English for specific purposes in Spain: Project based learning classroom proposal in vocational education

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ABSTRACT

Society is constantly changing, and education should change at the same time. However, innovation in education is slower than changes in society. Active methodologies are of interest because they are one of the alternatives to linear, traditional and uniform methodologies that encourage reflection, motivation and creativity among other elements. In addition, they cater for different educational settings and the diversity found within the classroom. It is an interesting approach that is a far cry from traditional education in language teaching. The main objective of this paper is to explore whether project-based learning (hereinafter PBL) is a good practice for young vocational students. The problem to be addressed here by this methodology is the lack of motivation and involvement of vocational students in the subject of English–or English for specific purposes. To address this matter, we proposed a seven-session class design following the PBL methodology. This class proposal is designed following criteria that meet the current legislation and normative in Spain (LOMCE and LOMLOE laws) and criteria that meet the standards of European vocational formation and English for specific purposes (addressing the CERFL). Analyzing the results obtained, we can state that PBL seems to be an effective methodology with significant results especially in the field of teaching and learning ESL and EFL vocabulary.

Keywords: business English, English for specific purposes, second language learning and acquisition, project based learning

INTRODUCTION

Our society is in a situation of continuous change. Changes must be considered so that citizens can adapt to the new situations that the future holds. According to Schwab (quoted in Perasso, 2016, p. 24), "the speed of current developments is unprecedented in history (...) And it is disrupting almost every industry in every country." One area that certainly needs to evolve along with our society is education. Society must create and educate people to be competent citizens. This requires the active involvement of teachers, renewing their knowledge of methodologies and content.

Teachers have a responsibility towards students, they need to provide a pedagogical model that meets their needs. Teachers need to know and be aware of what is new in the field and try out new ways of teaching. To understand what active methodologies are, it is essential understand the term from which it derives: active learning. This phenomenon occurs when the teacher takes on a guiding role and the learner has a more dynamic and energetic role in their education (Petress, 2008, p. 566). Bonwell and Eison (1991, cited in Moreno Martín, 2018) define them as a method that involves the student in the learning process, making them aware of it. Active methodologies

challenge the traditional model that has prevailed in English classrooms for a long time. For active learning to occur, a series of principles must be in place (Barnes, 1989 cited in Moreno Martín, 2018):

- Intentional.

- Reflective: Learners will reflect on the meaning of what they have learned.

- Agreed: Students and teacher will negotiate learning objectives and methods.

- Critical: Learners will appreciate different ways and resources of the content.

- Complex: Learners will compare learning tasks with real-life complexity and make a reflective analysis.

- Situation: The needs of the situation have to be considered when setting the learning tasks.

- Involved: Real-life tasks are reflected in the activities.

In the same article, Grabinger and Dunlap (2015 cited in Moreno Martín, 2018) describe the conditions of the learning environment:

- It has to be in line with constructivist theories. According to Coll (2014), constructivism is based on the idea that "knowledge is an interaction between new information and

what we already know", allowing us to build our models or representations of the information we acquire. Significant authors include Piaget, Vygotsky, and Ausubel.

- Promote inquiry-based learning with authentic/real-life content.

- Promote leadership skills through personal development activities.

- Create a suitable atmosphere for collaborative learning to take place.

- Achieving a dynamic environment through interdisciplinary learning and the creation of an activity profile for an enhanced learning experience.

- Integrating learners' prior knowledge with new knowledge to generate a richer and more complete cognitive structure.

- Providing students with a practical and real sense of the subject matter learned through task/project/problem-based learning.

According to the regulation Spanish code of ethics, teachers must consider the principles that will mark their educational performance (Jover & Ruiz, 2013). In this case, the most relevant is the critical spirit and the principle of lifelong learning. The first aims to educate students as autonomous, mature citizens with their criteria. The second focuses on teachers adapting to the constant change of society, people and institutions. These two principles push teachers to be informed about new studies on techniques, methodologies and tools that they can implement and use in their classrooms to improve their educational action. Research plays an important role as it updates data and brings new information to the educational community. By sharing this information, teachers will have more options to innovate.

Consequently, the main objective of this paper is to explore whether project-based learning (hereinafter PBL) is a good practice for young vocational students. To this end, a proposal based on this methodology has been launched. The problem to be addressed is the lack of motivation and involvement of vocational students in the subject of English.

PBL is particularly interesting because it is considered a pioneer of active methodologies. Galeana (2006, p. 4-5) lists the benefits of this methodology described by different authors:

- According to Blank (1997, p. 15-21) and Dickinson et al. (1998), learners develop skills and competencies. For example, decision-making, time management, problem-solving, collaboration or project organization.

- Because there is a link between learning in school and real problems, students are prevented from memorizing disconnected facts. Students become more engaged and retain more knowledge with stimulating projects (Bryson, 1994; Reyes, 1998).

- Development of social and collaborative skills to construct knowledge (Blank, 1997; Bottoms & Webb, 1998; Reyes, 1998).

- Increases self-esteem and individual strength (Thomas, 1998).

These benefits can be of great help in solving the problem at hand. The problem described is the demotivation of vocational students in the subject of English. It should be borne in mind that the purpose of the subject is not to teach English but to teach English applied to the context of the course selected by the students. For example, if we teach the higher level of administration and finance, the contents taught are

related to that particular field. According to the current Secretary of Education, Alejandro Tiana (Sánchez Caballero, 2022), the new curriculum proposed by the LOMLOE focuses more on the acquisition of competencies and achieving deeper learning, leaving aside the memoristic learning approach that still predominates today.

The final activity will consist of a presentation of approximately five minutes. It will include a fictitious company created as the justification for the choice of the company, a logo that matches the information on guidelines for designing a company logo and a slogan that matches the company logo. To prepare students to carry out the project, a series of sessions with relevant content will be held. Students will work in groups of two to four people. The objectives of this work are, as follows:

- To get in touch with the field of educational research.

- To set up a project based on PBL.

- To learn more about PBL and active methodologies to be able to apply them in the future as a teacher.

- To check the scope of PBL and active methodologies in a specific educational context, in vocational training.

- To know the opinion of the students regarding the level of motivation with the use of this methodology.

LITERATURE REVIEW

Motivation should be considered a main objective of the education system. Maslow (1943, 1954 cited in Mcleod, 2018) states that human motivation is based on the search for fulfilment through personal growth. To achieve this goal, it is necessary to understand the motivational process of students when they are involved in school tasks and activities. This process considers three indispensable elements: the student's motivation towards school, the motivational differences according to the different school stages, and their different motivation and academic performance (Flores & Gómez, 2010).

There are not many specific studies on the level of motivation of students in vocational training. Méndez Santos (2020) reports in his work the results of a group of studies that focus their work on measuring the level of motivation when learning a foreign language. His conclusions were clear: "demotivation in foreign language learning in formal educational contexts is an undeniable reality" (Méndez Santos, 2020).

In the field of vocational education, most of the students enrolling in these courses are between 15 and 17 years old and have dropped out of secondary school. It is therefore important for teachers to explore other forms of teaching to prevent pupils (and their families) from facing a second school failure (Bello Muñoz & Carabantes de las Heras, 2015). To reduce school failure, it is essential to train pupils to be autonomous, and independent and to increase their interest in learning.

Active methodologies consider three ideas-strengths (Bernal & Martínez, 2017, p. 272):

- Student: The center of the learning process.

- Transfer: Learning must be meaningful.

- Interaction: Learning is social.

These three ideas can be related to the benefits mentioned by Galeana (2006). Thus, it can be observed that students, who are the

center of learning, are the beneficiaries of the learning process. These methodologies have their origin in John Dewey's experiential learning whose aim was to learn through experience. Dewey (1939) postulated a series of new ideas that contrasted with everything described by traditional methods. He believed that schools should be a place representative of situations that occur in real life, allowing students to participate in flexible and interchangeable social scenarios (Dewey, 1939; Gutek, 2014 cited in Williams, 2017). Active methodologies meet five characteristics:

1. Learning by experimenting.
2. Continuous reflection is part of the process.
3. The foundations are laid to solve a real problem.
4. Experimentation is carried out to see if the solution is functional.
5. Learning takes place from reality and reflection on it.

The first characteristic is closely related to the general idea described by Dewey (1939). Another characteristic he pointed out is that methodologies should be learner-centered. For Dewey (1939), each learner is unique and constructs his or her knowledge by giving personal meaning to each concept rather than acquiring the one imposed by the teacher. Students will learn by doing and solve problems through a hands-on approach. This educational experience not only stimulates academic growth but also includes intellectual, emotional, physical and spiritual growth (William, 2017).

The incorporation of active methodologies, such as PBL, is of great benefit, as it understands the learning process as a constructive and not merely receptive process (Sanchis et al., 2020). Project-based learning is considered the forerunner of active methodologies. Together with other approaches such as problem-based learning, it forms part of the history of methodologies based on experiential and meaningful learning (Barrows & Tamblyn, 1980 cited in Hmelo-Silver, 2004, p. 236). Alice Chipman and William Kilpatrick transposed Dewey's pedagogy and structured project-based learning. PBL is experiential learning organized around investigation, explanation and meaningful problem-solving (Barrows, 2000; Torp & Sage, 2002 cited in Hmelo-Silver, 2004, p. 236).

Like all approaches that are based on experiential learning, the teacher is limited to being a guide who leads them through the learning process. PBL is ideal for students to be active learners because it helps them to relate learning to the real world. It also makes them responsible for their learning. According to Barrows and Kelson (1995), it focuses on several objectives:

- To build a broad and flexible knowledge base.
- To develop effective problem-solving skills.
- Developing self-directed lifelong learning skills.
- To become active partners in learning.
- To be intrinsically motivated.

The first objective goes beyond students learning data and facts, it is intended that students integrate knowledge across diverse learning domains. Knowledge is flexibly conditioned to the extent that it can be applied in different circumstances (Bradford et al., 1990, p. 384). Flexible knowledge develops as individuals apply it in a variety of situations (CTVG, 1997; Kolodner, 1993 cited in Hmelo-Silver, 2004, p. 240).

To encourage learners to develop knowledge and effective problem-solving skills, teachers need to embed learning in contexts where it is central. Several studies support this (e.g., Needham & Begg, 1991; Perfetto et al., 1983 cited in Hmelo-Silver, 2004, p. 240). Classroom-based research also supports this (Gallagher et al., 1992; Hmelo, 1998; Hmelo et al., 2000; Schwartz & Brandford, 1998 cited in Hmelo-Silver, 2004, p. 240). Discussing problems in a PBL group (before starting the enquiry process) activate relevant prior knowledge and facilitates the processing of new information (Schmidt et al., 1989 cited in Hmelo-Silver, 2004, p. 240). Students are better able to construct new knowledge when they can relate it to what they already know (Bransford et al., 1990 cited in Hmelo-Silver, 2004, p. 240).

To achieve the second objective, learners must acquire the ability to apply metacognitive skills and reasoning strategies. For example, deductive reasoning is an appropriate strategy for problem-solving. Metacognitive skills refer to the processes of controlling planning for problem-solving, monitoring one's progress and evaluating the achievement of one's goals (Schoenfeld, 2014, p. 238).

Metacognitive strategies are also important for the third objective, the development of self-directed lifelong learning skills. These skills enable autonomous learning. Several actions influence self-learning. First of all, the learner must be aware of what knowledge they have and what they do not have, what they understand and what they do not understand. Secondly, they must be able to set the learning goal, identifying the knowledge needed to perform the task they are engaged with. The third step is they must be able to plan their learning and establish appropriate strategies to achieve their goals. Finally, as they implement their plan, learners should be able to monitor and evaluate whether their objectives have been achieved.

The fourth objective relates to knowing how to work in a team. This includes working through resolving disagreements, negotiating, making decisions and reaching agreements together (Barron, 2002 cited in Hmelo-Silver, 2004, p. 241). Projects require open exchanges of ideas and commitment from group members. Explaining one's ideas is important for productive collaboration and enhanced learning. The goal of becoming a good collaborator is often mixed with the collaborative learning process.

The last objective is that learners are intrinsically motivated. Intrinsic motivation happens when learners are motivated by their interests, challenges or sense of satisfaction. It is important to create a project that motivates students and that can be modified according to the needs of the students and the diversity of the class. Students are more motivated when they value what they are learning, and the activity is involved personally meaningful tasks (Ferrari & Mahalingham, 1998). Motivation also increases when students feel that they have the outcome of the project under control (Bandura 1997, cited in Hmelo-Silver, 2004, p. 241). Projects that students find achievable are more motivating than those that are unachievable.

Although PBL is a very attractive methodology, there are several difficulties in its application. On the one hand, students may feel a certain reluctance towards the demand for effort. "Not only because of the time involved, but also because of the increased responsibility and the autonomous work (especially in the case of students who do not have autonomous work (especially new students)" (Martín & Martínez, 2018, p. 38). To address this point, it is considered essential to provide support to cover all the needs of students. Students who have a lower level will be provided with more support and follow-up. To do this for

all learners would mean that the methodology would lose its effectiveness and could even be rejected.

Teachers face two difficulties compared to other approaches. One disadvantage is that including PBL in the course planning involves more effort and therefore more time than investing in the design. This can lead to teacher demotivation and a lack of quality in the service provided. The second difficulty is that some authors point out that PBL is not a simple approach, and its use entails certain problems that require teachers to have specific training. For example, some teachers, such as those in higher education, lack pedagogical knowledge.

As a result of their lack of knowledge, their actions are often intuitive and do not follow basic principles and good teaching practices. This is often the reason why in certain cases the methodology fails Martín and Martínez (2018, p. 38). Several authors explain these difficulties. According to Hammond (2013), "to be successful, teachers must provide good scaffolding, and this requires specific skills" (p. 3).

Prince and Felder (2006, p. 3) state that PBL is not an easy instructional method to improve. It requires considerable expertise and flexibility on the part of instructors, who may be forced to step outside their areas of expertise when student projects take unpredictable and unfamiliar paths.

According to Kilpatrick (1991, p. 7), four types of PBL can be discerned:

1. Producing a product (producer's project).
2. Solving a problem (problem's project).
3. Obtaining knowledge and/or skills (consumer's project).
4. Enjoying an aesthetic experience (specific learning project).

More recent research looks at PBL methodology as a source of scientific insight. For instance, Fernández Rivas and Saiz Sánchez (2017) conducted a study comparing two university groups taking the same subject in two different degree courses. The experimental group used a PBL methodology. This group obtained better results in motivation and performance.

Another significant research advancement is the study conducted by Montaner Villalba (2018) on written production competence through blogging in a PBL environment showed that students not only improved their written production and reading comprehension skills but also their motivation and willingness to learn English.

Significantly, in the same light, Toledo Morales and Sanchéz García (2018) carried out a study with 107 university students where they drew two conclusions regarding the use of PBL: it positively affects the knowledge of fundamental contents and the development of skills such as critical thinking, problem-solving and collaborative work and on the other hand it increases the commitment and motivation of students. Quite similarly, in the study by Botella Nicolás and Ramos Ramos (2020, p. 158) it is stated that PBL improved group relations, and autonomy and created a context suitable for intrinsic motivation.

Given the success of the aforementioned studies, it is interesting to transfer the same practice to another field such as English language learning and to adjust it to another student profile such as vocational training.

PROJECT BASED LEARNING–CLASS PROPOSAL IN ENGLISH FOR SPECIFIC PURPOSES

Learning Objectives of the PBL Classroom Proposal and Curricular Integration

The objectives of this good practice, defined before, can be directly related to those established in the curriculum, in Decreto 92/2012, of 30 August, of the Governing Council, which establishes for the Community of Madrid the syllabus of the higher-level training cycle corresponding to the degree of higher technician in administration and finance (Decreto 92/2012, n. d.).

The objective of elaborating a presentation speech with the most relevant features of the idea is related to the following elements included in the curriculum in the section on precise oral production (RD 92/2012, pp 163-164).

Accurate oral production:

- Messages in the appropriate register and with sector-specific terminology.
- Politeness formulas.
- Greetings, greetings, and farewells.
- Rules of coexistence and protocol.
- Taking, keeping, and giving up the floor in debates and round tables.
- Opinions, tastes, and preferences.
- Grammatical resources:
- Verb tenses.
- Prepositions and prepositional locutions.
- Adverbs and adverbial locutions.
- Direct and indirect style.
- Logical relations of opposition, concession, comparison, condition, cause, purpose, and result.
- Temporal relations of simultaneity.
- Linguistic resources:
- Expression of logical relations of opposition, concession, comparison, condition, cause, purpose, and consequence.
- Expressing temporal relations of simultaneity, anteriority, and posteriority.
- Expression of suggestions and recommendations.
- Expression of sequencing.
- Expressing precise directions to get to places,
- Body language as a means of cohesion in oral discourse.
- Terminology specific to the sector.
- Linguistic markers of social relations, rules of politeness, and differences in the register.
- Intonation as a means of cohesion in oral discourse: Use of intonation patterns.
- Support, demonstration of understanding, and request for clarification.
- Maintenance and cession of speaking time.
- Accents and registers of formality.

The other two objectives (knowing the essential elements for setting up a company and researching a topic and justifying the choices of the topic chosen for the project with data and facts) are related to the section of the curriculum on interpreting both oral and written information (RD 92/2012, p. 164).

Interpretation of written messages, on paper and telematic support:

- Global and detailed comprehension of messages, texts, professional sector and everyday articles.

- Accurate interpretation of sector-specific terminology.

- Detailed understanding of the information contained in reports, forms, brochures, and specialized press of the sector.

Accurate oral comprehension:

- General and professional speeches and messages from sector.

- Direct, telephone, television, and recorded messages.

- Main and secondary ideas in presentations and debates.

- Expressions of opinion, preference, taste, and complaints.

- Requests for general and sector-specific information.

- Terminology specific to the professional activity.

- Rules of coexistence and protocol.

- Grammatical and linguistic resources.

With the new LOMLOE law (2020) the key competencies have been modified. One more has been added and the names have been changed. According to Royal Decree 157/2022 (2022) the competencies are defined, as follows:

> Competence in linguistic communication (from now on CCL) involves interacting in oral, written, signed or multimodal form coherently and appropriately in different spheres and contexts and for different communicative purposes. It involves mobilizing, in a conscious way, the set of knowledge, skills and attitudes that allow understanding, interpreting and critically assessing oral, written, signed or multimodal messages, avoiding the risks of manipulation and misinformation, as well as communicating effectively with other people in a cooperative, creative, ethical and respectful way (p. 24404).

This competence is worked on and is present during all sessions. Students have to work in different ways in each session to reach a result in the last session.

According to current Spanish Education Act, citizenship competence:

> Contributes to students being able to exercise responsible citizenship and participate fully in social and civic life, based on an understanding of social, economic, legal and political concepts and structures, as well as knowledge of world events and active commitment to sustainability and the achievement of global citizenship. It includes civic literacy, the conscious adoption of the values of a democratic culture based on respect for human rights, critical reflection on the major ethical issues of our time and the development of a sustainable lifestyle in line with the sustainable development goals set out in the 2030 agenda (p. 24409).

According to current Spanish Education Act, entrepreneurial competence:

> Involves developing a vital approach aimed at acting on opportunities and ideas, using the specific knowledge needed to generate outcomes of value for others. It provides strategies to adapt one's outlook to detect needs and opportunities; to train thinking to analyze and evaluate the environment, and to create and rethink ideas using imagination, creativity, strategic thinking and ethical, critical and constructive reflection within creative and innovation processes; and to awaken a willingness to learn, to take risks and to face uncertainty. It also involves making decisions based on information and knowledge and collaborating nimbly with others, with motivation, empathy and communication and negotiation skills, to put ideas into action by planning and managing sustainable projects of social, cultural and economic-financial value (p. 24410).

According to Royal Decree 157/2022 (2022), the competence of cultural awareness and expression:

> It involves understanding and respecting how ideas, opinions, feelings and emotions are expressed and communicated creatively in different cultures and through a wide range of artistic and cultural manifestations. It also involves a commitment to understanding, developing and expressing one's ideas and sense of place or role in society. It also requires an understanding of one's own evolving identity and cultural heritage in a world characterized by diversity, and an awareness that art and other cultural manifestations can be a way of looking at and shaping the world (p. 24411).

The eight competencies originate from EU Council suggestion 2018 and sustainable development goals of 2030 Agenda. Working on the competencies involves "contextualized activities, authentic projects and various methodologies that develop them" (Tekman, 2022).

PBL Classroom Proposal Design

This project-based learning approach consists of seven sessions. Each session lasts 50 minutes. The target group are the students of the administration and finance course. This proposal aims to provide a solution to the lack of participation and demotivation through PBL in an innovative way. All the sessions are designed so that the students can carry out a final project. In the sessions, the students will be provided with the necessary tools to carry out this project in a presentation format. Students will have to present a fictitious company created by themselves, with a slogan, and a logo and correctly justify their choices. The work will be carried out in groups of two or three people. This decision has been taken considering the suggestions of the students, as they have argued that they feel more confident and supported when presenting with a partner. It is also a way of working on cooperation and group work. As well as giving them the possibility to learn from each other (Table 1). During the classes, the students will work on the four skills (oral comprehension, written comprehension, written production and oral production). In addition to vocabulary related to the topic of business and presentations. In the project, they will have to include tools learnt during sessions. In addition to putting themselves in a real context in which they will present their proposal to an international group of investors interested in doing business in Spain.

Table 1. Session distribution for this PBL classroom proposal

Session	Objectives	Content and skills in use
S.1	Pre-test and topic introduction: Starting up a business.	Reading, listening, and speaking.
S.2	Workshop 1: Organizing a business and running a company.	Listening and speaking.
S.3	Language in use session 1: Introducing necessary vocabulary and language structures.	Listening, reading, writing, and speaking.
S.4	Talk 1: Examples of companies and different ways to organize a business.	Listening.
S.5	Language in use session 2: Introducing necessary vocabulary & language structures.	Listening, reading, writing, and speaking.
S.6	Learning to design a logo and PPT preparation day 1.	Listening, speaking, and writing.
S.7	Final presentation.	Speaking and listening.

PBL Classroom Proposal Teaching Aspects

The main methodology is PBL as described above. It is based on the communicative approach trying to avoid the traditional methodology. This means that the student is the center of the teaching-learning process and is involved in it as much as possible. Therefore, learning is active. The role of the teacher is that of a guide, providing the necessary tools for the student to learn actively and checking that the objectives of the proposal are being met.

In this proposal, great importance is given to cooperative learning, because, as previously mentioned, it is an element that helps students to work with greater motivation. They feel more confident being among equals. Moreover, it is a good resource for the level to be balanced and they can learn from each other.

The key competencies to be worked on during the good practice are linguistic, multilingual, citizenship, digital, entrepreneurship, cultural awareness and expressions and personal, social and learning to learn.

In this proposal, the competencies to be worked on are the following (Tekman, 2022):

- Linguistic competence: This competence is present throughout all the sessions. It also plays a fundamental role in the final presentation, as students must use language by relating it to figures and images.

- Multilingual competence: Students must use a language other than their mother tongue. Therefore, this competence plays a fundamental role in this proposal.

- Digital competence: The students must work with the Logo Maker program to make a presentation.

- Entrepreneurial competence: Students have to create their ideas and justify them. They have to show initiative and

- Personal, social, and learning to learn competence (formerly known as the learning to learn competence): Students work in groups or pairs throughout the sessions. In addition, they will have to search for information independently and select relevant information, so they will learn to make decisions and work on cooperation.

- Citizenship competence (formerly known as social and civic competence): This competence deals on the one hand with the social aspect, i.e. the pursuit of individual and collective well-being, considering related socio-economic factors (e.g. mental health). On the other hand, the civic aspect focuses on knowledge of more general economic and socio-political concepts. This competence is crucial when it comes to choosing the type of enterprise students will develop. It will show whether students prioritize ethics over money or vice versa.

PBL Classroom Proposal: Assessment

Evaluation is a very important part of the research process, among other things, if the good practice has worked properly and if the objectives have been met. Coll (1991, p. 8) defines evaluation as the act of "providing useful and relevant information to improve the effectiveness of educational activities, to achieve the broadest, deepest and most meaningful learning possible". According to Royal Decree 984/2021, of 16 November, which regulates assessment and promotion in primary education, as well as assessment, promotion and qualifications in compulsory secondary education, baccalaureate, and vocational training, establishes in chapter IV basic vocational training cycles, chapter 17 assessment decrees that "the assessment of the learning process […] will be continuous, formative and integrative" (2021). It is important to clarify the difference between continuous and formative assessment. The former "uses the results obtained during the course in the context of learning and for grading purposes" (Borge et al., 2005, p. 38). Brown (2013), cited in Pérez Pino et al. (2017), explains formative learning as "[…] any process of observation, assessment and decision-making whose purpose is to optimize the teaching-learning process that takes place, from a humanizing perspective and not merely for grading purposes".

In this project, a formative evaluation will follow the progress of the students throughout the sessions. The main objective of this type of evaluation is "to relate information on the evolution of the learning process to the characteristics of the didactic action" (Coll et al., 1990, p. 553-557). The teacher will observe the progress of the students by keeping an individual intra-group diary with observations on difficulties encountered, achievements, doubts and anything else of interest to the students' learning process. This evaluation is very useful for the teacher to be aware of the students' progress, instead of evaluating them exclusively in one session. On the other hand, a summative assessment will take place in session 7. This type of assessment will determine the degree of acquisition of the students' learning (Coll et al., 1990, p. 553-557). In the last session, students will express what they have learnt in the sessions by making a presentation and working with transversal elements such as group work.

The rubric (**Table 2**) has been chosen because it captures the characteristics of the final product. It also makes it possible to present the degree of achievement in linguistic competence as well as "strengths and weaknesses in all derived learning" (Orden, ECD/65/2015, p. 25). The rubric specifies the level of demand by showing the development to be followed to obtain a better mark. The evaluation criteria of the rubric are 7: speech and pronunciation; originality/creativity; content; grammar; body language/reading; structure and visual tools. The value of each criterion is indicated in each box. Some criteria have more weight than others due to the relation to the knowledge worked on during the proposal.

Table 2. Assessment rubric: Evaluation rubric

	Excellent (2.0)	Good (1.5)	Okay (1.0)	Fail (0.0)
Speaking	Fluent speaking without errors.	Few errors.	Error is frequent.	Errors are more frequent than adequacy.
Creativity & originality	Creative work with a range of non-common ideas in use.	Some ideas are quite innovative.	At least one idea presented is innovative.	No innovative ideas are present.
Content	Everything that was asked for is in use.	Most of the requirements are present.	Two of the requested ideas/principles are present.	The material presented is different to what was expected.
Grammar use	No errors.	Few errors.	Some errors.	Errors impede comprehension of the project.
Non-verbal communication	Relaxed; does not read.	Reads sometimes. Quite relaxed.	Nervous and reading.	Body language indicates a high degree of nervousness.
Text structure	Connective and cohesive devices in use.	Some errors in the text structure.	The text structure is completely wrong.	The text is a collection of sentences.
Visual aids	Adequate use of visual aids.	Almost all content is adequate.	Many of the aids are adequate.	There is no adequacy.

Table 3. Students survey: Questions

No	Question
Q.1	Is this classroom experience completely new for you?
Q.2	Do you think this is a viable experience?
Q.3	Have you learnt anything? (1-2-3-4-5).
Q.4	Now, I understand better the content of the subject (1-2-3-4-5).
Q.5	What I have liked/enjoyed the most is …
Q.6	Something I would like to change is …
Q.7	This experience should be repeated (yes-nNo).
Q.8	Express yourself & have your say:

The good practice is evaluated using a survey, which has eight questions of different types (answer to develop (short), the value from 1 to 5 and yes/no). The main objectives of the survey are

(i) to know the situation and the opinion of the students about the proposal and

(ii) to demonstrate whether PBL is a good practice.

Through eight questions, it is shown whether the practice is innovative, effective, sustainable and replicable.

Surveys are part of the so-called observational methods, where the characteristics, behaviors and attitudes of the subjects to be studied are studied. They are an extensive form of interviews, although in the latter there is more flexibility as the interviewer can modify the questions as he/she sees fit. There are four main advantages: it is an economical method that is easy to apply; it is impersonal in nature and uniformity is maintained; the answers are anonymous, which increases participation and provides freedom of response; finally, the answers are not immediate, which gives a certain flexibility when carrying it out (Baldussi & Di Fonzo, 2002, p. 32-33) (**Table 3**).

DISCUSSIONS OF RESULTS & CONCLUSIONS

As for the general objectives of the work, the first was to contact the field of educational innovation. A study has been made on motivation, methodological trends, active methodologies and ABP and the teaching of English in vocational training. Literature on the topics was read and researched and a classroom proposal was tested in a real situation during the internship period. The second objective was to develop a PBL-based approach, which is detailed before. The third objective was to increase knowledge about PBL to be able to implement it in future situations. All information related to this objective is given before. The fourth objective was to test the scope of PBL in vocational education and training. The results of this objective can be seen in the increase in the percentage of students participating in the classes, as well as in the results of the survey and the rubric. The fifth and last objective is to find out the students' opinions on the level of motivation. This we can find out through the answers obtained in the survey answered by the students. The questions that give us the relevant information are 2, 3, 4, 5, 6, and 7. The students see the project as applicable to real life and state that they have learned and have clearer concepts thanks to it. They point out the aspects they enjoyed most about the work, the aspects they would change and their wish to repeat this kind of work in future classes.

In addition to the general objectives, learning objectives were set for the students to achieve by putting the proposal into practice. The degree of achievement of these objectives can be seen throughout the sessions of the classroom proposal and in the final presentation. During the sessions, students worked with information from different sources, oral or written, with real or adapted language (Bahrani & Slim, 2013), but the objective was not only to understand the information from these sources but also to select the relevant information to complete the activities successfully. The first learning objective was to know the essential elements of setting up a business. The achievement of this objective can be seen throughout session number and in the presentation note, in the content section of the rubric. At the end of the project, the students were aware of the parts of a company from a marketing perspective. In one of the sessions, the students watch a video explaining in detail one of the important parts of marketing a company, the slogan and the decisions that need to be made to reach the audience. The second aims to get students to research a topic and justify their choice. This will be reflected in the final presentation when students deliver their presentation. One of the sessions is exclusively dedicated to guiding students through the research and research process in the computer lab. If for some reason students are unable to find information on the topic, the teacher will provide them with a list of pages where they can search or find further information. The degree of achievement of this objective will be reflected in the rubric. The last learning objective is to elaborate a presentation speech with the most relevant features of the idea. For this purpose, the students are provided with a video on how to make an engaging presentation. Besides the fact that it is not the first time they have made a presentation (they will probably have made others in their mother tongue), they will have experience. In another session, they share their experiences so they can learn from each other and try to avoid making typical mistakes such as reading the whole presentation or writing a lot of text on the slides.

The specific learning objectives have been developed throughout the sessions of the proposal. Emphasis has been put on techniques for giving a presentation and on the reliable search for relevant information on the web. Each session has its specific objectives. Achievement does not ensure that the student will produce an outstanding final project, but it does ensure that they are aware of the parts to be included and are not unfamiliar with them. The cultural elements influencing the way a presentation is given have been highlighted and compared with the learner's own culture. Special attention should also be given to the teaching of specific vocabulary and the review of superlative and comparative forms, as these are basic elements of the language. An aspect in the field of vocational education and training (Vergara et al., 2020).

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