-based learning requires students to be guided throughout the projects, otherwise they will not be able to succeed. In order to do that teachers clarify some aspects to the students; for example, projects are based on relevant topics and they need to be clearly organised, students are supposed to be gathered in groups of three or four, they need to be informed about the evaluation criteria and teachers also set some objectives for each group. Additionally, students are asked to choose a topic and they are allowed to start to work in groups. However, in this step, there is a divergence between the learner-centred approach and what they actually do because in this step teachers decide whether or not a topic is valid.

In light of the features of the introduction phase, the 'Song writing project' starts by explaining the project to the students together with the required methodology. Besides, students listen and observe some examples of songs in order to take notes of the structure and lyrics. Once they take notes of these elements, students are divided into groups, they assign a series of roles and they start planning their song ('Songwriting', un proyecto de secundaria en la asignatura de Inglés", 2018).

Secondly, once the project has been introduced to the students, the elaboration phase comes into action. Here, Poell and Van der Krogt (2003) acknowledge that students focus on two main aspects, starting their project as planned and adding new ideas to improve it. To be more specific, they share the ideas and they pursue an agreement within the group, they add new ideas and information and they interact with each other. In the same way, it is time for the students to realise that some ideas can be optimised or removed. By doing so, students have the opportunity to give feedback to their partners and they underline which ideas need to be modified.

Stix and Hrbek (2006) divide the elaboration phase into two main steps. In the opening step, in order to make the project as realistic as possible, students need to make a list of the materials they need and they also need to create a budget with the cost of the project. This step allows them to take decisions about whether or not it is possible to carry out the project as they had planned. In the subsequent step, once the organization is completed, students are prepared to create their project. Moreover, according to Dumitrache and Gheorthe (2018) students are allowed to ask teachers some doubts.

There are two aspects that Dumitrache and Gheorthe (2018) underline which are the importance of working in groups and the usefulness of an online platform. In relation to the group work, students need to accept the opinions of their partners and they need

to agree before getting to a conclusion. Then, the use of an online platform can make the process easier. This platform is used as a mean for student to share and edit the information they want to include in their projects. As a result, this platform provides access not only to students but also teachers can access the platform and give feedback to the students. This feedback is essential to the project because in case it is negative, students will need to review their project and upgrade it.

This 'Song writing project' might help us to take a comprehensive view of this phase. In this phase of the project, students start writing their songs. However, it is not possible for them to write their songs without having some input. As a result, they are given some written lyrics, vocabulary related to their topics and some tips to make up a song. Furthermore, in the music class they have the opportunity to listen to their songs in order to delete or add some nuances ("Songwriting", un proyecto de secundaria en la asignatura de Inglés", 2018). Finally, the last phase of project-based summarises these two previous steps and it is the reflection and presentation phase. In this case, Poell and Van der Krogt (2003) concentrate on reflection whereas Stix and Hrbek (2006) and Dumitrache and Gheorthe (2018) underline the importance of presenting the project.

Reflection, according to Poell and Van der Krogt (2003), is essential because this is a way of paying attention to, both, the product and the process students have gone through. Reflection provides students with the possibility of paying attention to aspects such as what they have learned during the project, how they have cooperated with their partners or how their classmates have worked. Consequently, students obtain useful information to improve their performance in future projects. In fact, as stated by Dumitrache and Gheorthe (2018), by means of reflection, students can assess themselves and their projects.

The idea of presenting the project is also emphasised as a way for students to defend their projects and debate about them. Moreover, it activates their critical thinking skills by observing their partners and comparing the results of the different groups in the classroom (Dumitrache and Gheorthe, 2018). This phase of presenting the project is divided into two steps which are preparing the presentation and presenting the project to the class. In the first step, once the project is finished, students think about the main aspects to include in their presentation and they also put into practice their communicative skills. After that, the second step concentrates on executing the presentation they have previously prepared (Stix and Hrbek, 2006).

When all is said and done, in the 'Song writing project', students reflect upon the project, then, they reproduce their songs in the class and they vote for the best one. Moreover, the choir of the high school records and sings the winning song and this song is also uploaded to YouTube; a social platform.

Subsequently, the implementation of project-based learning is not limited to certain steps but it also needs to consider some principles that facilitate its implementation in the classroom. These principles were stated by Kokotsaki, Menzies and Wiggins (2016) and they are gathered into three groups: time management, working in groups and use of technology.

To begin with, one of the main elements to implement project-based learning is time management. In this process, organization is essential because teachers need to set deadlines, organize the cooperation with other departments, plan the steps they are going to follow and provide students with a timeline (Kokotsaki et al, 2016).

After that, working in groups stands as the second feature of this methodology. Kokotsaki et al. (2016) explain that these groups need to be functional due to the fact that they need to participate, interact, discuss and monitor their learning process. Therefore, this grouping is done cautiously, taking into account students' characteristic and, of course, learners are heterogeneously organised. Moreover, working in groups not only involves grouping the students but also assigning roles within the groups, making students responsible for their projects and making decisions. However, these groups do not only require participation from the members of the group but students also ask for collaborations of teachers, friends or parents.

Finally, Kokotsaki et al. (2016) underline the importance of technology in the implementation of this methodology. Students start to see technology as a means of facilitating the development of their project because most of the information they need for their projects can be found online. Moreover, using technology helps student to work outside the class and to store information safely. In fact, this supports the idea stated by Dumitrache and Gheorthe (2016) of using an online educational platform as indispensable way of implementing project-based learning.

Considering all these points, the implementation of project-based learning in the English as a Foreign Language (EFL) classroom requires the compliance of three main phases together with some principles to facilitate its appliance. However, the role of teachers cannot be misunderstood. As stated by Tamim and Grant (2013), teachers' performance is devoted to four main aspects. Firstly, teachers serve as guides in the learning process; so, even though they do not provide students with information for the project, they can advise and support the students. Secondly, teachers are in charge of clarifying students' doubts in terms of assessment, deadlines or tasks. Thirdly, teachers create and manage the group working order to foster scaffolding and mixed-abilities. And, finally, teachers assess students' projects by creating rubrics.

4. Benefits and limitations of applying project-based learning

The implementation of project-based learning brings certain benefits to the classroom. However, this methodology also presents some limitations that interfere with its success. Initially, benefits are discussed and they are supported by some research. Next in order, this literature review also looks into the main limitations.

The main benefits of project-based learning are increased motivation, improvement of the academic achievement, accountability and improved relationship between students and teachers.

Blumenfeld, Soloway, Marx, Krajcik, Guzdial and Palincsar (1991) underscored that project-based is a valid methodology to increase students' motivation. Motivation is fostered because of the fact that students face and deal with a real situation and because of the need to achieve a final product. Blumenfeld et al. (1991) support the idea that project-based learning motivates students by means of three elements: interest and value, perceived and achieved competence and task focus. The reasons why these three elements are important are, to begin with, because it is essential for the students to be able to choose among certain topics, work in groups and challenge themselves to finish the project; additionally, because students need to be familiar with the topics, they need to have certain skills and see errors as useful elements; lastly, students' motivation increases when teachers create an appropriate environment to develop the task. (Blumenfeld et al, 1991)

Intykbekow (2017) comments that motivation is the major benefit of PBL. She supports the idea that students feel more motivated when they can take part in the development of the action together with the fact that they face real-world situations. In fact, Intykbekow (2017) stated that students find it enjoyable when they have the responsibility to solve a problem or when they need to discover some elements. Furthermore, another aspect that motivates students is that they can compete with other groups. Students do their best in order to make sure they are carrying out the best project in the classroom.

In their study, Chiang and Lee (2016) compare two groups, a control and an experimental group, to check whether or not motivation is increased by implementing project-based learning in the classroom. At the beginning of the project, some students were not willing to participate in the projects because they thought it was going to be a waste of time. However, after some sessions, students started to work together and to search information about their projects. They realised that creating a project was more difficult than what they have expected but they started to work until they got to the point of making decisions. Finally, the teacher gave the students a test to measure

motivation and it showed that the experimental group showed higher motivation than the control groups.

Secondly, project-based learning also fosters the improvement of the students' academic achievement. Accordingly, Harrigan (2014) argues that students increase their English competence because they face different challenges. So, he acknowledges that "Students in a PBL group showed an increase of 84% compared with the non-PBL group in their pre and posttests comparison" (Harrigan, 2014, p.31). Furthermore, this increase of the academic achievements is not only perceived in high achievers but also in low-achievers.

Intykbekow (2017) emphasises that academic achievement is obtained because of the learning by doing which makes students put into practice the knowledge they have acquired throughout the years. In addition to that, not only academic competence is improved but also, language, collaborative and thinking skills improve significantly because PBL fosters interaction among the participants. These skills are achieved in an inductive way. Moreover, students discover some unnoticed abilities and skills. As Kavlu (2017) claims, "PBL would, therefore, help language learners relate to the task, to the language in the learners' communicative competence and make the language more relevant to their needs and enable them to communicate and understand the target language's culture" (p. 71)

In another study, Bas (2011) assesses the effects of project-based learning on the academic achievements in the English subject. Bas (2011) divides the class into two groups: an experimental groups where he applies project-based learning and a control group where students learn by following the textbook. Before starting, all the students complete a pre-test and then, at the end of the research, they complete a post-test. Regarding the procedure of this research, students in the experimental group work cooperatively whereas the control group follows traditional education. Therefore, in the experimental group, students are gathered randomly by assigning them a number, and then, they complete the project until they get to the presentation phase. Once students finish the project and they complete a post-test, it is time to compare the results. Bas (2011) acknowledges that the results in the experimental group are positively increased in comparison with those from the control group.

The idea of discipline and responsibility is also underlined within the benefits of project-based learning. Project-based learning is not only focused on learning elements from the curriculum but it also fosters values education. Discipline, according to Intykbekow (2017), is learned in an inductive way in a PBL classroom. Students realise that in order to finish their project, it is very important not to disturb their classmates as well as to create a good atmosphere that allows them to work comfortably. This

discipline helps them to improve their concentration, to find solutions in a short period of time, to achieve a better result or to organise their group work properly. Intykbekow (2017) underlines the idea that in traditional teaching discipline is even more important since teachers show an active role. However, in a PBL classroom, students guide themselves throughout the projects and they realise how important it is to be disciplined. Moreover, discipline helps teachers to have a better control of their classroom.

Responsibility, as a benefit of the implementation of project-based learning is apparent in the research carried out by Lasauskiene and Rauduvaite in 2015. They go through a process of data collection by asking the students about what benefits they could gain from their experience with project-based learning. They analysed teachers' and students' perceptions of the project. The results show that PBL promotes students' responsibility, because they are in charge of their project and it makes them increase their feeling of initiative within the project. Lasauskiene and Rauduvaite (2015) expand on responsibility being another benefit of PBL: "the success of the project is when students suggest solutions themselves, organise events themselves and are active and openly express their emotions and discuss them" (p. 791).

Project-based learning also enables students to have a better relationship with each other and with their teachers. Therefore, thanks to enhancing students' motivation, skill development and discipline, the relationships within the class strengthen. Furthermore, the fact that students get on well with each other makes the environment of the class more comfortable and relaxed. Altogether, teachers strengthen their relationship with the students. These aspects promote more support, respect and collaboration (Intykbekow, 2017).

Lasauskiene and Rauduvaite (2015) conduct a study to analyse teachers' personal points of views about the implementation of project-based learning. In this study, 9 teachers participate and, for five weeks, they analyse students from 10 to 28 years old. Furthermore, the procedure of this research is based on asking teachers a series of questions and then, classifying the answers into positive and negative perspectives.

In the following table, Lasauskiene and Rauduvaite (2015) summarise the main benefits from a PBL instruction.

Theme: areas of positive experience	
Category	Sub-category
Development of students' competencies	• Development of students' self-dependence • Responsibility for the expected project result • Development of social competency of students
Collaboration between a lecturer and a student	• Coaching of lecturer • Satisfaction with students' involvement into project activities
Lecturer's professional development	• Development of meaningful tasks to students • Lecturer's satisfaction with improvement and creation while teaching with students

Figure 1. Project-based teaching experiences of lecturers (Lasauskiene and Rauduvaite, 2015, p. 790)

Nevertheless, this research shows that PBL presents some limitations that affects its success. These challenges can be classified into group work problems and lack of time, lack of knowledge and extensive amount of work. These main challenges can be observed in the following table:

Theme: areas of negative experience	
Category	Sub-category
Lack of students' competencies	• Unrealised and unperceived roles of students in a project team • Lack of students' social competency • Lack of students' leadership competency
Lack of dialogue with students	• Unrealised role of students completing task assigned by a lecturer • Unrealised responsibility of a teacher for initiating dialogue with students
Lack of lecturer's competencies	• Lack of lecturer's managerial competency • Lack of lecturer's didactic competency

Table 2. Areas of negative experience (Lasauskiene and Rauduvaite, 2015, p. 790)

One of the main problems project-based learning can face is the fact that group work is considered challenging. Previously, group work or cooperative work has been stated as something positive and beneficial. However, this positive aspect can turn into a negative one if cooperation and collaboration lack. According to Lasauskiene and Rauduvaite (2015), some students are not able to take responsibilities, they are not able to consider themselves leaders or they do not cooperate in work group. These considerations affect the success of PBL because students lose their motivation and the results of the project are negatively affected. Furthermore, Intykbekow (2017) argues that some students show less interest to participate than others and this causes other students to do more extra work than the one they are required to do. This problem derives from a lack of instruction for group working.

Another disadvantage is time. Time can be considered challenging due to two reasons: for teachers, extra time is required so they can get prepared for the lessons; for students, extra time is required so they can finish the project properly. Kavlu (2015) acknowledges that PBL needs to be prepared in advance and it is quite difficult to organise a whole project. In fact, teachers need to work outside the classroom as well, and that is one of the reasons why project-based learning is sometimes avoided. In addition, Intykbekow (2017) explained that students usually complain because they feel the need to have more time to prepare their project. This situation makes them feel anxious as they need to devote more time to the project instead of having more free time outside the classroom.

Given these points, although project-based learning presents some challenges that affect its success, it is safe to say that its benefits compensate these challenges.

5. Assessment of project-based learning

Project-based learning can be assessed in several ways. Evaluation needs to be done throughout the lessons because it is important to assess not only the product but also the whole process (Liarte, 2017). Students will be assessed in a formative and a summative way by means of rubrics, and they will judge themselves together with peer-evaluation within their group work (Clark, 2017).

Formative assessment, also known as assessment for learning, is, according to Voinea (2018), a process where students are evaluated in order to monitor their learning process and to provide them with useful information to improve their learning. This information is given by means of feedback that provides information related to objectives, weaknesses, mistakes or contents. Moreover, Dixson and Worrel (2016)

supported that this feedback is also useful for teachers due to the fact that teachers can notice whether they need to modify their teaching methodology or whether they need to put more emphasis on certain aspects of their teaching. Dixon and Worrel (2016) explain that there are two types of formative assessment that can be applied in the classroom; when teachers apply formative assessment extemporaneously and they realise that students have not understood the explanation; and when teachers plan, in advance, in order to apply this formative assessment, for example, when students have to answer some questions, complete some questionnaires or do their homework.

Summative assessment, also known as assessment of learning, aims at checking whether or not students achieve their intended objectives. In order to do that, teachers collect some data from the students and teachers also interpret these data to achieve some concluding information (Dolin, Black, Harlen & Tiberghien, 2017). Furthermore, in agreement with Dixon and Worrel (2016), summative assessment can be used to assess how students have evolved from the previous tests, to measure students' achievements or to obtain valid information about the students' process of learning.

Thus, formative and summative assessment are not two independent items. In fact, these two elements are related because, as Dixon and Worrel (2016) acknowledge, we can apply a formative test functioning as summative and vice versa. For instance, if students are tested formatively and teachers use the results for the final mark, teachers are using formative assessment in a summative way or if teachers use a summative test to identify gaps in the learning process, they are using summative assessment in a formative way (Dixon and Worrel, 2016). Therefore, in the evaluation of project-based learning, it is essential to apply both ways of assessing in order to monitor the students' performances together with the results of their projects.

In addition to that, these two criteria are going to be implemented by means of three evaluating instruments which are peer evaluation, self-evaluation and rubrics. First and foremost, peer and self-evaluation appertain to formative assessment where students report useful information about their learning process throughout the project. Next in order, rubrics, which belong to summative assessment grade the final product of the projects where certain criteria and elements will be assessed.

The implementation of PBL requires teachers not only to assess students at the end of the project but it is also necessary to do it regularly in order to help them complete the project. Consequently, two ways of evaluation are taken into account: self-evaluation and peer-evaluation.

To begin with, it is important to go step by step and that is why, self-evaluation is the first instrument of evaluation to be discussed. In fact, students need to know how

to judge themselves before evaluating their partners. "Self-assessment means more than students grading their own work; it means involving them in the processes of determining what is good work in any given situation" (Boud, 1995, p. 12). Since project-based learning focuses on learning by doing or on fostering the active role of the students in the learning process, it is necessary for students to be able to test themselves in order to maintain their active role in the project.

Self-assessment, in agreement with Boud (1995), can be considered as a link between learning and achievements because students are able to pay attention to the reasons why it is important to focus on certain aspects of the project. The fact that students learn to judge themselves is a life-long experience that will be useful for them in future occasions. Also, students acquire the ability to regulate their work, they become able to regulate their responsibility and become more independent because they do not have to wait for their teachers to assess them, they can reflect about whether or not they are improving their learning skills (Boud, 1995).

There are various ways of applying self-assessment in the classroom, as discussed by Panadero and Alonso-Tapia (2013). Self-grading, as its name proposes, serves as a way of making students responsible for their marks. Students review their work and they decide which mark is the most appropriate for the work they have done. This information cannot be considered the final mark for their project but it provides relevant information about the students' perception of their own performance in the project (Panadero and Alonso-Tapia, 2013). On the other hand, self-assessment by means of scripts is discussed by Panadero and Alonso-Tapia (2013) as a process to foster students' reflection upon their performance. Students have to answer some questions about the learning process they have overcome. The idea of administering these types of tools more than once is highlighted, so that students notice some mistakes at the end of the process and therefore they employ extra time to go back and correct them (Panadero and Alonso-Tapia, 2013).

Here, there is an example of a self-assessment worksheet:

Domain	This is an area for which I feel I have room to grow.	This is an area for which I feel some degree of comfort.	This is an area for which I feel I have some strength.
1. Planning and Preparation			
1a. Demonstrating Knowledge of Content and Pedagogy			
1b. Demonstrating Knowledge of Students			
1c. Selecting Instructional Outcomes			
1d. Demonstrating Knowledge of Resources			
1e. Designing Coherent Instruction			
1f. Designing Student Assessments			
2. Classroom Environment			
2a. Creating an Environment of Respect and Rapport			
2b. Establishing a Culture for Learning			
2c. Managing Classroom Procedures			
2d. Managing Student Behavior			
2e. Organizing Physical Space			
3. Instruction			
3a. Communicating with Students			
3b. Using Questioning and Discussion Techniques			
3c. Engaging Students in Learning			
3d. Using Assessment in Instruction			
3e. Demonstrate Flexibility and Responsiveness			
4. Professional Responsibilities			
4a. Reflecting on Teaching			
4b. Maintaining Accurate Records			
4c. Communicating with Families			
4d. Participating in a Professional Community			
4e. Growing and Developing Professionally			
4f. Showing Professionalism			

Figure 3. Self-assessment worksheet (Carbondale, 2017, p.1)

Once students are able to assess themselves, they are prepared to assess their partners. This process is known as ‘peer-evaluation’ or ‘peer-assessment’ and it is considered a useful tool in project-based learning instruction. Peer-evaluation is defined by Usher and Barak (2017) as a process whereby students focus evaluating their partners’ performance in the learning process. Apart from receiving feedback from their partners, students improve their critical thinking skills because they need to observe, analyse and compare others’ performance. Moreover, students become closer and they feel motivated because of the responsibility they undertake (Usher and Barak, 2017).

Peer-assessment suggests reflection as its main aim. Students are not required to rate their partners in a numerical way whereas it is strongly recommended to

encourage students to assess their partners by means of analysis and reflection. Resultantly, they improve their metacognitive skills and they learn the best way to give feedback. Usher and Barak (2017) carried out a research to analyse how peer-assessment works in a project-based learning environment. Once they collect some data from the students, they realise that peer-assessment in PBL could be categorised in four groups which were “reinforcement, statement, verification and elaboration” (p. 7). Reinforcement comments are brief positive and negative comments to support or criticise their peers’ work. Statement comments concentrate on commenting in a short sentence those items that are included in the project and those that are missing. Verification comments are used to check whether or not their peers have completed their objectives and if they have followed the criteria of the project. And, elaboration comments are used so students can comment on some improvements that can be done in the project or create new ideas so they can solve some gaps that may affect the final product (Usher and Barak, 2017).

Here, there is an example of a peer-evaluation worksheet:

Values: 1=Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree

Attribute	Yourself	1.	2.	3.
Was dependable in attending group meetings.				
Willingly accepted assigned tasks.				
Contributed positively to group discussions.				
Completed work on time or made alternative arrangements.				
Helped others with their work when needed.				
Did work accurately and completely.				
Contributed a fair share to weekly papers.				
Worked well with other group members.				
Overall was a valuable member of the team.				

Figure 4.Quick peer evaluation form (Manis, 2012, p. 1)

On the other hand, rubrics appear as a response to the introduction of a new methodology of teaching. In fact, if we change the way of teaching we also need to change the evaluation of this new methodology. A rubric can be defined as an instrument to assess the criteria, objectives and standards that guide a project until the achievement of a final product (Liarte, 2017).

According to Brame (2019) two types of rubrics are found: holistic and analytic rubrics. The former refers to those rubrics that give emphasis to performance levels rather than analysing other criteria, whereas, the latter, pay more attention to describing different levels for each criteria and various levels of performance. Likewise, “you should only have as many performance levels as you can realistically differentiate” (Brame, 2019, p. 180), evaluating project-based learning requires teachers to create different rubric because each part of the project presents different aspects to be assessed. Moreover, simple rubrics are preferred in order not to make them too ambitious and unpractical (Liarte, 2017).

Rubrics are conceived as one of the most objective ways of evaluating the students. As a result, several benefits are said to be obtained from the use of this instrument of evaluation, for instance, rubrics serve as a guide, for both students and teachers, to keep in mind the main objectives of the project (Liarte, 2017); students are aware of the criteria of evaluation and it makes them feel more comfortable throughout the project; rubrics also foster responsibility in the learning process; rubrics enhance students’ metacognitive skills; and finally, rubrics allow students to monitor their learning process and students focus their effort on specific aspects of the project (Brame, 2019). An example of a rubric for grading project-based learning is reproduced below:

PBL Grading Rubric

(25 point assignment)

	0	1	2	3	4	5	Grade
Individual grade: Each member of the team will grade each other on their contributions to the team	Did not participate at all	Barely participated in the project; did nothing outside of class	Made minimal contributions to the team and to solving the problem	Aided in solving the problems and contributed to the success of the team	Important to the success of the team; involved in deriving a solution to the problem	Involved in all of the decisions and integral to the success of the team; intimately involved in deriving a solution to the problem	
Organization: How is the solution to the problem organized	No apparent organization	Poorly organized appears to have been thrown together at the last minute	Mediocre organization, although may have major problems	Organized in an adequate manner, although the logic may be less evident	Good organization, logically put together	Completely clear, logically leading to the solution	
Research: The amount of research that is used in solving the problem	No apparent research	Poor research, leading to a poor solution not based on research	Mediocre research which may or may not lead to an adequate solution	Adequate research which may or may not lead to an adequate solution	Good research, leading to a successful solution	Contains all the information needed for solving the problem	
Handout: How thorough and well organized is the solution	No handout	Poor handout of little value; appears prepared at the last minute	Mediocre information which may or may not lead to a solution	Adequate information which may help in finding a solution	Good information organized well that could lead to a good solution	All of the necessary information clearly organized for easy use in solving the problem	
Public Presentation: How did the team present the problem and the solution	Presentation not ready on time	Poor presentation, looks like put together in a hurry	Mediocre presentation which is unconvincing	Adequate presentation which is somewhat convincing.	Good presentation which convinces that the solution is appropriate.	Completely convincing presentation	

Figure 5. PBL grading rubric (2010, p. 1)

To sum up, due to the fact that project-based learning focus on a student-centred approach, it is important to select an appropriate instrument of evaluation that fosters the active role of the students.

6. Final remarks

Throughout the analysis of this literature review of project-based learning (PBL), the most relevant aspects of this approach have been exposed. PBL is conceived as an appropriate methodology for learning English as a foreign language because of its focus on placing students as active agents and because of its communicative orientation. In the following chapter, a didactic proposal, 'Lights, camera, action', elaborates an example to apply PBL in the English classroom.

Chapter 2: 'Lights, camera, action!'

1. Introduction

This didactic unit 'Lights, camera, action' is designed to be implemented in the 3rd year of Compulsory Secondary Education (CSE). It is planned to be applied to a group of 28 students about 15 and 16 years old. The aim of this didactic unit is to raise students'

awareness of certain problems related to adolescence together with the improvement of their command of English. Moreover, it underlines the importance of learning by doing by means of applying a project-based instruction in the English class.

2. Justification

This didactic unit represents the last unit in the Course Plan for the 3rd grade of Compulsory Secondary Education during the last term of the course and, consequently, it is included within the School's Educational Project where the Official Curriculum is adapted to the current educational system. It pursues the achievement of two main aspects which are learning by doing and communicating and interacting as a mean of improving the students' command of English as a foreign language. The former provides students with a methodology of learning where they do not need to learn contents by heart, whereas the latter offers them the possibility to enrich their communication skills together with the fact that students learn to cooperate.

The elaboration of this didactic unit follows the Spanish and Andalusian legal framework of education where three main elements need to be included. These elements are the Real Decreto 1105/2014 del Boletín Oficial del Estado (Royal Decree 1105/2014 from the Official State Bulletin) and Decreto 110/2016 del Boletín Oficial de la Junta de Andalucía (Decree 110/2016 from the Regional Official Bulletin) which develop the general objectives of stage and area of Secondary Compulsory Education and the key competences and skills; and the *Common European Framework of Reference For Languages* (CEFR, 2001) which pays attention to the students' level of English.

Firstly, this didactic unit, according to the Real Decreto 1105/2014 del Boletín Oficial del Estado (Royal Decree 1105/2014 from the Official State Bulletin, p. 11), considers the following objectives in order to guarantee the organization and completion of the curriculum in compulsory secondary education (CSE):

- a) To responsibly assume their duties, know and exercise their rights in respect to others, practice tolerance, cooperation and solidarity among individuals and groups, to practice dialogue strengthening human rights and equality of treatment and opportunity between men and women , as common values of a pluralistic society and prepare for the exercise of democratic citizenship.
- b) To develop and strengthen habits of discipline, study and individual work and teamwork as a necessary condition for an effective learning tasks realization and as a means of personal development.

e) To develop basic skills in the use of information sources for, critical sense, acquire new knowledge. Acquire a basic preparation in the field of technology, especially the information and communication.

g) To develop an entrepreneurial spirit and confidence in itself, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility.

i) To understand and express themselves in one or more foreign languages properly.

Secondly, this didactic unit, according to Decreto 110/2016 del Boletín Oficial de la Junta de Andalucía (Decree 110/2016 from the Regional Official Bulletin, p. 13), considers the following objective: g) to make a responsible use of information and communication technologies. Furthermore, this lesson plan also agrees with the idea of motivating the students, paying attention to diversity and fostering communication and interaction.

Finally, as mentioned above, the *Common European Framework of Reference's* (2001) requirements are considered. This lesson plan pays more attention to Chapter 2 where students are supposed to learn by action. According to this chapter, students use the English language to complete tasks in different circumstances. Therefore, students do not only learn English but they also acquire abilities to learn new skills and domains. Moreover, this didactic unit encourages students to interact with their partners. Therefore, according to the *Companion Volume with New Descriptors* (2018), A2 level students are able to 'communicate with reasonable ease in structured situations and short conversations, provided the other person to helps if necessary' (p. 83)

3. Contextualization

This didactic unit is thought to be applied in Auringis, which is a high school located in the city of Jaen. This high school is not homogeneous; there are students from different social backgrounds and from different primary schools and not all the students show the same level of English. In fact, this high school hosts 850 students who are gathered in four levels of compulsory secondary education, two levels of non-compulsory secondary education and four courses for vocational training.

Thus, due to the vast range of students, this high school is organised by a big management team where we can find a headmaster, a deputy director, three heads of studies, a secretary, and 75 teachers. In addition to that, it also offers a gym, an auditorium, some recording studios, internet connection, big classrooms, digital

blackboards, a computer room, a library, and a schoolyard. Furthermore, it participates in a considerable number of activities, for instance, the celebration of the women's day, the theatre day, the reading program, an environmental project or the bilingual program.

Moreover, discipline is one of the major concerns of this high school because it aims at shaping students' behaviour as a must-do in education. This concern about discipline describes this high school as a place where students are willing to learn and to respect their teachers and partners. Discipline is regulated by means of written warnings which are divided according to different degrees of severity. These warnings are given to the students, to the tutor of the class and they are also sent to their parents via PASEN. PASEN is a platform that allows communication among teachers and parents and it also stores students' information, for instance, marks, exams dates, positive and negative contributions or attendance.

This didactic unit is designed to be applied in a class of 30 students where we can find 15 girls and 15 boys belonging to 3rd of compulsory secondary education. It should be emphasized that this class is interested in working in groups because they feel more comfortable and they like the idea of sharing ideas. This interest in cooperating is useful for the implementation of project-based instruction because students are already divided into groups and they know each other. In fact, students are heterogeneously assembled according to the Plan of Multilingualism and Multiculturalism fostered by Andalusian Educational Authorities.

Students will be gathered in 7 groups of 4 students each. So, in order to make communication and interaction feasible, the desks will be placed together forming a circle. By doing so, students can see all the members of the groups and they can share their ideas and complete the activities in cooperation.

Regarding the students' level of English, this didactic unit is adapted to an A2.2 level which represents a low/pre-intermediate level in agreement with the *Common European Framework of Reference for Languages* (2001). However, because of the fact that the groups are heterogeneous, students who do not have this level of English can get helped by their group members.

4. Didactic and foreign language objectives

The elaboration of this didactic unit is based on the accomplishment of a series of foreign language objectives and some didactic objectives as well. According to Orden del 14 de Julio from Boletín Oficial del Estado (Official Regional Bulletin's Order from the 14th of

July 2016, pages 212-213), this lesson plan contributes to the achievement of the following objectives in the English as a foreign language subject:

7. To develop autonomy in learning, habits of discipline, study and work, reflection on the learning process itself and transfer knowledge and communication strategies acquired in other languages to the foreign language.

8. To develop the ability to work as a team, reject discrimination against people based on sex, or any other personal or social condition or circumstance, strengthening social and affective skills necessary to solve conflicts and rejecting stereotypes and prejudices.

12. To manifest a receptive and self-confident attitude in the ability to learn and use the foreign language in a creative way, take the initiative and participate critically in situations of communication.

Thus, the establishment of these foreign objectives together with the stage objectives described above, this lesson plan contributes to the achievement of a series of didactic objectives which are related to the contents in the curriculum. These objectives are:

- a) To recognise and use vocabulary related to the topics of the short films
- b) To be able to evoke previous knowledge.
- c) To practice English by listening, comprehending and producing oral and written texts about the topics of their short films and the elements of a short film.
- d) To use English as a way of communicating and interacting with their partners.
- e) To gain knowledge about the necessary elements to create a short film.
- f) To raise awareness about adolescence problems such as bullying, eating disorders, racism, homophobia, drugs, social networks, teen pregnancy, addiction to technologies and stress.
- g) To learn grammar (present, past and future tenses, modals, comparatives, expressions of opinions, wh-questions and connectors) in an inductive way by means of different types of input.
- h) To practice the pronunciation of the verbs, nouns, adjectives and questions.
- i) To express respect towards the foreign language and its culture.
- j) To approach cultural elements, for instance, the cinema.

5. Key competences

Regarding the legal framework, there are some key competences that need to be developed in the English as a foreign language subject. These competences are established by Decreto 111/2016 from Boletín Oficial de la Junta de Andalucía (Royal

Decree 111/2016 from the Official Regional Bulletin, p. 122). Resultantly, this didactic unit aims at including six out of seven key competences. However, some of these competences are more emphasized than others. These competences are:

1. Linguistic competence. It refers to the use of the English language as an instrument of oral and written communication. This competence is the most relevant one in this didactic unit because it allows students to communicate and interact with their partners. Linguistic competence serves as a mean of understanding, expressing and interpreting concepts, thoughts, feelings, facts, and opinions in a series of circumstances and contexts. In this didactic unit, students improve their linguistic competence because they are not only producers of the message but they are also receptors; so, they need to speak the language and understand the messages of their partners as well. This competence can be also improved by means of information technologies because the students are constantly receiving input in the form of texts, articles or videos.
2. Digital competence. It refers to the creative and responsible use of technology as a mean of achieving the learning objectives. This competence requires the students to acquire skills related to searching information, analysing this information, creating contents or using technological resources. In this didactic unit, this competence is fostered because students need to search information in order to prepare themselves for the final project. Moreover, this use of technology is beneficial for the students' level of English because they receive input inductively.
3. Learning to learn. It refers to the ability to initiate and organise the learning process where the students are supposed to be creative, autonomous and motivated. It offers students the possibility of expressing their ideas, they share information and they are able to interpret information on their own. Therefore, in order to prompt this competence, it is necessary to make the students reflect on their learning process, either individually or in groups. By doing so, students feel autonomous, they increase their motivation towards the learning process and they become able to concentrate on their tasks. This lesson plan supports this idea of learning to learn because it follows a student-centred approach where students are responsible for their learning process.
4. Social and civic competence. It refers to the abilities of the students to participate actively in the social life that surrounds them. This competence implies interaction, respect for their partners, an exchange of information,

making decisions, sharing new ideas, be tolerant or showing interest in the learning process.

5. Entrepreneurship and initiative competence. This competence stands as the ability to convert ideas into actions. Maybe, this is one of the most challenging competences since students are used to memorise information instead of learning by doing. Regarding this situation, it is necessary to teach students how to manage and solve problems, the importance of being creative and responsible for their actions or how to cooperate when working in groups. Hence, this is one of the major concerns of project-based learning because students become more autonomous and they perform as active learners.
6. Cultural and artistic competence. It involves showing interest on the different cultural and artistic manifestations where students are required to show a critical and positive attitude towards diversity where there are some fundamental elements such as respect, dialogue, communication, and personal expression. The teacher raises students' awareness of the different cultural and artistic elements that surround them and they also learn to appreciate these elements. This didactic unit incorporates this competence by means of introducing the students to the topic of the cinema.

6. Contents

The following contents are taken from the legal framework of Orden del 14 de Julio de 2016 del Boletín Oficial del Estado (Order of 14th July from the Official State Bulletin, pp. 230-235). These contents are adapted to this didactic unit.

1. *Comprehension and production strategies*
 - a. Evoking previous knowledge.
 - b. Recognising, identifying and comprehending significant elements.
 - c. Listening and comprehending brief oral and written messages.
2. *Communicative functions*
 - a. Expressing information orally and written.
 - b. Offering information, opinions, points of view, advises or warnings.
 - c. Maintaining communication.
3. *Linguistic exponents*
 - a. Vocabulary related to topics such as bullying, eating disorders, racism, homophobia, social networks or teen pregnancy.

- b. Present, pass and future tenses, modals, comparatives, expressions of opinion, wh-questions and connectors.
- c. Pronunciation of the verbs, nouns, adjectives and questions.

4. *Sociocultural and sociolinguistic aspects*

- a. Expressing respect towards the foreign language and its culture.
- b. Taking advantage of the English language as a mean of communication.
- c. Approaching cultural elements, for instance, the cinema.

7. **Methodology**

The methodology that governs this didactic unit is the so-called project-based learning. To recap the information discussed in the literature review, this methodology underlines the idea of learning by doing. Indeed, students go through a process of learning which prepares them to achieve a final product.

8. **Attention to diversity**

Nowadays, dealing with diversity is one of the main concerns of educational. In fact, education supports the idea of inclusion. Diversity has to be perceived as the vast range of different features of a human being that differentiate people. Therefore, it would be a mistake if diversity is only considered as a matter of intellectual deficits. Nevertheless, diversity is also a matter of attitudes, levels of motivation, personality traits or learning styles. Regarding these aspects, it is necessary to take all of them into account in order to make the class as inclusive as possible and to give all the students the same amount of opportunities for learning. Furthermore, this lesson plan concentrates on including some of the multiple intelligences in order to offer different ways of learning.

As seen above, the class of 3rd of Compulsory Secondary Education is formed by twenty-eight students where we can find slow finishers and fast finishers. This didactic unit attempts to pay attention to these two types of diversity.

Firstly, regarding slow finishers, they can ask for the teacher's help as a guide in case they do not know how to organise themselves to do the project. Moreover, students can take advantage of their partners if they need help. Students, in case they do not finish on time, have the opportunity to work at home where they can use 'Wunderlist' which is an online page where they can establish a set of tasks and these tasks can be assigned via online to the members of the group. This online page also offers the opportunity to set deadlines and the leader of the group can see how the rest of the members are working on the project.



Figure 6. Wunderlist. (Made with <https://www.wunderlist.com/es/>)

Finally, paying attention to fast finishers, 'Wheel decide' is used as a mean to offer a list of activities for those who finish earlier. Wheel decide is an online wheel where teachers can create a personal wheel that, in this case, contains activities for fast finishers. As a result, fast finishers spin the wheel and complete the activity that is chosen randomly. These activities are a word search about adolescence, a debate, a role play, and writing a composition about the benefits and challenges of being a teenager. These activities allow fast finishers to reinforce their knowledge and to keep them occupied until the rest of the class is ready to change the activity.



Figure 7. Activities for fast finishers. (Made with <https://wheeldecide.com/>)

Activities for fast finishers:

1. Word search: Students complete a word search about adolescence. This activity encourages students to learn more vocabulary.

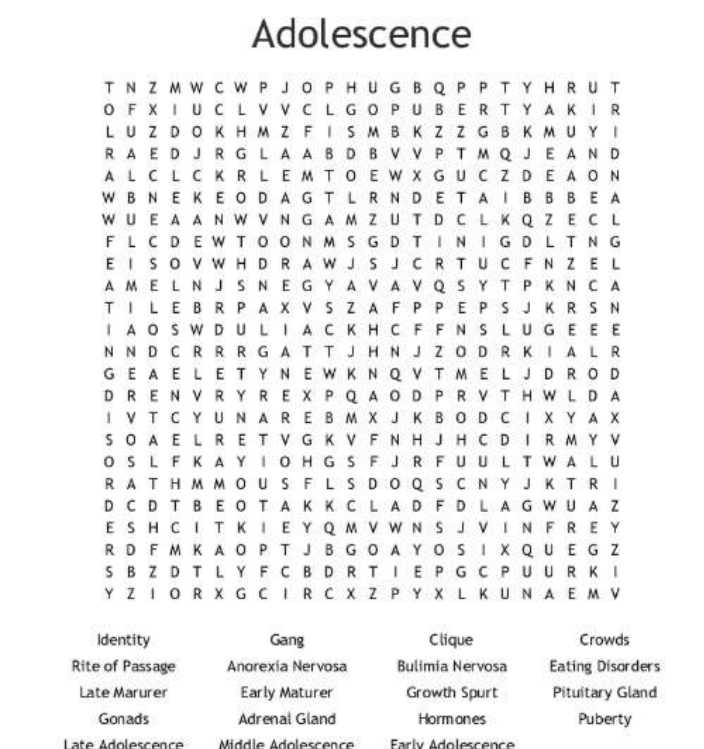


Figure 8. Word search. (Retrieved from https://wordmint.com/public_puzzles/45019)

2. Role play: Students are given a real situation and they do a role play with the rest of the students who finish earlier.

3. Write a composition about the benefits and challenges of being a teenager. Students write a composition of 85 words.

4. Debate: Students debate about the following question: Do you think it is difficult to be a teenager?

Furthermore, the fact that this didactic unit is elaborated to work cooperatively also pays attention to diversity because the groups are created heterogeneously with mixed-ability students. By doing so, students are not classified by their cognitive levels or their marks but they are gathered in a mixed-way in order to increase the level of those whose level is lower and to reinforce the knowledge of those whose cognitive level is higher. This organization also fosters fellowship in the class because students become closer to each other.

9. Cross-curricular elements

Learning a foreign language does not only imply elements such as grammar, vocabulary or listening but it also includes learning some elements, for instance, values. These elements are of paramount importance in the curriculum of the foreign language subject because they are present in the students' lives.

Thus, according to Artículo 6 del Real Decreto 1105/2014 del Boletín Oficial del Estado (Official State Bulletin Royal Decree-Law 1105/2014, article 6, p. 173), the cross-curricular elements in Compulsory Secondary Education are respect, equality, justice, democracy, moral and civic education, tolerance, diversity, empathy, road safety education, solidarity, entrepreneurship, inclusion environmental education and sex education.

Therefore, by the end of this unit, students achieve tolerance, respect, inclusion, democracy, and creativity. In this lesson plan, students learn tolerance and respect by working in groups and respecting their partners' opinions. Then, inclusion, as mentioned above, is learned by means of creating mixed-ability groups and by the incorporation of slow and fast finishers. Moreover, democracy is fundamental in this didactic unit because students need to make decisions. Finally, creativity could be considered a skill rather than a value. Apart from that, creativity is necessary for students to complete their projects and it helps them to do their best.

10. Interdisciplinarity

In this didactic unit, students learn the foreign language and certain values discussed above. In addition to that, this lesson plan implies collaboration with another subject which, in this case, is information and communication technologies. As a result, in information and communication technology, students learn to edit their videos and they also learn to use digital resources.

11. Material and resources

The elaboration of a project implies the use of several materials. These materials are varied and they are thought to be as innovative as possible. The necessary materials are:

- ✓ Digital blackboard or projector
- ✓ Kahoot
- ✓ Wunderlist
- ✓ Web Quest

- ✓ Computer or tabs
- ✓ Wheel decide
- ✓ Internet connection
- ✓ Mobile phones
- ✓ Basic materials (paper, pen and pencils)
- ✓ Prizes
- ✓ YouTube

12. Assessment

Assessment checks whether or not students achieve the stated objectives. In addition, assessment is recommended to discover the difficulties or gaps of the learners and to make sure that the employed methodology successes.

12.1. Evaluation criteria

The aspects which are considered to evaluate the students are:

- Whether or not the students recognise and use vocabulary related to the topics of the short films
- Whether or not the students are able to evoke previous knowledge.
- Whether or not students practice English by listening, comprehending and producing oral and written texts about the topics of their short films and the elements of a short film.
- Whether or not students use English as a way of communicating and interacting with their partners
- Whether or not students gain knowledge about the necessary elements to create a short film
- Whether or not students raise awareness about adolescence problems such as bullying, eating disorders, racism, homophobia, drugs social networks, teen pregnancy, addiction to technologies and stress.
- Whether or not students learn grammar (present, past and future tenses, modals, comparatives, expressions of opinions, wh-questions and connectors in an inductive way by means of different types of input.
- Whether or not students practice the pronunciation of the verbs, nouns, adjectives and questions.
- Whether or not students express respect towards the foreign language and its culture

- Whether or not students approach cultural elements, for instance, the cinema.

12.2. Indicators of achievement

Every student:

- recognises and uses vocabulary related to the topics of the short films
- is able to evoke previous knowledge.
- practices English by listening, comprehending and producing oral and written texts about the topics of their short films and the elements of a short films.
- use English as a way of communication and interaction with their partners.
- gains knowledge about the necessary elements to create a short film.
- raises awareness about adolescence problems such as bullying, eating disorders, racism, homophobia, drugs, social networks, teen pregnancy, addiction to technologies and stress
- learns grammar (present, past and future tenses, modals, comparatives, expressions of opinions, wh-questions and connectors in an inductive way by means of different types of input.
- practices the pronunciation of the verbs, nouns, adjectives and questions.
- expresses respect towards the foreign language and its culture
- approaches cultural elements, for instance, the cinema.

12.3. Instruments of evaluation

Regarding the methodology of this didactic unit, which is project-based learning, it is important to pay attention to the final product but also to the process of learning. Therefore, the evaluation is made in a formative and in a summative way and different instruments of evaluation are necessary to do that.

On the one hand, formative assessment is applied by means of self-assessment and peer-assessment worksheets. Here, students rate some statements from 1 to 5 and they also upload them to Google classroom in order to discuss with their groups those elements that need to be changed. (These worksheets can be found in session 2 and 4)

On the other hand, rubrics are used to evaluate students in a summative way. Two rubrics are used to evaluate different aspects of the project. Firstly, a rubric evaluates the writing work of the students; and, secondly, another rubric evaluates the final product, which is their short films. These are the rubrics:

RESEARCH

	 VERY GOOD (10-8)	 GOOD (7.99-5)	 BAD (4.99-4)	 VERY BAD (<4)
INFORMATION	All the written information is relevant and useful for the project	The information is relevant but some aspects are not taken into account	There is some important information missing	The written information is not relevant at all
ORGANIZATION	The information is presented chronologically and it is separated in paragraphs	Some information is written randomly and it is separated in paragraphs	The information is not chronologically organised enough and some paragraphs are missing	The text is not chronologically organised and there are not any paragraphs
GRAMMAR AND USE OF CONNECTORS	Grammar is accurate and the information is linked by means of connectors	There are some grammar mistakes and connectors are used	Grammar is not accurate enough and there are few connectors	Grammar is not accurate at all and connectors are not used
WRITING STYLE	The writing style is absolutely formal	The writing style is quite formal	The writing style is not formal enough	The writing style is not formal at all

. Figure 9. Rubric to evaluate the research. (Made with <https://www.genial.ly/es>)

SHORT FILM

	VERY GOOD (10-8)	GOOD (7.99-5)	BAD (4.99-4)	VERY BAD (<4)
PRONUNCIATION	Students' pronunciation and intonation are accurate	Students' pronunciation and intonation are accurate but some words are mispronounced	A lot of words are mispronounced and intonation is not accurate	The pronunciation and intonation are not proper
CREATIVITY	The ideas are highly interesting and students use innovative resources	The ideas are interesting and students use innovative resources	The ideas are good but students do not use innovative resources	The ideas are poor and no innovative resources are used
VOCABULARY	The short film includes a lot of varied vocabulary	The short film includes some useful vocabulary	The short film does not contain enough vocabulary	The short film is poor in terms of vocabulary
GRAMMAR	Grammar is strongly accurate	Grammar is more or less accurate	Grammar is not accurate enough	Grammar is not accurate

Figure 10. Rubric to evaluate the short films. (Made with <https://www.genial.ly/es>)

Therefore, there are two ways of evaluating students' projects: 40% of the final mark comes from formative assessment and a 60% belongs to summative assessment, which is the final product and the information uploaded onto the Web Quest.

Formative assessment (40%)	Summative assessment (60%)
20% self-evaluation worksheet	Rubric to evaluate research (30%)
20% peer-evaluation worksheet	Rubric to evaluate the short films (30%)

Figure 11. Evaluation

13. Step by step lesson plan

The whole didactic unit consists of seven sessions which are devoted to the creation of a short film in English and they last over fifty or sixty minutes. The first session serves as an introduction to the project where the project is explained to the students and they also evoke previous knowledge. The second session is devoted to research some relevant information about cameras and mobile phones' cameras plus more activities and a self-evaluation test. The third session is based on the idea of familiarising students with the topics of their short films by means of some input and tasks. The fourth and the fifth session focus on writing the script for the short film where students organise their ideas and convert them into a script and a storyboard plus a peer evaluation. The sixth session concentrates on recording the short films. And, lastly, the last session is geared towards presenting their short films and reflect on it. Furthermore, these sessions are supported by the methodology of project-based learning which has been satisfactorily applied in this classroom on other occasions.

The aim of this project is to raise students' awareness of the problems teenagers face. Some of these problems are eating disorders, bullying, racism, homophobia, drugs, teen pregnancy, addiction to technologies and stress. As a result, students realise that these are real and complex situations that need to be solved.

SESSION 1: Getting introduced to the project

Presentation of the activity plus introduction to project-based learning

Time: 20 minutes.

Group: Whole class.

Skills: Listening and reading.

Materials: Poster, electronic blackboard and projector.

Description: The project is presented to the students. It is divided into two parts which are the explanation of the activity and the explanation of project-based methodology. In order to do that, a poster is designed to make the explanation more visual. Moreover, students sign a contract to assume that they are willing to take part in the project. As a result, students perceive the project as a realistic activity.

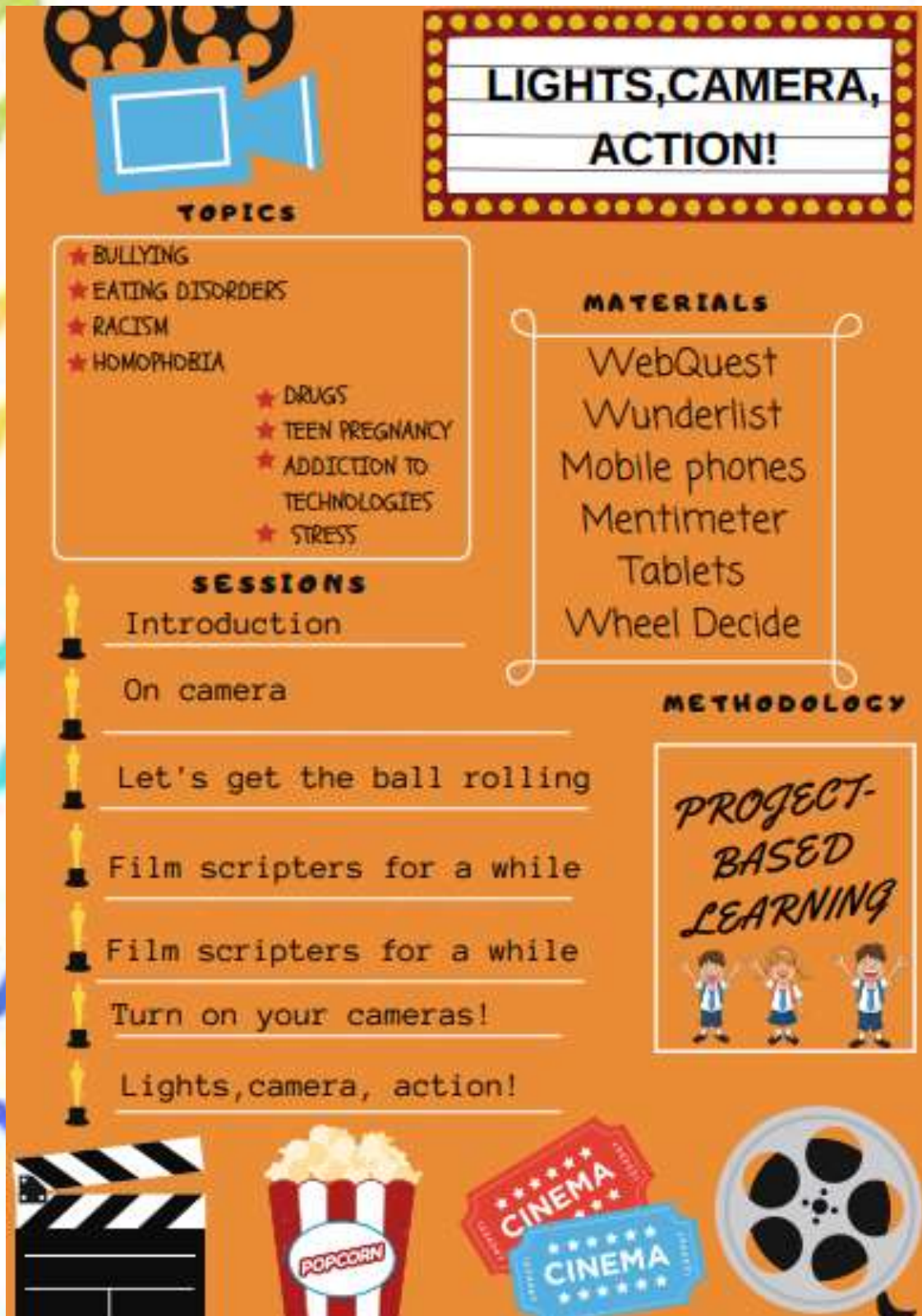
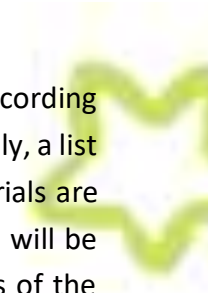
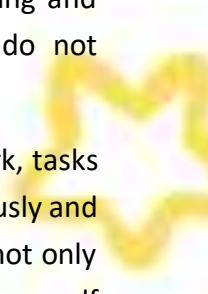


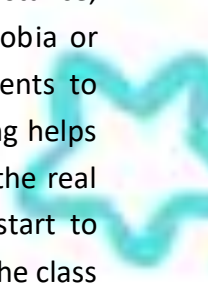
Figure 12. Presentation of the project (designed with <https://www.canva.com>)



In this poster, the main information of this didactic unit is included. Firstly, according to the objectives, students are told about the topics of their projects. Secondly, a list of materials is given. In this case, on the grounds that the necessary materials are innovative and creative, students start thinking about how these resources will be used. Thirdly, it is important to make students know the different sessions of the project. In this part of the explanation, students are told the name of these seven sessions and some examples of the activities are given together with timing and spaces. Finally, the methodology is explained in case some students do not remember how this methodology works.



Project-based learning is a methodology that incorporates cooperative work, tasks and a communicative language approach. Students need to work autonomously and responsibly in groups of four people. Students are explained that teachers not only evaluate the final products but they also evaluate the process by means of some self and peer-evaluation worksheets. In this project, students are asked to create a 7-8 minutes short film about a topic related to some teenagers' problems, for instance, eating disorders, bullying, teen pregnancy, stress, drugs, racism, homophobia or addiction to technologies. Therefore, this methodology encourages students to learn by doing instead of learning by heart. This nuance of learning by doing helps them to learn some information and be able to apply this information to the real world. As a result, students are introduced to the project; then, they start to elaborate their projects in groups, and, finally, they present their projects to the class and they reflect on their performance and their resultant projects.



I _____ AGREE WITH
COMPLETING THE FOLLOWING REQUIREMENTS.
IN CASE I DON'T, I WILL ACCEPT NOT TO HAVE
THE HIGHEST MARK.

- I will speak in English with my partners ✓
- I will work cooperatively ✓
- I will meet the deadlines ✓
- I will complete all the tasks ✓
- I will be respectful with my classmates ✓
- I will raise my hand to speak ✓
- I will accept my partners' points of view ✓

Signature _____ 

Figure 13. Contract for the project (designed with <https://www.canva.com/>)

This contract serves as a way of making students responsible of their projects. Students read this contract and sign it to assume responsibility and to be aware of the different aspects they need to complete throughout the project.

Warm up: Let's check what you know about this topic

Time: 10 minutes.

Group: Group work.

Skills: Reading, listening, speaking and interaction.

Materials: Worksheet.

Description: Before starting the elaboration of the project, it is important to raise students' previous knowledge. Therefore, students answer the following questions about cinema and short films. They are divided into groups and they ask their group

mates these questions in order to obtain different points of view. This activity fosters their critical thinking skills together with their abilities to interact.

QUESTIONS

1. What is a short-film?
2. Have you ever created a short-film?
3. What is a script?
4. How long is a short film?
5. Who is your favourite actor? Why?
6. Does anybody see him/herself as an actor/actress in the future?

Figure 14. Question mark. (Retrieved from <https://pixabay.com/es/>)

This activity fosters students' reflection and respect because students do not only answer these questions but they also learn to accept their partners' points of view. Furthermore, students learn some information about short films or about their partners' preferences.

'I'm here too'

Time: 15 minutes.

Group: Whole class.

Skills: Listening.

Materials: YouTube video.

Description: If students are asked to create a short film, it is necessary for them to watch an example of a short film. So, students watch the following video about how to prevent teen suicide, which is another problem related to adolescence. By doing so, they know the structure of a short film, its approximate duration and they also practice their listening skills. Moreover, it also serves as a way to raise students' awareness about this topic.



Figure 15. I'm here too. (Retrieved from <https://www.youtube.com/watch?v=kXT2y8G8SDc>)

Script

CLAIRE: I once thought it was impossible to feel alone. I mean, how could I? I'm surrounded by people. I have the best group of friends that anyone could ever ask for. They are loyal and encouraging and my boyfriend, Jacob, is the sweetest guy I've ever met. My older sister, Brooklyn, is inspiring and supportive. My mum and dad are still together and in love, which I admire. And my younger sister, Emma, who despite her typical sarcastic teenager attitude, I cherish her more than anything. I have the perfect life. Or at least, that's what other people see. Or maybe it's just what I want them to see because it's easier that way. Easier than telling the truth and being judged and ridiculed, and made to feel isolated and secluded. Made to feel like I'm not normal, whatever that is. But the truth is, I'm at a point in my life, where I'm tired of pretending, I'm tired of feeling alone, I'm tired of... living. And I know what some of you are thinking. She's just looking for attention. What gives her the right to feel depressed? But see, that's the funny thing about depression, it doesn't give a fuck what you think. Dad?

DAD: Hmm?

CLAIRE: Can I talk to you for a sec?

DAD: Of course you can, baby. Just give me an hour and then I'm yours.

CLAIRE: It's kind of important

DAD: Well, so is this, Claire. This actually puts a roof over your head and food on the table. Not just some argument on Facebook about some boy.

CLAIRE: It's not about some boy.

DAD: Claire, what did I just say? (Phone ringing) Hello, Patrick speaking. Yeah, I'm aware there's a deadline, okay? I'm doing the best that I can. Claire, I'm sorry, okay? We'll talk soon, I promise.

CLAIRE: Mum? Can I talk to you for a sec?

MUM: You can see that I'm busy honey, so.

CLAIRE: It's kind of important

MUM: I am cooking dinner for the whole family after a long day isn't?

CLAIRE: I didn't mean it like that.

MUM: Not now, okay, just...

CLAIRE: Can I help?

MUM: You can help by getting out of the kitchen. Look honey, I'm sorry. I've just had a really long day. I'm stressed. We'll talk later, okay?

CLAIRE: Okay. Emm? Emma?

EMMA: What? What do you want? You just made me lose.

CLAIRE: It's just a game. Why are you so angry all the time?

EMMA: Why are you such an idiot all the time?

CLAIRE: You know that if there's something that's making you angry, you can always talk to me.

EMMA: No, I can't.

CLAIRE: Why not?

EMMA: Because you are an idiot and I don't talk to idiots.

CLAIRE: Brooke? Can I talk to you for a sec?

BROOKLYN: Of course, what are sisters for?

CLAIRE: Lately, I've been feeling... (Phone ringing?)

BROOKLYN: Hold that thought. Hey Cass. We'll talk later okay?

CLAIRE: It's kind of important.

BROOKLYN: Okay. Well I'm on the phone right now. So, it'll have to wait. Stop being so selfish.

CLAIRE: I don't want you to blame anyone though, it's no one's fault. Sometimes we just get so caught up in everything around us we forget about who's right there in front of us. (She takes some pills)

MUM: Claire, honey, dinner's ready?

CLAIRE: Some of you will say this is just a cry for help, but you're wrong. You only cry for help if you believe there is help to cry for.

MUM: Could you please go and get your sister?

EMMA: I don't know where she is. She is probably still being an idiot somewhere. Claire!!!

MUM: Don't scream, I could have done that. Please, just go and get your sister. Okay, I'll get her. (Mum enters the room). Claire? Oh my god, Claire, Claire! Wake up, Claire!

BROOKLYN: Call an ambulance! Get her up!

MUM: Wake up, wake up! No, no, no! My baby!

CLAIRE: Pain is only temporary, but the decisions we make are final. There are not second chances or do-overs. And it's our family and friends that have to live with those decisions. A decision that I wish I could take back. A decision I wish, now, I didn't make. And although it may be too late for me, it's not too late for you because despite everything that has happened, this isn't a sad story. I don't want you to cry for me or

feel bad. I don't even want you to think what you could have done to save me. Because this story isn't about me, it's about you. All of you. And even if you don't see it straight away, someone is always watching, listening, and caring. So, don't make the same mistakes I did. Don't ever give up. And when you are lowest and you think you can't go on anymore, just remember, you're never alone.

Ready, steady, go!

Time: 7 minutes.

Group: Group work.

Skills: Writing, speaking and interaction.

Materials: Kahoot.

Description: Once students watch the previous short film, they are asked to write what they have learned from the video in a piece of paper: structure of a short film, elements, main and secondary characters.

SESSION 2: On camera!

Research: Cameras or mobile phones?

Time: 30 minutes.

Group: Group work.

Skills: Reading, writing, listening, speaking and interaction.

Materials: Computer or tablets, internet connection and Microsoft office.

Description: Students need to obtain some information about how to record a short film in order to carry out their projects. In fact, students have to research some information on the Internet that, according to them, will be useful for their projects.

They do this activity in groups. Students are given some questions that they can use as a model to decide which information to search on the Internet. Moreover, they write all the information and upload it to the Web Quest that is already designed. By doing so, students also practice their writing skills and their abilities to summarise information. In case, they decide to answer these 4 questions, they are also asked to include at least 2 more questions. Therefore, each group needs to answer at least 6 questions that they can create on their own.



Figure 16. Camera. (Retrieved from <https://pixabay.com/es/>)

They can use the following questions as a guideline:

1. How many types of angles are there?
2. Is there any difference between a camera and the mobile phone camera?
3. When was the camera introduced to the mobile phone?
4. Which items are necessary to create a short film?

List of recommended websites:

- ✓ <https://petapixel.com/2015/09/22/8-camera-angles-from-the-world-of-cinema-that-can-help-improve-your-photos/>
- ✓ <https://www.digitaltrends.com/mobile/camera-phone-history/>
- ✓ <http://home.bt.com/tech-gadgets/photography/smartphone-cameras-vs-compacts-is-it-still-worth-buying-a-compact-camera-11363960940202>
- ✓ <https://wolfcrow.com/the-first-ten-things-you-need-to-buy-for-filmmaking/>

This is the Web Quest:



Figure 17. Web Quest (Designed with <https://sites.google.com/site/pblcinema2019/research>)

Sharing ideas: All opinions are valid

Time: 10 minutes.

Group: Group work and whole class.

Skills: Listening, speaking and interaction.

Materials: Gathered information.

Description: The leader of each group tell the rest of the class some of the information they have gathered about the questions in the previous activity. Students need to use

some particular expressions to present information and connectors (that appear below). In case a group has any question or doubts, they raise their hands and wait until the group that is speaking tell them to speak. By doing so, students learn to debate and they observe different ways of answering the same question.

They can use some of the following expressions:

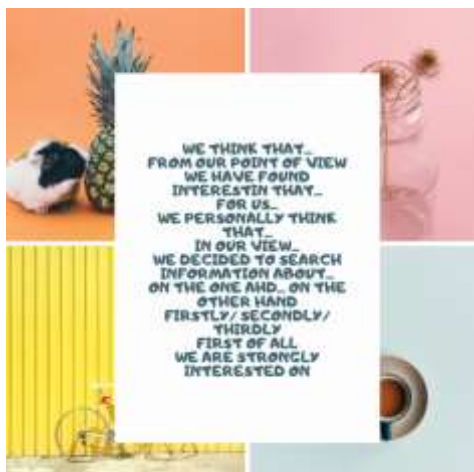


Figure 18. List of useful expressions (Designed with <https://www.canva.com/>)

YouTube has the answer

Time: 5 minutes.

Group: Whole class.

Skills: Listening.

Materials: YouTube video.

Description: Once students share and debate the information, they watch a video which helps them answer the question put at the beginning of the session 'Cameras or mobile phones?' This video presents different pictures but it does not indicate whether or not they are taken with a mobile phone or a camera. In case students did not get the answer to that question previously, they can clarify their ideas by means of this video.



Figure 19. Mobiles phones or cameras? (Retrieved from <https://www.youtube.com/watch?v=orOAG5yfMd4>)

Self-evaluation: How is it going?

Time: 10 minutes.

Group: Individual work.

Skills: Reading and writing.

Materials: Worksheet.

Description: Students complete a self-evaluation worksheet. This activity is appropriate due to the fact that students are able to evaluate their own performance in order to consider those aspects they found challenging or beneficial throughout the sessions.

SELF-EVALUATION	YES	NO	NOT YET
I feel comfortable working in group			
I help my team to take decisions			
I completed the task I was assigned			
I am able to interact with my partners			
I contribute relevant information			
I have learned new vocabulary			
I am able to understand information in English			
I listen actively			
I regard PBL as a motivating methodology			
I like the topic of project			
What is a short film?			
What is a script?			
Is there any difference between a camera and a mobile phone camera?			

Figure 20. Self-evaluation worksheet (Designed with <https://www.canva.com/>)

SESSION 3: Let's get the ball rolling!

It is time to make decisions!

Time: 10 minutes.

Group: Group work.

Skills: Speaking and interaction.

Materials: List of topics.

Description: Students choose which topic they like the most for their projects. In order to make the students responsible for their choice, the leader of each group negotiates with the other leaders in order to choose the topic they like the most.

All the topics are related to issues that affect teenagers in their adolescence. Therefore, they raise awareness of these problems and they are able to understand the danger of these situations.



Figure 21. Topics for the projects (Designed with <https://www.genial.ly/es>)

What do you know about...?

Time: 15 minutes.

Group: Group work.

Skills: Reading, listening, speaking and interaction.

Materials: Texts about the topics of the short films.

Description: Once each group chooses their topic, they read a text about their topic and they underline the vocabulary they do not know. Moreover, students also debate with their groups about what they have read and their opinion about it.

This task serves as input for the students to learn about their topics and to review and learn vocabulary. Furthermore, the teacher gives a list of vocabulary to each group (see below)

These are the materials for the different topics:

1. Bullying

Bullying: What is Bullying?

Bully. What does the word make you think of? For some people, it's that girl at school who always makes fun of them. For others, it's the biggest guy in the neighborhood who's always trying to beat them up or take their things. Sometimes "bully" means a whole group of kids, ganging up on someone else. No matter what situation or form it comes in, bullying can make you feel depressed, hurt, and alone. It can keep you from enjoying the activities and places that are part of your life.

Bullying happens everywhere, whether it's your town or Paris, France. It happens all the time, and it's happened since forever. Because it's so common, many adults think bullying is just a normal part of growing up. You've probably heard parents or teachers say things like: "Don't let it get to you" or "You just have to be tougher."

But why should something that can make a person so miserable have to be part of growing up? The answer is, it doesn't! Each and every one of us has the right to feel safe in our lives and good about ourselves. So IML put together this guide to give you all the basics of dealing with bullies.

Let's start by looking at the different kinds of bullying:

Physical bullying means:

- Hitting, kicking, or pushing someone...or even just threatening to do it
- Stealing, hiding or ruining someone's things
- Making someone do things he or she doesn't want to do

Verbal bullying means:

- Name-calling
- Teasing
- Insulting



Relationship bullying means:

- Refusing to talk to someone
- Spreading lies or rumors about someone
- Making someone do things he or she doesn't want to do

What do all these things have in common? They're examples of ways one person can make another person feel hurt, afraid, or uncomfortable. When these are done to someone more than once, and usually over and over again for a long period of time, that's bullying.

The reason why one kid would want to bully another kid is this: when you make someone feel bad, you gain power over him or her. Power makes people feel like they're better than another person, and then that makes them feel really good about themselves. Power also makes you stand out from the crowd. It's a way to get attention from other kids, and even from adults.

So why would someone need to hurt someone else in order to feel good about themselves or get attention? That's what we explore in the next section,

Figure 22. Bullying. (Retrieved from

https://en.islcollective.com/resources/printables/worksheets_doc_docx/bullying/preintermediate-a2-worksheet/8360)

2. Eating disorders

Eating Disorders



Eating disorders are so common in America that 1 or 2 out every 100 students will struggle with one.

The most common types of eating disorder are anorexia nervosa and bulimia nervosa (usually called simply "anorexia" and "bulimia"). But other food-related disorders, like binge eating disorders, body image disorders, and food phobias, are showing up more frequently than they used to.

ANOREXIA

People with anorexia have an extreme fear of weight gain and a distorted view of their body size and shape. As a result, they can't maintain a normal body weight.

Some people with anorexia restrict their food intake by dieting, or excessive exercise.

They hardly eat at all – and the small amount of food they do eat becomes an obsession.

Other people with eating disorders do something called binge eating and purging, where they eat a lot of food and then try to get rid of the calories by forcing themselves to vomit, using laxatives, or exercising excessively. (see "Bulimia", below)

BULIMIA

Bulimia is similar to anorexia. With bulimia, a person binge eats (eats far too much food) and then tries to compensate it extreme ways, such as forced vomiting or excessive exercise, to prevent weight gain. Over time, these steps can be dangerous.

To be diagnosed with bulimia, a person must be bingeing and purging regularly, at least twice a week for a couple of months. People with bulimia eat a large amount of food (often junk food) at once, usually in secret. The person typically feels powerless to stop eating and can only stop once he or she is too full to eat any more.

Figure 23. Eating disorders. (Retrieved from https://en.islcollective.com/resources/printables/worksheets_doc_docx/eating_disorders/presentation-simple-tense/95827)

3. Homophobia

Free to be me



Why tackle sexual, gender and homophobic bullying?

Sexual, gender and homophobic bullying is not an aspect of bullying that often receives much attention in education or awareness-raising campaigns. However, research suggests that it is a growing problem, and one that is closely linked to the wider issues of sexism, sexual harassment, and abusive or unhealthy relationships amongst young people.

Sexist bullying is defined by the DCSF guidance 'Safe to Learn: Preventing and Responding to Sexist, Sexual and Transphobic Bullying' as: "bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender." This can be characterised by inappropriate sexual behaviours. **Sexual bullying** is defined as "bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological." Sexual bullying could take the form of innuendo or overtly sexual comments being made, offensive comments about a person's sexual reputation and sexually offensive messages or written comments. **Homophobic bullying** is defined as the repeated or continual harassment that is both deliberate and targeted, because of a person's sexuality or perceived sexuality.

Sexual and sexist bullying disproportionately affects young women and girls, although boys and adults (including school staff) could be targeted. Young people and adults may experience homophobia whether they identify as lesbian, gay, bisexual or transgender (LGBT) or not.



Homophobic Bullying Statistics

Stonewall, the charity promoting equality and justice for lesbians, gay men and bisexuals surveyed over 1,000 young people for their 'School Report' and found that:

- 72% of LGB pupils reported regular absenteeism at school
- 53% LGB pupils consider self harm, 40% self harm
- 1 in 5 LGB pupils attempt suicide
- LGB pupils are 'Significantly' more likely to leave school at 16

The charity ChildLine reported the following statistics about calls relating to bullying:

- Calls about homophobic bullying accounted for 27% of the April 2006 calls relating to sexual orientation issues
- Boys account for 55% of the calls in this category, even though they represent only 25% of all calls to the helpline
- During April 2006 6% of calls relating to sexual orientation were from under 11s

Figure 24. Homophobia. (Retrieved from

<http://schoolbeat.cymru/uploads/media/CAB Free to be Me Resource Pack-EN 01.pdf>)

4. Teen pregnancy

While it may seem hard to believe, the U.S. has the highest teen pregnancy rate in the industrialized world - that's twice as high as in England or Canada. Almost half (46%) of high school teens admit they've had sex and in 2009, 34% of currently sexually active high school students said they did not use a condom the last time they had intercourse. As a result, as many as 750,000 American teenage girls get pregnant every year... and the consequences are lifelong.

Teen Mothers

Teen mothers are less likely to complete high school (only one in three receives a high school diploma) and only 1.5% has a college degree by age 30.

Nearly 80% of unmarried teen mothers end up on welfare, a much higher percentage than their older counterparts. Almost 50% of all teen mothers and over 75% of unmarried teen mothers began receiving welfare within five years of the birth of their first child. While we may imagine that a teen pregnancy is the result of a one-time mistake, nearly 25% of teen mothers have a second birth before turning twenty.

Teen mothers are less likely to qualify for a high-paying job since only two-thirds of teen moms have a high school diploma.

Teen moms are less likely to attend college.

Children of Teen Mothers

Babies of teen mothers are more likely to be born prematurely and at low birth weight, which raises the probabilities of infant death, blindness, deafness, chronic respiratory problems, mental retardation, mental illness, and cerebral palsy; it also doubles the chance that a child will later be diagnosed as having dyslexia, hyperactivity, or another disability.

These children are also at greater risk of abuse and neglect.

The sons of teen mothers are 13% more likely to end up in prison while teen daughters are 22% more likely to become teen mothers themselves.

If an unmarried teen mother did not end up receiving her high school diploma, there is a 64% chance that the child will grow up in poverty. The child of a married high-school-graduate, however, has only a 7% chance of growing up in poverty.

The U.S. has one of the highest teen pregnancy rates in the industrialized world - twice as high as in England or Canada, and ten times higher than Switzerland.

The U.S. teen pregnancy rate dropped six percent between 2008 and 2009.

About 750,000 teens get pregnant in the United States each year. Nevada has the highest teen birth rate; 113 out of every 1,000 teens will get pregnant.

About 1 in 3 women become pregnant at least once before they're 20.

A sexually active teen who does not use contraceptives has a 90% chance of becoming pregnant within a year.

It affects education - only a third of teen mothers earn their high school diploma. And only 1.5% have a college degree by age 30.

It also affects their kids - girls born to teen mothers are more likely to be teen mothers themselves. Boys born to teen moms are more likely to end up in prison.

75% of girls and over half of boys report that girls who have sex do so because their boyfriends want them to.

8 in 10 girls and 6 in 10 boys say they wish they had waited until they were older to have sex.

Most teens (6 in 10) and adults (3 in 4) believe that teen boys often receive the message that they are "expected to have sex."

Figure 25. Teen pregnancy. (Retrieved from https://en.islcollective.com/resources/printables/worksheets_doc_docx/teen_pregnancy/people-preintermediate-a2/40617)

5. Racism

WHAT ARE RACISM AND RACIAL BULLYING?

Racism is where someone thinks you're inferior because of your colour, ethnicity, nationality or race. This can result in them treating you differently or unfairly, this is called racial discrimination.

Racial bullying is a type of racism where someone's bullying focuses on your race, ethnicity or culture. Racism and racial bullying are wrong and you can get help to make it stop.

Racism and racist bullying can include:

- being called racist names or being sent insulting messages or threats
- having your belongings damaged or having to see racist graffiti
- personal attacks, including violence or assault
- being left out, treated differently or excluded
- people making assumptions about you because of your colour, race or culture
- being made to feel like you have to change how you look
- racist jokes, including jokes about your colour, nationality race or culture.

Racism can affect anyone. It can make you feel like you're not important or don't fit in. You might feel upset, depressed or angry. You can be affected by it even when it's not aimed at you, like if you hear someone discriminating against someone's culture.

No matter how racism makes you feel, we're here to support you.

WHY ARE SOME PEOPLE RACIST?

Our views and beliefs develop as we grow up and are influenced by friends and family, neighbourhoods, school and what we see and read in the media.

People who grow up in a family where racist views are expressed, or have friends who make racist jokes, might learn to believe that racism is normal and acceptable. Especially if they haven't had the chance to interact with people from other cultures or backgrounds.

Racism can sometimes begin as a reaction to world events or news stories. At other times, someone who has had a painful personal experience with someone from a particular racial group might blame everyone of that race.

Everyone makes assumptions. This can happen when they don't have the opportunity to learn about alternative views.

It's never okay to discriminate someone based on their race. If you're worried about how your views might affect other people, it can help to imagine being someone else to try and see their points of view.

Figure 26. Racism. (Retrieved from <https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/racism-racial-bullying/>)

6. Drugs

How I Started Smoking

People smoke for a variety of reasons: because they are shy, nervous or don't feel at ease in society, to appear sophisticated and older, to be part of a group. The truth is that smoking doesn't solve these problems; it only masks and adds to them as 15-year-old Jeanette found out too late:



«I can remember very clearly the day I started smoking. I was 12 and my parents had let me go to a Christmas party with my friend Cath. I was extremely shy and at the beginning I just sat in a corner of the room. However, Cath was quite different. She looked about 16 and acted in a very sophisticated way. After we had been at the party for about half an hour, Cath came over to me with Roger and Graig from the year above us at school. We talked for a while. Then Roger suggested we went outside for some fresh air.

Once we were outside, Roger took a pack of cigarettes and lit one. The same happened with Graig and Cath. I was shocked because I knew that Cath had never smoked before. Roger asked me if I wanted a cigarette and I said: «No, I don't smoke.» The boys started laughing saying that only kids didn't smoke and asking me how old I was. I was so embarrassed that it was hard to say «no». And that's how I started.

It became a habit after that. I thought smoking was a sign of being grown-up and that anyone who didn't smoke was a baby. I'm ashamed to admit I pressured many of my friends to begin smoking exactly as I had been influenced to do it.

As I was shy, I used smoking as a cover for it. Whenever I felt anxious I smoked a cigarette. Now, three years later, I smoke about 20 cigarettes a day and I stink of smoke. I have a bad cough and I'd love to stop, not only because I know I'm harming myself, but also because it is costing me a fortune. To tell the truth, I don't even like smoking. I hate it but I simply can't stop.»

Figure 27. Drugs. (Retrieved from <https://busyteacher.org/20090-teens-and-addictions-reading-comprehension.html>)

7. Addiction to technologies

Does phone separation anxiety really exist?

You know the feeling – you have left your phone at home and feel anxious, as if you have lost your connection to the world. "Nomophobia" (short for no-mobile phobia) affects teenagers and adults alike. You can even do an online test to see if you have it. Last week, researchers from Hong Kong warned that nomophobia is infecting everyone. Their study found that people who use their phones to store, share and access personal memories suffer most. When users were asked to describe how they felt about their phones, words such as "hurt" (neck pain was often reported) and "alone" predicted higher levels of nomophobia.

"The findings of our study suggest that users perceive smartphones as their extended selves and get attached to the devices," said Dr Kim Ki Joon. "People experience feelings of anxiety and unpleasantness when separated from their phones." Meanwhile, an American study shows that smartphone separation can lead to an increase in heart rate and blood pressure.

So can being without your phone really give you separation anxiety? Professor Mark Griffiths, chartered psychologist and director of the International Gaming Research Unit at Nottingham Trent University, says it is what is on the phone that counts – the social networking that creates Fomo (fear of missing out).

"People don't use their phones to talk to other people – we are talking about an internet-connected device that allows people to deal with lots of aspects of their lives," says Griffiths. "You would have to surgically remove a phone from a teenager because their whole life is ingrained in this device."

Griffiths thinks attachment theory, where we develop emotional dependency on the phone because it holds details of our lives, is a small part of nomophobia. For "screenagers", it is Fomo that creates the most separation anxiety. If they can't see what's happening on Snapchat or Instagram, they become panic-stricken about not knowing what's going on socially. "But they adapt very quickly if you take them on holiday and there's no internet," says Griffiths.

Deliberately separating from your phone by turning it off or leaving it at home can reduce dependency and anxiety. Griffiths says the criteria for phone addiction include it being the most important thing in your life, building up the time you spend on it, withdrawal symptoms, using it to de-stress or to get excited. Your phone-use also needs to compromise relationships or work and provoke inner conflict – you know you should cut down, but can't. Few people, Griffiths says, fulfill these criteria. But surely many of us experience some of them.



Figure 28. Addiction to technologies. (Retrieved from

https://en.islcollective.com/download/printables/worksheets_doc_docx/does_phone_separation_anxiety_really_exist/smart-phones-tablets/100510)

8. Stress

The Effects of Stress



There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical,

emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous. Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress.

If stress is allowed to continue, then one's mental health is put at risk. It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

Figure 29. Stress. (Retrieved from https://en.islcollective.com/download/printables/worksheets_doc_docx/stress_-_reading_task/can/105292)

These are some lists of vocabulary for the students:

BULLYING

- ✓ **A bully:** a person who torments someone, a person who bullies other people.
- ✓ **A victim:** the person who suffers bullying.
- ✓ **Cyberbullying:** A type of bullying that is made through Internet.
- ✓ **A gossip:** a rumour or comment.
- ✓ **Hostile:** Someone who is unfriendly.
- ✓ **To abuse:** To hurt someone.
- ✓ **To intimidate:** When someone threaten or frighten another person
- ✓ **Mean:** unkind.

Figure 30. Vocabulary about bullying

EATING DISORDERS

- ✓ **Advice:** an opinion or recommendation.
- ✓ **Force to:** When someone obligate another person to do something.
- ✓ **Mortality rate:** the amount of deaths.
- ✓ **Self-esteem:** a good impression of oneself.
- ✓ **Weight:** The amount of mass of our body.
- ✓ **Attain perfection:** To be perfect.
- ✓ **Be on a diet:** When someone starts eating healthy in order to lose weight.

Figure 31. Vocabulary about eating disorders

HOMOPHOBIA

- ✓ **Hate:** A strong feeling of dislike.
- ✓ **Harassment:** The act of annoying someone.
- ✓ **Violence:** The act of hurting someone.
- ✓ **Insults:** Bad words used in a rude action.
- ✓ **Isolation:** The act of placing someone apart.

Figure 32. Vocabulary about homophobia

TEEN PREGNANCY

- ✓ **Childbirth:** The moment when a baby is born.
- ✓ **Safe sex:** When precautions are taken while having sex.
- ✓ **Sex education:** Lessons about sex.
- ✓ **Sexual intercourse:** The act of having sex.
- ✓ **Contraceptive:** It is used to prevent pregnancies.
- ✓ **Welfare:** Health assistance.
- ✓ **Be born prematurely:** When a baby is born before his/her due date.

Figure 33. Vocabulary about teen pregnancy

RACISM

- ✓ **Hate:** A strong feeling of dislike.
- ✓ **Race:** A group of people based on physical features.
- ✓ **Prejudice:** A thought against a racial group.
- ✓ **Discrimination:** The act of making people feel different.
- ✓ **Ignorance:** The act of ignoring someone or something.
- ✓ **Assumptions:** The act of supposing something.

Figure 34. Vocabulary about racism

DRUGS

- ✓ **Sober:** When someone stays for a long time without consuming drugs.
- ✓ **Drug dependence:** When someone is addicted to drugs.
- ✓ **Ashamed:** when someone does not feel proud of him/herself.
- ✓ **Pressure:** a feeling of oppression.
- ✓ **Cough:** the act of expelling air from lungs.

Figure 35. Vocabulary about drugs

ADDICTION TO TECHNOLOGIES

- ✓ **Social networks:** A website where people share images and information.
- ✓ **Web browser:** An online place to search information.
- ✓ **Profiles:** Images and information about a concrete person.
- ✓ **Log in:** To enter in an online page.
- ✓ **Antisocial:** A person who is not willing to interact.
- ✓ **Post:** A publication made on social networks.

Figure 36. Vocabulary about addiction to technologies

STRESS

- ✓ **Pressure:** a feeling of oppression.
- ✓ **Anxiety:** a feeling of fear or pressure.
- ✓ **Lack of time:** When there is not enough time.
- ✓ **Panic attacks:** A strong feeling of anxiety where people sweat and shake.
- ✓ **Sadness:** A feeling of unhappiness.
- ✓ **Hopelessness:** the act of being pessimistic.

Figure 37. Vocabulary about stress

Think outside the box!

Time: 25 minutes.

Group: Group work.

Skills: Reading, writing, listening, speaking and interaction.

Materials: Worksheet.

Description: Once students choose a topic and read some information about their topics, it is time for them to put all this theory into practice. As a result, students are given some short texts about some people's experiences and they need to find a solution to these problems. This activity encourages them to be autonomous and to find a solution to a real problem. Moreover, this activity implies using all the main skills because they read the texts, write an answer, listen to their partner's opinions, and speak and interact with them until they find a solution. Finally, 5-10 minutes will be devoted to sharing with the rest of the class one of their cases and the solutions they proposed.

1. Bullying

My name is Sara and I need help because I do not know what to do. Last week, when I came to high school, I realised my classmates were laughing at me and I did not understand the reason why. Today, I realised that there is a rumour in the school about me. This rumour says that I had lice and that is why nobody wants to be next to me. What can I do? I need help because this is a fake rumour.

Figure 38. Example of bullying

My name is Michael and I am having problems at high school. Every day, my mum gives me some money to buy a sandwich at the school break. However, there are some students who threaten me if I do not give them my money. I am so afraid because they shout at me and I do not know how to stop this situation. Please, help me.

Figure 39. Example of bullying

My name is Allison and I am a very shy girl. A few weeks ago, I started texting a boy via Facebook and we have been talking since then. He asked me to give him my data, such as my address, phone number or some of my pictures. Now, I am so scared because he is telling me that we are going to run away together but I do not want this. However, he is telling me that if I do not accept, he is going to come to my house to take me. I do not know how to stop this situation. Help me!

Figure 40. Example of bullying

2. Eating disorders

My name is Peter, I am at 1st of CSE and I have new friends. The problem is that these new friends are very fit, and they are always showing their bodies. However, I am not like them, because I do not do sports and I am starting to see myself as a fat person. That's why, sometimes I throw up after eating and I do not know what to do because my mum is worried.

Figure 41. Example of bullying

Hey, my name is Cristina. The other day, I uploaded a picture of me and my friends at the swimming pool. Then, one of my followers commented on the picture saying: 'oh Cristina, I like your friends'. At first, I thought it was okay but then, I started thinking that he did not like me too because I was fatter than them. From that day on, I cannot look at myself in the mirror because I think that I am obese.

Figure 42. Example of bullying

Hi, my name is Natalie. Last week, I went to the shopping centre because I wanted to buy some clothes. What happened to me was that when I tried some jeans, they did not fit me. I started saying that I was fat and from that moment on, I hide the food that I am supposed to be eating because I do not want my mother to realise that I am not eating

Figure 43. Example of bullying

3. Homophobia

My name is Louis and I think I am homosexual. Some days ago, I was at the gym and a boy came to ask me something about some exercises. He also added me on Instagram and we started texting and seeing each other. Sometimes we flirt but it is the first time I do that with a boy. I have not spoken to anyone because my friends usually have fun at those boys who are homosexual.
What can I do?

Figure 44. Example of bullying

Hi there, my name is Elisa and I am homosexual. The problem is that last week, I told my friends that I am homosexual, and even though they accepted me, some other girls in the high school are writing me some bad notes where they say: 'Go away of this high school', and 'We don't want a homosexual in our class'. I don't want to go to the high school anymore, because I do not know how to face this situation.

Figure 45. Example of bullying



Hello, I am Joshua and I am homosexual. My problem is that the other day I heard my father saying 'I hate homosexual people, at least my son is normal because otherwise I would kick him out'. When I heard him saying this, I became very scared, because I am dating a boy and maybe, someone might say it to my parents.



Figure 46. Example of bullying

4. Teen pregnancy



Hi, my name is Carlota and I am 16 years old. I have been dating a boy for 6 months and some weeks ago, we had sex. I told him to put a condom, but he did not want to put one. I was expected to have my period some days ago, but I didn't. I am so worried that I might be pregnant, what can I do?



Figure 47. Example of bullying



Hi, my name is Priscila, I am 14 years old and I am 6 months pregnant. At the beginning, my boyfriend said that he was going to help me, but now he has disappeared, and I am alone. I do not know what to do because I am very young and I want to keep studying.

Figure 48. Example of bullying



Hi guys, my name is Pilar, I am 16 years old and yesterday, I realised I was pregnant. I can't believe it and I don't know what to do. My mother is very religious and my father would kill me. I am so young, but I know I have to talk about it with my parents. What would you do in my situation?



Figure 49. Example of bullying

5. Racism

Hello, my name is John and I am from India. Last year, I moved to Spain because my parents started working here. However, I have no friends because I am from India and they keep telling me: 'get out! You are not Spanish!' I have tried to explain to them that I am a good boy, but they do not give me a chance. I can't deal with that situation anymore!

Figure 50. Example of bullying

My name is Emma and I am a Spanish girl. This year, I am studying at Nottingham because I want to improve my English. However, I am suffering from racism because one of my flatmates hate Spanish people and she does not even talk to me. I am very friendly and I want her to understand that I am a good girl.

Figure 51. Example of bullying

My name is Kevin and I live in Spain. Originally, I am from Ecuador but when I was 10 years old, I was adopted by a Spanish family. I was living in Ecuador for 10 years and therefore I have an Ecuadorian accent. At school, everybody laughs when I speak and they say that they do not understand me although they do. I feel lonely.

Figure 52. Example of bullying

6. Drugs

Hi there, I am Thomas and I am 14 years old. I like going out with my friends but I think that if I don't drink alcohol I am not going to have fun. So, every time I go out I drink a lot but sometimes I become sick and I have to go home. I think drinking alcohol is funny. Do you agree?

Figure 53. Example of bullying

Hello, my name is Lucy and I am 13 years old. Some months ago, I was with my friends and they asked me if I wanted to try a cigarette. At the beginning, I didn't like it, but now I smoke 15 cigarettes per day. Is it too much? What can I do?

Figure 54. Example of bullying



Hello, my name is Marco and I am 15 years old. My friends are older than me and 9 months ago, they gave me some drugs. At the beginning, I did not like them but now, I am addicted to them. The problem is that I have not enough money to buy drugs and I am thinking of stealing money to buy drugs. I am losing my mind!

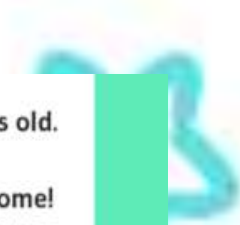
Figure 55. Example of bullying

7. Addiction to technologies



Hello, my name is Nuria and I am 16 years old. Every Friday, I meet my friends and we talk about our problems. However, they are always using their phones and I think, they do not even listen to me. I don't know what to do because they don't want to stop using their phones. That makes me feel lonely even when I am with them!

Figure 56. Example of bullying



Hi there, I am Peter and I am 15 years old. Last week, my mum gave me a new videogame for my birthday. It's awesome! The problem is that I cannot stop playing that game and I don't even want to study or go out with my friends. Do you think is it weird? Am I crazy?

Figure 57. Example of bullying



Hi, I am Manu and I am 13 years old. I am going to die!!! Yesterday, my mum took my phone away f because I had failed 6 subjects. She won't give my phone back until I pass all my subjects. I can't live without my phone. How am I going to text my friends? How am I going to post a photo on Instagram? Oh my god! I am going to lose my friends.

Figure 58. Example of bullying

8. Stress

Hello, my name is Lucy and I need help. My parents want me to go to the best university in Spain, so, I need to have the highest mark. I am doing my best but I cannot get a 9 in maths. I don't know what to do because if my parents find this out, they will be so mad at me. I don't know, maybe I should stop sleeping in order to study more. What do you think?

Figure 59. Example of stress

Hello, I am Mark and I am 17 years old. Next week, I have 5 final exams and I have not started studying yet because I have been very ill. I think I am going to fail my exams and if I fail my exams, I will have to retake this course. So, I will lose my friends. What can I do?

Figure 60. Example of bullying

Hey, I am Alba and I am 16 years old. All the members of my family are lawyers and I am supposed to be a lawyer too. However, I want to be a singer because I love singing. I feel overwhelmed because I think that if I decide to be a singer my family will be very disappointed. Should I be a lawyer?

Figure 61. Example of bullying

SESSION 4: FILM SCRIPTERS FOR A WHILE (PART 1)

'Convert your idea into a script'

Time: 22 minutes.

Group: Group work.

Skills: Listening, writing, speaking and interaction.

Materials: YouTube video and basic materials.

Description: Students listen to a video about how to convert an idea into a script twice. While they are listening to the video, they take notes of the necessary steps to create a script. Moreover, students also interact in order to decide what information to include

in their list. This activity is useful to create their short film script in the next session. In case they need it, English subtitles are available.



Figure 62. Convert your ideas into a script. (Retrieved from <https://www.youtube.com/watch?v=fxYhxBXtgVE&t=84s>)

Once students watch the video, they are provided with this slide that summarises the main steps to create a script:



Figure 63. Steps to create a script

Script

ANNA: Hey guys, I'm Anna, and today I'm really excited to share with you some of the great ways that you can turn your story into a script. Now, writing a script can help you tell a great story and organise and communicate your ideas in a way that makes production manageable. There are some questions, about like, whether or not you need a script for YouTube shows or if it's okay to just make a video by ad-libbing. And that answer is just really dependent on the kind of show that you are making. But I am a strong advocate for having a set script, and then, taking that on set and having fun with it. So, today I am going to talk about the benefits of having that script and how it'll make your life a lot easier on set.

A lot of people are afraid to even get started. It's like this paralyzing fear of, like, I've never written a script before, I've never done a video before. And I think that starting is really the hardest part. So, the best way of starting writing is to set aside a specific time that you are going to commit and make it a routine. If you are writing a script, write out just one scene that you know from the script or even just one piece of dialogue. Feel free to totally indulge yourself in a scene for like pages that goes nowhere because the more that you sort of drown and waddle around in it, the clearer that story will become. So, even if you find yourself writing total nonsense, just keep going with it because you'll start to walk around in that world and really be able to find the story and the protagonist that you are looking for.

Most stories are generally comprised of three acts, although it can depend on the kind of story you are writing. An act breaks up your story into three pivotal parts: the setup, the confrontation and the resolution. There are many ideas to turn your ideas into script and to share your message with people. You can simply write the pros, describing step by step how the story will evolve, or you can adopt the industry standard and write the location of the action, the action itself, and of course, the dialogue. But keep in mind, write only what you can show on camera.

Tension! You need it! And here is why. You need to be able to captivate people right off the bat and you do that with tension. It's a unique thing but it is creating a conflict with a character I actually care about, and putting them in some kind of dilemma or peril that seems immediate. And I think the best way to do this is with stakes that are really high, like life or death or some kind of ginormous failure. I think the best stories are when a character overcome something, both externally and internally, and both of these conflicts are interweaved.

When I shoot a short film, a script is absolutely necessary. A script allows you and your producers to control the scope and budget of what you are creating. And finally, having a script helps you plan your schedule. For narratives, for short films, there's no way I can do a short film without a script. A way that I kind of break down my scripts into production elements is go through it with different colour highlighters with each colour representing a unique production element. So yellow can be props or pink can be costumes. That way, once you're done with this colour scheme, you can tell, at a glance, all the items that are necessary to plan out your production.

Now the fun part. Controlling your budget and breaking down your script. Once you have gone through the script and done all of that, write a list of everything that you need to make your production happen. Moreover, you might want to use dialogue that reflect the voice of your audience.

Brainstorming

Time: 25 minutes.

Group: Group work.

Skills: Writing, listening, speaking and interaction.

Materials: Basic materials.

Description: Students think about the story they want to tell in their short films. In groups, they do a brainstorm where they can include the main ideas, the structure of the story, the materials they are going to use, the different characters, or location of the story. This activity helps them to organise their short films and it is also useful to write their film scripts in the next session.

Here, there is a schema they can use as a guide for your brainstorm:



Figure 64. Brainstorming. (Made with <https://www.canva.com/>)

Peer-evaluation

Time: 13 minutes.

Group: Individual work.

Skills: Reading and writing.

Materials: Worksheet.

Description: Students complete a peer-evaluation worksheet. This activity is useful since students are able to evaluate their partners' performance in order to underline those aspects they do not consider proper or those aspects they consider beneficial for the group. In this peer-evaluation, students rate their group members, individually, from 1 to 5 where 1 is the lowest mark. Once they complete the worksheet, they upload the

worksheet to Google classroom where they can see the answers of their group mates in order to improve the aspects they did not well in the project.

*P stands for partner

PEER-EVALUATION

1 (very bad), 2 (bad), 3 (more or less), 4 (good), 5 (very good)

P1 P2 P3 P4

1. He/she participates in the activities
2. How could you rate his/her participation?
3. How relevant is her/his contribution?
4. Did he/she meet the deadlines?
5. Did she/he respect the partners' opinions?
6. Did he/she show creativity?
7. Was he/she able to make decisions?
8. How would you rate your level of satisfaction with you partners' performance?
9. Does she/he know the necessary steps to create a short film?
10. Does she/he know how to solve real problems related to their topics?
11. Does she/he understand the main aspects of their topics?

Figure 65. Peer-evaluation worksheet. (Made with <https://www.canva.com/>)

SESSION 5: FILM SCRIPTERS FOR A WHILE (PART 2)

Take your pens and write your script

Time: 35 minutes.

Group: Group work.

Skills: Writing, speaking and interaction.

Materials: Computer or tabs.

Description: Students write the script for their short film. Throughout the project, they go through several tasks that prepare them to write their scripts. In fact, in the previous session, they organised their ideas into a brainstorm; so, now they convert these ideas into their scripts. They work in groups and they write the scripts in their computers or tabs in order to write them quickly and then, they have to upload their scripts to the Web Quest.

This task helps students to improve their writing skills together with their command of grammar and vocabulary.



Figure 66. Examples of apps. (Made with <https://www.canva.com/>)

Create your storyboard

Time: 25 minutes.

Group: Group work.

Skills: Writing, speaking and interaction.

Materials: Electronic resources.

Description: Once students finish writing their scripts, they create a storyboard. This activity is recommendable for them because it helps to visualise the story before recording it and it also helps them to plan the process of recording the short-film. They also include the time they are supposed to spend in each scene or some other details. Moreover, students write the scripts on their computer or tabs and when they finish they upload it to the Web Quest.

Here, they have an example:

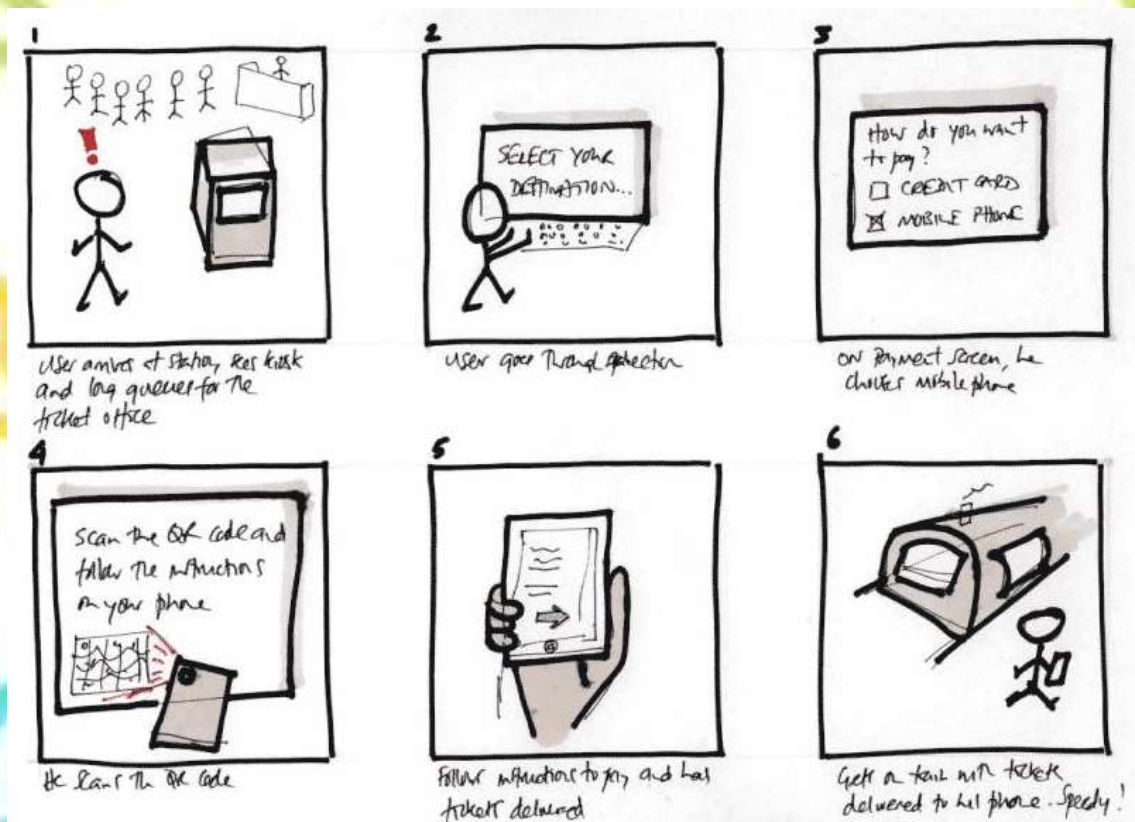


Figure 67. Storyboarding (Mudler, P., 2018)

These online applications might help them:



Figure 68. Online applications. (Made with <https://www.canva.com/>)

These apps are easy to use. However, here, they have an explanation of how each of these online applications work.

1. Pixton: This online application is user-friendly because it guides the students throughout the process. At the beginning, students choose the type of scripts they find more appropriate and then, this application asks them about characters, scenes and other elements. Once the students select their preferences, this application includes

these preferences on the strip. Nevertheless, students can only include three characters per strip.

2. Storybird: This online application offers the possibility of creating a storyboard with images, characters and drawings. However, students create their scrip one by one and, then, they connect all the strips.

3. Toondoo: This is the faster online applications to create their storyboard. I would recommend students to use Toondoo. Here, students can create their characters or they can also choose some characters that have been already created. Moreover, students can add images, modify some images or create their own images.

Firstly, students have to log in or sign up, but it is free. Secondly, students click on 'Toondoo Maker', and finally, students start to choose the type of cartoon, dialogues, and images. Once the storyboard is ready, students click on 'save' and they download their storyboard.

4. Write comics: As well as the previous one, 'Write comics' is easy to use. However, students cannot download the application but they work online, and there are not 3D images. Here, students create a storyboard that follows the style of a newspaper and students can also have a look on other storyboards that have been published.

5. Stripgenerator: This online resource provides the students with pre-made characters; so, students just pick a character and they put this character in the corresponding strip. Furthermore, students can modify the characters' size and other characteristics.

6. Comic master: At the beginning, this application can be perceived as a complex one; however, it does not take a long time to learn to use it.

SESSION 6: TURN ON YOUR CAMERAS!

Recording

Time: 60 minutes.

Group: Group work.

Skills: Listening, speaking and interaction.

Materials: Scripts, storyboards and cameras.

Description: Once the students collect all the information for their short films they arrive to the last step: recording their short films. These short films last over 7 or 8

minutes and they have 60 minutes for the recording. Additionally, this session is coordinated with the information and communication technologies' teachers who can help the students in case they have doubts related to the recording or to the editing of their short films.

SESSION 7: LIGHTS, CAMERA, ACTION!

Presentation

Time: 50 minutes.

Group: whole class.

Skills: Listening.

Materials: Projector and short films.

Description: This activity is devoted to watching the short films the students have created. These short films are projected in the electronic blackboard and the students take notes in order to comment the short films at the end of the session.

Moreover, whereas students are watching these short films, the teacher evaluates the students' projects by means of a rubric.



Figure 69. Clapperboard. (Retrieved from <https://pixabay.com/es/>)

It's time to reflect!

Time: 10 minutes.

Group: Group work and whole class.

Skills: Listening, speaking and interaction.

Materials: No materials needed.

Description: Once students project their short films, they reflect on their results. They can talk about challenges, positive aspects, things that they would improve, or what they have learned.

14. Conclusion

To sum up, this master's dissertation discusses the main features of project-based learning. Evidence shows that this methodology can be successfully implemented and this implementation is likely to produce some benefits, for instance, as described above, as the motivation increases, the academic achievement improves, students gain accountability, and teachers and students strengthen their relationships.

Nevertheless, I found some limitations while creating the didactic proposal of this dissertation. Firstly, I noticed that creating a project is difficult since there are a lot of elements to take into consideration, for example, time, organization, group management or deadlines. Secondly, due to the fact that this methodology requires an active role on the part of the students, it is complex to create activities where teachers do not 'govern' the learning process. Therefore, most activities that sprang to mind belonged to a teacher-centred approach and I found it difficult to change my initial ideas. Furthermore, I also realised that it is fundamental to make sure that students know how to work in groups because, otherwise, some problems can appear and these problems can affect the completion of the project.

From my point of view, this didactic proposal could possibly be perceived as motivating by the students. The reasons that support this assumption are that students need to use English as a mean of communication and to complete their project, and that the proposal may raise students' awareness about important social topics while they practice their English.

As a future English teacher, I intend to apply this didactic proposal. I believe that every subject is likely to attract the students' attention if it is presented in an attractive and useful way.

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