

# Master's Thesis

## The Impact of Project-Based Learning on English Language Learners Writing Skills

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Master's Degree in Training for Teachers of Compulsory  
Secondary Education and Upper Secondary Education,  
Professional Training and Language Teaching



UNIVERSITAT ROVIRA I VIRGILI  
FACULTY OF EDUCATION SCIENCES AND PSYCHOLOGY  
2024

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## Abstract

Currently, the adoption of new methodologies is a debate of significant relevance within the educational sector. We often find that the methodologies applied in the classroom have not evolved at the same pace as the world, and furthermore, it is argued that traditional approaches do not adequately prepare students for the 21<sup>st</sup> century. Project-Based Learning (PBL) is an innovative approach aiming to break away from traditional classroom methodologies, placing the student at the center of the learning process. This study evaluates the effect of Project-Based Learning methodology on students' writing skills and motivation. Through a quasi-experimental non-equivalent design involving 52 students from two established 3<sup>rd</sup> ESO classrooms at ABC School, academic results and motivation indicators are observed and analyzed. While both groups work on the same content regarding advertising texts, the treatment group addresses the content through PBL, whereas the control group uses traditional lecture-based sessions. For evaluation, both pretest and posttest observations are conducted. The quantitative data extracted are statistically analyzed using t-tests through the JASP software. The results obtained do not allow us to claim that PBL methodology significantly improves learning in comparison with conventional teaching approaches. However, it is demonstrated that it is as effective as traditional methods and, additionally, leads to an increase in students' motivation. Although significant improvements in results through PBL may not be immediate, its potential to stimulate student motivation and engagement emphasizes its value in the pedagogical context.

**Keywords:** *Project-based learning (PBL), ESO, English, writing skills, motivation*

## Resum

Actualment, el tractament de noves metodologies és un debat de gran rellevància dins del sector educatiu. Sovint ens trobem que les metodologies aplicades a l'aula no han evolucionat al mateix ritme que el món i, a més a més, es defensa que els plantejaments tradicionals no s'adaptin per formar alumnes competents pel segle XXI. L'Aprenentatge Basat en Projectes (ABP) és una proposta innovadora que pretén trencar amb les metodologies tradicionals de l'aula, proposant l'alumne com el centre del procés d'aprenentatge. Aquest estudi avalua l'efecte de la metodologia Aprenentatge Basat en Projectes sobre la competència escrita i la motivació dels alumnes. Per mitjà d'un disseny d'estudi quasi-experimental no equivalent amb la participació de 52 alumnes de dues aules ja formades de 3r d'ESO del Col·legi ABC, s'observa i s'analitzen els resultats acadèmics i en els indicadors de motivació. Mentre que ambdós grups treballen en els mateixos continguts sobre els textos publicitaris, el grup experimental aborda els continguts mitjançant l'ABP, i el grup control mitjançant classes magistrals. Per a l'avaluació, es realitza una observació prèvia i posterior a la intervenció (pretest i postest). Les dades quantitatives extretes s'analitzen estadísticament amb proves t a través del programa JASP. Els resultats obtinguts no permeten afirmar que la metodologia ABP millori significativament l'aprenentatge en comparació amb les metodologies d'ensenyament convencionals. No obstant això, es demostra que és una metodologia igual d'eficaç que la tradicional i a més, comporta un augment de la motivació en els alumnes. Tot i que és possible que les millores significatives en els resultats mitjançant l'ABP no siguin immediates, el seu potencial per estimular la motivació i implicació dels estudiants destaca el seu valor en el context pedagògic.

**Paraules clau:** *Aprenentatge Basat en Projectes (ABP), ESO, Anglès, competència escrita, motivació*

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## **1. Introduction**

The present study has been executed within the context of the internship conducted at a school referred to in this paper as School ABC (pseudonym to maintain anonymity). By taking innovation as a driving force for improvement, this paper subsequently outlines the purpose and necessity of the present work.

### **1.1. Identified Needs**

After several conversations with the tutors of the 3<sup>rd</sup> ESO groups, the school mentor, and other teachers who had taught the same group in previous years in the English subject, I prioritized the identified need by the school to improve the students' writing skills. The students demonstrate difficulty expressing their ideas in this foreign language in their writing tasks, resulting in numerous ungrammatical sentences and a high frequency of spelling errors. Another identified necessity from my perspective, based on observation during my initial weeks as an intern at the institution, is the lack of motivation among students when approaching the English subject. It is widely acknowledged that a lack of motivation significantly impacts both the learning environment and students' performance.

### **1.2. Justification**

Realizing that schools need to prepare capable students for the challenges ahead means we have to look at how the world is changing. As society has evolved due to technological advancements, globalization, social shifts, etc.; schools too must adapt and redesign their approaches to foster individuals equipped to confront 21<sup>st</sup>-century challenges (Dumont et al., 2010). Throughout history, traditional classroom methodologies have predominantly adhered to a teacher-centered approach characterized by the vertical transmission of knowledge, with the teacher assuming an active role and students adopting passive roles as listeners and receivers of information in lecture-based classes.

Drawing from James and Dewey, the constructivist approach emerged as an effective teaching model. In constructivist theories, the teacher assumes the role of a mediator and guide in the learning process, allowing students to actively construct their knowledge and understanding (Santrock, 2019, p. 26). The predominant concept nowadays in learning is socio-constructivism. The OECD's Innovative Learning

Environments project outlines seven principles guiding the development of learning environments for the current society. The primary principle, “learners at the center”, underscores that through active engagement, students construct their own knowledge, thereby aiding in the creation of self-regulated learners (Dumont et al., 2010).

My pedagogical innovation proposal, viewed as a process of change for the improvement of results and following the OECD’s principles, hinges on the implementation of Project-Based Learning (PBL) methodology. This approach aims to actively involve students in their learning process. Furthermore, my implementation of PBL seeks to offer students the opportunity to explore higher-order thinking beyond rote memorization through the creation of a final product, aligning with Bloom’s taxonomy (Churches, 2008).

Project-Based Learning is an educational method involving heterogeneous groups tackling real-world projects together, providing unique learning opportunities and preparing students for diverse global environments. Within this approach, students not only develop, implement, and evaluate projects with relevance beyond the classroom, but also engage in autonomous problem-solving of real issues, culminating in the presentation of a final product to their peers. This approach fosters students responsibility and autonomy in their educational process, with educators serving as guides rather than imparting knowledge directly (Sánchez, 2013).

One of the primary justifications behind my decision to adopt this methodology is to provide students with a path to explore areas of personal interest through a project, thereby fostering their motivation and instilling a genuine sense of purpose into their written output. This shift aims to break away from the conventional teacher-centered approach, instead positioning the student as the focal point of their learning journey. Furthermore, this choice finds support in scholarly literature, which highlights various benefits associated with this model, such as the ability to develop skills and competencies including collaboration, communication, heightened motivation, and a more cohesive integration between school-based learning and real-world application, among others (Galeana, 2006). Additionally, empirical studies examining the efficacy of PBL in enhancing the writing skills of English language learners conclude a positive impact of this methodology on written production (Aghayani & Hajmohammadi, 2019; Alotaibi, 2020; Larrea Vejar, 2020).

## **2. Theoretical Framework**

This theoretical framework aims to offer a comprehensive grasp of Project-Based Learning, covering from its historical development to its application within Secondary Education in Catalonia. This section will explore various facets of PBL, including its historical emergence, the sequential stages involved, the respective roles of students and teachers, and the methodologies for its assessment. Furthermore, recognizing writing as an identified area for improvement, a brief description will be offered of the significance of writing and its role within PBL.

### **2.1. Project-Based Learning Foundations**

Project-Based Learning is a well-recognized educational approach acknowledged for fostering students' independence, sense of responsibility, and social engagement (Knoll, 1997). Knoll (1997) indicates that although the origins of PBL can be traced back to Italian architecture and engineering schools in the 16<sup>th</sup> century, it was Kilpatrick who articulated and delineated this methodology in his essay "The Project Method" in 1918.

Kilpatrick (1918) explains in his essay that the essence of the project method does not solely revolve around task completion but is centered on purposeful actions, aligning with the essence of leading a meaningful life. According to the author, students must progress through distinct steps while undertaking projects: deciding, planning, executing, and evaluating.

Fried-Booth (2002) simplifies this into three primary stages: planning, implementing, and creating. During the initial phase, students and educators deliberate on the project's scope and content while setting achievable objectives. In the implementation phase, students undertake tasks to accomplish their aims. In the concluding stage, students generate the final product and present it to their peers, subject to evaluation (Fried-Booth, 2002). Throughout these stages, students actively engage in their learning process.

While Kilpatrick is credited by some as the pioneer of PBL, others argue that it was John Dewey. Dewey perceives PBL as a pathway for learning that integrates real-life experiences with classroom education, emphasizing that learning improves when connected to authentic and meaningful experiences (Knoll, 1997).

The role of the teacher stands as a point of divergence between Kilpatrick's and Dewey's ideas. Kilpatrick (1918) views the teacher as an unnecessary element, emphasizing the independence of students in directing their work, while Dewey acknowledges the teacher as a facilitator, guiding students' inquiries and providing support (Knoll, 1997). Nonetheless, despite this slight disparity, the teacher's role undergoes a substantial transformation from an active role in traditional methodologies to a more passive role in PBL, centered on guiding students. On the contrary, students' role goes from a passive role in conventional practices to an active role in PBL methodology. Kilpatrick (1918) argues that, when pursuing personalized objectives within an interactive learning environment that fosters autonomy and critical thinking while integrating theoretical concepts with practical applications, students' motivation and learning achievements notably increase.

To understand the diverse objectives and outcomes of this methodology, Kilpatrick (1918) introduces a classification comprising four distinct types of projects, emphasizing their potential overlapping nature and the utilization of one type as a means to another as an end:

- Type 1: The objective is to manifest an idea or plan into an external tangible form.
- Type 2: The objective is to derive enjoyment from an (aesthetic) experience.
- Type 3: The objective is to address an intellectual challenge.
- Type 4: The objective is to acquire a specific item, skill, or level of knowledge.

The distinction between Project-Based Learning and Problem-Based Learning presents a challenge within this classification. Nonetheless, Santrock (2019) observes that, while both methodologies involve authentic problem-solving, Project-Based Learning accentuates the creation of a final product.

## **2.2. Project-Based Learning Implementation in Catalonia**

Building on the foundational principles of PBL, this section delves into its application and perception within Catalonia's educational context.

In Catalonia's educational context, there is a push to adopt innovative approaches for preparing individuals to face 21<sup>st</sup>-century challenges. However, differing terminologies create confusion around Project-Based Learning. To clarify this in 2019, the Catalan

Department of Education (*Departament d'Educació*) created a document with indicators to help educators recognize genuine PBL despite the varied terms used. Some of the list's indicators consider including students' preferences; ensuring the learning context is real or realistic; integrating knowledge cohesively rather than segmenting it among different areas of knowledge; and prioritizing the learning process over the final outcome (Departament d'Educació, 2019).

Neus Sanmartí, a significant figure in Catalan pedagogy, is cited as a recommended resource in the aforementioned educational document. The Catalan educational psychologist advocates for a substantial transformation in learning methodologies. Sanmartí underscores the significance of assessment, asserting that “nothing changes if assessment remains unchanged” (Sanmartí, 2016). Assessment should be perceived as an integral part of the learning process, demanding its integration into every phase of the process to facilitate learning, re-evaluation, and improvement.

In terms of project assessment, the core lies in how students themselves formulate and apply assessment criteria. Consensus-building on the rubric or other means of explicitly stating these criteria and learning to apply them in self-regulation processes should be emphasized throughout a project (Sanmartí, 2016). The ultimate aim is for the learner to achieve autonomy, recognizing and overcoming challenges based on evolving knowledge with guidance from peers and educators.

It is evident that the PBL concept advocated by the Department of Education and Catalan authors closely aligns with propositions made by American authors such as Kilpatrick.

### **2.3. Project-Based Learning for Writing Skills**

English is presently acknowledged by many as a lingua franca. Refusing to acquire knowledge of this language equates to closing off numerous opportunities in terms of employment, sources of knowledge, cultural experiences, and more. English stands as a core subject in Catalan schools. To attain proficiency in this language, classrooms focus on developing the four essential skills necessary for fostering a strong linguistic competence.

Communication serves as an indispensable tool for expressing oneself and interacting with society. If we aim to prepare students capable of confronting the challenges of

the 21<sup>st</sup> century, it is imperative to nurture communication skills such as speaking, writing, listening, and reading. The first two, speaking and writing, fall under the category of productive skills because, unlike listening and reading, they involve generating language output (Sreena & Ilankumaran, 2018).

Writing is perceived not merely as an outcome but as a dynamic process. Ramírez (2014) argues that in the context of PBL, language serves as a tool rather than a set of tasks aimed at achieving a shared objective. Here, language functions as a means to an end, emphasizing that the primary focus is not solely on the final product in project-based work. Consequently, while students may prioritize their final results, educators prioritize creating environments that facilitate the enhancement of students' language proficiency (Ramírez, 2014). At the same time, as Sreena and Ilankumaran (2018) indicate, writing is a skill that offers learners tangible evidence of their progress, easily showcasing improvements. It aids in grasping vocabulary and language structure, serving as a complement to other language skills. Writing engages the learner in the active process of expressing ideas, utilizing a combination of visual, motor, and cognitive skills, which uniquely supports learning and facilitates the discovery of new means of expression (Sreena & Ilankumaran, 2018).

### **3. Research Proposal**

As the observations previously established in the section “1.1. Identified needs”, it becomes noticeable that 3<sup>rd</sup>-year secondary school students at ABC School are facing difficulties articulating their ideas in a foreign language, especially within the context of written tasks. This difficulty is manifested in the proliferation of ungrammatical sentences and a high frequency of spelling errors. Moreover, these students typically exhibit a lack of engagement and interest in the English subject. Hence, their lack of motivation and underdeveloped writing skills are having a direct impact on their academic outcomes, which fall short of the desired standards.

For this reason, the necessity arises for a shift towards a more dynamic alternative that promotes meaningful learning for the students, allowing them to explore areas of personal interest, thereby enhancing their motivation and granting a purpose to their written performance. In response to this need, the implementation of Project-Based Learning methodology is proposed. This pedagogical methodology aims not only to actively involve students in their learning processes, but also to offer them a structured framework where they can engage with subject matter in a more meaningful and impactful manner.

#### **3.1. Research Questions**

After defining the problem, the following questions are presented:

- What type of relationship exists between the implementation of PBL methodology over a three-week period and the writing skills of 3<sup>rd</sup>-year ESO students at ABC School in their English classes?
- What relationship is established between PBL methodology and the motivation of 3<sup>rd</sup>-year ESO students at ABC School towards the English subject?

#### **3.2. Hypotheses**

Multiple studies have provided scientific evidence demonstrating that the adoption of PBL enhances both writing skills and motivation (Alotaibi, 2020; Praba et al., 2018; Shin, 2018). Consequently, the formulated hypotheses are as follows:

- The implementation of the PBL methodology in the English subject for 3<sup>rd</sup>-year ESO students will lead to an improvement in their writing skills compared to students using the traditional methodology.
- The application of the PBL methodology will result in an increase in the students' motivation levels compared to those working with the traditional methodology.

### **3.3. Objectives**

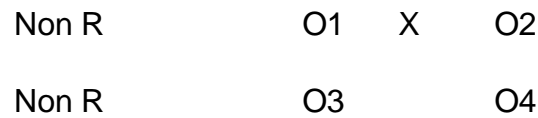
To address the research questions and validate or refute the formulated hypotheses, a general objective is established, further defined into five specific objectives.

- General Objectives
  - To evaluate the impact of substituting the traditional methodology for PBL on writing skills and motivation of 3<sup>rd</sup> year ESO English students.
- Specific Objectives
  - To compare the impact of PBL methodology and traditional methodology on students' writing skills.
  - To determine the levels of intrinsic motivation among students after implementing both learning scenarios with different methodologies.
  - To measure the perceived usefulness of the content for students upon completing the learning scenarios in both methodologies.
  - To analyze students' perceived choice in learning after implementing both learning scenarios with different methodologies.
  - To compare whether levels of intrinsic motivation, perceived usefulness, and perceived choice are higher among students who have undergone the learning scenario with the PBL methodology.

### **3.4. Research Design**

For this study, a research design has been chosen taking into consideration two factors: the purpose of this study and the limitations of group randomization. This study aims to employ a quasi-experimental research design, as it seeks to uncover the cause-and-effect relationship, that is, to assess the extent to which the independent variable will impact the dependent variables (Barnes et al., 2005). However, more precisely, a quasi-experimental design with non-equivalent groups is chosen, given that the research will be conducted in predetermined classrooms where random

assignment of participants is not possible (Non R). According to Dawson (1997), this type of design is frequently used in social science studies as it often allows for meaningful interpretation of the results, despite the absence of randomization. Braaten (1989, as cited in Dawson, 1997) provides the following diagram for the quasi-experimental design with non-equivalent groups:



To carry out this study, two arbitrarily assigned groups from the 3<sup>rd</sup> year of ESO have been selected. 3<sup>rd</sup> ESO A will function as the treatment group (Group 1), where the Problem-Based Learning methodology (X) will be applied, while 3<sup>rd</sup> ESO B will serve as the control group (Group 0), receiving traditional curriculum instruction. However, despite the different methodologies, the teacher and content to be covered will remain consistent in both classrooms. In the treatment group, students will have access to a document repository presented as a backing file, customized to their English proficiency and comprehension level, providing a solid theoretical foundation for their project work. In contrast, in the control group, this theoretical information will be explained and worked on in a traditional classroom style of instruction.

Considering the research design, data collection will involve numerical data. Therefore, a pretest for initial observation will be conducted in both groups (O1 and O3), followed by a posttest in both groups (O2 and O4), the comparison of which should elucidate the effect of the implemented methodology.

The motivational test will be administered only once, at the conclusion of the classroom intervention. Students will respond to items with Likert scales specifically addressing the past few weeks, as it is a post-experimental test.

#### **4. Didactic Intervention**

This learning scenario was implemented as part of the practicum for the English specialty in the Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education, Professional Training, and Language Teaching. The intervention was conducted with two groups of 3<sup>rd</sup>-year ESO students at ABC School over eight 60-minute sessions within the English subject.

The language focus of the didactic unit was selected based on the students' content schedule and the curriculum requirements. The content is related to the formation of comparative and superlative adjectives, as well as advertising texts. Considering the identified need, the competencies targeted in the didactic sequence were related to writing skills. Thus, the final product of the learning scenario was for students to create a written composition of an advertising text. For the didactic intervention, two different learning scenarios were developed, employing the Project-Based Learning methodology for the treatment group and traditional methodology for the control group (see Appendix A). Due to the treatment group's limited familiarity with the PBL methodology, a "backing file" was created and shared with all students. This resource, designed for their curriculum and English proficiency level, offered them access to information similar to that given to their classmates through conventional lectures. All materials created for the execution of the learning scenario such as tests, rubrics, backing file and learning diary, are included in different appendices of this paper (see Appendix A and B).

## 5. Research Method

### 5.1. Participants

The study involved the participation of 52 students from the 3<sup>rd</sup> year English language class at ABC School. These students, aged 14 to 15, were divided into two groups: a treatment group of 25 students and a control group of 27 students. All participants reside either in the same town where the school is located or in nearby areas. While the majority of students hold Spanish nationality, the *Projecte Educatiu de Centre* (School's Educational Project) acknowledges a rise in students from Maghreb or South America. Additionally, the average socioeconomic status of the students' families is middle-class. This fact could be linked to the type of school, which is semiprivate and requires payment.

It is noteworthy that within the treatment group, two students are newcomers who encounter challenges with Catalan but possess a good level of English, along with one student requiring a *Pla de Suport Individualitzat* (Individualized Learning Plan) due to struggles in reading comprehension and dyslexia. Meanwhile, within the control group, there are five students who follow a *Pla de Suport Individualitzat*.

### 5.2. Variables

This study considers three types of variables:

**Independent variable:** The manipulated independent variable is the implementation of Project-Based Learning methodology in a group of 3<sup>rd</sup> year ESO students (nominal variable).

**Dependent variable:** The variables expected to exhibit changes are the students' writing proficiency and their motivation towards the English subject after completing the learning scenario implementation.

**Extraneous variables:** The extraneous variables are those that cannot be controlled and may contaminate the research results (Dawson, 1997). In this case, the following variables are recognized:

- Individual experiences of each student inside and outside the school (e.g., schedules, proficiency in written competence, attending private English classes, etc.).

- The treatment of any topic related to the learning scenario in another subject (a probable factor, as persuasive texts are often addressed in other language subjects).
- As Dawson (1997) states, testing is another threat, as students could be more attuned or sensitive to the material when encountering the posttest after completing the pretest.
- Additionally, the validity of grades obtained in the pretest and posttest could be compromised. As observed on several occasions, many students exhibit tendencies to copy from peers or use mobile devices during evaluative assessments.
- Lastly, the introduction of a new teacher, in this case, myself, is an innovative factor for both groups that could potentially alter their level of interest or attention towards the subject.

### **5.3. Data Collection Instruments**

The data collection instruments were designed based on the research question, objectives, hypotheses, and variables (see Appendix B).

Serving as pretest and posttest and to objectively assess academic results related to writing skills, students completed a multiple-choice test with closed-ended responses. This test was created using Google Forms, addressing the contents covered in the learning scenario and taking into account prototypical aspects assessable in writing, such as spelling, vocabulary, grammar, organization, punctuation, and capitalization.

To evaluate students' motivation, a test was conducted based on the adaptation of items proposed by the Intrinsic Motivation Inventory (IMI), following a Likert-type scale with 7 elements (see Appendix B). The adapted test includes items measuring interest/enjoyment, the subscale assessing intrinsic motivation per se (SDT, n.d.), items assessing value/usefulness to determine if the experienced lesson was found useful or valuable by students, and, finally, items evaluating students' perceived choice through self-reported motivation (SDT, n.d.). These sub-scales were chosen after numerous studies positively validated their reliability (Kooiman et al., 2015; McAuley et al., 1987; Ostrow & Heffernan, 2018).

### **5.4. Procedures**

Initially, a search for information on various methodologies that could address the identified needs was conducted. After conducting a literature review of different studies demonstrating the benefits of PBL for English Language Learners (ELL) writing and motivation, a proposal was made to my internship mentor. We agreed that PBL methodology could be implemented in one classroom group while traditional methodology would continue in another group. Considering the improvement of writing as an identified need, the chosen methodology, and the number of sessions available, learning scenarios and necessary didactic materials were designed.

Both interventions included an initial stage, where students completed the pretest and were briefed on the upcoming activities and expectations for subsequent sessions; and a final stage, where acquired knowledge was assessed through the posttest and the motivation questionnaire was completed. Between these two stages, a differentiated stage was planned for the two groups: the control group continued with traditional lectures, while the treatment group worked in teams to learn what they considered necessary. Throughout this stage, students acquired the necessary knowledge to successfully undertake the project, which in this case involved creating an advertising text. Once the implementation concluded, all the data was prepared for statistical analysis to address the formulated hypotheses.

## **5.5. Data Analysis**

As this study involves the collection of personal data from participating students, which is anonymized to respect privacy, the document “Declaració responsable sobre els aspectes ètics del Treball de Fi de Màster (TFM) proposat” is attached in Appendix 3 under “ethical considerations”.

Data analysis involved collecting qualitative nominal data such as group assignment (treatment group = 1 and control group = 0) and gender (female = 1 and male = 0), as well as quantitative interval data including numerical results from pretests and posttests and Likert scale items from the motivation questionnaire. The data was collected via Google Forms, then transferred to an Excel document, which was converted to delimited CSV format (“.csv”), for analysis using the freely available statistical analysis software, JASP.

At first, a descriptive statistical analysis was conducted to examine the frequency and distribution of participants by group and gender. Subsequently, descriptive statistics

including mean and standard deviations were computed for pretest and posttest scores within groups to observe variability among students; whether their scores tend to concentrate around the mean or disperse away from it.

To determine if there is a statistically significant difference between the arithmetic means, a Student's t-test was performed. However, before interpreting the results of the t-test, the assumption of equal variances of pretest and posttest variables was checked using Levene's test for equality of variances. Upon conducting Levene's test, it was observed that there was an inconsistency in interpreting the Student's t-test for the posttest. Consequently, a Welch's t-test was used for analyzing the posttest results. Subsequently, an independent samples Student's t-test was conducted to assess whether the groups differed in the pretest, indicating disparity, or if they were similar and therefore comparable. Additionally, the Welch's t-test determined if there were significant differences in the posttest scores. This provided insight into the probability of the null hypothesis being true, indicating whether both groups were equal in both pretest and posttest scores (if  $p > 0.05$ ).

Once the results of the pretest and posttest were analyzed collectively, a paired samples t-test was performed to examine the changes in isolation within each group from pretest to posttest. This indicates whether the difference between the arithmetic mean of pretest and posttest scores within a specific group was statistically significant (if  $p < 0.05$ ). The standard deviation was also examined to observe variability among students. To conduct the paired samples t-test, the nominal variable "group" was filtered, and the control group ( $G=0$ ) and treatment group ( $G=1$ ) were examined independently.

Finally, a descriptive analysis of quantitative interval data regarding students' motivation was conducted. The questionnaire, presented by the Intrinsic Motivation Inventory, comprises a Likert scale of 7 items and provides its own scoring information. To analyze the data, the instructions provided by the author were followed, including reversing the scoring of some items and grouping them by subscales. The data was transferred to an Excel CSV file for analysis using JASP. The descriptive analysis displayed the arithmetic mean and standard deviations for the sub-scales of "Interest/Enjoyment", "Value/Usefulness", and "Perceived Choice" aiming to observe differences or similarities in motivation between the control and treatment groups.

## 6. Results

The following section presents a detailed analysis of the results obtained from the treatment and control groups through the data collection instruments conducted during the intervention.

### 6.1. Analysis of Pretest and Posttest Results

#### *Descriptive Statistical Analysis*

Firstly, descriptive statistical data are presented regarding the distribution and frequency of the number of participants in the research. It is important to note that the nominal data collected corresponds to groups (control = 0 and treatment = 1) and gender (male = 0 and female = 1). The total participation of students in the study was 52, distributed across two groups already formed by the educational institution. Table 1 illustrates that out of the 52 participants, 27 belong to the control group (0), accounting for 51.923% of the total, while the remaining 25 constitute the treatment group (1), representing 48.077% of the total participation. Regarding gender, both groups exhibit a higher frequency of female students. While male students (0) constitute 48.148% and 48% of the control and treatment groups, respectively, female students (1) account for 51.852% of the control group and 52% of the treatment group (see Table 2).

**Table 1**

*Frequencies for Group*

Group	Frequency	Percent	Valid Percent	Cumulative Percent
0	27	51.923	51.923	51.923
1	25	48.077	48.077	100.000
Missing	0	0.000		
Total	52	100.000		

**Table 2**

*Frequencies for Gender*

Group	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
0	0	13	48.148	48.148	48.148
	1	14	51.852	51.852	100.000
	Missing	0	0.000		
	Total	27	100.000		
1	0	12	48.000	48.000	48.000
	1	13	52.000	52.000	100.000
	Missing	0	0.000		
	Total	25	100.000		

To observe the variability among students, the following descriptive statistical data are presented, including the mean and standard deviations of the data obtained in the pretest and posttest (see Table 3).

**Table 3**

*Descriptive Statistics on Pretest and Posttest Results*

	Pretest		Posttest	
	0	1	0	1
Valid	27	25	27	25
Missing	0	0	0	0
Mean	5.124	5.001	6.327	6.467
Std. Deviation	2.903	2.218	2.648	1.722
Minimum	0.830	1.670	1.670	4.170
Maximum	10.000	9.170	10.000	10.000

The mean difference between the pretest scores indicates a 0.123-point advantage for group 0, with a mean of 5.124, over group 1, with a mean of 5.001. However, in the posttest, the mean score is 0.14 points higher in favor of group 1, which achieved a mean of 6.467, compared to 6.327 for group 0 (see Table 3).

The standard deviation indicates that group 1 exhibited greater homogeneity than group 0 in both tests, with differences of 0.685 and 0.926 points less in the deviation of data around the mean for the pretest and posttest results, respectively. Furthermore, we can observe that the minimum score obtained in the posttest of group 1 was 4.170, significantly higher than in group 0, where the minimum score was 1.670 (see Table 3).

### ***T-Test Analysis***

After observing the descriptive analysis, to determine if the difference between the groups is statistically significant, the Student's t-test is conducted. Firstly, an independent samples Student's t-test is performed. Before interpreting the results of the t-test, the assumption of equal variances of pretest and posttest variables was checked using Levene's test for equality of variances. Given that Levene's test indicated that the groups were different in the posttest (where "p" indicates the probability that the null hypothesis is true and a value lower than 0.05 indicates that the error variances of the two groups are not equivalent), it was not possible to interpret the posttest data with the Student's t-test (see Table 4). Therefore, for interpreting the pretest data, the Student's t-test was used. However, for the posttest,

the Welch's t-test was chosen. As Tables 5 and 6 show, the "p" value in both instances exceeds 0.05. This implies that the groups exhibited similarity and were therefore comparable both in the observation before and after the intervention. These results demonstrate that the application of the methodology did not yield statistically significant differences between the control and treatment groups.

**Table 4**

*Test of Equality of Variances (Levene's)*

	F	df <sub>1</sub>	df <sub>2</sub>	p
Pretest	2.821	1	50	0.099
Posttest	6.380	1	50	0.015

**Table 5**

*Independent Samples T-Test*

	t	df	p
Pretest	0.170	50	0.866

Note. Student's t-test.

**Table 6**

*Independent Samples T-Test*

	t	df	p
Posttest	-0.227	45.004	0.822

Note. Welch's t-test.

Subsequently, the data from the paired samples t-tests have been analyzed separately for each group in order to ascertain if there are statistically significant differences between the pretest and posttest (see Tables 7 to 10).

**Table 7**

*Paired Samples T-Test Group 0*

Measure 1	Measure 2	t	df	p
Pretest	- Posttest	-3.002	26	0.006

Note. Student's t-test.

**Table 8**

*Descriptives Group 0*

	N	Mean	SD	SE
Pretest	27	5.124	2.903	0.559
Posttest	27	6.327	2.648	0.510

**Table 9**

*Paired Samples T-Test Group 1*

Measure 1	Measure 2	t	df	p
Pretest	- Posttest	-4.861	24	< .001

Note. Student's t-test.

**Table 10**

*Descriptives Group 1*

	N	Mean	SD	SE
Pretest	25	5.001	2.218	0.444
Posttest	25	6.467	1.722	0.344

The results indicating a value of  $p < 0.05$  in this test signify the presence of statistically significant differences between the pretest and posttest results. We can observe that the p-value in both groups is less than 0.05 (see Tables 7 and 9). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. The control group

(0) increased from a mean of 5.124 to 6.327, demonstrating an improvement of 1.203 points (see Table 8). Similarly, the treatment group (1) increased from a mean of 5.001 to 6.467, showing an improvement of 1.466 points (see Table 10). Thus, both groups experienced significant improvements in their academic results after the educational intervention.

## 6.2. Analysis of Likert-type Questionnaire Results

The questionnaire administered was the Intrinsic Motivation Inventory adapted to the English subject and the learning scenario implemented during the intervention. This questionnaire consists of 25 items: 8 items assessing the sub-scale of “interest/enjoyment”, 9 items assessing “value/usefulness”, and 8 items evaluating “perceived choice”. The questionnaire employs a Likert scale of 7 points (ranging from 1: Strongly disagree to 7: Strongly agree). Since the purpose of analyzing the questionnaire results was to understand how both groups perceived their relationship with writing and the learning scenario upon concluding the intervention, without seeking a direct change in motivation through different methodologies, the data obtained were analyzed descriptively. For better comprehension, the descriptive statistical results are examined according to the sub-scales outlined in the questionnaire.

### ***Students’ Perception of Interest and Enjoyment***

**Table 11**

	<i>Descriptive Statistics on Interest/Enjoyment</i>	
	Interest/enjoyment	
	0	1
Valid	27	25
Missing	0	0
Mean	4.324	5.210
Std. Deviation	1.638	1.535
Minimum	1.125	1.625
Maximum	7.000	7.000

Recall that this is the only sub-scale that evaluates intrinsic motivation per se (STD, n.d.). According to the students’ responses to questions 3, 5, 7, 11, 12 (reversed scoring), 15, 17, and 23 (see Appendix B), the mean indicates that students in the control group perceived their motivation in relation to the conducted learning scenario to be at a level of 4.324 out of 7, while the treatment group presented a score of 5.210

out of 7 (see Table 11). Whereas the control group falls between “neither agree nor disagree” and “somewhat agree”, the treatment group is positioned between “somewhat agree” and “agree”, thus demonstrating a greater sense of interest and enjoyment.

### ***Students’ Assessment of Value and Usefulness***

**Table 12**

<i>Descriptive Statistics on Value/Usefulness</i>		
	<i>Value/usefulness</i>	
	0	1
Valid	27	25
Missing	0	0
Mean	4.601	5.444
Std. Deviation	1.463	1.284
Minimum	1.667	1.889
Maximum	7.000	7.000

According to the students’ responses to questions 1, 4, 6, 10, 13, 16, 19, 21 and 25 (see Appendix B), the mean score of group 0 reflected that students perceived the usefulness of the sessions to be at 4.601 out of 7 (between “neither agree nor disagree” and “somewhat agree”). Conversely, students in group 1 rated this aspect 0.843 points higher, with a mean of 5.444 out of 7 (positioned between “somewhat agree” and “agree”) (see Table 12). Hence, the treatment group evaluates the value and usefulness of the learning scenario more positively.

### ***Students’ Sense of Perceived Choice in Learning***

**Table 13**

<i>Descriptive Statistics on Perceived Choice</i>		
	<i>Perceived choice</i>	
	0	1
Valid	27	25
Missing	0	0
Mean	3.532	4.235
Std. Deviation	1.005	0.996
Minimum	1.000	2.625
Maximum	5.000	6.750

According to the students’ responses to questions 2, 8, 9, 14, 18, 20, 22 and 24 (see Appendix B), where reversed scoring was applied to questions 8, 14, 18, 20 and 24, the mean score of the control group indicated that the sense of choice with respect to the learning scenario was 3.532 out of 7, between “somewhat disagree” and “neither

agree nor disagree”. On the other hand, the treatment group scored 0.703 points higher, with a mean of 4.235 out of 7, between “neither agree nor disagree” and “somewhat agree” (see Table 13). Thus, the treatment group once again demonstrated, as in the previous sub-scales, a higher score compared to the control group.

## 7. Discussion

The aim of the present study was to evaluate the impact of substituting the traditional methodology for Project-Based Learning on the writing skills and motivation of 3<sup>rd</sup> year ESO English students. Specific objectives and hypotheses were formulated accordingly. These hypotheses were developed based on previous works by authors such as Kilpatrick (1918), Sanmartí (2016), Alotaibi (2020), and Praba et al. (2018), among others, as there were numerous studies indicating improvements in academic outcomes, writing skills, and student motivation through the implementation of Project-Based Learning methodology.

The hypotheses formulated were tested through the educational implementation of the PBL methodology. It is worth noting that the first hypothesis proposed that the implementation of this methodology would lead subjects to achieve an improvement in their writing skills compared to students using the traditional methodology. Regarding the results presented in the previous section (see Section 6.1.), they tend to refute this first hypothesis since it was demonstrated that the implementation of PBL did not show statistically significant differences in posttest results between both groups. However, from the descriptive statistics data, we observed that the PBL group started from a slightly lower mean and later achieved slightly higher results than the group with the traditional methodology. Additionally, PBL showed greater homogeneity in posttest academic results, with the minimum score being closely approaching a passing mark. This suggests that this methodology may better accommodate individual learning needs. Furthermore, based on the paired samples t-tests, I was able to state how both groups improved in a way that was statistically significant, notably enhancing their results. This could indicate the validity of both methodologies.

The second hypothesis suggested that the application of the PBL methodology would result in an increase in students' motivation levels compared to those working with the traditional methodology. Regarding the Intrinsic Motivation Inventory questionnaire, the results indicated that both overall and individually across the sub-scales of "interest/enjoyment", "value/usefulness" and "perceived choice", students who used the PBL methodology felt more motivated, found a greater sense of usefulness in the lesson, and felt a greater sense of choice (see Section 6.2.). Therefore, the second hypothesis is confirmed.

While the difference between both methodologies has not resulted in a statistically significant difference, I have indeed observed how subjects who have used PBL have achieved satisfactory results. Thus, the idea presented by authors such as Aghayani and Hajmohammadi (2019) and Larrea Vejar (2020), that PBL is a beneficial methodology for enhancing and promoting writing skills, is upheld. Additionally, the notion of Kilpatrick (1918) and Dewey (1933, as cited in Knoll, 1997) advocating that students are capable of acquiring knowledge when given an active role, while the teacher assumes a more passive role, is also supported. Furthermore, it is demonstrated, as Kilpatrick (1918) maintains, that PBL fosters students' motivation, as Dewey (1933, as cited in Knoll, 1997) asserts, that learning improves when students find experiences useful, and as Sanmartí (2016) argues, that it enhances autonomy and the sense of choice.

In relation to the discussion on "Project-Based Learning for Writing Skills" (see Section 2.3.), I wish to convey some of my firsthand observations during its implementation. The PBL methodology enabled me to create environments conducive to interaction, fostering collaborative, cooperative, and reflective work. As Ramírez (2014) suggests, while using PBL students not only used language in the creation of the final product (written composition) but also employed it as a means to achieve their objectives. I directly observed this phenomenon, as students in the treatment group frequently used the English language to direct questions towards me, search for helpful content for the development of their final project, and engage in interpersonal communication with peers. In contrast, within the control group where traditional methodology was implemented, students assumed a predominantly passive role, listening to my theoretical explanations. Consequently, there were limited opportunities for students to generate linguistic output, aside from correcting exercises and posing occasional inquiries.

Project-Based Learning is a methodology that offers numerous benefits for pedagogical practice. Through PBL, various aspects considered key from the perspective of neuroeducation are addressed (Carballo & Portero, 2019): it grants students autonomy, fosters cooperation and collaboration among them, and engages them in experiences linked to the real world.

For this reason, I believe it is relevant to inform the reader that the subjects who participated in the learning scenario using the PBL methodology were students who had not previously worked with this approach. It is possible that the unfamiliarity with this methodology caught the students off guard in terms of how to manage such autonomy and responsibility for their own learning.

When considering the limitations of this study, on one hand, I emphasize the uncontrollability of the aforementioned “extraneous variables” (see Section 5.2.) and any others that I may not have been able to consider that could have affected the results. On the other hand, I believe that a greater number of participants in a quantitative study would have yielded more reliable results, which was not possible since the groups were predetermined by the institution. Similarly, a longer-term intervention could have provided more opportunities for students to become familiar with the methodology, as outcomes are probably not immediately observable.

Therefore, I would like to consider potential future lines of research, such as groups with more experience in the PBL methodology to ascertain if improvements are statistically significant. Additionally, it would be interesting to conduct a study with a longer duration and a larger number of participants, involving prolonged use of the methodologies, to verify if learning outcomes are enduring.

## 8. Conclusion

The present study aimed to address the following research questions: “What type of relationship exists between the implementation of PBL methodology over a three-week period and the writing skills of 3<sup>rd</sup>-year ESO students at ABC School in their English classes?” and “What relationship is established between PBL methodology and the motivation of 3<sup>rd</sup>-year ESO students at ABC School towards the English subject?”.

Consequently, the objective of this study was to compare the impact of PBL methodology and traditional methodology on students’ writing skills and motivation.

Based on the results presented and their analysis in relation to the initial objectives, it is determined that the alternative hypothesis, which suggests that the PBL methodology leads to a significant improvement in writing skills compared to the traditional methodology, cannot be supported. Nevertheless, it can be stated that the introduction of PBL methodology has enabled students to enhance their writing skills equivalent to the performance of their classmates employing the traditional methodology. Therefore, it would be unjustified to dismiss the efficacy of PBL in the pedagogical context.

Additionally, based on the results concerning motivation and their analysis in relation to the objectives, it can be concluded that students who have worked with the PBL methodology have demonstrated a higher degree of motivation, indicating a very notable improvement for the student body. And although it is widely acknowledged, it is worth recalling the words of the expert in neuroeducation, David Bueno (2017), who stated that “the primary allies of learning and educational processes in general are pleasure and motivation”.

Considering the importance of motivation as a key tool to engage students in their own learning process and the results obtained, it can be argued Project-Based Learning is a useful methodology. However, based on the observed data, the validity of traditional methodology cannot be denied either; therefore, it would be valuable to consider both methodologies as complementary rather than mutually exclusive.

As discussed in the preceding section, outcomes may not manifest immediately; thus, conducting a longer study than the current research allowed would be beneficial to deeply compare and verify whether the improvement in results is significant.

In conclusion, although PBL may not have produced significant improvements in writing skills compared to traditional methods, its potential to foster motivation and engagement emphasizes its worth in the pedagogical context.

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## 10. Appendix A

### Learning Scenarios Used in Implementation

Below are the two different learning scenarios created for the intervention at the center. The learning scenarios contain a brief description of the didactic sequence, both the specific and cross-curricular competencies to be addressed, the learning objectives and the knowledge related to the *Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica* (Decree 175/2022, dated September 27, on the organization of basic education), the assessment criteria and the session planning.

#### **LEARNING SCENARIO: Treatment Group**

Title	Let's Create an Advertisement!
Course (educational level)	3 <sup>rd</sup> of ESO A (Treatment group) G-1
Area / Subject / Field	English (Foreign Language)

#### **DESCRIPTION (context + challenge)**

“Let's Create an Advertisement” is a learning scenario to be implemented in the 3<sup>rd</sup> year of ESO in the Foreign Language, English subject. The students have been working on creating a poster in the music subject, advertising a classical concert. Some questions arose about which aspects should be more impactful or quickly visible on the poster, how they could include the ticket price, how to make it attractive enough for the consumer, etc. Now, we propose the creation of their own advertisement where they can choose the product or service that they like the most to represent.

We are surrounded by advertisements, on TV, Instagram, Twitter, YouTube, etc. We are bombarded with them. Plus, we are not just consumers anymore; we are sellers on platforms like Wallapop and Vinted. So, it is crucial for students to understand the marketing tricks behind ads, how they work, and how they can make their own ads better.

The idea is for students to work on the characteristics of persuasive texts, specifically advertising texts, in a way that also reinforces their knowledge of Catalan and Spanish subjects. Students will need to adopt the necessary strategies to search for and select relevant information about advertising texts to help them complete the project. They will have to work in groups to plan and organize the steps to follow to develop the final product (a written advertisement).

During the process, they should acquire the following knowledge: what is an advertising text, its characteristics, its structure and how to convince potential buyers (for this, the grammatical aspect of comparative and superlative adjectives will be

integrated as well as money-related vocabulary). Students must debate and work collaboratively and respectfully within their groups on how to adapt the theory of advertising texts to their production.

In their respective groups, students should be able to search and select appropriate information. However, as a guide, different multimodal texts (written, video) with information about advertising texts suitable for their level will be offered to them to develop a solid theoretical foundation.

Throughout the didactic sequence, students will complete their learning diary, where they can self-reflect on their learning process, allowing them to self-regulate. During these sessions, short warm-up activities will also be presented where the teacher can observe the learning progress. Finally, students will create their advertising texts, attempting to integrate their creativity and originality, and they will showcase them to the rest of their classmates, who will vote for their favorites.

## SPECIFIC COMPETENCIES

Specific competencies	Area or subject
<p><b>Specific competence 4</b></p> <p>To understand, interpret and analyze, with a critical mind and different reading purposes, written and multimodal texts while recognizing its global meaning and the main and secondary ideas, identifying the intention of the sender, reflecting about its form and content, evaluating the quality and reliability of the texts so as to develop knowledge and provide a response to the different needs and communicative interests that it demands.</p>	<p>English (Foreign Language)</p>
<p><b>Specific competence 5</b></p> <p>Produce adequate, coherent and cohesive written and multimodal texts while applying elementary strategies of planning, composition, revision, correction and edition, with equals' regulation and progressive autonomous self-regulation, focusing on the conventions of the chosen discursive genre, to create knowledge and give informed, effective and creative answers to concrete communicative demands.</p>	<p>English (Foreign Language)</p>
<p><b>Specific competence 6</b></p> <p>To search, select and contrast information from different sources in an increasingly autonomous manner, while evaluating their relevance and reliability according to the reading goals and avoiding the risks of manipulated and misleading content. To integrate and transform information into conveyable knowledge,</p>	<p>English (Foreign Language)</p>

while adopting a personal critical point of view respectful of intellectual property rights.	
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## TREATMENT OF CROSS-CURRICULAR COMPETENCIES

### **Entrepreneurial competence:**

EC3. The student develops the process of generating valuable ideas and solutions, makes reasoned decisions using agile planning and management strategies, and reflects on the process undertaken and the outcome obtained, in order to carry out the creation of innovative and valuable prototypes, considering experience as an opportunity to learn.

### **Personal, social, and learning-to-learn competence:**

PSLLC3. The student proactively understands the perspectives and experiences of others and incorporates them into their learning to engage in group work by distributing and accepting tasks and responsibilities fairly and employing cooperative strategies.

PSLLC4. The student conducts self-assessments of their learning process, seeking reliable sources to validate, support, and contrast information, and to draw relevant conclusions.

## LEARNING OBJECTIVES AND ASSESSMENT CRITERIA

<b>Learning objectives</b> Ability + knowledge + purpose	<b>Assessment criteria</b> Action + knowledge + context
1. To identify and assess the structure, communicative intentions, and linguistic strategies of advertising texts to understand the characteristics and marketing strategies to which students are exposed daily. (English, SC4)	1. Understand and interpret the overall meaning, structure, most relevant information, and the author's intention of written and multimodal texts of a certain complexity, addressing different reading purposes and making necessary inferences. (EC 4.1)
2. To plan and create an advertising text to enhance written communicative approaches related to persuasive texts. (English, SC5)	2. Draft and disseminate medium-length texts with acceptable clarity, coherence, cohesion, correctness, and adaptation to the proposed communicative situation, textual typology, and analog and digital tools used, on everyday subjects, of personal relevance or public interest close to their experience, respecting

	intellectual property and avoiding plagiarism. (EC 5.1)
3. To evaluate and synthesize the necessary information to gain the adequate knowledge that allows students develop the final project outcome (advertising text). (English, SC6)	3. Apply information search strategies (location, selection, and comparison) in various sources, including digital ones, assessing their reliability and relevance based on reading objectives, on topics of academic, personal, ecological, and social interest, independently, both online and in the library, critically evaluating the search outcomes. (EC 6.1)

## KNOWLEDGE

	Knowledge	Area or subject
1	Languages and their speakers - Analysis and assessment of the foreign language as a means of interpersonal and international communication, a source of information, and as a tool for social participation and personal enrichment in situations of personal, social, and academic life, including social networks and media.	English (Foreign Language)
2	Communication: Context - Analysis of the components of the communicative act: degree of formality of the situation and public or private nature; social distance between interlocutors; communicative purposes and interpretation of intentions; communication channel and non-verbal elements of communication in classroom situations, daily life, and media.	English (Foreign Language)
3	Communication: Discourse Genres - Analysis, argumentation, and use of contextual models and common discourse genres in the understanding, production, and co-production of oral, written, and multimodal texts, both brief and simple, literary and non-literary: characteristics and recognition of context (participants and situation), expectations generated by the context; organization and structuring according to genre, textual function, and structure.	English (Foreign Language)
4	Communication: Processes - Application of common strategies for planning, execution, control, and repair of comprehension, production, and co-production of oral, written, and multimodal texts, such as reformulating, comparing and contrasting, summarizing, collaborating, debating, problem-solving, and managing challenging situations; identifying relevant information, making inferences,	English (Foreign Language)

	determining the speaker's attitude and purpose in informal, semi-formal, non-formal, and formal communicative situations.	
5	Communication: Processes - Search and selection of information involving the use of resources for learning and common use strategies: dictionaries, reference books, libraries, digital and computer resources, etc., in various personal, academic, and social contexts.	English (Foreign Language)
6	Language Reflection: - Application of common strategies and tools for self-evaluation, co-evaluation, and self-repair, both analog and digital, individual and cooperative, allowing the development, regulation, and improvement of the language learning process.	English (Foreign Language)
7	Language Reflection: Application of knowledge of different languages in the linguistic repertoire as a tool for learning the foreign language.	English (Foreign Language)

## DEVELOPMENT OF THE LEARNING SCENARIO

The main methodology employed in this learning scenario is Project-Based Learning, where students become the protagonists of their own learning. In groups, they plan their own strategies, develop the necessary knowledge, and create their final product based on what they have learned.

The project is carried out in groups of four students, aiming for heterogeneity among participants so that they can project different points of view and assist each other. Most of the time, they will work in groups, except for the initial activities (warm-up) and the closing ones (learning diary).

The primary material used is the students' personal computers, as well as any other resources, digital or otherwise, that they may want to use to gather information.

Throughout the learning scenario, students will have access to the assessment rubric, which will help them self-regulate in preparation for the final product (a written advertisement).

## LEARNING AND ASSESSMENT ACTIVITIES (DIDACTIC SEQUENCE)

<b>Assessment</b>
<p><b>Formative assessment (20%)</b></p> <p>At the end of sessions 2 to 6, students will complete a Google Forms that serves as a <b>learning diary</b> where they will freely answer the following questions:</p>

- ‘What have you done?’, ‘How have you done it?’, ‘What have you learned?’ and ‘Is there anything you would like help with?’.

Reflections in other languages such as Catalan or Spanish will be accepted, but the use of English, as well as individual reflective effort, will be positively valued.

### Summative assessment (80%)

Before session 7, students are required to upload their written compositions on Padlet (or a similar platform). During session 7, they will have the opportunity to present their advertisements to their classmates, demonstrating how they have applied their knowledge of advertising texts. These written compositions will be assessed using a rubric that has been available to students since the first session. Additionally, the checklist provided during Session 7 will assist students in guiding their projects. The **written text** will account for 60% of the grade.

The **final test**, a multiple-choice test constituting 20% of the grade, will be carried out during session 8 after all students presented their texts. This test serves to assess whether students have acquired the necessary knowledge and improved their writing skills (objective linked to the Master’s thesis), as it is possible that they may have used tools such as translation machines in the creation of their written texts.

Session 1			
Activities	Grouping	Material resources	Assessment instruments
(30') Pretest: Students take the pretest and submit it.	Individual	Stdnts' laptops	Pretest: Google Forms. Not assessed (to ascertain prior knowledge).
(30') Project's presentation: Teacher's presentation on the advertising text project. Introduction of the backing file, from which they can extract the necessary information as a starting point (specifically designed and adapted to their academic and English level).	Whole class	Classroom computer and projector  Teacher's PP	Not assessed

Explanation of the assessment system: rubric, learning diary, and final test.			
Emphasizing the teacher's role as a guide/facilitator and his/her availability in the classroom.			
Resolution of potential doubts.			

<b>Session 2</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(50') Students must begin to propose ideas to their classmates, assign tasks among themselves, and start researching information about what is an advertising text, its purpose, and its characteristics.	Groups	Stdnts' laptops Backing file	Learning diary
(10') Students complete their learning diary entry through Google Forms	Individually	Stdnts' laptops	Learning diary

<b>Session 3</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(10') As a warm-up activity students answer a quiz (Kahoot platform) related to the contents worked on the previous session. This will give the teacher a brief understanding of how the groups are working.	Whole class	Classroom computer and projector Kahoot Stdnts' laptops	Not assessed
(40') Students work in groups on advertising text's structure and start working on their advertising text.	Groups	Stdnts' laptops Backing file	Learning diary

(10') Students complete their learning diary entry through Google Forms.	Individually	Stdnts' laptops	Learning diary
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<b>Session 4</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(50') Students work in groups on their advertising text. Students learn how to compare their product/service using comparative and superlatives.	Groups	Stdnts' laptops Backing file	Learning diary
(10') Students complete their learning diary entry through Google Forms	Individually	Stdnts' laptops	Learning diary

<b>Session 5</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(10') As a warm-up activity, students will be given a card containing an adjective. They have to find the students with the comparative and superlative form of their adjective.	Whole class	Adjectives cards	Not assessed
(40') Students work in groups on their advertising text. Students learn how to compare their product/service using comparative and superlatives.	Groups	Stdnts' laptops Backing file	Learning diary
(10') Students complete their learning diary entry through Google Forms	Individually	Stdnts' laptops	Learning diary

<b>Session 6</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>

(10') As a warm up activity, students will have to write down the comparative and superlative adjectives that they heard in the following songs:  <ul style="list-style-type: none"> <li>• Kelly Clarkson – Strong</li> <li>• Daft Punk – Harder, Better, Faster, Stronger</li> </ul>	Groups	Classroom computer and projector  Stdnts' pens	Not assessed
(40') Students work in groups applying the acquired knowledge of advertising text and create the written piece they will present. They are provided with a checklist to guide their compositions.	Groups	Stdnts' laptops  Backing file  Checklist	Learning diary
(10') Students complete their learning diary entry through Google Forms	Individually	Stdnts' laptops	Learning diary

### Session 7

Activities	Grouping	Material resources	Assessment instruments
(60') Expositions: Students present their written compositions to the class (it must be posted on Padlet before starting the session), showcasing their advertisement texts and attempting to interpret them to persuade their audience.	Groups	Classroom computer and projector	Rubric

### Session 8

Activities	Grouping	Material resources	Assessment instruments
(15') Expositions and voting: If any, the remaining students present their written compositions to the class, showcasing their advertisement texts and attempting to interpret them to persuade their audience.	Groups	Classroom computer and projector.	Rubric

Students vote for their favorite proposal. If there is time, the results can be discussed.			
(30') Final test (posttest). Students take the posttest and submit it.	Individually	Stdnts' laptops	Final test: Google Forms
(15') Students complete a Likert-type questionnaire to demonstrate their perspective on the content within the didactic sequence.	Individually	Stdnts' laptops	Likert questionnaire: Google Forms

### BRIEF DESCRIPTION OF HOW VECTORS ARE ADDRESSED

**Quality of language education:** The communicative approach is emphasized. Within the project, the English language serves as both the means and the goal. Competencies in written production and reading comprehension are addressed, as the project combines the need for autonomous reading processes with the creation of a written text.

**Competency-based learning:** The project is designed for students to develop deep and functional learning autonomously. Lifelong learning is promoted by introducing a realistic and meaningful topic for students in the form of a project. The acquired skills are transferable and can be applied in different situations. Research, creation, debate, and various cognitive skills are encouraged and developed.

### UNIVERSAL MEASURES AND SUPPORTS

Heterogeneous groups based on academic performance will be formed to maintain equilibrium. Throughout the learning scenario, there is a consistent integration of formative assessment, collaborative efforts, and the use of diverse formats for presenting information. These measures and supports are intended to empower every student to work and improve the targeted competencies. The structure of the activities encourages each student to grasp the content based on their individual capabilities.

**Other measures and supports:** There are two newcomer students with a individualized learning plan as they struggled with Catalan. However, their level of English is good so it poses no difficulties in this subject. If any term or activity is translated / explained in Catalan, the teacher will make sure these students understood it, if necessary by explaining in Spanish. Moreover, there is one student

with an individualized learning plan due to difficulties in reading comprehension and dyslexia. A peer will be assigned to this student within the group (the teacher will explain how to proceed). As this is a group project, everyone is expected to collaborate in creating the project. The teacher will pay specific attention to the learning progress of this student and will offer specialized assistance if any form of support is required.

### **LEARNING SCENARIO: Control group**

Title	Advertising texts
Course (educational level)	3 <sup>rd</sup> of ESO B (Control group) G-0
Area / Subject / Field	English (Foreign Language)

### **DESCRIPTION (context + challenge)**

This learning scenario to be implemented in the 3rd year of ESO in the Foreign Language, English subject. The students have been working on creating a poster in the music subject, advertising a classical concert. Some questions arose about which aspects should be more impactful or quickly visible on the poster, how they could include the ticket price, how to make it attractive enough for the consumer, etc.

We are surrounded by advertisements, on TV, Instagram, Twitter, YouTube, etc. We are bombarded with them. Plus, we are not just consumers anymore; we are sellers on platforms like Wallapop and Vinted. So, it is crucial for students to understand the marketing tricks behind ads, how they work, and how they can make their own ads better. At the end of this learning scenario students will have to create of their own written advertisement where they can choose the product or service that they like the most to represent.

Students will work on the characteristics of persuasive texts, specifically advertising texts, in a way that also reinforces their knowledge in Catalan and Spanish subjects. In this didactic sequence, they should acquire the following knowledge: what is an advertising text, its characteristics, its structure and how to convince potential buyers (for this, the grammatical aspect of comparative and superlative adjectives will be integrated as well as money-related vocabulary).

This course content will be presented through traditional lectures, accompanied by supporting materials like slide presentations, guided reading, watching different videos, and exercises aimed at reinforcing comprehension.

Finally, students will write their advertising texts, attempting to integrate their creativity and originality.

### **SPECIFIC COMPETENCIES**

Specific competencies	Area or subject
<p><b>Specific competence 4</b></p> <p>To understand, interpret and analyze, with a critical mind and different reading purposes, written and multimodal texts while recognizing its global meaning and the main and secondary ideas, identifying the intention of the sender, reflecting about its form and content, evaluating the quality and reliability of the texts so as to develop knowledge and provide a response to the different needs and communicative interests that it demands.</p>	English (Foreign Language)
<p><b>Specific competence 5</b></p> <p>Produce adequate, coherent and cohesive written and multimodal texts while applying elementary strategies of planning, composition, revision, correction and edition, with equals' regulation and progressive autonomous self-regulation, focusing on the conventions of the chosen discursive genre, to create knowledge and give informed, effective and creative answers to concrete communicative demands.</p>	English (Foreign Language)

## TREATMENT OF CROSS-CURRICULAR COMPETENCIES

### Entrepreneurial competence:

EC3. The student develops the process of generating valuable ideas and solutions, makes reasoned decisions using agile planning and management strategies, and reflects on the process undertaken and the outcome obtained, in order to carry out the creation of innovative and valuable prototypes, considering experience as an opportunity to learn.

## LEARNING OBJECTIVES AND ASSESSMENT CRITERIA

Learning objectives	Assessment criteria
<p>Ability + knowledge + purpose</p> <p>1. To identify and assess the structure, communicative intentions, and linguistic strategies of advertising texts to understand the characteristics and marketing strategies to which students are exposed daily. (English, SC4)</p>	<p>Action + knowledge + context</p> <p>1. Understand and interpret the overall meaning, structure, most relevant information, and the author's intention of written and multimodal texts of a certain complexity, addressing different reading purposes and making necessary inferences. (EC 4.1)</p>
<p>2. To plan and create an advertising text to enhance written communicative</p>	<p>2. Draft and disseminate medium-length texts with acceptable clarity, coherence,</p>

approaches related to persuasive texts. (English, SC5)	cohesion, correctness, and adaptation to the proposed communicative situation, textual typology, and analog and digital tools used, on everyday subjects, of personal relevance or public interest close to their experience, respecting intellectual property and avoiding plagiarism. (EC 5.1)
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## KNOWLEDGE

	Knowledge	Area or subject
1	Languages and their speakers - Analysis and assessment of the foreign language as a means of interpersonal and international communication, a source of information, and as a tool for social participation and personal enrichment in situations of personal, social, and academic life, including social networks and media.	English (Foreign Language)
2	Communication: Context - Analysis of the components of the communicative act: degree of formality of the situation and public or private nature; social distance between interlocutors; communicative purposes and interpretation of intentions; communication channel and non-verbal elements of communication in classroom situations, daily life, and media.	English (Foreign Language)
3	Communication: Discourse Genres - Analysis, argumentation, and use of contextual models and common discourse genres in the understanding, production, and co-production of oral, written, and multimodal texts, both brief and simple, literary and non-literary: characteristics and recognition of context (participants and situation), expectations generated by the context; organization and structuring according to genre, textual function, and structure.	English (Foreign Language)
4	Communication: Processes - Application of common strategies for planning, execution, control, and repair of comprehension, production, and co-production of oral, written, and multimodal texts, such as reformulating, comparing and contrasting, summarizing, collaborating, debating, problem-solving, and managing challenging situations; identifying relevant information, making inferences, determining the speaker's attitude and purpose in informal, semi-formal, non-formal, and formal communicative situations.	English (Foreign Language)

5	Language Reflection: Application of knowledge of different languages in the linguistic repertoire as a tool for learning the foreign language.	English (Foreign Language)
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## DEVELOPMENT OF THE LEARNING SCENARIO

This learning scenario will follow a traditional lecture methodology, with students listening the teacher's presentation and explanation of concepts. The majority of exercises will be completed individually, and their correction will be discussed with the entire class. The main materials used include explanatory slides presentations and textbook exercises.

## LEARNING AND ASSESSMENT ACTIVITIES (DIDACTIC SEQUENCE)

<b>Assessment</b>
<p><b>Summative assessment (100%)</b></p> <p>During session 7, students will create their written compositions, they can make use of online dictionaries or ask the teacher (only for specific terms). These written compositions will be assessed using a rubric that was available to students since the first session. Additionally, while they write their advertising text they will be provided with a the checklist to guide their writings. The <b>written text</b> will account for 70% of the grade.</p> <p>The <b>final test</b>, a multiple-choice test constituting 30% of the grade, will be carried out during session 8 after all students handed out their texts. This test serves to assess whether students have acquired the necessary knowledge and improved their writing skills (objective linked to the Master's Dissertation) while using a traditional methodology.</p>

<b>Session 1</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(30') Pretest: Students take the pretest and submit it.	Individual	Stdnts' laptops	Pretest: Google Forms. Not assessed (to ascertain prior knowledge).
(10') Explanation of the assessment system: rubric and final test. Introduction and provision of the backing file and	Whole class	Classroom computer and projector	Not assessed

rubric. Resolution of potential doubts.			
(20') The teacher gives a traditional lecture explanation on comparative and superlative adjectives. Students pay attention and take notes.	Whole class	Classroom computer and projector Teacher's PP	Not assessed

<b>Session 2</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(60') The teacher gives a traditional lecture explanation on comparative and superlative adjectives. Students pay attention and take notes. Upon concluding the explanation, students complete the exercises related to the topic.	Whole class  Individually	Classroom computer and projector  Teacher's PP  Printed exercises	Not assessed

<b>Session 3</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(15') As a warm-up activity, students will be given a card containing an adjective. They have to find the students with the comparative and superlative form of their adjective. With this we will have students in groups of three. We will do a chain game, where students will start a sentence with the last part of the previous one (it has to contain a comparative)	Whole class	Adjectives cards	Not assessed
(45') Students complete the exercises in class if necessary. The exercises are corrected in the classroom.	Individually	Printed exercises	Not assessed



(60') Students will be provided with various advertising texts. Exercises based on those advertisements will be conducted and corrected in class. These texts will serve as examples for the next session's task.	Whole class  Individually	Teacher's PP  Stdnts' laptops	Not assessed
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<b>Session 7</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(60') Students work individually applying the acquired knowledge of advertising text and create the written piece they will hand out at the end of the session. They are provided with a checklist to guide their compositions. Students are allowed to ask for specific vocabulary.	Individually	Stdnts' pens  Checklist  Classroom computer (online dictionaries)	Rubric

<b>Session 8</b>			
<b>Activities</b>	<b>Grouping</b>	<b>Material resources</b>	<b>Assessment instruments</b>
(30') Final test (posttest). Students take the posttest and submit it.	Individually	Stdnts' laptops	Final test: Google Forms
(15') Students complete a Likert-type questionnaire to demonstrate their perspective on the content within the didactic sequence.	Individually	Stdnts' laptops	Likert questionnaire: Google Forms
(15') Conclusion of the topic and farewell to the students	Whole class	Classroom computer and projector	Not assessed

### **BRIEF DESCRIPTION OF HOW VECTORS ARE ADDRESSED**

**Quality of language education:** The communicative approach is emphasized. Within the learning scenario, the English language serves as both the means and the goal.

Competencies in written production and reading comprehension are addressed, as the sessions combine the need for autonomous reading processes with the creation of a written text.

## **UNIVERSAL MEASURES AND SUPPORTS**

During the traditional lecture explanations, the teacher will ask students questions to check if they understand. Diverse formats for presenting information will be given to students. These measures and supports are intended to empower every student to work and improve the targeted competencies.

**Other measures and supports:** In this group-class there are five students with an individualized learning plan. During the explanations, the teacher will ask students questions to check if they understand, especially focusing on the students with individualized plans or other learning difficulties. Additionally, when taking the test and composing their writing, special attention will be given to these students in case they require some support. Regarding the writing assessment, the penalty for spelling or syntax mistakes associated with common spelling or expression errors related to dyslexia will be more flexible for those students with an individualized learning plan due to language difficulties or disorders.

## 11. Appendix B

### Materials Used in Implementation

#### Material 1. Pretest and Posttest



#### Pretest: Advertising texts

Please answer the questions that you know and do not worry about the grade. This test is only to find out your previous knowledge about advertising texts and your writing skills level.


*(Si us plau, contesteu les preguntes que sabeu; no us preocupeu per la nota. Aquest qüestionari només serveix per conèixer els vostres coneixements previs sobre els textos publicitaris i el vostre nivell d'escriptura.)*

#### Posttest: Advertising texts

Please answer the questions in this test. Remember that this test has an impact on the final grade. Incorrect answers won't be penalized, but please answer thoughtfully. If you have any questions, raise your hand, and we'll try to help you. Good luck!



*(Si us plau, contesteu les preguntes d'aquest test. Recordeu que aquest test té un pes avaluatiu en la nota final. Les preguntes mal contestades no resten punts, però contesteu amb seny. Si teniu algun dubte, aixequiu la mà i intentarem ajudar-vos. Molta sort!)*

 La funció de guardar està inhabilitada

\* Indica que la pregunta es obligatoria

Name: \*

Tu respuesta

1. Choose the word that has the same meaning as **persuade**:

1 punto

- Say
- Discourage
- Dissuade
- Convince

2. Choose the word that has the same meaning as **buy**:

1 punto

- Sell
- Purchase
- Split
- Persuade

3. Choose the word that best fits in the blank:

1 punto

'Advertisements use different ways to \_\_\_\_\_ to people'

- Talk
- Talked
- Talking
- Talks

4. Choose the word that is **wrongly** spelt:

1 punto

- Comparisons
- Memorable
- Writting
- Culture

5. Choose the correctly punctuated and capitalized sentence:

1 punto

- repetition helps people remember the message.
- Repetition helps people remember, the message
- repetition helps people remember the message!
- Repetition helps people remember the message.

6. Put these sentences in the right order to make a logical paragraph:

1 punto

- A) It is big an noticeable to grab the reader's attention.
- B) Some printed advertisements present a common structure.
- C) The headline is the first part of the advertisement.
- D) This structure helps organize information for the audience.

- C - D - B - A
- D - B - A - C
- B - D - C - A
- A - D - B - C

7. Which of the following sentences is the most suitable slogan for an advertisement?

1 punto

- Our service is nice, but others are nicer.
- Experience our product - it is the best choice!
- You don't need us, but we need you.
- Our loting: Making dry skin slightly drier.

8. Choose the correctly formed superlative adjective:

1 punto

- Happiest
- Most happy
- Happyest
- Happyer

9. What is wrong with this sentence:  
'Our product is the most cheapest in the entire store'

1 punto

- The sentence is correct.
- 'Most cheapest' should be changed to 'more cheaper'.
- 'Most cheapest' should be changed to 'cheapest'.
- 'Most cheapest' should be change to 'more cheapest'.

10. Choose the correctly formed comparative adjective:

1 punto

- Hoter
- More small
- More hot
- Smaller

11. Choose the word that best fits in the blank:

1 punto

'A picture \_\_\_\_\_ the product and \_\_\_\_\_ to get your attention.'

- Shows - tries
- Show - try
- Showes - tryes
- Shows - try

12. Choose the correctly written sentence:

1 punto

- Do your advertising text answers these questions?
- Does your advertising text answer these questions?
- Does your advertising text answers this questions?
- Do your advertising text answer this questions?

Enviar

Borrar formulario

## Material 2. Likert-type Motivation Questionnaire



### 3rd of ESO: Students' opinion on 'Advertising texts' lesson (likert items)


This questionnaire is completely anonymous. Please answer the following questions honestly, based on your opinion and experience during the lessons on advertising texts. You will have 7 response options corresponding to:

1. Strongly disagree
2. Disagree
3. Somewhat disagree
4. Neither agree nor disagree (neutral)
5. Somewhat agree
6. Agree
7. Strongly agree

*Aquest qüestionari és completament anònim. Si us plau, responeu amb sinceritat les següents preguntes basant-vos en la vostra opinió i experiència durant la unitat treballada dels textos publicitaris.*

*Tindreu 7 possibilitats de resposta que es corresponen a:*

1. Totalment en desacord
2. En desacord
3. Una mica en desacord
4. Més indiferent (neutre)
5. Una mica d'acord
6. D'acord
7. Totalment d'acord.

 La función de guardar está inhabilitada

\* Indica que la pregunta es obligatoria

Age: \*

Tu respuesta

Gender: \*

- Woman (Dona)
- Man (Home)
- Non-binary (No binari)

**1. I believe that doing this lesson could be of some value for me. \***

*(Crec que fer aquesta lliçó podria tenir algun valor per a mi)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**2. I believe I had some choice about doing this lesson. \***

*(Crec que tenia alguna elecció quan es tractava de fer aquesta lliçó)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**3. While I was doing this lesson, I was thinking about how much I enjoyed it. \***

*(Mentre feia aquesta lliçó, pensava en com la gaudia)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**4. I believe that doing this lesson is useful for improved concentration. \***

*(Crec que fer aquesta lliçó és útil per a la millora de la concentració)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**5. This lesson was fun to do. \***

*(Va ser divertit fer aquesta lliçó)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**6. I think this lesson is important for my improvement. \***

*(Penso que aquesta lliçó és important per a la meua millora)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**7. I enjoyed doing this lesson very much. \***

*(Vaig gaudir molt fent aquesta lliçó)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**8. I really did not have a choice about doing this lesson. \***

*(Realment no tenia cap elecció sobre fer aquesta lliçó)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**9. I did this lesson because I wanted to. \***

*(Vaig fer aquesta lliçó perquè volia)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**10. I think this is an important lesson. \***

*(Penso que aquesta és una lliçó important)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**11. I felt like I was enjoying the lesson while I was doing it. \***

*(Em va semblar estar gaudint de la lliçó mentre la realitzava)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**12. I thought this was a very boring activity. \***

*(Vaig pensar que aquesta era una lliçó molt avorrida)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**13. It is possible that this lesson could improve my studying habits. \***

*(És possible que aquesta lliçó pugui millorar els meus hàbits d'estudi)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**14. I felt like I had no choice but to do this lesson. \***

*(Sentia com si no tingués més elecció que fer aquesta lliçó)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**15. I thought this was a very interesting lesson. \***

*(He trobat aquesta lliçó molt interessant)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**16. I am willing to do this lesson again because I think it is somewhat useful. \***

*(Estic disposat/da a fer aquesta lliçó de nou perquè penso que és una mica útil)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**17. I would describe this lesson as very enjoyable. \***

*(Descriuria aquesta lliçó com molt divertida)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**18. I felt like I had to do this lesson. \***

*(Em vaig sentir com si hagués de fer aquesta lliçó)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**19. I believe doing this lesson could be somewhat beneficial for me. \***

*(Crec que fer aquesta lliçó podria ser una mica beneficiosa per a mi)*

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)

Strongly agree (Totalment d'acord)

**20. I did this lesson because I had to. \***  
(Vaig fer aquesta lliçó perquè havia de fer-ho)

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)        Strongly agree (Totalment d'acord)

**21. I believe doing this lesson could help me do better in school. \***  
(Crec que fer aquesta lliçó podria ajudar-me a millorar a l'escola)

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)        Strongly agree (Totalment d'acord)

**22. While doing this lesson I felt like I had a choice. \***  
(Mentre feia aquesta lliçó, em vaig sentir com si tingués alguna elecció)

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)        Strongly agree (Totalment d'acord)

**23. I would describe this lesson as very fun. \***  
(Descriuria aquesta lliçó com molt divertida)

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)        Strongly agree (Totalment d'acord)

**24. I felt like it was not my own choice to do this lesson. \***  
(Em vaig sentir com si no fos la meua pròpia opció fer aquesta lliçó)

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)        Strongly agree (Totalment d'acord)

**25. I would be willing to do this lesson again because it has some value for me. \***  
(Estaria disposat/da a fer aquesta lliçó de nou perquè té algun valor per a mi)

1 2 3 4 5 6 7

Strongly disagree (Totalment en desacord)        Strongly agree (Totalment d'acord)

## Material 3. Learning diary



### Learning diary (*Diari d'aula*)

**This is your space to self-assess your learning process. Being conscious about your learning process makes it easier for you to self-regulate your learning.**

**When we reflect on what we do we are able to recognise the difficulties and errors and find other ways to overcome them. Try to write in English; it will be positively appreciated. 😊**

*(Aquest és el teu espai per autoavaluar el teu procés d'aprenentatge. Ser conscient del teu procés d'aprenentatge et facilita l'autoregulació de l'aprenentatge. Quan reflexionem sobre el que fem, som capaços de reconèixer les dificultats i errors i trobar altres maneres de superar-los. Intenta escriure en anglès, es valorarà positivament. 😊)*

Name \*

Tu respuesta

What have you done? (Què has fet?) \*

Tu respuesta

How have you done it? (Com ho has fet?) \*

Tu respuesta

What have you learned? (Què has après?) \*

Tu respuesta

Is there anything you would like help with? (Hi ha alguna cosa amb la qual t'agradaria rebre ajuda?)

Tu respuesta

## Material 4. Backing file

# LET'S CREATE AN ADVERTISEMENT!

## What is an ADVERTISING TEXT?

An advertising text is a piece of **writing** meant to **persuade** or convince people about something. It is commonly used in ads to encourage **potential customers (target)** to buy a product or use a service. We also call it an **advertisement** or **ads**.

Advertisements often have short phrases or **slogans** that are repeated a lot. This repetition helps people remember the message. The goal is to create what is known as **mass culture** through advertising texts.

With this kind of text, readers or **consumers** can often relate to it. This connection is what makes people take action, like making a **purchase**. In simpler terms, when you see yourself in the advertisement, it might make you want to buy what they are selling.

(Make sure you understand all the key words and relevant information of the text)

## Characteristics of Advertising Texts

### **Short and Clear Messages:**

Advertisements want to **persuade** people quickly, so messages need to be short and clear with specific ideas and phrases. Confusing messages are not good because people might not understand them. The use of monosyllabic verbs make advertisements clearer. (e.g. *Buy One, Get More*)

### **Originality:**

Advertisements are more powerful when they are **unique**. Original ads are **memorable** and stay in people's minds. Using **catchy** slogans helps people remember a **brand** or product easily.



### **Use Different Ways to Communicate:**

Ads use different ways to talk to people, like words, pictures, or even music. They also use funny words, comparisons, rhymes, and other tricks to **grab attention**.

### **Neuromarketing – Creating Feelings:**

Advertisements try to make people feel something. This helps sell the product and makes an **emotional connection** between the ad and the person seeing it.



## Structure of Advertisements

### **Headline / Title**

Big and noticeable title at the top or in the middle of the advertisement to grab the reader's attention and tell them about the product or **brand**.

### **Picture**

It shows the product and tries to get your attention. Pictures can also make the ad more interesting and fun to look at. They help you remember the product or brand because you can see what it looks like. So, pictures in ads are like a visual way of saying, "This is what we want you to know or like about our thing!"

### **Slogan (Short Phrase)**

Short, easy-to-remember phrase or word. It's like a **verbal logo** that describes the whole product or brand. Sometimes they are funny. They include repetition or rhythm. They encourage or tell the audience to do something (e.g. *Nike: Just do it*).



A secret... If a slogan is successful, people remember it and always connect it with the brand or product. Examples:

Red bull: Gives you wings

Adidas: Impossible is nothing

Nokia: Connecting people

## Text

This part explains more about the product, like its characteristics and benefits. Usually the persuasive text that we find in advertisements are '**descriptive-argumentative**'. They describe the brand, service, or product in an attractive way. An it argues and explains the reasons why you should buy it.

Advertising texts are **full of adjectives**. There are adjectives to describe the product or service, and adjectives to evaluate it based on personal/subjective opinions. To evaluate and indicate the excellent quality of the product or the service adjectives are used in the **comparative** and **superlative forms**. (e.g. *Healthy skin is: Firm. Rich in moisture. Fewer lines.*)

**Come on - let's have a 'COKE'!** → **Headline / Title**

→ **Text**

→ **Picture**

→ **Slogan**

→ **Logo**

Drink  
**Coca-Cola**

Call it 'Coke' or Coca-Cola  
it's the same delicious drink

## MAKE SURE YOU KNOW HOW TO COMPARE YOUR PRODUCT!!

### COMPARATIVE ADJECTIVES

A	Comparative adjective	THAN	B
Product A is	newer	than	product B
	more expensive		

1. Use a comparative adjective + than to compare two people, places, or things.	Lydia is <b>taller than</b> Alex. Gorillas are <b>more intelligent than</b> cows.
2. Add <b>-er</b> to the end of most <b>one-syllable</b> adjectives to form the comparative.  * If the adjective ends in -e, add -r.  * If the adj ends in -y, remove -y and add -ier  * If the adj ends in CVC, double the final consonant and add -er	Small → smaller      Low → lower  Large → larger      Nice → nicer  Happy → happier      Easy → easier  Big → bigger      Hot → hotter
3. Use <b>more</b> before most <b>long adjectives</b> (adjectives that have <b>two or more syllables</b> )	Jack is <b>more serious than</b> Nikki. Do you think math is <b>more important than</b> music?
4. Some <b>two-syllable</b> adjectives are used with either <b>-er</b> or <b>more</b> to form the comparative.	Quiet → quieter / <b>more</b> quiet Simple → simpler / <b>more</b> simple
5. Some adjectives have an <b>irregular</b> comparative form.	Good → <b>better</b> Bad → <b>worse</b> Far → <b>farther / further</b>

**NB.** Words such as *a little*, *a lot*, *much*, and *not much*, are often used to quantify comparative adjectives. Tina is **a little taller than** Nick

You can also make comparisons using: (not) as + adjective + as

A	As	Adjective	As	B
Product A is	as	cheap	as	Product B

A	Not as	Adjective	As	B
Product A is	not as	expensive	as	Product B

## SUPERLATIVE ADJECTIVES

A	THE	Superlative adjective	(more info)
Product A is	the	nice <b>st</b>	product of the market
		<b>most</b> expensive	

1. Use a superlative adjective to compare three or more people, places, or things	Ali is <b>the tallest</b> student in our class. Prague is <b>the most beautiful</b> city I've ever seen. That car is <b>the fastest</b> car in the world.
2. Add <b>-est</b> to the end of most one syllable adjectives to form the superlative.	Small → <b>smallest</b> Low → <b>lowest</b>
3. Use <b>the most</b> before most adjectives that have two or more syllables.	Serious → <b>the most serious</b> Important → <b>the most important</b>
4. For some two-syllable adjectives either <b>-est</b> or <b>the most</b> can be used to form the superlative.	Quiet → <b>quietest</b> / <b>the most quiet</b> Stupid → <b>stupidest</b> / <b>the most stupid</b>
5. Some superlatives are irregular	Good → <b>the best</b> Bad → <b>the worst</b>

Here you have some of the **most common adjectives** and **verbs** used when **advertising**:

**Persuasive adjectives:** best, big, bright, clean, crisp, delicious, easy, fine, free, fresh, full, good, new, rich, safe, special, tall, wonderful

**Powerful verbs:** create, discover, enjoy, experience, explore, improve, join, save, shop, simplify, transform, upgrade, win

**Advertising Tricks:** Does your advertising text answer these questions?

Here are some questions that might help you when creating an advertisement.

Before creating your advertisement you should think about **YOUR PRODUCT:**

- What is the name of your product?
- What is your product's main purpose?
- What is your product made of? Specific materials? Colour, size, shape?
- How do you use it? Specific instructions?
- What are the advantages of using your product? Does it make people's live better?

Also, you should not forget your **TARGET AUDIENCE:**

- Who would want to buy your product? Who do you think would benefit the most from your product?
- Why should your target audience choose your product over others? Who is the competition? (Give 3 or 4 reasons using comparative and superlative adjective forms)

You may like to tell you audience about the **PRICE:**

- How much does it cost? Is there any special offer?
- How can they buy it?

## Other Helpful Resources:

More information about **advertising text** and its **characteristics** on [Advertising Text: The Key to Attracting the Right Audience to Your Ads](#), on [Advertising Copy: Characteristics and How to Write It](#), and on [Advertising text characteristics types with examples](#)

More information about advertising text **structure** on [7 Elements of Print Advertising](#)

More information about **slogans** on [What is Advertising slogan](#), and on [What Does Slogan Advertising Mean?](#)

More information about **comparative adjectives** on [Youtube Comparative Adjectives – English Grammar Lessons](#) and on [The comparative and the superlative](#)

**Exercises** to practice comparative adjectives on [Comparative adjectives in a sentence – Exercise 1](#), and on [COMPARATIVE ADJECTIVES EXERCISE 1](#)

More information about **superlative adjectives** on [Youtube Superlative Adjectives – English Grammar Lessons](#)

**Exercises** to practice superlative adjectives on [Unit 8 - Exercise 2 - Superlative adjectives](#), and on [Superlative adjectives practice](#)

## Material 5. Advertising Text Writing Rubric

	<b>Beginner - 1p</b>	<b>Basic - 2p</b>	<b>Proficient - 3p</b>	<b>Advanced - 4p</b>
<b>Content (40%)</b>	It shows a lack of understanding and adaptation of the topic to the project. The description of the product or service is insufficient and unclear. The sales argumentation of the product is weak.	The understanding of the topic and the adaptation to the project is acceptable. The description of the product or service is adequate, but it could be more detailed. The sales argumentation is acceptable.	It demonstrates a good understanding and adaptation of the topic to the project. The description of the product or service is good and provides relevant information. The sales argumentation is good.	The understanding and adaptation of the topic are excellent and profound. The description of the product or service is excellent and detailed. The sales argumentation is excellent and persuasive.
<b>Organization (20%)</b>	Lack of a clear structure, the advertisement is hard to follow. Lack of fluency and coherence, the ideas are not well connected.	The structure of the advertisement is acceptable, but it could be more organized. The fluency and coherence are acceptable, but there are disconnects in some parts.	The advertisement follows a clear and organized structure. The ideas are well connected for the most part.	The structure of the advertisement is excellent and facilitates understanding. The ideas are perfectly connected.
<b>Grammar (20%)</b>	Numerous grammatical errors affecting the understanding of the text. Incorrect formation of comparatives and superlatives adjectives.	Grammatical errors that do not prevent the understanding of the text. Some mistakes forming comparatives and superlatives adjectives.	Few grammatical errors that do not significantly impact the understanding of the text. Appropriate formation of comparatives/ superlatives on most occasions.	Text practically free of grammatical errors. Excellent formation of comparatives/ superlatives.
<b>Vocabulary (20%)</b>	Inappropriate or limited use of vocabulary and comparatives superlatives	Acceptable use of vocabulary and appearance of comparatives/ superlatives but with room for improvement.	Appropriate use of vocabulary and regular appearance of comparatives/ superlatives.	Excellent use of vocabulary and comparatives/ superlatives, with variety and precision.

## Material 6. Learning Diary Rubric

	<b>Beginner - 1p</b>	<b>Basic - 2p</b>	<b>Proficient - 3p</b>	<b>Advanced - 4p</b>
<b>Use of English or Reflection in Other Languages (30%)</b>	Minimal use of English or other languages with many errors.	Basic use of English with some errors and limited vocabulary. Minimal reflections.	Clear use of English with minor errors or balances reflections in English and other languages well.	Prioritizes reflections in English while incorporating other languages when necessary.
<b>Reflective effort (30%)</b>	Little to no reflection on learning or activities.	Some reflection but lacks depth or insight.	Reflection shows understanding of learning and activities.	Deep, insightful reflection on learning and activities.
<b>Content: What have you done? (10%)</b>	Vague or incomplete descriptions of activities	Describes activities with some detail but lacks clarity.	Detailed description of activities undertaken.	Comprehensive and clear description of activities with clear relevance to learning.
<b>Content: How have you done it? (10%)</b>	Lacks details or specifics on methods used.	Describes methods used with some gaps or confusion.	Clear description of methods used in activities.	Detailed and precise description of methods used, showcasing understanding.
<b>Content: What have you learned? (10%)</b>	General statements about learning with no specifics.	Mentions some learning outcomes but lacks detail.	Describes specific learning outcomes and insights gained.	Comprehensive understanding of learning outcomes with clear examples and insights.
<b>Content: Help Needed (10%)</b>	Not able to identify areas needing help or support.	Vaguely identifies areas needing help.	Clearly identifies areas needing help or further explanation.	Provides insightful questions or requests for specific help, understanding of personal needs.

## 12. Appendix C

### Ethical Considerations



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#### Declaració responsable sobre els aspectes ètics del Treball de Fi de Màster (TFM) / Treball de Fi de Grau (TFG) proposat

Els aspectes ètics són fonamentals per a la Universitat Rovira i Virgili. Per això, cal que realitzeu la següent avaluació ètica sobre el vostre treball de fi de màster (TFM) / treball de fi de grau (TFG), segons correspongui. Responeu **SÍ** / **NO** a les preguntes que es detallen a continuació. Si totes les vostres respostes són **NO**, no es necessiten més detalls que la vostra signatura. Si, en canvi, responeu **SÍ** a alguna de les preguntes següents, es requereix, segons objecte d'estudi i comitè d'avaluació i seguiment competent:

- CEIm-IISPV:..... Informe favorable
- CEEA: ..... Informe favorable
- CEIPSA: ..... Declaració responsable i compromís formal del professorat i alumnat implicat pel que fa al seguiment de la normativa aplicable, segons consta al final del document.

**Nom del professor/a responsable:**

Adriana Raya Palmer

**Nom de l'alumne/a:**

Ana Corcobado Gutiérrez

**Ensenyament:**

Màster en Formació del Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyaments d'Idiomes

**Títol del**  TFM /  TFG (marqueu la casella que correspongui)

The Impact of PBL on ELL Writing Skills

**Breu descripció del TFM / TFG** (màx. 1000 caràcters, espais inclosos):

L'alumnat de 3r d'ESO del Col·legi Sagrat Cor El Vendrell mostra dificultats expressant les seves idees de manera escrita en l'assignatura d'anglès. A més, els estudiants manifesten una falta d'interès i motivació envers l'assignatura. Aquest estudi pretén millorar aquests aspectes implementant una nova metodologia. Les evidències demostren que l'Aprenentatge Basat en Projectes fomenta la motivació i presenta millores en els resultats acadèmics. Per demostrar-ho, es proposa una intervenció amb l'objectiu d'analitzar l'efecte del ABP en els resultats acadèmics relacionats amb l'escriptura i la motivació. Aquest estudi segueix un disseny de recerca quasiexperimental per a grups no aleatoris ja donats pel centre. Un grup treballa amb metodologia tradicional i a l'altre s'aplica l'ABP. Tant al període d'observació inicial com final, de forma anònima, es recullen les dades necessàries d'ambdós grups per poder determinar la relació de la metodologia amb els aspectes a millorar esmentats.

Indiqueu si el TFM / TFG que voleu desenvolupar inclou algun d'aquests aspectes.



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Apartat	Si	No
<b>1. Embrions/fetus humans</b>		
Implica cèl·lules mare embrionàries humanes (CMEH)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Implica l'ús d'embrions humans?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Implica l'ús de teixits / cèl·lules fetals humanes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>2. Éssers humans</b>		
Implica la participació d'éssers humans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Són voluntaris en l'àmbit de les ciències socials o les humanitats?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Són persones incapacitades per donar el seu consentiment informat?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Són individus o grups vulnerables?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Són menors d'edat?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Són pacients?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Són voluntaris sans per a estudis mèdics?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Implica intervencions físiques en els participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>3. Cèl·lules/teixits humans</b>		
Implica cèl·lules o teixits humans (diferents dels embrions/fetus humans de la secció 1)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>4. Dades de caràcter personal i privacitat</b>		
Implica la recollida i/o tractament de dades personals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Implica la recollida i/o tractament de dades personals sensibles, com ara, salut, vida sexual, raça, opinió política, conviccions religioses o filosòfiques?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Implica el tractament d'informació genètica?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Implica el seguiment o observació tecnològic dels participants (com ara dades de vigilància o localització, i dades WAN, com ara adreça IP, MAC, cookies, etc.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Implica un tractament de dades personals recopilades prèviament a aquest TFG/TFM (ús secundari)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>5. Animals</b>		
Implica experimentació amb animals	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>6. Països tercers</b>		
Cas que es desenvolupi, de manera total o parcial, en països que no pertanyen a la Unió Europea, el projecte d'R+D+i planteja problemes potencials d'ètica?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teniu previst utilitzar recursos locals (per exemple, mostres de teixits animals o animals, material genètic, animals vius, restes humanes, materials de valor històric, mostres de fauna o flora en perill d'extinció, etc.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Teniu previst importar material (incloses les dades personals) de països que no pertanyen a la Unió Europea a la Unió Europea?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teniu previst exportar material (incloses les dades personals) des de la Unió Europea a països que no pertanyen a la Unió Europea?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cas que el projecte generi beneficis i impliqui països de baixos ingressos i/o baixos ingressos mitjans, teniu previst les accions de repartiment de beneficis?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Podria la situació al país posar en risc els participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>7. Medi Ambient/Salut i protecció</b>		
Implica l'ús d'elements que poden causar danys al medi ambient, animals o plantes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tracta sobre la fauna i/o flora en perill d'extinció i/o àrees protegides?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Implica l'ús d'elements que poden causar danys als humans, inclòs el personal investigador?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>8. Ús dual</b>		
Implica productes de doble ús en el sentit del Reglament 428/2009 <sup>1</sup> o altres articles per als quals es requereix autorització?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>9. Focus exclusiu sobre aplicacions civils</b>		
Podria necessitar aclariments en relació amb un enfocament exclusiu sobre aplicacions civils?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>10. Ús malintencionat dels resultats</b>		
Té potencial perquè els seus resultats siguin utilitzats malament?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>11. Altres aspectes ètics</b>		
Hi ha algun altre aspecte ètic que hauria de ser pres en consideració? Especifiqueu, si us plau:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Confirmem que hem valorat tots els aspectes ètics descrits més amunt i que, en cas afirmatiu, els signataris ens comprometem formalment, segons objecte d'estudi i comitè d'avaluació i seguiment competent, a:

- CEIm-IISPV:.... Elaborar una descripció dels problemes ètics implicats i la documentació requerida, d'acord amb les indicacions de la "Guia de l'investigador/a".
- CEEA: ..... Elaborar una descripció dels problemes ètics implicats i la documentació requerida, d'acord amb les indicacions de la "Guia de l'investigador/a".

<sup>1</sup> Productes de doble ús són aquells productes, inclòs el suport lògic (software), i la tecnologia que puguin destinar-se a usos tant civils com militars i que inclouen tots els productes que puguin ser utilitzats tant per a usos no explosius com per ajudar a la fabricació d'armes nuclears o altres dispositius nuclears explosius. Veure Reglament CE 428/2009 del Consell de 5 de maig de 2009.



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- CEIPSA: ..... Actuar d'acord amb la normativa aplicable en cas que el treball en qüestió tingui implicacions ètiques i respectar les recomanacions ètiques que emanin d'aquest Comitè.

Seguir les directrius establertes a la "Guia de l'investigador/a" i la "Guia sobre protecció de dades personals en els Treballs de Fi de Grau i Màster de la Universitat Rovira i Virgili".

Respectar la confidencialitat de les dades personals que es puguin obtenir en l'activitat d'R+D+i, tant pel que fa a l'ús acadèmic com a la difusió pública de les mateixes. Si considerem que algun resultat de l'activitat d'R+D+i pogués arribar a afectar o pogués ser d'interès per a les persones o col·lectius participants, ho comunicarem amb antelació.

No utilitzar les dades personals obtingudes en el projecte per a altres estudis diferents. En aquest darrer supòsit, sol·licitarem abans el corresponent permís d'aquest Comitè.

El Vendrell , 14 de Març de 2024

**RAYA  
PALMER  
ADRIANA -  
48015792A**

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**Signatura del professor/a responsable**

**Signatura de l'alumne/a**

Nota: Una vegada emplenat i signat, convertir el document a format PDF i enviar a l'adreça [carlos.garcia@urv.cat](mailto:carlos.garcia@urv.cat)