





**Official MA programme in  
*Language Acquisition in Multilingual Settings (LAMS)***

**Universidad del País Vasco/Euskal Herriko Unibertsitatea**

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## **Abstract**

Project Work has been acknowledged as an efficient medium for language learning for more than two decades (Stoller, 2006) according to the numerous successful applications of project-based programmes that have been reported. In spite of the lack of sufficient controlled studies to assess the benefits of project work, and the existence of some studies giving evidence of students discontent with project work, the reports given by second language (SL) and foreign language students (FL) who have experienced project based instruction give support to the success attributed to project-based learning, as they recognised having improved language skills, learnt content, developed real life skills, as well as gained in self-confidence and motivation (Sierra, 2008 and 2011; Stoller, 2006).

The aim of the present study is to explore some key issues involved in implementing a project-based programme focusing on the students' perceptions of learning gains, their views on the collaborative assessment scheme used in the programme, and the students' overall evaluations of the implementation of project work in a post-compulsory secondary education context in Navarre, Spain, with students learning Basque as a second language.

A group of 12 students enrolled in a project work based programme participated in the study. Results showed that the students' perceptions were very positive concerning doing projects, learning gains and group work, although more grammar instruction and teacher-fronted activities were requested by the students. However, the collaborative assessment process and the use of a Notebook/Diary as a reflection tool bore mixed evaluations.

**Keywords:** project work, cooperative learning and assessment, students' perceptions, learning gains, Basque language teaching.

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## 1. INTRODUCTION

Ever since Communicative Language Teaching (CLT) came into being, back in the 1970s, the importance to provide students with opportunities to use the language for communicative purposes has been stressed. Project-based instruction was introduced into second-language (L2) education to provide L2 learners with opportunities to interact and communicate with each other and with native speakers of the target language in authentic contexts (Candlin et al, 1988; Fried-Booth, 1986; Gardner, 1995; Hilton-Jones, 1988; Legutke & Thomas, 1991; Stoller, 1997). A project can be defined as a long-term (several weeks) activity in which students work cooperatively or individually doing tasks that require gathering, processing, and reporting information orally and/or in writing, and in which both the process and the product are assessed (Stoller, 2006).

Consequently, project work not only provides opportunities for using the language for communicative purposes, but it has also been advocated for its positive outcomes as regards language skills, researching skills and content learning (Beckett & Slater, 2005). Thus, it is a means of instruction that has the potential to improve the student's linguistic, cognitive, affective and social development.

The results of the few studies on students' perceptions towards project work have shown that there was a disagreement with regard to their evaluations. There were some students who showed a positive attitude to project work because they recognised having improved in researching, writing, and presentation skills, as well as in content learning (Eyring, 1997; Moulton & Holmes, 2000; Beckett & Slater, 2005; Sierra 2008, 2011). Others, however, evaluated it negatively as they thought that language courses should be devoted to the study of nothing but the language, leaving aside non-linguistic aspects (Eyring, 1997; Moulton & Holmes 2000; Beckett & Slater, 2005).



In the context of Spain, language curricula in secondary education have as the ultimate goal to develop the student's communicative competence. However, as far as Basque language teaching is concerned, and regarding our perception of teaching in secondary schools in Navarre, methodology, materials, and curricula are still far from being communicative, and language teaching, in most of the cases, still focuses mainly on the structural aspects of the language. As regards project work, and as far as we know, there is neither implementation nor systematic research.

The aim of the present study is to explore some key issues involved in implementing a project-based programme focusing on the students' perceptions of learning gains, their views on the collaborative assessment scheme used, and the students' overall evaluations of the project work implementation, in a post-compulsory secondary education context in Navarre, Spain, with students learning Basque as an L2. We will first review the literature on project work to reach a working definition of this methodological approach, present its potential benefits and analyse ways of organising and assessing it. This part is rounded off by previous research on students' perceptions of project work. Secondly, the methodology used in the programme is described, detailing the characteristics, the research paradigm, the context and the research procedure carried out. Thirdly, the results will be discussed and, finally, some conclusions, pedagogical implications, limitations of the study, and suggestions for future research are put forward.

## 2. LITERATURE REVIEW

Project work can be seen as a realisation of CLT. In the first section of the review, this approach will be introduced. This will be followed by a brief description of some interpretations of CLT that share many common features with project work: Content-Based Language Learning, Task-Based Language Learning, and Cooperative Learning. Drawing from these three realisations, we will change the focus to the characteristics of project work including the reported benefits. Second, the guidelines in organising project work will be explored. Finally, as the main focus of the study is the students' perceptions and evaluation of project work as well as the collaborative assessment process utilised, the final part will review previous research concerning these issues.

### 2.1. Communicative Language Teaching

CLT is an approach that was introduced back in the 1970s as a response to Situational Language Teaching, the major British approach at that time, and the Audiolingual method, in the US, which disappointed language teachers and linguists as students taught through these methods were not able to communicate in the target language. The central theoretical concept in CLT is that the primary function of language is to communicate. Hence, the ultimate goal of language teaching is to develop what Hymes (1972) labelled as communicative competence (Richards & Rodgers, 2001) which entails that a language learner should be capable to communicate in the target language in different domains. However, CLT is not a unitary approach, but a “family of approaches” (Nunan, 2004), for which “the basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be

memorised led to the notion of developing different learning programmes to reflect the different communicative needs of disparate groups of learners” (Nunan, 2004: 7). Probably, the most controversial issue in the evolution of CLT is the role of grammar. As Spada (2008: 272-273) points out, there have been diverse interpretations of the approach at the theoretical level in Europe and in North America: “For example, while British applied linguists have been fairly consistent in their conceptualisation of ELT as an approach to L2 teaching that incorporates form and meaning, there has been more divergence of opinion in North America [...] The main difference is whether one’s conceptualisation of CLT includes attention to language form [...]”.

### 2.1.1. Language Theory

The above mentioned theory of communicative competence is central in CLT, as it emphasises that knowing a language involves more than knowing the rules of grammar (i.e. linguistic competence) but also knowing the rules of language use (i.e. communicative competence) (Spada, 2008). According to Littlewood (1981: 7), a learner to be communicatively competent “must have the mastery of language structure, must distinguish between the forms s/he has mastered and the communicative functions they perform, must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations, and must become aware of the social meaning of the language forms”. Thus, this notion includes a wide range of abilities: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a certain social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner (discourse competence); the ability to communicate effectively and repair problems caused by communication breakdowns (strategic

competence) (Canale & Swain, 1980).

### 2.1.2. Learning Theory

CLT is somewhat an eclectic approach and draws its theories of learning and teaching from several fields, such as the Humanistic approach, Constructivism, Social Interactionism, and Second Language Acquisition (SLA) (Williams & Burden, 1997). From the Humanistic approach CLT draws the principle that the affective domain plays a central role in learning a language, because, as Stevick (1976) claimed, language teaching success or failure depends more on the fulfilment of the learner's needs, feelings and emotions than on the methodology used.

Cognitive Constructivism, drawing from works of Piaget (1966, 1974, 1976), considers learning as a process of constructing one's own personal meaning through experience knowledge. That being so, since each person has its own experience knowledge, the meaning constructed is also personal and different. And even when learning experiences may be similar, not everyone will construct the same knowledge. Hence, Constructivism sees the learner as an individual who is actively involved in constructing meaning. However, input given to the learner should be appropriate to his/her cognitive level.

The Social interactionist approach, introduced by Vygotsky in 1978, also considers learning as a process where a person creates his knowledge of the world through experience but, within this view, learning is a social activity where connection and interaction with people is needed to make learning happen. Learning takes place interacting with other human beings (teacher, parents, peers). Vygotsky (1978) introduced the widely known concept of zone of proximal development (ZPD) which is the term used to allude to the knowledge that is beyond the learner's real capacity but which can be

grasped with the help of a mediator (teacher, parents, peers). This mediator's role is to find ways to help the other to move into the next stage of knowledge.

In addition, in the 1980s, two researchers from the field of SLA played a crucial role in CLT: Krashen, with his comprehensible input hypothesis (1985), and Long (1983, 1996) with the interactionist hypothesis. Both emphasised the central role of meaningful communication in language acquisition (Spada, 2008). Krashen (1985) claimed that the acquisition of language takes place exposing learners to meaningful and motivating input which is slightly beyond their current level but sufficiently comprehensible. Long was concerned about how the student makes this input comprehensible, and he claimed that it was possible by negotiating meaning in interaction.

### 2.1.3. Learner and Teacher Roles

One of the main features of the communicative classroom is that it is learner-centred, that is, the main focus is on the learners' needs (Savignon, 2002). This shift in perspective entails that both the teacher and the learner take new roles. Learners, for their part, are expected to actively participate and collaborate with their peers in classroom activities and are also supposed to be responsible for their own learning, instead of relying on the teacher as the only source of knowledge. The teacher, for his part, plays the role of a facilitator and a guide, providing students with opportunities for communication (Richards, 2006).

### 2.1.4. Instructional Activities and Materials

The main goal of language teaching is to develop the students' communicative competence, and activities must be designed to engage students in communication. According to Littlewood (1981), a distinction can be made between "functional

communication activities”, usually a type of information gap and problem-solving activities, and “social interaction activities”, such as conversation, discussion sessions, dialogues and role plays.

Materials used in the classroom to promote communication, whenever possible, have to be authentic and related to the real world, because they provide authentic language input and cultural information and are closer to the learners' needs (Richards, 2006).

### 2.1.5. Assessment process

In CLT what is assessed is the students' ability to use the language communicatively. This is an alternative assessment approach which intends to measure what students can do with the language rather than what they know about that language (Huerta-Macias, 1995; Brown & Hudson, 1998). In addition, it takes place throughout the whole instruction so the focus is not only on the end product (summative assessment) but also on the processes the student uses to achieve it (formative assessment) (Genesee & Upshur, 1996; Miller, 1995).

Tools used as mainstream assessment instruments are portfolios, diaries and project work materials (Weir, 1990; Hughes, 2003), whereas standardised pencil and paper tools are no longer the only instruments used to assess the teaching-learning process.

## 2.2. Realisations of CLT that grounded Project Work

The arrival of CLT to language teaching established the biggest change in paradigm in the 20th century. Today, its principles are still the mainstream within the current

language teaching field.

There is no orthodoxy in CLT as regards teaching practice and diverse teaching approaches embrace some of CLT's principles, among others, Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), and Cooperative Language Learning (CLL) (Richards & Rodgers, 2001).

Project work can be seen as combination of the three realisations since students engage in content-driven extended tasks, working cooperatively to produce an outcome. Thus, before bringing project work to our focus, the above mentioned interpretations of CLT will be first explored.

### **2.2.1. Content-Based Instruction (CBI)**

CBI is based on the assumption that the process of learning a language is more successful if it takes place through content or information rather than focusing only on the language itself (Brinton et al., 1989; Collier, 1989; Grandin 1993; Scott, 1974; Wesche, 1993). It is also assumed that content has to be perceived interesting, relevant and should address the learners' needs for the learning to be successful, as claimed by Brinton et al. (1989: 3): "The use of informational content which is perceived as relevant by the learner is assumed by many to increase motivation in the language course, and thus to promote more effective learning".

Activities are closely related to the subject being taught and have the goal to make students learn content, language and thinking skills. In addition, they bring the opportunity to teach the four language skills in an integrated manner as it happens in real life. As Richards & Rodgers (2001: 208) observe: "Hence students might read and take notes, listen and write a summary, or respond orally to things they have read or written".

Grammar is not seen as an isolated component in the curriculum, but as an integral part of the different communicative skills. CBI offers the opportunity to focus on language form and meaning and, consequently, students' language and content learning needs are addressed (Grabe & Stoller, 1997).

### 2.2.2. Task Based Language Teaching (TBLT)

TBLT is an approach which considers tasks as the core to organise a syllabus for language teaching. Although different definitions of task have been given in TBLT, there is a common understanding that a task is an activity that has an outcome, needs the use of language and whose main focus is on meaning (Skehan, 1996).

As an interpretation of CLT, TBLT believes that language learning takes place through tasks where learners are required to interact to negotiate meaning. Thus, it is acknowledged that attention to meaning is crucial. However, the importance of an outcome, the assessment of the task in terms of this outcome and some kind of relationship with the real world are also key aspects of a task. As Skehan (1998: 95) states, task is “an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; the assessment of the task is in terms of the outcome [...]”. However, as Nunan (2004) observes, this does not mean that attention to form is not paid. It is obvious that meaning and form are closely interrelated because without grammar it is not possible to express meaning. Nunan modified his previous definition of a pedagogical task (Nunan, 1989) to enhance the role of grammatical knowledge: “task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilising their grammatical knowledge in order to express meaning, and in which the



intention is to convey meaning rather than to manipulate form” (Nunan, 2004: 4).

As regards its psycholinguistic basis, TBLT has gained attention from some SLA theories: the Output Hypothesis and the Interaction Hypothesis. Swain's Output Hypothesis (1985) claims that not only input, as Krashen (1985) stated, but also output opportunities are needed in order for language acquisition to happen. Long's Interaction Hypothesis (1983, 1996) puts forward that language acquisition occurs through the interaction for negotiation of meaning. Thus, these theories assert that communicative competence is developed by giving the student opportunities to use the language for output (meaningful production) in interaction. TBLT proposes task as an activity that stimulates input-output practice, interaction and negotiation of meaning (Ellis, 2003). As happened with CLT, attention to form is one of the most controversial issues. Sierra (2008: 197) observes that there is a wide consensus within TBLT that a sound psycholinguistic rationale should integrate both attention to form and meaning. The main problem is how to strike the necessary balance between these two aspects, and when to implement grammar teaching. He summarises the position of several authors to demonstrate that many combine attention to form and meaning at different stages in their TBLT frameworks: language exercises and communicative activities (Nunan, 2004); focus on form/focus on language and meaning-focused activities (Willis and Willis, 1996 and 2007); metalinguistic work/enabling tasks and communicative tasks (Breen, 1984; Breen & Littlejohn, 2000; Estaire & Zanón, 1994). In line with the process syllabus specifications (Breen & Littlejohn, 2000), Sierra (2008: 197) highlights the importance of explicit grammar teaching taking into account the learners needs and the teacher's perceptions: “desde la perspectiva del programa procesual, el trabajo sobre aspectos concretos del código lingüístico de forma no incidental (focus on forms) está justificado y este trabajo metalingüístico depende de las necesidades del aprendiente y de la

percepción del docente [...]”.

### 2.2.3. Cooperative Learning (CL)

In this approach instruction is organised in pairs and small groups to make use of cooperative activities that enhance interaction among students. David Johnson, Robert Johnson and Edythe Holubec, prominent researchers in the field since the 1970s, give this definition: “*Cooperative learning is the instructional use of small groups so that students work together to maximise their own and each other’s learning*” (Johnson et al., 1993: 9). Johnson et al. (2000, in Shaaban & Gaith, 2005: 15) offer a more comprehensive view: “[...] an instructional approach that emphasises conceptual learning and development of social skills as learners work together in small heterogeneous groups according to the principles of positive interdependence, individual accountability, face-to-face promotive interaction, and group processing”.

Two key elements appear in most of the definitions given for CL: positive interdependence and individual accountability. Positive interdependence refers to the feeling group members have when all contributions are considered equally essential and indispensable to achieve the final outcome, so that what it is beneficial for one group member it is also for all group members, and the other way round (Deutsch 1949; 1962). Group members believe that there is a mutual support. Individual accountability is an element that may be the most motivating in cooperative learning. As Slavin (1987: 5) states, “The team’s success depends on the individual learning of all team members”. To make this happen everybody is given the chance to show that they know something that can be useful and relevant for the other students in the group. As Johnson et al., (2002) point out, groups realise that they all “sink or swim together”.

In the field of Second Language Teaching CL is considered one of the best means to promote communicative interaction and it is referred to as an extension of the principles of CLT. McGoarty (1989: 131-138) gives some learning benefits for ESL students:

- ◆ Many opportunities to practice the target language through interaction
- ◆ Improvement of language skills
- ◆ Feasibility of integration of language and content
- ◆ Chances and freedom to use a larger variation of materials to enhance language and concept learning
- ◆ Students take a more active role in their process of learning, giving also support to each other

Research has revealed that CL is very efficient in increasing favourable attitudes towards learning and peers (Gunderson & Johnson, 1980), improving intrinsic motivation (Clement, Dörnyei, & Noels, 1994; Szostek, 1994; Ushioda, 1996), increasing commitment among group members to attain group goals (Nichols & Miller, 1994), raising self-confidence and decreasing anxiety (Deci & Ryan, 1985).

## 2.3. Project Work as an interpretation of CLT

### 2.3.1. Definition

It is not easy to give one definition of project work, proof of this are the number of labels used in the literature (see Stoller, 2006): Experiential language learning, Investigative research, Problem-based learning, Project approach, and Project work. Although no completely synonymous they all share some features, such as “experiential learning, research and inquiry, negotiated meaning, problem solving and projects” (Stoller, 2006:

21).

In addition, project work has also been compared to group work, cooperative learning, task-based instruction, a means to integrate language and content, and a way for cross-curricular work.

With regard to the different types of projects, some are highly structured by teachers; some others are unstructured and defined by students, and there are some which are in between, defined in part by the teacher and in part by students. Some last no longer than a class, many take several weeks, and others can take the whole academic year. Projects can also be different in the artefacts that students create: videos, presentations, poster sessions, written reports, brochures, guides, web pages, and so forth (Stoller, 2002)

Although different perspectives have been taken for the many definitions given, including Allen (2004, in Alan & Stoller, 2005), Carter & Thomas (1986), Ferragatti & Carminati (1984), Fried-Booth (1982, 1986), Haines (1989), Legutke (1984, 1985), Legutke & Thiel (1983), Papandreou (1994), Sheppard & Stoller (1995), Sierra (2008, 2011) and Ward (1988), project work, in its various configurations, shares the following features, as it is shown in Stoller (2002: 110) and Alan & Stoller (2005: 11):

- Project work offers opportunities to focus on form/forms and on fluency
- Project work is content driven, and offers the opportunity to work on topics of interest to students.
- Project work is a learner-centred approach. However, the teacher also plays a key role as he/she gives support and guidance all over the process.
- Project work enhances cooperative work and offers students the chance to work both individually or in groups to carry out a project. During the process, students function as a team, sharing ideas, resources and responsibilities giving

support to each other.

- There is an authentic integration of skills in project work, along with the use of authentic materials to complete tasks that relate to real life.

- The final goal of a project is to create one or some artefacts that may take the form of an oral presentation, a poster, a video, a play, a report.... These products are usually shared with the rest of the class but can also be shown to real audiences, which adds a real purpose to the project. Thus, projects are process and product oriented.

- Project work has the potential to enhance language skills and content knowledge along with building up the students' autonomy, self-esteem, confidence and motivation.

The versatility of project work makes it difficult to articulate one single definition. For the purpose of this study, a definition given by Sierra (2011: 214) will be assumed:

*Project understood as a guided and flexible structure that articulates the syllabus (...) allows its negotiated construction through the cooperation of the students, and incorporates a cooperative evaluation scheme to assess/evaluate the students' learning and the process of teaching-learning (...) The project evolves by means of enabling and communication tasks that integrate the development of cognitive and linguistic skills, the reflection on the linguistic code and the effective learning of content (...) A methodology based on cooperative learning which incorporates the contributions of constructivist and humanistic psychology and the values of a participatory pedagogy which develops the student's autonomy and their learning strategies contributing to their personal growth.*

This definition, and the corresponding articulation of the programmes, includes the main features mentioned above and, moreover, it incorporates a collaborative assessment scheme which is absent from other definitions and is crucial for the purpose of this study.

### 2.3.2. Potential Benefits of Project Work

Stoller (2006: 24-27) carried out an analysis of sixteen publications that focused on different aspects of project-work in L2 and FL settings, which showed eight commonly reported benefits.

- The most commonly reported benefit is the authenticity of students' experiences and the language they are exposed to. For example, many projects ask students to take notes (from books, newspaper articles, web sites, informational pamphlets, interviews...) and to use the notes for meaningful purposes. Oftentimes, students have to make interviews, not with the aim to practice listening and speaking skills but to gather essential information to complete the project. Similarly, when students present the results of their projects in front of an authentic audience (their classmates, other students, etc), once again, the tasks and the language they are making use of are authentic.
- Frequently highlighted benefits are the increase in students' motivation, involvement, engagement, participation and enjoyment. It is also said that this type of learning inspires creativity. As projects do not usually have a predetermined product, and they evolve and develop as students get involved, the process offers opportunities for creativity. In addition, in many cases students take part in defining both the process and the product of the project, as in the case of process syllabus (Breen & Littlejohn, 2000).
- One of the most underlined benefits is the students' enhanced language skills. In project work students find frequent opportunities for output, to receive authentic input and to engage in the negotiation of meaning. Consequently, the students' language skills (listening, reading, speaking, and writing) as well as grammar and vocabulary abilities are more developed. In addition, and as mentioned before,

there are several opportunities to draw students' attention to specific aspects of the language throughout the project (see Alan & Stoller, 2005; Sheppard & Stoller, 1995; Sierra, 2008; Stoller, 1997).

- Another mentioned benefit is improved social, cooperative, and collaborative skills. As Alan & Stoller (2005) pointed out, throughout a project students work as a team where all the members efforts and contributions are indispensable to produce a high quality project.
- An increase in content knowledge. In order to carry out projects students have to collect, organise and report information about their project topic, and as a result, they end up with increased content-information.
- Practitioners also inform about improvements in self-confidence, self-esteem, learning attitudes, the ease of using the target language, and satisfaction with personal accomplishments. As projects have identifiable stages and tangible final products, students are given feedback about their progress not only at the end but along the course of the project. This fact facilitates an improvement in their self-concepts and confidence to use the language more comfortably.
- More autonomy, independence, self-initiation and a disposition to take responsibility for their own learning represents another set of benefits mentioned by practitioners. As students are given the chance to have a say in shaping the project (see Skehan, 1998) they get very much involved in projects because their needs and interests are fulfilled; as a result, students are eager to take more responsibility for their own learning (Stoller 2006: 27)
- Finally, practitioners note that project work brings about improved cognitive skills such as: decision-making, analytical and critical thinking and problem solving.

### 2.3.3. How to organise Project Work

In his review of project work literature, Kemaloglu (2006: 36-37) summarises the stages to organise a project following Schuler (2000) and Fried-Booth (2002). Three phases should be considered: planning, implementation and culmination of the project.

In the first phase, students and the teacher choose and decide the topic the project will be about, the artefact that will be created and the tasks needed to attain it. In the following phase, the implementation phase, students undertake a kind of research to collect and process the information needed and engage in creating the final outcome.

The teacher guides and supports them throughout the process, supplying with language instruction whenever it is needed. The students, for their part, present and show what they have learnt to the teacher and their peers, who give feedback in order to improve their work. Finally, the project ends up in a product (e.g. report, poster, wall display, magazine, brochure, three dimensional model, website, video film, audio recording etc.) that is presented in front of an audience. At this phase some kind of formal or informal assessment may take place.

Sierra (2008) includes another phase, a preparatory stage, at the very beginning of the process, intended to give students a detailed account of what working through project entails and to train them by doing a preparatory mini-project and some bridging activities, so that in the structure of the projects there is a gradual increase of complexity: "As for the structure of the projects, its complexity increases gradually throughout the course in terms of length of time and difficulty of linguistic, cognitive and assessment tasks" (Sierra, 2011: 214).

Sierra (2008 and 2011) in his description of the structure of the projects implemented at secondary education and tertiary level articulates the programmes around two final tasks: a written product and the project oral presentation. Each of these final tasks



is supported by different enabling tasks and the whole project is divided into different sections according to the different nature of the projects. All the projects are developed through different stages and steps to provide strong scaffolding during the implementation of the programmes. The basic stages are the following: 1. Preparatory stage; 2. Elaboration of the written product; 3. Elaboration of the Oral Presentation; 4. Implementation of the Oral presentation, and 5. Assessment of the project. The assessment of the projects by students and the teacher is included in this structure as it constitutes an integral part of the format of the projects.

Stoller (1997, 2002), Alan & Stoller (2005) and Sheppard and Stoller (1995) offered a detailed ten steps guide to design and implement a project:

Step 1: Students and instructor agree on a project [...]; Step 2: Students and instructor determine the final outcome [...]; Step 3: Students and instructor structure the project [...]; Step 4: instructor prepares students for information gathering [...]; Step 5: students gather information [...]; Step 6: Instructor prepares students for compiling and analysing data [...]; Step 7: Students compile and analyse information [...]; Step 8: Instructor prepares students for the final activity [...]; Step 9: Students present final product [...]; Step 10: Students evaluate the project (Alan & Stoller, 2005: 12-13).

In some other models (Estaire & Zanón, 1994; Ribé & Vidal, 1993; Sierra 2008, 2011; Williams & Burden, 1994) the assessment scheme plays a crucial role and includes as agents both the teacher and the student. In their proposals both summative and formative assessment are carried out and the latter is especially relevant. This formative assessment entails that the project is evaluated from the starting point, and takes the whole process into consideration, not only the final product. Several assessment instruments are used to implement the assessment process such as teacher observations, diaries, portfolios, interviews, weekly reviews, draft evaluations, journals, essays and so forth (Eyring, 2001; Moss & Van Duzer, 1998; Williams & Burden, 1994).

#### 2.3.4. Assessment of Project Work.

As Alan & Stoller (2005) point out, this is a neglected area in most of the studies. As we said above, many practitioners advocate for a summative and formative assessment process and give some guidelines and proposals regarding instruments to be used. However, very little research has been conducted on this issue, and the description of the instruments, criteria, agents and process are missing from the literature.

A description is provided by Sierra (2001, 2006, 2008 and 2011) who has carried out several studies on project work both in secondary and tertiary education contexts. As he states, there is a lack of proposals that show a detailed account of what happens when teacher and students undertake the task of collaborative assessment.

Regarding the assessment scheme used to assess/evaluate project work at tertiary level, Sierra (2008: 683) demonstrated the feasibility of carrying out an assessment of cooperative project work which has the following characteristics:

- i) Que constituya una parte integral del proceso educativo y que refuerce el aprendizaje alineando constructivamente los objetivos, los métodos y las tareas de evaluación.*
- ii) Que incluya la participación cooperativa del profesor y de los alumnos en la evaluación por medio de instrumentos específicos previamente negociados, integrando la evaluación continua, formativa y sumativa a lo largo de todo el proceso de enseñanza/aprendizaje.*

Following Biggs (2006), he tries to incorporate the principle of *constructive alignment* so that the assessment scheme, through the different assessment tasks, embraces a clear representation of the syllabus objectives. This *constructive alignment* ends in what he calls *Fase Intensiva de Evaluación* in which the students evaluate the implementation of the whole programme by means of a questionnaire. Finally, “*la reflexión del profesor sobre el ciclo de investigación-acción implementado cierra el proceso a la vez que po-*

*sibilita la iniciación de uno nuevo”* (Sierra, 2008: 684).

The formative and summative dimensions of the assessment process during the different phases of the projects are detailed, as can be seen in Table I:

<b>SPORTS PROJECT</b>		<b>LET'S DO IT TOGETHER</b>	
<b>Fase</b>	<b>Tipo de evaluación</b>	<b>Fase</b>	<b>Tipo de Evaluación</b>
Preparatoria	• Diagnóstica • Formativa	Preparatoria	• Diagnóstica • Formativa
Elaboración del <i>Sports Project WP</i>	• Formativa • Sumativa	Elaboración del Proyecto Preparatorio <i>Topic Assignment</i>	• Formativa
Elaboración de la <i>Sports Project OP</i>	• Formativa	Implementación de la <i>OP</i> y Elaboración del <i>WP</i> del <i>Topic Assignment</i>	• Formativa • Sumativa
Implementación de la <i>Sports Project OP</i>	• Formativa • Sumativa	Elaboración del <i>Song/Film Project</i>	• Formativa
Intensiva de Evaluación	• Formativa • Sumativa	Implementación de la <i>OP</i> del <i>Song/Film Project</i>	• Formativa • Sumativa
		Intensiva de Evaluación	• Formativa • Sumativa

Tabla V.8. Secuenciación de la evaluación formativa y sumativa en los Proyectos *Sports Project* y *Let's Do It Together*.

(WP: Written Product; OP: Oral Presentation)

Table I. Formative and summative assessment process (Sierra, 2008: 705).

With regard to assessment tools, seven assessment instruments are used throughout the process. Six of them are used to give an individual mark to students, and the seventh, the questionnaire, has the aim to reflect on the teaching/learning process (i.e. it is an evaluation instrument).

Table II includes the names of the seven instruments used in one of the projects (Sports Project), the assessment agents and the sequencing of the process: (Sierra 2008: 411).

INSTRUMENTO	QUIÉN	CUÁNDO
1 <i>Sports Project WPAR</i>	<ul style="list-style-type: none"> <li>• Grupo que realiza el WP.</li> <li>• Profesor.</li> </ul>	<ul style="list-style-type: none"> <li>• Al final de la Fase de Elaboración del WP (en hora de clase).</li> </ul>
2 <i>Sports Project OPAR</i>	<ul style="list-style-type: none"> <li>• Grupo que realiza la OP.</li> <li>• Grupos de la clase.</li> <li>• Profesor.</li> </ul>	<ul style="list-style-type: none"> <li>• Al final de cada OP (en hora de clase).</li> </ul>
3 <i>Group Work Assessment Report</i>	<ul style="list-style-type: none"> <li>• Miembros del grupo (a sí mismos y a sus compañeros).</li> <li>• Profesor.</li> </ul>	<ul style="list-style-type: none"> <li>• Una vez finalizadas todas las OP (en hora de clase).</li> </ul>
4 <i>Student Assessment Report</i>	<ul style="list-style-type: none"> <li>• Alumno.</li> <li>• Profesor.</li> </ul>	<ul style="list-style-type: none"> <li>• Una vez finalizadas todas las OP (en hora de clase).</li> </ul>
5 <i>Sports Project Results Sheet</i>	<ul style="list-style-type: none"> <li>• Profesor.</li> </ul>	<ul style="list-style-type: none"> <li>• Durante la <i>Final Evaluation Tutorial</i>.</li> </ul>
6 <i>Final Evaluation Tutorials</i>	<ul style="list-style-type: none"> <li>• Grupo.</li> <li>• Alumno.</li> <li>• Profesor</li> </ul>	<ul style="list-style-type: none"> <li>• Fase Intensiva de Evaluación (en horario acordado con los alumnos).</li> </ul>
7 Cuestionario	<ul style="list-style-type: none"> <li>• Alumno (anónimamente).</li> </ul>	<ul style="list-style-type: none"> <li>• Antes de las <i>Final Evaluation Tutorials</i> (en hora de clase).</li> </ul>

Tabla III.69. *Sports Project*: Esquema de Evaluación. Fase Intensiva de Evaluación (instrumentos y agentes evaluadores).

(WPAR: Written Product Assessment Report; OPAR: Oral Presentation Assessment Report)

Table II. Assessment scheme: Instruments and agents (Sierra, 2008).

As for secondary education, Sierra (2001) reports an experience carried out with secondary students, in which students were engaged in carrying out tasks and projects of different length and complexity, and teacher and students participated in a collaborative assessment scheme. In this study a Notebook/Diary (ND) was included as an obligatory element in the assessment scheme, in addition to other instruments such as questionnaires, tests and reports. The ND consisted of five sections in which the students had to write their individual reflections on their own learning process, their personal opinions and suggestions about the process, and activities done by their initiative. The ND was used as a space for interaction between teacher and student and as a way to foster a more personal relationship.

Among the assessment criteria related to the ND were meeting deadlines, the

production of original and varied examples of autonomous learning and especially the criterion learning after correction *“by which teachers can assess if the guidance provided by different means has been successfully followed and the student has written something in response to the teacher’s feedback”* (Sierra, 2001: 189). This criterion aimed at promoting students’ awareness on the process of learning and learning how to learn as well as fostering the noticing of errors and mistakes.

The students’ evaluations of the assessment process resulted very positive in all the studies (Sierra 2001, 2006, 2008, and 2011). For example, students in Sierra (2011) admitted that assessment was an easy task and they enjoyed assessing their own group’s project presentation, although they preferred assessing other groups’ presentations. In Sierra (2008), though, most of the students found the task of assessing their and their peers’ presentations as interesting but difficult at the same time. The next quotation expresses this idea: *“It was difficult to evaluate ourselves because it’s more complicated to see our own mistakes. But evaluating other groups has been a good experience, because I have learnt a lot about the mistakes that shouldn’t be done and I have enjoyed giving my opinion about the presentations of the other groups”* (Sierra, 2008: 649). Another student expressed the same feeling *“I think assessing other groups’ work is very difficult. It’s not easy to give them a mark because we all have worked hard. Assessing our group was harder. You know how you can do your best and maybe your presentation was good for the other groups, but you know you didn’t do it as well as you could”* (Sierra, 2008: 649)

### 2.3.5. Research on Students’ Perceptions of Project Work

Teachers’ and students’ evaluations of project work are essential for constructing theories that support projects implementation. However, the scarcity of studies on pro-

ject work in second language/foreign language education, and especially on students' and teachers' perceptions, has been, so far, the norm. (Beckett, 2002)

Sierra (2001, 2006, 2008, and 2011) conducted several studies focusing on students' evaluations of project work at both secondary education and tertiary level in the Basque Autonomous Community (BAC). Evaluations turned out very positive despite the fact that participants had never worked before with this instructional approach. Students reported that they enjoyed the topics, learnt a lot, participated in the management of the course, and liked the collaborative assessment scheme. They also evaluated very positively the atmosphere of the classroom and the help and support given by the teacher. As regards the drawbacks, some students considered oral presentations embarrassing and that project work was a lot of work.

Sierra (2001 and 2008) reports the results of a study involving 1021 students and 14 teachers of English and Basque language in different secondary schools in Álava (Spain). The language programmes were implemented through projects during five academic years. The project work framework included the use of a Notebook/Diary and a cooperative assessment scheme. The opinions of the 670 post-compulsory education participants enrolled in the subject English Language were gathered by means of a questionnaire which included both closed items and open questions. The students' evaluation of key aspects of the programme implemented regarding, among others, the implementation of project work and cooperative learning was very positive: 596 students (88.9%) judged the educational experience as very good or good; 541 students (80.7%) expressed their willingness to do the subject again through project work; 623 participants (92.9%) showed their preference for group work, and 618 students (92.2%) stated that they had improved their autonomous learning skills.

Also in secondary education in the BAC, Sierra (2011) conducted another study in the context of a CLIL classroom in which 59 1st year secondary students carried out music projects. A 29-item questionnaire was administered at the end of the programme to gather students' opinions about the programme. Results showed that 51 students (87% ) had a *good* or *very good* impression about the programme, 47 (79%) felt *quite* or *highly motivated* and 50 (87%) would choose a cooperative project work based programme If they had to do that programme again. 54 students (93%) reported having learnt considerably, in particular, receptive and productive skills in English. Only 5 students (8%) did not like the experience of working in groups. Regarding the collaborative assessment process, most of them liked assessing their own oral presentations (67,8%) and their classmates' (79,3%) and found it easier to assess their classmates' oral presentations (72,4%) than their own (62%).

Another study about students' perceptions was carried out by Eyring (1997) at tertiary level, in which evaluations of a group of ESL students from a project-based classroom were contrasted to those of two non project-based groups. The students' products were of very good quality, and the students' opinions about the course in general turned out more positive than the non-project classes and rated the support given by the teacher as the most valuable aspect of the course, followed by learning to write essays and papers. However, they also reported that they would have liked more traditional ways of instruction such as teacher-centred lectures and more focus on forms activities. They would also have liked to be corrected more frequently by the teacher. Eyring (1997) proposes to include some traditional ESL activities in the implementation of projects.

In the context of EFL at tertiary level in Turkey, Kemaloglu (2006) conducted a study on students' evaluations of project work which showed positive results as regards

content learning, improvement of oral presentation, vocabulary, translation, computer, writing, and research skills. The study also reports benefits in terms of grammar reinforcement and awareness of the advantages of disciplined study. With regard to drawbacks, students reported lack of interesting topics, inappropriate teacher guidance, weak speaking and listening improvement, lack of time, inadequate computer access, plagiarism and too much translation.

Beckett (1999) carried out a study where secondary ESL students from Asian countries taught through project work in a Canadian secondary school evaluated the course. The results showed that a majority of students did not like the experience. Some of them assessed project work positively and reported that they liked it because through projects they learnt how to write better, how to conduct research, and how to present and convey their findings. There were students with mixed opinions about projects who admitted having enjoyed project work because they ended up with an in-depth content knowledge and with an improvement on research and presentation skills. On the other hand, they rated it as demanding too much work and time, and being stressful as regards the oral presentation task. The students, who had negative perceptions toward projects, argued that project work was too difficult and it was too much work. According to them, the most difficult aspects were those related to make oral presentations, and the process of searching for the proper information to include in their projects. They also stated that it was more important to learn grammar and vocabulary than other skills, and that that knowledge should be drawn from their teachers' explanations and textbooks.

Both Beckett (1999) and Eyring (1997) argue that the ESL students did not have a student-centred educational background in their studies, and therefore were not used to either negotiating the syllabus or to learning from authentic materials. As Beckett (2005 in Kemaloglu, 2006: 47) suggests, "the teachers must have the students [...] get



accustomed to project-based instruction by addressing their conflicts before they implement project work”.

In the same way, Wilhelm (1999) and Moulton and Holmes (2000) carried out studies in ESL contexts in the US, and students' evaluations also turned out to be mixed. In Wilhelm's study (1999) most students reported having had opportunities to interact with native speakers and taken an active role in their learning process. On the other hand, some students declared having felt anxious and stressed by projects. In the case of Moulton and Holmes' study (2000), the totality of students who finished the course at university reported they felt proud and satisfied with their work, since they had improved in research, writing, and presentation skills. Moreover, when they were interviewed two years later, they reported having made use of what they had learnt with project work in the subsequent classes. In spite of that, as Moulton and Holmes (2000) reported, the rate of students who withdrew the course was too high because they considered the course being too difficult; others thought that ESL courses should be devoted to the teaching of linguistic aspects, leaving aside other tasks.

In an attempt to avoid this negative attitude towards project-based instruction, Beckett (1999) and Wilhelm (1999) suggest that students should be well informed of what the benefits of working with projects are; it is important that they understand why this methodology is used and what the goals and the potential benefits of project work are. For that purpose, Beckett & Slater (2005) put forward a tool called “The Project Framework” so that teachers could explain to their students that through projects language, content and skills are learnt and improved at the same time.

## 3. RESEARCH QUESTIONS AND METHOD

### 3.1. Research paradigm

Our investigation can be considered within the Action Research approach, whose main objective is to give teachers insight into their teaching practice so that they can undertake changes to improve it. Mills (2003: 4) gives the following definition of action research:

*Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes.*

Action research is carried out by teachers and for teachers. That is, it is designed to give useful information to teacher about what works best in their classroom; it can be considered, as Wallace (2000, in Sadeghi, 2012: 72) argues, “(...) a small scale, contextualised, localised, and aimed at discovering, developing, or monitoring changes to practice” where results cannot be generalised.

According to Kemmis and McTaggart (2000), the process is characterised as being cyclical and it is as follows: (1) the development of a plan to improve the aspect it has been chosen. (2) the plan is implemented, observed and results are documented and (3) a reflection about the results for further planning takes place to undertake a new cycle.

Figure I. shows this process:

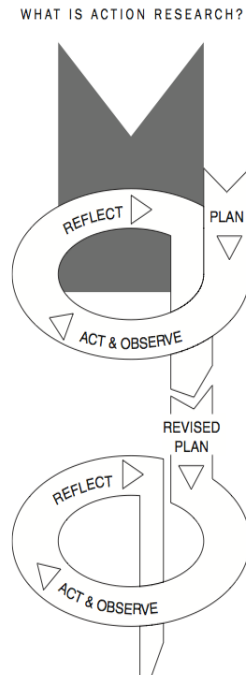


Figure I. Action Research process. Kemmins & McTaggart (2000: 564)

For the purpose of the study this scheme was followed. Step (1) will be presented in Section 4 where the implementation of the plan will be described. Step (2) will be covered in Section 5 and 6 where results of this study will be presented. Finally, step (3) will be displayed in Section 6 and 7, where reflections and conclusions on the cycle and the resulting pedagogical implications will be put forward. These conclusions and pedagogical implications will be the foundations to undertake a new cycle of action-research with the aim of reflecting on what we have done and improve our future practice in the classroom.

### 3.2. Research questions

This study aims at investigating the implementation of a project based programme in a secondary classroom of Basque as an L2 in Navarre, Spain, focusing on the students' appraisal of project work and group work, their perceptions of learning gains, their views on the collaborative assessment scheme used, and their evaluation of their learning experience using a Notebook/Diary. The research questions considered for the study are as follows:

- (1) How do students evaluate the process and results of the implementation of

project work?

- (2) What specific learning gains regarding language skills, grammar and vocabulary do the students report about project work?
- (3) What are the positive and negative aspects of group work?
- (4) What are the participants' impressions about the cooperative assessment scheme used throughout the programme?
- (5) What are the benefits of using a Notebook/Diary to foster language awareness and to assess individual work?

### 3. 3. The context

#### 3. 3. 1. The status of Basque in Navarre and language models in secondary education

The study was conducted in a state school of Pamplona, Navarre, which offers the whole secondary schooling, both compulsory and post-compulsory within the A model (Basque as a subject) or the G model (instruction entirely in Spanish).

With regard to the teaching and status of the Basque language, Navarre is divided in three linguistic areas: the Basque speaking area, in the north, where Basque and Spanish languages are co-official and the teaching of Basque is compulsory; the Non Basque speaking area, in the south, where only Spanish is official and the teaching of Basque is limited to the A model and only if the demand is high enough; and the Mixed area, in mid Navarra, where Basque is not co-official, but students can be schooled either through Basque (D model), take Basque as an optional subject (A model), or receive instruction entirely in Spanish (G model). Pamplona, the capital, is located within the mixed area.

Students who study in the A model take Basque for 3 hours a week, except for the post-compulsory secondary students who take it for 4 hours. Students must remain within the model the whole compulsory secondary education where they can drop it or continue for one or two more years during the post-compulsory secondary education.

As regards instructional materials, mainly textbooks published before the advent of the Common European Framework of Reference (Council of Europe, 2001) are used, and therefore the focus is more on grammar accuracy than in communication skills, a fact reinforced by the format of the Basque tests students have to take to enter University.

The school, as many in Navarre, takes part in a collaboration programme between the *Escuela Oficial de Idiomas a Distancia de Navarra* (EOIDNA) and secondary schools where the students are prepared and assessed in official certificates for languages (Basque, French, English and German) without adding any extra classes. Students are provided and trained by the teacher with materials designed to prepare the tests. Besides, The Department of Education provides with a conversation assistant who comes to the school once a week to reinforce the speaking practice during the last semester of the academic year. Ten of the students who participated in this study were enrolled in the programme.

### 3.3.2. Background of the study

Throughout our years of teaching in this school, I have arrived at the conclusion that after more than ten years of learning Basque at school, students were not able to use the language for communicative purposes, and the feeling of disappointment and demotivation among them usually grew to such a point, that most of them used to quit the subject when the occasion arrived.

Basque is a difficult language to learn in the school context due to its complex grammar, especially if the input received is weak, as is the case for the A model, which consists of teaching the language as a subject for 3 periods a week. In addition, since we are dealing with a minority language, adequate, up-to date and motivating materials and resources are scarce. Being that so, a shift in our teaching practice was considered appropriate so that our students would regain the motivation and go further in their learning process.

Implementing a project based course was considered very appropriate to these students, since it was a small group of post-compulsory secondary students, 12, and their language level ranged from low- intermediate to advanced.

### 3. 3. 3. Participants

12 students took part in the study, the whole class of Basque Language and Literature I in the first course of Post-compulsory secondary education. These students did Basque as an optional subject, whereas the rest of their classmates, around 150, studied French, German, ITC or Geography and History of Navarre.

Ages ranged from 16 to 18, and there were 4 males and 8 females. A questionnaire administered at the beginning of the course (see Appendix I) established that all participants had Spanish as their L1 and had been schooled in the A model since they were three to five years old, with the exception of three students who had been schooled in a D model (all subjects in Basque and Spanish as a subject) for some years, and another student who had been schooled in a B model (60% Spanish, 40% Basque) until the age of 8 years.

With regard to the level of proficiency in Basque, it ranged from low- intermediate to advanced. Four students had already passed the B1-level exam and were prepar-

ing for the B2-level. Six were to take the B1 exam. One had already passed the C1 exam, and another one was not taking any at all.

Regarding the reasons they took the subject, all of them admitted they liked it very much and wanted to improve their level. Some of them also mentioned that it was easy to get good marks. It has to be highlighted that some of them were used to getting very good marks with little effort, whereas some others were used to getting also very good marks, but were very hard-working.

With respect to their interests, the most mentioned topics were music, travelling and sports. They were also asked about their experience with projects, and all the participants reported having worked once with projects in the subject of Technology, found it entertaining and considered it as another way of doing things. A summary of the students' data can be seen in Table III:

<b>Number of participants</b>	12 students		
<b>Sex</b>	4 males	8 females	
<b>Years learning Basque</b>	10-13 years		
<b>Proficiency level</b>	Advanced- 4 students	Intermediate - 5 students	Low intermediate- 3 students
<b>Language Qualifications</b>	C1- 1 student	B1- 4 students	
<b>Course in the official Language School</b>	B1- 6 students	B2.1- 4 students	
<b>Motivation to study</b>	liked it	it was easy	to get good marks
<b>Marks expected</b>	Good marks	between 8 and 10	
<b>Topics of interest</b>	Music	Sports	Travelling
<b>Experience with projects</b>	In the subject of Technology		

Table III. Information from the background questionnaire

## 3.4. Instruments and data collection

Two main procedures of data collection were used: a questionnaire administered at the end of the course which consisted of 37 items and discussion groups. The questionnaire contained a combination of open-ended and close-ended questions intended to avoid the negative aspects that according to Oppenheim (1992) a close-ended questionnaire has, among others, an incorrect questionnaire design, possible errors in interpreting data, questions not answered or misunderstandings. The discussion group, on the other hand, and according to Iglesias-Alvarez and Ramallo (2002) is a very useful tool for collecting data that would be difficult to obtain by using a written questionnaire, due to the interaction that takes place among participants, in which they listen to their counterparts' memories and experiences, helping them to refresh and stimulate their own.

### 3.4.1. The questionnaire

At the end of the course, students were administered a questionnaire (Sierra, 2011: 236-239) which was adapted to the study with the purpose of eliciting the students' evaluations of different issues related to the implementation of the programme. The questionnaire consisted of 37 items, 31 of them being close-ended, and 6 of them open-ended. A Likert scale of four options was used for the close-ended items. The questionnaire (Appendix II) was given in Spanish but students were free to use the language they preferred. Two students completed it in Basque, and the rest did it in Spanish.

The close-ended items can be categorised in five sections:



- ❖ General impression of the course, their motivation and amount of work and their perception of having participated in the organization of the course (items 1, 2, 3, 4, 5, 35)
- ❖ Learning gains: language skills, presentation skills, translation skills, grammar and vocabulary (items 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
- ❖ Topics and format of the projects, materials and support given by the teacher (items 16, 17, 18, 22)
- ❖ Group work (items 19, 20)
- ❖ Autonomous learning (item 23)
- ❖ Assessment process (items 24, 25, 26, 27, 28, 29)
- ❖ The Notebook/Diary (items 32, 34)

As regards the open-ended questions (items 21, 30, 31, 33, 36, and 37), they seek to obtain more information on: the students' group experience preparing and presenting their projects, changes in the format of the different projects, their role as teachers and assessors, the notebook they had to use and the teacher's work. The last item gave them the chance to propose further suggestions.

### 3.4.2. Discussion groups

The students were divided into two groups, six students each, for the discussion session. Each session lasted one class period, that is 45 minutes. The sessions were held in Spanish and were video recorded and transcribed for later analysis.

Some questions and comments were prepared by the teacher and used as prompts, and the students gave their opinions about them. Sometimes direct questions were addressed to some students to make them talk, since they had not intervened otherwise. One student did not attend the session.

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## 4. CHARACTERISTICS OF THE PROGRAMME: BASQUE LANGUAGE AND LITERATURE I

In this section the structure of the projects and the methodology used, including the use of the *Notebook/Diary* and the assessment scheme will be detailed.

### 4.1. Projects structure and methodology

The course was divided into three school terms, each of them having a project as the main classroom activity, as it can be seen below (in Basque in the original):

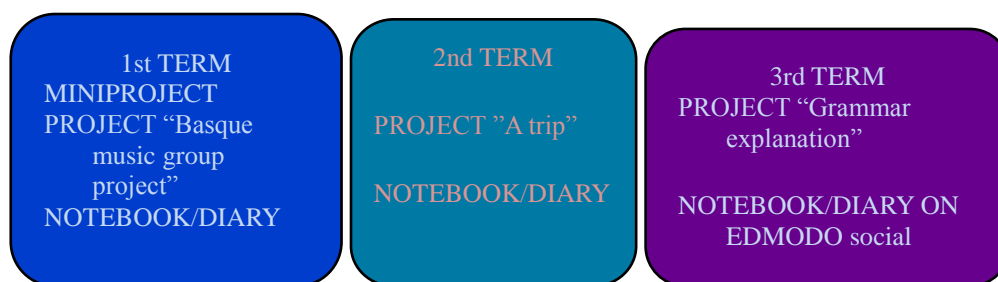


Figure II. Programme structure

- ❖ 1st Term: EUSKAL MUSIKA TALDE BATI BURUZKO PROIEKTUA (BASQUE MUSIC GROUP PROJECT)

The first two weeks were devoted to explain to the students participating in the experience what working with projects consisted of. The teacher explained why this methodology was chosen. As students did not have previous experience with projects, at least in Basque, a mini-project was carried out in order to train them. They were divided into three groups and they prepared a very brief presentation on *Tuenti*, the most popular social network among Spanish teenagers. Before the presentation some guidance was given so that their presentations were better. After the presentation, feedback and corrections were made for future presentations. Figure III shows the structure of this project:

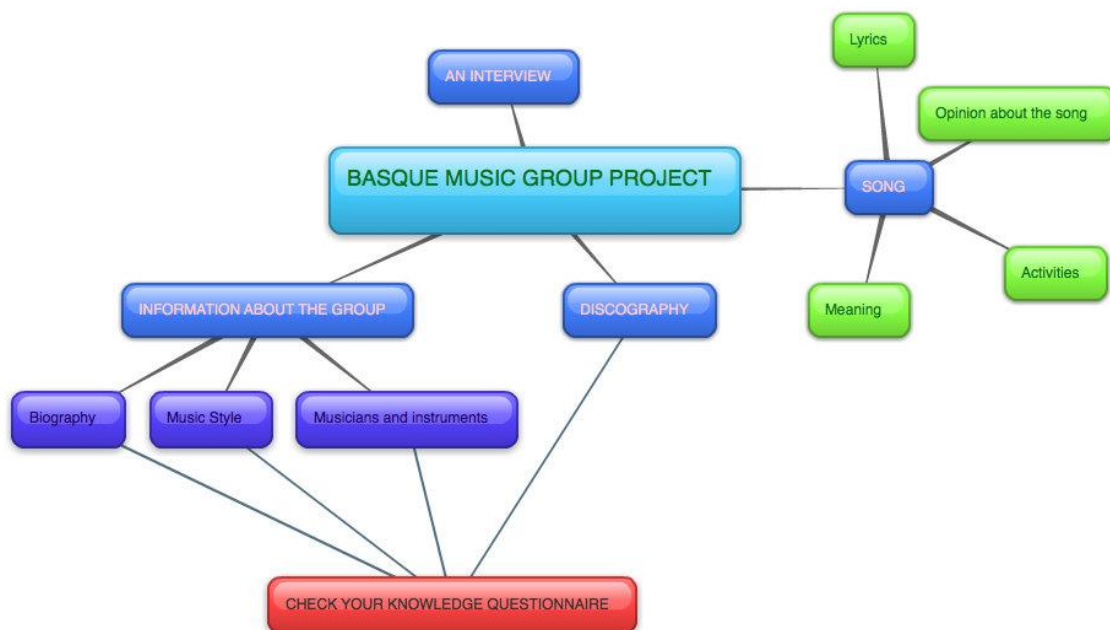


Figure III. Structure of the project *Euskal Musika talde bati buruzko proiektua* (Basque music group project)

Three groups of four students were done, according to the criteria of language proficiency, working capacity and interests. The students, then, were given some web-pages so that they could choose a group to work on. The music groups/musicians chosen were: *Berri Txarrak*, *Ken Zazpi* and *Kepa Junkera*. The first step (*Taldeari buruzko informazioa/Information about the group*) was to search information about the group/musician, the biography, group members, instruments they play and the discography. The next step was to prepare a questionnaire called *Ulermena neurtzeko galdetegia* (Check Your Knowledge Questionnaire) to check their classmates' understanding of the information given during the groups' presentation. In the next step, the students wrote an imaginary interview (*Elkarrizketa*) conducted with the group of their choice, where the information selected for the project was used in an attempt to imagine the group's answers to the questions. In the last step, *Kantua* (Song), the students chose one song and prepared a text explaining its meaning and justifying their selection. They also prepared some activities to work on the song, *Kantaren Lanketa* (Work on the Song), such

as filling the gaps, correcting errors, finding synonyms, etc. Finally, for the oral presentation each group prepared a Power Point which included a conceptual map, a brief selection of the information, and the discography (see [Appendix III](#)).

16 sessions were devoted to accomplish the project, and 3 more were used for the students' presentations and the assessment. The assessment procedure consisted of a self-assessment of the group that carried out the oral presentation while the rest of the groups and the teacher also assessed the group's performance using the assessment instrument called *Ahozko Azalpena Baloratzeko Fitxa* (Oral Presentation Assessment Report) which included the assessment criteria.

❖ 2nd Term: BIDAIA BAT (A TRIP)



Figure IV: Structure of the Project *Bidaia bat* (A trip) (In Basque in the original)

In this project the students had to choose, among a wide range of destinations, the one they liked the most, and prepare a 7-10 day trip for the whole class. The stu-

dents were grouped in threes and their first task was to watch some travel videos from ETB1, the Basque broadcasting channel, and choose a destination. The destinations chosen were: Wien, Istanbul, Miami & Orlando, Philadelphia & New York. Before starting looking for information, some e-mails were sent to some travel agencies asking for help.

The project had four parts: The first part, *Informazio orokorra* (General information), consisted of general information about the destination: geography, history, economy, language, climate, culture and so on. The second part, *Joan aurretik* (Before departure) aimed at collecting tips that should be taken into account before the trip, such as prices, tips, electricity, alcohol, clothes, etc. The third part, *Egunez egun* (Day by day), the most enjoyable one, where students developed a day by day programme which included where to go, where to eat, where to sleep, transportation, total prices, etc. The last part, *Idatziak* (Writings), consisted of writing three letters: two aimed at informing parents and the principal of the school about the trip and, the third one, a formal letter of complaint to the flight company, just in case it was needed.

This project took 24 sessions to be completed, the whole 2nd term, and the oral presentations took place at the beginning of the 3<sup>rd</sup> term. As it was done for the first project, each group prepared a PowerPoint presentation along with a questionnaire to check the students' understanding of the presentation (see [Appendix IV](#)). The presentations lasted 50 minutes, assessment included. As for the assessment, the procedure used in the first project was carried out, that is, the group presenting self-assess their presentation while the rest of the groups and the teacher also assess the performance using the assessment instrument called *Ahozko Azalpena Baloratzeko fitxa* (Oral Presentation Assessment Report).

❖ 3rd Term: GRAMATIKA AZALTZEN (GRAMMAR EXPLANATION)

Feedback received throughout the previous two terms of the course, confirmed that students were demanding more grammar explanations and exercises. Besides, due to some calendar issues and to the time we devoted to the oral presentations of the second project, this 3rd term turned to be very short. Being that so, a very simple and short project was designed for this last term: a grammar project, which consisted of a very brief explanation of a grammar item along with some exercises to do online in [Educaplay](#), a platform to create multimedia teaching activities.

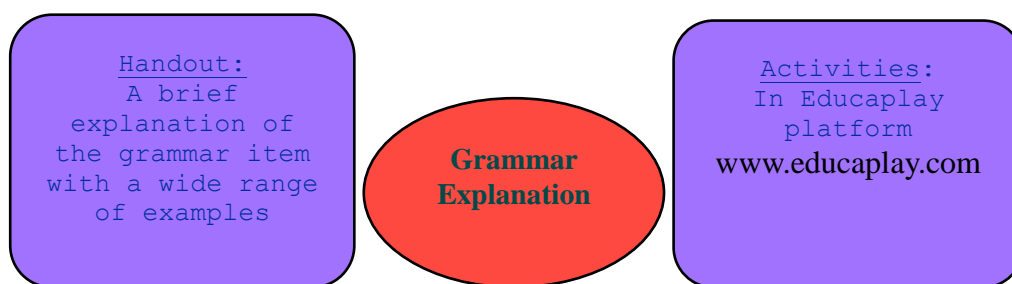


Figure V: Structure of the Project *Gramatika azaltzen* (Grammar Explanation) (In Basque in the original)

In groups of three, students chose a grammar item from a list. The following items were chosen: *Erlatibozko esaldiak* (Relative clauses), *Denborazko esaldiak* (Temporal clauses), *Nominalizazioa* (Nominalization), *Esaldi kontzesiboak* (Concessive clauses). The students were given photocopies from grammar books, both in Basque and in Spanish. For the exercises, some websites were recommended. The students, then, prepared a handout which contained a brief explanation of the item along with a variety of examples. They also created some exercises, such as fill in the gaps, translate the sentences, correct mistakes, and so on in [Educaplay](#) platform (see [Appendix V](#)). It took them 8 sessions to complete the project.

For the oral presentation, the groups distributed the handout and explained the content, giving as many examples as possible. Then, computers were used to complete the exercises. The students logged in *Edmodo* and clicked on the exercise's URL. In the meantime, the members of the group presenting tried to answer the questions their classmates asked. For the assessment, the same procedure used in the two previous projects was followed. Each presentation lasted one class-period (50 minutes).



Figure VI. Example of one of the group's oral presentation agenda on Edmodo

## 4.2. The Notebook/Diary

As it has been shown in Figure I, each term had two basic pillars: projects and the *Notebook/Diary*. In this section we will describe its features and how it was implemented.

Based on Sierra's (2001) work to integrate the use of the *Notebook/Diary* as an assessment and language awareness tool, the *Notebook/Diary* was also used in this programme as a means of keeping track of individual work and to foster the students' reflection on their own learning process. The *Notebook/Diary* was divided into four parts: *Agenda* (Agenda), *Zer ikasi* (Learning), *Bakar Ikasketa* (Autonomous Learning), and *Esperientzia Pertsonala* (Personal Experience). In *Agenda* (A), students copied the les-

son plan from the blackboard and summarized what was done each class session. In *Zer Ikasi* (ZI), they were asked to weekly collect what they had learnt through their projects with regard to grammar, vocabulary, content and skills (Becket & Slater, 2005). In *Bakar Ikasketa* (BI), a weekly activity had to be completed. The autonomous activities the students carried out included grammar exercises, vocabulary worksheets, watching a video and doing a summary, a writing, etc. To help the students in this autonomous process, a bank of activities and a list of websites were provided by the teacher. Some of these activities for the *Bakar Ikasketa* (Autonomous Learning) were set by the teacher, usually four to six, but they were free to choose other activities they preferred. This part aimed at rising autonomous learning skills among students, since it was them who had to decide on what type of activity to do each week. These activities needed to be varied in type and quality (see Appendix VI for an example). The fourth part of the *Notebook/Diary* was the *Esperientzia Pertsonala* (Personal Experience), a weekly report of the work carried out by the group, classroom issues or anything they wanted to comment on. This part would not be completed in the *Notebook/Diary* physically, because the social network called Tuenti was used for that purpose. Basically, students had to send a weekly message of four-five lines to the teacher telling her how they were feeling in their groups, problems they might have, suggestions, complains, and so forth.



Figure VII. Example of *Esperientzia Pertsonala* (Personal Experience) on Tuenti



This procedure was followed during the first and second term. For the third term, some changes were made. The physical *Notebook/Diary* was left aside and everything was sent to the teacher via [Edmodo](#), a social learning platform. The next figure shows what it looked like:



Figure VIII. Agenda and *Bakar Ikasketa* (Autonomous Learning) on Edmodo

In addition, the students did not longer copy the Agenda, because it was posted on *Edmodo* each day by the teacher. The ZI (Learning) changed from being submitted weekly to doing it at the end of the project, due to the students' constant requests. This change took shape through a process of self-reflection by the students and the teacher on the ZI process. The BI (Autonomous Learning) also changed shape, as some of the activities were required to be self-recordings and some others, writing exercises from the *Escuela Oficial de Idiomas a Distancia de Navarra* (EOIDNA). With regard to deadlines, instead of submitting everything at the end of the term, some deadlines were set and students handed in their assignments and got feedback gradually.

### 4.3. Assessment scheme

The assessment scheme used followed Sierra's (2008, 2011) guidelines and was adapted for this study. It included both formative (aiming at giving feedback to the teacher and the students) and summative assessment (aiming at measuring progress and learning and giving marks).

The scheme combines the assessment of Group Projects, which constituted the 60% of the total mark, and the *Notebook/Diary*, the tool used to measure individual work, which constituted the 40% of the total mark.

#### ✓ **Project's assessment scheme**

The assessment scheme to assess the projects was divided into two areas: The assessment of the Group work and the written product and the assessment of the Oral Presentation. The mean of both was the 60% of the final mark.

#### Group work and written product assessment

The students in groups prepared their projects' drafts and handed them to be corrected. After the teacher's corrections and feedback, they were given a deadline to return their final product. The students then carried out a group work assessment.

A document called *Talde lanaren balorazio fitxa* (Group Work Assessment Report) was used as a tool, and it can be seen in the next figure:

## GROUP WORK ASSESSMENT REPORT

---

**3rd Term:**  
Name : .....

*Asses your individual and your group-mates contribution to your group during the process of elaboration and presentation of the Project according to the following categories:*

(0-4): Poor, not enough  
 (5-6 ): Satisfactory. Worked, but late and  
 (7): Good. Worked  
 (8-9): Very good, Did the sharing and willing to help  
 (10): Excellent, took the responsibility of the group; always ready to work and help

*Take into consideration the following aspects:*

1. Giving and sharing ideas.  
 2. Written Product process: Selecting, reading, organizing materials and draft correction.  
 3. Written Product process: work on different parts of assignment.  
 4. Written Product: final elaboration: typing, drawings, photos,...  
 5. Oral Presentation process: Selecting, adapting and organizing agenda and materials/aids.

NAMES	1	2	3	4	5	MARK
1.						
2.						
3.						

**Justify your marks and comment on the work of your group**

- 1.
- 2.
- 3.

Figure IX. *Group Work Assessment Report* (in Basque in the original)

Each member of the group, individually, filled out the document which included both their self-assessment and the assessment of the members of the group. For each section the student had to answer some questions related to effort, contribution, sharing, etc. At the end of the document, they had to give a mark to each member of the group, and include their own mark. The marks given had to be justified (see Appendix VII for an example). The teacher gave a mark to each of the members according to the product's quality, class observations and the information taken from the EP (Personal Ex-

perience) section. Finally, the students overall mark as regards group work was obtained from the means of the three marks: the students' self mark, the means of the marks given by the group members and the teacher's mark.

Oral Presentation assessment

After every oral presentation, the students had to assess their own presentation while the rest of the class groups and the teacher also assessed it using the same instrument. The instrument we used was *Ahozko azalpena ebaluatzeko txostena* (Oral Presentation Assessment Report) (see Appendix VIII for an example), which included a brief description of the assessment criteria, such as communicativeness, language competence, classroom management, clarity of explanations, etc., as can be seen in the next figure:

**ORAL PRESENTATION ASSESSMENT REPORT**

---

- GROUP: \_\_\_\_\_

- DATE: \_\_\_\_\_

- EVALUATED BY GROUP: \_\_\_\_\_

NAMES: 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Introduction	YES	NO
Conceptual Map	YES	NO
CYNQ	YES	NO
Worksheet	YES	NO
Everybody participated	YES	NO
Everybody spoke Basque	YES	NO
Assessment	YES	NO

Excellent (9-10)	Good (7-8)	Satisfactory (5-6)	Poor (0-4)
------------------	------------	--------------------	------------

	MARK
Language and communicativeness	
Introduction	
Information: Conceptual Map	
CYKQ	
Worksheet	
Class management	
Time management	
Originality and enjoyment	
<b>TOTAL MARK</b>	

**JUSTIFY YOUR MARK :**

Figure X: *Oral Presentation Assessment Report* (In the original in Basque)

The students in their respective groups agreed a mark for each section and finally, an overall mark was given. A justification for the mark given was also required.

The final mark of each group was the result of the means of all the marks given by the class groups, along with the group performing the oral presentation and the teacher's mark. The next table shows an example:

Group	Self-assess.	Groups' means	Teacher's mark	Final mark
G1	9.7	8.6	9.8	9.37
G2	9	8.25	7.6	8.28
G3	9.25	7.7	8.2	8.20
G4	9.21	8.5	9	9

Table IV. Marks given to groups in one project presentation

✓ **The Notebook/Diary's assessment scheme:**

As it has been said above, the *Notebook/Diary* was utilised to assess individual work. At the end of each term, the students handed their *Notebook/Diary* in to be graded. Before that, students would do their self-assessment filling a document called *Koadernoaren Balorazio Txostena* (Notebook Assessment Report) according to previously agreed criteria such as appearance and organisation, effort done, quality and difficulty of exercises (see Appendix IX for an example).

The teacher, then, revised each of the notebooks to give a grade for each section. The final mark for the notebook was the result of the means of both the student's and the teacher's mark. At the end of each term, once both parts of the assessment process, projects assessment and the *Notebook/Diary* assessment, were completed, the teacher would have a tutorial session with each student to give feedback on his/her progress and agree the final mark.

The following table shows an example:

	STUDENT	TEACHER
PRESENTATION, ORGANISATION, EFFORT (Quantity, quality, care....)	9	9
LEARNING(Quality of the sections and detail...)	9	9,5
AUTONOMOUS LEARNING (Difficulty and variety)	9	9,5
PERSONAL EXPERIENCE (length, information given, suggestions, constructive critics)	9	9
LANGUAGE: Communicativeness, fluency, accuracy		9
FINAL MARK	9	9,25
	9,15	

Table V. Example of a Notebook/Diary's assessment

## 5. RESULTS

In this chapter the quantitative and qualitative data gathered through the instruments used will be analysed. In doing so, the results of the students' evaluation about project work will be presented.

### 5.1. The questionnaire

#### 5.1.1. Close-ended questions:

With regard to the impression of the course, nine students (75%) went for the very good or good option (item 1). Their motivation (item 2) was also very high as ten students (83%) responded a lot or quite. Consequently, the majority of them would rather do project work (item 3) if they had to take the subject again; however, this answer is not a clear-cut opinion as only six students (50%) went for project work and six, chose the other option. Nevertheless, when they justified their answer, most of them (ten students, 83%) opted for project work but as long as projects were much shorter. As regards work done (items 4 and 5), nine students (75%) admitted having worked a lot or

quite.

As far as learning gains are concerned, ten students, thought they had learnt a lot or quite doing and presenting their projects (item 6), whereas nine students (75%), believed that they had learnt a lot or quite listening to their classmates' projects and doing the exercises proposed (item 7). From these answers, it can be concluded that students are quite satisfied with the learning resulting from the programme. However, when it comes to questions related to specific learning gains, such as oral comprehension (item 8), oral expression (item 9), writing skills (item 10), reading comprehension (item 11), presentation skills (item 12), translation skills (item 13), grammar (item 14) and vocabulary (item 15), results are not that positive, as it is shown in the table below:

ITEM N°	8	9	10	11	12	13	14	15
<i>A lot</i>	1(8%)	2(17%)	3(25%)	0%	2(17%)	3(25%)	0%	0%
<i>Quite</i>	5(41%)	6(50%)	6(50%)	6(50%)	6(50%)	6(50%)	4(33%)	8(66%)
<i>Little</i>	6(50%)	4(33%)	3(25%)	6(50%)	4(33%)	3(25%)	8(66%)	3(25%)
<i>Very little</i>	0%	0%	0%	0%	0%	0%	0%	1(8%)

Table VI. Results concerning specific learning gains

What first catches the eye is the poor results for grammar improvement (item 14), since only four students acknowledged having learnt quite in the domain of grammar, whereas eight students (66%) answered they had learnt little. The best results were reported in writing (item 10) and translation skills (item 13): nine students, (75%), selected the quite/a lot options. The next place is for oral expression (item 9), presentation skills (item 12) and vocabulary (item 15) where eight students chose the quite/a lot options. The students' perceptions concerning improvement in Oral comprehension (item 8) and reading comprehension (item 11) were divided since six students went for the quite/a lot options and another six chose the little option.

All of the students admitted that the materials provided by the teacher had helped them to do and present their projects (item 16) and the guidelines given by the teacher (item 17) were also valued as very positive, since nine students (75%) opted for the a lot/quite options. Topics (item 18) covered by the projects were considered interesting by eight students (66%) who chose the quite/a lot options. Four students went for the little option. The format of the projects was rated very high as nine students (83%) thought it was good or very good.

Items 19 and 20 had to do with their experience in group work. Answers were unanimous with regard to their enjoyment within their groups (item 19): the whole class went for *high* and *very high*. Item 20 asked about their degree of satisfaction within their groups in each of the three projects implemented, as we can see in Table VII:

PROJECT	VERY HIGH	HIGH	LOW	VERY LOW
Musika taldea	6 (50%)	6 (50%)	0%	0%
Bidaia bat	10 (83%)	1(8%)	1(8%)	0%
Gramatika azaltzen	5 (41%)	5 (41%)	2 (17%)	0%

Table VII. Level of satisfaction within the groups

Working in the project *Bidaia bat* raised the highest level of satisfaction. In item 21 students explained their experiences within each project. This open-ended question will be examined later.

The students were also asked whether projects had any impact on improving their autonomous learning (item 23). Their answers were positive as 8 students chose the quite/ a lot option and 4 went for little.

Items 24 to 29 dealt with the projects assessment scheme. Half of the students thought that this being a no-exams course had benefited them whereas the other half thought that it did not benefit them (item 24). Nine students (75%) considered that the



instruments used for the assessment scheme were good or very good (item 25). Regarding their liking for assessing the groups' Oral Presentations (items 26 and 27), none of them liked it a lot; and their preference for assessing their own group or other groups' presentations bore no significant results as Table VIII shows:

Item 26. I like assessing my own group

A LOT	QUITE	LITTLE	VERY LITTLE
0	7 (58%)	5 (41%)	0

Item 27. I like assessing other groups' Oral Presentation

A LOT	QUITE	LITTLE	VERY LITTLE
0	6 (50%)	6 (50%)	0

Table VIII. Students' opinions about enjoyment of assessing

Items 28 and 29 dealt with the impression students had when assessing the Oral Presentations. That is, whether they considered it a difficult or an easy task. As Table IX shows most of the students found assessing difficult. The results also showed that they found a little bit more difficult assessing their own group's performance than others'.

Item 28. I find assessing my own group

VERY EASY	EASY	DIFFICULT	VERY DIFFICULT
0	1(8%)	8 (75%)	2 (17%)

Item 29: I find assessing other groups' Oral Presentations

VERY EASY	EASY	DIFFICULT	VERY DIFFICULT
0	3(25%)	9(75%)	0

Table IX. Students' opinion about difficulty of assessing Oral Presentations

### 5.1.2. Open-ended questions

The first open-question (item 3) is an explanation of the closed part of the item, which asked them if they would go for project work again. Although the close-ended question divides the class in two, half supporting project work and half, choosing other options, when they explained their opinions, the general impression is that they clearly enjoyed project work, though some of them would introduce some changes, in particular, they would like projects to be shorter and grammar should have a more significant weight in the curriculum. Only two students would prefer a more traditional methodology. One does not answer.

The following quotations summarise these ideas: (In Spanish in the original)

- ✦ Clearly liked the projects: *“I liked very much the program. I learnt a lot and I got a more self-confidence when speaking in front of the class.”* (student 7) *“We enjoyed very much the classes and we learnt Basque at the same time”* (student 9).
- ✦ Liked the projects but with modifications: *“It’s OK doing projects but, in my opinion, shorter, one each term and more grammar.”*(student 1) *“A combination of projects and grammar”* (student 3).
- ✦ Supporters of a more traditional method: *“This course has helped me in consolidating my knowledge and gaining fluency. Therefore, coming back to the traditional method would be better so that I could improve.”* (student 4) *“More oral tasks and exams”* (student 2)

The second open question (item 21) aimed at drawing students experiences while preparing and presenting their projects (tasks distribution, work load, etc) and problems, if any, they faced. Answers were given for each of the three projects. 12 responses were gathered, and it is clear that students did not have problems with task dis-

tribution and work load. Only a few comments for each project can be considered a little bit more negative regarding task distribution. In general, they enjoyed working together and acknowledged they learnt very useful things. They considered the second project, *Bidaia bat*, the most demanding but the most interesting at the same time, practical and linked to real life. The third one, *Gramatika azaltzen*, although a little bit boring for some, was found very useful as far as language learning is concerned. With regard to the first one, *Musika taldea*, they enjoyed it but it was also seen as the typical activity in language classes. The following examples show these ideas:

### **1st. Project. Musika taldea**

✦ **Problems:** Only one student reports they had problems with task distribution “*I liked it very much and I learnt a lot of things, but task distribution wasn't balanced at all. It was always the same people taking charge of them*” (student 7). There are students who report they had not any problem at all: “*We did the sharing very well and the presentation went also very well*” (student 6); “*Being our first project, everybody was motivated and all of us did our sharing*” (student 1).

✦ **Enjoyment:** Regarding whether they enjoyed this project, 5 students mentioned they liked it very much, 2 students did not liked it so much, and the rest did not answer “*I liked it, it was the most interesting topic we had worked on and we didn't have many problems*” (student 2); “*I liked it quite a lot*” (student 3); “*We worked very well in our group and the product resulted very good*” (student 7). Some who did not like the project so much reported the following: “*The most classical and perhaps the most boring. It's very recurring in language classes*” (student 2);

*"I didn't like the topic very much because I didn't like the group, but when we finished it I liked it more, and I learnt a lot, especially while the presentation time"* (student 8).

## **2nd Project. Bidaia bat**

Students acknowledged having worked very hard, but it was worth it as they had enjoyed it very much. The project was also very interesting and useful. Only one student reported he did not like it very much because he found it more difficult. Regarding problems they encountered, more comments on problems with task distribution are found, but they continue to be a minority.

✦ **Problems:** As it has already mentioned, some comments on unbalanced task distribution were given: *"There have been some differences regarding the contribution each person made, some worked very hard, others very little"* (student 1); *"The project was very interesting, there were many different destinations to choose among, but the group didn't help, it took them very much time to do things and there wasn't a real communication"* (student 3)

✦ **Enjoyment:** *"Very interesting, and practical at the same time, because we learnt how to organise trips, which can be useful in the future"* (student 4); *"The best project, where I learnt the most. The group worked very well. I liked it very much"* (student 11) *"This project is more interesting because you learn a lot about the destination you want to visit. We worked harder because you have to write about History, Gastronomy and so on"* (student 10).

### **3rd project. Gramatika azaltzen**

What students highlighted is that they had learnt considerably and they had worked accordingly; only two students reported that they had worked less. In addition, most of them found it necessary and quite interesting, although not that enjoyable. However, opinions were quite positive in this regard, as can be seen below. Regarding problems, no one reported any, even though two students acknowledged they had worked less this time.

✦ Problems: *“Due to computer related problems and because it was the end of the course I think we didn't work so hard”* (student 5); *“We worked very little which was evident in our bad presentation, but it could have been worse”* (student 9); *“No problem at all, all of us have worked the same, so there hasn't been any problem”* (student 3)

✦ Enjoyment and usefulness: One student did not like it at all *“I didn't like it, it was a little bit boring and I would change it”* (student 2); *“We distributed the work, but the topic wasn't that entertaining”* (student 6). On the contrary, many of them found it *“very useful, a good means to consolidate what we know”* (student 4); *“The project was interesting and the group was very good, there was a good communication and, in my opinion, it's been the best group and the project has helped me to learn”* (student 7); *“Perhaps the most boring project because nobody likes grammar, but you do learn a lot of things; it is also demanding because you have to “adapt” theory and look for activities to do during the presentation”* (student 10)

The next open question (item 30) asked students to comment on their experience assessing their classmates. Answers given clearly show that they found it very difficult

(8 students) due to factors such as friendship and lack of objectivity. Two students mentioned the usefulness of taking part in the process *“because you compare your work with other’s and you can see how it was; it is also useful to assess your own group members because we don’t usually work the same, and this must have its consequence”*(student 3). *“Assessing other groups is useful, because we learn from what they tell us”* (student 10). But overall, no one enjoyed the task, as it can be seen in the following comments: *“It is difficult to give marks to your classmates, because you want them to take good marks even though you think they haven’t done very well”* (student 1); *“It has been a very difficult task, because we all tended to give good marks to ourselves. And the same goes to the rest”* (student 4); *“It has been hard because all the groups did it very well”* (student 6).

Item 31 dealt with their experience as their classmates’ teacher. The general impression was that it had been very difficult but very useful at the same time. Aspects they mention:

✦ Usefulness as regards gaining in language fluency: *“It was hard since we aren’t fluent enough, when you try to explain something in your words, you get stuck; but you learn to overcome the situation”* (student 2) *“Very good experience because it is important to do oral practice to improve it”* (student 6); *“You have to prepare it very well, as a result, you learnt to speak in front of the rest and your oral skills get better”* (student 11).

✦ Difficulty of drawing classmates’ attention: *“It’s complicated to get the whole class’ attention; but I enjoyed the experience very much because it helps you facing your fears”* (student 7); *“It’s useful to explain content to the rest, but it is difficult and you have to do it well and don’t bother them”* *“I know that they didn’t learn a*

*lot with me, because they didn't take me seriously; they see me as a classmate and not as a teacher" (student 1).*

Only one student did not like it at all because speaking in front of the class was a very difficult task for him/her *"As a matter of fact, I don't like very much doing presentations because I find it hard to speak to an audience" (student 12).*

The fifth question (item 33) asked about the usefulness of the *Notebook/Diary* as an assessment tool of individual work. Responses were given about each part of the *Notebook/Diary*:

- ◆ Agenda: Five students found it not very useful, but in general, they did not explain why. Only one student mentioned that although she/he considered important to know what had been planned for the class, copying it on their notebook was useless: *"This part is useless. To have it posted on Edmodo was useful in order to administer time, but I didn't see any utility in copying it on our notebooks" (student 4).* Positive opinions point out that it helps you keeping track of what has been done in class: *"Quite useful because you realise what's been done" (student 5); "It helps you to be up to date" (student 11).*
- ◆ Personal Experience (EP): 8 students clearly stated its usefulness and gave the following justifications: place to give opinions, facilitates detecting problems within groups, helps improving writing skills: *"I like it because you give your opinion, but perhaps not every week" (student 3); "Very useful to keep track of group work and help detecting problems within groups" (student 4); "It helps improving writing skills" (student 9).* Others were not that positive, as it can be seen in the following opinion: *"This is the less useful part, because if you have problems you have to solve them yourself" (student 10).*

◆ Learning (L): Opinions are divided. Five students found it useless or boring; four students, useful, and, two students difficult. Here we are some quotations showing these opinions:

- ❖ Useful: *“This part is useful because you write vocabulary and grammar learnt along the week, and you can take a look when needed”* (student 3);  
*“It’s quite useful because it helps you to learn more vocabulary and to raise awareness of what has been learnt”* (student 8)
- ❖ Useless and boring: *“I don’t consider it as important”* (student 1); *“I find them very boring and useless”* (student 7)
- ❖ Difficult: *“I think it is difficult, you need a very good memory”* (student 5);  
*“It was the most difficult part to fill”* (student 6)

◆ Autonomous Learning (AL): Most students, ten out of twelve, considered this part as the most useful one, because they felt they had learnt by doing it, as it can be seen in the next quotations: *“I like it because it forces you to do a writing or work a little bit more”* (student 1); *“The most useful part. The variety of activities, mostly in the third school term. It was very profitable. Besides, Edmodo Platform turned to be very useful to hand assignments”* (student 4); *“This part has helped me a lot to learn Basque and they have been really useful”* (student 6); *“It helps you working in a more autonomous way”* (student 10). The only not that positive opinion stated *“I think it should have been closer and no that broad and free”* (student 5)

The sixth question (item 36) dealt with their teacher’s work. All of them highlighted the help and support given by the teacher and that she had worked very hard: *“She has explained us how to do projects, she has helped us, solved doubts, and, in my case, has motivated me”* (student 1); *“She has helped us a lot, in the classroom and at home; she gave us guidance, exercises.... and she was very approachable”*



(student 3); *“She has worked hard preparing projects, web pages, writings... Among teachers the one who has worked the most. She has helped us in class and has taken care of things”* (student 11).

The last question (item 37) gave them the chance to add any suggestion or comment they wished, but only five students answered this question. Their comments dealt with the usefulness of the course and the methodology used. It has to be mentioned that these were very positive, although some pointed out that more grammar and more oral practice would have been better: *“This course has been very useful and profitable (...) The methodology used is the proof to support the idea that the traditional method isn't the only one, and perhaps, not the best”* (student 4); *“I enjoyed very much the course and I learnt differently and I found it very didactic”* (student 6); *“I think it's ok to work with projects, but I also believe that we should have practiced a little bit more of grammar”* (student 8).

## 5.2. Discussion groups

The students' answers were classified according to the research questions. The students' names have been changed to help preserve anonymity.

### 5.2.1. Working with projects: positive and negative aspects

Most students reported they liked working with projects, but unanimously admitted that they were very long. In their comments they said projects should take less time, and deadlines should be shorter. In addition, they stated they would have liked more grammar instruction provided by the teacher and a better balance between the time devoted to projects and to grammar. The following quotes illustrate these ideas: *“There should be more balance between theory, grammar, and practice, in projects. Two sessions devoted to theory and one to practice”* (Gorka ). *“Projects are ok but they are*

*too long. What I want is to learn; with projects I learn, but very little grammar”*

(Ainara). *“I found them too long, especially the second, and I only wanted to finish it; I was a little tired”* (Lorea).

Regarding the need of formal grammar instruction, they were asked whether the last project *Gramatika azaltzen* had fulfilled the grammar instruction they were demanding, and if they considered it as helpful and clarifying. They pointed out that they had learnt and understood quite well the grammar item they had to explain to the class, but they had not understood the explanations given by the rest of the groups and would have appreciated more teacher fronted explanations. Besides, the fact that only one class time was devoted to each grammar item was considered as poor: *“I learnt what I did, but what the rest did, I’m afraid I didn’t catch it; the project is ok but if you want to learn.....”* (Ainara). *“If the teacher had explained them, it would have been better; you do more exercises and explanations are better.”*(Inés) *“Teachers emphasise more, and repeat explanations, you have more time to assimilate; in our case, it was only one class”* (Eli).

Only one student considered that the presence of grammar instruction throughout the course was sufficient. She believed that being one project a “grammar project “was a very good idea, but she also added that she would have preferred it in the middle of the course and not at the end. She also supported students explaining grammar, and not the teacher: *“I think that the methodology used this course was very good. I enjoyed project work. And we did work on grammar. In fact, we did one grammar project (...). I am in favour of doing grammar projects or presentations in the second term”* (Maialen).

Others justified the need of grammar instruction and drilling because they were taking official exams at EOIDNA: *“I would have preferred grammar instruction at the*

*beginning of the course, so that I could assimilate and make use of it in writings for the EOIDNA” (Ainhoa).*

With regard to using projects as assessment tools instead of exams, they unanimously reported that through projects was easier to pass, because there was less anxiety and they did not risk everything on one test. With projects what counts is the effort you make throughout the whole process: *“If you take exams you risk everything on one test. It is more bearable with projects”* (Virginia). Another student mentioned the learning gained working with projects lasted longer than with exams: *“When you are doing projects you work hard on a topic, and when time to present it arrives you already master it; with exams, you study and throw it and that’s all”* (Maialen). On the contrary, two students admitted exams were easier for them as their mastery of the language was high and had to work less to pass and be given good grades: *“Projects are more demanding; if your level is high, exams are easier. From time to time, you have to hand in some assignment, but less load of work”* (Aitor); *“In my particular case, taking exams in this subject is much more easier, because I have to work less, but I enjoy projects; classes are more enjoyable”* (Eli). The latter also mentioned that different things or skills were learnt through projects *“You learn different things through projects, such as taking information, translating it, understanding things in Basque, and you learn expressions that don’t appear in text books”* (Eli).

### **5.2.2. Learning gains**

Most students reported having improved in oral and presentation skills. They also mentioned improvement in writing skills, self- confidence, and translation skills.

### Oral and presentation skills:

These students were not very used to speaking in front of an audience, at least in Basque. Therefore, this experience gave them the opportunity to improve their ability to convey information to an audience who is not very proficient and might have problems to follow their explanation. The most proficient student pointed out this idea: *"In my case, I have improved my expression skills; since I came to this school (she comes from a D model) I've lost a lot of fluency in Basque. This year I had to talk and present things, so I had to make myself understood. Perhaps you don't learn a lot of grammar and the language itself, but you learn to explain things in an understandable way..."* (Eli). Another student mentioned that, compared with the previous year, he had not got stuck each time he tried to explain something in Basque, and he considered it a step beyond. *"There are things we have learnt. Last year whenever we tried to say something in Basque we got stuck. This year, since we had to do presentations, we have improved. We haven't improved in the knowledge of "nor-nori-nork" or "naiteke", but we have improved a lot our oral presentation skills in Basque"* (Gorka). The most sceptical student as far as learning gains are concerned recognised that she had improved a little bit in oral and presentation skills *"When I have to present something I feel less anxiety, perhaps, I improved a little bit my presentation skills, but the rest.....I don't think so"* (Lorea).

### Writing skills:

The most mentioned learning gains were writing skills:

*"Mostly in writing skills. At the beginning of the course, you gave us a sheet with a questionnaire I wasn't able to fill in. Yes, mostly at writing"* (Inés); *"In the end, I have learnt Basque. Before I had many problems; and, writing skills, thanks to the*

*writings you assigned, even though I complain about them, it makes a big difference!"*

(Ainara).

### Fluency

Fluency was also very often mentioned, as it can be seen in the next two comments:

*"We all improved our fluency. Now I can say to myself "I'm going to do this writing without a dictionary" and I can do it. When speaking, I know that in a simple conversation I'm going to manage quite well. Things that I had to make a great effort to say, now I can say them without thinking too much. Sentences come out smoothly"*

(Maialen).

*"In fluency and in ability to be in front of the class. It has always been difficult for me"* (Virginia).

### Translation skills:

Some highlighted the importance of translation:

*"In translation skills, I think I have improved"*(Ainhoa); *"Translation practice is very useful, because we think first in Spanish and then, translate it into Basque"*

(Gorka);

*"In my opinion, translation exercises are necessary until one's mind goes alone"*

(Maialen).

### Grammar:

With regard to grammar, they felt they had not learnt new grammar content. Despite the fact their presentation skills had got better, their knowledge of grammar had not improved. As one of the students stated: *"With projects you learn how to present*

*something in front of an audience, but you don't improve your knowledge of the language. Perhaps we need more grammar" (Gorka); "Although I haven't learnt the "nor-nori" and this stuff, now I listen to you and I'm able to understand you" (Asier); "If I take a look at grammar, I say "it is the same as last year", but....." (Maialen).*

### 5.2.3. Group work: Positive and negative aspects

Students liked working in groups. They pointed out that they had worked in a very relaxed and friendly atmosphere *"It is more enjoyable group work than individual work"* (Inés).

They did not find any particular drawback, and all they reported can be considered as positive. They pointed out that sharing the workload had not been a problem at all, because groups were small and they were well aware that, unless they had done their sharing, the project would have failed. We can see here the idea of *individual accountability* (Johnson et al., 2002) *"they swim or sink together"*. One of the students summarised these ideas: *"Groups members have changed all over the course, so you talk to everybody and relationships have got better. Besides, I help you with this and you help me with that... Within smalls groups it's difficult to get out of the work, you have to do it! Within larger groups there is always someone who does nothing"* (Eli); *"All of us had worked to carry out the project. Each of us did their part. Because if you don't complete your part, it turns out incomplete"* (Gorka).

Weaker students admitted they had got help from their mates when needed and they valued the support they had received: *"You can be given help when needed. Eli, for example, knows well the language and can help you, and we have a very good relationship. There is less tension"* (Gorka).

Obviously, as it always happens, there were students who worked harder than others, but this was not seen as a problem, because differences were very slight, as this student stated: *"There are always people who work harder, take it more seriously and take more responsibility. And there is always someone who does the minimum. Depending on the group you are, effort made is not balanced. But, in our case it has gone unnoticed"* (Lorea).

However, there were some who mentioned that individuality had got blurred in group work, and perhaps some students should have obtained better grades than the rest: *"A drawback: individuality. For example, Eli should have got better marks just because she is more proficient. In the presentation she did more"* (Gorka).

One student mentioned the opportunity group work had offered to divide work according to personal interests, because *"You try that each one will work according to their abilities and interests"* (Maialen).

Finally, another one pointed out that group work should also be implemented in the rest of the subjects *"It makes classes more dynamic. You don't say anymore "oh, we have Basque now", you say "great!, we have Basque now"* (Eli).

#### 5.2.4. Collaborative assessment process

There was a unanimous opinion about collaborative assessment: it is very difficult and delicate. The students highlighted that friendship had determined and interfered excessively in peer-assessment: *"It is difficult because you have a very good relationship with everybody, and you don't want to look bad giving them a low mark. The relationship you have with them interferes in your decision"* (Gorka); *"If someone deserved to fail, I wouldn't like to be the one who gave them bad grades"* (Lorea).

Assessing their own group mates was considered quite positive, because as one student pointed out it was them, and not the teacher, who had witnessed the whole process and, accordingly, it was fair that the assessment were collaborative: *"It's ok that we take part in the assessment process, because the teacher doesn't have the whole picture. She can't be completely objective"* (Eli). However, what they really found hard was to assess the rest of the groups' performances: *"In my opinion, it's OK to assess your group, but, If a student from another group has to assess me, it's better the teacher does it"* (Inés); *"I don't like it. I like you, the teacher, to be the one in charge of the assessment"* (Ainhoa). The justification given was they did not want to give a mark to a "one day performance". According to them, the rest of the groups were supposed to have worked as hard as they had. *"We are not going to make any judgment about it, it's not our place. It's a teacher's task. I can do it with my own group; I can be told "you haven't done this" and answer: "OK, give me a lower mark", but to the rest... I don't agree with that"* (Ainara).

There were some who thought they did not have the skill needed to assess whether it was a good or a bad work, and thought they were not objective enough, and therefore, students' participation should be limited to the 20-30% of the total mark: *"We know how to justify, what is difficult is to reflect this with numbers. This is really hard and we have no idea (...) the 70-80% the teacher, students, the 20-30%"* (Virginia).

According to some, it should be only the teacher who gives marks *"If we do it, it isn't objective at all, because there are who always tend to give good marks and the other way around"* (Lorea).

Only one student took a clear stand in favour of collaborative assessment. She thought it was necessary that students took part in the process: *"I think it is beneficial to take part. There are who say "the teacher has failed me"; well, now it is your turn to*



*evaluate your classmates (...) Perhaps in the future we'll have to give marks. At University, I'm sure we'll have to*" (Maialen).

Nevertheless, when she mentioned the option of assessment without giving marks, all of them seemed to totally agree with her. *"Yes. Justify but without marks. It has been easier to say "yeah, the activity was OK" or, "The activity has been boring", or "That part has been too long" (Maialen). Another student's opinion: "Assessment, yes, but to give marks... I don't know; and then you think "I'm not going to give him/her a 5, because she is in my class. It's been a little boring, but I can't give him/her a 5" (Lorea).*

#### 5.2.5. The Notebook/Diary

As it has been explained before, students had to complete a notebook as an individual assessment tool. This notebook consisted of different sections which had to be filled frequently (see Chapter 4 for further information)

Students did not like very much the notebook, especially the Learning section, because they did not find it useful. *"The Notebook/Diary has not been helpful. The A.L. section, yes... but the rest, what for?" (Ainara); "A.L section was only important for me" (Inés). Some students mentioned they had nothing to write in the Learning section, but had felt obliged to search for something on purpose just to do the task "Sometimes we searched words and structures on purpose to write on the L. section" (Inés). Another student, on the contrary, thought there were too many things to recall: "The L. has been the most difficult part. You have to think hard because you have worked on such a large number of things, that it is hard to recall all" (Gorka).*

Some of them, however, found it helpful to recall the vocabulary that had appeared in class: *"To learn vocabulary, oh yes! it's helpful, but please, not every week!"*

(Lorea); *“You write it on, and although it goes unnoticed, you have seen it once, and it rings a bell”* (Maialen). Nevertheless, this section was found useful at the end of each project and as a reflection tool on the whole process. Students had a more global perspective of what they had been working on, and therefore, they could write about many things: *“At the end of the project, yes. But not every week, because there are times you don't learn anything, and other times you learn a whole lot”* (Virginia).

As regards the *Autonomous Learning* section, all of them considered it the most useful part, although quite demanding and time consuming, especially during exams time. *“Yes, when we had exams, a writing assignment was terrible, but...”* (Ainara); *“In exams time a writing assignment kills you but...”* (Inés). But it was observed that only few of them liked this section to be “really autonomous”. On the contrary, they always preferred the teacher to be who provided them with the materials; in general, they only wanted to decide on the order of submitting them: *“I pretty much prefer you to assign and propose them. Guided and free at the same time”* (Asier); *“I prefer the teacher to be who tells us what to do and get prepared to take the exam of EOI (...) You give us some topics or proposals and we complete them in the order we prefer”* (Inés); *“The best: you decide on the type and number of task such as: x writings, x self-recordings, x listening activities and we organize them in the order we wish”* (Josu).

As it has been mentioned (see Chapter 4), the Personal Experience section was done in *Tuenti*, the social network Spanish teenagers use the most, in order to give them more fluent and quick feedback. Regarding this section, one student mentioned: *“Since I didn't have any problem, I always wrote the same thing; definitely, every week is too much”* (Inés).

At the end of the second school term, the secure social learning network for teachers and students, called [Edmodo](#), was introduced and started to use instead of the

notebook. From that moment on, students had to send their A.L, L and P.E. through *Edmodo* and it was valued very positively. “*Everything is much easier now; if I have assignments to hand in, I can find them there: everything is there. In the Notebook, If you haven't written something, you lose it*” (Eli); “*It makes everything much easier, mostly to keep in touch with the teacher, hand in assignments, share resources, etc. This kind of platforms should be promoted at school*” (Josu).

## 6. DISCUSSION

In this chapter the answers to the research questions will be presented. It will also report the researcher's views as regards pedagogical implications, limitations of the study and proposals for further research.

### 6.1. Discussion regarding research question 1

Students' overall evaluation of the programme resulted very positive, and most of them reported having enjoyed the program, because they worked hard but differently. They liked the classes and the projects, especially the second one, *Bidaia bat*, because it gave them the opportunity to deal with real information and accomplish tasks very much linked to real world. The third project, *Gramatika azaltzen* was rated as the least entertaining but the most profitable as far as language learning was concerned.

However, most of them also reported that projects should be shorter in time and combined with more teacher-fronted grammar explanations. Although one of the projects was actually a grammar project, and students had to explain a grammar item in

front of the class and also had to prepare some exercises to practice, they considered it not being enough and missed more traditional grammar explanation and exercises.

Regarding materials used and the format of the projects, they rated them very high along with the help given by the teacher, who, according to them, gave them all the support when needed. They also reported that doing projects anxiety was lowered as they did not have to risk everything on an exam.

Similar positive evaluations are found in Sierra's different studies (2001, 2008, and 2011) where students also rated project work very high; the studies were conducted in different educational stages, from secondary to university, in which more than the 85% of the students had a good or very good opinion about working with projects.

These findings also go in line with Eyring's (1999) in which evaluations were very positive regarding the course, and in particular, the teacher's friendly stance, but more traditional teacher-centred instruction and more focus on forms activities were also demanded.

## 6.2. Discussion regarding research question 2

Students were satisfied with the overall learning achieved with the programme. As for language, they reported having improved in writing and translation skills, firstly, and secondly, oral expression, presentation skills and vocabulary. The poorest results are found in grammar improvement, since only a third of them admitted having learnt enough grammar. In Moulton and Holmes (2000), Beckett (2005) writing and presentation skills are also reported as the most improved skills. But results match best with Kemaloglu's (2006) findings, who also reports that his students perceived that they had improved more their writing and speaking skills than their reading and listening skills; vocabulary learning was rated higher than grammar learning. The students in the

present study also reported that their translation skills had improved, as it is also the case in Kemaloglu's (2006) study. We have to bear in mind that the students in the present study were dealing with a minority language, Basque, which has a very scarce presence on the internet, to where students resorted to look for the information. Therefore, they had to translate it from Spanish or English into Basque. This also could explain why participants perceived that their reading and listening comprehension had not improved significantly.

### 6.3. Discussion regarding research question 3

The students' answers were very positive with regard to their group work experience. Their degree of satisfaction within their groups throughout the three projects was also very high. With the exception of a few negative comments regarding task distribution, they reported they had not any particular problem. They felt that everybody had done their sharing and worked cooperatively. They rated very highly the relaxed atmosphere within groups and the help and support given to each other. As groups were quite balanced as regards language proficiency and other skills, weaker students were not left aside. The only negative aspect some students pointed out is that, as usual, there were some who worked harder than the rest, and this difference went unnoticed as they all were given the same mark.

Results go in line with Sierra's work (2001, 2008, 2011) in which students' evaluations of group work were very positive. In these studies some negative comments were also made in terms of sharing the work and responsibilities, but students took a clear stand for working in groups because they felt much more motivated, very satisfied with the work done within groups and with the learning achieved.

## 6.4. Discussion regarding research question 4

The students considered that the instruments used for the cooperative assessment scheme were very good tools. However, with regard to the enjoyment of taking part in the assessment process, their opinions were not very positive, since nearly half of the students did not like assessing their own group, and students liked evaluating other groups even less. In all the studies conducted by Sierra (2001, 2006, 2008, and 2011) the students' expressed they had enjoyed more the assessment process. In Sierra (2011) the students preferred assessing other groups' presentations to their own group's. As we commented before (see 5.1.1.) in the present study the students' preference for assessing their own group or other groups' presentations bore no significant results. Although this difference was not relevant, they justified their preference for assessing their own groups' presentations asserting they were not qualified to judge other group's work, as other groups were supposed to have worked as hard as they did.

They were willing to comment and give their opinions about other groups' presentations, but they did not like to give marks. As they mentioned, peer-pressure was the main obstacle. Moreover, they pointed out that the teacher's mark should have more weight in the final mark.

When they were asked whether they found assessment as a difficult or an easy task, answers given go in line with those in Sierra's study (2008), where most of the students found the task of assessing theirs and their peers' presentations as a difficult task.

To sum up, opinions are divided about taking part in a collaborative assessment scheme, since only a few students in this study would like to take part again in a

collaborative assessment scheme, because it entails taking more responsibility. Some others would not as they think assessment should be only in teachers' hands.

## 6.5. Discussion regarding research question 5

The students found only some sections of the *Notebook/Diary* useful. Only the *Personal Experience* section and especially, the *Autonomous Learning* section were rated as really useful. The latter was considered necessary because it was the space for individual work and the students reported having worked hard and learnt significantly, particularly those students taking the EOIDNA exams. Although the students were free to choose the type of activity, many of them preferred the teacher to provide them with the activities so that they could then choose among a variety of them. Regarding the former, the *Personal Experience* section, it was considered useful as a place to give opinions, to pose questions and, to detect and solve problems. However, they unanimously agreed on filling this section not every week, because many times they did not have anything to comment on. The section called *Learning* was considered useless for more than half of the students as a weekly task; however, when its frequency was changed to the end of each project, it was regarded with more acceptance, as it was used as a reflection tool to do a revision of what they had learnt throughout the project. As regards the *Agenda* section, they found it useful to know what was scheduled for the class, but the obligation of copying it and summarising what had been done was rated as unprofitable. The switch to *Edmodo* platform was valued very highly, because it was a place to find the *Agenda*, share resources, hand in assignments, interact with the teacher and the group, and so on. In their opinion, this platform should be promoted and extended to other subjects.

## 7. CONCLUSIONS

### 7.1. Pedagogical implications

We have shown that students in this study liked and enjoyed project work, made very good quality projects and reported having learnt considerably, not only language related knowledge, such as writing, presentation and translation skills, but also knowledge related to real and ordinary tasks, such as, for example, preparing and organising a trip. They enjoyed working in groups because of the relaxed atmosphere that was created and because they worked cooperatively, helping each other. However, they unanimously demanded projects combined with more teacher-fronted grammar instruction.

As far as collaborative assessment is concerned, divided opinions came out, since, at least, half of the students did not enjoy the task, particularly giving marks to the rest of the groups. Finally, the use of a *Notebook/Diary* as a reflection and individual work assessment tool provided mixed evaluations, since only some sections were valued as useful, whereas others were not. Moreover, the use of the platform *Edmodo* was rated as a better choice to keep track of what has worked on, get feedback from the teacher, hand in assignments, and share resources and so on.

Possible explanations for these mixed evaluations can be drawn from the educational system students come from, which is mostly a teacher-centred. That is, the teacher is the one who explains content, gives assignments, prepares exams and gives marks. Students' role consists of listening to the explanations, doing exercises assigned and taking exams. They do not have a say in the teaching-learning process. Hence, they are not used to working cooperatively in groups, doing research, taking part in the



assessment process, being autonomous to decide the type of activities they need and like, preparing exercises for their peers, and so on. In brief, they have never had the chance to take charge of their learning and have always had a very passive role. Furthermore, they are convinced that “serious” learning takes place in a traditional way. Projects are fun, but if you want to learn, textbooks and teachers’ explanations are the way. In this sense, we have our doubts that the results would have been positive if a project based programme had been implemented in a compulsory subject instead of in an optional subject, such as Basque language. This view of learning is also mentioned in Beckett (1999) as the main reason for the negative evaluations the participants of her study reported. These participants were Chinese immigrant students in Canada who were not used to project work and who mostly did not like it because they believed projects prevented them from learning “the basics”.

Another issue that is worth to put forward is the view students usually have about language learning. According to them, to be proficient in a language, what is needed above all is to master its rules and memorise a great amount of vocabulary; only then they feel ready to use the language. That is why participants of the present study were demanding more grammar instruction. However, they created products of a quality that would not have been possible with traditional methods; used the language for purposes that would not have been possible using textbooks. Similar perceptions had Eyring’s (1989) participants, who seemed to have learnt a lot through projects and made very good quality products but did not value it as essential and relevant learning, because, due to their conception of language learning, they did not realise that to accomplish these projects, they used accurate grammar and vocabulary, and therefore, they did work on the language, but in context and being relevant for their projects. If this is so, some pedagogical implications can be drawn from this study:

◆ According to Nunan (1995: 136), "when the purpose and the rationale of instruction is made explicit to the learners", students' motivation and interest can be fostered. Therefore, as Beckett (1999) suggests, it is crucial to put forward the benefits of project work to students at the beginning of the course, so that they can realise they learn the language along with content, thinking and research skills; projects by students of previous years can be shown as evidence of these benefits.

◆ Group work should be promoted as much as possible, not only in the Basque language classroom, which is an optional subject, but also in compulsory subjects. That being so, students would learn to share ideas, distribute work load, support each other; that is to say, students would take more responsibility of their own learning and become more autonomous. These are considered as very important goals in most subjects' programmes, but not covered in most of them.

◆ It is also important to train students in a cooperative assessment scheme, in particular, in the summative part, because assessment is seen by them as a competition, which is usually the case in most of the subjects, and not as an opportunity to get constructive feedback, not only from the teacher, but also from their classmates. We agree with Sierra (2011: 228) when he affirms that "*the students' participation in summative assessment, particularly in the first years of compulsory secondary education, can be a controversial issue and should be adapted to the educational context and the teachers' preferences and skills*".

## 7.2. Limitations of the study

There is more than one limitation in this study. The most remarkable one is the small size of the sample, 12 students. It is obvious that implementing projects in a small

class seems to be less problematic than in a large size class. Therefore, our results can be considered neither representative nor generalizable.

Another limitation of the study is that both the teacher and the students had no previous experience in project work, and therefore, it would be desirable to continue with the experience for more years and undertake a new cycle of action research in order to improve the implementation of project work and obtain stronger results. It would also be advisable to have control groups, that is, groups not working with projects to compare results.

To conclude, it is important to highlight that the good relationship among students and the teacher might have biased the results, due to a desire to please the teacher that students could have had.

### 7. 3. Suggestions for further research

The very few studies on project work deal with the teaching of English, the international language of communication or Lingua Franca whose teaching takes place all over the world and to which a great deal of resources and efforts are allocated. On the contrary, much less research has been conducted, so far, related to teaching a language other than English through project work, and far less related to teaching a minority language.

*The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) (Council of Europe, 2001), an international standard to measure the level of oral and written expression and comprehension, whose aim is to provide with a common basis to describe objectives, contents and methods in foreign and second language education in Europe, has brought about a breakthrough for the teaching of the Basque language, since much more resources have been devoted to it, in

order to follow the recommendations put forward in the CEFR. In this sense, the teaching of Basque shares now many features with other foreign and bigger languages. However, it is important to make clear that teaching English and teaching a minority language are still quite different in some aspects, such as, for example, the variety of materials and resources available in the target language. The small scale material production in Basque may hinder the implementation of project-based programmes where students are supposed to have the chance to work on topics of their interest using authentic materials. Being that so, the input received can be considered somehow poor.

Consequently, it would be advisable to undertake research on teaching a minority language through project work to check whether the benefits reported in studies dealing with the teaching of English also apply to minority languages.

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## 6. APPENDICES



## Appendix I

### BACKGROUND QUESTIONNAIRE

1. Name and surname
2. Place of birth
3. Date of birth
4. At what age did you start learning Basque?
5. In which school?
6. How long have you been learning Basque?
7. In which model have you been enrolled?
8. Which language/es do you speak at home?
9. Is any Basque speaker living in your house?
10. Do you have any relative who speaks Basque?
11. Do you have any friend who speaks Basque?

#### ***IN THE BASQUE LANGUAGE CLASSROOM***

12. In your opinion, what is your level in Basque?
13. What marks do you usually get?
14. Why are you taking this subject this year?
15. What are your goals and expectations for this year?
16. Have you ever worked through projects? When? In which subject?
17. Would you like to work through projects in the Basque language classroom? Why?
18. Which topics are you interested in? Which topics would you like to work on?
19. Do you like group work?
20. What are the activities you like the most in the Basque language classroom?
21. What are the ones you don't like?

#### ***SPARE TIME IN BASQUE***

22. Do you ever watch ETB in Basque? What?
23. Can you understand the main information while watching ETB?
24. Have you ever visited web sites in Basque? Which one?
25. Do you have any problem to understand the main information in Basque web sites?
26. Have you ever written an email in Basque? To whom?
27. Have you ever read a book in Basque on your own initiative?
28. Have you ever watched a film in Basque? Which one?

#### ***NEW TECHNOLOGIES***

29. Do you have a computer at home?
30. Do you like working with computers?
31. Do you have an Internet connection at home?
32. What do you use Internet for?
33. Are you in a social network? In which one?
34. Have you ever visited a *blog*?
35. Do you use *Skype*?
36. Do you know how to record audio and video?

A) Following are a number of statements .Please say whether you agree or disagree with them. There are no right or wrong answers. Please be as honest as possible. Answer with ONE of the following:

- SA \_/ Strongly Agree (circle SA)
- A \_/ Agree (circle A)
- NAND \_/ Neither Agree Nor Disagree (circle NAND)
- D \_/ Disagree (circle D)
- SD \_/ Strongly Disagree (circle SD)

1. I like speaking Basque
2. Basque is a difficult language
3. Basque is a language worth learning
4. I really enjoy learning this language
5. This language class is a challenge that I enjoy
6. Whenever I have the chance I use this language outside of class
7. I am learning this language to understand films, videos, or music
8. This language is important to me because it is part of my cultural heritage
9. I am learning this language to be able to communicate with friends who speak it
10. I believe I will receive an excellent grade in this class
11. I am worried about my ability to do well in this class
12. I feel uncomfortable when I have to speak in this class
13. I work hard in this class even when I don't like what we are doing
14. Grammar should be an important focus in this class
15. Reading and writing should be an important focus in this class
16. Vocabulary should be an important focus in this class
17. Listening and speaking should be an important focus in this class
18. Activities in this class should be designed to help students improve their abilities to communicate in this language
19. Language instruction should focus on the general language of everyday situations
20. I like language classes that use lots of authentic materials
21. I like language learning activities in which students work together in pairs or small groups
22. I prefer to work by myself in this language class, not with other students
23. I prefer a language class in which there are lots of activities that allow me to participate actively
24. I prefer to sit and listen, and don't like being forced to speak in the language class
25. Students should ask questions whenever they have not understood a point in class

*Adapted from Schmidt, R. and Watanabe, Y. (2001) "Motivation, Strategy use, and Pedagogical Preferences in Foreign Language Learning". In Dörnyei, Zoltan and Schmidt, Richards (eds.) Motivation and Second Language Acquisition (pp.313-359) Honolulu: University of Hawaii.*

## Appendix II

### THE QUESTIONNAIRE

The aim of this questionnaire is to analyse your opinions about the work carried out this course. Your responses will contribute to improve project work in future courses. PLEASE, ANSWER IN THE LANGUAGE YOU FEEL MOST AT HOME. Thanks a lot for your collaboration.

1. In general, my impression of this course is

VERY GOOD	GOOD	SATISFACTORY	POOR
-----------	------	--------------	------

2. The way we worked (projects, presentations, group work, assessment, etc.) has motivated me:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

3. If you had to do this subject again, you would choose:

- Project work, as carried out this year
- A different way of working. Which one?

Justify your answer:

4. My impression is that in this subject I had worked:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

5. My impression is that while presenting my projects, the rest of the class worked:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

6. Doing and presenting my group projects I learnt:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

7. Listening to my classmates' presentations and doing their activities, I learnt:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

8. Working on my projects and listening to and participating in other group's presentation, I consider I improved my listening comprehension skills in Basque:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

9. Working on my projects and listening to and participating in other group's presentation, I consider I improved my speaking skills in Basque:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

10. Working on my projects and listening to and participating in other group's presentation, I consider I improved my writing skills in Basque:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

11. Working on my projects and listening to and participating in other group's presentation, I consider I improved my reading comprehension skills in Basque:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

12. Working on my projects I consider I improved my presentation skills:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

13. Working on my projects I consider I improved my translation skills:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

14. Working on my projects I consider I improved my knowledge of the Basque grammar:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

15. Working on my projects I consider I improved my vocabulary:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

16. The materials provided by the teacher (planning and assessing instruments, models of projects, examples of activities, etc.) have helped to do and present our projects:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

17. The guidelines provided by the teacher to do and present our projects have helped:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

18. The topics covered by the projects interested me:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

19. I liked my experience working in groups this year:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

20. Your level of satisfaction within your group has been:

Musika talde bati buruzko lana

VERY HIGH	HIGH	LOW	VERY LOW
-----------	------	-----	----------

Bidaia bat

VERY HIGH	HIGH	LOW	VERY LOW
-----------	------	-----	----------

Gramatika azaltzen

VERY HIGH	HIGH	LOW	VERY LOW
-----------	------	-----	----------

21. Comment your experience about the work of your groups during the preparation and the presentation of the Projects (distribution of tasks, amount of work, etc.). Problems you had and solutions (if any) that you found:

Musika Taldea

Bidaia bat

Gramatika azaltzen

22. In my opinion the format of the projects is:

-Musika Taldea: Biography, discography, style, song activities, interview, CYKQ,

-Bidaia bat: General information, before departure, day by day, e-mail for the travel agency, letter for parents, letter for the headmaster, letter of complaint, CYKQ

-Grammar explanation: handout, activities (educaplay)

VERY GOOD	GOOD	SATISFACTORY	POOR
-----------	------	--------------	------

Would you change anything? What?

23. Working with projects the autonomous learning improves:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

24. I consider that this course being a non-exam programme has been beneficial for me:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

25. The assessment instruments we agreed on to evaluate our projects are:

VERY GOOD	GOOD	SATISFACTORY	POOR
-----------	------	--------------	------

26. I like assessing my own group :

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

27. I like assessing other groups Oral presentations:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

28. I find assessing my own group:

VERY EASY	EASY	DIFFICULT	VERY DIFFICULT
-----------	------	-----------	----------------

29. I find assessing other group's Oral presentations:

VERY EASY	EASY	DIFFICULT	VERY DIFFICULT
-----------	------	-----------	----------------

30. Comment briefly on your experience assessing your group/other groups' work:

31. In your presentations you were the (co-)teacher. Comment briefly on your experience:

32. I found that filling the Notebook/Diary was:

VERY USEFUL	QUITE USEFUL	UNUSEFUL	VERY UNUSEFUL
-------------	--------------	----------	---------------

33. What is your opinion about the Notebook's sections? Comment on its usefulness and how it helped you.

Agenda:

P. E.:

L:

A.L.:

34. I consider that I benefited from the use of the Notebook/Diary as an assessment tool:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

Justify your answer:

35. I believe that I participated in the organization and management of the course along with the teacher:

A LOT	QUITE	LITTLE	VERY LITTLE
-------	-------	--------	-------------

36. Comment briefly on your teacher's work:

37. We would appreciate other comments on the course (suggestions, changes, what you liked most/least, etc.)

Adapted from Sierra (2008 and 2011).

## Appendix III

### EXTRACT FROM “EUSKAL MUSIKA TALDE BATI BURUZKO PROIEKTUA” (A Basque music group) PROJECT

#### **BIOGRAFIA**

Kepa Junkera Bilbon jaio zen 1965ean. Bere haurtzaro eta gaztaroa Errekalde auzoan igaro zituen. Aitonari esker eman zituen bere lehen urratsak musika munduan. Aitona pandero jolea zuen. Kepa erromerietan trikitixa jotzen hasi zen bere familiarekin. Autodidakta izan zen musika tradizionalaren munduan. Jendeak esaten zion bere musikak ez zuela balio dantzatzeko. Trikitixa txapelketa batean pandero jotzailea Keparen musikarekin rock esti-loan dantzan hasi zen protesta bezala eta frogatzeko dantzarako balio zuela.

Mugarik gabekoa izan da Junkeraren ibilbidea. Eta ibilbide horretan, Euskal Herritik ihes egin zuen eta *Trans Europe Diatonique* diskoa sortu zen. Ingelesa eta Italia hizkuntzekin jolasten zuen disko honetan. Bestalde, bere lehen diskoa Espainian *Infernuko ausokoa* izan zen 1988an. Hala ere, oraindik ez zen famatua.

Nazioartean izan zuen arrakasta hari lotzen zaio *Tricky!*. Japonian bakarrik argitaratu zen diskoa. Jukeraren abesti mitikoak “Bok-espok” eta “Ny hira hira” dira. “Bok-espok” *Bilbao 00:00* diskoan agertzen da, “Ny hira hira” *Maren* diskoan agertzen da eta Xabier Amuriza-rekin eta Manuel Gonzalezekin kantatzen du.

2002ean, Grammy Latino sarietarako izendapena jaso zuen *Maren* diskoagatik. Grammy saria bi urte geroago eskuratu zuen *K* diskoarekin. Saria irabazi ondoren, Kepa Junkerak kolaboratzaile pila izan zuen lagun trikitilariak; adibidez: Paddy Moloney, La Bottine Sou-riante eta abar. *Athletic bihotzez* diskoa egin zuen 2004ean futbol taldearen omenez.

Kepa Junkerak atzerrian euskal musika famatua bihurtu nahi du. Eta hau lortuko du proi-ektu berri batekin. Urte batzuk lehenago, Kepak abesti bat idatzi zuen: “Mugarik gabe” zen bere titulua. Kepak bere amets bat kontatu zuen abestian: Euskal Herritik kanpoko kantari eta musikariak euskaraz abesten jarri nahi zuen.

Eusko Jaurlaritzaren 700.000 euroko diru laguntza eman zion bere proiektua hasteko. Baina euskal musikari eta abeslari asko haserretu ziren eta manifestu bat sinatu zuten kexatzeko. Gure ustez, haiek ez zaie gustatu faboritismoa. Oraino Kepa Junkera “Mugarik gabe” proiektuan lan egiten ari da.

#### **MUSIKA ESTILOA**

Keparen aitona pandero jolea zela eta bere ama euskal dantzaria zela dakigu. Beren era-ginagatik, Kepa Junkera trikitixa jotzea hasi zen. Trikitixarekin, Euskal Musika jotzen du. Hala ere, Kepari inprobisazioa asko gustatzen zaio eta bere kontzertuetan beti abesti be-rriak jotzen ditu. Gainera, bere diskoetan estilo eta kultura desberdinak nahasten ditu eta mugarik gabeko musika sortzen du. Kepa Junkera konplexurik gabe eboluzionatzen ari da.

## **MUSIKA TRESNAK**

Kepa Junkerak musika tresna askoren nahasketa erabiltzen du bere abestietan, baina bere ezaugarriak nabarmenena trikitixak eta akordeonak erabiltzen dituela da. *Trikitixa* instrumentu euskalduna da. Euskal herrian XIX. mendetik erabiltzen den haizezko instrumentua da. Europan eta Ameriketara ere ezaguna da, aldaera askorekin. Trikitixak akordeona bat bezala da baina txikiagoa eta ere botoi gutxiago ditu. Gehienetan pandero batekin jotzen da. Erromeria guztietan izaten den instrumentua da eta guk Keparen aitona erromerietan jotzen zuela dakigu.

## **ELKARRIZKETA**

Egun on, gaur pertsonaia famatu batekin gaude, trikitilari batekin, Kepa Junkerarekin gaude.

Kepa Junkera trikitilaria da, disko asko dauka, eta oraindik nahiko gaztea da. Gaur berarekin hitz egingo dugu, trikitixari buruz, bere kantaren buruz, bere hasieraren buruz eta hainbeste gauza gehiagoren buruz hitz egingo dugu berarekin.

*Kaixo Kepa. Gauza batzuk galdetu nahi dizkizugu* Kaixo, ¡Bai Horixe! Eskerrik asko zuen etortzeagatik.

*Beno, hasteko galdetu nahi dizugu nola lagundu zizun zure aitonak?*

Ba begira. Aitonak trikitixa jotzea gomendatu zidan eta ez pandero jotzailea izatea. Askoriot diot. Nire hurrengo singel-a nire aitonari dedikatu diot. Melendirekin izango da.

*Eta trikitixa jotzea oso zaila iruditu zaizu?*

Beno, ez da oso zaila baina hasieran Koordinaziorik ez neukanez, zaila egin zitzaidan baina hilabete pasa eta gero koordinazioa lortu nuen eta erraza iruditu zitzaidan.

*Eta zergatik aukeratu duzu trikitixa eta ez panderoa, zure aitonak bezala?*

Ez dakit oso ondo, baina trikitixa erabaki nuen asko gustatzen zaidalako bere soinua eta musika tresna erreza da, ez da oso zaila jotzea. Ere trikitixa nola jotzen ahal den gustatzen zait, kanta bat ez da beti berdina jotzen, jotzen ahal duzu diferente baina soinua irudia da eta asko gustatzen zait, adibidez panderoa beti bezala jo behar duzu eta aspergarria da, trikitixaren soinua askoz politago da niretzat.

*Beste gauzari buruz, Kontatu ahal diguzu zerbait Grammy-en gauari buruz?*

Uf! Oso urduri nengoen, eh? Oso, oso urduri. Grammy-a irabazi baino lehen, Kalifornian egon nintzen, Estatu Batuetako Euskal Etxe batean. Hara Amerikako musikari ezagutzera joan nintzen, proiektu bat hasi nahi dugulako. "Herria" zen proiektua, bai. Baina, beno, urte batzuk pasatu dira proiektuarekin hasi ginenetik. Eta... ea, bai, Grammy-ek hitz egin behar dut! Beno, badakit zer kontatuko dizue dan. Minutu batzuk falta ziren irabazlea azaltzeko eta izendatutako musikariok itxaroten ari ginen antzetzokiaren atzean. Nire Amerikako laguna nirekin zegoen ni lasaitzeko eta nik nire trikiak neukan. Eta... ¡Nire izena esan zuten! ¡Irabazi nuen! Besarkada eman nion nire lagunari eta ¡trikitixa gordetzeko kutxarekin estropezu egin eta ai, ene, ia-ia erori nintzen, eh. Ia erori nintzen saria jaso baino lehen. Dibertigarria, ezta?



*Bai. Eta beste gaiariburuz, ze iruditu zaie euskara atzerritarrei?*

Ba, oso zaila iruditu zaie baina abestirako transkripzioak egiten dizkiegu eta horrekin erraza iruditu zaie.

*Txori batek kontatu digu diru laguntza bat eman zizun. Zer pentsatzen duzu jaso zenuen diru laguntzari buruz? Musikari asko haserretu ziren, ezta?*

Ba... pues, nola esango dut... Begira, Eusko Jaurlaritzak eman zidan diru laguntza. Nik ez nuen eskatu; nire ustez, eman zidan merezi nuelako. Ta beno... musikari asko ari gara lanean euskara munduan eta lehiakortasun handia dago. Agian nire diru laguntza gehiegi zen... baina proiektuek diru asko behar dute, nazioartekoak direlako. Eta euskal musikari desberdinekin lan egingo dudala hitz ematen dizut. Denok euskara ezagutarazi nahi dugu. Eta elkarrekin lan egiten badugu, lortuko dugu.

*Gaur egun ze esango zenieke musikari berrieri?*

Praktikatzen segitzeko esango nieke eta ez uzteko inoiz kantatzeari edo jotzeari... hori oso mundu polita.

*Eta noiz izango da zure hurrengo kontzertua?*

Laster izango da, abenduaren hamabostean Iruñean jo behar dut nire taldearekin. Gabonetako kantak joko ditugu, eta ez dakit zer gehiago, jendeak nahi dituen kantak ere joko ditugu.

*Hau izan da dena gure partetik, milesker Kepa zure denboragatik eta zure pazientziagatik. Agur.*

*Ez horregatik. Agur.*

## Appendix IV

### EXTRACTS FROM “BIDAIA BAT” (A trip) PROJECT

#### *Bisita eta monumentuei buruzko informazioa:*

1. Coconut Grove: Bizitasun gehien duen auzoa, eta hemen jatetxe eta denda asko daude. Miami Beachetik hurbil dago eta autobusa garraio publikorik hoberena da auzo honetara joateko.



2. Vizcaya Museum and Gardens: luxuzko etxe bat da, lorategi batzuk dauka, eta luxuzko lorategiak dauzkana.



3. Miami Seaquarium: Estatu Batuetako akuariorik handiena eta famatuena da, Fipper Izurdea bertan dagoelako.



4. Goldcoast Railroad Museum: trenen buruzko museo bat da, hemen tren historikoak erakusten dira eta Miami Metrozooaren ondoan dago.



5. Miami Metrozoo: zoo honetan animaliak bere habitatean bizi dira eta lasai egoten dira. Zoo hau oso diferentea da, eta oso ondo pasatu ahal duzu.



## JOAN AURRETIK (Viena)

Dokumentazioa: Bakarrik NAN beharko duzu, Austrian Europar Batasunean dagoelako. Baina animaliekin bidaiatzen ari zarenean, nazioarteko pasaporte berezi bat beharko duzu. Gainera, animaliei amorraren kontrako txertoa jarri behar diezu.

Osasun txartela: Europako osasun- txartela eraman behar duzu, eta medikuntza-gastuak itzuliko dizkizute.

Deskontu txartelak: ISIC txartela oso erabilgarria da eta unibertsitateko, Batxilergo edo DBHko ikasleek lortu ahal dute. Nazioarteko ikasle-txartela (ISIC - International Student Identity Card) mundu osoan dago onartuta. ISIC txartelarekin, deskontu eta zerbitzu bereziak izango dituzu garraio, ostatu, museo, antzoki, kultur gune eta leku historikoetan. Txartela ateratzeko, ikasturte horretan matrikula egin izana egiaztatzen duen agiria aurkeztu behar da. Txartela Interneten bidez edo edozein Gazte Informazio Bulegotan eska dezakezu.

Dirua: Austria Espainia baino garestiagoa da. Gutxienez 250 euro eraman behar dituzu dena ordaintzeko.

Prezioak: Viena hiri garestia da eta normalean museoetan, jatetxetan edo kultur guneetan prezioak nahiko altuak dira. Adibidez:

Jateko eta edateko.

Kafe handia: 2€

Pastel zati bat: 2,5€

Pizza zati handi bat: 2,5€

Afari bat bi pertsonentzat jatetxe batean: 35€

Garraiobideak:

Metroko txartela: 1,8€

Taxi bat aireporturik Vienako alde zaharrera: 45€ (gutxi gorabehera)

Ostatua:

Gau bat hotel batean: 50€ (gutxi gorabehera)

Eskupekoak (propinak): Vienako hotel eta antzokien guardarropetan eskupekoa utzi behar duzu. %10 eta %15 bitartean dagoen eskupekoa taxilari utzi eta eskupeko normala zerbitzariari. Igogailu zainek eta atezainek 0,50 eta 1€ bitartekoa espero dute. Vienako jendeak hurrengo zenbakira arte biribildu egiten du dirua, hau da, zerbait 2'70 € kostatu bada, 3€ ordaindu beharko dituzu. "0'30" hori eskupekoa dela esan behar diozu, hau da, zerbitzariak zerbait "2'70€" balio duela esaten badizu eta zuk "3€" edo billete bat ematen badiozu, berak hiru euroren bueltak itzuli beharko dizkizu. Hasieran pixka bat zaila da baino gero ohitu egiten zara, hemen eskupekoa zerbitzarien eskuetan utzi behar duzulako.

Alkohola eta droga: 18 urte dituzuenean, diskoteketan eta taberna sartu ahal zara eta alkohola erosi ahal duzu. Normalean, dokumentu bat edo pasaporte eskatuko dizute, diskoteka batean sartu nahi duzunean. Drogei buruzko legeak ez dira oso gogorak eta arau-haustearen arabera izaten dira. Droga asko badaukazu, isuna oso handia izango da. Baina polizia ez dago beti erretzen dutenak bilatzen.

Arropa: Arropa beroa eraman beharko duzu, klima nahiko hotza delako. Gauean beti, beti. Hala ere, udan arropa arinagoa behar duzu, baina beti txamarra bat eraman ezazu, gehienbat goizean eta gauean jartzeko. Gainera, kapusai bat beti da beharrezkoa, urtaroa edozein delarik ere.

Bisitatzekeo garairik hoberena: Vienako hiria edozein garaitan disfrutatu dezakezu, baina tenperatura kontuan izanda, beharbada bisitatzekeo momenturik hoberena udaberria da.

Aholkuak: Viena bere antzerki, kontzertu eta operengatik da famatua. Jaialdi asko prestatzen dituzte eta urtero gobernuak kontzertuen egutegi bat sortzen du.

Vienan, Irailetik Ekainera antzerki eta Austriako opera hoberenak ikusi ahal dituzue. Eta kontzertu hoberenak, Urritik Ekainera.

## Appendix V

### EXTRACT FROM “GRAMATIKA AZALTZEN” (Grammar explanation) PROJECT

# *Erlatibozko perpausak*

## *Zer dira erlatibozko perpausak?*

Erlatibozko perpausak menpeko (subordinada) perpaus-mota bat dira, hau da, esaldi nagusiaren (oración principal) menpe daude.

Izenlagunaren (complemento del nombre) funtzioa betetzen dute. Beraz, perpaus bat izenlagun bihurtu nahi dugunean, erlatibozko menperagailuak erabil beharko ditugu.

*Klaseko mahaia apurtuta dago > la mesa de clase está rota Klasean dagoen mahaia apurtuta dago > la mesa que está en clase está rota.*

Aurreko adibideetan, *KlaseKO* eta *klasean dagoEN* sintangek *mahaia* izena esplikatzeko dute, baina bigarrena esaldi osoa da.

Erlatibozko perpaus desberdinak daude: a) “-N” b) “-TAKO”

### *-(e) N atzizkia*

#### **2.1. Ze funtzioa du eta non jartzen da.**

Erlatibozko perpausak izenlagunaren funtzioa betetzen dute, eta, beraz, izenaren aurrean jartzen dira.

*Goizean ikusi duguN mutila Gazteizkoa da. > El chico que hemos visto a la mañana es de Vitoria.*

Atzean dagoen izen- sintagma mugatu eta zehaztu egiten du. Izen- sintagma bistan denez, deklinatu egin daiteke.

*Etorri deN mutilA izan da > Ha sido el chico que ha venido Etorri deN mutilAK egin du > Lo ha hecho el chico que ha venido Etorri deN mutilARI eman dio > Se lo ha dado al chico que ha venido Etorri deN mutilAREKIN joan da > Se ha ido con el chico que ha venido.*

Maiz NONGO eta NOREN kasuekin, ondokoa ezabatzen da eta -N menperagailuari honen deklinabide atzizkia erantsen zaio.

*Ikusi duguN mutilA~ Ikusi duguNA > El (chico) que hemos visto Ikusi duguN MutilAREKIN~ Ikusi duguN AREKIN > Con el (chico) que hemos visto Ikusi dituguN mutilAK~ Ikusi dituguN AK > los (chicos) que hemos visto Ikusi dituguN mutilENTZAT~ Ikusi dituguN ENTZAT > Para los (chicos) que hemos visto Ikusi duguN mutil HORI~ Ikusi duguN HORI > Ese (chico) que hemos visto*

## 2.2 Erlatibozko perpausen ordena -(e)N rekin.

-N menperagailua perpausen amaieran jartzen da, osagai guztiak aurrera igarotzen dira. Ezezkoetan, aditz nagusia eta beste osagaiak aurrean jartzen dira.

*Etorri deN mutila > El chico que ha venido. Etorri EZ deN mutila > El chico que no ha venido.*

Batzuetan -N erabiltzen da eta beste batzuetan -eN

## -TAKO-RIKO

Aditz jokatugabeaz, baliatzen gara erlatiboa egiteko. Halakoetan, partizipioari -TAKO/RIKO atzizkiak eransten diogu. Egitura hau ekintza bukatuak adierazteko erabiltzen da. Hemen ere izena ezabatu edo kendu daiteke eta deklinabide atzizkia erantsi.

*Egin duguN lana~ EginDAKO lana > El trabajo que hemos hecho. EtorriTAKO mutilA~ EtorriTAKOA > El (chico) que ha venido EtorriTAKO mutilAK~ EtorriTAKOAK*

### Baldintzazko esaldiak

Completar | 1 Veces realizada | 0 Me gusta recibidos | Eres el autor

f Compartir | T Tweet | 0

#### Instrukzioak

Falta diren hitzekin, testua osatzen saiatu.

Horretarako, hutsune bakoitzean sakatu eta hitz zuzena idatzi behar duzu.

A=a | á=a

Saiaketa kopurua | 0/2

Puntu | 100

**Ariketa honetan baldintza hipotetikoak landuko dituzu. Horretarako, baldintza errealetik hipotetikora aldatu behar dituzu beheko esaldiak**

1. Atzean jartzen bazara, ez duzu ezer ikusiko  
Atzean \_\_\_\_\_, ez \_\_\_\_\_ ezer ikusiko
2. Egunero ateratzen bada, jende asko ezagutuko du  
Egunero \_\_\_\_\_, jende asko ezagutuko \_\_\_\_\_
3. Zuek joaten bazarete, gu ere joango gara  
\_\_\_\_\_, gu ere joango \_\_\_\_\_
4. Hori itxita badago, beste batera joango gara  
Hori itxita \_\_\_\_\_, beste batera joango \_\_\_\_\_
5. Gehiago nahi badute, eskatuko dute  
Gehiago \_\_\_\_\_, eskatuko \_\_\_\_\_
6. Sobratzen badira, nik hartuko ditut  
\_\_\_\_\_, nik hartuko \_\_\_\_\_

Zuzendu

## Appendix VI

### EXAMPLE OF ACTIVITIES IN THE NOTEBOOK/DIARY

AGENDA

1. Etxerako lana : E.I , B.I eta E.P (Pelikula kontatu eta iritzia)

2. Webguneak azertu eta talde batzuk proposatu

3. 12:30 etan, talde bakoitzak musika talde batzuk proposatuko ditu.

ZOMI X/11  
Asteartea

**EUSKAL MUSIKA.WEBGUNE INTERESGARRI BATZUK**

---

<http://www.euskalmusika.com/eu/taldeak.html>

<http://www.eitb.com/eu/gaztea/>

<http://www.entzun.com/>

<http://musikazale.com/category/euskal-taldeak/>

<http://www.eke.org/partaideak/cat>

<http://eu.wikipedia.org>

<http://www.sustraiezblai.org/>

<http://www.euskaraz.net/Hezkuntza/Auzoka/>

ZER IKASI (Z.I)

Hosiera - Suicid

Profila - Perfil

Ekitaldia - Ereuta

Iruzkin - Comentario

Gunea - Espacio personal

Ahozkoak egiten, Mapa kontzeptualak egiten.

BAKAR (KASKETA) (B.I)

Urteberri on, amona!

Pelikula hauetan ezpi pertsona nagusiak daude : Maritxu, Amona,  
(Lurtxo)  
Jose Mari, Miren, Mirenen semea, Aier eta Olatz.

Zehazkiago Amona agertzen da Maritxuren izena aintzatzen, Amona oso berezia da ez duelako asko litz <sup>egiten</sup> Jose Mari~~k~~ oso nekaturta dago Amouarekin eta babes- etxera eramau nahi du. Maritxuk eta Jose Mari~~k~~ Berudorm-era joan direnean Mirenek eta bere <sup>ihes</sup> Sevarrak babes-

# Appendix VII

## EXAMPLE OF GROUP WORK ASSESSMENT REPORT

### TALDE-LANAREN BALORAZIO FITXA

#### 3. Ebaluazioa

Izen-abizenak : *Vanessa Campos*

**Zure taldekideen eta zure lanaren ebaluazioa egin behar duzu. Ondorengoak dira baloratu behar dituzun aspektuak:**

Nolakoa izan da taldekide bakoitzaren lana?

1. Dokumentua idazteko prozesuan: Materiala aukeratu, irakurri, antolatu, atal edo parte desberdinetan egindako lana, zirriborroaren zuzenketa, ...
2. Ariketak aukeratzeko: ariketa egokiak bilatzen eta EDUCAPLAY ra pasatzen
3. Proiektuaren ahozko azalpenaren prozesuan: Azalpena nola antolatu, nork zer egingo duen erabakitzean,....

(0-4): Eskasa, ez nahikoa

(5-6): Tartekoa. Lan egin du, baina berandu, justu-justukoa

(7): Ona. Bere lana egin du.

(8-9): Oso ona, bere lana egin du eta laguntzeko prest egon da

(10): Bikain, taldearen pisua eraman du; inork ez dio esan behar izan lanean hasteko; askotan zamarik handiena hartu du.

IZENAK	1	2	3	NOTA
1. <i>Maria Pabolaza</i>	9,5	9,5	10	9,6
2. <i>Joseba Mortaleua</i>	9,5	9	10	9,5
3. <i>Vanessa Campos</i>	9,5	9,5	10	9,6

Jarritako notak justifikatu behar dituzu:

1. Beti prest dago edozein gauza egiteko. Ariketa pila bat bilatu zituen eta azalpena oso auzo egin zuen. Denoi lagundu diegu eta oso jatorra da.
2. Normalean auzo kostatzen da hastea, ariketa batzuk bilatu zituen, baina EDUCAPLAYen ariketa ez ditugu ikusi.
3. Prest dago edozein gauza egiteko, ariketak ez nituen bilatu, baina EDUCAPLAYra pasatu nuen ariketa bat. Ahozko azalpena antolatu nuen eta pentsatzen dut auzo egin nuen azalpena.



## Appendix VIII

### EXAMPLE OF ORAL PRESENTATION ASSESSMENT REPORT

#### AHOZKO AZALPENA EBALUATZEKO TXOSTENA

- TALDEA: 3 (ken tapia)

- DATA: \_\_\_\_\_

2 TALDEAK EBALUATUTAKOIA

Izenak: 1. deise 2. Edune

3. Irre 4. Andor

Sarrera	(BAI)	EZ
Mapa Kontzeptuala	(BAI)	EZ
UNG	(BAI)	EZ
Kantaren lanketa	(BAI)	EZ
Guztiek parte hartu dute	(BAI)	EZ
Guztiek hitz egin dute euskaraz	(BAI)	EZ
Ebaluazioa	(BAI)	EZ

Bikain (9-10)    Oso ongi (7-8)    Ongi (5-6)    Gutxi (0-4)

	NOTA
Komunikatzeko gaitasuna eta Hizkuntza	8
Sarrera	9
Informazioa: Mapa Kontzeptuala	9,5
UNG (galderak)	8
Kantaren lanketa	8
Klasearen kudeaketa	9
Denboraren kudeaketa	9
Originaltasuna eta dibertigarritasuna	10
<b>AZKEN NOTA</b>	<b>8.8</b>

**NOTAREN JUSTIFIKAZIOA:** Oso dibertigarria da berri eta originaltasun oso dutea presentazioa egin dituztelako. Baina UNGak zeila izan dira.

## Appendix IX

### EXAMPLE OF A NOTEBOOK/DIARY ASSESSMENT REPORT

#### KOADERNOAREN BALORAZIO-TXOSTENA

IZEN-ABIZENAK: ANDREA NORRIL EBALUAZIOA: 1

ATAL GUZTIAK EGIN DITU?	<u>BAI</u>	EZ	<u>BAI</u>	EZ
ATAL BAKOITZA BERE EPEAN EGIN DU?	<u>BAI</u>	EZ	<u>BAI</u>	EZ
ZENBAT?	B.I.: 6; Z.I.: 6; E.P.: 7		✓	

	IKASLEA	IRAKASLEA
AURKEZPENA ETA ANTOLAKETA	9	9
LANA eta ESFORTZUA (Kantitatea, kalitatea, progresioa egon da.)	9	9
Z.I. (Atalen kalitatea eta xehetasun maila)	9	9
B.I (Zailtasuna eta barietatea)	10	9,5
E.P (luzera, emandako informazioa, sugerentziak eta kritika konstruktiboa)	10	9
HIZKUNTZA: Zuzentasuna, jarratasuna eta komunikatzeko gaitasuna		9,5

AZKEN NOTA	IKASLEA	IRAKASLEA
	9-10	9,25

9,3

o **IKASLEA:** (Zeure buruari jarritako nota justifikatu)  
 Nu uste dut lau oso egin dudala eta uardarazera pasata dauskala.

o **IRAKASLEA:**  
 Lau bikaina egin duzu: oso txukun, ondo antolatua, kalitatezko lana dago eta hizkuntza ere oso zuzena. Z.I. atalean gauza batzuk hobeto behar ditugu, oso argi ez baitaude, seguruak uire erruz.